

## ***Hiwar Method In Increasing The Speaking Skill Of Ma'had Al-Jami'ah Students***

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**Abstract:** This research examines learning the Hiwar method in improving Arabic speaking skills at the elementary school level. Innovations in this learning method are expected to improve the quality of the process and learning outcomes. The hiwar method emphasizes the activeness of students in the classroom through active student involvement in the learning process. Students are encouraged to learn through their own active involvement and teachers encourage students to have experiences in conducting experiments that allow them to find principles for themselves. The method used in this research is a qualitative descriptive method, namely research that describes what is present or occurs in a particular field or area. The data collected is classified or grouped according to its type, nature or condition. The results of this study indicate an increase in students' speaking skills with the Hiwar method. This can be proven from the enthusiasm of students and the value of student learning outcomes tends to increase.

**Keywords:** *Hiwar Method; Speaking Skills; Ma'had*

### **A. Introduction**

Language is a means of communication between members of society in the form of sound symbols, utterances produced by human speech organs. The language used as a means of communication between members of society is divided into two main elements, namely form and meaning. Language has several functions, namely, as: information function, self-expression function, adaptation function and social control function. There are so many languages spread on this earth, one of which is Arabic. Arabic is a language that emerged from what is now Saudi Arabia. Arabic is one of the major languages in the world spoken by more than 200,000,000 people. This language is used officially by approximately 20 countries. and because it is the language of the holy book and the guidance of the religion of Muslims worldwide, then of course it is the language that has the greatest significance for hundreds of millions of Muslims worldwide, whether they are Arab or not. (Achoita, 2019; Hamid et al., 2008)

As we already know, in an educational institution it is appropriate if Arabic is recommended because Arabic is seen as very relevant to the needs of the Indonesian people who are predominantly Muslim, especially educational institutions such as madrasas or Islamic boarding schools, whereas understanding and mastering Arabic requires interest and perseverance. learning is high so that this is the task of the Supervisor who is required to solve the problem of difficulty learning Arabic by developing professionalism and creativity in the learning process. (Efflamengo & Asyrofi, 2020)

Some research results indicate that there are weaknesses in the use of schools in learning which still use classical learning, approaches that still tend to be normative, the supervisor is

less creative in exploring methods, the supervisor tends to use conventional learning, question and answer, and giving assignments in the learning process. This causes the implementation of learning to tend to be monotonous, meaning that the supervisor only explains the main points and continues with students working on questions. In this case the learning process takes place in one direction so that students are passive which results in students becoming bored when participating in the learning process. In this case the researcher found a difficulty in learning Arabic, especially in terms of speaking, that many students were not able to speak Arabic properly and correctly, so that students found it difficult to compose a simple word or sentence that they wanted to say. (Ratnaningtyas, 2019; Unsi, 2015)

For this problem, in this study researchers will use the Hiwar Method in improving students' speaking skills at Ma'had Al-Jami'ah UIN Raden Fatah Palembang. This method is a method that emphasizes the activeness of students in the dormitory, through the active involvement of students in the learning process, students are encouraged to learn through their own active involvement, and the Instructor encourages students to have experiences and conduct experiments that allow them to discover principles for themselves themselves, so that learning will be more meaningful for students.

In current learning students must be required to be active, whereas in conventional learning using the lecture method so that the interaction between the Supervisor and students is only one way, students are passive because they only hear the Supervisor's explanation, take notes and wait for the Supervisor's orders. The dialogue method is a method used between two or more people on a given topic. This method has special advantages, including: knowing students' understanding of the material, encouraging and stimulating students to think, and providing opportunities for students to ask questions that they don't understand. The dialogue method makes it easier for tutors to teach Arabic and makes it easier for students to understand lessons because it encourages students to practice thinking and expressing opinions and teaches students to speak good Arabic.

## **B. Method**

Research is a scientific activity that is very important for the development of science and for solving a problem, some scientists start their scientific activities by conducting research. Through careful and systematic research, scientists can find various symptoms or practices that can be used as the best solution for solving a problem. (Afifuddin, 2009; Bagoes, 2004; Moleong, 2021) This type of research is field research (*field research*). The research approach used is a qualitative descriptive approach, which means a research approach that is intended to investigate the circumstances, conditions or other matters that have been mentioned, the results of which are presented in the form of a research report.

## C. Theory

### Hiwar Method

The method is a description of the approach, one approach can be translated into various methods, the method is a learning procedure that is focused on achieving goals. Teaching techniques and tactics are the elaboration of learning methods. (Azis, 2019; Tambak, 2016) So, the learning method can be interpreted as a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives. (Bahasa & 2011, n.d.; Lefudin, 2017; SANGID & MUHIB, 2019)

Some definitions of method according to experts, one of which is according to Muhibbin Syah in his book "Psychology of Education with a New Approach", that the method literally means "way". In general usage, the method is defined as a way of carrying out an activity or ways of carrying out an activity using facts and concepts systematically. (Muhibbin, 2010)

The learning method (thariqah al-tadris/teaching method) is a comprehensive level of program planning that is closely related to the steps for delivering subject matter procedurally, does not conflict with each other, and does not conflict with the approach. In other words, methods are general steps regarding the application of existing theories to a particular approach. At this level, choices are made regarding which specific skills should be taught, what materials should be delivered, and in what order. (Hermawan, 2011)

Al-Hiwar in Arabic can mean "answer", and means "question and answer", "conversation" or "dialogue". It is these latter meanings that are often used for the name of a type of teaching method. In the Qur'an there are three verses that use the word "Muhawarah" namely in sura al-Kahf verses 34 and 37, sura al-Muj is verse 1.

Mani bin Abd al-Aziz al-Mani said that hiwar is also called the question and answer method. This is in line with what was said by H.M. Arifin in his book "Islamic Education". According to Roestiyah, the hiwar method is a method for motivating students to think in questions, when listening to lessons, or when the instructor asks questions and students answer. (Mufarokah, 2009; Simatupang, 2019)

Meanwhile, according to Tarmizi Ninoersy that the hiwar method is a method of discussion with questions and answers to arrive at a truth. (Fitriani et al., 2021; Ninoersy, 2016; Ninoersy et al., 2019) In this hiwar method, sometimes both of them come to a conclusion, or maybe one of the parties is not satisfied with the conversation through speech. However, he can still take lessons and make decisions for himself. (Indrawan, 2016) There are several impacts that occur in this hiwar method, in speech as well as for the listeners of the conversation, namely: (Masrizal et al., 2019)

*First*, the dialogue takes place dynamically because both parties are directly involved in the conversation, it's not boring, both parties pay attention to each other, if you don't pay attention you certainly can't follow the other party's way of thinking, the truth or error of each can be known and responded to right away, topics New ideas are often found in discussions towards a particular goal.

*Second*, the listener is interested in continuing to follow the conversation, because he wants to know the conclusion, to be followed attentively, not bored and full of enthusiasm.

*Third*, This method can evoke feelings and create an impression in the soul, which helps direct someone to find their own conclusions.

*Fourth*, If hiwar is carried out well, fulfilling the moral requirements of Islam, then the way of dialogue, the attitude of the person who is seen, will influence the participants, leaving an impact in the form of moral education, attitudes in speaking, respecting the opinions of others and so on. Learning Motivation

### **The purpose of the hiwar method**

In the process of learning activities, objectives are very important for every educational institution, because having learning objectives indicates that the learning process has clear directions and targets.

To achieve a goal, of course, it requires a good relationship between the components involved in learning, such as: objectives, methods, media, students and supervisors.

Likewise with the hiwar method, goals are one thing that is a top priority that must be achieved. Muhammad Athiyah al-Abrasyi mentions several objectives of the hiwar method, namely: (Ansori, 2021; Lichandra & Sobarna, 2022)

- a. Encourage students to express their opinions
- b. Familiarize students to practice finding and solving a problem
- c. Eliminate doubts in the minds of students
- d. Guiding students how to think well

This hiwar method is able to arouse the creativity of students, by focusing on topics and having high usability, the dialogue model will stimulate creative ideas that can grow along with the motivation that develops in students. When viewed in general, the purpose of speaking practice for the elementary school level is so that students can communicate verbally properly and correctly in Arabic, while the ultimate goal of pronunciation practice is expression, namely expressing ideas/thoughts to others.

### **Techniques in Hiwar**

1. dialogue memorization (*al-hifzh 'ala al-hiwar*)

This technique is an exercise in imitating and memorizing dialogues about

various situations and occasions. Through this exercise, it is hoped that students will be able to achieve good skills in conversations that are done appropriately and not made up. Although it was initially modeled based on rote learning, if practiced continuously over time it will become the ability to communicate properly.

## 2. Dialogue through pictures (*al-hiwar bil-shuwar*)

This technique is given so that students can understand facts through pictures that are expressed verbally according to their level. The guide in this case brings the pictures and shows them one by one to the students while asking questions, then the students answer according to the pictures shown, for example:

Answer	Questions	Answer	Questions
- هذا دفتر	+ ما هذا؟	- هذا دفتر	+ ما هذا؟
- هذه مرسمة	+ ما هذه؟	- هذه مرسمة	+ ما هذه؟
- ذلك مكتب	+ ما ذلك؟	- ذلك مكتب	+ ما ذلك؟
- تلك كراسة	+ ما تلك؟	- تلك كراسة	+ ما تلك؟

## 3. Guided dialogue (*al-hiwar al muwajjah*)

This technique is given so that students are able to complete the conversation according to the specific situation being trained. In this case the advisor provides examples of questions and answers in Arabic, for example about "going to the market". In this question and answer, examples of how to respond/answer are presented, after which the instructor gives sentences to students to respond to as examples, for example:(Musthafa & Hermawan, 2018)

Answer	Questions
- انا أيضا أريد أن أذهب إلى السوق صباحاً	+ أريد أن أذهب إلى السوق، وأنت؟
- لن أن أذهب، عندي واجبات منزلية كثيرة	

The main materials that are usually presented in hiwar learning methods at Ma'had Al-Jami'ah UIN Raden Fatah Palembang are related to the following materials: Schools, classes, gardens, canteens, libraries etc.

In this case the advisor first conveys the mufrodat in the material to be studied, after students have mastered it then learning increases in the formation of words into sentences, then each student is grouped in pairs given the task of compiling their own conversation (dialogue), then practicing it in front of classmates.

#### 4. The Steps of The Hiwar Method

In the learning process, of course the steps are a very important thing to do. The steps that must be considered in the hiwar method at Ma'had Al-Jami'ah UIN Raden Fatah Palembang, namely:

Step that *First* is reading basmalah or done before starting learning, *second* prepare hiwar material carefully and determine the topics to be presented, *third* The advisor gives examples of reading or saying good and correct sentences in hiwar, which can be accompanied by an explanation of the meaning or vowel in sentences where the writing is not clear, *fourth* students together read hiwar that was previously read by the advisor, *fifth* The supervisor instructs several students to take turns to practice hiwar in front of the class by being given their respective roles, and the last step is evaluation (working on the relevant questions in the hiwar).

#### 5. Advantages and disadvantages of hiwar method

##### a. The advantages of the hiwar method

According to Mani' bin Abd al-aziz al-mani there are several advantages in the hiwar method, including: a) the material is presented dynamically, because both parties are directly involved in reciprocal dialogue conditions, so that it will be able to liven up the atmosphere in the classroom and reduce boredom, b) is able to arouse special and focused attention, because uslub istifham is dominant in it, c) is able to maintain a balance of attention and concentration, because both parties will continue to be interested and want to follow the course of the dialogue until it reaches a conclusion, (Alhaddad, 2018) Nana Sudjana also stated that there are advantages in the hiwar method, namely: a) being able to find out how far the subject matter has been mastered and understood by students, b) Encouraging and stimulating students to think, c) providing opportunities for students to ask questions and problems that not yet understood. (Siafurrahman & Ujiarti, 2013)

##### b. Disadvantages of hiwar method

Muhammad Athiyah al-Abrasyi, mentioned the shortcomings of the hiwar

method, including: a) the use of the hiwar method sometimes takes a very long time, while the material delivered is very limited/little compared to the time used, b) creates good conditions to give freedom of thought, suppresses panic and emotional attitudes, and involves active students, requires good and mature skills and preparation from the Instructor, and requires students to be creative and attentive, c) prolonged hiwar will be less focused, sometimes thinking without arriving at a conclusion or learning objectives that have been planned. (Ansori, 2021)

#### 6. The role of the Counselor in learning the hiwar method

The role of the mentor in a lesson is very important, because the presence of the counselor at school is to guide students to become mature, moral human beings who are capable, skilled, have noble character and have noble character. Without a mentor, students will experience difficulties in dealing with their own development. (Darmadi, 2015)

With a mentor, learning will be easy to implement. Supervisors must be able to manage learning well so that the positive impact will affect the student learning outcomes themselves. In the learning process of the hiwar method, the most dominant is the enthusiasm and enthusiasm of students in participating in the learning process and the life of the class atmosphere, while the supervisor guides and carries out the steps of learning activities in accordance with a predetermined plan with a direct teaching model in learning the hiwar method. Where each advisor is expected to use this learning method in each learning process and notify students of the purpose of using this method.

#### **Speaking skills (Maharah kalam)**

Speaking skills (maharah kalam) are the ability to express articulated sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the other person. In a broader sense, speaking is a system of signs that can be heard and seen which utilizes a number of muscles and muscle tissues of the human body to convey thoughts in order to meet their needs. (Daniswara et al., 2020; Fathul Maujud, n.d.; Nalole, 2018)

Speaking skills are the most common skills in language, because speaking is part of the skills learned by teachers, so speaking skills are considered a very basic part of learning a foreign language. Meanwhile, Maharah Kalam is talking continuously without stopping without repeating the same vocabulary by using sound expression. (Wahab, 2015)

In general speaking skills (maharah kalam) aim to be able to communicate verbally properly and correctly with the language they have learned. This goal provides opportunities for students to use Arabic in natural situations/times with an attitude of

creative spontaneity, besides mastering grammar, the focus is more on conveying the right meaning or purpose in accordance with the demands and functions of communication at certain time.

#### **D. Results & Discussion**

This matter in accordance with the supervisor's statement at Ma'had Al-Jami'ah UIN Raden Fatah Palembang, in the interviews the researchers conducted as follows: "The hiwar method is one of the methods used to train students' Arabic speaking skills. Through this learning students are expected to be able to carry out alternating conversations between one student and another, through questions and answers regarding a topic being addressed. In this lesson the supervisor uses learning tools as a reference, namely: lesson plan, syllabus, semester program and annual program. So every mentor must follow the steps and lesson plan in the learning tool." (Dewi Ana Shovia, Ma'had Al-Jami'ah Arabic Advisor at UIN Raden Fatah Palembang. Interview 8 July 2020).

In accordance with the results of interviews conducted by researchers, it can be seen that the hiwar method carried out by the Supervisor is applied with the steps that have become provisions in the lesson plan and syllabus. The hiwar learning method at Ma'had Al-Jami'ah UIN Raden Fatah Palembang, namely: learning objectives, learning materials, learning steps and evaluation.

The objectives of learning the hiwar method at Ma'had Al-Jami'ah UIN Raden Fatah Palembang, namely:

So that students have the courage to issue or express their own opinions, so that students are able to liven up the situation in class because of the fruit of their own thinking, encourage students to be more active and serious, guide students to be able to make good and correct decisions.

In delivering material, this method only uses textbooks and LKS (Student Work Sheets), if later there are difficulties in learning, the teacher will use blackboards or other aids to explain or explain in detail to their students.

The steps in learning the hiwar method at Ma'had Al-Jami'ah UIN Raden Fatah Palembang, namely:

The first step is to read the basmalah or done before starting the lesson, then the second step is to prepare the hiwar material carefully and determine the topics to be presented, after that the third step is that the instructor gives examples of reading or saying good and correct sentences in hiwar, which can be accompanied by an explanation of the meaning or vowel in sentences where the writing is unclear, then the fourth step students read together the hiwar that was previously read by the Supervisor, after everything is sufficient then the fifth step The



supervisor instructs several students in turn to practice hiwar in front of the class by given their respective roles, and the last step is evaluation (working on the questions in question in the hiwar).

And to measure the extent to which students understand hiwar materials, an evaluation is needed. So that students' abilities can be known, both by the teacher and the students themselves, and to find out how much students understand about the hiwar method or what they have practiced.

Evaluation is also used to assess students during the learning process and at the end of the learning process to obtain grades according to the abilities of each student or learner. The types of evaluation used in learning the hiwar method at Ma'had Al-Jami'ah UIN Raden Fatah Palembang, namely: Exercise, UTS and UAS

The exercises are divided into 2 types, namely: written tests and oral tests. For written test practice, multiple choice questions can be given, true/false or yes-no, depending on KD and indicators to be achieved, while oral tests can be asked questions and answers with friends in pairs in front of the class. The aspects assessed are: a) fluency, b) mufrodat, c) suitability of the material with the context of the conversation, the assessment is based on a scale of 1-4.

UTS is a form of test that is carried out every mid-semester, to measure students' understanding of the material that has been taught.

UAS is a form of test that is carried out at the end of each semester, to measure students' understanding of all the material that has been taught.

In a learning process it can be said to be successful if it has produced good changes, is positive, not temporary, includes all behavior, and has directed goals.

The process of learning Arabic with the hiwar method at Ma'had Al-Jami'ah UIN Raden Fatah Palembang has been going well and has had a positive impact, including students being motivated to speak in Arabic, students are motivated to increase learning achievement and the level of student activity in learning Arabic has increased, in this case it can be seen from the learning method. This can be proven from the enthusiasm of students and the value of student learning outcomes tends to increase.

## **E. Conclusion**

The hiwar method is a learning method used to train students' Arabic speaking skills. The use of the hiwar learning method in elementary schools aims to help students speak Arabic fluently, of course properly and correctly. This lesson is included in the Maharah Kalam, helping students practice speaking Arabic, of course, with the supervision of a supervisor. Through this learning students are expected to be able to carry out alternate conversations between one student and another student, so in this learning the students are actively involved, while the supervisor

is only a facilitator.

Based on the results of research and discussion on the hiwar method at Ma'had Al-Jami'ah UIN Raden Fatah Palembang, it can be concluded that: To obtain the expected learning outcomes of the hiwar method, before the learning process takes place, a tutor/teacher should prepare a learning component which includes learning objectives, learning materials, learning steps and evaluation. Likewise in the learning process, especially learning the hiwar method, a teacher should be able to make this method a learning method that is easily understood and accepted by students/students.

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