

The Analysis of Arabic Learning Materials in *Al-'Arabiyah Baina Yadaik* Book with the Principle of Material Development Approach

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Abstract

This study aims to analyze the material in the book al-'Arabiyah Baina Yadaik by Dr. Abdurrahman bin Ibrahim AlFauzan, Dr. Mukhtar At-Thahir Hasin, and Dr. Muhammad Abdul Khaliq Muhammad Fadhli with the principle approach to the development of material and wants to reveal the advantages of material design. This research is a library research with al-'Arabiyah Baina Yadaik's research object. The study was conducted using the method of observing books that were observed both primary and secondary. Meanwhile, to analyze the data the researcher used content analysis techniques. The results of this study indicate that this book is feasible and appropriate to be used as teaching material in Arabic for non-Arabic speakers. the advantages of al-'Arabiyah Baina Yadaikyaitu's book (1) introducing modern theories in Arabic teaching (2) using easy and gradual methods (3) applying language skills: hearing, speech, reading, and writing (4) providing optional tests according to level (5) is supplemented with supporting materials that help the learning program (6) suitable for all levels (elementary, middle, tertiary) both young and old who want to quickly master Arabic. As for the shortcomings of this book, there is no interesting picture (visualization) that can foster its own motivation in studying the book.

Keywords

material analysis; al-'Arabiyah Baina Yadaik; development



I. Introduction

In order to improve the quality of the learning process and outcomes, many ways and efforts can be made by educators in realizing educational instructional goals, one of which is the use of learning materials or learning materials. Learning material is anything that can be used to convey a message from the sender to the recipient so that it can stimulate the thoughts, feelings, attention, and interests and attention of students so that an ideal learning process occurs.

The discussion of methods and learning materials certainly requires concrete clarification which has been controversial among some methodology experts. In fact there has been a long discussion around these two terms, which of the two is more urgent to be realized in the learning process?

Some experts say that the learning method is more urgent, while some other experts say that the learning material is more urgent than the learning method. In fact the opinions of the two experts when examined intelligently are true, because both the learning material and the learning method are not two substantial things that are not interrelated, but on the contrary, both are very important integrations in the learning process.

But learning material has a very urgent position in the context of learning because an educator is unable to determine the approach, method, and strategy or technique without first determining the learning material to be presented. Learning material is one of the elements that plays an important role in the learning process. Learning material is a learning resource that can help teachers enrich students' insights. Various forms and types of materials used by teachers will be a source of knowledge for students. The use of learning materials in the teaching-learning process can arouse new desires and interests for students. The use of learning materials at the learning orientation stage will greatly assist the effectiveness of the learning process and delivery of messages and lesson content.

With the increasingly widespread progress in the field of communication and technology, as well as the discovery of the dynamics of the teaching-learning process, the implementation of teaching-learning activities increasingly demands to develop a wide variety of learning material. Learning materials are all forms of material that can be used to assist teachers in carrying out teaching and learning activities. A learning material at least includes, inter alia: 1) learning instructions (student / teacher instructions); 2) competencies to be achieved; 3) supporting information; 4) exercises; 5) work guidelines, can be in the form of worksheets (LK); and 6) evaluation. The implementation of evaluation of learning outcomes plays an important role in motivating and learning achievement of students. Therefore, every teaching and learning process must be carried out in the evaluation activities, to see how the progress that has been achieved by students and how effective the teaching is done by the teacher in the class (Ananda, 2019).

Learning materials can be broadly classified into two categories, namely printed model learning materials and electronic model learning materials. Among the printed model learning materials are textbooks. Textbooks will greatly affect student understanding even though the degree of influence varies from one student to another. Therefore, the preparation of textbooks that is done carefully and precisely is very important to do. Preparation of textbooks that are not based on aspects of good textbooks will be very detrimental to students who learn Arabic as a second language.

In order to be able to choose and arrange learning materials properly, educators need to have the skills to analyze the contents of the book. The items that need to be analyzed include two things, first in terms of language and print (legibility, typography, and appearance); second, in terms of content or material, for example the correctness of the concept, adequacy, topicality, relevance to the competencies to be taught.

Based on the explanation above, the authors wants to analyze the material in al-'Arabiyah Baina Yadaik's book with the principle of material development approach and wants to reveal the advantages and disadvantages of the design of the material, in addition to the study referred to as a contribution to developing science in the field of Arabic language education with hope readers are able to understand and know about the material in the book al-'Arabiyah Baina Yadaik.

II. Review of Literature

2.1 Understanding Textbooks

Textbooks are printed material that is informational about the lessons used by students and lecturers which are arranged according to the applicable curriculum. According to Zulhannan the textbook is a book that treats as a subject comprehensively and is used by students as a basis for study (a book that contains all subject matter used by students as a reference for learning).

Textbooks according to al-Ghali as quoted by Abdul Hamid, et al, are:

إن الكتاب التعليمي هو الكتاب الأساسي للطالب وما يصحبه من مواد تعليمية مساعدة والتي تؤلف من قبل المتخصصين في التربية واللغة وتقدم للدارسين لتحقيق أهداف معينة في مقرر معين في مرحلة معينة بل في صف دراسي معين وفي زمن محدد.

Textbooks are student handbooks accompanied by other supporting learning materials, deliberately designed by experts in education and language to be delivered to students to achieve certain teaching objectives, at certain subjects, at certain educational levels, at certain classes, and within a certain period.

Based on the explanation above, textbooks according to the author's analysis are books that contain learning materials or materials that can be used by students and teachers in the teaching and learning process in the context of exploring scientific or particular field of study and can provide information and are arranged according to the applicable curriculum.

A good book is a book that is written using good language and is easy to understand, is presented interestingly accompanied by pictures and explanations, the contents of the book also illustrate something in accordance with the idea of writing. Grene and Petty explained that quality textbooks have the following characteristics: 1) attract attention, 2) arouse learning motivation, 3) contain interesting illustrations, 4) use clear language, 5) linkages with other lessons, and 6) avoid vague concepts.

2.2 Arabic Learning Materials

A textbook must contain material. Understanding the material based on the Indonesian Language Dictionary means objects, materials, everything that appears; something to be discussed, thought about, composed and tested. The material in learning Arabic is often referred to as al-mawad al-dirasiyah or al-mawad al-milmiyah.

Learning materials according to the Ministry of National Education are knowledge, skills and attitudes that must be mastered by students in order to meet the specified competency standards. Yunus Abidin said that learning material is a program composed by teachers to develop knowledge, skills, and positive attitudes towards learning derived from the applicable curriculum.

Based on these ideas, Arabic learning materials can be defined as materials needed for the formation of knowledge, skills, and attitudes that students must master in order to achieve the set of core competencies set in relation to Arabic education.

Regeuth classifies learning material as quoted by Abdul Majid into four types, namely:

- a. Facts are all things that are tangible reality and truth.
- b. Concepts are all things in the form of new notions that can arise as a result of thought.
- c. The principle is in the form of the main things, principal, and has the most important position.
- d. Procedures are systematic or sequential steps in working on an activity and chronology of a system.
- e. Attitudes or values are the result of learning aspects of attitude, for example the value of honesty, compassion, help, enthusiasm, and interest in learning and working.

While the importance of learning material in the teaching and learning process has certainly been very important, therefore the following will be explained about the benefits of

learning material. Learning material occupies an important position in the learning process for both teachers and students. Teachers will have difficulty in increasing the effectiveness of learning without learning material. Likewise students, without learning material will encounter obstacles to adjust in learning, especially if the teacher delivers and presents the material quickly and is unclear. Students can lose direction and trace, so they are unable to digest and retrace what the teacher has taught. Therefore, learning material is material that can be used and utilized by both teachers and students as an effort to improve and improve the quality of learning.

1. Benefits of Material for Teachers:
 - a. Time efficiency in the learning process.
 - b. Change the role of the teacher from teacher to facilitator.
 - c. Improve the learning process to be more effective and interactive.
2. Benefits of Material for Students:
 - a. Students can study independently.
 - b. Students can learn as desired.
 - c. Students can learn according to their abilities.
3. Benefits of Material in Individual Learning:
 - a. Students can understand and master the material independently.
 - b. Learning material has a variety of benefits depending on the individual learning method chosen and used.
 - c. More as a main ingredient and very decisive in the learning process.
4. Benefits of Learning Materials in Group Learning:
 - a. As a supporting material or supplement to the main learning material.
 - b. Little need for written learning materials such as mudzakkirah, handouts, and others.
 - c. Focuses on the technique of someone communicating and interacting in small groups.
 - d. Learning material as material that is integrated with the group learning process.

2.3 The Principle of Arabic Language Learning Materials Development

Making the Arabic textbooks must pay attention to the foundation or the principles of its composition, this is important to do so that the resulting textbooks can be a reference material in accordance with the situations and conditions of students who use them. The principles that must be considered in developing Arabic language material are as follows:

a. The Principle of Social and Cultural

Someone who learns a certain foreign language will not be able to understand it well without understanding the culture of their people, Arabic for example, a person who studies Arabic without understanding Arabic culture and Islamic culture, then they cannot understand it perfectly, therefore there is an expression that "*al- lughah wi'a al-tsaqafah*" (language is a vessel of culture).

Thu'aimah provides a conclusion cited by Abdul Hamid from the results of his research in thirteen Arab countries that in developing Arabic material for non-Arabs, at least there must be twenty subjects, namely as follows:

- a. Personal identity
- b. Residence
- c. Profession
- d. Free time
- e. Traveling
- f. Relationships with others
- g. General and special events

- h. Health and disease
- i. Education and teaching
- j. In the market
- k. At the restaurant
- l. Public service
- m. Country and places
- n. Foreign language
- o. Weather
- p. The symbol of civilization
- q. Economy
- r. Religion, norms and spiritual
- s. Politics and foreign relations
- t. Relationship of time and place

Next Thu'aimah mentioned that based on the subject, 157 titles could be made. From these titles can be summarized into the following eight themes:

- a. Islam and its pillars
- b. Al-Qur'an
- c. As-Sunnah
- d. History of the Prophet
- e. Stories of the Prophets
- f. Sources of Islamic teachings
- g. The relationship between Arabic and Islam
- h. The rights of husband and wife in Islam

b. The Principle of Psychology

The development of Arabic textbooks must pay attention to the psychological aspects of students so as to increase student motivation. According to Entika (2019) the learning motivation signified students' self-worth or self-concept that reflected their goals, beliefs, attitudes, involvement, approach on learning experiences that in the end it leads to the emergence of a group of "mastery-oriented" students that are very interested to learn and master new knowledge. Paying attention and exploring the philosophical understanding can be traced in terms of language, philosophy means "falsafah" in Arabic), philosophy (in English) whose origin is from Greek, which consists of the word "philein" means love and "sophia" means wisdom (Elisa, 2019). Psychological issues that must be considered in developing Arabic textbooks are as follows:

- a. Textbooks should be in accordance with students' intellectual abilities
- b. Paying attention to individual differences between students
- c. Able to stimulate students' thinking power so that they can help the Arabic learning process
- d. The textbook material is adjusted to the level of preparation and Arabic language ability of students
- e. Pay attention to the age level of students
- f. Textbook material is able to motivate students to use Arabic naturally
- g. There is integration between student books, teacher handbooks and others
- h. Arabic textbooks are able to create orientation and norms that are expected of students

c. The Principles of Language and Education

The linguistic principle referred to in the development of Arabic teaching materials is paying attention to the language to be taught to students including language elements

(*ashwat, mufrodat, tarakib*) and language skills (*istima, kalam, qira'ah, kitabah*) so that the material presented is in accordance with the goals that have been set.

While the principles of education are things related to the theory of education in the development of textbooks, such as material starting from the easy to the more complex, from the concrete to the abstract, from details to a concept, or vice versa from a concept of detailing, starting from materials that are already known and are gradually moving to new materials and so on in accordance with the principles of education in the development of learning materials.

III. Discussion

3.1 About the Book of *al-'Arabiyah Baina Yadaik* and Systematics of Content

Al-'Arabiyah Baina Yadaik's book was compiled by Dr. Abdul Rahman Ibn Ibrahim Al-Fawzan, Dr. Mukhtar Al-Tahir Hussain, Dr. Muhammad Abdul Khaliq Muhamad Fadhl, and edited by Dr. Mohammed Ibn Abdul Rahman Al-Shaikh, published in Riyadh, Saudi Arabia by "Al-Arabiyyah li al-Jami". This book consists of 3 (three) volumes that are equipped with audio in the form of cassettes and MP3 CDs.

The purpose of *Al-'Arabiyah Baina Yadaik's* book is to make learners master language skills, communication skills, and cultural understanding abilities. The targeted language skills are four main abilities, namely (1) Proficiency in listening (*maharah al-istima'*); (2) Proficiency in speaking (*maharah al-kalam*); (3) Reading skills (*maharah al-qira'ah*); and (4) Writing skills (*maharah al-kitabah*). The elements of language displayed are the sound system (*aswatu al-huruf*), vocabulary (*mufrodat*), *nahwu* and *sharaf* rules and word writing (*imla'*). Communication skills are intended so that the users of this book are able to converse with Arabic and can express ideas verbally and in writing (*ta'bir syafawi* and *tahriri*) and be able to compose sentences and expressions in everyday situations. The ability to understand culture is introduced to various aspects of Arabic culture and Islamic principles. This book is intended for students and students whether they are bound in an educational institution or independent learning, intensive and non-intensive learning programs can be carried out. This book can also be used for learners who have never known Arabic (beginner) by displaying teaching ranging from basic (listening, speaking, writing, and reading) to being able to communicate with Arabic and oral users in writing. This makes it possible for those who wish to continue their education at universities in Arab countries that use Arabic as the language of instruction.

The range of languages used in this book are standard Arabic (*fashih, fusha*). There is no element of non-standard language (*'amiyyah*), and no intermediary language is used as a way of teaching language. This book is divided into three levels, namely the basic level (*marhalatu al-mubtadiin*), the intermediate level (*marhalatu al-mutawassithin*), and the advanced level (*marhalatu al-mutaqaddimin*). Each level is available one book for instructors (*Kitab al-mudarris*) and a book for learners (*Kitab al-Talib*) which is equipped with an audio guide. The time to deliver all lessons in these books is 300 hours of study (one study hour is 50 minutes). That is, each level is 100 hours of learning. The material in this book is delivered in an intensive program, it takes 3 years. The method used in this book is modern learning methods such as the principles of learning and teaching foreign languages while taking into account the special and unique characteristics of Arabic. In this book the following are shown:

1. Integration between language skills and the elements contained in it.
2. Pay attention to the sound system in Arabic (*al-ashwat wa fahmu al-masmu'*).
3. Paying attention to the gradation process and stages in delivering subject matter.

4. Paying attention to individual differences among learners.
5. Including diverse exercises (*tadribat*).
6. Conformity of content with the level of learners.
7. Using a unit-lesson system in delivering material.
8. Display each vocabulary in perfect order.

3.2 Learning Exercise in *al-'Arabiyah Baina Yadaik's Book*

Al-'Arabiyah Baina Yadaik's book applies a variety of exercises as a measure of achievement of learning objectives, namely:

- a. Mechanical exercise, which is an exercise that aims to instill habits by providing stimulus to get the right response. This exercise is given orally or in writing and is integrated with speaking and writing skills training.

For example:

الوحدة « ١ »
التَّحِيَّةُ وَالتَّعَارُفُ
الدَّرْسُ « ٩ »

العَرَضُ (أ)

أ - د - ذ								
ذ			د			أ		
ذ	ذ	ذ	د	د	د	أ	أ	أ
لَذِيذٌ	هَذِهِ	ذَهَبَ	وَأَجِدُ	مُدْرَسٌ	دَارٌ	تَوَضَّأَ	سَأَلَ	أَنَا

العربية بين يديك
 كتاب الطالب الأول

التَّدْرِيبُ (١) مُرَبِّقَلَمِكَ عَلَى الْحَرْفِ .

أ	أ	أ	أ	أ
د	د	د	د	د
ذ	ذ	ذ	ذ	ذ

التَّدْرِيبُ (٢) اُنْسخ .

أ	---	---	---	---
د	---	---	---	---
ذ	---	---	---	---

التَّدْرِيبُ (٣) مُرَبِّقَلَمِكَ عَلَى الْكَلِمَةِ .

أنا	أنا	أنا	أنا	أنا
سأل	سأل	سأل	سأل	سأل

التَّدْرِيبُ (٤) اُنْسخ .

أنا	---	---	---
سأل	---	---	---

- b. Meaningful exercise, which is an exercise that requires students to connect sentences spoken by students with actual contexts and situations but is not fully communicative or can be said to be semi-communicative exercises.

For example:

التدريب (٤) تَبَادَلِ الْجَوَارِعَ مَعَ زَمِيلِكَ ، كَمَا فِي الْمِثَالِ-



المَسْجِدِ



المُصَلِّي



الشَقَّةِ



الْبَيْتِ



المَدِينَةِ



المَدْرَسَةِ



مَكَّةَ

المِثَال :

ط ١ : أَنَا ذَاهِبٌ إِلَى الْمَسْجِدِ .

ط ٢ : أَنْتَظِرُ . أَنَا ذَاهِبٌ مَعَكَ .

التدريب (٥) حَوْلَ كَمَا فِي الْمِثَالِ-



يَسْتَيْقِظُ مُبَكَّرًا - اسْتَيْقِظَ



يَكْنُسُ الْعُرْفَةَ - اكَنَسَ



يَنْتَظِرُ الْحَافِلَةَ - اِنْتَظَرَ



يَقْرَأُ الْقُرْآنَ - اَقْرَأَ

المِثَال :

ط ١ : أَحْمَدُ يَسْتَيْقِظُ مُبَكَّرًا .

ط ٢ : اسْتَيْقِظَ أَنْتَ مُبَكَّرًا .

- c. Communicative exercises, which are exercises that aim to foster student creations and are actual language exercises. This exercise should be given if the teacher considers students to have enough material (in the form of vocabulary, structure, communicative expression), which is appropriate to the situation and context specified.

For example:

فِي الْعَسَلِ شِفَاءٌ



حازم: أَمْرِيضُ أَنْتَ؟
عامر: نَعَمْ، أَشْعُرُ بِأَلَامٍ شَدِيدَةٍ فِي بَطْنِي.
حازم: هَلْ ذَهَبْتَ إِلَى الطَّبِيبِ؟
عامر: لَا، لَمْ أَذْهَبْ إِلَى الطَّبِيبِ، وَلَمْ أَتَاوَلْ أَيَّ دَوَاءٍ.
حازم: هَلْ سَمِعْتَ قِصَّةَ الصَّحَابِيِّ الَّذِي عَالَجَهُ الرَّسُولُ ﷺ؟
عامر: لَا، لَمْ أَسْمَعْ بِهَا. مِمَّ اشْتَكَى الصَّحَابِيُّ؟
حازم: اشْتَكَى مِنْ بَطْنِيهِ.
عامر: وَكَيْفَ عَالَجَهُ الرَّسُولُ ﷺ؟
حازم: أَمَرَ أَخَاهُ أَنْ يَسْقِيَهُ عَسَلًا.
عامر: وَهَلْ شَفِي؟
حازم: نَعَمْ، بَعْدَ أَنْ سَقَاهُ ثَلَاثَ مَرَّاتٍ.
عامر: الْعَسَلُ؟ سُبْحَانَ اللَّهِ!
حازم: نَعَمْ، الْعَسَلُ. قَالَ تَعَالَى: ﴿فِيهِ شِفَاءٌ لِلنَّاسِ﴾.
عامر: سَأَتَنَاوَلُ الْعَسَلُ مِثْلَ هَذَا الصَّحَابِيِّ.
حازم: تَوَجَّدَ مَخَلَّاتٍ لِيَبْعَ الْعَسَلُ فِي السُّوقِ الْمَرْكَزِيِّ.
عامر: سَأَذْهَبُ الْآنَ إِلَى هُنَاكَ، وَأَشْتَرِي الْعَسَلُ.
حازم: شَفَاكَ اللَّهُ.
عامر: جَزَاكَ اللَّهُ خَيْرًا.

In addition to these exercises, students are also required to master their listening, reading, writing and translating text skills.

3.3 The Analysis of *al-'Arabiyah Baina Yadaik's* Book Material with the Principal Approach to the Development of Arabic Learning Material

Three principles for developing Arabic learning material as explained earlier, this book contains the three principles in presenting Arabic learning material for non-Arabs.

a. The Principle of Socio-Cultural

Learning the language means must be accompanied by social and cultural learning of the speakers of the language, because along with it the language was born. Likewise, when we learn Arabic we should understand a little more culture from native speakers. This is something that must be considered for the textbook compiler so that the material contained in the book contains the social cultural context of native speakers. That is also what the author found in *al-'Arabiyah Baina Yadaik's* book, which was compiled specifically for those who are non-Arabs who want to learn Arabic.

b. The Principle of Psychology

The development of Arabic learning materials must pay attention to the psychological aspects of students, so as to increase student motivation. Learning material should be adjusted to the intellectual abilities of students. Such material is also found in *al-'Arabiyah Baina Yadaik's* book. This book has a variety of themes, in learning students have the right to choose where the level of ability, the material in this book is able to design students' thinking power, and is able to motivate students to use Arabic naturally.

c. Principles of Language and Education

The language used in this book is modern fusha Arabic with due regard to the rules in Arabic, language elements such as sound, mufrodat, and gramatika are fully presented in *al-'Arabiyah Baina Yadaik's* book. The material in this book is also composed of material that is considered easy to be more complex, starting from material that has been known to gradually move to new material. All of that is very clearly illustrated in *al-'Arabiyah Baina Yadaik's* book.

3.4 Advantages and Disadvantages of *al-'Arabiyah Baina Yadaik's* Book

In every textbook, it does not escape the existence of several features which become the strengths of each book and at the same time there are weaknesses that are also found in each of these books. Here are some of the advantages of *al-'Arabiyah Baina Yadaik's* book

- a. Students are able to master language skills consisting of listening skills, speaking skills, reading skills, and writing skills.
- b. Students are able to master the elements of language (sound, vocabulary, and grammar).
- c. Students are able to understand the characteristics of Arabic and many other things that are theoretical, and can compare it with the characteristics of mother tongue.
- d. For students who come from Indonesia, learning Arabic with this book can add scientific insights and religious social in the Middle East region.
- e. Introducing modern theories in teaching Arabic.
- f. Using methods that are easy and gradual.
- g. Apply language skills: hearing, speech, reading and writing.
- h. Give optional tests according to level.
- i. Equipped with supporting materials that help the learning program.
- j. Suitable for all levels (elementary, secondary, tertiary) both young and old who want to quickly master Arabic

As for the lack of *al-'Arabiyah Baina Yadaik's* book, there is no interesting picture (visualization) that can foster its own motivation in studying the book.

IV. Conclusion

Learning material is a set of tools that contains learning materials, methods, boundaries, and ways to evaluate systematically and attractively designed in order to achieve the expected goals. A learning material at least includes, among others: learning guidelines (student / teacher instructions), competencies to be achieved, supporting information, exercises, work guides, can be in the form of worksheets, and evaluations and also includes the principles of developing learning materials namely the principle of socio-cultural, the principle of psychology and the principle of language and education. In general, *al-'Arabiyah Baina Yadaik's* book, as a real learning material, has met the criteria for the preparation of good textbooks, however, there are no textbooks that are truly perfect, but rather have advantages and disadvantages.

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