

## Design and Development of Arabic Language Style for the Needs of Beginner-Level Speaking Proficiency Materials

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### Abstract

This research aims to develop Arabic language texts designed to improve beginner-level speaking proficiency for learners who are just starting to learn Arabic. This development is necessary because many existing teaching materials primarily provide information without fostering learners' interactive engagement in the learning process. Moreover, numerous teachers still rely on conventional textbooks that inadequately support the enhancement of learners' *maharatul kalam* (speaking skills), indicating an urgent need for more adaptive and engaging teaching materials. This study employs a Research and Development approach using the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). Data were collected through observation, questionnaires, and documentation. Validation of materials, language, and media utilized a Likert scale ranging from 1 (very poor) to 5 (very good). Validation results from material experts, linguists, and media experts demonstrated excellent quality, with scores of 99.25%, 97.5%, and 89.14%, respectively. These findings indicate that the developed *muhadatsah* teaching materials possess a high level of quality in content, language, and media, making them highly suitable for beginner-level learners aiming to improve their Arabic speaking proficiency. Additionally, this study contributes innovative resources for educators, promoting more interactive and

effective learning experiences that enhance learners' confidence and speaking abilities in Arabic.

**Keywords:** Arabic Language Style, Speaking Proficiency, Beginner Level.

## Introduction

Language style in Arabic has a significant role in practical and meaningful communication.<sup>1</sup> Etymologically, language style comes from Arabic and has many meanings, including 1) every road traveled, 2) a line of date palm trees, 3) ways or techniques, directions, and roads, and 4) differentiators. Linguistically, language style has two dimensions. The first dimension is physical, referring to language style as the path taken. The second dimension pertains to the artistic aspect, focusing on the style and technique of expression. Western authors have termed this aspect "stylist."<sup>2</sup>

In Indonesian, language style is called stylistic.<sup>3</sup> Language style refers to the approach a speaker uses to express their intended message and capture the listener's attention. However, this perspective is frequently limited to theoretical explanations and fails to reflect the actual dynamics of communication in practice. This research offers novelty through the development of teaching materials that focus on Arabic style, which not only involves sentence construction, but also reflects the cultural identity and aesthetics of the language. A commonly used language style in Arabic conversations is the style of *istifham*, which involves expressions that seek understanding or aim to achieve comprehension that was previously lacking.<sup>4</sup> Therefore, it is important to dig deeper into how these characteristics are implemented in everyday communication, so Arabic style can be more relevant and applicable.

Language style of *istifham* is often implemented in *muhadatsah* by asking and answering questions. By regularly engaging in the practice of asking and answering questions, students will improve their ability to construct sentences that are suited to the context of the conversation.<sup>5</sup> Through questioning and

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<sup>1</sup> Takdir, "Problematisasi Pembelajaran Bahasa Arab," *Naskhi* 2, no. 1 (2020): 40–58, <https://doi.org/https://doi.org/10.47435/naskhi.v2i1.290>.

<sup>2</sup> Muhammad Sapil, *Uslub Al-Qur'an Dalam Pengungkapan Kiamat Kajian Hadzif Al-Fa'il Pada Ayat-Ayat Kiamat Di Dalam Al-Qur'an* (Serang: A-Empat, 2020).

<sup>3</sup> Chotibul Umam and Muhammad Alghiffary, "Gaya Bahasa Luqman Dalam Mendidik Anak (Uslub Mustawa An-Nahwi)," *IJAS: Indonesian Journal of Arabic Studies* 2, no. 1 (2020): 53, <https://doi.org/10.24235/ijas.v2i1.6279>.

<sup>4</sup> Muhammad Adriani Yulizar, "Uslub Hamzah Istifham Sebagai Salah Satu Bentuk Dialektika Dialogis Al-Qur'an," *Al-Fathin: Jurnal Bahasa Dan Sastra Arab* 4, no. 02 (2021): 229, <https://doi.org/10.32332/al-fathin.v4i02.4084>.

<sup>5</sup> Chongming Gao et al., "Advances and Challenges in Conversational Recommender Systems: A Survey," *AI Open* 2, no. May (2021): 100–126, <https://doi.org/10.1016/j.aiopen.2021.06.002>.

answering exercises, they will be more active, interactive, and enthusiastic in speaking Arabic.<sup>6</sup> In addition, if done intensively, the practice of asking and answering can expand vocabulary and improve Arabic speaking proficiency and competence.<sup>7</sup> The purpose of Arabic speaking skills is for students to be able to communicate well verbally.<sup>8</sup> The expected ability of a *maharatul kalam* is the ability to speak Arabic.<sup>9</sup>

In educational institutions, these competencies have been taught from the Madrasah Ibtidaiyah (MI) level to the Madrasah Aliyah (MA) level. However, most students who learn Arabic at the MA level do not have the competence of speaking proficiency. Based on the need assessment questionnaire, 79.5% of grade X MAN 1 students in Gorontalo Regency still struggle to speak Arabic. This shows the need for special attention so that students can master the competence of speaking Arabic. It should be noted that the findings of this study have broad relevance and can be applied in various educational contexts, not only limited to the case at MAN 1 Gorontalo. In reality, mastering effective speaking skills is essential for attaining proficiency in any language, particularly Arabic, where the ability to communicate expressively through speech is indispensable.<sup>10</sup>

Thus far, extensive research has been conducted on Arabic language style in relation to the development of teaching materials and the mastery of qawaid (grammar rules). One of them is research conducted by Afif Kholisun Nashoihi, which states that the teaching materials developed can improve students' learning outcomes in nahwu (Arabic syntax) courses, which go hand in hand with increasing their understanding.<sup>11</sup> Similarly, research conducted by Surya Adi Nugraha and Ida Fitri Anggarini concluded that the *at-Tathbiqah* method is effectively applied in Pondok because the ascetic model is carried out in an

<sup>6</sup> Charvet Joana, Jennifer Yuri, and Kho Crosbie, "The Study of Arabic Conversation Skills Was Carried out at Elementary School," *Lingeduca: Journal of Language and Education Studies* 1, no. 2 (2023): 50–64, <https://doi.org/10.55849/lingeduca.v1i2.61>.

<sup>7</sup> Milady Arini and Achmad Yudi Wahyudin, "Students' Perception on Questioning Technique in Improving Speaking Skill Ability At English Education Study Program," *Journal of Arts and Education* 2, no. 1 (2022): 57–67, <https://doi.org/10.33365/jae.v2i1.70>.

<sup>8</sup> Abdul Muid et al., "Learning Model of Speaking Arabic: Field Research Based on Constructivism Theory at Al Muhsinin Islamic Boarding School Kerinci," *Alsuna: Journal of Arabic and English Language* 3, no. 2 (November 25, 2020): 140–51, <https://doi.org/10.31538/alsuna.v3i2.822>.

<sup>9</sup> Kasmanntoni Kasmanntoni, Noza Aflisia, and Isma Muhammad 'Atiyah, "Arabic Practice in the Language Environment I Mumarasah Al-Lughah Al-'Arabiyah Fi Bi'Ah Lughawiyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (December 31, 2022): 470–85, <https://doi.org/10.24042/albayan.v14i2.12514>.

<sup>10</sup> Albarra Sarbaini and Novita Rahmi, "Enhancing Arabic Speaking Skills : A Study on Instructional Design , Implementation , and Assessment," *Arabiyatuna : Jurnal Bahasa Arab* 8, no. 2 (2024): 641–62, <https://doi.org/DOI: http://dx.doi.org/10.29240/jba.v8i2.10828>.

<sup>11</sup> Afif Kholisun Nashoihi and M. Faridl Darmawan, "Pengembangan Bahan Ajar Nahwu Berbasis Kontrastif Untuk Mengatasi Interferensi Bahasa Indonesia Terhadap Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 2 (2019): 335, <https://doi.org/10.29240/jba.v3i2.1008>.

individual way using achievement books so that some students at an early age can read books that are hopeful and have no *harakat*.<sup>12</sup>

Based on the two types of research above, the author will examine the Arabic language style on the aspect of speaking skills in the book *Silsilat al-Lisan Tambidi* level. Researchers developed the book *Silsilat al-Lisan* due to its notable advantages, particularly in the context of learning Arabic language style. These advantages include: 1) the *Tambidi* level of *Silsilat al-Lisan*, which serves as an introductory book for beginners, making it ideal for those learning Arabic for the first time; 2) a gradual approach to presenting material, beginning with simpler concepts; 3) a wide variety of topics covered; 4) practical solutions to phonological challenges; and 5) the inclusion of electronic learning materials, offering audio-visual media for enhanced learning.<sup>13</sup> In addition, in learning to speak, the book *Silsilat al-Lisan* provides systematic guidance for dealing with various communicative situations. This allows learners to hone their speaking skills by adopting appropriate instructions according to the context. Therefore, some of these advantages can be used as a basis for developing teaching materials, which can become one of the solutions to improve students' speaking ability.

Therefore, the significance of this research is grounded in a needs assessment from theoretical perspectives, as well as the requirements of both teachers and students at MAN 1 Gorontalo Regency. The theoretical element shows that teaching materials with images and audio are more exciting and adaptive.<sup>14</sup> Even audio with native Arabic speakers applied in text, sentences, or conversations is challenging for learners. Audio media can help them teach pronunciation by imitating sounds and spelling because their *lahjah* differs significantly from native speakers.<sup>15</sup> Regarding teacher and student needs, it shows that they have not applied *maharatul kalam* learning with native speaker images and audio or applied the book of *Silsilat al-Lisan* for speaking needs.

The aim of this research is to develop the Arabic language style at the beginner level of *Silsilat al-Lisan*, with a focus on conversational language style. The conversation language style aims to improve speaking proficiency in aspects 1) fluency, 2) intonation, and 3) text mastery. Of the thirteen materials in the book, eight were developed by researchers. The material developed consists of:

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<sup>12</sup> Surya Adi Nugraha and Ida Fitri Anggarini, "Penerapan Metode 'At-Tathbiqoh'(Aplikatif) Shorof Dan Nahwu Pada Santri Usia Dini Di Pondok Pesantren PPQK Al-Hasani," *Cokroaminoto Journal of Primary Education* 6, no. 2 (2023): 105–18, <https://doi.org/https://doi.org/10.30605/cjpe.622023.2328>.

<sup>13</sup> <https://arlic.id/storage/2023/01/Booklet-ARLIC.pdf> (Feb 12, 2024)

<sup>14</sup> Lois Tambunan and Janwar Tambunan, "Pengembangan Bahan Ajar E-Modul Matematika Berbantuan Aplikasi Canva Pada Materi Grafik Fungsi Eksponen Dan Logaritma," *Jurnal Cendekia: Jurnal Pendidikan Matematika* 7, no. 2 (2023): 1029–38, <https://doi.org/10.31004/cendekia.v7i2.2212>.

<sup>15</sup> Nurmahyuni Asrul and Azizah Husda, "Enhancing Pronunciation Skills Through Phonetic Method," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 3 (2022): 4167–76, <https://doi.org/10.35445/alishlah.v14i3.394>.

1) *at Ta'aruf*; 2) *as Safar*; 3) *al Muwasholatu wal Jibatu*; 4) *al 'Amal*; 5) *al 'Ailatu*; 6) *Nasyathun Yaumiyyah*; 7) *ath Tho'amu wal Wajabatu*; and 8) *al Waqtu*. In addition, this study also aims to assess the validity of the products developed. Thus, the results of this study will answer questions regarding the extent to which the quality of the product design of teaching materials developed meets the standards and needs of learning speaking skills in Arabic.

This study employed a Research and Development (R&D) approach, which is designed to produce teaching materials focused on Arabic conversation and to evaluate the validity of these materials after their development. The development model researchers use refers to the ADDIE (*Analyze, Design, Develop, Implement, and Evaluate*) model development research model.<sup>16</sup> Visually, the stages of ADDIE research are shown below<sup>17</sup>

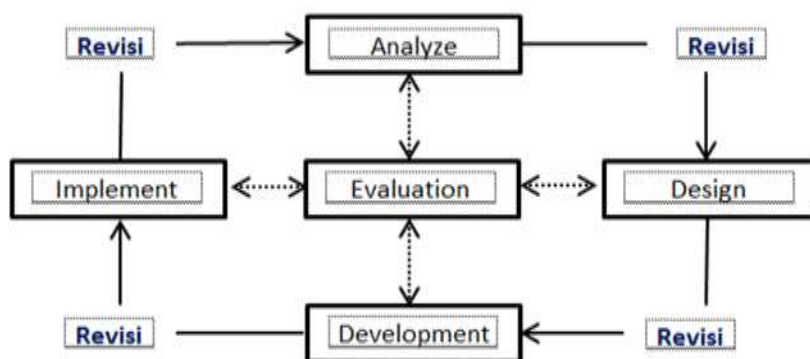


Figure 1. Stages of ADDIE Research

In addition, according to Barokati and Anas, the ADDIE model is one of the models that guides and supports the development of effective and dynamic learning.<sup>18</sup> The model consists of five stages of development, namely<sup>19</sup> 1) analysis, namely analyzing the need to develop new products (teaching materials) and

<sup>16</sup> Andi Arif Pamessangi, "Developing Arabic Language Textbooks Based on Religious Moderation in Madrasah," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 1 (2022): 147–56, <https://doi.org/10.35445/alishlah.v14i1.1407>.

<sup>17</sup> Fitria Hidayat and Muhamad Nizar, "Model Addie (Analysis, Design, Development, Implementation and Evaluation) Dalam Pembelajaran Pendidikan Agama Islam," *Jurnal Inovasi Pendidikan Agama Islam (JIPAI)* 1, no. 1 (2021): 28–38, <https://doi.org/10.15575/jipai.v1i1.11042>.

<sup>18</sup> Muhamad Afandi, Sari Yustiana, and Nofita Puji Kesuma, "The Development of Pop-Up Book Learning Media in Pancasila Materials Based on Local Wisdom at Elementary School," *ELEMENTARY: Islamic Teacher Journal* 9, no. 1 (2021): 57, <https://doi.org/10.21043/elementary.v9i1.10001>.

<sup>19</sup> Achmad Fauzen, Anna Roosyanti, and Noviana Desiningkrum, "Jurnal Pengembangan Media Crossword Puzzle Materi Perubahan Zat Wujud Benda Kelas V Sd Raden Patah Surabaya," *Jurnal Inovasi Penelitian* 3, no. 5 (2022): 6349–60, <https://doi.org/https://doi.org/10.47492/jip.v3i5.2078>.

analyzing the feasibility and requirements for product development. This stage is also used to analyze the needs of teachers and students for teaching materials to be developed; 2) Design consisting of a conceptual framework in the form of *muhadatsah* in the form of teaching materials. Teaching material products are designed with several applications, including Canva to design covers and templates, PPT to design writing, Elevenlabs to transcribe text into audio, Leonardo and Google to take the images needed, and Hyzine to design the union between text material and audio; 3) Development is the step of making and modifying teaching materials. Researchers develop *muhadatsah* material content equipped with sound and images; 4) implementation aims to implement the design of teaching materials that have been developed in class, then an evaluation is carried out to obtain feedback on the application of the next teaching material product development; 5) Evaluation is carried out to provide feedback to product users, so that the product can be revised in accordance with the results of the evaluation or needs that have not been met. The primary objective of the evaluation phase is to assess whether the intended goals of the product development have been successfully met.

Out of the five stages in the ADDIE model, this research was carried out only up to the development phase. Due to time limitations, the implementation and evaluation stages were not conducted. As a result, the researchers focused solely on designing, testing, and refining the product concepts and design, without executing field implementation or evaluating the outcomes. This makes researchers strive to create, explore, and study aspects related to ideas and product innovations in depth. The novelty of this study lies in the design stage, where the researchers used a variety of applications to create more interactive materials. In addition, at the development stage, the product is equipped with audio, making it a more interesting and effective teaching material for *muhadatsah* to improve students' speaking skills in Arabic.

The data collection techniques used in this study include: 1) observation, which was conducted to examine aspects related to the development of teaching materials, ensuring that the products align with students' needs and conditions; and 2) questionnaires, which were used to identify the specific needs of teachers and students regarding teaching materials. Questionnaire for validation experts so that it can be known about the product service. A questionnaire will be used to determine the responses and assessments of teachers and students to product layout design; 3) documentation will be used to record and record research data systematically.

The subjects of this development research are: 1) 1 Arabic teacher of MAN 1 Gorontalo Regency to collect data on the characteristics of the availability of teaching materials and analysis of development needs; 2) The number of

students of MAN 1 Gorontalo Regency based on Emis data is 555,<sup>20</sup> with a sample of 39 students from class X; 3) 3 Arabic teachers for material validation; 4) 2 lecturers for language validation, and 5) 2 lecturers for media expert validation, as well as evaluation of developed products.

The measurement scale used for the validation of material, media, and language is the Likert scale.<sup>21</sup>

## Findings and Discussion

### Product Development

In this section, the researchers describe the results of the product of developing Arabic language style through the beginner-level book of *Silsilah al-Lisan* in the form of teaching materials, as follows:

#### 1. Analysis Phase

The analysis stage is an essential first step in determining the concept and objectives of this research. This study's analysis phase involves assessing both teacher and student needs, aiming to identify the necessity for developing instructional materials that enhance speaking proficiency. The analysis of teacher needs revealed several key findings: 1) teachers continue to experience challenges in teaching speaking skills; 2) the available teaching resources are limited to the teacher's manual and the student book from the 2013 curriculum; and 3) teachers lack access to instructional materials that incorporate audiovisual media featuring native speakers. In addition, teachers cannot compile and design their own teaching materials that are interesting and challenging for students. From the analysis of student needs, information was obtained that students still have difficulties speaking Arabic.

Based on the results of the analysis above, researchers developed Arabic language style through the beginner-level book *Silsilat al-Lisan* in the form of teaching materials. The teaching materials that have been prepared are adjusted to the context of students so that they are easy to practice in everyday life. Product development includes aspects of material content and quality aspects.

Table 1. Product Development

No	Development		Before development	Once developed
1	Aspects of	Language style of 8 mater <i>muhadatsab</i>	8 <i>muhadatsab</i> texts	26 <i>muhadatsab</i> texts

<sup>20</sup>Emis Ministry of Religious Affairs, "Number of Students" <http://emis.kemenag.go.id/> January 19, 2024

<sup>21</sup>Munirul Ula, Rizal Tjut Adek, and Bustami Bustami, "Ecommerce Performance Analysis Using PIECES Method," *International Journal of Engineering, Science and Information Technology* 1, no. 4 (2021): 1–6, <https://doi.org/10.52088/ijesty.v1i4.138>.

	material content	Special mufradat for <i>muhadatsah</i>	None	83 <i>mufradat</i>
		<i>Tadribat</i>	8 <i>tadribat</i>	26 <i>tadribat</i>
2	Quality aspect	Picture	8 <i>muhadatsah</i> materials with pictures	26 <i>muhadatsah</i> materials with pictures
		Audio	8 audio <i>muhadatsah</i> material and audio of each sentence	26 <i>Sudio muhadatsah</i> material and audio of every sentence
		Links in the table of contents to go to each new material page	None	Exist

Table 1 above compares the product aspects of teaching materials before and after development. With the development of these products, there has been a significant increase in the amount of material, *mufradat*, and *tadribat*, as well as improved quality with more images, audio, and links in the table of contents to facilitate user navigation.

## 2. Design Phase

At this stage, the researchers design by designing the development of teaching materials.

Table 2. Design Steps

No	Langkah Pengembangan
1	Tabulating <i>muhadatsah</i> material from the book <i>Silsilat al-Lisan</i>
2	Choosing the material to be developed
3	Drafting materials
4	Compiling a draft of the question training
5	Design covers and templates
6	Selecting images and AI ( <i>Artificial Intelligence</i> ) applications needed

Table 2 above shows the steps of developing teaching material products, from tabulating *muhadatsah* materials to selecting interesting applications to make teaching materials interesting, practical, and challenging. The teaching materials developed are designed with an attractive appearance and equipped with color images that match the material taught. *Muhadatsah* material is developed according to the environment and daily life of students. This teaching material is also



equipped with pictorial *mufradat* to support and make it easier for students to understand the text of the conversation. The researchers also supplemented each conversational material with practice questions designed to assess students' comprehension of the dialogue they had studied.

### 3. Development Phase

#### a. Drafting teaching materials

At this stage, the process begins by designing a cover and layout template using the Canva application. The second step involves organizing the teaching content in a logical sequence, starting with user instructions, followed by the table of contents and learning materials, which are initially drafted in Microsoft Word before being converted into PowerPoint slides. Third, each dialogue-based lesson is enriched with illustrated vocabulary (*mufradat*) and accompanying practice exercises.

Next, all conversation scripts are converted into MP3 audio format using the Elevatorlabs application. Following that, the PowerPoint materials are exported to PDF. These PDF documents, along with the MP3 audio files, are then uploaded into the Hayzine platform. In the sixth step, the audio is synchronized with each sentence in the *muhadatsah* text, turning the lessons into fully interactive audio-visual resources. This setup allows users to listen to the audio simply by clicking on the desired sentence. Finally, a custom button menu is added to each conversation module, providing direct access to the audio content of the text.

In the development stage, *muhadatsah* teaching materials were revised twice. First, according to media experts, the draft of *muhadatsah* teaching materials still lacks audio. The accent and intonation of the voice of the MP3 audio produced by TTS Maker are not good. The resulting intonation is only in a flat voice. In addition, the cover design still has shortcomings. The title of the teaching material is less attractive because it does not describe the content of the *muhadatsah* teaching material developed. Then, the type of Arabic writing and colors used on the cover are less harmonious and less pleasing. Arabic writing uses *oswalad*, and the result is dotted letters. According to linguists, some vocabulary and writing are not right with Arabic rules.

Second, the revised draft of teaching materials is based on input from media experts and linguists. MP3 audio from TTS Maker is replaced with audio generated from elevenlabs. As a result, the audio sound is better in accent and intonation. The cover design has also been revised. In addition, the title of the teaching material on the cover was replaced with "Fun Learning *Muhadatsah*" so that it was more interesting. Thus, this teaching material can serve as an interesting

media for learners, because the use of media in foreign language teaching is an important aspect in the learning process.<sup>22</sup>

b. Validation of teaching materials

Once the draft teaching materials are completed, the next step is the validation phase. During this stage, the materials are reviewed and evaluated by a panel consisting of three subject matter experts, two media specialists, and two language experts. The results of this validation become a reference for revision in the draft teaching materials, so they become viable teaching materials and ready to be tested.

The material expert assessment is carried out using questionnaires through Google Forms. The results of the evaluation are used as a reference for the improvement of teaching materials developed. The aspects assessed include suitability of the material with the level of knowledge and familiarity with the student's daily lives, systematization and clarity of the material, and suitability of practice questions with the expected material and competencies.

The result shows that nine indicators of material assessment by three experts on *muhadatsah* teaching materials obtained a total value of 134. When calculated, the average *muhadatsah* teaching materials get a value of 99.25%, so they are included in the outstanding category. The 0.75% shortfall in the aspect of practice question availability indicates that the exercises do not fully encompass all components of the core dialogue material, as they are limited to only three or four items. This raises concerns about the content validity of the assessment. This is contrary to the theory that test devices must have content validity, which measures the extent to which the test covers all the content to be measured.<sup>23</sup>

The results of the language validation confirm that the developed teaching materials adhere to established language standards. In this process, linguists assess the effectiveness of language usage, as well as the accuracy of Arabic vocabulary, sentence structure, application of *shaakal* (diacritical marks), and grammatical rules. In addition, assessing practice questions and the material's accuracy with students' daily lives. The validation results in corrections and suggestions from validators, which become reference material to make teaching materials accurate from a linguistic aspect.

The results of the language validation shows that From two validators who assessed the language aspect with eight indicators, a total score of 78 was obtained. The score received an average score of 97.5%, included in the excellent category. The lack of a 2.5% percentage is found in two indicators. First is the need for quality improvement in the preparation of practice questions that can

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<sup>22</sup> Rini Rini, Muhammad Arif Mustofa, and Kurnia Kurnia, "Using the Plotagon Application on Arabic Language Learning Media Design," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (2023): 637, <https://doi.org/10.29240/jba.v7i2.8446>.

<sup>23</sup> Sedya Santosa and Jami Ahmad Badawi, "Analisis Butir Soal Pilihan Ganda Tema Pertumbuhan Dan Perkembangan Makhluq Hidup Kelas III Madrasah Ibtidaiyah," *Jurnal Basicedu* 6, no. 2 (2022): 1678–86, <https://doi.org/10.31004/basicedu.v6i2.2206>.

involve students to analyze or evaluate to encourage students' critical power. The preparation of the question is not appropriate because it is contrary to the theory that states that the preparation of questions must pay attention to the difficulty level of the problem, not too easy or too difficult, but the question must be challenging to develop critical thinking skills.<sup>24</sup> The right difficulty level with the issue will provide opportunities for creative students to solve problems and optimally hone critical thinking skills.<sup>25</sup>

Second, some material texts on mufradat and muhadatsah are less applicable in everyday life. This is contrary to the theory that teaching materials must be contextual by paying attention to the context and situation of students.<sup>26</sup> Some of these *muhadatsah*, *mufradat*, and materials are related to Arab customs. This is intended by researchers so that students can also understand the culture and society of native speakers. The introduction follows language teaching theory, which emphasizes the importance of understanding the cultural and social context of native speakers as an integral part of the foreign language learning process.<sup>27</sup>

Media validation is used to evaluate the design of teaching materials from the aspect of the media used. This stage ensures that teaching materials are high quality, not only from material and language but also from media. This aspect will make teaching materials effective and exciting. In addition, it will help in improving the effectiveness of learning.<sup>28</sup> Therefore, suggestions and input from the validation results are used to improve teaching material media so that the designed teaching materials can be used better along with current IT developments. Media experts make assessments from aspects of cover design, content design, and audio.

Table 7 above shows that the cover design with six indicators gets a total score of 52 with an average gain of 86.67%, which is included in the excellent category. The 13.33% percentage shortfall consists of all indicators of the cover design. The shortcomings mentioned by validators are that the cover does not reflect the content to be presented, and the text and images do not meet a balanced composition, so they must be replaced. The use of colors is rather flashy.

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<sup>24</sup> (Ndiung & Jediut, 2020)

<sup>25</sup> Waode Yunia Silvizariza, Sumarmi, and Budi Handoyo, "Improving Critical Thinking Skills of Geography Students with Spatial-Problem Based Learning (SPBL)," *International Journal of Instruction* 14, no. 3 (2021): 133–52, <https://doi.org/10.29333/iji.2021.1438a>.

<sup>26</sup> Oliva Loko, Pelipus Wungo Kaka, and Dek Ngurah Laba Laksana, "Integrasi Konten Dan Konteks Budaya Lokal Etnis Ngada Dalam Bahan Ajar Multilingual Untuk Pembelajaran Siswa Sekolah Dasar," *Jurnal Citra Pendidikan* 2, no. 1 (2022): 180–89, <https://doi.org/10.38048/jcp.v2i1.475>.

<sup>27</sup> Rio Kurniawan, Sugeng Sugiyono, and Tulus Musthofa, "Integrative Arabic Language Teaching of Integrated Islamic Elementary Schools in Solo Raya," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (2021): 60–74, <https://doi.org/10.15408/a.v8i1.20095>.

<sup>28</sup> Ihwan Mahmudi et al., "The Effectiveness of Al-Muhādastah Textbook to Improve Arabic Speaking Skills," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (2023): 417, <https://doi.org/10.29240/jba.v7i2.7088>.

This contradicts the principles in designing a good cover: 1) color compatibility, 2) image structuring, 3) structuring writing, and 4) determination of cover type.<sup>29</sup> The validation results of the content design with eight indicators reached good to excellent levels. The overall indicator received a total score of 71 with an average gain of 88.75%, which was included in the superb category. The percentage deficiency of 11.25% consists of all indicators in the content design except for the presentation indicators of all illustrations. This makes researchers even more focused on product improvement. The audio design with three indicators gets a total score of 27 with an average score of 90%, so it is included in the excellent category. The 10% percentage deficiency is found in overlapping audio sounds if the audio sound in a specific selected text is not finished but moved to another text. It gave rise to such a double voice. However, of the seventeen indicators, an average gain of 89.14% is included in the excellent category, so it is feasible to implement.

Table 3. Language style Material on Kitab *Silsilat al-Lisan* and Its Development

No	Material	Page	Language Style	Development	Information
1	<i>At Ta'aruf</i> 1	30	Phrase questions: Meet, name, part ways	Phrase questions: Address, place of birth Date of Birth, Mobile Number	Language style <i>istifhamiyah</i>
	<i>At Ta'aruf</i> 2	30	Phrase questions: Name, Profession 1 type	Phrase questions: Professions 3 types	Language style <i>istifhamiyah</i>
	<i>At Ta'aruf</i> 3	33	Introducing others who are face-to- face	Phrase questions: Introducing others who are not in direct contact	Language style <i>istifhamiyah</i>
2	<i>Al Buldanu Wal Lughat</i>	40	Phrase questions: Country and language	Phrase questions: Tribes and regional languages	Language style <i>istifhamiyah</i>
3	<i>As Safar</i>	50	Phrase questions: Tickets, visas, carry-on bags	Phrase questions: Ticket, ID card	Language style <i>istifhamiyah</i>
4	<i>Al Muwa sholatu wal Jibatu</i>	58	Phrase questions: South, north, east, west, near Taxi, Bus	Phrase questions: Side, back, corner, far away. Bentor, electric bicycle, marine vessel	Language style <i>istifhamiyah</i>
5	<i>Al 'Amal</i>	71	Phrase questions: Doctor, nurse, farmer, programmer, tailor, salesperson, siphon	Phrase questions: Employees, traders, fishermen, miners, drivers, chefs, police, madrassas heads	Language style <i>istifhamiyah</i>

<sup>29</sup> Rina Purwani, "Pengembangan Buku Cerita Bergambar Berbasis Karakter Untuk Pembelajaran Membaca Siswa Sd Kelas IV," *Jurnal Pendidikan Bahasa Indonesia* 8, no. 2 (2020): 180, <https://doi.org/10.30659/j.8.2.180-194>.

6	<i>Al Ittisbolatu</i>	80 83	Phrase question: purchase of HP, HP number, and Laptop	Phrase questions: A cell phone that suddenly hangs	Language style <i>istifhamiyah</i>
7	<i>Al 'Ailatu</i>	90	Phrase questions: Take a vacation to the village Mention members of the nuclear family	Beach getaway Mentioning Cousin's family members, nieces, nephews and aunts	Language style <i>istifhamiyah</i>
8	<i>Nasyatbathun Yaumiyyatu</i>	103	Phrase questions: Activities by drinking milk, walking to the garden, eating breakfast, playing games, going to the zoo	Phrase questions: Pray, read the Qur'an, wash dishes, water flowers, bathe, study, watch, eat breakfast/evening	Language style <i>istifhamiyah</i>
9	<i>Al Malabisu</i>	112	Phrase questions: Buying shirts, pants, shirts	Phrase questions: Buying skirts, dresses, headscarves	Language style <i>istifhamiyah</i>
10	<i>Ath Tho'amu wal wajabatu</i>	122	Phrase questions: Vegetarian meals, boiled vegetables, grilled chicken meat, appetizers, drinks, french fries, mushroom soup, juz	Phrase questions: Grilled fish, goring rice, <i>sambal sagela</i> , iced coffee, hot tea	Language style <i>istifhamiyah</i>
11	<i>Al Waqtu</i>	132	Phrase questions: brp hours, show, 15/30 mins, more	Phrase questions: 10 o'clock, one less 15 minutes, 12.30. Go to the Mall	Language style <i>istifhamiyah</i>
12	<i>Shifatun</i>		There is no muhadatsah		
13	<i>Al Manzil</i>	158 159	Phrase questions: Sleep preparation, tidying up clothes, finding shoes, preparing food and utensils	Phrase questions: Watching TV, ironing, cleaning the house, utensils in the living room	Language style <i>istifhamiyah</i>

Table 3 above explains that the material covering the language style in *Silsilat al-Lisan* has as many as 13 themes. In this study, due to time constraints, researchers only developed 8 themes, namely: 1) *at Ta'aruf*; 2) *as Safar*; 3) *al Mumasholatun wal Jibatu*; 4) *al 'Amal*; 5) *al 'Ailatu*; 6) *Nasyatbun Yaumiyyah*; 7) *ath Tho'amu wal Wajabatu*; and 8) *al-Waqtu*. The theme researchers developed from aspects of language style, *mufradat*, and *tadribat*. In addition, each material comes with images and audio.

The systematics of the theme of the material, as seen in the table above, illustrates that the material follows the theoretical terms of reference CEFR (*Common European Framework of Reference for Languages*) level A1 (lowest level). Level A1 describes basic communication skills in everyday situations.<sup>30</sup> Speaking skills based on CEFR level: A1 learners can speak using simple phrases and phrases related to everyday life.<sup>31</sup> Additionally, learners are able to introduce themselves and others, as well as ask and respond to questions related to personal information such as place of residence, acquaintances, and possessions. At this stage, they are capable of engaging in basic interactions using simple language.<sup>32</sup>

Table 4. Language style language in *muhadatsah* material

No	Tema	Language Style	Link
1	<i>At Ta'aruf</i>	<i>Istifham</i> and <i>amr</i>	<a href="#">Sample image language style theme 1</a>
2	<i>As Safar</i>	<i>Istifham</i> and <i>amr</i>	<a href="#">Sample image language style theme 2</a>
3	<i>Al Muwasholatu wal Jibatu</i>	<i>Istifham</i>	<a href="#">Sample image language style theme 3</a>
4	<i>Al 'Amal</i>	<i>Istifham</i>	<a href="#">Sample image language style theme 4</a>
5	<i>Al 'Ailatu</i>	<i>Istifham</i>	<a href="#">Sample image language style theme 5</a>
6	<i>Nasyathun Yaumiyyatun</i>	<i>Istifham</i>	<a href="#">Sample image language style theme 6</a>
7	<i>Ath Tho'amu wal Wajabatu</i>	<i>Istifham</i> and <i>amr</i>	<a href="#">Sample image language style theme 7</a>
8	<i>Al Waqtu</i>	<i>Istifham</i>	<a href="#">Sample image language style theme 8</a>

Table 4 above shows that *the muhadatsah* material developed by researchers uses language style *istifham* the most and uses a little language style *amr*. The lack of use of the language style gives the impression that it is less varied. This is because this material only focuses on developing conversation material, which increases the practice of asking and answering. Such conversations do not have

<sup>30</sup> Raswan Ramadhan Jabal Primadana, Maswani, Muhibb Abdul Wahab, Achmad Fudhaili, "تطوير المادة التعليمية لممارتي الاستماع والكلام باستخدام الإطار المرجعي الأوروبي الموحد للغات للمبتدئين," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 559–78, <https://doi.org/http://dx.doi.org/10.29240/jba.v8i1>.

<sup>31</sup> Sudaryanto Sudaryanto and Pratomo Widodo, "Common European Framework of Reference for Languages (CEFR) Dan Implikasinya Bagi Buku Ajar BIPA," *Jurnal Idiomatik: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 3, no. 2 (2020): 80–87, <https://doi.org/10.46918/idiomatik.v3i2.777>.

<sup>32</sup> Kiki Juli Anggoro and Anh Nguyet Nguyen, "Students' Perceptions with Different Cefr Levels on Foreign Teachers Using L1 in Efl Instruction," *Studies in English Language and Education* 8, no. 3 (2021): 1177–93, <https://doi.org/10.24815/siele.v8i3.19629>.

to be practiced with friends or other people; they can be practiced by talking to yourself. Self-talk becomes a helpful tip to develop speaking skills.<sup>33</sup>



Figure 2. Examples of *Language style* Developed

Figure 2 shows two examples of language style. First: language style *istifham*, which is language style used to convey questions.<sup>34</sup> The language style uses the question “كم” which indicates a question about quantity. Second: language style *amr*, i.e., language style that uses the verb command to ask for help or help.<sup>35</sup> The language style uses the word “أعطني”. Another example of language style *amr* developed is the theme of *at ta'aruf*. The language style uses the word command “أنظري”. The novelty in this research lies in the use of this language style in a more interactive and interesting context. By presenting the material using multimedia applications, this study can improve students' understanding of the use of these styles as well as how to pronounce them according to the intonation of native speakers. Therefore, this method makes a new contribution to Arabic language teaching.

<sup>33</sup> J A M Miranda and A Y Wahyudin, “Pre-Service Teachers' Strategies in Improving Students' Speaking Skills,” *Journal of English Language Teaching and Learning (JELTL)* 4, no. 1 (2023): 40–47, <https://doi.org/https://doi.org/10.33365/jeltl.v4i1.3132>.

<sup>34</sup> Fajar Agustian, “Fungsi Kalimat Tanya Dalam Surat An-Nazi'at (Kajian Semantik),” *Al Jamiy: Jurnal Bahasa Dan Sastra Arab* 12, no. 1 (2023): 102, <https://doi.org/10.31314/ajamiy.12.1.102-118.2023>.

<sup>35</sup> Irsyad Al Fikri Ys, Asep Fu'ad, and Iwan Caca Gunawan, “Memahami Tafsir Al-Qur'an Dengan Kaidah Bahasa Arab,” *Bayani* 1, no. 2 (2021): 175–89, <https://doi.org/10.52496/bayaniv.1i.2pp175-189>.

Regarding the media aspect, several revisions were made following feedback and validation from media experts. One notable change was to the cover design. The cover was created using Canva, which offers a range of appealing design templates. The main advantage of Canva is its user-friendly interface, allowing for easy editing and customization. Users can simply select a template and modify the text and images as needed. The cover of this teaching material was revised as a whole. Starting with the design, using colors, and arranging the text and headings.

After the revision, the title has been improved to make the teaching material more appealing and engaging for readers. Arabic writing is replaced with mothanna to be more explicit, more beautiful, and not disjointed. Thus, the revision improves the visual appearance and increases the overall readability appeal of the teaching materials. This is in accordance with the theory that the cover has a role as a persuasive lighter that can arouse curiosity and increase reader attraction.<sup>36</sup>

Table 5. Audio Material Data

No	Tema	Jumlah Audio	Link
1	<i>At Ta'aruf</i>	7	<a href="#">Audio Theme 1</a>
2	<i>As Safar</i>	4	<a href="#">Audio Theme 2</a>
3	<i>Al Mumasholatu wal Jibatu</i>	4	<a href="#">Audio Theme 3</a>
4	<i>Al 'Amal</i>	2	<a href="#">Audio Theme 4</a>
5	<i>Al 'Ailatu</i>	2	<a href="#">Audio Theme 5</a>
6	<i>Nasyathun Yaumiyyatun</i>	3	<a href="#">Audio Theme 6</a>
7	<i>Ath Tho'amu wal Wajabatu</i>	2	<a href="#">Audio Theme 7</a>
8	<i>Al Waqtu</i>	2	<a href="#">Audio Theme 8</a>

Table 5 above shows that of the eight themes, there are twenty-six *muhadatsah* in audio form. Elevenlabs AI generates this audio sound. The advantage of this AI is its ability to read aloud any text input by the user, using a voice of their choice. It offers a variety of voices, each with different accents and intonations, allowing for a personalized listening experience. Speaking speed can also be adjusted as needed. This AI produces more apparent voice quality, accent, and intonation, thus avoiding unclear word articulation. Unclear articulation of words will be fatal to the listener, so the message conveyed cannot be understood.<sup>37</sup> The disadvantage of AI elevenlabs is that all voice choices consist

<sup>36</sup> Jerry Tanu and Henny Hidajat, "Perancangan Buku Informasi Berjudul 'Cerdas Menghadapi Diabetes Mellitus' Untuk Remaja," *Titik Imaji* 5 (2022): 133–42, <https://doi.org/http://dx.doi.org/10.30813/.v5i2.3718>.

<sup>37</sup> Mochammad Sinung Restendy et al., "Newscasting: Konsep Dan Perkembangannya Di Era 4.0," *Academic Journal of Da'wa and Communication* 2, no. 2 (2021): 221–40, <https://doi.org/10.22515/ajdc.v2i2.3452>.



of adults and teenagers, and children provide no voices, so it does not support if teenagers or children carry out the conversation. However, the audio sound produced by elevenlabs in this teaching material is of excellent quality. Good audio sound quality can increase listener appeal. This follows audio persuasion theory, which states that intonation, volume, and speed of sound can affect the listener's emotions and increase the listener's attractiveness.<sup>38</sup> With this interactive media, students not only understand the material, but also do direct practice related to the material being studied, thus creating a constructive learning environment.<sup>39</sup> Based on the assessment questionnaire of teachers and students of MAN 1 Gorontalo Regency, information was obtained that the overall design layout was attractive, the audio sounded clear, and the accent and intonation of the audio voice were also clear and fluent. By using Heyzine, the created teaching materials can be enhanced with images, audio, and links, making them more engaging. Learners can experience a reading experience akin to browsing through a physical book, thanks to the animation effect that simulates the turning of pages, just like opening a real book.<sup>40</sup>

## Conclusion

In the development of the book, *Silsilat al-Lisan* researchers have done there are two aspects, namely: aspects of material content, including language style *muhadatsah*, *mufradat*, *tadribat*, and quality aspects which include images, audio, and navigation links in the table of contents. In addition, the novelty of this *muhadatsah* teaching material lies in the integration of multimedia elements that not only enrich the material, but also provide a more interactive and interesting learning experience, thus making a new contribution to language teaching. The indicators of this assessment are: 1) the effectiveness of language use, the accuracy of using syakal, vocabulary, and sentences with Arabic rules. This undoubtedly follows the theory of nahwu in Arabic. 2) indicators of the suitability of the language used with students' ability, practice questions that can develop critical thinking characters, and *mufradat* and *muhadatsah* materials following daily life are also in the excellent category. This follows the theory of second language learning, which states that the language being learned must consider the level of cognitive ability and social context. Third, the media feasibility test includes cover design, content design, and audio.

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<sup>38</sup> Cut Medika Zellatifanny, "Trends in Disseminating Audio on Demand Content through Podcast: An Opportunity and Challenge in Indonesia," *Journal Pekommas* 5, no. 2 (2020): 117, <https://doi.org/10.30818/jpkm.2020.2050202>.

<sup>39</sup> Tsania Khoirunnisa and Mohammad Ahsanuddin, "The Design of Quartet Card Game Integrated with Augmented Reality for Sharf (Morphology) Learning Media," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (2024): 187, <https://doi.org/10.29240/jba.v8i1.8790>.

<sup>40</sup> Haniah Haniah, Mahira Mahira, and Muh. Napis Djuaeni, "The Development of Interactive E-Book-Based Teaching Materials for Senior High School Students," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 May (2023): 55, <https://doi.org/10.29240/jba.v7i1.6690>.

Therefore, the contribution of this research shows that the results of the design and development of Arabic Language style for the needs of beginner-level speaking proficiency material are feasible and can be implemented in formal or non-formal educational institutions following indicators, validation, and the main principles of developing Arabic teaching materials.

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