

Utilizing Comics as a Learning Media to Improve Students' Arabic Speaking Skills

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Abstract

This study aims to identify the characteristics of comic-based teaching materials for *Al-Muhadatsah* instruction and to evaluate their effectiveness in enhancing Arabic speaking skills among participants in the language program at Pondok Modern Darussalam Gontor. The integration of visual elements, contextual vocabulary, and culturally relevant narratives provides an engaging and interactive learning experience that fosters students' motivation and enthusiasm for Arabic conversation. This research adopts a Research and Development approach within an applied research framework. Data were collected through observation, interviews, tests, questionnaires, and documentation, and were analysed using the Wilcoxon Signed Ranks Test with the assistance of SPSS 29. The findings reveal two main results. First, the developed teaching materials consist of eight titles based on learners' daily activities, supported by contextually appropriate illustrations and vibrant colours that enhance their appeal. Second, the quantitative analysis confirms the effectiveness of these materials, as indicated by a significance value of 0.002, which is lower than the 0.05 threshold. These results indicate that comic-based teaching materials significantly improve the Arabic speaking skills of the program participants. This study highlights the importance of innovative instructional resources and encourages educators to implement creative strategies to enhance student engagement. Future research is recommended to explore the development of *Al-Muhadatsah*

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materials in the form of cartoon videos to further support language acquisition.

Keywords: Comic, Learning Media, Speaking Skill.

Introduction

Although Arabic serves as the primary medium of instruction for around 68.5% of the curriculum at Pondok Modern Darussalam Gontor (PMDG), many students continue to face challenges in using the language fluently in everyday interactions. In fact, the implementation of Speaking skills is through daily Arabic speaking practice.¹ Despite the institution's strong emphasis on Arabic education, students often commit grammatical mistakes or alternate between Arabic and Indonesian during conversations. This issue points not only to gaps in language acquisition but also to the nature of instructional materials being used². A field study conducted by the researcher suggests that traditional textbook-based methods may not sufficiently stimulate student interest or promote active language use. Interviews and observations revealed that psychological factors such as low motivation, learning anxiety, and lack of engagement with existing resources significantly hindered students' progress³. The materials frequently lacked real-life conversational models and visual aids that could enhance memory retention and practical application. These observations highlight the necessity for more dynamic, contextually rich, and learner-centered resources to better support students' Arabic speaking skills in a way that is both engaging and authentic⁴.

Previous researches suggest that the use of multimodal instructional texts will greatly influence student's mind and supports them with linguistic wealth. In addition, it will gradually encourage learners to learn the Arabic language. Visually engaging course books have long been acknowledged as effective tools in language instruction, as they integrate images and text to immerse learners in meaningful and authentic contexts. These visual components such as photographs, illustrations, and infographics, serve to provide contextual cues that

¹ Kasmantoni Kasmantoni, 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>.

² Rustamaji Rustamaji et al., "A Need Analysis for Developing Arabic Writing Materials: A Study at Higher Education Institution," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 2024): 255, <https://doi.org/10.29240/jba.v8i1.9825>.

³ M Abdul Hamid and K Agustang, "Analysis of Speaking Skill Learning Difficulties in Students of the Arabic Language Education Study Program at State Islamic Institute" 8, no. 2 (2024): 579–96.

⁴ Ihwan Mahmudi et al., "The Effectiveness of Al-Muhādistah Textbook to Improve Arabic Speaking Skills," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (2023): 417, <https://doi.org/10.29240/jba.v7i2.7088>.

aid comprehension, especially for second language learners.⁵ According to Tomlinson, visual stimuli are particularly effective for enhancing learners' engagement and retention, as they activate prior knowledge and help build connections between images and vocabulary⁶. Visually supported instructional materials expose learners to authentic language use, offering opportunities to enhance reading comprehension while engaging with culturally relevant content. This aligns with Krashen's *Input Hypothesis*, which emphasizes that comprehensible input, enriched with visual aids, accelerates language acquisition⁷.

In addition to aiding comprehension, multimodal instructional texts are versatile resources that can be adapted for various classroom activities, including vocabulary development, reading exercises, and discussions. For example, Nunan highlights that, authentic materials like comics encourage learners to interact with language as it is used outside the classroom, thereby increasing motivation and fostering learner autonomy⁸. These resources also enable instructors to implement content-based instruction, integrating language learning with subject matter knowledge to create more engaging and meaningful lessons. By utilizing multimodal materials, educators can design dynamic instruction that accommodates various learning styles, ensuring that both visual and textual learners gain from the experience.

One of the most widely recognized and favored reading resources among school-aged learners is the comic book, which has proven effective in supporting language development through its engaging and accessible format. Comics serve as both *learning aids* and *self-directed learning media*, enabling students to engage more actively in the educational process.⁹ As a form of visual communication, it combines the power of images and text to simplify the absorption of information and enhance understanding of complex materials.¹⁰ Integrating visual elements like images, dialogues, and narratives enhances interactivity, retention, and learner

⁵ Makruf, A. (2020). *The Role of Visual Media in Second Language Acquisition*. Jakarta: Language Press, p: 45.

⁶ Tomlinson, B. (2013). *Developing Materials for Language Teaching* (2nd ed.). London: Bloomsbury Academic. p: 25

⁷ Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press, p: 65

⁸ Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press, p: 74

⁹ Hidayah, N., & Sujono, T. (2019). *Visual Media in Language Learning: An Analytical Perspective*. Journal of Language Education, 12(3), 45.

¹⁰ Ping, L. (n.d.). *The Impact of Visual Media on Cognitive Development*. Unpublished manuscript, p. 12.

engagement, especially within the context of language acquisition¹¹. Research has shown that comics can improve motivation, vocabulary acquisition, and multimodal literacy skills, as well as bridge the gap between varying levels of learners.¹²

Clark's findings underscore that, comics can enhance students' motivation and facilitate vocabulary acquisition through a multimodal learning approach.¹³ This aligns with Haron's study, which demonstrated that visual media supports the development of Arabic speaking skills, especially among L2 learners.¹⁴ Similarly, Setiarini's study showed that comic-based materials effectively improve speaking skills in a text-based learning setting. Visual aids such as comics and illustrations are particularly valuable for beginners because they simplify content, boost engagement, and enhance retention in language acquisition.¹⁵

This study aims to address the gap in Arabic speaking skill development among students of the Language Division at the Modern Islamic Boarding School Darussalam Gontor. The research proposes the design of comic-based learning materials focusing on everyday conversations to establish a supportive linguistic environment for L2 learners. The study aims, first, to develop educational materials in conversational Arabic presented in a comic magazine format to improve students' speaking proficiency. Secondly, determine the effectiveness of these comic-based materials in improving speaking skills among L2 students in the Language Division at Modern Islamic Boarding School Darussalam Gontor.

This study provides significant contributions to Arabic language education. For researchers, it serves as a platform to apply and expand theoretical knowledge in designing effective learning materials for language development. For Arabic language teachers, the findings will offer a practical framework to integrate comics as instructional tools, thereby enhancing the learning process. Moreover, this research helps create a strong linguistic environment and stimulates renewed

¹¹ Ni'mah, S., Fadhil, M., & Rahmawati, L. (2020). *Interactive Learning Through Comics: Enhancing Language Skills in EFL Classrooms*. Language Teaching Journal, 15(2), 58.

¹² Yasin, M., Rofiah, H., & Zulkifli, A. (2023). *Bridging Multimodal Literacy in Language Education: Insights from Comics Research*. International Journal of Language Studies, 18(1), 120. And Al-khresheh, M. (2020). *Visual Media and Language Learning: A Study on the Role of Comic Books*. European Journal of Education Studies, 7(2), 88.

¹³ Yasin, M., Rofiah, H., & Zulkifli, A. (2023). *Bridging Multimodal Literacy in Language Education: Insights from Comics Research*. International Journal of Language Studies, 18(1), 123.

¹⁴ Haron, A. (2020). *The Role of Visual Media in Developing Arabic Speaking Skills among L2 Learners*. Journal of Arabic Language Studies, 5(1), 33.

¹⁵ Setiarini, R. (2020). *Enhancing Speaking Skills through Comic-Based Learning in a Text-Based Environment*. Educational Media Journal, 10(3), 41.

enthusiasm for learning Arabic among students at Modern Islamic Boarding School Darussalam Gontor.

To achieve the comparison on the students' speaking skills before and after using the designed educational comic book, both qualitative and quantitative approaches were employed in the Research and Development (R&D) method. It is often used to develop educational products and evaluate their effectiveness for learners. It mainly integrates research, planning, design, and testing phases to ensure the validity of the developed products.¹⁶ The research adopts the model proposed by Borg and Gall for developing teaching materials tailored to specific learning contexts. This model focuses on the systematic validation and enhancement of educational materials, including textbooks, films, teaching techniques, and other educational innovations. It also entails evaluating the procedures and processes to confirm their effectiveness in meeting the intended learning objectives.¹⁷ By using this model, the researcher designed a comic-based teaching material specifically for the Arabic Language Club at the Modern Islamic Boarding School Darussalam Gontor.

The study population or sampling consists of 15 students from the Arabic Language Club at the Modern Islamic Boarding School Darussalam Gontor. Due to the small population size, the researcher utilized probability sampling combined with a saturated sampling approach, guaranteeing the inclusion of every population member as a participant. The sample was divided into two groups for experimental purposes: the first group included 3 students, while the second group consisted of 12 students. This division facilitated a more focused examination of the intervention's impact.

Data analysis methods are descriptive qualitative analysis to evaluate the validity, attractiveness, and relevance of the educational materials. Involving a detailed description of the advanced teaching methods employed, along with expert feedback and suggestions to refine the materials. Secondly, quantitative analysis quantitative data analysis was conducted using the following methods: descriptive analysis presenting data through tables, graphs, and statistical

¹⁶ Yuliani, R., & Banjarnahor, H. (2021). *Integrating R&D Methods in Developing Educational Tools: A Case Study*. Journal of Educational Research, 14(2), 35. Yuliani, W., & Banjarnahor, N. (2021). Metode Penelitian Pengembangan (RnD) Dalam Bimbingan dan Konseling. Quanta, 5(3), 111–118. <https://doi.org/10.22460/q.v2i1p21-30.642>

¹⁷ Aprianoto, H., & Haerazi, M. (2019). *Development and Assessment of an Interculture-based Instrument Model in the Teaching of Speaking Skills*. Universal Journal of Educational Research 7(12): 2796-2805. DOI: 10.13189/ujer.2019.071230

measures such as the mean, median, and standard deviation. The next qualitative analysis is conditional tests employing *normality test* to ensures data distribution is normal, *homogeneity Test* to verifies the consistency of variances across groups, and *hypothesis testing* using a paired *t-test* to compare pre- and post-test results to examine effectiveness of the educational materials.¹⁸

In designing educational materials for the conversation subject with illustrations in the form of comic, the researcher followed the following steps as a research procedure:

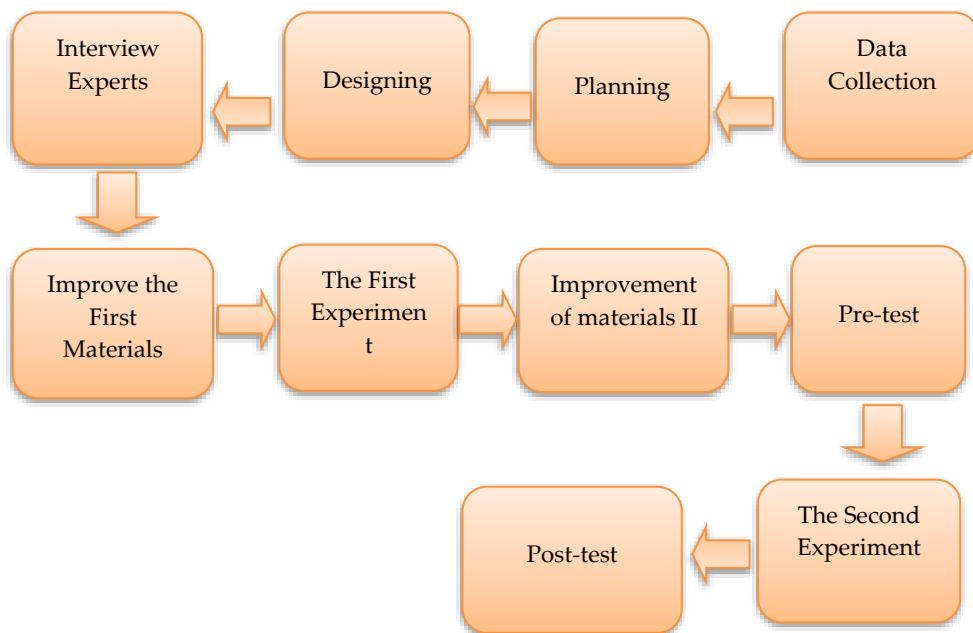


Figure. 1 Stages of implementing the study

Findings and Discussion

Teaching Aid Design

The teaching design consists of designed educational materials in fifteen subjects with specific appropriate topics to the students' daily life situations. The following table shows book's topics and the credits:

¹⁸ Muhammad Yunus Anis, Abdul Malik, and Alif Cahya Setiyadi, "Developing Creative Writing Process Based on the Translation of Arabic Phrases: Case Study in Arabic Prose and Poetry," *NALANS: Journal of Narrative and Language Studies* 10, no. 20 (2022): 173–87, <https://doi.org/10.59045/nalans.2023.3>.

Table. 1. Units and topics for this book

Number	The topic	Credit hour
1	Style of greeting and welcome	1X45
2	Presentation and thanks method	1X45
3	Congratulations style for success	1X45
4	How to congratulate Eid al-Fitr/Al-Adha	1X45
5	Praise style	1X45
6	Request and fulfilment method	1X45
7	Apology style	1X45
8	Confirmation method	1X45

The main design of the book are storyboards of the educational materials on the comic's form. It comprises key components of the book, including a colorful cover, introduction, main characters in the dialogue, teaching guidelines, table of contents, and instructional materials. The figure 2. Illustrated these components.



Figure 2. Cover, introduction, actors, teaching guideline, and table of contents

The comic is designed to introduce students to essential conversational skills in Arabic through a structured and engaging approach. As shown in Figure 3, the comic starts with clearly defined objectives, specifying what learners are expected to accomplish by the lesson's end, such as mastering basic greetings, comprehending polite expressions, and applying them correctly in everyday conversations. The next section provides a list of vocabulary words and phrases, presented in colourful text boxes for easy reference. These words include common greetings, polite phrases, and expressions used in casual interactions, laying the foundation for effective communication.

Central to the lesson is a dialogue depicted through a comic strip. The narrative takes place in a park, where two young men exchange greetings and engage in a casual conversation with a passerby. The dialogue showcases how to use the introduced vocabulary naturally, highlighting cultural nuances and social etiquette in Arabic-speaking environments. The lesson concludes with an explanation of idioms and expressions used in the dialogue. It not only clarifies their meanings but also provides examples of how students can adapt these phrases to different situations. This helps learners gain confidence in using the language flexibly and appropriately in real-life contexts. Together, these elements create a comprehensive and practical learning experience.



Figure 3. Book's content

Data Analysis

After designing the book, the educational materials were presented by the researcher to experts in the field of educational material design. The evaluation results demonstrate that the educational materials, presented in book format, are valid for use by the Arabic Language Club students without needing any revisions or adjustments. The detailed results are as follows: 1). the appropriateness of

materials according to proficiency and basic proficiency standards: 92% (very good), 2). Accuracy of educational materials: 100% (very good), 3). Supporting materials in education: 100% (very good), 4). Presentation method: 100% (very good), 5). Presentation completeness: 93% (very good), 6). Material presentation strategy: 100% (very good), 7). Accuracy and validity of educational materials: 100% (very good), 8). Communication effectiveness: 100% (very good), 9). Alignment with students' developmental levels: 100% (very good), 10). Average book size: 100% (very good), 11). Book cover placement: 100% (very good), 12). Cover printing quality: 100% (very good), 13). Cover photo quality: 100% (very good), 14). Placement of book content: 100% (very good), 15). Printing quality of the book's content: 100% (very good), 16). Visual quality of the book's content images: 100% (very good).

These results demonstrate that the book meets high standards of educational material design and is suitable for use in an educational context.

Descriptive Test

Descriptive statistical analysis is employed to describe data by explaining the results: the mean, the average, and the common result from the results of the pre- and post-test.¹⁹

The descriptive statistical analysis of the pre-test results reveals a generally low level of performance among participants. A mean score of 2.32 indicates that, on average, participants performed poorly, reflecting limited prior knowledge or skills in the evaluated area. The median score of 2.00 implies that at least half of the participants scored at or below this value, reinforcing the notion of a baseline level of performance concentrated toward the lower end. Additionally, the mode, also 2, indicates that this score was the most frequently occurring, reflecting a lack of variation in the initial results.

In contrast, the post-test results demonstrate substantial improvement in participants' performance. The mean score rose to 7.75, reflecting a significant improvement in average performance. Meanwhile, the median score of 8.00 indicates that half of the participants achieved this score or higher, demonstrating an increased proficiency after the intervention. Furthermore, the mode, also 8,

¹⁹ Prabhaker. (n.d.). *Descriptive Statistics and Normality Tests for Statistical Data*—PMC. Retrieved December 18, 2023, from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6350423/>

highlights that this score was the most common among participants, reflecting a consistent improvement across the group.

The alignment of the median and mode in both pre-test and post-test results indicates a strong central tendency in participants' scores, but the shift in these values from the pre-test to the post-test underscores the effectiveness of the intervention. The substantial rise in the mean score further reinforces this conclusion, indicating a significant improvement in overall average performance. This analysis demonstrates the positive impact of the applied intervention or treatment in enhancing participants' abilities and achieving more consistent and higher levels of performance.

Conditional Test

The test contains the normality test and the homogeneity test. The first is mainly to determine the normality of the distribution of data.²⁰ Based on the results of the normality test, the data for both the pre-test and post-test classes deviate significantly from a normal distribution. This conclusion is supported by the significance values (Sig.) obtained from both the Kolmogorov-Smirnov and Shapiro-Wilk tests, which are below the threshold of 0.05 in all cases. For the pre-test class, the Kolmogorov-Smirnov test yields a significance value of 0.000, and the Shapiro-Wilk test also reports a significance value of 0.000, indicating strong evidence against normality. Similarly, for the post-test class, the significance values for the Kolmogorov-Smirnov and Shapiro-Wilk tests are 0.001 and 0.006, respectively, confirming that the data does not follow a normal distribution. The results of the pre-test and post-test are considered normal if the significant result is greater than 0.05 and abnormal if it is less than 0.05. It turns out that the result of the pre-test and post-test 0.001 is smaller than 0.05, it means that the distribution of the test is not normal.

These results suggest that non-parametric statistical methods may be more appropriate for further analysis, as the assumption of normality required for parametric tests is not met. This departure from normality underscores the importance of choosing statistical methods that suit the dataset's characteristics to guarantee accurate and dependable conclusions.

²⁰ Hagag, A.-E. (2022). Normality tests Procedure with power comparison. Journal of Economics and Business, 52 (2), 499-556. <https://doi.org/10.21608/jsec.2022.243208>

The homogeneity test is employed to determine the similarity between two variables or two populations.²¹ The analysis of the homogeneity of variances test shows that the assumption of equal variances across groups is satisfied. The Levene's test statistic is 0.263, and the significance value (Sig.) is 0.613, which is well above the commonly used threshold of 0.05. This suggests that the null hypothesis of equal variances cannot be rejected, indicating that the variability within the compared groups is consistent. It is clear that the result of the pre-and post-test (0.613) greater than the result of (0.05). The result, then, indicates the presence of similarity between the two variables in the distribution, and this allows the researcher to conduct a deductive test.

This result is critical for selecting the appropriate statistical tests for further analysis. Given that the homogeneity of variances assumption is met, parametric tests like t-tests or ANOVA are appropriate for analyzing group differences. These tests rely on the equality of variances to produce accurate and reliable results, and this condition has been met according to the data provided. The evidence supports the appropriateness of parametric methods for subsequent analysis. This consistency in variances across groups ensures that statistical comparisons are valid and meaningful, strengthening the reliability of conclusions drawn from the data.

Deductive Test

To evaluate the hypothesis regarding the differences between pre-test and post-test results, this study initially employed a paired sample t-test as the statistical method of choice. However, the normality test revealed that the data deviated from a normal distribution, making the paired sample t-test unsuitable for this dataset. Consequently, an alternative non-parametric statistical method is required to effectively analyze the non-normally distributed data. Consequently, the researcher applied the Wilcoxon Signed Ranks Test to determine and analyze the differences in the average scores of students between the pre-test and post-test. The test validates in prior studies as a robust method for analyzing ordinal or non-normally distributed data in educational and behavioral research contexts.²²

²¹ Zhuang, T., Tian, G.-L., & Ma, C. (2018). Homogeneity Test of Ratio of Two Proportions in Stratified Bilateral Data. *Statistics in Biopharmaceutical Research*, 11. <https://doi.org/10.1080/19466315.2018.1506359>

²² Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics*. Los Angeles: SAGE Publications, pp. 259-268.

The analysis was conducted using the statistical package for the Social Sciences (SPSS) software (Version 25), ensuring accuracy and efficiency in processing the data and selecting statistical methods that match the characteristics of the dataset.²³ The researcher carefully developed both the null hypothesis (H_0) and the alternative hypothesis (H_1) to direct the statistical analysis. The null hypothesis asserted no significant difference between pre-test and post-test scores, whereas the alternative hypothesis proposed a significant difference. By adhering to appropriate statistical protocols and leveraging SPSS's capabilities, the study ensured rigorous and reliable findings to address the research objectives.

The analysis of ranks comparing the pre-test and post-test results shows a clear improvement in performance. All 12 participants displayed positive ranks, with no negative ranks or ties observed. This shows that all participants improved their performance in the post-test compared to the pre-test, emphasizing the effectiveness of the intervention or treatment applied between the assessments. The mean rank for the positive differences is 6.50, with a total sum of ranks of 78.00. These values further emphasize the consistent improvement across all participants, as there were no cases of decreased performance or unchanged results. The uniform presence of positive ranks reflects the significant impact of the intervention on participants' learning or skills.

In conclusion, the results from the rank analysis strongly suggest that the intervention successfully enhanced participants' performance. The absence of negative or tied ranks underscores the uniformity and effectiveness of the improvement, providing robust evidence of the intervention's success.

The results of the Wilcoxon Signed Ranks Test, indicate a statistically significant difference between the post-test and pre-test scores of the class. The Z value of -3.153 and the Asymp. Sig. (2-tailed) value of 0.002 reveal that the difference is highly significant, as the p-value is below the commonly accepted threshold of 0.05. Therefore, the results indicate that the null hypothesis is rejected, and the alternative hypothesis is accepted. This implies that the intervention or treatment implemented during the study had a significant impact on the scores. The negative Z value further suggests that the ranks of the post-test scores are generally lower than the ranks of the pre-test scores, indicating a potential decline in the measured variable. This finding shows the impact of the intervention and provides evidence for a shift in performance or behavior across

²³ Pallant, J. (2020). *SPSS Survival Manual: A Step-by-Step Guide to Data Analysis Using IBM SPSS*. London: Routledge, 2020. pp. 101-112.

the two tested conditions. It also indicates that there is an improvement in students' results after applying the designed educational materials, meaning that there is a noticeable difference between the average score of students on the pre-test and the average score of students on the post-test.

In interpreting these results, it is important to consider the context and nature of the intervention or variable being assessed. The significant difference between the pre-test and post-test scores highlights the effectiveness or impact of the applied strategy, method, or educational tool. The decrease reflected by the negative ranks may highlight areas needing further examination, such as unintended effects of the intervention or external factors affecting the outcomes. These findings provide a foundation for more in-depth analysis and recommendations for improving future implementations or refining the methods used to achieve the desired outcomes. Overall, the Wilcoxon Signed Ranks Test serves as a robust statistical tool to evaluate paired data and supports the conclusion that meaningful changes occurred between the two test phases.

Discussion

This study primarily centers on developing educational materials in the form of comics, tailored specifically for teachers and students to improve their learning experience. These materials are tailored to improve students' proficiency in speaking skills based on well-designed learning resources that play a pivotal role in the educational process. According to Kibga et al., educational materials serve as a primary source of knowledge acquisition for students and are fundamental to fostering effective learning.²⁴ It also hold a unique position as a cornerstone of the learning process, often preceding the use of hardware or technological tools in their significance. As noted by Krashen, the availability of meaningful and comprehensible input through appropriate materials is crucial for language acquisition, particularly in the development of communicative competencies such as speaking skills.²⁵ The researcher selected comics as the medium for these educational materials due to their ability to combine visual and textual elements,

²⁴ Kibga, E. S., Gakuba, E., & Sentongo, J. (2022). Learners' Active Engagement in Searching and Designing Learning Materials through a Hands-on Instructional Model. *International Journal of Learning, Teaching and Educational Research*, 21(8), Article 8. <https://www.ijlter.org/index.php/ijlter/article/view/5445>

²⁵ Zheng, Jinhou, Revisiting Krashen's Input Theory in Second Language Acquisition, 2022 2nd International Conference on Business Management, Humanities and Education Engineering (BMHEE 2022). Xi'an, China, from 2022-03-12 to 2022-03-13.

which not only enhances engagement but also supports the retention of cultural values and linguistic nuances.

Recent studies have demonstrated the effectiveness of comics in educational settings. For instance, a study by Munir et al. found that incorporating comics into language instruction significantly improved students' speaking abilities.²⁶ Similarly, Kogan et al. reported that students exposed to comic-based learning materials showed enhanced engagement and better retention of language skills.^{27,28} The integration of visual and textual elements in comics has been shown to enhance engagement and support cultural retention.²⁹ In addition, a research on Dialogic Scientific Gatherings (DSGs) by Díez-Palomar results its impact on enhancing scientific literacy, specifically instrumental learning, analytical and critical thinking and social abilities on student. and promoting scientific literacy has an impact on decision-making and participation in society.³⁰ A recent systematic review highlights the effectiveness of children's literature, including comics, in promoting language and scientific literacy.³¹ Recent studies have underscored the significance of integrating innovative educational materials to enhance speaking skills in language learners. Buriro et al. highlight that, interactive pedagogical approaches can significantly improve communicative competence in EFL classrooms.³² Similarly, Cuong and Hang demonstrate that utilizing

²⁶ Munir, Sudarwinoto, Suhesty, Suriama Yaman (2023), Enhancing EFL Speaking Skills Through Thematic Comic Strips: An Exploration in a Junior High School Setting, *Journal of English Language Teaching*, 10 (02), p:441-452. <https://doi.org/10.26858/eltww.v10i2.53829>

²⁷ Kogan, Marina & Gavrilo, Anna & Anosova, Natalia & Petrikova, Ekaterina. (2023). Comics-Based Online Course as a Learning Resource for Encouraging Students' Speaking Activity Through Intensive Independent Learning. DOI: [10.1007/978-3-031-48060-7_11](https://doi.org/10.1007/978-3-031-48060-7_11).

²⁸ Daulay, M. I., & Nurminalina. (2021). Pengembangan Media Komik untuk Meningkatkan Keterampilan Membaca Pemahaman Siswa Kelas IV SDN 41 Pekanbaru. *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra*, 7(1), Article 1. <https://doi.org/10.30605/onoma.v7i1.452>

²⁹ Lim, V. C., Richter, I., Fadzil, K. S., & Goh, H. C. (2023). Comic book as an educational strategy to communicate fish bombing to schoolchildren. *Applied Environmental Education & Communication*, 22(3–4), 193–212. <https://doi.org/10.1080/1533015X.2023.2268110>.

³⁰ Díez-Palomar, J., Font Palomar, M., Aubert, A., & Garcia-Yeste, C. (2022). Dialogic Scientific Gatherings: The Promotion of Scientific Literacy Among Children. *Sage Open*, 12(4). <https://doi.org/10.1177/21582440221121783>.

³¹ Heryani, Rina & Muyassaroh, Izzah & Heryanto, Dwi & Somantri, Mubarak & Mulyasari, Effy & Rakhmawati, Evi & Salimi, Moh. (2024). Promoting Language and Scientific Literacy Through Children's Literature: A Systematic Literature Review. *Salud, Ciencia y Tecnología-Serie de Conferencias*. 3. <http://dx.doi.org/10.56294/sctconf2024.1232>.

³² Baskota, P., Buriro, G. A., Thapa, P., & Buriro, W. M. (2024). Pedagogical Approach of Enhancing Speaking Skills in EFL Classroom. *Linguistic Forum - A Journal of Linguistics*, 6(1), 71–87. <https://doi.org/10.53057/linfo/2024.6.1.5>.

platforms like TED Talks can effectively enhance public speaking skills among EFL students.³³

In line with these findings, the designed educational book in this study has been evaluated through comprehensive tests, interviews, and questionnaires, revealing its effectiveness in providing students with essential materials to develop their speaking abilities. Speaking is a fundamental linguistic skill and a cognitive process essential for effective communication, requiring accurate use of sounds and motivation to engage in speech. Rob Boley emphasizes that successful communication relies on two principles: ideas and language.³⁴ As a core component of language acquisition, speaking is both a primary goal and a practical aspect of learning, underscoring its importance in foreign language education.³⁵ Early introduction of speaking proficiency is crucial for building confidence and fostering progressive communicative development,³⁶ while consistent practice enhances both interactional and linguistic competence.³⁷ This theoretical framework highlights the need for integrated and continuous speech training from the outset of language learning, as exemplified by the designed book, which incorporates pedagogical principles to ensure real-world communicative competence and meaningful educational outcomes.

Through comprehensive testing, interviews, and questionnaires conducted to evaluate the designed educational book, findings indicate that it is highly effective for use in the educational process. The book provides students with essential materials that significantly contribute to the development of their speaking skills. Recent studies have reinforced the significance of early and effective interventions in developing speaking skills within foreign language education. This aligns with the findings of Cuong and Hang, who demonstrated that utilizing platforms like

³³ Tran, N. K. C., & Nguyen, T. T. H. (2024). The Use of TED Talks to Enhance EFL Students' Public Speaking Skills: English-Majored Seniors' Practices and Perceptions. *International Journal of Language Instruction*, 3(1), 66–90. <https://doi.org/10.54855/ijli.24315>

³⁴ Basa, I., Asrida, D., & Fadli, N. (2018). Contributing Factors to The Students' Speaking Ability. *Langkawi: Journal of The Association for Arabic and English*, 3, 156. <https://doi.org/10.31332/lkw.v3i2.588>

³⁵ Richards, J. C. (2001). From syllabus design to curriculum development. In *Curriculum Development in Language Teaching* (pp. 23–50). chapter, Cambridge: Cambridge University Press

³⁶ Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th Ed.). New York: Longman, p: 380

³⁷ Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press, p: P. 27-33

TED Talks can effectively improve public speaking skills among EFL students.³⁸ Other research shown the growth in a number of users who registered on the *Stepik* platform (comics platform in the educational process)-mainly young adults-proves the increased interest in learning English with the help of comics.³⁹

In designing this book, the researcher systematically defined objectives, selected appropriate vocabulary aligned with the curriculum, and structured content to include tools for both teachers and learners. These elements are consistent with established principles for designing effective educational materials, as outlined by Richards.⁴⁰ The language used in the texts adheres to correct classical Arabic, and the visuals are both relevant and engaging, enhancing the appeal and pedagogical effectiveness of the materials. Particular emphasis is placed on classical Arabic vocabulary, grammatical structures, and practical exercises.

The educational materials are specifically tailored for beginner-level students at the Arabic Language Club in Modern Islamic Boarding School Darussalam Gontor. Based on interviews and observations, it was evident that these learners required foundational support in developing their Arabic speaking skills. The researcher chose dialogue as the cornerstone of these materials, considering its suitability for beginners and its alignment with communicative language teaching (CLT) principles.⁴¹ Dialogues reflect real-life conversational contexts, which are particularly effective for introducing practical vocabulary and grammatical structures. To support this objective, the materials include a variety of short dialogues designed for daily life situations. These dialogues are scaffolded with increasing levels of complexity in terms of vocabulary, structure, and cultural content, enabling a gradual progression in learners' speaking proficiency. According to Wang et al., dialogue-based learning enhances oral communication

³⁸ Tran, N. K. C., & Nguyen, T. T. H. (2024). The Use of TED Talks to Enhance EFL Students' Public Speaking Skills: English-Majored Seniors' Practices and Perceptions. *International Journal of Language Instruction*, 3(1), 66–90. <https://doi.org/10.54855/ijli.24315>

³⁹ Kogan, M.S., Gavrilova, A.V., Anosova, N.E., Petrikova, E.D. (2023). Comics-Based Online Course as a Learning Resource for Encouraging Students' Speaking Activity Through Intensive Independent Learning. In: Zaphiris, P., et al. HCI International 2023 – Late Breaking Papers. HCII 2023. Lecture Notes in Computer Science, vol 14060. Springer, Cham. https://doi.org/10.1007/978-3-031-48060-7_11

⁴⁰ Richards, J. C. (2001). From syllabus design to curriculum development. In *Curriculum Development in Language Teaching* (pp. 23–50). chapter, Cambridge: Cambridge University Press.

⁴¹ Ellis, R. (2008). *The Principles of Instructed Second Language Acquisition*. Cambridge: Cambridge University Press, pp. 145–158.

skills by immersing students in meaningful and context-rich interactions.⁴² Moreover, each dialogue is supplemented with oral exercises that allow learners to practice using new words and phrases in speaking and writing, fostering both active usage and retention.

This design approach meets the specific linguistic needs of beginner-level Arabic learners and aligns with recent findings on effective language instruction. A study by Kolesova and Osipova highlights that integrating culturally relevant dialogues and visual supports significantly improves learners' motivation and engagement.⁴³ Similarly, Farinella emphasizes that well-structured educational materials focusing on conversational contexts are pivotal in developing speaking skills, particularly for novice learners.⁴⁴ By incorporating these elements, the designed book provides a comprehensive resource that equips students with the tools needed to expand their linguistic repertoire and confidently use the language in real-life situations.

The selection of varied and interactive exercises to develop students' speaking skills, as outlined, aligns with contemporary methodologies for language teaching. Exercises such as acting out sentences, constructing meaningful sentences, performing dialogues, and answering questions are widely recognized as effective tools for fostering linguistic competence. All these steps in line with research by Wang et al. highlight the importance of incorporating contextually rich and interactive exercises in language learning, emphasizing that such activities help students internalize language structures and use them effectively in real-life communication.⁴⁵ Moreover, dialogue-based learning, particularly when coupled with role-playing, boosts students' confidence and enables them to engage in authentic conversations, providing learners with opportunities to refine their

⁴² Wang J, Abdullah R and Leong L-M (2022) Studies of Teaching and Learning English-Speaking Skills: A Review and Bibliometric Analysis. *Front. Educ.* 7:880990. doi: 10.3389/educ.2022.880990.

⁴³ Kogan, Marina & Gavrilo, Anna & Anosova, Natalia & Petrikova, Ekaterina. (2023). Comics-Based Online Course as a Learning Resource for Encouraging Students' Speaking Activity Through Intensive Independent Learning. DOI: 10.1007/978-3-031-48060-7_11.

⁴⁴ Huang, Y., Rahman, A.R., & Yahaya, M.F. (2024). Applying Comics as Learning Tools: A Thematic Review. *International Journal of Academic Research in Progressive Education and Development*. DOI: [10.6007/ijarped/v13-i3/22072](https://doi.org/10.6007/ijarped/v13-i3/22072).

⁴⁵ Wang J, Abdullah R and Leong L-M (2022) Studies of Teaching and Learning English-Speaking Skills: A Review and Bibliometric Analysis. *Front. Educ.* 7:880990. doi: 10.3389/educ.2022.880990.

pronunciation, improve vocabulary selection, and build sentence structures in a meaningful way.⁴⁶

Continuous evaluation, as mentioned in the exercises, is also essential as Huang's research conclusion "ongoing assessment allows educators to identify learners' strengths and weaknesses, enabling tailored interventions to address specific challenges".⁴⁷ Speech training, including verbal answers and memorization of dialogues, further reinforces students' ability to articulate ideas clearly and interact with native speakers effectively, as supported by the findings of Prinandari, Ajeng & Sahrina, Alfi & Purwanto.⁴⁸ These exercises, rooted in communicative language teaching principles, bridge the gap between theoretical knowledge and practical application, ensuring students are well-prepared for real-life communication scenarios.

The audio-oral method, as chosen in this study, emphasizes active engagement in listening and speaking to develop a holistic understanding of language. This approach aligns with the principles of communicative language teaching (CLT), which prioritizes interaction and practical usage over passive learning. The researcher's structured steps-beginning with an introduction, followed by teaching, exercises, and instructions-ensure a systematic approach to skill acquisition, catering to the gradual development of listening and speaking proficiency. Ebrahimi and Elahifar underscore the importance of this method in fostering language competence, particularly in speaking and listening. They argue that providing students with more speaking opportunities than teachers ensure active participation and helps learners internalize linguistic structures.⁴⁹

A set a topic for this book is called "The Arabic Language Club in Speech Skills," and that is written on its outer cover. This book specifies a special goal in

⁴⁶ Huang, Y., Rahman, A.R., & Yahaya, M.F. (2024). Applying Comics as Learning Tools: A Thematic Review. *International Journal of Academic Research in Progressive Education and Development*. DOI:[10.6007/ijarped/v13-i3/22072](https://doi.org/10.6007/ijarped/v13-i3/22072).

⁴⁷ Huang, Y., Rahman, A.R., & Yahaya, M.F. (2024). Applying Comics as Learning Tools: A Thematic Review. *International Journal of Academic Research in Progressive Education and Development*. DOI:[10.6007/ijarped/v13-i3/22072](https://doi.org/10.6007/ijarped/v13-i3/22072)

⁴⁸ Prinandari, Ajeng & Sahrina, Alfi & Purwanto,. (2024). Development of Webtoon-Based E-Comics as a Learning Media for Indonesian Flora and Fauna with Enjoy Learning Approach. *Future Space: Studies in Geo-Education*. 1. 112-128. 10.69877/fssge.v1i2.13.

⁴⁹ Ebrahimi, F., & Elahifar, M. (2021). Teaching Speaking and Listening Skills through Audio-Lingual Versus Conventional Methods of Instruction: Which Method Is More Effective? *International Journal of Linguistics, Literature and Translation*, 4(11), 72–81. <https://doi.org/10.32996/ijllt.2021.4.11.8>

the field of the required language and the skills it needs. It concerns learning the speaking skills for students of the Arabic Language Club at the at Modern Islamic Boarding School Darussalam Gontor.

In designing the educational materials, a set general and specific goals for all topics, methods explanation and presentation, auxiliary illustrative means, duties, and flags were assigned to students. The use of pictures is mainly to constitute a sensory element that clarifies the presented material and brings it closer to learner's mind and attention. As a result, the verbal progression and scientific sequence of the advanced material, such as the transition of the vocabulary from simple to compound sentences were completely presented through the designed-stages of educational materials.

To ensure the validity of the developed materials, the researcher conducted expert validation by presenting the comic-based instructional resources to three experts in the field of Arabic language education and instructional design. The experts evaluated the materials using a structured instrument covering several indicators, including the suitability of materials according to standards of efficiency and presentation, accuracy, supporting content, show style, and overall presentation. Each indicator was rated using a Likert scale and converted into percentage scores.

Based on this classification, the results indicated that the developed materials achieved scores ranging from 92% to 100%, placing them in the "Very Good" category across all indicators. The experts' assessment is presented as follows:

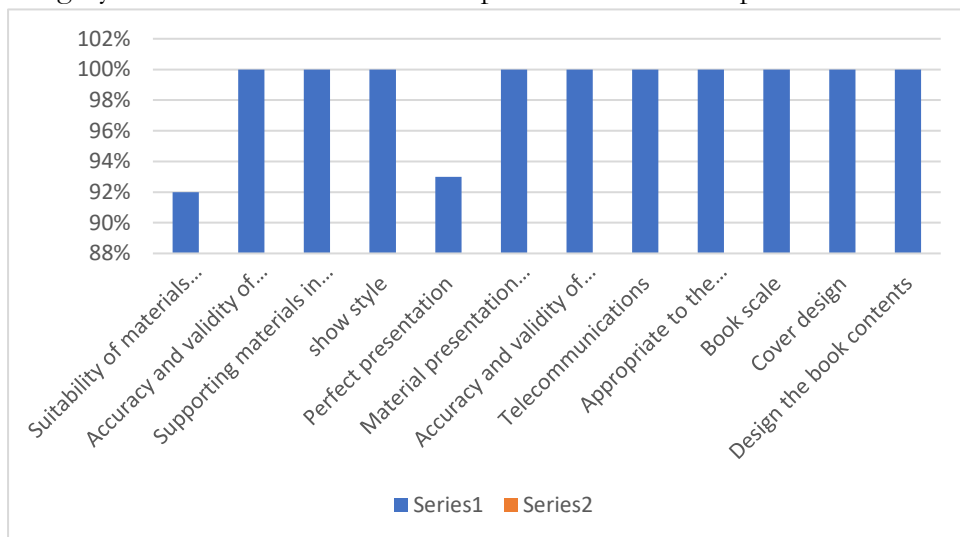


Figure 4. Experts' Assessment

The evaluation of the designed educational materials revealed significant findings. For educational subjects and their presentation, the materials achieved a high proficiency standard with a score of 92%, rated as very good. This indicates their suitability but suggests a need for continued innovation to further enhance their relevance. However, the method of material presentation scored the lowest at 67% (good grade), pointing to areas for improvement in making the materials more engaging and aligned with learner preferences. The placement and printing quality of the book cover and contents also received an 80% score (good grade), indicating they are visually appealing but could benefit from refinement. Experts have noted that the materials are attractive and stimulate students' interest in developing speaking skills, with an overall score of 87.2%, demonstrating their applicability in the teaching and learning process.

The effectiveness of the materials was further validated through the Borg and Gall research and development method, involving research, planning, design, and testing phases. In the second experiment, students and teachers reported ease of use and comprehension of the lessons, supported by a significant improvement between pre- and post-test results. Statistical analysis confirmed the effectiveness of the materials, with a sig (2-tailed) value of 0.002, smaller than the 0.05 significance level, demonstrating a measurable improvement in students' speaking skills. These findings indicate that the designed materials are suitable, accessible, and effective for teaching and learning, significantly enhancing speaking proficiency among the students of the Language Division at Modern Islamic Boarding School Darussalam Gontor.

Conclusion

This study confirms the effectiveness of using comics as instructional materials to enhance speaking skills of student at Islamic Boarding School Darussalam Gontor. The integration of visual storytelling through anecdotal illustrations has been shown to enhance language comprehension while also boosting student engagement and motivation. However, this study is limited by its small sample size and short evaluation period, which may restrict the generalizability of the findings to a wider student population and fail to capture long-term language retention. Therefore, future research is recommended to examine the longitudinal effects of comic-based learning materials on students' overall Arabic proficiency. Additionally, further studies could explore the adaptability and effectiveness of this approach across different educational settings, age groups, and cultural backgrounds to assess its broader applicability.

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