



The Implementation of *Muhawarah* Learning in Madrasah Tsanawiyah

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Abstract: One of the methods used in learning Arabic that can improve *maharah kalam* is *muhawarah*; the *muhawarah* method is often used in several Islamic boarding schools in Indonesia. The facts found by researchers in the field are that in MTs Persis 31 Banjaran, *muhawarah* is a particular subject studied at school. This research aims to discover the process of *muhawarah* learning at MTs Persis 31 Banjaran. This study used descriptive qualitative research with data collection techniques: observation, interviews, and documentation. After the data was collected, data analysis was carried out using the technique proposed by Milles and Huberman, namely data reduction, data presentation, and drawing conclusions. The research result shows that the process of *muhawarah* lesson at MTs Persis 31 Banjaran contains four core activities of *muhawarah* learning, including (1) memorizing *mufrodat*, (2) analyzing *mufrodat*, (3) translating conversations, (4) carrying out simple conversations. The teacher's skills in achieving learning objectives are very influential, one of which is regarding the methods used in *muhawarah* learning. Methods appropriate to students' material, infrastructure, and conditions can make it easier for teachers to achieve learning objectives and increase student enthusiasm for learning.

Abstrak: Salah satu metode yang digunakan dalam pembelajaran bahasa Arab yang dapat meningkatkan *maharah kalam* adalah *muhawarah*, metode *muhawarah* sering digunakan di beberapa pondok pesantren di Indonesia. Fakta yang ditemukan oleh peneliti di lapangan bahwa di MTs persis 31 banjaran *muhawarah* menjadi mata pelajaran yang dipelajari disekolah. Tujuan dari penelitian ini adalah untuk mengetahui proses pembelajaran *muhawarah* di MTs Persis 31 Banjaran. Penelitian ini menggunakan penelitian kualitatif deskriptif dengan teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Setelah data terkumpul dilakukan analisis data menggunakan teknik yang dikemukakan oleh Milles dan Huberman yaitu melakukan reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian yang diperoleh ialah proses pelajaran *muhawarah* di MTs Persis 31 ada 4 kegiatan inti dari pembelajaran *muhawarah* meliputi, (1) menghafal *mufrodat*, (2) menganalisis *mufrodat*, (3) menerjemahkan percakapan, (4) melakukan percakapan sederhana. Keterampilan guru dalam mencapai tujuan pembelajaran sangat berpengaruh, salah satunya adalah mengenai metode yang digunakan dalam pembelajaran *muhawarah*. Metode yang sesuai terhadap materi, sarana prasarana dan kondisi siswa dapat memudahkan guru dalam mencapai tujuan pembelajaran serta dapat meningkatkan semangat belajar siswa.

A. Introduction

The Arabic language has developed rapidly in Indonesia due to the large spread of Muslims. Munip (2020) said that the entry of Arabic into Indonesia coincided with the entry of Islam. People learn Arabic to communicate more effectively with Muslims and learn more about Islam (Suroiyah & Zakiyah 2021). Apart from that, Arabic is also studied for the benefit of communicating with foreign speakers and as a venue for popularizing the language of the Qur'an. The more people who want to learn Arabic, their love for the Arabic language and culture grows (Sa'diyah & Abdurahman, 2021).

Furthermore, with the rapid development of Arabic in life, the world of education needs to be prepared to implement Arabic language teaching at schools. For example, how people dress and act has changed significantly because of the advancements in science, technology, and communication. Arabic is one subject that occupies an important position in education, especially for Islamic Education Institutions, both public and private, at certain levels and programs. Thus, given the importance of the Arabic language, learning Arabic needs to be taken seriously to achieve learning objectives. Language learning interaction activities must continuously be improved effectively and efficiently, supported by the Direktorat Jenderal Pendidikan Agama Islam (2019), that the Arabic language curriculum in Indonesia is designed to help students improve their Arabic language skills in various situations, both within the school environment and the community environment. Learning Arabic is not easy because learning Arabic is about more than just learning grammar and vocabulary. Moreover, students must also practice using Arabic in real-life situations (Arsyad, 2019).

Learning Arabic has four language skills that cannot be separated, and their positions are crucial in achieving language skills, namely listening skills (*maharah al-istima'*), speaking (*maharah al-kalam*), reading (*maharah al-qira'ah*) and writing (*maharah al-kitabah*) (Taubah, 2019). Further, supported by Hendri (2017), his statement shows that language skills as a communication tool that requires students to master a large vocabulary first, and some experts argue that a person's language ability is only determined by the number of vocabulary students have.

Of the four Arabic language skills, *maharah kalam* is a speaking skill in learning modern languages (karomah, 2022). *Maharah kalam* must be mastered and allows students to communicate using Arabic directly, which is the initial goal in learning the language (Sarif, 2017). Talking continuously every day plus new vocabulary that is spoken without repeating the same vocabulary by using proper disclosure is a way for students to speak Arabic well (Naila, 2022). Vallet in Fathi Ali Yunus (in Syamaun, 2016) said that more than 20 years ago, one of the factors that motivated students to learn a foreign language was the ability to communicate, including oral communication, with speakers of the language they were learning. When students want to communicate with someone, it is necessary to use the right words so that everyone understands what is being said. This is crucial to ensure the message is received correctly (Amriani, 2021). Furthermore, *Maharah Kalam* is designed to

help students learn how to communicate effectively in the language they are learning, which can help ensure that messages are understood clearly (Syamaun, 2016).

One of the methods used to improve *maharah kalam* is the *muhawarah* method (Wijaya, 2017). Julianti (2022) says that the deliberation method can help students learn Arabic faster through how teachers and students interact and communicate. *Muhawarah* is an everyday activity between humans, exchanging arguments about a theme or topic of discussion (Wahid, 2020). The learning process using the *muhawarah* method carried out by the teacher is that the teacher always repeats the material taught by having a dialogue with students on *ta'aruf* material or other material so that students are accustomed to dialogue in Arabic (Mujaddid, 2022). Using the *muhawarah* method can form a communicative environment between students and add new vocabulary without memorizing (Sagala, 2015). According to Effendy (2012) perspective, the purpose of *muhawarah* is a simple form of communication in the early and intermediate level categories and being able to communicate by conveying arguments, ideas, thoughts, and feelings to others.

The *muhawarah* method is still applied in the Islamic boarding school environment, where these activities are carried out every day so that students are accustomed to training and understanding the Arabic language learning they are learning (Naila, 2022). The *muhawarah* method is an exercise in conversing in Arabic, and this conversation is good between fellow students or students with their *ustadz/kyai* at certain times. Students were given Arabic or English vocabulary to memorize little by little; after students have mastered an extensive vocabulary, they must use it in daily conversations (Lubis, 2018). Thus, the research subject here is *muhawarah* implemented as a particular subject in school, not as a method, and *muhawarah* learning is carried out for two hours lessons.

MTs Persis 31 Banjaran has an Arabic lesson called *muhawarah* subject. *muhawarah* learning has existed since the *pesantren* was founded. It adapts to the *pesantren* curriculum issued by the Education Division of the Central Leadership of the Islamic Unity to improve students' language skills and the ability to speak Arabic. At MTs exactly 31 Banjaran itself, in the *muhawarah* subject, students in the class master at least 75% of the *mufrodat* taught and can have simple dialogues using Arabic.

Interview with a *muhawarah* teacher at MTs Persis 31 Banjaran, August 2022. "*Muhawarah* learning is the same as Arabic subjects in general, but what makes the difference is the purpose of having *muhawarah* subjects, namely to improve the language of students and the ability to speak Arabic in students. In practice, when teaching, students still lack mastery of *mufrodat*, so during the learning process, students must be reminded again about the meaning of the word being studied by the mother. However, even so, mothers are still looking for and trying to innovate by using new learning methods to achieve goals.

This is supported by a grade VIII student's opinion that the *muhawarah* learning process is fun and can help students master *mufrodat*. *Muhawarah* lessons are one of the subjects the student like. Based on the explanation of the background above, the researcher is interested in examining how the learning process is *muhawarah*. This study describes the *muhawarah* learning process at MTs Persis 31 Banjaran.

B. Method

The research method used in researching the implementation of muhawarah learning at MTs Persis 31 Banjaran is a descriptive qualitative research method. Descriptive qualitative research is used to describe a situation or phenomenon in more detail using words to understand it better (Sugiyono, 2013).

This research was conducted at MTs Persis 31 Banjaran Jl. Pajagalan No. 115, Banjaran, Kec. Banjaran, Bandung Regency, West Java 40377. This research was conducted on February 8, 2023. The subjects in this study were class VIII *muhawarah* teachers and class VIII B students, totaling 31 students. Determination of research subjects using a purposive sampling technique. According to Sugiyono (2013), purposive sampling is a sampling technique taking into account a large number of students at MTs 31 Persis Banjaran. Hence, the researcher chose class VIII B as the sample because the student's enthusiasm for learning was better than in other classes.

The research data was obtained through observation, interviews, and documentation, with the researcher as the vital instrument.

1. Researchers did observations to collect data to directly observe the *muhawarah* learning process in class VIII B.
2. Interviews were conducted to collect data obtained by asking questions gradually by researchers to *muhawarah* subject teachers. Not only the teacher, the researcher conducted interviews with all students in class VIII B.
3. Documentation techniques are carried out to obtain written data in the form of student scores in the first semester, especially in class VII B.

The data analysis technique used the Milles and Huberman model. Data analysis is carried out in three stages: first, data reduction; second, presentation of data and finally, conclusion.

1. First, data reduction means summarizing and selecting the essential data, namely data regarding the *muhawarah* learning process, to provide a clear picture and remove unnecessary data to make it easier for researchers to collect further data if needed,
2. The second is the presentation of data carried out by collecting existing data and then presenting it as a brief description of the points in the learning process. By presenting the data, it will make it easier for the researcher to find out what happened and the next plan from the existing data, and
3. The third is concluding new findings found during the research process.

The research procedure is illustrated in the diagram in Figure 1.1. following:

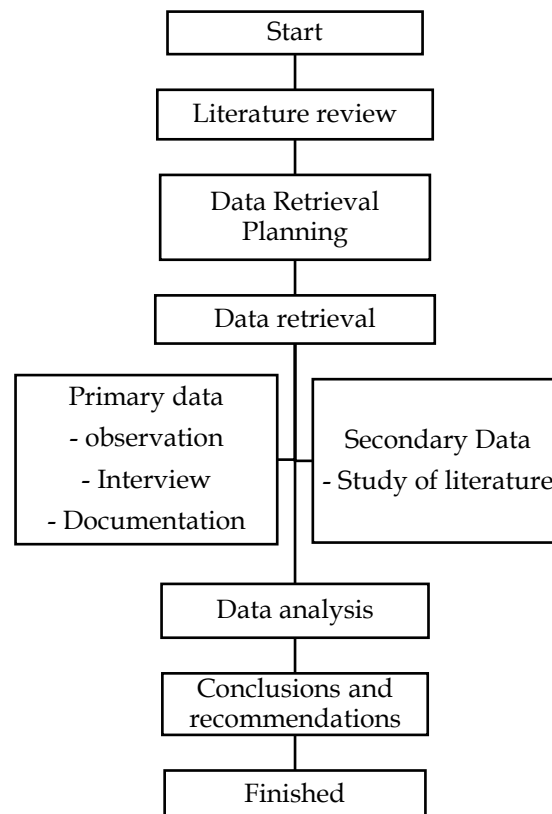


Figure 1. Research Flow

Through observation, interviews, and documentation, observations were made regarding the *muhawarah* learning process at MTs Persis 31 Banjaran. The informants of this study were *muhawarah* teachers and class VIII B students at MTs Persis 31 Banjaran. Researchers conducted research at the beginning of August 2022 on deliberation lessons for *muhawarah* teachers. Then, at the beginning of February 2023, researchers asked questions to students and *muhawarah* teachers which have not been asked before. Moreover, the data collected was then analyzed using data analysis techniques used based on the theory of Milles and Hubbermans, where the first thing to do was to collect the data and describe it, then choose which ones were needed to get rid of the data that was not needed, then carry out detailed verification. During the data collection stage, the researcher recorded the results of interviews with the teacher, wrote down the results of interviews with students, and also wrote down the *muhawarah* learning process, which was carried out directly in class. After the data is collected, the researcher then reduces the data by selecting and sorting the required data and supporting the search. Then, verify that the researcher has defined primary data as necessary, sort out unwanted data, and draw a conclusion.

C. Result and Discussion

Result

Muhawarah Learning Process

Based on the observations, interviews, and documentation results, the *muhawarah* learning process at MTs Persis 31 Banjaran begins by saying greetings and starting short conversations using Arabic to increase student motivation. Core activities are processes and learning experiences inside and outside the classroom, and the last activities are carried out to reflect on the learning activities that have been carried out.

Learning activities were seen and known by researchers from observations and interviews with informants in the early stages of learning. The teacher greets and speaks Arabic to ask how students are doing to motivate students to speak Arabic. After that, the teacher guides students to pray and take attendance. The teacher informs the learning objectives for that day and disciplines students so that students are ready to receive learning materials, such as a comfortable sitting position, textbooks, and stored stationery on the table. Then, the teacher does an indirect test regarding the vocabulary given last week to recall the previous materials.

The core learning activity is the actual implementation of learning where there is an interaction between teachers and students in learning experiences that are carried out in class and outside the classroom. At this stage, the teacher reads the text in the book, which all students repeat, and this aims to make students accustomed to reading Arabic texts, after which students translate the text. The teacher only becomes a facilitator when students forget about the meaning of a text. This is done to determine how far students can understand the text they have read. When translating the text, the teacher alludes to nahwu material regarding isim or other nahwu material, and the teacher does this activity with the aim that students recall the nahwu rule material that students have learned in the nahwu subject itself. When the material has been delivered, the teacher asks students to review the text they have read; at this stage, the teacher only asks one student's opinion. However, when the teacher asked this question, none of the students dared to answer, even though when the teacher helped students to review it, several students opened their voices. Of all the material presented to students, the core activities of *muhawarah* learning are (1) memorizing the *mufrodat* in the textbook, (2) analyzing the *mufrodat* that has been memorized by applying it to everyday life, (3) translating conversations given by the teacher or from books both together and individually, (4) having simple conversations while in class this refers to lesson plans for *muhawarah* subjects.

The final stage of learning is an activity to reflect and evaluate students' knowledge of the subject matter that has been studied. At this stage, the teacher evaluates by asking students to reread the text according to the row of chairs. After that, the teacher conducts a test to improve students' memory regarding the vocabulary delivered using the snowball throwing or paper throwing method. This activity was carried out to determine the ability of students to answer questions from the material presented.

Table 1. Results of Interviews with Students

Questions	Yes	No
Do you learn the Arabic language?	31 students	-
Do you need help learning <i>the muhawarah</i> subject?	19 students	12 students
Does the existence of the <i>muhawarah</i> subject help you to learn <i>mufrodah</i> ?	31 students	-
Does the existence of <i>the muhawarah</i> subject help you in speaking Arabic skills?	31 students	-
Does the method being implemented by the teacher was fun?	31 students	-
Is the teacher implementing the method more than just one method/way?	31 students	-
Do you feel excited when learning <i>the muhawarah</i> subject?	30 students	1 student
Does the teacher make you excited when learning the <i>muhawarah</i> subject?	31 students	-

Based on the results of interviews, the learning methods used by *muhawarah* subject teachers are very diverse, including the lecture method, discussion method, group discussion method, demonstration method, presentation method, speech method, singing method, scramble method, translation method, electric method, snowball throwing method, snakes and ladders, question and answer method, and audio-lingual method. The learning method used in the observation is to wait for the snowball-throwing or paper-throwing method. The steps for implementing the snowball-throwing method are as follows:

- 1) The teacher instructs students to prepare a sheet of paper and write down a vocabulary that has been studied, either asking about the Arabic language or the meaning of the Arabic vocabulary.
- 2) The teacher instructs students who have written vocabulary to roll up the paper and collect it forward.
- 3) After the paper is collected, students are told that the paper ball will be thrown randomly, and whoever gets the paper ball must answer the question. Students who can answer questions quickly and accurately are rewarded with 1 star, and the opportunity to get a star is only valid for ten people.
- 4) The teacher throws a paper ball without looking at the students.
- 5) The teacher instructs students who get the paper to answer the questions on the paper orally.

Based on the researchers' observations, by using the snowball-throwing method, students became more enthusiastic about answering the material being asked. As well as, when in practice, the teacher has no difficulty in applying the learning method because the teacher knows the concept of the method and the materials are easy to use and reach. Students become more interested in this phase because students are only encouraged to answer one sentence meaning from the paper received. Also, another enthusiasm is seen

when there are students who need help answering questions quickly. Other students quickly raise their hands to answer questions; using this method, there will be direct coercion for students to recall the material they have learned. However, then students can answer questions quickly and precisely.

The learning methods teachers use are diverse and help teachers convey material and make it easy for students to understand the material presented. This is what makes students enthusiastic and enthusiastic when studying with *muhawarah* subject teachers.

The study results show that *muhawarah* learning using many learning methods can help students memorize many *mufrodat* and speak simple Arabic. Not only that, using a variety of methods and placing appropriate methods can make students enthusiastic in carrying out learning.

Discussion

In the learning process, there are supporting components, namely, the learning objectives to be achieved, the material/material to be delivered, students who experience the learning process, teachers who carry out the learning process, the methods used to achieve learning objectives, situations that allow the learning process to run well and an assessment of the results of interactions in the learning process (Majid, 2020). The component that significantly influences students' enthusiasm for learning is the teacher. According to Arianti (2019), the role of the teacher in the learning process is crucial because the teacher is one of the main determining factors in improving the quality of education. The teacher's role includes 1. as an informant, the teacher provides material to students and looks for more references regarding the material to be delivered; 2. facilitators, teachers provide services to facilitate students in learning activities, such as blackboards to write down important material and use methods to make the material easy to understand; 3. Organizers create a comfortable learning climate; 4. demonstrator, the teacher shows students everything that can help students understand the material presented; 5. Advisors mean teachers guide students to achieve predetermined goals and carry out their developmental tasks for themselves, their families, or the community environment; 6. Motivator, the learning process will be successful if students have the motivation to learn. Therefore every lesson begins, the teacher at least briefly gives motivation to students, either directly or indirectly; 7; evaluator, the teacher collects data and information about the success of the learning that has been done, so the teacher will know and determine the behavior of students' success in achieving learning goals.

Many students have studied Arabic, but they still experience difficulties in learning and speaking Arabic; according to Mufidah (2020), one of the factors is the lack of ability of the Arabic teacher to master Arabic, and the methods used by the teacher are less attractive, causing boredom to the participants. However, if you look at the mufidah's view, in that case, this is contrary to the results of the research conducted because the data shows that all students have studied Arabic, but 19 students stated that learning is not complex; the difficulties can be overcome because the methods used in *muhawarah* subjects are very

diverse and can increase the enthusiasm for learning in students, thus proving that teachers in *muhawarah* subjects at MTs Persis 31 Banjaran have good abilities in teaching Arabic.

Learning methods are essential and require teachers as educators who are the most critical part of the learning process, especially *muhawarah* learning, which focuses on *maharah kalam*; it was supported by Abdul Rahman (1341 H) that speaking skills can be trained through several suitable methods. Therefore, the learning method in *muhawarah* learning is essential. Reviewing the research results, the learning method positively impacts students' vocabulary and speaking Arabic. Moreover, the enthusiasm of students for learning also increases. In addition, using appropriate methods for *muhawarah* learning can help students learn Arabic vocabulary without memorizing it. In this way, the learning objectives of *muhawarah* can be achieved. In *muhawarah* learning, the activities carried out in the learning process are as Memorize *mufrodat*, Analyze *mufrodat*, Translate the conversation and Have a simple conversation. The activities carried out in the learning process above are the steps used by the teacher when the learning process happens so that the purpose of deliberation at school is to improve the language of students can be achieved.

D. Conclusion

Based on the results of the research and discussion of the *muhawarah* lesson process at MTs Persis 31 Banjaran, there are four core activities of *muhawarah* learning, including (1) memorizing *mufrodat*, (2) analyzing *mufrodat*, (3) translating conversations, (4) having simple conversations. The teacher's skills in achieving learning objectives are very influential, one of which is regarding the methods used in *muhawarah* learning. Methods appropriate to students' material, infrastructure, and conditions can make it easier for teachers to achieve learning objectives and increase student enthusiasm for learning.

Research on the *muhawarah* learning process can provide an overview as input for teachers and other related institutions to innovate, develop and apply *muhawarah* learning. Furthermore, this study's results show how *muhawarah* learning is implemented, especially regarding the process of *muhawarah* learning at MTS Persis 31 Banjaran. In addition, researchers hope that further research can examine the evaluation and problems of *muhawarah* learning more deeply.

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