

IMPLEMENTATION OF THE AUDIO-LINGUAL METHOD TO IMPROVE ARABIC LANGUAGE LEARNING OUTCOMES AMONG STUDENTS AT MI MIFTAHUL KHAER TANGERANG

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Abstract. This study aims to explore the implementation of the Audio-Lingual Method in enhancing Arabic learning outcomes among fifth-grade students at MI Miftahul Khaer Tangerang, and to analyze its impact on affective, cognitive, and psychomotor domains. Employing a qualitative approach with a case study design, data were collected through participant observation, semi-structured interviews, and instructional documentation. The findings reveal that the teacher consistently applied the Audio-Lingual Method through rehearsed dialogues, sentence pattern drills, and structured verbal role-playing, which stimulated students' active participation in the learning process. Students demonstrated improvements in understanding and producing simple spoken sentences, increased confidence in speaking during class, and better coordination in verbal interactions. Positive responses were also observed in terms of heightened motivation and willingness to use Arabic in daily communication. This study contributes practically to the advancement of Arabic instruction at the elementary level and theoretically reinforces the validity of behaviorist and structural-linguistic theories within local educational contexts. The findings imply a broader applicability of the Audio-Lingual Method in *madrasah* settings and highlight the need for targeted teacher training in designing oral, repetitive, and contextually grounded language instruction strategies.

Keywords: Arabic Language, Audio-Lingual Method, Language Learning, Qualitative Study, Madrasah Ibtidaiyah

Abstrak. Penelitian ini bertujuan untuk mengetahui penerapan Metode Audio-Lingual dalam meningkatkan hasil belajar bahasa Arab siswa kelas V MI Miftahul Khaer Tangerang, serta menganalisis dampaknya terhadap ranah afektif, kognitif, dan psikomotorik. Dengan menggunakan pendekatan kualitatif dengan desain studi kasus, data dikumpulkan melalui observasi partisipan, wawancara semi-terstruktur, dan dokumentasi pembelajaran. Hasil penelitian menunjukkan bahwa guru secara konsisten menerapkan Metode Audio-Lingual melalui dialog yang telah dilatih, latihan pola kalimat, dan permainan peran verbal terstruktur, yang merangsang partisipasi aktif siswa dalam proses pembelajaran. Siswa menunjukkan peningkatan dalam memahami dan menghasilkan kalimat lisan sederhana, peningkatan kepercayaan diri dalam berbicara di kelas, dan koordinasi yang lebih baik dalam interaksi verbal. Respons positif juga diamati dalam hal peningkatan motivasi dan kemauan untuk menggunakan bahasa Arab dalam komunikasi sehari-hari. Studi ini memberikan kontribusi praktis bagi kemajuan pengajaran bahasa Arab di tingkat dasar dan secara teoritis memperkuat validitas teori behavioris dan struktural-linguistik dalam konteks pendidikan lokal. Temuan ini menyiratkan penerapan Metode Audio-Lingual yang lebih luas dalam lingkungan madrasah dan menyoroti perlunya pelatihan guru yang terarah dalam merancang strategi pengajaran bahasa lisan, berulang, dan berdasarkan konteks.

Kata Kunci: Bahasa Arab, Metode Audio-Lingual, Pembelajaran Bahasa, Studi Kualitatif, Madrasah Ibtidaiyah

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INTRODUCTION

Arabic language proficiency is a crucial requirement in Islamic elementary education institutions, particularly due to its vital role in understanding religious texts and shaping students' Islamic identity. However, the process of Arabic instruction at the *Madrasah Ibtidaiyah* (MI) level remains complex, especially in developing listening and speaking skills. Traditional teaching methods that rely heavily on lectures and memorization have made the learning process passive and insufficiently communicative (Faiz & Elyazidi, 2024). In contrast, contemporary approaches to language learning emphasize the importance of engaging students in direct, hands-on language practice, employing strategies that stimulate spontaneous and repetitive verbal responses (Hamed, Issa, & Al Anzarouti, 2024).

The gap between modern language pedagogy and actual classroom practice continues to widen the disparity between curriculum goals and students' real communicative abilities. Instruction that remains centered on written texts without integrating oral skills hampers students' engagement in contextual Arabic conversation (Cuadrado & Cuadrado, 2016). Previous studies have indicated that language instruction grounded in repetition, responsive feedback, and structured verbal drills can significantly enhance students' communication competencies (Ritonga et al., 2023). In this regard, the Audio-Lingual Method is highly relevant, as it relies on the habituation of sentence patterns through consistent repetition and stimulus-response reinforcement (Sholikhah, Ismilah, & Baron, 2025).

Theoretically, the Audio-Lingual approach is rooted in behaviorist psychology, particularly B.F. Skinner's theory, which emphasizes learning as a process of forming habits through stimulus, response, and reinforcement. In language teaching, this method is reinforced by C.C. Fries's structural-linguistic view, which stresses the importance of mastering sentence patterns as the foundation of linguistic development (Roushni, 2018). Recent studies confirm that applying the Audio-Lingual Method at the elementary level accelerates vocabulary acquisition and sentence structure mastery through consistent drills (Safidin, 2020), and strengthens speaking and listening skills via active verbal interaction (Cuadrado & Cuadrado, 2016).

The scientific contribution of this research lies in its documentation of context-specific instructional practices using the Audio-Lingual Method in elementary Islamic education, an area that has received limited empirical attention. Additionally, this article offers a novel integration of pedagogical practice with a behaviorist theoretical framework within a local context, while expanding academic discourse on the effectiveness of the Audio-Lingual Method beyond English language instruction—specifically, its application in Arabic language

learning at the *Madrasah Ibtidaiyah* level (Ritonga et al., 2023), (Hamed et al., 2024; Zulfida et al., 2024).

This study aims to describe the implementation of the Audio-Lingual Method in Arabic language instruction for fifth-grade students at MI Miftahul Khaer Tangerang, and to analyze its effects on students' learning outcomes across three domains: cognitive, affective, and psychomotor. The research questions addressed include the strategies used by the teacher in applying the method, the students' responses to its use, and its impact on their academic development. This study employs a qualitative case study approach, utilizing observation, interviews, and documentation as the main data collection techniques (Ahkas et al., 2017).

Method

This study employs a qualitative approach with a case study strategy, designed to explore in depth the implementation of the Audio-Lingual Method in Arabic language instruction at MI Miftahul Khaer Tangerang. This strategy was chosen because case studies allow researchers to understand phenomena holistically within real-world contexts, particularly the teaching behaviors and student responses associated with practice-based and repetitive verbal instruction (Sitorus, 2021). The approach is also relevant for investigating the socio-pedagogical dynamics typical of faith-based elementary education environments (Kumar & Akbar, 2024).

The data sources consist of both primary and secondary materials. Primary data were obtained through participant observation of Arabic lessons in the fifth-grade classroom, semi-structured interviews with the Arabic language teacher and selected students, and classroom documentation. Secondary data include curriculum documents such as syllabi and lesson plans (RPP), as well as scholarly literature on the Audio-Lingual Method and language teaching theories (Bolotnikova, 2021). Data collection was conducted over a one-week observation period during which the Audio-Lingual-based thematic learning activities were actively carried out.

Three main instruments were used to collect data: (1) a structured observation sheet containing indicators of teacher and student activities, (2) a semi-structured interview guide aimed at exploring teaching strategies, student perceptions, and challenges in implementation, and (3) documentation in the form of photos, videos, and instructional materials. This technique aligns with guidelines for conducting case studies in education research, which emphasize triangulating data across sources and methods to enhance validity (Sneed et al., 2020). The

interview instruments were developed using a thematic framework that focused on cognitive, affective, and psychomotor domains in language learning.

Inclusion criteria focused on instructional events that explicitly applied the Audio-Lingual Method such as memorized dialogues, sentence drills, and structured verbal responses and active engagement by teachers and students in oral Arabic practice. Exclusion criteria ruled out data from passive instructional contexts, such as silent reading or written exercises without verbal communication. Secondary literature was filtered based on thematic relevance, open-access availability, and publication within the last five years. These criteria are consistent with transparency and source validity standards in field- and literature-based qualitative research (Abolhassani, Taleghani, & Yazdannik, 2017).

The unit of analysis consisted of the Arabic language teacher and purposively selected fifth-grade students who were actively involved in the learning process. The participating teacher had more than five years of teaching experience, while the student participants attended all observed sessions. Purposive sampling was appropriate for this case study to obtain in-depth data from individuals directly involved in the instructional phenomenon under investigation (Turlybekov, 2022).

Thematic analysis was used as the primary method of data interpretation, involving the stages of data reduction, categorization, interpretation, and triangulation. Data were initially filtered to isolate information relevant to the research focus, then grouped into categories such as teaching strategies, student responses, and learning outcomes. Interpretative analysis was carried out through repeated critical readings of field data, while triangulation across observation, interview, and documentation sources served to ensure consistency. The analysis was conducted manually using a thematic matrix for categorization and did not employ qualitative coding software such as NVivo due to the manageable volume of data (Khan, 2019). This methodological framework was designed to provide a comprehensive picture of how the Audio-Lingual Method is practiced within the Arabic language classroom of a *madrasah ibtidaiyah*, contributing empirical insights into pedagogical strategies that are both evidence-based and contextually grounded.

RESULTS

The findings of this study are presented based on thematic analysis of primary data collected through participant observation, semi-structured interviews, and classroom documentation of Arabic instruction in the fifth grade at MI Miftahul Khaer Tangerang. Data analysis followed the stages of reduction, categorization, and theme development, which

revealed three central themes: (1) teacher strategies for implementing the Audio-Lingual Method; (2) students' affective and participatory responses to the method; and (3) indicators of student learning outcomes across cognitive, affective, and psychomotor domains.

The first theme, teacher strategies, indicated consistent use of short dialogues, repetitive sentence drills, and structured role-play. Observation on May 12, 2025, revealed that the teacher introduced vocabulary related to body parts through simple Arabic sentences such as "This is my hand," followed by group repetition. On May 14, students practiced the sentence pattern "I have..." using real objects from their surroundings in rhythmic and intonated drills. By May 16, student-to-student questioning using memorized phrases was implemented, with most students responding quickly, although some still displayed articulation difficulties. Classroom documentation showed students actively engaged in Arabic role-plays, such as asking "ما هذا؟" (What is this?) and answering "هذا كتاب" (This is a book).

The second theme highlighted students' responses to the method. Interviews showed overwhelmingly positive attitudes. Aulia mentioned that this approach helped her memorize vocabulary more quickly and made learning more enjoyable. Faris noted initial difficulty speaking Arabic but reported increased ability to communicate with peers. Najwa appreciated the repetition and songs used in drills, which aided long-term retention. These findings are consistent with previous research that shows repetition-based verbal methods enhance students' emotional engagement in language learning (Vinasih, 2019; Nathan et al., 2023).

The third theme involved students' development in cognitive, affective, and psychomotor domains. Cognitively, students demonstrated the ability to understand and apply simple sentence patterns in context, responding quickly and accurately during class activities. Affective improvements were observed in the form of increased self-confidence and reduced anxiety when speaking Arabic, as noted by the teacher, who remarked that students had become more vocal and less hesitant. These observations align with prior studies on the role of repetition and positive reinforcement in boosting language learning motivation (Sholikhah et al., 2025). Psychomotor development was evident in students' physical coordination during drills and their ability to replicate intonation and rhythm modeled by the teacher, demonstrating the practical benefits of repeated verbal interaction (Mart, 2013).

Supporting evidence from classroom documentation revealed that students actively engaged in kinesthetic and collaborative language tasks. Photographs captured students standing in groups while participating in structured Arabic dialogues, suggesting an interactive and engaging learning atmosphere. These findings are in line with previous research indicating

that structured verbal drills and role-play accelerate linguistic habituation at the elementary level 2012; Febriani; Aprianto et al., 2020).

Overall, data from observations, interviews, and documentation converged to support the conclusion that the Audio-Lingual Method fosters an effective classroom environment for developing Arabic oral skills progressively and contextually. These findings echo broader literature emphasizing the role of patterned repetition in enhancing fluency and verbal spontaneity in primary language learners (Saritha, 2016; Shenderuko & Ahmad, 2019; Turlybekov, 2022; Yazan, 2015).

DISCUSSION

The findings of this study affirm that the implementation of the Audio-Lingual Method (ALM) in Arabic language instruction at MI Miftahul Khaer Tangerang significantly contributes to the improvement of students' learning outcomes across the affective, cognitive, and psychomotor domains. These findings directly address the three core research questions: first, the teacher's consistent use of memorized dialogues, sentence drilling, and structured role-play reflects a well-integrated teaching strategy; second, students displayed enthusiastic and engaged responses to the method; and third, measurable development was observed in students' linguistic ability, speaking confidence, and physical coordination in communication exercises. These align with the research objective to describe the practice of ALM and analyze its educational impact in a primary Islamic school context.

Framed within behaviorist theory, the findings reinforce B.F. Skinner's view of learning as a habit-formation process governed by stimulus, response, and reinforcement. The verbal drills used in ALM mirror these principles, facilitating the automatic production of correct language forms through conditioning. This is further supported by C.C. Fries's structural-linguistic model, which emphasizes mastery of sentence patterns as the building blocks of language proficiency (Ney, 1975), (Pan & Xiao, 2022). The current study's findings illustrate these theoretical frameworks in action, where structured repetition and responsive feedback fostered fluency and confidence among students.

These outcomes are consistent with previous studies. Saipuddin et al. (2022) showed that behaviorist strategies in Arabic instruction yield favorable outcomes when reinforced with an immersive language environment (Saipuddin et al., 2022). In contrast, Ateyh (2024) reported ineffective application of pedagogical theories in Dubai due to reliance on teacher intuition rather than structured methods, underscoring the importance of deliberate integration between theory and practice, as demonstrated in this study (Ateyh, 2024). Conversely, Salmas et al.

(2024) argued that language proficiency is also shaped by external exposure beyond the classroom, a factor not addressed in the present study's design (Salmas et al., 2024).

This article offers a distinct academic contribution by mapping a context-specific application of the ALM in an Islamic elementary school—a setting often overlooked in empirical language education research. The study also advances pedagogical understanding of the ALM's relevance in Arabic instruction, expanding its scope beyond its traditional use in English language education. The findings further demonstrate the method's capacity to support psychomotor and affective development, areas frequently omitted in conventional instructional analysis (Zulfida et al., 2024; Huda et al., 2024).

Despite its contributions, this study has several limitations. The research was limited to a single class over a short period, which restricts the ability to generalize findings or assess long-term impacts. Additionally, the study lacked quantitative measurement of student progress, relying instead on qualitative observations and perceptions. It also did not examine potential variations in student outcomes based on gender or initial language proficiency variables that may influence learning trajectories (Begum, 2019).

The implications of this study suggest that Islamic elementary schools should consider integrating the Audio-Lingual Method into Arabic curricula, supported by targeted professional development for teachers in designing oral, repetitive, and interactive lessons. Future research should expand the sample scope and explore comparative analyses with alternative methods such as the Communicative Approach or Total Physical Response. Longitudinal studies could also assess sustained outcomes over time (Demirezen, 2014; Ritonga et al., 2023; Choudhury, 2017). Employing mixed-method designs could further enrich the analysis by combining numerical data with qualitative insights for a more comprehensive evaluation of instructional effectiveness

CONCLUSION

This study reveals that the implementation of the Audio-Lingual Method in Arabic language instruction at MI Miftahul Khaer Tangerang has a significant positive impact on improving student learning outcomes across cognitive, affective, and psychomotor domains. This article contributes theoretically by validating the applicability of behaviorist and structural-linguistic frameworks in the context of Arabic instruction within Islamic elementary education. Practically, it demonstrates that the Audio-Lingual Method can be effectively adapted to local *madrasah* settings by taking into account the unique characteristics of learners and their learning culture. Furthermore, this study enriches academic discourse by illustrating

how a classical method, when contextually and creatively applied by competent educators, remains relevant and impactful in shaping oral language competence in early education.

As an implication, it is recommended that Islamic elementary schools consider adopting the Audio-Lingual Method as part of their Arabic curriculum, supported by teacher training programs focused on designing drill-based and communicative learning strategies. Future research should extend its scope by including larger and more diverse populations, examining comparative effectiveness with other methods, and evaluating the long-term impact of verbal conditioning on more complex linguistic development.

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