



Audiolingual Method in Arabic Learning

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Abstract: Learning methods have an important position in achieving learning objectives. One of the reasons for the slow achievement of the goals that have been set is the inaccuracy in choosing the method. The Audiolingual method as applied by Arabic learning practitioners has been able to improve the quality of Arabic learning processes and outcomes. Therefore, this article explains, reveals, and analyzes in depth the Audiolingual method in theory and practice. The research was conducted with a qualitative approach. Research data were collected from library sources relevant to the research theme. The research data were analyzed in terms of content analysis by comparing various opinions of experts, the researcher concludes by determining the position among the existing opinions. The result of the research is the Audiolingual method, which is a language learning method that emphasizes understanding what is listened to. This method emerged based on the behaviorism approach. In practice, the Audiolingual method is equipped with exercises on sentence patterns that aim to improve student's communication skills. The findings can be further developed by further researchers by examining the use of the Audiolingual method in various educational institutions through action, development, or research in the form of evaluation.

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Introduction

Method is the way educators present learning material. Learning can take place with good quality cannot be separated from accuracy in choosing methods, as well as the quality of learning outcomes can be achieved to accuracy in choosing a method. This view shows the important position of the existence of methods among the existing education systems. Arabic learning at various levels of education in Indonesia to this day has not been able to escape various problems. The problems that confront Arabic

learning in Indonesia sometimes come from internal and external languages.¹²³ While the efforts taken by practitioners in the field of Arabic learning have been very much, as well as the innovation of Arabic learning using technological devices.⁴ Utilization of the latest media in Arabic learning.⁵⁶⁷⁸⁹¹⁰

The efforts described above do not seem to have had a real impact on improving Arabic skills for students in Indonesia. Academics and practitioners have also conducted studies on various methods that are considered appropriate for learning Arabic, as well as studies on electrical methods such as those performed by Wahidah and friends.¹¹ Efforts in the form of using learning models have also been carried out by academics, as well as those made by Fauzi regarding the use of problem-based learning models.¹² Related to

¹ Mochammad Firdaus, "Problems in Expressing Arabic Language of Indonesian Students at Khartoum International Institute for Arabic Language," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 2, no. 1 (2019): 35–52, <https://doi.org/10.22219/jiz.v2i1.7588>.

² Mahyudin Ritonga, Asrina, Rizka Widayanti, Fitri Alrasi, Julhadi, and Syaflin Halim, "Analysis of Arabic Language Learning at Higher Education Institutions with Multi-Religion Students," *Universal Journal of Educational Research* 8, no. 9 (2020): 4333-4339, <https://doi.org/10.13189/ujer.2020.080960>.

³ Dendi Yuda Safrullah, Dendi Yuda, Novita Sekar Arum Sari, J. Julia, Enjang Yusup Ali, and Nani Widiawati, "Cypriot Journal of Educational Enhancing Students' Understanding of Arabic Syntax on High School Students in Indonesia," *Cypriot Journal of Educational Sciences* 17, no. 3 (2021): 702–718, <https://doi.org/10.18844/cjes.v17i3.6876> Received.

⁴ Suci Ramadhanti Febriani and Anasruddin Anasruddin, "Technology for Four Skills Arabic in the Era Emergency of Covid-19 in Indonesia," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 4, no. 1 (2020): 1–11, <https://doi.org/10.15575/jpba.v4i1.8221>.

⁵ Azkia Muharom Albantani and Ahmad Madkur, "Musyahadat al Fidyu: Youtube-Based Teaching and Learning of Arabic as Foreign Language (AFL)," *Dinamika Ilmu* 17, no. 2 (2017): 291–308, <https://doi.org/10.21093/di.v17i2.854>.

⁶ Nuriyatul Hidayah, Nur Anisah Ridwan, Hanik Mahliatussukah, Moch Wahib Dariyadi, and Bendine Bekhoula, "Akuarintar as a Media in Arabic Teaching and Learning for Deaf Towards Sustainable Development Goals (SDGS) 2030," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 3 (2020): 181–196, <https://doi.org/10.22219/jiz.v3i3.13921>.

⁷ Mutia Khaira, "The Effectiveness of Crossword Puzzle in Improving Mufradat Skills," *Tanwir Arabiyyah: Arabic As Foreign Language Journal* 1, no. 2 (2021): 55–62, <https://doi.org/10.31869/aflj.v1i2.2864>.

⁸ Siti Nikmatul Rochma, Umi Mahmudah, and Yuangga Kurnia Yahya, "Utilizing Technology in Arabic Teaching: Implementation of Media 'Learning Aljazeera.Net' on Listening Skill Teaching at University of Darussalam Gontor," *Arabiyyatuna : Arabic Journal* 5, no. 2 (2021): 197–216, <https://doi.org/10.29240/jba.v5i2.2730>.

⁹ Ali Asrun Lubis, Yunaldi Yunaldi, and Fitria Sari Yunita, "The Use of Language Games to Increase Motivation in Learning Istimâ'," *Arabiyyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 8, no. 2 (2021): 228–240, <https://doi.org/10.15408/a.v8i2.22533>.

¹⁰ Andita Aprilia Fridayanti, "Pembelajaran Kosakata Bahasa Arab-Indonesia Menggunakan Media Audio Visual Channel Youtube di MTs NU Mranggen," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2021): 78–88, <https://doi.org/10.18196/mht.v4i1.12950>.

¹¹ Zulfa Amalia Wahidah, Umi Baroroh, and Rasheed Mahmoud-Mukadam, "The Implementation of Eclectic Methods in Arabic Learning Based on All in One System Approach," *Al Bayan Journal: Journal of the Department of Arabic Language Education* 14, no. 1 (2022): 40–57, <https://doi.org/10.24042/albayan.v>.

¹² Muhammad Sya'dullah Fauzi, "Eksperimentasi Model Pembelajaran Problem Based Learning dalam Pembelajaran Nahwu di Kelas X SMA," *Jurnal Alfazuna : Jurnal Pembelajaran Bahasa Arab dan Kebahasaaraban* 5, no. 2 (2021): 235–260, <https://doi.org/10.15642/alfazuna.v5i02.678>.

the Arabic learning method, until now this aspect has become an interesting study to be studied, and its findings will still have a real contribution in terms of the progress of Arabic learning. Because the existence of methods in learning is very rapidly developing, the development of the method in question is related to the use of methods by considering the conditions of students,¹³¹⁴ the conditions of the learning environment,¹⁵¹⁶ to the learning objectives.¹⁷¹⁸

In this article, it is discussed related to learning methods. The method in question is the Audiolingual method. The main focus of this research is how this method is applied by Arabic education practitioners so that it is suitable to be used as an alternative method so that Arabic learning is more interesting to learners. In principle, the Audiolingual method has become the object of study from academics. Abduh in his conclusion asserts that the use of audio-lingual methods improves listening skills among learners.¹⁹ Rashed and Islam who examined Audiolingual methods in English learning concluded that students' communication skills are increasing.²⁰ While Sukarman and Algiovan in their conclusion said that the use of Audiolingual methods in EFL learning on average increased the ability of students in the grammatical aspect higher than in the communication aspect.²¹ Another research is that Aprianto and colleagues revealed that

¹³ Filomena T. Dayagbil, Daisy R. Palompon, Laurence L. Garcia, and Michelle Mae J. Olvido, "Teaching and Learning Continuity Amid and Beyond the Pandemic," *Frontiers in Education* 6, (2021): 1–12, <https://doi.org/10.3389/educ.2021.678692>.

¹⁴ Filomena T. Dayagbil, Daisy R. Palompon, Laurence L. Garcia, and Michelle Mae J. Olvido, "Teaching and Learning Continuity Amid and Beyond the Pandemic," *Frontiers in Education* 6, (2021): 1–12, <https://doi.org/10.3389/educ.2021.678692>.

¹⁵ Buket Akkoyunlu and Meryem Yilmaz Soylu, "A Study on Students' Views on Blended Learning Environment," *Turkish Online Journal of Distance Education* 7, no. 3 (2006): 43–56.

¹⁶ F. A. Ikhsan, F. A. Kurnianto, B. Apriyanto, E. A. Nurdin, and R. P.N. Puji, "The Research Based Learning Approach in Environmental Education," in *IOP Conference Series: Earth and Environmental Science*, 243, no. 1 (2019) <https://doi.org/10.1088/1755-1315/243/1/012029>.

¹⁷ Kristina M W Mitchell and Whitney Ross Manzo, "The Purpose and Perception of Learning Objectives," *Journal of Political Science Education* 14, no. 4 (2018): 456–472, <https://doi.org/10.1080/15512169.2018.1433542>.

¹⁸ Abatihun Alehegn Sewagegn, "Learning Objective and Assessment Linkage: Its Contribution to Meaningful Student Learning," *Universal Journal of Educational Research* 8, no. 11 (2020): 5044–5052, <https://doi.org/10.13189/ujer.2020.081104>.

¹⁹ Nurdevi Bte Abdul, "The Use of Audio-Lingual Method in Teaching Listening Comprehension at the Second Year Students of SMK Yapip Makassar Sungguminasa," *Exposure : Journal of English Language and Literature Education* 5, no. 1 (2016): 43–52, <https://doi.org/10.26618/ejpb.v5i1.808>.

²⁰ Md. Harun Rashid and Md Jahiril Islam, "Effectiveness of Audio-Lingual Methods At Secondary Education in Bangladesh," *Journal of English Language and Literature* 7, no. 1 (2020): 36–42, <https://doi.org/10.333329/joell.7.1.36>.

²¹ Eko Permadi Sukarman and Nyanuar Algiovan, "The Use of Audio-Lingual Method in Improving Speaking Accuracy of Indonesian EFL Learners," *International Journal Multicultural and Multireligious Understanding* 9, no. 2 (2022): 734–740, <https://doi.org/http://dx.doi.org/10.18415/ijmmu.v9i2.3556>.

learning Arabic using Audiolingual methods has an impact on improving students' abilities in aspects of communication.²²

Some of the conclusions above are interesting to review, especially the aspect of differences in language skills results achieved by students using Audiolingual methods. Because conceptually, the emergence of Audiolingual methods is based on the behaviorism-approach.^{23,24} In this case, Audiolingual method is intended to improve language skills in aspects of listening and communication skills.²⁵ Because the orientation of using Audiolingual methods is on both aspects of language skills. In line with some of the findings described above, there is a space that has not been comprehensively analyzed by previous researchers, namely how to use the method Audiolingual, therefore the findings of this study will analyze various related sources so that the orientation of using Audiolingual methods can be emphasized not only for certain skills. Based on these statements in this article, these two aspects will be revealed, so the purpose of writing this article is: 1) to analyze Audiolingual methods in language learning Arabic theoretically, and 2) reveal and analyze the use of Audiolingual methods in Arabic learning applicatively.

Methods

Research is carried out with a literature study approach, this type of research was chosen because it is related to the research objectives that will reveal how Audiolingual methods can be applied in Arabic learning, therefore reviewing through searching data contained in journals and books is the right step to find the targeted goal, which is to study and analyze Audiolingual methods theoretically and in practice. If viewed from the type of research, then this research is classified as qualitative research, qualitative research is considered appropriate to find the research objectives set. To make it easier

²² Aprianto Aprianto, Mahyudin Ritonga, Yoni Marlius, and Raihan Nusyur, "The Influence of Using Audio-Lingual Method on Students' Speaking Skill in Madrasah Diniyah Takmiliyah Awwaliyyah," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 2 (2020): 147–160, <https://doi.org/10.22219/jiz.v3i2.12514>.

²³ Jack C. Richards and Theodore S. Rogers, *Approaches and Methods in Language Teaching, The Canadian Modern Language Review* (Cambridge: Cambridge University Press, 1999).

²⁴ Dawit Dibekulu Alem, "Approaches and Methods in Language Teaching: A Short Summary," *Noble International Journal of Social Sciences Research* 5, no. 9 (2020): 135–151..

²⁵ Hu Qin, "On 'Audio-Lingual Method' and 'Communicative Language Teaching Method' in Foreign Language Teaching," *International Journal of Liberal Arts and Social Science* 7, no. 4 (2019): 64–70, www.ijlass.org

Vosviewer application is then analyzed by comparing expert opinions related to Audiolingual methods. The conclusion of the study is affirmed in the description of the determination of the position of the researcher among the existing opinions. The validity of research data is measured by the accuracy and accuracy of researchers in revealing the meaning contained in the sources used.

Results and Discussion

The emergence of Audiolingual method is based on the theory of behaviorism.²⁸ This means that the orientation and purpose of language learning by using Audiolingual methods is to deliver students who have communication skills. This statement is in line with various conclusions of experts who state that Audiolingual methods have a good impact on improving speaking skill.²⁹

Audiolingual as method can be interpreted that this method is intended in language learning aimed at improving communication skills. Audiolingual methods have similarities with other methods.³⁰ The method that has the same orientation and target as Audiolingual is like the Direct method. Direct methods and Audiolingual methods in Arabic learning were born on the basis of the psychological theory of behaviorism.

The direct method in English is known as the Direct Method and in Arabic it is called al-thariqah al-mubasyarah. Thariqah Mubasyarah is an Arabic learning method that makes the target language (L2) the main language without using the native language (L1) of students.³² Learning using this method does not translate Arabic vocabulary into

²⁸ Tulus Musthofa and Faiq Ilham Rosyadi, "Actualization of Behavioral Theory in Learning Arabic Speaking Skills at the Madrasah Aliyah Level," *Universal Journal of Educational Research* 8, no. 12 (2020): 7343–7349, <https://doi.org/10.13189/ujer.2020.082518>.

²⁹ Anida Salsabila, Ratna Purwanti, Abdul Rohman, Casta, and Maman Fatkhurrohman, "Efforts to Improve Arabic Language Skills Using Audiolingual Methods in Grade 4 of the Global Qur'an Civilization Elementary School, Cirebon City," *ARJI Action Research Journal Indonesia* 3, no. 4 (2021): 284–300.

³⁰ Larysa Bidenko and Hanna Bepalova, "Implementing Audio-Lingual Method to Teaching Ukrainian As a Foreign Language at the Initial Stage," *Advanced Education* 3, no. 7 (2017): 23–27, <https://doi.org/10.20535/2410-8286.82711>.

³¹ Jeffrey Robert Richards, "The Natural Approach and the Audiolingual Method: A Question of Student Gains and Retention" *Thesis, Portland State University* (1993) <https://doi.org/https://doi.org/10.15760/etd.6580>.

³² Afsaneh Rahimi Tehrani, Hossein Barati, and Manijeh Youhanaee, "The Effect of Methodology on Learning Vocabulary and Communication Skills in Iranian Young Learners: A Comparison between Audiolingual Method and Natural Approach," *Theory and Practice in Language Studies* 3, no. 6 (2013): 968–796, <https://doi.org/10.4304/tpls.3.6.968-976>.

Indonesian at all, but educators use demonstrations, real ways, or concrete forms of the vocabulary.³³³⁴

This method focuses more on students interacting with teachers and other friends to use Arabic in everyday life in the classroom, especially in the teaching-learning process. The interaction of educators and students is more often speaking both in explaining the meaning of vocabulary and sentences.³⁵ Some experts argue that teaching foreign languages should be like teaching the mother tongue.³⁶ So that the main point in learning a foreign language is communication while reading and writing can be developed later. This has been implemented and proven by the Modern Pesantren Darussalam Gontor Ponorogo East Java.

The characteristics of this method are:³⁷³⁸ 1) Vocabulary and material learned are things related to daily life, 2) Language rules are taught related to the condition without memorizing definitions and rules, 3) The meaning of concrete words can be shown in real while abstract ones can be through association, 4) Listening and repeating are the main points so that students are accustomed and free to form sentences in speech, 5) The grammatical material of the language is taught orally, 6) All the material is exposed more orally. Audiolingual method can be known in its characteristics in Table 1:

Table 1. Audiolingual Method

No	Characteristics	Description
1	Starting with visuals	The teacher guides the learners by initiating the visual appearance
2	Horn	Listening skill is a series of speaking skill
3	Close to civilization	The language taught is closely related to civilization

³³ Nadia Batool, Muhammad Anosh, Anam Batool, and Nadeem Iqbal, "The Direct Method: A Good Start to Teach Oral Language," *Journal of Literature, Languages and Linguistics* 5, no. 1 (2017): 37–40.

³⁴ Risnawati Djauhar, "The Grammar - Translation Method , The Direct Method , and The Audio-Lingual Method," *Langua – Journal of Linguistics, Literature, and Language Education* 4, no. 1 (2021): 84–88, <https://doi.org/https://doi.org/10.5281/zenodo.4642999>.

³⁵ Ra'nokhon Sultonova and Farida Khamroyeva, "A Direct Method for Teaching Arabic Language in Uzbekistan," *Science and Education Scientific Journal* 2, no. 5 (2021): 687–698, <https://doaj.org/article/430860e6a5964cc68cd402d392fab324>.

³⁶ Deoksoon Kim, "Learning Language, Learning Culture: Teaching Language to the Whole Student," *ECNU Review of Education* 3, no. 3 (2020): 519–541, <https://doi.org/10.1177/2096531120936693>.

³⁷ Ade Chairil Anwar, "Direct Method dalam Pembelajaran Bahasa Arab di SMA Future Gate Kota Bekasi," *Waraqat: Jurnal Ilmu-Ilmu Keislaman* 2, no. 2 (2017) <https://doi.org/10.51590/waraqat.v2i2.59>.

³⁸ Ma Xuan and Suo Yan Mei, "European Journal of Language and Literature Studies Direct Method for Teaching Arabic Language in Tongxin Arabic College of Ningxia in China," *Uropean Journal of Language and Literature Studies* 4, no. 2 (2018): 52–59, <https://doi.org/https://doi.org/10.26417/ejls.v4i3.p52-59>.

Based on the data in table 1, it can be interpreted that Audiolingual method has three main characteristics, starting from visualizing images to students, along with language. The language taught for both listening and speaking skills must be in line. And so that the language taught is not easily lost from the memory of students, it should have a close relationship with the culture where students socialize.

The use of Audiolingual methods conceptually several things must be considered.³⁹⁴⁰⁴¹ 1) students are required to listen then continue with speaking, then read, and end with writing, 2) language structure is given in the arrangement of sentence models or dialogues according to everyday life. 3) Practice using the drill must be relevant to conditions or reality. 4) Language learning is carried out in stages, starting from the easiest to material that is considered complicated (graded exercise). 5) avoid the possibility of learner response errors. Because positive reinforcement is more efficient than negative reinforcement. This principle is commonly referred to as "error avoidance" (error prevention).

Basically, Audiolingual method emphasizes practice activities in language learning is not intended to help students be skilled in language, but to help students to be more thorough in language communicatively. In line with that, the use of Audiolingual methods in learning must pay attention step by step. The stages that can be used as a reference in using the Audiolingual method are as in Table 2:

Table 2. Stages of Using Audiolingual Method in Arabic Learning

No	Phase	Activities
1	Apersepsi	Pretest
2	Core	Material submission: Listening Speaking Reading Writing
3	Cover	Posttest

³⁹Cagri Tugrul Mart, "The Audio-Lingual Method: An Easy Way of Achieving Speech," *International Journal of Academic Research in Business and Social Sciences* 3, no. 12 (2013): 63–65, <https://doi.org/10.6007/ijarbss/v3-i12/412>.

⁴⁰ Sepideh Polrodi and Abbas Pourhosein Gilakjani, "The Effect of Audiolingual-Based Versus Communicative Language Teaching-Oriented Techniques on Intermediate EFL Learners' Listening Comprehension," *LLT Journal: A Journal on Language and Language Teaching* 3, no. 2 (2021): 493-513, <https://doi.org/10.24071/llt.v24i2.3492>.

⁴¹ Sardiyana, "Pendekatan dan Metode Audio Lingual (Analisis Metode Sam'iyah Safawiyah)," *Naskhi :Jurnal Kajian Pendidikan dan Bahasa Arab* 1, no. 1 (2019): 14–20, <https://doi.org/https://doi.org/10.47435/naskhi.v1i1.67>.

Based on Table 2, it can be explained that the use of Audiolingual methods for Arabic learning in teacher appreciation activities can pretest Arabic material that has been studied before. This stage is intended to determine the ability of students to the material that has been learned before. Pretest in learning activities is an important part to do, through these activities teachers can know where to start learning material.⁴² Pretest in the use of Audiolingual methods can be done by listening to conversations that have been taught before or asking learners to verbally express the material that has been taught.

Audiolingual method has the following characteristics: first, this method runs from the visual that language is a set of vowel icons or words known by a nation or community to realize the correspondence between them. This main feature is in line with Bidenko's opinion that the use of this method must be visual.⁴³ The mission of language learning is to supply non-Arabic speakers with the ability to correspond or come into contact with Arabic speakers using a variety of skills in a variety of conditions.

Second, to guide language skills for students, educators follow a series that begins with listening skills and then uses speaking skills. Followed by using reading and writing skills. Third, this method is based on anthropological knowledge of civilizations.⁴⁴ That culture is not only limited to art or literature but is the lifestyle of people in a community who communicate with their language. Therefore, Audiolingual methods guide more to conversations carried out by humans such as eating, congratulating, traveling, marriage, and various other forms of culture.

At the stage of core activities in learning using the Audiolingual method, the teacher presents the material by listening to Arabic learning material to students.⁴⁵

⁴² Wan Ab Aziz Bin Wan Daud, Kung Teck Wong, Mohammad Taufiq Abdul Ghani, and Saipol Barin Ramli, "Gender Differences in Learning Arabic Language Proficiency via M-Learning among Malaysia University Students," *Journal of Language and Linguistic Studies* 17, no. 2 (2021): 1069–82, <https://doi.org/10.17263/jlls.904123>.

⁴³ Larysa Bidenko and Hanna Bepalova, "Implementing Audio-Lingual Method to Teaching Ukrainian As a Foreign Language at the Initial Stage," *Advanced Education* 3, no. 7 (2017): 23–27, <https://doi.org/10.20535/2410-8286.82711>.

⁴⁴ Edi Kurniawan Farid, Mamluatun Ni'mah, and Nur Arifah, "The Teaching of the Speaking Skill Using the Audio-Oral Method for The Students of Islamic Senior High School of Zainul Hasan Genggong Probolinggo," *Mantiqul Tayr: Journal of Arabic Language* 1, No. 1 (2021): 1–10, <https://doi.org/10.25217/mantiqutayr.v1i1.1197>.

⁴⁵ Faizetul Ukhrawiyah and Dian Fajariyah Damayanti, "The Implementation of Audiolingual Methods on Ta'diyah Salam Material," *Maharaat: Journal of Arabic Language Education* 3, no. 2 (2021): 93–108, <https://doi.org/10.18196/mht.v3i2.10955>.

After that, learners then verbally pronounce the material they have listened to. The material that has been heard and spoken is then read by students based on what is contained in the learning resource, and then written it down. These four stages are the core activities that must be passed by educators and students in learning Arabic using the Audiolingual method.

As for the closing activity, Arabic learning using the Audiolingual method can be done with a post-test. This activity is intended so that the material that has been taught is increasingly understood by students. The importance of post-test activities in learning has been affirmed by experts that students' understanding will increase with the post-test.⁴⁷⁴⁸ Post-tests carried out in learning using Audiolingual methods must be in harmony with all the material that has been taught.

Like the direct method, this method has several aspects of advantages and disadvantages. Aspects of excellence include: (1) students become proficient in forming sentence models that have been drilled; (2) learners have good and valid pronunciation; (3) students are not only silent in conversation but always give responses that have been presented; (4) learners are more adept at making standard sentence patterns; (5) students can practice speech communication well because students practice listening and speaking seriously; (6) The situation in the classroom is more lively because students are not just silent.

While weaknesses in this method include: 1) requires proficient educators; 2) learners can communicate well when previously used sentences have been rehearsed; 3) minimal attention to reflex pronunciation, because learners are trained to learn to respond mechanically as responses and stimuli; 4) learners often lack understanding of Arabic words or sentences that are spoken, this is because they are directed to respond only to what they hear. 5) lack of training for students' understanding of the meaning and intent of the material taught. 6) The creativity of learners to act in real terms on what they say in learning is minimal because they must obey all instructions from the teacher, 7) The

⁴⁶ Rab Ali, "A Review of Direct Method and Audio-Lingual Method in English Oral Communication," *International Journal of Scientific & Technology Research* 9, no. 8 (2020): 289–293.

⁴⁷ Marion E Schalich, "Analysis of Pre Test and Post Test Performance of Students in a Learning Center Model at the Elementary School Level" *Dominican University of California*, (2015), <https://doi.org/https://doi.org/10.33015/dominican.edu/2015.edu.08>.

⁴⁸ Angela Felix, "Using Pre/Post-Testing to Evaluate the Effectiveness of Online Language Programs," *Journal of Second Language Teaching and Research* 4, no. 1 (2016): 176–193.

concept of the Audiolingual method of learners must say what they listen to so that students seem parroted.

By paying attention or listening to what has been said, students can give the right response and do the task given without any mistakes; because imitating without understanding meaning or meaning is a futile activity. Therefore, the use of Audiolingual methods requires guidance from educators instinctively to realize quality learning outcomes. The Audiolingual method will be more effective if it is carried out in the classroom and there are proper learning media facilities and supported by experienced or skilled educators.

In this modern era, learning using Audiolingual methods is sometimes considered boring for most people, so in the application of this method there are several problems, including (a) lack of interest of students in learning foreign languages; (b) students are still reluctant to practice the language in class; (c) a monotonous and boring classroom atmosphere; (d) learning systems that are less effective because learners are passive when learning takes place; (e) language learning by speaking the target language directly often makes it difficult for learners to follow it; (f) lack of vocabulary and understanding of meaning so as not to know the content of the conversation heard.

There are several solutions to overcome the various problems described above. Among them are educators who are obliged to observe the causes of students' lack of interest in learning languages. Furthermore, educators must fix themselves and change the learning system so that it is not boring. Then educators need to redesign more interesting learning and must often listen to foreign language audio. To maximize the results of learning Arabic using Audiolingual methods, it is necessary to fulfill supporting facilities, this also strengthens the findings of previous researchers.⁴⁹⁵⁰⁵¹⁵²⁵³⁵⁴

⁴⁹Azkie Muharom Albantani and Ahmad Madkur, "Musyahadat al Fidyu: Youtube-Based Teaching and Learning of Arabic as Foreign Language (AFL)," *Dinamika Ilmu* 17, no. 2 (2017): 291–308, <https://doi.org/10.21093/di.v17i2.854>.

⁵⁰Nuriyatul Hidayah, Nur Anisah Ridwan, Hanik Mahliatussikah, Moch Wahib Dariyadi, and Bendine Bekhoula, "Akuarintar as a Media in Arabic Teaching and Learning for Deaf Towards Sustainable Development Goals (SDGS) 2030," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 3 (2020): 181–196, <https://doi.org/10.22219/jiz.v3i3.13921>.

⁵¹Mutia Khaira, "The Effectiveness of Crossword Puzzle in Improving Mufradat Skills," *Tanwir Arabiyyah: Arabic As Foreign Language Journal* 1, no. 2 (2021): 55–62, <https://doi.org/10.31869/aflj.v1i2.2864>.

⁵²Siti Nikmatul Rochma, Umi Mahmudah, and Yuangga Kurnia Yahya, "Utilizing Technology in Arabic Teaching: Implementation of Media 'Learning Aljazeera.Net' on Listening Skill Teaching at University of Darussalam Gontor," *Arabiyyatuna : Arabic Journal* 5, no. 2 (2021): 197–216, <https://doi.org/10.29240/jba.v5i2.2730>.

Based on the various opinions described and the comparison with existing opinions, it can be affirmed that Audiolingual methods can be applied as an alternative in helping the realization of Arabic listening and speaking skills as a targeted language. The problem that arises in the application of this method, especially in Arabic learning in formal educational institutions in Indonesia, is the competence of teachers who do not all have the ability to speak Arabic like native speakers, therefore the availability of facilities is a must.

Audiolingual methods as discussed above have implications for the development of knowledge, especially in the field of Arabic learning studies. Using this method is seen to be able to minimize the fear of cognitivism to speak directly using Arabic. Using this method will also avoid errors in the use of grammar in speaking Arabic as occurs in behaviorism.

The limitation of this article is that the data is sourced from literature references, and has not been supported by real data in the field. Therefore, researchers can then conduct studies on the use of Audiolingual methods in language learning in general and Arabic learning in particular. The content contained in this article can be used as a reference in strengthening arguments to analyze the results of further research. The realization of applicable research will strengthen the statement expressed in this article.

Conclusion

From the description that has been stated, it can be concluded that: first, the theoretical Audiolingual method is a language learning method that can be used to help students have communicative language skills. The stages of using Audiolingual methods as described by experts must be done by starting learning from listening activities, then saying, and then reading and writing material that has been heard and expressed. Audiolingual methods as applied by practitioners have helped learners have speaking skills. The use of Audiolingual methods in Arabic learning proves that the involvement of students in realizing active learning is still very limited, this is because student activities are only responsive to the instructions given by the teacher. Some of the

⁵³ Ali Asrun Lubis, Yunaldi Yunaldi, and Fitria Sari Yunita, "The Use of Language Games to Increase Motivation in Learning Istimâ'," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 8, no. 2 (2021): 228–240, <https://doi.org/10.15408/a.v8i2.22533>.

weaknesses contained in the Audiolingual method can be minimized by various steps, such as innovation of the learning system, redesign of learning to make it more interesting, increase the quantity and quality of learning facilities.

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Author Contributions Statement

The main author in this case is a drafter who, through the concepts offered then directed students to find literature related to the theme. The literature found is then compiled as befits a scientific article. The sources are then classified by the author so that (MR) has a position divided tasks according to their respective abilities, (AR) helps to improve aspects of methodology according to the supposed use of Nvivo. (JU), (MH), and (MN) have contributed to improving language and avoiding typos in writing.

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⁵⁴ Andita Aprilia Fridayanti, "Pembelajaran Kosakata Bahasa Arab-Indonesia Menggunakan Media Audio Visual Channel Youtube di MTs NU Mranggen," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (2021): 78–88. <https://doi.org/10.18196/mht.v4i1.12950>.

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