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Influence of Using Lingual Audio Method on Maharah al-Kalam of Students in Madrasah Diniyah Takmiliyah Awwaliyyah

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ABSTRACT

The research started from the researcher fret to the low ability of students in speaking Arabic language, from the results of the initial observation of the problem is considered to arise due to the learning method used by the teacher has not yet led to the realization of Maharah Al-Kalam, so researchers are eager to do research on the influence of lingual audio method of Maharah Al-Kalam. The method used in this research is the influence test. The results of the study are: 1) the use of lingual audio methods including on the classification of good, with an average of 63.33, located at intervals 62-64, frequency 9 and percentage 30%, 2) Speaking Arabic skills including on the classification of good, with an average of 68, located at intervals 65-68, frequency 12 and percentage of 40%. 3) There is a significant influence between the use of lingual audio methods to the skill of speaking Arabic students at MDTA Bustanul Huda City Padang for 2019/2020 academic years. From the results of the calculation seen in terms of influence with N 30 obtained the score of *sig a* 0.001. and taken from the score of r Square 0.35.

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Keyword

Keyword; Lingual Audio; speaking skill; influence

مستخلص البحث

يعتمد هذا البحث إلى قلق الباحث عما يتعلق بقدره الطلاب في مهارة الكلام بالمدرسة الدينية الأولية التكميلية (MDTA) بستان الهدى ببادانج، كما رأى الباحث لهم الضعف في التكلم بالعربية، وللباحث رأي أن هذه الواقعة تتعلق بالطريقة التي يستخدمها معلم اللغة العربية، ولذلك يريد الباحث لعملية البحث عما يتعلق باستخدام طريقة السمع الشفهية وتأثيرها إلى مهارة الكلام عند الطلاب. وأما الطريقة المستعملة في هذا البحث هي طريقة الميداني باختبار التأثير، وأما المجمع في هذا البحث فهو الطلاب في المدرسة الدينية التكميلية وهم 102 طالباً، ويأخذ الباحث عينه تجريبية باستخدام الهادفة (purposive sampling). وأما الطريقة لجمع البيانات فهي اسطلاع واختبار، والبيانات يحللها

الباحث بـ SPSS واستطاع الكمبيوتر. بعدما بحث الباحث عن البيانات الموجودة وتحليلها بالطريقة المعينة فوجد نتائج البحث: (1) استخدام طريقة السمعية الشفهية على تصنيف السلعة، بمتوسطة 63.33، وتقع على فترات 62-64، والتردد 9 ونسبة 30% (2) وأما مهارة الكلام فهو على تصنيف الخير، بمتوسطة 68، وتقع على فترات 65-68، والتردد 12 ونسبة 40% (3) هناك تأثير كبير بين استخدام طريقة السمعية الشفهية إلى مهارة الكلام من نتائج الحساب ينظر من حيث التأثير مع N 30 حصلت على $\alpha = 0.001$ sign و مأخوذة من القيمة R Square 0.35.

السمعية الشفهية؛ مهارة الكلام؛ تأثير

كلمات
أساسية

INTRODUCTION

Learning Arabic in many aspects and at every grade of education to date still has a variety of problems. Problem occurs in aspects related to education and aspects related to the Arabic language itself. As it is known that the problems related to education in Arabic language learning are from the aspects of curriculum, materials, learning media, learning methods and other as such.

Meanwhile, from the internal aspects of Arabic language besides because it is not the native language for students in Indonesia is also seen from the aspect: first, phonetic Arabic language, the sound of Arabic which has a different nature and is demanding in the way of pronunciation, even the difference of sound in Arabic (Rozi, 2017) is not obtained in Indonesian language, such as sound "ع" not found in Indonesia language. Similarly, the Sharaf aspect has some Wazan (Ritonga, Alrasi, & Bambang, 2018) while such patterns are not in Bahasa Indonesia, and a variety of other aspects of the internal aspects of Arabic.

In an effort to solve the difficulties of learning the Arabic language as intended, the Arabic observers and practitioners have also sought to seek solutions both through field research related to learning and research in the field of Arabic linguistics. In the field of education not a few of between the observer and the practitioner of the Arabic language education that conducts research on methods of learning, because the method is seen as one element of learning that affects the outcome of learning.

Meyad et al. conducted research through experiments on the use of learning methods (Meyad, Roslan, Abdullah, & HajiMaming, 2014), the results of their research proved to be the difference of learning results of Arabic language between control class and experimental class. Samah et al who also conduct research on learning methods conclude that different methods used in the same learners produce a different quality of learning (Samah et al., 2016).

Janah and Nashoih also conducted an assessment of the effectiveness of a method on increasing learning outcomes, in this case the method of learning is Intiqaiyah method (Janah & Nashoih, 2019). Mei et al. conducting research on cooperative learning (S. Y. Mei, Ju, & Mohd, 2017) as a learning strategy also concluded that the strategy could be recommended as an alternative to teaching Arabic for speakers outside of Arabic.

In line with the research of observers and practitioners of the Arabic language learning method, one of the methods seen as a postmodern method (Wahab, 2015) is an audio visual method and lingual audio method, Rahmawati who did research on audio visual methods concluded the audio method of visual effect on listening skills among learners (Rahmawati, 2019). While Maspalah who conducts research on the use of the lingual audio method also concluded that the method enhances the results of Arabic language learning (Maspalah, 2015).

Hasyim who did research on this method in Kalam learning revealed that the lingual audio method was adapted to the habits experienced by students (Hasyim, 2015). Based on the results of the study of Hanani, the lingual audio method is as one of the methods to achieve the purpose of learning as the plan of Ki Hajar Dewantara (Hanani, 2018). As a method that is deemed appropriate in teaching language skills, the method of Audio lingual is not only used in teaching Arabic, but also the learning of any language this method has always been the choice (Bidenko & Bespalova, 2017).

It is said because the lingual audio method has the specificity of use and its application-oriented measures of speaking ability. The ability to speak as one of the four skills to be accomplished by language learners is often hindered by its achievement due to mistakes in selecting methods. The selection of lingual audio methods for Arabic language learning is considered appropriate because of the condition of students in Indonesia who are not familiar with Arabic pronunciation.

In accordance with the initial observation that researchers did to Arabic learning process at Madrasah Diniyah Takmiliah, students do not have the ability to reveal Arabic, on the other hand the method used by the teacher is limited to traditional methods as well as the appropriate instruction contained in the learning resources. Therefore, researchers offer the use of lingual audio methods to teachers to change the habit of learners who are not accustomed to speak Arabic into habits in the learning process.

Audio lingual is a way of teaching by giving exercises to what students have learned to acquire a certain skill (Hermawan, 2011). The word practice means that something is always repeated, but in any case between the first learning situation and the realistic learning situation, it will try to practice his or

her skills. If the learning situation personalized the condition so as to demand a changing response, the skills will be more refined.

. From the above explanation, the audio lingual method can be deemed appropriate to teach Arabic speaking skills. Speaking is one of the most complex and complicated language skills. Complex and complicated because in speaking it takes some requirements of the linguistic that must be considered by the speaker. When students can master the terms of this linguistic, the student can be said to have speaking skills.

Based on the explanation above, researchers are interested to know the influence of the use of audio lingual methods to the ability of speech, for that the researcher aims to examine the problem especially in aspects: first, the intensity of use of the lingual audio method in MDTA, secondly, describing students ' skills in speaking Arabic, third, reveals the effect of using the lingual audio method towards the Arabic speaking skills

METHOD

The study was designed using a quantitative method of influence testing. Selection of this methods because of the desire of researchers to know the influence of the variable X in this case the intensity of use of the audio lingual method of the Y variable in the study of the direction of al-Kalam, meaning in this case was that the selection of the method because it corresponded to the research material that is numeric.

The population of this research was 102 (one hundred two) people, namely all student in the MDTA Bustanul Huda Padang City. To facilitate researchers in conducting research, samples that will be made in the study determined the criteria, namely understanding the instructions made in the poll grid, the sample can read Arabic. Therefore, the number of existing population researchers set samples as much as 30 (thirty) people, which was 29.4 percent of the population. Selection and determination of samples due to: 1) The remaining population did not meet the desired sample criteria, 2) the remaining population was difficult to fill the poll that will be spread out.

The instruments used in this study were a poll and a test. First, use a poll to find out data related to variable X, the poll mentioned here was a statement that every informant can fill it without having to feel burdened, the samples were arranged will be validated by the lecturer in this case other than the two advisers namely Bambang and Fitri Alrasi, after the approval of both lecturers, the instrument was conducted trial to know its conformity with the informant and research variables. The instruments were arranged preceded by a brief introduction, then there was a hint of how to fill it, the term used

certainly does not contain two or more meanings, statements were made short and dense, each statement only contained a problem, the item of statement was ensured not to be led by the desire of researchers.

The alternative answer provided in this poll was the number 5, 4, 3, 2, 1 which summation of the results of the poll was then converted into:

Table 1. The summation categorization of Variable X

Interval	Category
65– 67	Very Good
62– 64	Good
59– 61	Good
	Enough
56– 58	Less Good
53– 55	Not Good

The basis of the interval setting was in accordance with the amount of the number of poll items contained in the poll grid.

Secondly, Test, in addition to the poll instrument researchers also used the instrument in the form of tests, tests conducted to know the data related to the speaking skills (variables). The test instrument was first consulted with lecturers in Arabic language education and also Arabic teachers in MDTA. The test material related to the skill of speaking Arabic and also the material that students have studied at MDTA Bustanul Huda.

In the implementation, researchers were assisted with assessment instruments in the form of categorization by 5, 4, 3, 2, 1. And the summation of the test result recapitulation is then converted as in Table 2 follows:

Table 2. The summation categorization of Variable Y

Category	Conversion
73-76	Very Good
69-72	Good
65-68	Good
	Enough
61-64	Less Good
57-60	Not Good

The above interval assignment base was based on the highest score earned by the student who then adjusted to the category set in MDTA.

The time for the implementation of this research data collection was: 1) test instrument on Monday, 09 September 2019, 2) The distribution of the poll

on Monday, 18 November 2019, and 3) implementation test on Friday, 22 November 2019. This time determination was based on the results of a research communication with an Arabic teacher at MDTA Bustanul Huda. Data obtained through polls and tests were then analyzed statistically, because what you want to observe was the influence then the analysis using the normality test, homogeneity test and hypothesis test, all three types of test used was done with the help of Statistical Product and Service Solutions (SPSS).

RESULTS & DISCUSSION

Research Result and Data Analysis

In accordance with the data obtained through the distribution of the poll, it can be described data related to the intensity of the use of audio lingual media (variable X) in MDTA Bustanul Huda is as in table 3 below:

Table 3. Scores Frequency Distribution Overview Audio Lingual Methods Usage at MDTA Bustanul Huda

Classification	Interval	Frequency	Percentage (%)
Very Good	65– 67	2	6.66 %
Good	62– 64	9	30 %
Good Enough	59– 61	8	26.66 %
Less Good	56– 58	6	20%
Not Good	53– 55	5	16.66 %
Total		30	100 %

While the data related to the skill of speaking Arabic in accordance with the summation of the results can be seen as in the following table 4:

Table 4. Scores Frequency Distribution Overview on Students Speaking Skill at MDTA Bustanul Huda Padang City

Classification	Interval	Frequency	Percentage
Very Good	73 – 76	5	16,66 %
Good	69 – 72	12	40 %
Good Enough	65– 68	8	26,66 %
Less Good	61 – 64	3	10 %
Not Good	57– 60	2	6.66%
Total		30	100 %

From table 3 can be explained that the students who choose an overview of the usage intensity of audio lingual method with a very good classification of 2 people (6.66%), a good classification of 9 people (30%), the

classification is quite good amounting to 8 people (26.66%), the classification is less good numbering 6 people (20%) And who chose an not good classification of 5 people (16.6%). When the total score was done, the mean price of 63.33 was obtained. This price if consulted with a classification of the use of the lingual audio method, can be said that the use of lingual audio method was averaged good ranged at intervals of 62-64.

The meaning of the data was that the average overview of the use of the lingual audio method in MDTA Bustanul Huda Padang City belongs to the classification of good. To more easily compare those distributions can be depicted in the histogram as in Figure 1 below:

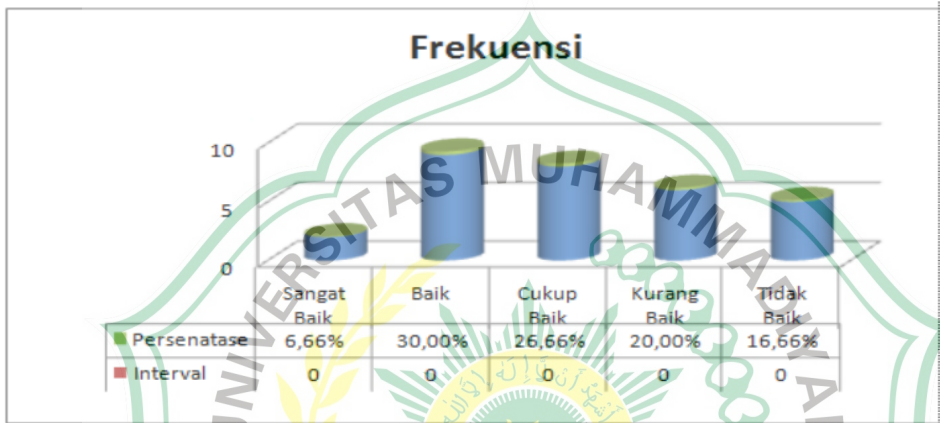


Figure 1. Histogram of Intensity Use of Lingual Audio Methods at MDTA Bustanul Huda Padang City

Furthermore, in accordance with the test results toward the skills of speaking Arabic as in table 4 described above can be interpreted that the Arabic maharah kalam of students with a very good classification of 5 people (16.66%), the classification with good numbered 12 people (40%), the classification with quite good amounting to 8 people (26.66%), the classification with less good amounting 3 people (10%), and the classification with not good for 2 people (6.66%). When the total score was done, a mean price of 68 obtained. This price if consulted with the classification of the Maharah kalam Arabic language students then it can be said that the Arabic mahrah kalam students of good average was ranged at intervals 65-68.

Thus it can be concluded, the average overview of the Arabic Maharah Kalam of students in MDTA Bustanul Huda Padang City categorized to the classification of good. To more easily compare the distribution, can be depicted in the histogram as shown in Figure 2 below:

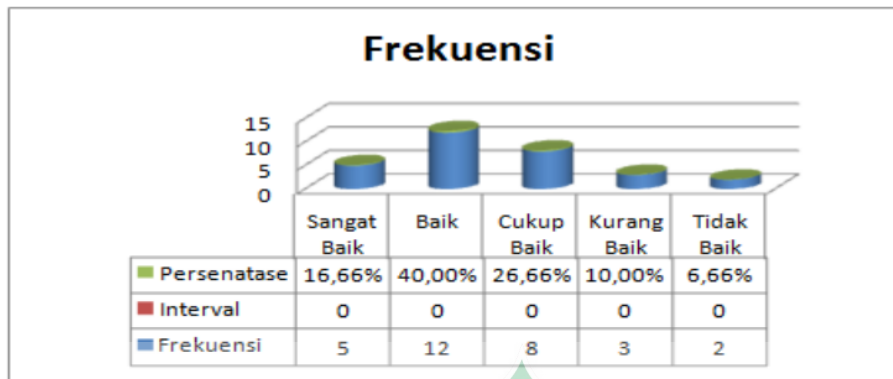


Figure 2. Histograms of the maharah kalam Arabic language of student at MDTA Bustanul Huda Padang City

Data variable X and variable Y as shown in table 3 and table 4, when test normality is performed can be described as in the following table 5:

Table 5. Normality Test Result

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	218.692	1	218.692	15.172	.001 ^b
	Residual	403.608	28	14.415		
	Total	622.300	29			

a. Dependent Variable: Speaking Skills

b. Predictors: (Constant), Audio Lingual Method

According to the use of SPSS program with N 30 can be obtained the price of *sig a* 0.001. If the price of *sig a* obtained large from 0.05 then the data obtained is not the normal distribution and vice versa if the price of *sig a* smaller than 0.05 means the data obtained normally. From the known results obtained the price of *sig a* 0.001, the price of *sig a* 0.001 meant smaller than 0.05. Because of the small *sig a* from 0.05 then the data was normal category.

Then, researchers also test the homogeneity of the data acquisition, the test results of this homogeneity can be seen as in table 6 below:

Table 6. Results of Homogeneity Test

ANOVA

Speaking Skill	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	327,300	12	27,275	1,572	.192
Within Groups	295,000	17	17,353		
Total	622,300	29			

By using SPSS program the amount of N 30 can be obtained the price of *sig a* 0.192. If the price of *sig a* obtained more than 0.05 then the data obtained homogeneous and vice versa if the price of *sig a* smaller than 0.05 means the data obtained is not homogeneous. From the known results of the price of *sig a* 0.192, the price of *sig a* 0.192 meant larger than 0.05. Because of the large *sig a* from 0.05 then the data was homogeneous category.

While the hypothesis test in this study was set the zero hypothesis (H_0) to be tested reads "There is no influence on the use of the lingual audio method against the skill of speaking Arabic students at MDTA Bustanul Huda Padang City". After analysis of the use of the lingual audio method was performed against the skills of the Arabic language students correlated positively.

To determine the significant influence of the use of the lingual audio method against the skill of speaking Arabic students, the hypothesis test was conducted using SPSS Statistics 22 program. From the results of the calculation seen in terms of influence with N 30 obtained the price of *sig a* 0.001. If the price of *sig a* obtained larger than 0.05 then there is no influence of the use of the lingual audio method to the skill of speaking Arabic students in MDTA Bustanul Huda Padang City, and conversely if a smaller *sig a* from 0.05 then there is the influence of the use of the lingual audio method against the skills of speaking Arabic students in MDTA Bustanul Huda Padang City. From the known results of the price of *sig a* 0.001, the price of *sig a* 0.001 meant that the *sig a* was smaller than 0.05 then there is an influence between the use of the lingual audio method towards the skill of speaking Arabic students, meaning H_0 rejected and H_a accepted.

Discussion

The Audio-lingual method as a method is widely used by language teachers including Arabic. In this method practices and exercises more in speaking both in the form of dialogue, preach and so forth which students are expected to speak as the native of the language itself (Mart, 2013).

The audio-lingual method as part of the development of the direct method was felt to have a weakness especially in explaining the things that students elusive (Sbai & Ouakrime, 2016). For this method, besides emphasizing language teaching through listening and impersonating (Maaliah, Widodo, & Aziz, 2016), it is also possible to use mother tongue for explanation (Abu-Melhim, 2009). This method was usually more widely applied with the pattern drill form (Y. Mei, 2018). The use of drill approaches has been commonly used in military circles (Mart, 2013). Because initially this method is widely used in military circles (Pace, 1972), then this method is also called the Army method.

The inception of the audio-lingual method was the result of three historical circumstances. First, the emergence of linguistic figures that gave great attention to the observation and development of oral language (oral language learning). Such as Leonard Bloomsfield, a 20th-century language scientist from America who documented native language conversational languages in America.

Secondly, the emergence of psychological behaviorism that believed that all human behavior (including language) is taught through repetition and is influenced by the strengthening of the learning of both positive and negative strengthening. Thirdly, the outbreak of World War II, at which time the Americans recruited a lot of soldiers for military purposes all over the world. For this purpose, eventually the new soldiers were given training to qualify for the minimum proficiency in the military, one of which is the minimal skill of verbal communication, from this short course emerging methodology of language teaching through observation and repetition. This military-style teaching methodology was the forerunner of the next audio-lingual method development (D, 2000).

In implementing this method, the Arabic teacher at MDTA performed the following steps: First, explaining the purpose and objectives of the guided exercise in the students, secondly, teacher emphasized on diagnosis, because the initial exercises cannot expect the students to gain the perfect skills. Third, conduct guided exercises that arise different student responses to improve skills and refinement of students. Fourth, give time to hold a short exercise so as not to tiring and boring and the teacher needed to pay attention to the student's response whether to exercise properly and quickly. Fifth, observe the obstacles or tribulations experienced by students by asking students, and observing the training period by changing the situation so as to give rise to optimism and a sense of joy in the students who can produce good skills. Sixth, teachers and students alike strive to realize the ability to speak. Seventh, teachers needed to pay attention to individual student differences, so that the abilities and needs of each student can thrive.

According to the above findings, it was seen that the use of lingual audio method as done in MDTA Bustanul Huda in accordance with those expressed by the previous experts and researchers, as Larsen said that in the lingual audio method is done first with the purpose of the training is guided, then it is needed diagnosis because the beginner students cannot be expected to speak the language taught (Bidenko & Bepalova, 2017). The provision of guided exercises to realize responses and give time to students was also delivered by Bidenko as in the results of his research (Ramadhan, 2017).

Furthermore, in the lingual audio method attempted to manifest the skills not only arise from the teacher, but also from within the students, this is affirmed by the Maalih et al. which confirmed that by using the lingual audio method, the student's motivation in learning Arabic language is increasing (Maaliah et al., 2016) While Mart also concluded the use of lingual audio methods made it easy for learners to achieve language skills (Mart, 2013)

Observing the obstacles and difficulties faced by the students using the lingual audio method should also be done by the language teachers (Ramadhan et al., 2018) this was needed because every student has a difference both from ability and motivation to learn Arabic.

The lingual audio method as expressed by Hermawan that the lingual audio method has some advantages, such as the students more freely do the exercises, students are ready to use their skills because already familiarize,

students have a good pronunciation, learners can be able to communicate orally well because of intensive listening and speaking exercises, the atmosphere of life class because the students are invited to be active in the learning activities (Hermawan, 2011).

Meanwhile, associated with the speaking skills described by Thu'aimah is one of the language skills that should be possessed by people studying Arabic (Thu'aimah, 2004), while Syakur confirmed that every communicative approach is oriented towards language learning that embodies communicative competence in learners (Syakur, 2010)

Iskandarwassid and Sunendar revealed the strategies that can be done in learning the speaking skills are by choosing the right method, because the speaking skill aimed to familiarize students with speaking, clarify the articulation of learners in language, creating learners who are responsible for what they are talking about, forming critical hearing and establishing language usage habits (Iskandarwassid & Suhendra, 2009)

The speaking skill as explained by Ramadan can be measured from how learners pronounce letters, ways of speaking (Ramadan et al., 2018), use of language according to context (Pace, 1972).the skills of speaking as taught and how to teach it in MDTA Bustanul Huda also looks appropriate to those expressed by Thu'aimah (Thu'aimah, 2004) Syakur (Syakur, 2010), and Iskandarwassid (Iskandarwassid & Suhendra, 2009) as described above. This conformity indicated that the learning of Arabic language skills at MDTA Bustanul Huda aimed to familiarize students with the use of Arabic language and to realize their articulation clarity in revealing Arabic letters that correspond to the nature, mad, Qashar and Makharij al-Letter.

Based on the discussion related to the lingual audio methods and Arabic speaking skills, it was reaffirm able that the calculations against the quantitative data associated with the use of lingual audio methods (variable X) have a significant influence on the skills of speaking Arabic students (Y) in MDTA Bustanul Huda Padang City. Thus the zero hypothesis (H_0) in this study which reads "There is no influence from use of lingual audio methods against the skills of speaking Arabic students in MDTA Bustanul Huda Padang City This meant H_0 is rejected.

Therefore, this research can be said that the Lingual Audio method affected the direction of students in MDTA Bustanul Huda Ulak Karang City of Padang.

From the thing stated above the authors can conclude that the use of the Audio Lingual method was quite helpful. Therefore, an educator should have a high ability to guide and direct learners in terms of knowledge about the inside, and practice in everyday deed and give examples as a figure that deserved to be imitated personality in community life especially towards learners it is also very influential in the learning outcomes of the participants.

Statement H_0 rejected was seen from the classification in variable X, which was very good for 2 persons (6.66%), a classification of good by 9 people (30%), the classification of quite good by 8 people (26.66%), the classification of less good amounted to 6 people (20%) And who chose an not

good classification by 5 people (16.6%). When the total score was done, the mean price of 63.33 was obtained. This price if consulted with a classification of the use of the lingual audio method, can be said that the use of a good average lingual audio method was ranged at intervals of 62-64.

Similarly, the classification is found in the direction of Arab students (variable Y) with a very good classification of 5 people (16.66%), a classification of good by 12 people (40%), the classification is quite good amounted to 8 people (26.66%), the classification is less good by 3 people (10%), and the classification is not good by 2 people (6.66%). When the total score was done, the mean price of 68 is obtained. From variable X and Y data can be seen there were influences between the use of lingual audio methods to the skill of speaking Arabic students at MDTA Bustanul Huda Ulak Karang City of Padang for academic year 2019/2020

The meaning of this data was that the lingual audio method is appropriate to be used in improving speech skills, in that it was not limited to learning Arabic speaking skills but for all languages in the world. This view was not independent of the various arguments of experts and observers related to the lingual audio methods and the maharah al-Kalam as described above, this view is also based on the basic functions of language as a means of communication.

CONCLUSIONS

Based on the results of the research and its discussion as described above can be concluded: first, the use of the lingual audio method in MDTA is classified as a good classification, that is, the price mean 63.33. Secondly, the skills of speaking Arabic students at MDTA Bustanul also belong to a good classification, after the addition of the score obtained a mean of 68. This price if consulted with the Maharah kalam classification of the Arabic language students can be categorized on a classification of both ranges at intervals of 65-68. The acquisition of data in variables X and Y as above indicates there is a significant influence between the use of the Lingual audio method (X) to the direction of the Arabic language of students (Y) in MDTA Bustanul Huda City of Padang. From the result of the calculation seen in terms of influence with N 30 obtained by the price of *sig a* 0.001 This means that the *sig a* is smaller than 0.05 then there is an influence between the lingual audio method of the Arabic direction of the students, meaning H_0 rejected and H_a accepted.

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Researchers are aware that many language skills are influenced by a variety of factors, therefore other factors that affect the improvement of

speaking skills need to be conducted advanced research both by their own researchers as well as other researchers and practitioners and observers of Arabic language learning. Furthermore research and discussion related to lingual audio as it has done also needed research on this method by connecting it with variables other than speaking skills, or there are other researchers wanting to reexamine about the Lingual audio method and its correlates with Arabic speaking skills still open widely, as the research is limited by the space, time and ability of researchers. Likewise, the nature of social research whose justification is not absolute.

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Influence of Using Lingual Audio Method on Maharah al-Kalam of Students in Madrasah Diniyah Takmiliah Awwaliyyah

GRADEMARK REPORT

FINAL GRADE

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GENERAL COMMENTS

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