



CHALLENGES IN ARABIC LANGUAGE INSTRUCTION: EVALUATING THE AL-SYAM'IYYAH AL-SYAFAWIYYAH METHOD AS AN ALTERNATIVE TEACHING APPROACH

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ABSTRACT

The prevailing issues in education have shown that schools and teachers have struggled to implement effective Arabic learning methodologies. While teachers comprehend various teaching approaches, these methods are often ineffective for students. This study aimed to analyze the effectiveness of the *al-sam'iyyah al-syafawiyah* learning method in teaching Arabic at SMK Muhammadiyah 3 Yogyakarta. The research used a qualitative method to involve teachers and students within SMK Muhammadiyah 3 Yogyakarta. Data collection methods included interviews, observations, and documentation. The analysis followed Miles and Huberman's data display, reduction, and verification techniques. Triangulation was utilized to fortify the research data from fieldwork and primary sources (literature). The study revealed significant disparities between the *al-sam'iyyah al-syafawiyah* method and the conventional teaching approaches practiced by teachers at the school. According to teacher feedback, the predominant method used thus far has been lecturing, resulting in 60% of students not mastering the '*mufradāt*.' Conversely, the implications of the *al-sam'iyyah al-syafawiyah* method indicated highly engaged, active, and practical students. This method primarily focuses on enhancing student concentration through listening, imitating teacher explanations, and practicing the fluency of '*mufradāt*.'

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INTRODUCTION

The problems that have occurred so far are inseparable from the rapid development of technology and information, which makes learning Arabic increasingly lagging. Meanwhile, in his scientific speech, the government, especially the Ministry of Education and Culture, Nadiem Makarim, gave an oration that the flow of technology and information is getting more advanced. Teachers must balance creative and innovative teaching (Mamnunah et al., 2021). It certainly affects the learning process in the classroom. The learning method is the conventional (lecture) (Novossioloova et al., 2021).

The main problem in this research is that the teacher has not found an alternative learning method to facilitate students' understanding of Arabic learning theory. The learning method is the lecture method, where students are directed to write, read, and explain. Such learning methods are often applied by teachers in schools. The same factor related to the problematics of learning Arabic is that teaching in schools is more directed at passive learning based on explanations and grammatical theories of Arabic (Abdullah, 2020; Rane et al., 2021). It certainly makes it difficult for students to understand and memorize Arabic, in particular, learning Arabic at SMK Muhammadiyah 3 Yogyakarta.

The practical problems found in Wahida's 2017 research said that the problem of teaching Arabic was caused by an inappropriate methodology (Wahida, 2017). The problems studied are the methodology in general and the object of study at the tertiary level, which has implications for the sociological and methodological aspects. The theoretical problems are also found in Setiyawan's 2018 research, stating that some campuses still have not implemented an excellent Arabic language learning methodology policy (Setiyawan, 2018). The learning methodology is only limited to theory, but practically, it has not been appropriately implemented.

So far, research that discusses the problematic methodology of learning Arabic and the methodology of learning Arabic has already existed. It is similar to Wahida's research in 2017, with the focus of his research on learning method problems at the university level (Wahida, 2017). Research examines the problem of learning method policies that do not understand the character of students from religious schools. Setiyawan provides an alternative to the *al-mubasarab* method approach in Arabic language education lectures (Setiyawan, 2018). Considering the differences in previous research, the researcher focuses on researching the *al-syami'yah al-syafawiyiyah* learning method as an effective Arabic language learning method. As an alternative to the problems of teaching Arabic at SMK Muhammadiyah 3 Yogyakarta, which has been using lecture-based learning methods.

This research examined the effectiveness of the "*al-syami'yah al-syafawiyiyah*" teaching approach for learning Arabic at SMK Muhammadiyah 3 Yogyakarta. As an alternative approach to Arabic language education, it aims to facilitate students' comprehension and oral proficiency in Arabic. The method comprises two key components: firstly, a focus on mastering essential vocabulary (*mufradāt*) to encourage active Arabic communication among students, and secondly, ensuring that students attain a strong command of proper Arabic grammar and syntax.

This study evaluated the applicability of the "*al-syami'yah al-syafawiyiyah*" learning approach within the Arabic language curriculum at SMK Muhammadiyah 3 Yogyakarta. As an innovative method for Arabic language instruction, its central purpose is to support students in effectively comprehending and conversing in Arabic effectively. This approach

encompasses two fundamental elements: mastering essential vocabulary (*mufradāt*) to foster active Arabic communication among students and acquiring a sound understanding of accurate Arabic grammar and syntax.

METHOD

The research methodology applied in this study is qualitative. This qualitative research approach is primarily grounded in fieldwork. The research was conducted at SMK Muhammadiyah 3 Yogyakarta. This particular research setting at SMK Muhammadiyah 3 Yogyakarta was motivated by the intention to investigate any teaching and learning issues prevalent within the X TKR class. Researchers chose class X TKR because most students in that class have difficulty understanding the material on *muhādasah* and developing *mufradāt*. It will undoubtedly become the chosen target for conflict or case study, and the researcher's proposed solution is the *al-sam'iyyah al-syafawiyah* learning method. The field research data was collected from the academic year 2022-2023, spanning six months. The researcher conducted the sampling in early January, precisely on January 5th, and completed data collection until data processing by the end of June 2022.

The study's participants included ISMUBA teachers and X TKR students. The selection of research subjects was accomplished using a complete survey sampling technique. The data collection tools employed include interviews, observations, and documentation. The data analysis procedure adhered to the framework proposed by Creswell and Huberman, which involves data reduction, data display, verification, and direct interpretation of the gathered in the field. The analytical approach used in this study involved triangulation, which signifies that researchers exhaustively explore various data sources and findings, comprehensively analyzing them (Sugiyono, 2017).

This field study method facilitates the researcher's access to gathering field data and deriving the research outcomes. This research method aims to address the introductory formulation of the problem by analyzing the issues in Arabic language learning at the vocational school level. Specifically, it focuses on the 10th-grade class in the Automotive Engineering Department at Muhammadiyah 3 Vocational High School in Yogyakarta. This research enriches and enlightens Arabic language teachers with the *al-syam'iyyah al-syafawiyah* method.

RESULT AND DISCUSSION

Principles and Steps for Learning Arabic Based on *Al-Syam'iyyah Al-Syafawiyah*

William G. Moulton, in his article entitled "Linguistics and Language Teaching In The United States 1940-1960," mentions the principle used in the *al-sam'iyyah al-syafawiyah* or audiolingual method, namely language is spoken and not writing. This principle is a consequence of the definition of language as a meaningful stream of human speech or a meaningful system of symbols (Salsabila et al., 2020). Therefore, the most essential language learning is spoken and written (Putry & Muassomah, 2021; Sobirin & Rahman, 2022); (W. Wargadinata et al., 2020). The sequence is to teach listening, followed by speaking, reading, and writing.

In general, each method has its characteristics and steps; the *al-sam'iyyah al-syafawiyah* method, as the name of this method, namely listening and speaking, emphasizes these two aspects more than the other two. Then, regarding the application concept, it can be divided

into two steps, namely general and unique steps.

The learner listens, speaks, reads, and finally writes. Grammar is presented in sentence patterns or dialogues with topics of everyday situations. The exercise (*drill/al-tadribāt*) follows operant conditioning as described. In this case, the gift is good given; All grammatical elements must be presented from easy to complex or gradual (graded exercise/*tadarruj/al-tadrib*). The possibility of making mistakes in responding must be avoided because positive reinforcement is considered more effective than negative reinforcement, commonly referred to as the principle of "error prevention/*tajannub al-khata'*". Meanwhile, the specific/particular steps are:

The introduction contains various matters relating to the material to be presented, either in the form of apperception, an initial test of the material, or others. Presentation of dialogues/short readings read by educators repeatedly while students listen without looking at the text; imitating and memorizing dialogues/short readings by imitating each sentence simultaneously and memorizing it. This technique is known as the "memorization imitation" technique in language teaching, this technique is known as the "memorization imitation" technique.

Presentation of sentence patterns contained in dialogues/readings that are considered problematic because there are structures or complex phrases. This technique can be developed with drills trained in structure and vocabulary. Dramatization of the dialogues/readings that have been trained on students who have memorized are asked to use them (demonstrate) in front of the class; The formation of other sentences that are by the sentence patterns that have been trained; Closing (if needed) for example by giving assignments to do at home. In this case, students are asked to retrain using the patterns they have learned at school.

Audio-lingual (*al-sam'iyyah al-syafaw'iyyah*) learning theory, which emerged in the mid-20th century, is an approach that emphasizes the use of audio and repetition as the primary means of acquiring fluency in speaking and listening in a language. Rooted in practical necessity during the war and post-war periods, this method was initially designed to train military and diplomatic personnel in understanding and using foreign languages quickly and effectively. The main focus is developing communication skills, especially listening and speaking skills, using audio recordings as the primary learning tool. Learners are invited to repeat language patterns, build fluency, and understand language structures naturally by emphasizing repetition and imitation. Despite criticism for a lack of conceptual understanding and being too focused on specific skills, the basic concepts of Audio-lingual (*al-sam'iyyah al-syafaw'iyyah*) theory still contribute to developing our understanding of language learning, particularly in the context of speaking and listening skills (Munasib, 2018).

Audio-lingual (*al-sam'iyyah al-syafaw'iyyah*) learning theory is an approach that emphasizes the use of audio and repetition to help learners understand and master a language. This method appeared in the middle of the 20th century and was mainly used to teach foreign languages during the war and post-war periods. Audio-lingual (*al-sam'iyyah al-syafaw'iyyah*) methods emerged in response to the practical need to prepare military and diplomatic personnel to understand and use foreign languages quickly and effectively. They were influenced by behavioristic views on learning, especially stimulus-response learning theory. This theory places listening and speaking skills as the main focus of learning. Learning materials are designed to improve students' ability to understand and respond to

conversations in the target language. Audio-lingual (*al-sam'iyyah al-syafaw'iyyah*) relies heavily on audio recordings as the primary learning tool. Audio recordings introduce and engage learners in real conversational situations, dialogues, and language contexts. The repetition technique reinforces the repetition of words, phrases, and sentences. Learners are encouraged to repeat each element of the conversation repeatedly to build fluency and familiarity with the structure of the language (Setiadi et al., 2022).

This Audio-Lingual (*al-sam'iyyah al-syafaw'iyyah*) method emphasizes teaching language patterns and grammar. Learners learn through understanding and using everyday language patterns to construct their sentences creatively. Classes in the Audio-Lingual (*al-sam'iyyah al-syafaw'iyyah*) approach are usually structured and well organized. Teachers are essential as exemplary models, and students are invited to follow the patterns taught. This approach has been criticized for its overly deep focus on speaking and listening skills without providing an adequate conceptual understanding of language structure. Repetition is the primary key in language learning through Audio-Lingual (*al-sam'iyyah al-syafaw'iyyah*) methods (Mukminin, 2020). Through repetition, learners are expected to internalize language patterns naturally. Although this method is no longer the only language teaching approach, some elements of the Audio-Lingual (*al-sam'iyyah al-syafaw'iyyah*) approach are still present in modern foreign language teaching. It is important to note that although the Audio-Lingual (*al-sam'iyyah al-syafaw'iyyah*) method has several criticisms, its basic concepts still contribute to understanding how language is learned and taught, especially in teaching speaking and listening skills (Sari, 2018).

Arabic Language Learning using Audio-Lingual (*al-sam'iyyah al-syafaw'iyyah*) Method

The basic concepts of learning Arabic using the Audio-Lingual method aim to develop students' speaking and listening skills. This method emphasizes the use of audio, repetition, and language patterns to help learners understand and internalize the structure of the Arabic language. In the Audio-Lingual method, learning materials are arranged with an emphasis on listening activities. Use of audio recordings in the form of dialogues, interviews, or everyday situations. Students are invited to understand the essence of the conversation, intonation variations, and pronunciation of words. By applying this basic concept, students are expected to develop the ability to speak and hear Arabic more effectively through the Audio-Lingual method (Al-Ayubi et al., 2023).

Audio-lingual methods bring a unique and practical approach to Arabic language learning. Focusing on listening and speaking skills, this method develops learners' ability to use language in everyday communicative situations. In addition, using Arabic audio recordings plays a crucial role in creating an immersive learning environment, allowing learners to listen and respond to authentic conversations (Suryadarma & Herman, 2020).

One of the main pillars of the Audio-Lingual method is the practice of voice repetition. In Arabic language learning, learners actively repeat words, phrases, and sentences in Arabic. This process of repetition allows learners to improve their pronunciation fluency and naturally internalize Arabic patterns. By repeatedly engaging in these exercises, learners can respond more quickly and appropriately in various communicative situations (Aprianto et al., 2020).

The Audio-Lingual method also emphasizes understanding and mastering Arabic patterns. Learners learn to recognize grammatical structures, colloquial expressions, and sentence patterns commonly used in Arabic. By understanding these patterns, learners can construct sentences more efficiently and communicate fluently. Pattern-based exercises provide a strong foundation for learners to understand and apply Arabic in various contexts (Ningsih, 2021).

Technology can also increase the effectiveness of Audio-Lingual methods in Arabic language learning. Using apps, technology-based learning platforms, and other digital resources can give learners access to audiovisual materials that enrich their listening and speaking experiences. Continuous evaluation involves oral tests, audio assignments, and presentation projects, helping teachers monitor learners' progress and providing constructive feedback to improve their speaking and listening skills in Arabic. With this holistic approach, Arabic learning with the audio-lingual method becomes more interactive and fun and gives satisfying results.

The Strengths and Weaknesses of the *Al-Sam'iyyah Al-Syafawiyyah* Method

Each learning method has a particular way and feature in its application in learning; a renewable method is an innovation to improve and perfect existing methods. Like the audiolingual method, it also has advantages and disadvantages. Based on the characteristics of this method, we can see several aspects of its advantages and disadvantages. The advantages of the *al-sam'iyyah al-syafawiyyah* method, according to (Hermawan, 2018a), are: skilled in making sentence patterns that have been drilled, have excellent or correct pronunciation, are active in dialogue but must continuously respond to the stimuli given by the educator (Jailani et al., 2021).

Meanwhile, the weak aspects of the *al-sam'iyyah al-syafawiyyah* method include tending to respond simultaneously (or individually), such as "parroting," and often not knowing the meaning of what it says; students are not given training in the meanings—other meanings of sentences that are trained based on context. As a result, they only master one meaning or meaning of a sentence, and communication can only be smooth if the sentences used are taken from sentences that have been trained in class; even teaching sentence structure emphasizes the receptive aspect, students do not play an active role but only respond to the stimuli given by the teacher. So, the educator determines all classroom exercises and subject matter. He knows the answers to all the questions asked in class. In other words, the mastery of activities in the classroom can be called "completely controlled by the educator." (Hermawan, 2018a) because the activeness of students in the classroom is a pseudo-activity because they only respond to the teacher's stimulation (Jailani, 2022).

So, from what has been explained by the experts above, the writer can conclude that there is no perfect method for every type of learning because each region has different elements and different student circumstances. However, among Arabic learning methods, this method is one of the best. An innovative method that needs to be applied in learning basic Arabic is changing the mindset that learning Arabic is not complicated (Febriani & Anasruddin, 2020; Mahmudi et al., 2019).

Learning Arabic is accessible for students, students, and knowledge seekers (Mohammadipour, 2018). Many studies say learning and understanding Arabic is more accessible than learning other languages. Because Arabic is the language of the Qur'an.

According to Adi Hidayat 2021 in the content of his lecture, memorizing one sentence repeatedly in a sentence makes it easier to memorize.¹ As for memorizing three *mufradāt* repeatedly, it is easy for students to memorize (Setiyadi et al., 2023). Learning Arabic, when studied seriously, can automatically be understood and practiced.

As a supporter of teaching Arabic in schools, I cannot separate it from suitable learning methods (Maulana & Sanusi, 2020). Learning methods that can direct students to be effective, active, and responsive in language. The four essential substances in teaching Arabic in schools are learning methods, learning strategies, teaching materials, learning media, and learning evaluation (Al-Amery, 2020). Many of the schools and Islamic boarding schools used various methods. It starts from the direct method, the communicative method, the scientific method, the method, and the *al-sam'iyah al-syafawiyah* method.

However, contrary to the conditions in the field, many students do not understand the Arabic language material (Ritonga et al., 2021). Arabic learning is one of the lessons required by the Ministry of Religion and the Ministry of Education and Culture in the language family. Even in Muhammadiyah school educational institutions, Arabic is one of the requirements for students who graduate from school. That is because suitable learning methods do not support learning (Rutgers et al., 2021). Students are not interested in learning Arabic because of less creative teachers who do not adopt methods that are good for students (Huneety et al., 2020). It is especially true for students from public schools such as SMA and SMK because, on the one hand, they are not from religious or non-religious schools.

Many experts argue about the problems in the Arabic language learning methodology. Ahmad Izzan (2007) said that underdeveloped methodologies and learning systems cause the decline in *ghirroh* or interest in learning Arabic (Wahida, 2017). The rapid development of linguistics also impacts the methodologies and systems of learning Arabic, which are increasingly lagging (Wahida, 2017).

Audio Lingual Application in Arabic Language Learning at SMK Muhammadiyah 3 Yogyakarta

The learning method applied at SMK Muhammadiyah 3 Yogyakarta follows the general curriculum of KEMENDIKBUD (Ministry of Education and Culture) because this school is still under the auspices of DIKPORA Yogyakarta City. Although there is a unique curriculum from DIKDASMEN (Elementary and Secondary Education) PWM (Muhammadiyah Regional Leader) DIY, educators still write the DIKPORA curriculum. The learning method directed to students is using conventional methods (lectures). Based on the results of interviews with teachers at SMK Muhammadiyah 3 Yogyakarta, the following results can be obtained:

"The Arabic language learning process at Muhammadiyah 3 Vocational High School in Yogyakarta still relies on conventional methods. Students are taught through reading, writing, and, finally, explanation. Although various methods are mentioned in the lesson plans, such as the scientific method, they are not consistently implemented. On one hand, teachers adapt to the students' abilities, most of whom come from public schools."

¹ <https://www.youtube.com/watch?v=0NV1-5wFZHU>

Referring to the results of interviews with school teachers, the learning method applied when learning Arabic is lecture-based. The learning methods in the lesson plans vary, but in their implementation, educators use the lecture method. Implementing the lecture method cannot be separated from the educator's background; students have different abilities, most of which depart from state schools. The results of interviews with students in class X, related to learning and methods used in the teaching and learning process of Arabic, are as follows:

"The teaching and learning process of Arabic education is conducted through several stages: writing, reading, and sometimes dictation by the teacher. This simplistic method does not allow us to fully comprehend as the focus of learning is still on the educators rather than the students".

From the interview data above, it can be analyzed that the Arabic language learning process implemented at SMK Muhammadiyah 3 Yogyakarta in class X students is based on a teacher center; namely, the learning process is teacher-centered, while the learning process begins with listening, reading, and writing. So, if it is concluded that educators have not implemented the HOTS (High Order Thinking Skill) learning process in which the learning process is centered on students or can be said to be students who play an active role in learning.

So, the interviews and data analysis above show that the learning method applied at SMK Muhammadiyah 3 Yogyakarta uses conventional methods or lectures, namely the teacher-centered learning process. In contrast, learning starts from listening to the teacher's explanation, spelling/dictation, writing, and speaking. The application of the lecture method during teaching and learning cannot be separated from the background of students who come from various types of schools so that students do not have the same abilities.

Based on the observation and interview data, analysis of the problems at SMK Muhammadiyah 3 Yogyakarta has not been responded to appropriately. Especially in religious learning, such as Arabic learning materials and reading the Qur'an. There are several main problems faced by students and educators in learning Arabic at SMK Muhammadiyah 3 Yogyakarta; the researchers describe based on the points below:

Lack of Feedback from Students in the Learning Process

SMK Muhammadiyah 3 Yogyakarta is a charity engaged in the field of education, which focuses on the quality of its education outputs are students who face the progress of the times and are ready to work; this will undoubtedly affect students' interest in learning in subjects that are not considered in line with the study program. Interests, such as religious studies and Arabic. It was confirmed by MJ as an Arabic teacher in his interview session that:

"Almost ninety percent of our students have interests and expertise in their respective fields of study, affecting their abilities in subjects they are less interested in. Additionally, with many extracurricular activities, specific subjects like religious studies and language do not receive a strong response. Therefore, teachers can only employ simple methods to improve Arabic language reading and writing skills, such as writing mufradāt."

So, the writer can analyze that one of the students' lack of interest in learning Arabic is that students do not prioritize Arabic subjects and focus more on general material that is in line with the study program, such as electronic engineering, automotive, and communication science. The educators use the lecture or conventional method due to the low interest of students in learning Arabic.

Shiva Educational Background

The educational background significantly influences how easily students grasp lessons. For instance, if students have a background aligned with the study program taken at the high school level, they might find learning easier. Conversely, students from junior high school might encounter difficulties in religious studies due to the lack of prior exposure to such subjects at that level. This challenge is particularly evident among SMK Muhammadiyah 3 Yogyakarta students, predominantly from a junior high school educational background. During an interview session, AM, one of the ISMUBA teachers, highlighted this observation.

“Fundamentally, the students here mostly come from public junior high schools, where the curriculum emphasizes general subjects more than religious studies, especially Arabic language. Even in their classes, there is a higher focus on practical lessons (skills and expertise) than theoretical ones.”

This suggests that several students at SMK Muhammadiyah 3 Yogyakarta are transfer students from public junior high schools where Arabic is taught sparingly, if at all, and only in the context of Islamic Religious Education and Character Education. As a result, instructors and students have trouble teaching and understanding Arabic when it is introduced in vocational or high school settings. Hence, a targeted and straightforward strategy is necessary to assist these students.

Lack of Variety of Methods for Arabic Learning

The theoretical learning method can be interpreted as applying a plan prepared as real and practical activities to achieve a learning goal (Aflisia et al., 2020). So, the existence of a method in the teaching and learning process is a mandatory thing that is functioned to make it easier for students to understand a transfer of knowledge and experience or situations to make it easier. However, implementing a method certainly needs student and facility conditions to create excellent and innovative learning (Rohman, 2022; Wargadinata, 2020). The implementation of the method applied at SMK Muhammadiyah 3 Yogyakarta is using the lecture method in learning Arabic, as expressed by AN students as class X students in their interview sessions as follows:

“The material taught by the teacher is 'ta'aruf,' which covers the content related to introduction, pronouns, and vocabulary related to places of residence. The teacher tends to speak more and practice consistently in the teaching process. When it comes to the 'ta'aruf' material, there is much emphasis on activities like reviewing vocabulary, understanding vocabulary through quantity, etc., which resonates more with the students' minds”.

From the results of the interview with an, it can be seen that in the Arabic learning process applied at SMK Muhammadiyah 3 Yogyakarta, the teacher places more emphasis on speaking and listening skills; this is evidenced by the Arabic learning process on *ta'aruf* material; namely, the teacher emphasizes the practice of speaking/*muhādatsah*.

Based on the results of the analysis of the data above, the writer can emphasize that the problems of learning Arabic at SMK Muhammadiyah 3 Yogyakarta in class 3 Arabic subjects are divided into three main problems; the first is lack of feedback from students in the learning process; secondly, the educational background of students, and the third is the lack of variety of methods in learning Arabic. These three problems are the background of the less effective Arabic language learning process. So, we need an innovative and applicable learning method to answer these three problems, one of which is the method of learning (*al-sam'iyyah al-syafawiyah*).

***Al-Syam'iyyah Al-Syafawiyah* Method and Its Influence in Arabic Learning**

In learning Arabic, the method is fundamental in the learning process, and an appropriate method is needed so that learning can be carried out properly, apart from fact that foreign language learning Arabic is unique because students must be required to have several skills, namely, listening, speaking, and speaking. Write and deliver (Fauzi & Ayub, 2019; Suyadi & Widodo, 2019). So, for students to know the four skills, it is necessary to have a learning method and model that suits the needs of students. Mastering teaching methods is necessary because a teacher cannot teach well if he does not master the method correctly. The more precise the method used by the teacher in teaching, it is hoped that the more influential the achievement of learning objectives will be (Jailani & Huda, 2022).

The word *al-sam'iyyah al-syafawiyah* etymologically comes from Arabic, namely *sami'a - yasma'u - sam'an*, with the addition of *ya' nasab*, which means to hear. As for *al-syafawiyah*, it comes from Arabic, meaning the lips, mouth, or mouth. Then, the *al-sam'iyyah al-syafawiyah* method is a regular way to carry out Arabic language learning so that it is achieved as desired by listening and speaking (Hermawan, 2018b). It is the same as one of the objectives of the *al-sam'iyyah al-syafawiyah* method: language learners can speak with accepted pronunciation and proper grammar.

The *al-sam'iyyah al-syafawiyah* method, commonly known as the audiolingual method, was born from a communicative approach or *madkhāl ittishālī*. A communicative approach is an approach to the idea that the ability to use language in communication is a goal that must be achieved in language learning, so if it is concluded that cashew *al-sam'iyyah al-syafawiyah* is a form of strategy or method used by educators in introducing a language to students through a repetition system with the aim of students being able to learn the four language skills with proper grammar.

So, if it is integrated into Arabic language learning today, it will be very strategic and appropriate, considering that Arabic is still considered a frightening specter for some students. With the introduction of the *al-sam'iyyah al-syafawiyah* method, it is hoped that it will be able to change the mindset that learning Arabic is a learning that is no longer scary but fun.

CONCLUSION

Based on the provided information, the learning method can be described as putting into practice a carefully designed lesson plan through real and practical activities, thereby facilitating the achievement of learning objectives. At SMK Muhammadiyah 3 Yogyakarta, the Arabic language curriculum adheres to the guidelines set forth by KEMENDIKBUD (Ministry of Education and Culture) and DIKDASMEN (Elementary and Secondary Education) PWM (Muhammadiyah Regional Leaders) DIY. The challenges encountered in teaching Arabic at SMK Muhammadiyah 3 Yogyakarta for class X can be categorized into three main points. First, it pertains to the students' educational backgrounds. Second, it is associated with feedback from underperforming students. Third, it is linked to the lack of diverse teaching methods, with an overreliance on lecture-based instruction. The *al-sam'iyyah al-syafawiyah* method is a viable solution for enhancing Arabic language learning. This method not only offers ease of implementation but also places a strong emphasis on speaking skills (*Mahārah al-Kalām*). It is particularly suitable for adoption in SMK Muhammadiyah 3 Yogyakarta's class X as an alternative approach to instruction in Arabic. The strengths of this

method include the development of structured sentence patterns, improved pronunciation, and increased student engagement in dialogues. However, it has limitations, such as students often responding mechanically without a full grasp of the meaning and lacking training in sentence variations based on context. The researcher recommends further research on developing the *al-sam'iyyah al-syafawiyah* method as a school learning approach. Why in schools? Because in these educational settings, there are usually more cases or unresolved issues in the learning process. Therefore, it is crucial in Arabic language education to eradicate linguistic poverty or blindness. The significance of this method is paramount for development and implementation by policymakers, especially teachers and formal educational institutions. Considering Indonesia's current position aiming for the 2045 golden age amid the era of disruption, the implication of this research stands as an alternative prototype model for Arabic language learning issues in vocational high schools, where most students come from the general population.

AUTHOR CONTRIBUTIONS STATEMENT

[MJ] As the primary researcher for this investigation, [MJ] is also the primary data gatherer, analyst, and writer of this journal article. As an assistant researcher, [TKA] assists with data analysis and language analysis; as the director of this study, [DP] offers direction on methodology and data analysis; and as an assistant researcher, [MH] assists with proofreading the article's language.

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