



Implementation of the Drill Method in Arabic Language Learning at the Elementary Madrasah of the Ummusshabri

Ahmad Futunul Fikri^{1*}, Khofifah², Fauziah³, Akhbar Susilo⁴

^{1,2} Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia

³ Institut Agama Islam Negeri Kendari, Sulawesi Tenggara, Indonesia

⁴ Universitas Al-Azhar Kairo, Mesir

*Corresponding E-mail: ahmadfutunulfikri@gmail.com

Keywords:

Arabic Language;
Arabic Learning;
Drill Method
Implementation;

Abstract

This study aims to describe how the application of the drill method in Arabic language learning at the Madrasah Ibtidaiyyah Pesantren Ummusshabri Kendari. The type of research used is a qualitative descriptive approach using data collection techniques through interviews, observations and documentation. The data analysis method used by the author through three stages, namely data reduction, data presentation and drawing conclusions. The results of the study indicate that the application of the drill method in Arabic language learning at the Madrasah Ibtidaiyyah Pesantren Ummusshabri Kendari that teachers have implemented the drill method well in the learning process in the classroom. There are several stages that must be carried out by the teacher, namely the preparation stage, implementation of learning and evaluation of learning. Supporting factors are the availability of adequate facilities such as television and textbooks and a whiteboard. While the inhibiting factor is the lack of interest in learning for students. Further research can examine Arabic language learning based on differentiation as an effort to understand each student's ability in learning.

Kata kunci

Bahasa Arab;
Pembelajaran
Bahasa Arab;
Penerapan Metode
Drill.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tentang bagaimana penerapan metode *drill* dalam pembelajaran bahasa Arab di Madrasah Ibtidaiyyah pesantren Ummusshabri Kendari. Jenis penelitian yang digunakan adalah pendekatan deskriptif kualitatif dengan menggunakan teknik pengumpulan data melalui wawancara, observasi dan dokumentasi. Metode analisis data yang penulis gunakan melalui tiga tahapan yaitu reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan metode *drill* dalam pembelajaran bahasa Arab di Madrasah Ibtidaiyyah Pesantren Ummusshabri Kendari bahwasannya guru sudah menerapkan metode *drill* dengan baik dalam proses pembelajaran di dalam kelas. Ada beberapa tahapan yang harus dilakukan oleh guru yaitu, tahapan persiapan, pelaksanaan pembelajaran dan evaluasi pembelajaran. Faktor pendukung yaitu adanya fasilitas yang memadai seperti televisi dan buku teks serta papan tulis. Sedangkan faktor

penghambatnya yakni kurangnya minat belajar terhadap siswa. Penelitian selanjutnya dapat mengkaji terkait pembelajaran bahasa Arab berbasis diferensiasi sebagai upaya dalam memahami setiap kemampuan siswa dalam belajar.

**Article
Information**

**Submitted 2024-11-22. Received 2024-11-23. Revised 2025-01-07.
Accepted 2025-01-08. Published 2025-01-13.**

INTRODUCTION

In recent decades, issues related to drill methods have penetrated many aspects of the world of education, especially in the learning process carried out by teachers in various schools. In the learning process at school, there is one factor that greatly determines the success of the teaching and learning process, namely the factor between teachers and students and the factor in choosing teaching methods (Deak and Santoso 2021). The method in learning is one part of teaching activities in the classroom in order to achieve educational goals. Education has put forward several types of learning methods that can be used to deliver learning materials. A good learning method is a method that can increase students' interest in learning (Ritonga et al. 2022).

Layes reported that many readers have difficulty reading words at a very slow speed even though they are learning strategies for building letter sounds (Layes, Lalonde, and Rebaï 2015). However, Rayner reported that when students increase their reading speed, they are more likely to advance to higher-level reading skills and be able to understand a text in a learning book. It is unlikely that readers can double or triple their reading speed (for example, from about 250 to 500–750 words per minute) and still comprehend the text as well as they would at a normal speed. If thorough comprehension of the text is not the reader's goal, then speed reading or skimming the text will allow readers to complete it more quickly with moderate comprehension. The way to maintain high comprehension and complete the text more quickly is to practice reading and become more skilled language users for example, through vocabulary building (Rayner et al. 2016). In addition, recognizing words at a glance, among other reading skills, is a good predictor of reading comprehension and overall Arabic reading achievement in elementary school children (Abu-Rabia 1995).

One way to help children read Arabic words fluently is through drill and practice procedures because this method consists of presenting new content quickly and repeatedly and asking children to respond until the correct response is produced

automatically (Jaka Imam Mahesa Wijaya 2020). Verses of the Qur'an that contain the meaning of the word Drill or Practice in QS. Al-Qiyamah verses 16-18. Which means "Do not move your tongue to (read) the Qur'an because you want to quickly master it (16) Indeed, it is on Us to collect it (in your chest) and (make you good at) reading it (17) When We have finished reading it, then follow its reading" (Bin Hasballah Thaib 2020). His research entitled Comparison of the Efficiency of Two Flashcard Drill Methods on Children's Reading Achievement shows that drills and practices are proven to be more efficient in terms of mastery and retention of words and repeated drills are more efficient in generalizing reading words from one context to another using the drill method (Joseph et al. 2012). In the context of learning, the drill method is one of the implementations of the behaviorism learning theory with a character named Thorndike (Edgar 2012).

The method is an effort made to achieve goals and the use of drill methods or repeated training is also an effort by teachers to achieve predetermined educational goals by achieving the best possible performance (Ubaidillah 2021). The drill method is an activity of doing the same thing repeatedly diligently with the aim of strengthening the attachment or mastery of a skill so that it becomes permanent (Bennett. B. 2004). Ibn Khaldun sees that the student's brain is not a container that must be filled with the knowledge possessed by a teacher, but rather a potential that can grow and develop and is ready and accepts something in a process. Therefore, every learning requires repetition and habituation as an effort to strengthen a person's understanding of knowledge. The reason for repetition is because the child's readiness to understand science or art occurs gradually (Unsi 2020).

In Indonesia shows that the method considered suitable for instilling new concepts (which are related to old concepts) in the learning process is to use a response stimulation method carried out through the correct and repeated drill method. Drill method or practice method is an activity of doing the same thing repeatedly and seriously with the aim of strengthening a skill or perfecting a skill so that it becomes permanent. The application of the drill method in Arabic language learning is very effective in improving students' educational achievement (Jamroh and Nisa 2021).

The advantages of implementing the drill method are that in a relatively short time, students can acquire the knowledge and skills they need, students acquire practical

and ready-to-use knowledge, are competent and fluent, and develop the habit of continuous learning and self-discipline, practicing on their own, and learning independently. Meanwhile, the weakness of implementing the drill method is that it inhibits students' talents and initiatives, because students are more directed towards self-adjustment and far from understanding, thus creating static self-adjustment to the environment. Sometimes exercises that are done repeatedly are monotonous, easily boring, form rigid habits, because they are automatic and can cause verbalism. By applying the drill method in learning Arabic, students are able to master vocabulary, translate it, and are able to use it in appropriate sentences, so that they know how to communicate (Unsi 2020).

The inhibiting factors are the lack of interest of students in learning Arabic and the lack of books used as references in learning Arabic. Supporting factors in memorizing students are school environment factors, conditions of facilities and infrastructure, and support from parents (Radiatul Jannah, Sitti Hasnah, and Atna Akhiryani 2024). Each student's personality has obstacles or problems faced in acquiring speaking skills, namely students with introvert personalities have less opportunity to express their language in everyday conversation, the urge to feel shy and lack of social interaction between them are some of the contributing factors. Hard work is needed from teachers or instructors to provide adequate facilities so that those who are constrained by these problems can be handled properly (Hamid, Kosim, and Azhar 2024).

Many Elementary Madrasah Schools in Indonesia have taught Arabic, students have great difficulty in understanding and absorbing the lesson, because Arabic is a foreign language and a language that contains many word translations and requires memorization and understanding so that teachers must often repeat the learning. Teachers will be professional and creative if they can apply the right method after determining the topic of discussion of the material, learning objectives and types of learning activities needed by students (Federico Squarcini 2017).

Therefore, this study aims to complement previous research by asking two questions, namely how is the implementation of the drill method in Arabic language learning for the second grade the Ummusshabri Kendari? and what factors influence the

implementation of the drill method in Arabic language learning for the second grade of the Ummusshabri Kendari? Thus, this study is expected to contribute new knowledge about how the drill method in Arabic language learning at The Elementary Madrasah Of The Ummusshabri Islamic Boarding School, Kendari, Southeast Sulawesi is described and the factors that influence it.

METHOD

The research design uses a qualitative approach which is expressed with descriptive data in the form of words or pictures, and does not emphasize numbers (Sugiyono 2013). The data sources in this study are divided into two, namely primary and secondary data sources. The primary data source in this study is the Arabic language teacher of class 2 of Madrasah Ibtidaiyyah PESRI Kendari. While secondary data was obtained from previous research from several relevant research articles and journals. The data collection techniques in this study used by researchers are: interviews, observation and documentation. The researcher conducted an interview with the Arabic language teacher of class 2 of Madrasah Ibtidaiyyah PESRI Kendari. Observations were conducted in class 2 to observe Arabic language learning in class and documentation, namely the researcher collected articles as references and supporting learning documentation in the research. This study uses data analysis by Milles and Huberman which reports that activities in qualitative analysis are carried out interactively and continuously. The steps are data collection, data reduction, data presentation and drawing conclusions.

RESULTS AND DISCUSSION

This study examines how the application of the drill method in Arabic language learning for the second grade of the Ummusshabri Islamic Boarding School, Kendari, Southeast Sulawesi and what factors influence the implementation of the drill method in Arabic language learning for the second grade of of the Ummusshabri Islamic Boarding School, Kendari. The results of the study indicate that the implementation of the drill method in Arabic language learning has been applied by the teacher named Jaidah Rohmawati since long ago. The implementation of the drill method in Arabic language learning can run well according to the stages determined by the teacher, namely starting from planning, implementation, and evaluation stages. The following is a detailed explanation.

Implementation Of The Drill Method In Arabic Language Learning For Class Two Elementary Madrasah Of The Ummusshabri Islamic Boarding School In Kendari

Planning Stage, namely a teacher prepares in advance one semester's learning from the initial planning of learning to the evaluation of learning that refers to the Arabic Language textbook used. The teacher provides the necessary equipment, for example providing Arabic language textbooks, stationery, notebooks and creating conditions for students to learn, such as taking attendance of student names. At the implementation stage, the teacher provides an understanding or explanation before the exercise begins and a demonstration of the process or procedure by the teacher and students observe it. At the evaluation or follow-up stage, students are given the opportunity to carry out the exercise and draw conclusions from the exercise they have done, then the teacher asks questions to the students. At the closing part, the teacher explains the lesson that has been taught before ending the learning process. Thus, the learning material continues to run until the learning objectives and evaluations. Then the teacher creates questions or asks students directly as a form of learning evaluation to measure the extent to which students understand and deepen the material that has been obtained (Interview, Jaidah Rohmawati, September 25, 2023).

The drill method is one of the good teaching training methods to instill certain habits to gain dexterity, accuracy, opportunities and skills. Nana Sudjana stated that the drill method is an activity of doing the same thing, repeatedly earnestly with the aim of strengthening an association or perfecting a skill so that it becomes permanent (Harahap 2022). The advantages or benefits of the drill method are first, the learning material given in a serious atmosphere will be more firmly embedded in the students' memories, because all thoughts, feelings and desires are focused on the lessons being trained. Second, students will be able to use their mental strength better, because with good teaching students will become more organized, careful and improve their memory. Third, there is direct and direct supervision, guidance and correction from the teacher, so that students can immediately correct their mistakes.

Meanwhile, the weaknesses of the drill method are first, training carried out under strict supervision and in a serious atmosphere can easily cause boredom in students. Second, training that is too heavy can cause feelings of hatred in students, both

towards the lesson and towards the teacher. Third, training is always given under the guidance of the teacher, the teacher's orders can weaken the initiative and creativity of students in learning. The steps for implementing the drill method in learning Arabic for the second of elementary madrasah the Ummusshabri Islamic Boarding School in Kendari are starting with performing congregational dhuha prayers and sholawat and reading the asmaul husana in the mosque every day before starting learning. Then continued with reciting or memorizing short surahs and short hadiths. After these activities are completed, the teacher carries out the learning process according to the subject schedule that has been determined and agreed upon together.

The implementation of the drill method in learning Arabic for the second grade of the Islamic Elementary School of the Ummusshbari Islamic Boarding School, Kendari begins with an activity that is carried out repeatedly continuously, regularly and seriously, such as repeating the material that has been taught, recalling vocabulary that has been memorized to strengthen dexterity, skills, understanding, pronunciation and also memorization habits guided by the teacher in class so that students always remember the material taught and what has been conveyed by the teacher to the second grade students of the Islamic Elementary School of the Kendari Islamic Boarding School is embedded. After that, the teacher links the material that has been taught with the material that will be taught so that it continues and is easy for students to understand. The application of the drill method in learning Arabic for the second grade of the Islamic Elementary School of the Ummusshbari Islamic Boarding School, Kendari can be seen in the following picture:



Figure 1. Arabic language learning

The findings of this study report that in Arabic language learning, teachers explain the material in front of their students. The picture shows that in addition to the whiteboard as a learning medium for students, teachers are also seen explaining Arabic language learning materials via TV in the second grade the elementary madrasah Of the Ummusshabri Islamic Boarding School, Kendari, Southeast Sulawesi. This picture shows that teachers use blackboards, televisions and textbooks as learning media. Then the learning process in the classroom, the teacher applies the drill method in Arabic language learning for class 2 of the elementary madrasah of the Ummusshabri Islamic Boarding School, Kendari, Southeast Sulawesi.

This implementation aims for students to continue practicing and repeating the material read by the teacher in class. With repeated practice, students' memory related to the material that has been delivered can be understood and absorbed with a strong memory. So getting used to repeating material in learning Arabic for the second grade of elementary Ibtidaiyyah is very good. Because at an early age they really need continuous repetition so that they get used to hearing, remembering, memorizing and storing it in the memory of children who still really need positive knowledge. The atmosphere of learning Arabic can be seen in the following picture:



Figure 1. Arabic language learning

The results of the study showed that students opened and read and understood the learning materials through the Arabic language textbooks that had been provided. Each student had a textbook and notebook as well as a pencil and also a bottle of drinking water that was always available on the table. It turned out that the different bottles of drinking water were always brought every day as supplies to school so that they could quench their thirst when studying in class. This had a very positive impact because students studied full day school every day, so they really needed to drink a lot to stay focused on the learning process at school. Not only that, students were also trained in pronunciation and also reading texts, as well as memorizing vocabulary that was written in the textbook as practice in studying.

By getting used to it and cultivating it every day, students will easily accept the learning materials given by the teacher. The teacher tries one by one the students to read the text and memorize Arabic vocabulary. The teacher gives appreciation to students who are able to study calmly and accept and understand the material presented well in the form of applause from the teacher and all students and usually the teacher also gives something as a form of appreciation to students who are able to be role models for other students. Thus, students will be motivated to study hard and earnestly to become pious and pious, disciplined, religious, high-achieving, skilled and superior children.

The design of a learning is said to be good, this can be seen from the material taught, the methods used, as well as good strategies and adequate media. Arabic language learning is said to be successful or good if students are able to master four basic skills in the field of Arabic, namely listening, speaking, reading, and writing (Qurani et al. 2023). This method improves students' ability to pronounce and write Arabic sentences fluently and fluently and increases the effectiveness and efficiency of the teaching and learning process as a whole. The form of practice includes reading and writing Arabic words, as well as giving homework such as copying the words with better writing in another book. In addition, memorization exercises are also carried out in front of the class at the next meeting to strengthen students' understanding (Maranto and Putra 2024).

Factors Influencing The Implementation Of The Drill Method In Arabic Language Learning For Class Two Elementary Madrasah Of The Ummusshabri Islamic Boarding School In Kendari

Factors that influence the implementation of the drill method in Arabic language learning for the second grade of elementary madrasah of the Ummusshabri Islamic Boarding School In Kendari are divided into two, namely supporting and inhibiting factors. The results of the interview showed that the supporting factors include the joy of students and high enthusiasm for learning, students' cognitive abilities, clarity of instructions or directions that can be accepted by students, and the availability of very supportive facilities such as television, student learning textbooks and Arabic language tutoring classes. Meanwhile, the results of the interview with Mrs. Jaidah Rohmawati as a second-grade Arabic teacher and homeroom teacher reported that there were inhibiting factors in learning, namely one of the students' attitudes who had more emotions, had difficulty listening, but this could be overcome by the teacher who always stroked her well and followed her students' wishes first. If her heart had improved, the student was invited to study again in the classroom. The more appropriate the teacher is in choosing and implementing learning methods, the more effective and efficient the teaching and learning process will be in achieving the expected learning objectives. So that it has a good impact on the level of teacher teaching success and the success of learning that students want to achieve.

DISCUSSION

Kamal reported that learning Arabic for class X Madrasah Aliyah MAN Insan Cendekia Jambi in the context of learning using the application of the drill method is a learning effort by training students to complete assignments (oral and written) to make them easier to understand and master, learn and be skilled (Kamal 2021). Teaching materials based on the application of the drill method are assumed to be able to produce cognitive thinking power and psychomotor abilities of students because they can increase student learning motivation, increase creativity and develop student potential and high frequency of practice will provide reinforcement of student understanding. The results study in learning Arabic for class XI showed that the use of a drill strategy based on Accelerated Learning can improve learning achievement and students are able to

create concept maps of the material and can make sentences according to the material (Helmy Fauzi Awaliyah 2018).

Joseph revealed that students' reading performance can be seen from the five students when learning more words per session with the drill method and traditional exercises. However, a higher percentage of words taught using the drill method as additional practice were generalized when the words were presented in sentence contexts. This finding has implications for school psychologists and educators who play a role in deciding what academic interventions to use to maximize student learning in the classroom (Joseph et al. 2012). Hamzah reported that the drill method in the acquisition of Arabic language skills as a foreign language in life development through two periods, namely during the environmental period and the nativist period (Hamzah 2019).

The drill method is still actively and intensively used in teaching Arabic for non-Arabic languages, both in official teaching programs at universities, institutions and government language centers. In general, there are eight forms of the drill method, namely: substitution exercises, question and answer exercises, sentence combination exercises, transformative exercises, realistic exercises, meaningful exercises, illustrated exercises, and communicative exercises (individually, not simultaneously). Tjalau reported the results of a study showing that the application of Contextual Teaching and Learning in Arabic language learning for class XI Madrasah Aliyah throughout the city of Gorontalo is very effective because it can improve student learning outcomes, and make students happier in learning Arabic and easier to understand it. This approach can be applied to four Arabic language skills, namely: listening, reading, writing, and speaking (Tjalau 2019).

Silviani reported her research which aimed to determine the efforts made by Mudarris in improving Arabic language skills, especially in speaking by using the Reading Aloud and Drill methods in the learning process. The results of this study are first, the use of the Reading Aloud and Drill methods is an effective method in improving Tamhidi students' speaking skills. The process of using this method is by reading aloud and repeating it. Second, there are two factors that influence the improvement of abilities, namely; internal and external factors. Both factors are found in the campus environment, peers and existing activities (Risma Silviani Putri 2018).

Darmiah reported his research which aimed to determine the forms of students' difficulties in reading Arabic texts, to determine the strategies of Arabic language education teachers in overcoming students' difficulties in reading Arabic texts and to determine the inhibiting and supporting factors of teacher strategies in overcoming students' difficulties in reading Arabic texts. reading Arabic texts. difficulties in reading Arabic texts for students of MTs. DDI Kulo, Sidenreng Rappang Regency. The results of the study showed that the strategies used by Arabic language teachers in overcoming difficulties in reading Arabic texts were demonstration strategies and drill strategies (repetitive methods). The obstacles that occurred in the Arabic language learning process were the lack of interest and motivation of students in learning, the lack of student insight into Arabic. The supporting factors for the Arabic language learning process were good classroom management and long class hours (Darmiah Nonci, Abdul Qahar Zainal, and Mustamin 2023).

CONCLUSION

The results of the study indicate that the implementation of the drill method in Arabic language learning can run well according to the stages determined by the teacher, namely starting from planning, implementation, and evaluation stages. Implementation Of The Drill method in arabic language learning at the elementary madrasah of the Ummusshabri Islamic Boarding School, Kendari, Southeast Sulawesi begins with an activity that is carried out repeatedly continuously, regularly and seriously, such as repeating the material that has been taught, recalling vocabulary that has been memorized to strengthen agility, skills, understanding, pronunciation and also memorization habits guided by the teacher. In picture one, in Arabic language learning, the teacher explains in front of his students regarding the material through the blackboard as a learning medium for students, the teacher is also seen explaining Arabic language learning material through television, textbooks and the blackboard. Picture two explains that students open and read and understand the learning material through the Arabic language textbook that has been provided. There are two factors that influence the Arabic language learning process, namely supporting and inhibiting factors. Supporting factors include, the cheerfulness of students and high enthusiasm for learning, students' cognitive abilities, clear instructions or directions that can be

accepted by students, and the availability of very supportive facilities such as television, student textbooks and Arabic language classes. Meanwhile, the results of interviews with second-grade Arabic teachers and homeroom teachers reported that there were inhibiting factors in learning, namely one of the students' attitudes that had more emotions. The researcher suggested that further research could be carried out regarding Arabic language learning methods and teacher strategies in accordance with current developments.

REFERENCES

- Abu-Rabia, Salim. 1995. "Learning to Read in Arabic: Reading, Syntactic, Orthographic and Working Memory Skills in Normally Achieving and Poor Arabic Readers." *Reading Psychology* 16 (4): 351–94. <https://doi.org/10.1080/0270271950160401>.
- Bennett. B. 2004. *The Baseball Drill Book*. Human Kinetics.
- Darmiah Nonci, Abdul Qahar Zainal, and Mustamin. 2023. "Strategi Guru Bahasa Arab Dalam Mengatasi Kesulitan Membaca Teks Bahasa Arab Peserta Didik Kelas VII A MTs DDI Kulo Kabupaten Sidenreng Rappang." *QANUN: Journal of Islamic Laws and Studies* 2 (1): 39–44. <https://doi.org/10.58738/qanun.v2i1.279>.
- Deak, Victor, and Rivosanto Santoso. 2021. "Learning Strategies and Applications in Learning Achievements." *International Journal Of Social And Management Studies (IJOSMAS)* 2 (04): 159–67. <https://www.ijosmas.org>.
- Edgar, Don W. 2012. "Learning Theories and Historical Events Affecting Instructional Design in Education: Recitation Literacy toward Extraction Literacy Practices." *SAGE Open* 2 (4): 1–9. <https://doi.org/10.1177/2158244012462707>.
- Federico Squarcini. 2017. "TEACHING ARABIC AS A FOREIGN LANGUAGE Origins, Developments and Current Directions."
- Hamid, Tb. Abdul, Abdul Kosim, and Mohd. Azhar. 2024. "Problematika Pemerolehan Bahasa Arab Pada Santri Berkepribadian Ekstrovert Dan Introvert." *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 5 (2): 311–19. <https://doi.org/10.52593/klm.05.2.12>.
- Hamzah. 2019. "Kajian Historis Teknik Drill Patterns Dalam Pemerolehan Keterampilan Berbahasa Arab Sebagai Bahasa Asing." *Presiding Konferensi Nasional Bahasa Arab (KONASBARA)* 5 (5): 152–65.
- Harahap, Fitri Rahmadani. 2022. "The The Effect of Applying Drill Method on In Teaching Students' Writing Ability." *The Explora* 7 (3): 50–56. <https://doi.org/10.51622/explora.v7i3.497>.
- Hasballah Thaib, Zamakhsyari Bin. 2020. "Forget in the Qur'an Perspective." *Almufida: Jurnal Ilmu-Ilmu Keislaman* 5 (1): 1–24. <https://doi.org/10.46576/almufida.v5i1.772>.
- Helmy Fauzi Awaliyah. 2018. "Peningkatan Prestasi Belajar Bahasa Arab Aspek At-Tarāḳib Dengan Strategi Drill Berbasis Accelerated Learning." *Tajdidukasi* VIII (2): 1979–6943.
- Jaka Imam Mahesa Wijaya. 2020. *How to Teach Arabic? Metode, Strategi, Evaluasi, Model*,

Dan Permainan Pengajaran Bahasa Arab. Guepedia.

- Jamroh, Nur Maya Badriyatul, and Khoiratul Nisa. 2021. "Implementasi Metode Drill Dalam Meningkatkan Hafalan Kosakata Bahasa Arab Di Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi." *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 1 (02): 317-33. <https://doi.org/10.30739/arabiyat.v1i02.1405>.
- Joseph, Laurice, Elisha Eveleigh, Moira Konrad, Nancy Neef, and Robert Volpe. 2012. "Comparison of the Efficiency of Two Flashcard Drill Methods on Children's Reading Performance." *Journal of Applied School Psychology* 28 (4): 317-37. <https://doi.org/10.1080/15377903.2012.669742>.
- Kamal. 2021. "Research And Development (R&D) Bahan Ajar Bahasa Arab Berbasis Tadribat/Drill Madrasah Aliyah Kelas X M." *Santhet: (Jurnal Sejarah, Pendidikan Dan Humaniora)* 5 (1): 72. <https://doi.org/10.36526/js.v3i2.e-ISSN>.
- Layes, Smail, Robert Lalonde, and Mohamed Rebaï. 2015. "Reading Speed and Phonological Awareness Deficits Among Arabic-Speaking Children with Dyslexia." *Dyslexia* 21 (1): 80-95. <https://doi.org/10.1002/dys.1491>.
- Maranto, Asromi, and Adi Putra. 2024. "Keislaman Dan Pendidikan Volume 11 . No . 1 Juni 2024 Metode Drill Dalam Pembelajaran Bahasa Arab Al-Hikmah Jurnal Studi Keislaman Dan Pendidikan" 11 (1): 47-54.
- Qurani, Ainun Suci, Septia Solihati, Nurul Al Fudiah, Siti Mufarokah, Istiadah Istiadah, and Rizal Firdaus. 2023. "Pembelajaran Bahasa Arab Di UIN Maulana Malik Ibrahim Dan STIBA Ar-Raayah." *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4 (1): 41-57. <https://doi.org/10.52593/klm.04.1.03>.
- Radiatul Jannah, Sitti Hasnah, and Atna Akhiryani. 2024. "Implementasi Metode Drill Dalam Mengatasi Kesulitan Menghafal Kosakata Bahasa Arab Di Madrasah Tsanawiyah." *Albariq: Jurnal Pendidikan Bahasa Arab* 4 (2): 60-76. <https://doi.org/10.24239/albariq.v4i2.59>.
- Rayner, Keith, Elizabeth R. Schotter, Michael E.J. Masson, Mary C. Potter, and Rebecca Treiman. 2016. *So Much to Read, so Little Time: How Do We Read, and Can Speed Reading Help? Psychological Science in the Public Interest, Supplement*. Vol. 17. <https://doi.org/10.1177/1529100615623267>.
- Risma Silviani Putri. 2018. "Reading Aloud And Drill Methods As An Effort To Boost The Ability To Speak Arabic For Beginner Students."
- Ritonga, Mahyudin, Suci Ramadhanti Febriani, Martin Kustati, Ehsan Khaef, Apri Wardana Ritonga, and Renti Yasmar. 2022. "Duolingo: An Arabic Speaking Skills' Learning Platform for Andragogy Education." *Education Research International* 2022 (1). <https://doi.org/10.1155/2022/7090752>.
- Sugiyono. 2013. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan*

R&D.

Tjalau. 2019. "Thariqah Al-Ta'lim Al-Siyaq Al-Lugawiy Dalam Pembelajaran Bahasa Arab." *Ajamiy* 08 (2): 101–35.

Ubaidillah, Adhis. 2021. "Aplikasi Metode Drill Dalam Meningkatkan Pemahaman Siswa." *Jurnal Al Ibtida* 9 (2): 1–14. <http://ejournal.kopertais4.or.id/mataraman/index.php/alibtida/article/view/4690>.

Unsi, Baiq Tuhfatul. 2020. "Pembelajaran Mufradat Bahasa Arab Melalui Penerapan Metode Drill." *Sustainability (Switzerland)* 11 (1): 1–14. http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBETUNGAN_TERPUSAT_STRATEGI_MELESTARI.

Copyright holder :

© Ahmad Futunul Fikri, Khofifah, Fauziah, Akhbar Susilo. (2025)

First publication right:

Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license

