DEVELOPING THE TEXTBOOK FOR TEACHING ARABIC USING THE AUDIOLINGUAL TO ENHANCE LANGUAGE SKILLS AT THE ISLAMIC BOARDING SCHOOL

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Abstract	This research aims to understand the following matters: 1) How to develop the prescribed book for teaching Arabic using the Audiolingual to enhance language skills, 2) The evaluation of linguistic and material experts regarding this book, 3) The experimental results of this book in enhancing language skills. The research methodology follows the pattern outlined by Sugiono in his book on scientific research. The researcher used testing, observation sheets, documents, and interviews to collect data. The research is conducted through the following steps: reviewing potential resources and identifying problems in the research field, collecting information about the product, designing the product according to theory, evaluating by experts, revising the product based on expert suggestions, testing the product in both the control and experimental classes and correcting the product (error correction based on some experimental feedback). For data analysis, to infer the comparison between two classes or pre- and post-teaching, statistical tests such as the paired t-test can be used. The t-test estimates the true difference between the means of two groups by comparing the difference in group means to the combined standard error of the groups. The research results indicate that the book was designed according to the theory explained by Ahmad Fouad in his book. After evaluation by both material and media experts, the book was deemed suitable for experimentation, with an 80% success rate in the trial phase. Following the experiment, the control class showed lower results than the experimental class, demonstrating that the Audiolingualis more effective and better for teaching Arabic. The success rate using this method was 88%.
Keywords	Auditory-Oral Method; Language Skills; Textbook.

INTRODUCTION

Educational books play a very important role in the learning process. First and foremost, they serve as a primary source of organized information and knowledge. In formal education, textbooks are usually designed according to a specific curriculum, making the materials presented suitable for learning objectives and students' ability levels. Textbooks provide systematic guidance on fundamental concepts and topics to be studied, helping students to understand and assimilate the material in an organized manner (Sunaengsih, 2017). Additionally, textbooks also act as a tool to deepen students' understanding. They often come with various exercises, examples, and activities designed to train skills and practical applications of the studied theory. Through these exercises, students can gauge their understanding, practice different questions, and receive feedback that helps reinforce the concepts learned. This also aids teachers in tracking students' progress and adjusting teaching methods according to their needs (Purwanto, 2020).

On the other hand, educational books also provide consistency in teaching. Since subject matter experts and educators often design textbooks, they ensure that the information presented is accurate and aligns with academic standards (Asrory et al., 2022). This reduces the risk of presenting inconsistent or inaccurate materials and ensures all students receive the same information. However, there may be variations in teaching methods or resources available in each classroom (Alperi, 2019). Finally, textbooks also serve as a long-term reference. Even after the course is completed, textbooks can be used as a reference for review or deepening knowledge. Thus, the benefits of textbooks extend beyond assisting students in the current learning context; they also serve as a valuable tool for future knowledge development (Hanifah, 2014).

Teachers face numerous challenges in teaching the Arabic language, whether related to motivation, curriculum, teaching methods, educational resources, assessment, or other factors. For example, the curriculum for teaching Arabic, both in the Arab world and in Indonesia, often does not treat the language as an important tool for communication between people or as a simple daily skill that improves with use. Instead, these curricula treat the language as memorizing a set of rules and applying them when asked about them in exams. Teaching Arabic does not focus on developing the four language skills—listening, speaking, reading, and writing—but rather on memorizing linguistic rules and the ability to answer questions about them in exams (Fahrurrozi, 2014; Takdir, 2020). As a result, students do not advance their language skills and struggle to understand spoken and written material or use it effectively in speech and writing. The language is not used in daily

life, and there is no linguistic environment for students to use it in their daily activities. Similarly, there are issues in the Islamic Service Center's institute, especially in teaching Arabic (observation, February 12, 2021).

Thus, the problems in teaching the Arabic language can be concentrated into two main issues: the problem of teaching and the problem of usage. In the problem of teaching, Arabic language instruction is limited to teaching grammar rules and linguistic culture, with little attention given to the four language skills: listening, speaking, reading, and writing. As for the problem of usage, Arabic language instruction primarily focuses on answering questions in exams, and the evaluation of learning is restricted to the ability to answer these questions.

Based on these issues, seeking solutions to overcome these problems is crucial. Therefore, the researcher proposes to develop a textbook for teaching Arabic using the American military method, as this approach has successfully helped U.S. soldiers master Arabic language skills during their missions in the Middle East (Zahwa & Syafi'i, 2022). This method has been one of the most successful in teaching Arabic within the U.S. military and is a variant of the auditory-oral approach in Arabic language instruction. It has proven effective in rapidly improving language skills among American soldiers and has been adopted by U.S. universities for language instruction, such as the University of Michigan (Naimah, 2016).

This method has been implemented in language education in America and Europe for several years. Unfortunately, no one in our country has yet utilized this method for teaching Arabic in schools, universities, or institutes due to the lack of a prescribed textbook for this approach. Therefore, conducting this research and testing it in universities or institutes in North Sumatra (Amatullah & Kusumaningrum, 2020; Prastowo, 2019) is important. Consequently, the researcher aims to develop a textbook for teaching Arabic using the auditory-oral method. This method focuses on mastering the four language skills and will be tested with students after developing the textbook and providing the necessary educational resources.

The audiolingual method is a language teaching approach that emerged in the mid-20th century, particularly popularized in the United States after World War II. This method is rooted in behaviorist theory, which emphasizes language learning as a process of habit formation through repetitive practice. Its primary focus is mastering grammatical structures and accurate pronunciation, emphasizing oral and aural drills (Hanani, 2016). A distinctive feature of the audiolingual approach is its intensive use of sentence patterns and drilling repetitive exercises

designed to help students internalize language structures through repetition. For example, students might be asked to practice forming sentences with a specific pattern repeatedly until they can use it automatically in conversation. These exercises are often conducted as dialogues aimed at helping students achieve fluency in speaking and understanding the language directly (Ritonga et al., 2023).

In addition, the audiolingual method emphasizes the importance of correct pronunciation and intonation. Teachers typically provide examples of accurate pronunciation and intonation, and students are expected to mimic them precisely. In this regard, the method overlooks the emphasis on a deep understanding of grammatical structures or the context of language use, focusing more on practical speaking and listening skills (Maspalah, 2015). While the audiolingual method is very effective in helping students develop speaking and listening habits, it has also faced criticism. Some critics argue that this approach is too mechanical and does not sufficiently address cognitive and communicative aspects of language, such as understanding meaning and using language in various social contexts. As a result, although the audiolingual method can produce speaking fluency, students may be less able to use the language flexibly in untrained situations (Kakunta & Kamanga, 2020).

Some previous studies related to this topic are: (1) The research by (Syaifullah & Izzah, 2019): The study found that the need for Arabic language educational materials is crucial for achieving learning objectives. The teacher, students, and materials form an integrated unit that cannot be separated to ensure educational success. The foundations for developing educational materials in Arabic include social, cultural, psychological, linguistic, and pedagogical foundations. (2) The research by (Abusyairi, 2013): The study concluded that developing educational materials by teachers is essential to make the learning process more effective and efficient and to align with the competencies to be achieved. Educational materials for the Arabic language can be developed through the following steps: A) Analysis, B) Design, C) Writing and preparation of materials, D) Evaluation, and E) Revision. (3) The research by (Aflisia & Hazuar, 2020): The study found that the Arabic educational materials used so far are still unsuitable for students' needs and have not significantly improved students' speaking skills in Arabic. Educational materials for Arabic were developed based on planning and design results with three topics: personal data, family life, and public facilities in the school. This Arabic model contains 28 pages. The average value of the initial design evaluation of this Arabic language educational model is 22.87, with a classification of very good.

(4) The research by (Hamid et al., 2019): The study yielded the following results: (a) Expert Evaluation: Arabic language content experts rated the Arabic language textbook as very good and suitable while learning design experts evaluated it as highly appropriate. Individual topics were assessed, with most components of the learning materials rated as very good. Arabic language professors deemed most textbook components highly suitable, and the field-tested topics were rated as excellent. (b) Final Product: The final product of this development is the Arabic language textbook titled "Arabic for Life". This educational book is designed to include components that facilitate student learning using a constructivist learning theory that focuses on the learning process. It encourages active student participation in dialogues or discussions with other students and teachers, motivates students to engage in real-world contexts, emphasizes the importance of context in learning, and provides students with opportunities to build new knowledge and understanding based on real experiences. (c) Statistical Analysis: Based on analysis using T-test techniques, "Arabic for Life" effectively improved Arabic language skills among students at the State Islamic University of Maulana Malik Ibrahim Malang. This indicates a significant difference in student performance before and after the intervention. The results suggest that learning with the developed product effectively enhances student achievement, making it suitable for students in higher education environments.

(5) The research by (Rohman & Rosyadi, 2021): The study yielded the following results: The quality of the Arabic language textbook based on the CEFR (Common European Framework of Reference for Languages) was evaluated by the validation team and was rated as good, receiving a score of 74.47% out of a maximum of 100%. Student feedback on the quality of the educational materials also fell into the good category, with an average score of 10.73 out of a maximum of 12, and an efficiency rate of 89.4% of the maximum value of 100%. The results of applying the product to a broader group showed a positive impact, with a pre-test score of 58 and a post-test score of 69. Based on these findings, the CEFR-based educational materials are suitable for use as Arabic language teaching materials and effectively improve students' Arabic language skills.

The previous studies reveal differences in the approach to developing Arabic language textbooks and educational materials and the level of utilization of these developed textbooks. In this research, the focus is on using the Audiolingualas the foundation for textbook development. The educational materials developed are designed to incorporate language skills relevant to the institute. In contrast, other studies may use different foundations or approaches for textbook development

and emphasize various aspects of the educational materials and their application. This research specifically targets integrating the Audiolingualto enhance language skills, distinguishing it from other approaches that may focus less heavily on this method or may use different educational frameworks.

The objectives of this research, based on the identified problem, are: (1) To determine how to develop a textbook for teaching Arabic using the Audiolingualto enhance language skills. (2) To assess the evaluation of linguistic and material experts regarding this textbook. (3) To evaluate the results of testing this textbook for improving language skills. The textbook to be developed will be based on the theory proposed by Abdul Aziz in his book, which will be explained later. Additionally, the criteria for language skills will follow the guidelines provided by Sayeduddin in his book. The research hypothesizes that using the prescribed textbook based on the Audiolingualwill effectively enhance Arabic language skills among students.

METHOD

This research uses R&D. R&D a systematic process aimed at generating new knowledge and applying it to create innovative products, processes, or services (Hanafi, 2017). R&D is crucial in advancing technology and improving the quality of products and services across various sectors, including industry, healthcare, and education (Okpatrioka, 2023). In education, R&D focuses on developing and enhancing teaching aids, teaching methods, and learning strategies that can improve student learning outcomes (Kuantitatif, 2016). This developmental research follows the Borg & Gall model. This research aims to produce a beneficial product for students, teachers, school principals, and Islamic boarding school.

This research will be conducted at the Islamic Service Center Boarding School to assess its effectiveness and impact on enhancing language skills. The research process will span from March to the end of June, starting with drafting the proposal, then submission, revisions, and product development. The process will also include expert evaluation of the product, testing, further revisions, and finalizing the research report with results and product corrections post-testing. The research will occur at the Islamic Service Center Boarding School, Flagler Merindal Sato Street, Tembak District, Medan, North Sumatra Province. This institute employs modern and traditional curricula and was established in 2000.

In research and statistics, "research population" refers to the complete set of individuals or elements with certain characteristics relevant to the study (Asrulla et al., 2023). Depending on the research objective, this population can include various units, such as people, objects, or events. For example, in a medical study, the population might consist of all patients with a specific medical condition in a certain area. At the same time, a market survey might include all consumers using a particular product (Amin et al., 2023). In this research, the "research population" refers to all students at the Islamic Service Center Boarding School.

Defining the research population precisely is crucial to ensure the research results are reliable and relevant. Researchers must delineate the boundaries of the population to ensure that the sample accurately represents the intended group. If the population is too broad or unclear, the research results may be accurate and generalizable to the entire group (Swarjana & SKM, 2022). Purposive sampling was used in this study. This technique involves selecting individuals who are considered representative of the population due to their characteristics or experiences relevant to the research objectives.

A research sample refers to a subset or part of the population selected for research. This sample represents the entire population and allows researchers to make inferences or conclusions without examining every individual within it. Using a sample helps make research more practical and cost-effective, especially when the population is large or inaccessible (Hutami, 2016). This study's research sample consists of two groups: the control group and the experimental group. The control group will be taught using the previous method applied by the former teacher, while the experimental group will be taught using the newly developed Arabic language textbook based on the auditory-oral method. Each group comprises ten students. The data collection methods include tests, interviews, documents, and observation sheets.

In summary, the steps of this research are as follows: (1) Review Potential Resources and Identify Problems: Examine available resources and identify the issues present in the research field. (2) Gather Information about the Product: Collect relevant information and data about the developed product. (3) Design the Product According to the Theory: Develop the product based on the theoretical framework outlined in the research. (4) Expert Validation: Obtain validation from experts, including those specializing in educational tools and content. (5) Revise the Product Based on Expert Feedback: Make adjustments to the product based on the suggestions and feedback provided by the experts. (6) Test the Product in the Experimental Group: Implement and test the

product with the experimental group to evaluate its effectiveness. (7) Revise the Product: Make further corrections and improvements to the product based on the testing phase results.

Data analysis techniques are methods used to process, interpret, and draw conclusions from collected data. The goal of data analysis is to identify patterns, relationships, or insights that can be used to make decisions or solve problems. Data analysis techniques can vary depending on the type of data and the purpose of the analysis, but generally include several basic methods that are commonly used across various fields (Waruwu, 2024). The method of data analysis involves using the t-test through statistical software (SPSS). The t-test is employed to estimate the true difference between the means of two groups by calculating the ratio of the difference between the group means to the pooled standard error of the two groups. This statistical test helps determine whether the observed differences between groups are statistically significant.

FINDINGS AND DISCUSSION

Findings

Steps for Developing the Textbook

The development of this textbook can be detailed through the following steps. It is advisable to explain the steps involved in developing the textbook along with its specifications as follows:

Table 1. Steps for Developing the Textbook

Number	Step	Description
1	Align with Curriculum	The curriculum implemented at the Islamic Service Center Institute develops the textbook. This ensures that the content is relevant and meets the educational standards of the institution
2	Engaging Design	The textbook is designed to capture students' interest, featuring an attractive cover and engaging page layouts. This visual appeal helps motivate students to engage with the material
3	Focus on Four Language Skills	The textbook is centered on enhancing the four core language skills: listening, speaking, reading, and writing. Each skill is given appropriate attention to ensure comprehensive language development
4	Incorporate Illustrations	Illustrations and visual aids are included to make the textbook more engaging and to help clarify complex concepts, making the content more appealing to students
5	Provide a New Perspective	The textbook offers students a fresh perspective, encouraging critical thinking and a deeper understanding of the subject matter
6	Foster Learning Motivation	The textbook is designed to motivate students to study

		independently without requiring constant prompts. This intrinsic motivation helps sustain their interest and commitment to learning
7	Support Independent Learning	It allows students to learn independently, considering the limited classroom interaction and opportunities to meet with teachers or lecturers
8	Use Clear, Formal Language	The textbook employs formal, easy-to-understand language to ensure clarity and accessibility for students
9	Explain Learning Objectives	Both specific and general learning objectives are clearly outlined to guide students on what they are expected to achieve through the textbook.
10	Include References and Sources	The textbook includes a list of references and sources used, providing students with additional resources for further reading and research
11	Utilize Relevant Language	The language used in the textbook is commonly used and relevant to the student's environment, avoiding vocabulary unrelated to their context
12	Glossary of Terms	Definitions and explanations of terms are provided at the end of the book to aid students in understanding new or complex vocabulary

These steps and specifications ensure the textbook is well-structured, engaging, and effectively supporting students' language learning needs. Here are the steps followed by the researchers in composing this book, and the specifications for the educational materials in this book will be explained as follows:

Table 2. Specifications of the Developed Book

Number	Specifications
1	Explain the materials' teaching objectives at the beginning of the book.
2	This book employs an Audiolingualfor teaching.
3	The educational materials consist of twelve topics according to the curriculum applied at the institute in the secondary class.
4	Each topic focuses on enhancing the four language skills: listening, speaking, reading, and writing.
5	Each topic begins with training in listening skills, followed by speaking, reading, and writing.
6	Each skill is provided with exercises to increase students' practice with these skills.
7	Providing illustrative diagrams.
8	Using audiovisual aids for teaching.
9	Explaining the meanings of phrases at the end of the book.
10	Explaining references and sources.
11	Providing a table of contents for ease of use.
12	Ensuring the textbook motivates the students who use it.
13	The textbook considers linguistic aspects to suit the student's abilities.
14	The textbook's contents are closely linked to other lessons, and planning best supports it to ensure everything is integrated and cohesive.
15	The textbook consciously and firmly avoids ambiguous and unusual concepts to avoid confusing students.
16	The textbook can reinforce and emphasize values for both children and adults

After developing the book according to these specifications, the researchers presented it to two experts for evaluation. The first expert is a specialist in educational methods, and the second is a specialist in teaching materials. This will be explained further later. After the evaluation, some errors and deficiencies were found, so the researchers corrected them. They then tested the book, and during testing, they identified additional issues that needed fixing. They addressed these issues immediately, thus ensuring the successful development and testing of the book.

Experts' Evaluation of the Materials and Methods

After the book was developed, the researchers presented it to two experts: Dr. Mohamed Tawfiq, the material expert, and Dr. Kamaliya, the expert on educational methods. The evaluation process consists of two phases: a phase for correcting some errors and a phase for approval for testing. The result of the first evaluation from the educational methods expert is as follows:

Table 3. The First Validation Results by The Media Expert

Number	Criteria	1	2	3	4	5
1	The cover and content of the book attract students' attention.			√		
2	The book encourages and motivates students to learn.				√	
3	The book includes illustrative images.			√		
4	The book is suitable for students' abilities.			√		
5	The book is designed comprehensively, incorporating important elements according to current conditions and local circumstances.			√		
6	The book encourages students to engage in extensive practice and exercises.			√		
7	The book contains clear and easy-to-understand materials.			√		
8	The book includes clear educational objectives and feasible plans.				√	
9	The book instills good moral values in students.			√		
10	The book is adapted to the student's psychological state.			√		

The results of the first evaluation show that the book needed to be well-developed, and the expert needed corrections to address the issues identified in the table for the book to be good and testable. After correcting the deficiencies in the book, the second evaluation was conducted at June 10, 2024, resulting in a very good rating of 80% and deemed testable as follows:

Table 4. The Second Validation Results by the Media Expert

Number	Criteria	1	2	3	4	5
1	The cover and content of the book attract students' attention.					√
2	The book encourages and motivates students to learn.				√	
3	The book includes illustrative images.					√
4	The book is suitable for students' abilities.					√
5	The book is designed comprehensively, incorporating					√

	important elements according to current conditions and local circumstances.	
6	The book encourages students to engage in extensive practice and exercises.	√
7	The book contains clear and easy-to-understand materials.	√
8	The book includes clear educational objectives and feasible plans.	√
9	The book instills good moral values in students.	√
10	The book is adapted to the student's psychological state.	√

This good result indicated that the book is testable. Additionally, the teaching materials in the book were evaluated through two phases: a phase for correcting some errors and a phase for approval for testing. The result of the first evaluation by the expert on teaching materials at June 10, 2024 is as follows:

Table 5. The First Validation Results by the Teaching Materials Expert

Number	Criteria	1	2	3	4	5
1	The materials are prepared in a well-organized manner.				√	
2	The materials include the development of the four language skills.			√		
3	The materials are easy to understand.				√	
4	The materials use an appropriate auditory-oral approach in their presentation.			√		
5	The materials are engaging for study.			√		
6	The materials include sentence patterns for examples.			√		
7	The materials have suitable educational objectives.			√		
8	The materials include appropriate assessments.			√		
9	The materials use the correct language.			√		
10	The materials are designed according to the correct theory outlined in the research.			√		

It is evident from the results of the first evaluation that the book could have been better constructed, and there are some corrections from the expert, such as correcting issues in the tables to make the book good and testable. After addressing the deficiencies in the book, a second evaluation was conducted at June 10, 2024, and it received a very good rating with a score of 80% and is considered testable as follows:

Table 6. The First Validation Results by the Teaching Materials Expert

Number	Criteria	1	2	3	4	5
1	The materials are prepared in a well-organized manner.				√	
2	The materials include the development of the four language skills.					√
3	The materials are easy to understand.				√	
4	The materials use an appropriate auditory-oral approach in					√

	their presentation.	
5	The materials are engaging for study.	√
6	The materials include sentence patterns for examples.	√
7	The materials have suitable educational objectives.	√
8	The materials include appropriate assessments.	√
9	The materials use the correct language.	√
10	The materials are designed according to the correct theory outlined in the research.	√

Therefore, after the evaluation by the two experts, the book is deemed suitable and testable. Consequently, the book's test results will be explained and analyzed.

Results of the Implementation and The Analysis

This book was tested at the Islamic Service Center Boarding School in the Deli Serdang district of North Sumatra. The experiment was conducted in two groups: the control group and the experimental group, each consisting of ten students. Due to the limited number of students, a whole sample approach was used.

In the control group, Arabic was taught using the traditional method employed at the Boarding School, while in the experimental group, Arabic was taught using an auditory-oral method. The results obtained from the control group through observation using observation sheets at June 22, 2024 are as follows:

Table 7. Observation Results in the Control Class

Number	Criteria	Average in Numbers	Average in Letters
	Listening Skill Criteria		
1	The students can distinguish between the sounds of letters with similar articulatory features.	7,2	B
2	The students can differentiate between the length and shortness of letter shapes.	6,8	C
3	The students can differentiate between the main and secondary ideas in an essay.	6,5	C
4	The students can answer questions based on what is written in the essay.	6,8	C
	Speaking Skill Criteria		
1	The students can express their intentions correctly.	7	B
2	The students addressed can understand and correctly answer the posed questions.	6,4	C
3	The students can use good and correct language to express their intentions.	6,6	C
4	The students can express themselves smoothly by the topic.	7	B
	Reading Skill Criteria		
1	The students can read the article correctly according to language rules.	6,5	C

2	The students can understand and answer questions about the main ideas based on the read article.	6,6	C
3	The students can understand and answer questions based on the articles they have read.	7	B
4	The students can comprehend difficult vocabulary by answering questions related to those words.	7,6	B
	Writing Skill Criteria		
1	The students can write well and correctly according to language rules.	7	B
2	The students can write and express their intentions clearly.	6	C
3	The students can write well and correctly according to the main ideas in the lesson.	6,4	C
4	The students can write using the studied sentence patterns.	6	C

As for the results obtained in the experimental class through observation using observation sheets at June 22, 2024, they are as follows:

Table 8. Observation Results in the Experimental Class

Number	Criteria	Average in Numbers	Average in Letters
	Listening Skill Criteria		
1	The students can distinguish between the sounds of letters with similar articulatory features.	9	A
2	The students can differentiate between the length and shortness of letter shapes.	8,3	A
3	The students can differentiate between the main and secondary ideas in an essay.	8,4	A
4	The students can answer questions based on what is written in the essay.	9	A
	Speaking Skill Criteria		
1	The students can express their intentions correctly.	9,2	A
2	The students addressed can understand and correctly answer the posed questions.	9,5	A
3	The students can use good and correct language to express their intentions.	9	A
4	The students can express themselves smoothly by the topic.	9,5	A
	Reading Skill Criteria		
1	The students can read the article correctly according to language rules.	9,4	A
2	The students can understand and answer questions about the main ideas based on the read article.	9	A
3	The students can understand and answer questions based on the articles they have read.	8,4	A
4	The students can comprehend difficult vocabulary by answering questions related to those words.	8,8	A
	Writing Skill Criteria		
1	The students can write well and correctly according to language rules.	8,8	A
2	The students can write and express their intentions clearly.	8,8	A

3	The students can write well and correctly according to the main ideas in the lesson.	9	A
4	The students can write using the studied sentence patterns.	9	A

The average result of the pre-test in the control group was around 6.8, while the result of the pre-test in the experimental group was around 7. After calculating both the pre-test and post-test results in the control group, the average was around 6.7. In contrast, the experimental group achieved an average of 8.8 after calculating the results. Consequently, the success rate in teaching Arabic using the Audiolingualis 88% (Test: June 22, 2024). Based on these results, the theory of the Audiolingualin teaching Arabic is accepted, and we recommend using it for teaching Arabic to non-native speakers. However, it should be noted that this method requires a considerable amount of time.

Discussion

The average result of the pre-test in the control group was around 6.8, while the result of the pre-test in the experimental group was around 7. After calculating both the pre-test and post-test results in the control group, the average was around 6.7. In contrast, the experimental group achieved an average of 8.8 after calculating the results. Consequently, the success rate in teaching Arabic using the Audiolingualis 88%. Based on these results, the theory of the Audiolingual in teaching Arabic is accepted, and we recommend using it for teaching Arabic to non-native speakers. However, it should be noted that this method requires a considerable amount of time. Educational materials for the Arabic language hold significant importance in learning Arabic. Firstly, educational materials are a primary source of organized information and knowledge. In Arabic language teaching, good educational materials help students understand the basics, such as grammar, vocabulary, and skills in speaking, listening, reading, and writing (Muhaiban, 2016). With well-designed educational materials, students can learn systematically and gradually, allowing them to build an understanding of the language progressively (Zaki, 2021).

Secondly, educational materials for Arabic support diversity and relevance in education. Effective educational materials present theories and grammatical rules and reflect the cultural and social context of using Arabic in the real world (Aflisia et al., 2021). For example, materials related to culture, customs, and daily life in Arabic-speaking countries can give students deeper insights and enhance their learning experience. This also helps students feel a stronger connection to the language they are learning and motivates them to continue their studies (Ulhaq & Lubis, 2023).

Additionally, well-developed educational materials can enhance student engagement and interaction in the learning process. Engaging and interactive educational materials that match students' needs and ability levels make learning more appealing and effective. Well-designed exercises, diverse materials, and approaches based on modern educational theories, such as constructivism, can help students learn actively and critically. This also allows teachers to adjust their teaching methods to suit individual students' needs (Siagian et al., 2023).

Therefore, well-developed educational materials can enhance student engagement and interaction in the learning process. Engaging and interactive educational materials that align with students' needs and ability levels make learning more attractive and effective. Well-designed exercises, diverse materials, and approaches based on modern educational theories, such as constructivism, can help students learn actively and critically. Additionally, this allows teachers to easily adjust their teaching methods according to individual students' needs.

The audiolingual method is crucial in learning Arabic because it specifically focuses on listening and speaking skills, which are essential aspects of mastering the language. In the context of Arabic, which has a unique grammatical and phonological structure, the ability to listen and speak well is key to achieving fluency. This method allows students to practice and internalize vocabulary and sentence structures through direct interaction with the teacher, accelerating the learning process and comprehension of the language (Afroni, 2019).

This method also enhances students' active communication skills. By practicing speaking and listening directly, students develop their speaking abilities more confidently and effectively. Frequent verbal interaction enables them to correct pronunciation and intonation and improve their fluency in Arabic. Moreover, direct discussions provide students with immediate feedback from the teacher, helping them correct errors and clarify concepts that may not have been well understood (Imamah et al., 2024). Therefore, in this study, the auditory-oral method is the most suitable for learning Arabic language skills effectively. Using the developed auditory-oral textbook has increased students' proficiency in language skills.

Using a teaching book based on the developed auditory-oral method can facilitate students' memorization of the material. As mentioned by (Panigoro & Saputera, 2020), verbal repetition in the auditory-oral method also plays a significant role in enhancing memory and understanding. Material that is read and heard repeatedly helps students better remember vocabulary and sentence structures. This process strengthens long-term memory and ensures that students can use Arabic

accurately and effectively in various contexts. Overall, the auditory-oral method provides a deep and interactive approach to learning Arabic. By focusing on listening and speaking skills, this method not only accelerates the learning process but also enhances contextual understanding and practical application of the language, as well as an appreciation for the cultural and religious values associated with Arabic (Mufidah et al., 2023).

In the process of applying the developed teaching book, students are required to be active in communication, as effective communication also enhances their speaking and listening skills. Speaking within the learning context allows students to practice expressing their thoughts and arguments clearly and confidently. At the same time, listening to feedback and opinions from classmates and the teacher helps in understanding diverse perspectives and strengthening analytical skills. These skills are important not only in the academic context but also in everyday life and the student's future careers.

It is appropriate to state that requiring students to engage in communication during the learning process is an important aspect that supports the educational process comprehensively (Inah, 2015). Active interaction between students and the teacher, as well as among the students themselves, plays a crucial role in deepening understanding and mastering the material. When students participate in discussions and verbal interactions, they not only clarify difficult concepts but also practice using the language correctly. Through communication, students can ask questions, express their opinions, and receive immediate feedback, all of which contribute to a deeper understanding of the subject matter (Ratnaningtyas, 2020).

The Arabic language teaching book based on the auditory-oral method is specifically designed to enhance students' Arabic language skills by leveraging a curriculum that focuses on oral and auditory communication. This method is effective because it integrates the essential elements of language learning, speaking, and listening within a comprehensive framework. In this book, students are encouraged to actively participate in speaking and listening exercises, which enables them to assimilate vocabulary and sentence structures more naturally and effectively.

It is appropriate to say that one of the main benefits of the teaching book based on the auditory-oral method is its focus on direct interaction. By using materials designed to support active conversations, this book facilitates speaking exercises that enable students to express their thoughts and arguments with greater confidence. Activities such as dialogues, question-and-answer sessions, and group discussions included in the book help students improve their pronunciation and

intonation, which are essential for effective communication in Arabic (Dibul & Ratnawati, 2019).

Additionally, this book also supports the development of critical listening skills. The materials provided in oral formats, such as audio files, recordings, or dialogues, help students practice understanding various accents and intonations. This process deepens their understanding of Arabic in broader contexts and prepares them to handle more complex communication situations. By listening to and analyzing the presented conversations, students can learn correct sentence structures as well as use vocabulary in different contexts (Maulida, 2023).

CONCLUSION

The textbook was developed using the auditory-oral method and was authored according to the principles of a good textbook as described in the theoretical study. The experts agreed that this book is suitable and feasible for experimental use in the experimental class. This book was tested in both the control and experimental classes at the Institute of Islamic Service Center in the Fatumbak area, and the results showed that the control class had lower performance compared to the experimental class. Thus, the auditory-oral method has a stronger impact and is better suited for teaching Arabic. The success rate in teaching using this method is 88%. Consequently, the research hypothesis is accepted, indicating that the use of the auditory-oral method can enhance the four language skills.

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