



Integrated Strategies for Teaching Arabic Skills at Raudlatul Hidayah Islamic Boarding School

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Abstract

This study examines the integrated strategies used to teach Arabic language skills at Raudlatul Hidayah Islamic Boarding School, Sulusuban, Central Lampung. The study focuses on four core skills: listening, speaking, reading, and writing. It aims to describe how these skills are developed through pesantren-based learning practices and to identify the challenges encountered in their implementation. This research employs a qualitative case study design, with data collected through observation, interviews, and documentation of Arabic learning activities. The findings show that listening skills are developed through murattal Qur'anic recitation, Arabic lectures, and dialogue recordings; speaking skills are strengthened through muhadharah, thematic conversations, and daily Arabic interaction; reading skills are taught through talaqqī, bandongan, classical texts, and selected modern materials; while writing skills are practiced through journals, summaries, and short compositions. These strategies indicate an effort to integrate traditional pesantren methods with communicative Arabic teaching. However, their implementation is still limited by inadequate learning media, uneven student proficiency, limited teacher training, and the absence of structured skill-based assessment.

Keywords: *Arabic language teaching; Arabic skills; pesantren; communicative approach; bi'ah lughawiyyah.*

استراتيجيات تكامل مهارات اللغة العربية في معهد روضة الهداية الإسلامي

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المستخلص

تبحث هذه الدراسة الاستراتيجيات التكاملية المستخدمة في تعليم مهارات اللغة العربية في معهد روضة الهداية الإسلامي بسولوسوبان، لامبونج الوسطى. وتركز الدراسة على أربع مهارات رئيسية، وهي: الاستماع، والكلام، والقراءة، والكتابة. وتهدف إلى وصف كيفية تنمية هذه المهارات من خلال الممارسات التعليمية القائمة في بيئة المعهد، والكشف عن التحديات التي تواجه تنفيذها. اعتمدت الدراسة على المنهج النوعي بتصميم دراسة الحالة، وجمعت البيانات من خلال الملاحظة، والمقابلات، وتوثيق أنشطة تعليم اللغة العربية. وتوصلت الدراسة إلى أن مهارة الاستماع تُنمى من خلال الاستماع إلى التلاوة المرتلة، والمحاضرات العربية، والتسجيلات الحوارية؛ وأن مهارة الكلام تُعزّز من خلال المحاضرة، والحوار الموضوعي، والتواصل اليومي بالعربية؛ وأن مهارة القراءة تُدرّس من خلال التلقي، والباندونجان، والنصوص التراثية، وبعض المواد الحديثة؛ أما مهارة الكتابة فتُمارَس من خلال كتابة اليوميات، والتلخيص، والإنشاء القصير. وتشير هذه الاستراتيجيات إلى محاولة الجمع بين طرائق التعليم المعهدي التقليدية والمدخل التواصلية في تعليم العربية. غير أن تطبيقها لا يزال يواجه تحديات تتعلق بمحدودية الوسائل التعليمية، وتفاوت مستويات الطلبة، وضعف التدريب المهني للمعلمين، وغياب التقويم المنظم المبني على المهارات.

الكلمات المفتاحية: اللغة العربية، مهارات اللغة، استراتيجيات التدريس، المعهد الإسلامي، الاستماع، الكلام، القراءة، الكتابة

Introduction

Arabic language learning in Indonesian pesantren has historically been closely connected with the transmission of Islamic knowledge, especially through the study of *kitab kuning*, classical Arabic texts, and the grammatical tradition of *nahwu* and *ṣarf*. In this

context, Arabic is not merely treated as a foreign language, but also as a medium for accessing Islamic scholarship, religious authority, and intellectual heritage. The pesantren tradition has therefore contributed significantly to preserving Arabic literacy among Muslim students in Indonesia. However, this strong textual orientation has also shaped a learning culture in which Arabic instruction often gives greater emphasis to grammar explanation, translation, and text comprehension than to active communicative use.¹⁴⁷

The emphasis on grammar and translation is pedagogically understandable because many pesantren are designed to prepare students to read and interpret classical Islamic texts. Nevertheless, Arabic language learning for non-native speakers requires more than the mastery of grammatical rules.¹⁴⁸ It also requires systematic exposure to language input, contextual vocabulary use, oral interaction, reading fluency, and written expression. In contemporary Arabic language pedagogy, the four skills—listening, speaking, reading, and writing—are not ideally taught as isolated components.¹⁴⁹ Rather, they should be developed in an integrated manner because real language use normally requires learners to listen, respond, read, interpret, and produce meaning across different communicative situations.¹⁵⁰

The integration of language skills has become an important concern in second and foreign language teaching. Oxford argues that segregated-skill instruction tends to separate language learning

¹⁴⁷ Martin van Bruinessen, *Kitab Kuning, Pesantren, Dan Tarekat: Tradisi-Tradisi Islam Di Indonesia* (Mizan, 1995), p. 17.

¹⁴⁸ Sultan Almelhes, 'Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges', *Education Sciences*, 14.10 (2024), p. 1116, doi:10.3390/educsci14101116.

¹⁴⁹ E. HINKEL, *Current Perspectives on Teaching the Four Skills*, (TESOL Quarterly), 40 (2006), pp. 109–31, doi:https://doi.org/10.2307/40264513.

¹⁵⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd edn (Longman, 2001), p. 232.

from authentic communication, whereas integrated-skill instruction allows learners to use language more naturally and meaningfully.¹⁵¹ Similarly, communicative language teaching emphasizes the importance of using language for meaningful interaction, not merely for memorizing structures or translating sentences.¹⁵² In Arabic language education, this perspective is especially relevant for pesantren because students are expected not only to understand classical texts, but also to communicate ideas, participate in academic and religious discussions, and use Arabic in daily or semi-formal contexts.

One of the strategies commonly associated with communicative Arabic learning in pesantren is the development of *bī'ah lughawiyyah*, or an Arabic-speaking environment. A language environment provides learners with repeated exposure, habitual practice, and opportunities to use Arabic beyond formal classroom instruction. Such an environment may include vocabulary enrichment, Arabic conversation, speech practice, language games, announcements, wall magazines, and daily communication rules.¹⁵³ Previous research has shown that *bī'ah lughawiyyah* can support students' speaking confidence and reduce rigidity in oral expression, particularly when it is implemented through structured and continuous activities.¹⁵⁴ However, many studies on *bī'ah lughawiyyah* still focus

¹⁵¹ Rebecca Oxford, 'Integrated Skills in the ESL/EFL Classroom', *ERIC Digest* (ERIC Clearinghouse on Languages and Linguistics, 2001), pp. 1–6.

¹⁵² Jack C. Richards, *Communicative Language Teaching Today* (Cambridge University Press, n.d.), p. 3.

¹⁵³ Mohammad D. Aldhafiri, 'The Effectiveness of Using Interactive White Boards in Improving the Arabic Listening Skills of Undergraduates Majoring in Arabic Language at Kuwaiti Universities', *Education and Information Technologies*, 25.5 (2020), pp. 3577–91, doi:10.1007/s10639-020-10107-5.

¹⁵⁴ Alif Cahya Setiyadi and others, 'Bi'ah Lughawiyah Programs in Arabic Language Learning to Improve Student's Arabic Speaking Skills', *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 7.1 (2023), pp. 29–46, doi:10.15575/jpba.v7i1.24173.

mainly on speaking skills, while the relationship between language environment and the integrated development of listening, reading, and writing skills remains less fully explored.

The need for an integrated approach is also supported by pedagogical discussions in Arabic teaching for non-native speakers. Al-Fawzān, in *Iḍā'āt li-Mu'allimī al-Lughah al-'Arabiyyah li-Ghayr al-Nāṭiqīn bihā*, emphasizes the importance of appropriate methods, graded materials, teacher competence, and the functional use of Arabic in the classroom.⁶ His work is relevant to pesantren-based Arabic instruction because it encourages teachers to consider learner needs, language level, teaching objectives, and the gradual development of language skills. In the Indonesian context, Sudirman also notes that many Arabic teachers still rely on traditional and imitative methods, making it necessary to revisit modern Arabic teaching principles for non-native learners.⁷ These arguments indicate that Arabic teaching in pesantren should not be limited to the preservation of classical learning traditions, but should also be strengthened through methodologically sound and skill-based instruction.¹⁵⁵

Raudlatul Hidayah Islamic Boarding School in Sulusuban, Central Lampung, provides an important context for examining this issue. The pesantren attempts to develop Arabic language learning through several activities related to the four skills, including listening practice through Arabic audio and *murattal* Qur'anic recitation, speaking practice through *muhadharah* and thematic conversation, reading practice through classical texts and selected modern materials, and writing practice through journals, summaries, and short compositions. These activities suggest an effort to combine traditional pesantren learning practices with communicative

¹⁵⁵ Sultan A. Almelhes, 'Gamification for Teaching the Arabic Language to Non-Native Speakers: A Systematic Literature Review', *Frontiers in Education*, 9 (2024), p. 1371955, doi:10.3389/educ.2024.1371955.

and functional Arabic language teaching. However, the extent to which these activities are systematically integrated, pedagogically designed, and supported by adequate assessment remains an important question.

Previous studies on Arabic learning in pesantren have generally discussed grammar-based instruction, *kitab kuning* learning, speaking activities, and *bī'ah lughawīyyah* as separate areas of investigation. While these studies are valuable, limited attention has been given to how pesantren integrate the four Arabic language skills within daily learning practices, especially in semi-traditional pesantren contexts outside Java. This gap is important because integrated Arabic instruction requires not only the presence of several activities, but also clear pedagogical links between input, interaction, production, feedback, and assessment. Without such integration, listening, speaking, reading, and writing activities may exist side by side without forming a coherent language learning system.

Based on this gap, the present study examines the integrated strategies for teaching Arabic skills at Raudlatul Hidayah Islamic Boarding School. The study aims to describe how listening, speaking, reading, and writing skills are developed through pesantren-based learning practices and to identify the main challenges encountered in their implementation. Specifically, this study addresses the following research questions: How are listening skills developed at Raudlatul Hidayah Islamic Boarding School?, How are speaking skills strengthened through pesantren-based activities?, How are classical and modern texts used to support reading skills?, How are writing skills practiced in Arabic learning activities?, What challenges arise in implementing integrated Arabic skill teaching strategies?.

This study is expected to contribute to Arabic language teaching in pesantren in three ways. First, it provides a case-based

description of how four Arabic language skills are practiced in a pesantren environment. Second, it highlights the relationship between traditional pesantren methods and communicative Arabic teaching. Third, it offers practical insights for developing more systematic, skill-based, and contextually relevant Arabic language instruction for non-native speakers of Arabic in Islamic educational institutions.

RESEARCH METHOD

This study employed a qualitative case study design to examine the integrated strategies used in teaching Arabic language skills at Raudlatul Hidayah Islamic Boarding School, Sulusuban, Central Lampung. This design was selected because the study focused on a specific educational setting and aimed to understand Arabic teaching practices within their real institutional context. A case study enables researchers to investigate a contemporary educational phenomenon in depth through multiple sources of evidence, including observation, interviews, and documentation.¹⁵⁶

The research was conducted from **January to March 2026** at Raudlatul Hidayah Islamic Boarding School, Sulusuban, Central Lampung. The research site was selected purposively because the pesantren implements various Arabic language learning activities related to the four core skills: listening, speaking, reading, and writing. These activities include *murattal* listening practice, Arabic lectures, *muhadharah*, thematic conversation, *talaqqī*, *bandongan*, classical text reading, and Arabic writing exercises.

The study involved **18 informants** who were directly involved in Arabic language teaching and learning activities. They consisted of Arabic language teachers, students, language coordinators, and

¹⁵⁶ Robert K. Yin, *Case Study Research and Applications: Design and Methods*, 6th edn (SAGE, 2018), pp. 11–16.

dormitory supervisors. The informants were selected through purposive sampling because they had direct experience with the implementation of Arabic language learning programs in the pesantren.¹⁵⁷ To maintain confidentiality, each informant was coded according to his or her role: Arabic language teachers were coded as **T1–T4**, students as **S1–S10**, language coordinators as **LC1–LC2**, and dormitory supervisors as **DS1–DS2**.

Data were collected through observation, semi-structured interviews, and documentation. The researcher conducted **12 observations** of Arabic learning activities, including classroom instruction, listening practice, *muhadharah*, thematic conversation, reading sessions, writing exercises, and Arabic language activities in the dormitory environment. Each observation session lasted approximately **60–90 minutes**. Observation was used to examine teaching strategies, student participation, language use, classroom interaction, and the role of the pesantren environment in supporting Arabic language practice.

Semi-structured interviews were conducted with teachers, students, language coordinators, and dormitory supervisors to obtain their perspectives on the implementation of Arabic skill-based teaching. Each interview lasted approximately **30–60 minutes**. The interviews explored several issues, including the objectives of Arabic learning, the implementation of listening, speaking, reading, and writing activities, the role of *bī'ah lughawiyah*, the use of traditional pesantren methods, challenges faced by teachers and students, and assessment practices. Semi-structured interviews were used because they allow the researcher to maintain focus on the research questions while still giving informants space to explain their experiences in depth.¹⁵⁸

¹⁵⁷ John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry and Research Design: Choosing among Five Approaches*, 4th edn (SAGE, 2018), p. 157.

¹⁵⁸ Sharan B. Merriam and Elizabeth J. Tisdell, *Qualitative Research: A Guide to Design and Implementation* (Jossey-Bass, 2016), p. 108.

Documentation was used to support and verify the data obtained from observation and interviews. The documents analyzed in this study included **language schedules, teaching materials, student assignments, and language program reports**. These documents were examined to identify how Arabic learning activities were planned, implemented, monitored, and evaluated within the pesantren. The use of observation, interviews, and documentation enabled the researcher to compare data from different sources and techniques.

The research instruments consisted of an observation guide, an interview guide, and a documentation checklist. The observation guide focused on teaching strategies for each Arabic skill, student responses, patterns of teacher-student interaction, the use of Arabic inside and outside the classroom, and the availability of learning media. The interview guide included questions related to the implementation of Arabic learning activities, the integration of the four skills, the role of *muhadharah*, *talaqqī*, *bandongan*, and *bī'ah lughawiyah*, as well as the challenges of teaching Arabic in the pesantren context. The documentation checklist was used to examine institutional and instructional documents relevant to the Arabic language program.

In this study, *Kitab al-Idhāhāt* by 'Abd al-Raḥmān ibn Ibrāhīm al-Fawzān was used as an analytical framework, not as the primary source of field data. The primary data were obtained from observation, interviews, and documentation, while *al-Idhāhāt* was used to interpret pedagogical principles related to Arabic teaching for non-native speakers, particularly in relation to teaching objectives, teacher roles, language skill development, material selection, and classroom strategies.¹⁵⁹ This distinction is important because the

¹⁵⁹ 'Abd al-Raḥmān ibn Ibrāhīm al-Fawzān, *Idā'āt Li-Mu'allimī al-Lughah al-'Arabiyyah Li-Ghayr al-Nāṭiqīn Bihā* (Maktabat al-Malik Fahd al-Waṭaniyyah, 2011), pp. 27–45.

study is not a library research project, but a qualitative field study supported by a pedagogical framework.

The data were analyzed using thematic analysis. The analysis involved several stages: data familiarization, coding, theme identification, theme review, and interpretation.¹⁶⁰ The themes were organized according to the four Arabic language skills: listening, speaking, reading, and writing. Additional themes were developed to examine cross-cutting issues, such as the role of *bī'ah lughawiyyah*, the integration of traditional and communicative methods, limitations of learning media, teacher readiness, student proficiency differences, and assessment challenges.

To make the analysis more systematic, the researcher also followed the qualitative data analysis procedures of data condensation, data display, and conclusion drawing.¹⁶¹ Data condensation was carried out by selecting and simplifying relevant information from observation notes, interview transcripts, and documents. Data display was conducted by organizing the findings into thematic categories and analytical descriptions. Conclusion drawing was carried out by interpreting the relationship between field findings, Arabic teaching strategies, and the theoretical framework used in the study.

The validity of the data was ensured through **source triangulation, technique triangulation, and member checking**. Source triangulation was conducted by comparing information obtained from teachers, students, language coordinators, and dormitory supervisors. Technique triangulation was carried out by comparing data from observation, interviews, and documentation.

¹⁶⁰ Virginia Braun and Victoria Clarke, *Thematic Analysis: A Practical Guide* (SAGE, 2021), pp. 35–71.

¹⁶¹ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th edn (SAGE, 2020), pp. 8–10.

Member checking was conducted by confirming selected findings with relevant informants to reduce the possibility of misinterpretation and to strengthen the credibility of the findings.¹⁶²

Ethical considerations were observed throughout the research process. Permission was obtained from the pesantren before data collection. Informants were informed about the purpose of the study, the voluntary nature of their participation, and the confidentiality of their identities. Their names were not disclosed in the article, and all informants were represented through codes such as T1, S1, LC1, and DS1. The data were used only for academic purposes and were presented in a way that did not harm the participants or the institution.

RESULTS

This section presents the findings obtained from twelve observation sessions, semi-structured interviews with eighteen informants, and the analysis of relevant documents, including language schedules, teaching materials, student assignments, and language program reports. The informants consisted of Arabic language teachers, students, language coordinators, and dormitory supervisors, coded as T1–T4, S1–S10, LC1–LC2, and DS1–DS2. The findings are organized according to the four Arabic language skills: listening, speaking, reading, and writing. Each subsection presents the implemented strategies, supporting evidence from observation and interviews, relevant documents, and a brief interpretation.

Listening Skill Strategy / *Istimā'*

The findings show that listening skills were developed through three main activities: listening to *murattal* Qur'anic recitation, listening to short Arabic lectures, and listening to selected Arabic

¹⁶² Yvonna S. Lincoln and Egon G. Guba, *Naturalistic Inquiry* (SAGE, 1985), pp. 289–331.

dialogue recordings. These activities were used to expose students to Arabic pronunciation, intonation, rhythm, vocabulary, and common expressions. Observation data indicated that listening activities were conducted both in classroom settings and in pesantren-based language routines.

During the observation sessions, students were not only asked to listen passively. In several activities, teachers guided them to identify new vocabulary, repeat selected expressions, and answer simple comprehension questions. This indicates that listening practice was used as an initial input activity to support vocabulary acquisition and oral comprehension. However, the observation also showed that the listening materials were not always graded according to students' proficiency levels. Some students could follow the general meaning of the audio, while others still depended heavily on teacher explanation.

The language schedules and teaching materials analyzed in this study indicate that listening activities were included as part of Arabic language exposure. However, the documents did not show a fully structured listening syllabus with clear levels, learning objectives, assessment indicators, or progression from simple to more complex audio materials. This suggests that listening practice was present, but its pedagogical design still needs improvement.

Interview data also support this finding. Arabic teachers stated that listening activities were intended to familiarize students with Arabic sounds and expressions before they were asked to speak. One teacher explained:

T1 stated, *"We usually ask students to listen to murattal recitations, short Arabic speeches, and simple dialogue recordings before they practice speaking. The main difficulty is that some students still struggle to understand the pronunciation and meaning of unfamiliar vocabulary, especially when the speakers talk too fast."*

A student also noted:

S3 explained, *“Listening to murattal and Arabic dialogues helps me become more familiar with Arabic pronunciation and expressions. However, sometimes I cannot fully understand the content without the teacher’s explanation because some words are still new for me.”*

The data suggest that listening activities at Raudlatul Hidayah functioned as a foundation for other language skills, especially speaking and vocabulary development. Nevertheless, the implementation still faces several challenges, particularly the limited availability of graded audio materials, the lack of systematic listening assessment, and differences in students’ listening proficiency.

Aspect	Finding
Main strategies	<i>Murattal Qur’anic recitation, Arabic lectures, dialogue recordings</i>
Data sources	<i>Observation, teacher interviews, student interviews, teaching materials</i>
Learning focus	<i>Pronunciation, intonation, vocabulary recognition, general comprehension</i>
Evaluation practice	<i>Oral questions, vocabulary identification, repetition of expressions</i>
Main challenge	<i>Limited graded audio materials and uneven student proficiency</i>
Needed improvement	<i>Structured listening syllabus and level-based audio materials</i>

Table.1. Summary of Listening Skill Findings
Speaking Skill Strategy / Kalām

Speaking skills were developed through *muhadharah*, thematic conversation, and daily Arabic interaction in the pesantren environment. These activities aimed to train students’ confidence, fluency, pronunciation, vocabulary use, and ability to express ideas orally. Observation data showed that speaking practice was not limited to formal classroom instruction, but was also supported by

semi-formal activities and dormitory-based language routines.

The *muhadharah* activity provided students with opportunities to deliver short speeches in Arabic. In this activity, students practiced preparing and presenting simple Arabic expressions before their peers. Thematic conversation activities were also used to train students to communicate in everyday contexts, such as self-introduction, asking and answering questions, describing daily activities, and performing simple transactional dialogues.

The language coordinators and dormitory supervisors played an important role in supporting daily Arabic interaction. Observation data showed that students were encouraged to use Arabic in certain situations, especially in language activities, dormitory communication, and guided conversation sessions. This indicates that speaking practice was supported by the pesantren's attempt to create a *bī'ah lughawīyyah*, although the intensity and consistency of Arabic use varied among students.

Interview data indicate that *muhadharah* helped students build confidence in speaking Arabic, but some students still relied on memorized texts rather than spontaneous communication. One language coordinator explained:

LC1 stated, "*Muhadharah activities are designed to train students to speak confidently in front of others. We also encourage them to use Arabic in daily communication in the dormitory, although many students still depend on memorized expressions and need continuous guidance to speak more spontaneously.*"

One student also reported:

S6 explained, "*I feel more confident speaking Arabic after joining muhadharah and daily conversation activities. However, sometimes I am still afraid of making mistakes in pronunciation or grammar, so I often prepare sentences first before speaking.*"

The documents analyzed, particularly language schedules and program reports, show that speaking activities were formally included in the language program. However, the documents did not clearly indicate a detailed speaking rubric. Assessment appeared to focus more on participation, courage, memorization, pronunciation, and fluency, rather than on communicative competence in a more systematic sense.

These findings indicate that speaking instruction at Raudlatul Hidayah has a strong practical orientation. The combination of *muhadharah*, thematic dialogues, and daily Arabic interaction provides students with repeated opportunities to use Arabic orally. However, to strengthen the quality of speaking instruction, the pesantren needs clearer speaking standards, interactive speaking tasks, feedback mechanisms, and assessment rubrics that measure fluency, accuracy, pronunciation, vocabulary use, interactional ability, and communicative appropriateness.

Aspect	Finding
Main strategies	<i>Muhadharah, thematic conversation, daily Arabic interaction</i>
Data sources	<i>Observation, interviews with teachers, students, language coordinators, dormitory supervisors, language schedules</i>
Learning focus	<i>Confidence, fluency, pronunciation, vocabulary use, oral expression</i>
Evaluation practice	<i>Participation, memorization, pronunciation, fluency</i>
Main challenge	<i>Speaking practice may depend on memorized speech and lacks systematic rubrics</i>
Needed improvement	<i>Speaking rubric, spontaneous interaction tasks, structured feedback</i>

Table.2. Summary of Speaking Skill Findings
Reading Skill Strategy / Qirā'ah

Reading skills were developed through the use of classical Islamic texts, *talaqqī*, *bandongan*, and selected modern Arabic reading

materials. The findings show that reading instruction at Raudlatul Hidayah maintains the pesantren tradition of close textual study while also attempting to introduce students to more contemporary Arabic materials.

Observation data showed that teachers guided students in reading Arabic texts, explaining vocabulary, identifying grammatical structures, and translating sentences. In the reading of classical texts, the teacher's role was dominant. Students listened to the teacher's explanation, marked difficult words, and followed the interpretation of the text. This method helped students understand the structure and meaning of classical Arabic texts, especially texts written without vowel marks.

The use of *talaqqī* and *bandongan* reflects the pesantren's traditional approach to reading instruction. These methods are useful for strengthening students' grammatical awareness, accuracy in reading, and ability to understand Islamic texts. However, observation data also indicate that students' participation in reading activities varied. Some students were able to identify grammatical patterns and understand the meaning of the text, while others struggled with vocabulary, sentence structure, and reading unvocalized Arabic texts.

The documents analyzed show that classical texts remained central in reading instruction, while modern Arabic materials were used as supporting resources. However, the reading materials were not always organized according to clear proficiency levels. There was also limited evidence of independent reading activities or graded reading tasks designed to develop reading fluency.

Interview data support this finding. One Arabic teacher stated:

T3 stated, "*In reading kitab kuning, students are trained to identify grammatical structures and understand the meaning of sentences through talaqqī and bandongan methods. The biggest challenge is that many students*

still have difficulty reading texts without harakat and understanding unfamiliar vocabulary independently."

A student also explained:

S8 stated, "Reading classical Arabic texts is quite difficult for me, especially when the text has no vowel marks. I usually depend on the teacher's explanation to understand the grammar and meaning, although modern Arabic texts are sometimes easier to read because the language is more familiar."

These findings indicate that reading instruction at Raudlatul Hidayah is strong in grammar-based comprehension and classical text interpretation. Nevertheless, it still needs to be complemented by reading strategies that develop fluency, independent comprehension, and familiarity with modern Arabic texts. Reading activities should not only train students to translate and analyze grammar, but also to identify main ideas, supporting details, text organization, and contextual meaning.

Aspect	Finding
Main strategies	<i>Talaqqī, bandongan, classical texts, selected modern texts</i>
Data sources	<i>Observation, teacher interviews, student interviews, teaching materials</i>
Learning focus	<i>Text comprehension, vocabulary, grammar, translation, classical text reading</i>
Evaluation practice	<i>Reading aloud, translation, grammatical identification, teacher questioning</i>
Main challenge	<i>Difficulty reading unvocalized texts and limited graded reading materials</i>
Needed improvement	<i>Graded reading texts, independent reading tasks, fluency-oriented activities</i>

Table.3. Summary of Reading Skill Findings

Writing Skill Strategy / Kitābah

Writing skills were developed through student assignments, summaries, short compositions, and simple written exercises. The

findings show that writing was used to train students to apply vocabulary, construct sentences, and express simple ideas in Arabic. Documentation of student assignments indicates that writing activities were included in Arabic learning, although the scope and assessment system still require further development.

Observation data showed that writing activities were usually connected to previous learning materials. After reading or listening activities, students were sometimes asked to write vocabulary lists, summarize content, answer written questions, or compose short texts. This shows that writing was not completely separated from other skills. Instead, it was used as a follow-up activity to reinforce vocabulary and sentence patterns.

The analysis of student assignments indicates that students' writing practice focused mainly on sentence formation, vocabulary use, spelling, and simple expression of ideas. However, the documents did not show a systematic process writing model involving planning, drafting, teacher feedback, revision, and rewriting. Correction appeared to focus more on grammatical errors, vocabulary choice, and spelling rather than on idea development, coherence, organization, and communicative purpose.

Interview data indicate that teachers considered writing important for strengthening students' control of Arabic structures. One teacher explained:

T4 stated, *"Writing activities are usually given after students learn new vocabulary or reading materials. We ask them to make simple sentences, summaries, or short compositions in Arabic. Most corrections focus on grammar, spelling, and vocabulary because students still make many basic writing mistakes."*

A dormitory supervisor also noted:

DS2 stated, *"Students are encouraged to write Arabic vocabulary, daily expressions, and short notes as part of the language discipline in*

the dormitory. However, some students still lack confidence in writing independently and often copy sentence patterns from examples given by the teacher."

A student may also be quoted here if available:

S5 explained, "Writing in Arabic is difficult for me because I often confuse grammar and sentence structure. Sometimes I know the meaning in Indonesian, but I do not know how to express it correctly in Arabic writing."

The findings suggest that writing instruction at Raudlatul Hidayah provides students with opportunities to produce Arabic texts, but the process remains largely product-oriented. To improve writing instruction, teachers need to introduce more systematic writing stages, including brainstorming, outlining, drafting, revising, editing, and rewriting. In addition, writing assessment should include not only grammatical accuracy, but also content, organization, vocabulary, coherence, and communicative clarity.

Aspect	Finding
Main strategies	Summaries, short compositions, student assignments, simple written exercises
Data sources	Student assignments, observation, teacher interviews, dormitory supervisor interviews
Learning focus	Vocabulary use, sentence formation, spelling, simple idea expression
Evaluation practice	Teacher correction of grammar, vocabulary, and spelling
Main challenge	Writing practice remains product-oriented and lacks systematic revision stages
Needed improvement	Process writing model, writing rubric, peer review, revision and rewriting activities

Table.4. Summary of Writing Skill Findings

Integration of the Four Arabic Skills

The findings indicate that Arabic language teaching at Raudlatul Hidayah Islamic Boarding School attempts to integrate listening, speaking, reading, and writing through pesantren-based activities. Listening activities provide input through Arabic sounds, vocabulary, and expressions. Speaking activities give students opportunities to use the language orally. Reading activities strengthen vocabulary, grammar, and text comprehension. Writing activities train students to produce Arabic sentences and short texts.

However, the integration of the four skills is not yet fully systematic. Observation and documentation data suggest that the four skills are present in the language program, but the relationship among them is not always clearly designed in the form of sequential learning objectives, integrated lesson plans, skill-based assessment, or proficiency-based materials. For example, listening activities are not always followed by speaking tasks; reading texts are not always connected to writing activities; and writing assignments are not always revised through feedback and rewriting.

The data therefore suggest that the pesantren has developed a practical foundation for integrated Arabic learning, but it still requires stronger curriculum design. A more systematic model could link the four skills in one learning cycle: listening as input, speaking as interaction, reading as comprehension, and writing as production. Such integration would help students use Arabic more functionally and not merely as a subject of grammar and translation.

Component	Finding
Existing integration	<i>Listening, speaking, reading, and writing activities are all present in the Arabic program</i>
Strength	<i>Pesantren environment supports repeated exposure and practice</i>

Component	Finding
Weakness	<i>Integration among skills is not yet systematically designed</i>
Needed improvement	<i>Skill-based curriculum, integrated lesson plans, graded materials, and structured assessment</i>
Suggested model	<i>Input → interaction → comprehension → production</i>

Table.5. Summary of Skill Integration Findings

DISCUSSION

The findings of this study show that Arabic language teaching at Raudlatul Hidayah Islamic Boarding School is not limited to the transmission of grammatical knowledge, but also attempts to develop the four Arabic language skills through pesantren-based activities. Listening is developed through *murattal* Qur'anic recitation, Arabic lectures, and dialogue recordings; speaking is practiced through *muhadharah*, thematic conversation, and daily Arabic interaction; reading is taught through *talaqqī*, *bandongan*, classical texts, and selected modern materials; while writing is trained through summaries, short compositions, and student assignments. These findings indicate that the pesantren has built a practical foundation for integrated Arabic learning. However, the integration is not yet fully systematic in terms of graded materials, skill-based assessment, and structured feedback.

From the perspective of Communicative Language Teaching, the speaking activities at Raudlatul Hidayah show several communicative elements, particularly the use of Arabic for oral expression, peer interaction, and contextual practice. CLT emphasizes that language should be learned through meaningful communication, not merely through memorization of grammatical

rules or translation exercises.¹⁶³ The findings show that *muhadharah*, thematic conversation, and daily Arabic interaction provide students with opportunities to use Arabic beyond the formal classroom. These activities support students' confidence and encourage them to produce spoken Arabic in semi-formal and informal contexts. This finding is in line with recent research in Lisanudhad showing that Arabic speaking practice is strengthened when learners receive models, reinforcement, and opportunities to build self-efficacy through repeated oral practice.¹⁶⁴ However, the communicative quality of these activities still needs further strengthening. Some speaking practices, especially *muhadharah*, may still depend on memorized texts rather than spontaneous interaction. Therefore, although the activity supports oral performance, it cannot yet be fully categorized as communicative unless it also involves negotiation of meaning, real-time response, questioning, clarification, and interactive dialogue.

This finding suggests that the pesantren's speaking strategy should move from performance-based speaking toward interaction-based speaking. Speech practice is useful for building confidence, pronunciation, and public speaking ability, but communicative competence requires students to respond to unpredictable situations and negotiate meaning with others. Previous research in Lisanudhad also indicates that drama and performance-based Arabic activities can enhance linguistic competence, public speaking, expression, and communicative confidence when they are designed as structured pedagogical activities rather than mere performances.¹⁶⁵ In this

¹⁶³ Richards, *Communicative Language Teaching Today*, pp. 2–5.

¹⁶⁴ Inayah Fitri Ulinnuha and Nuril Mufidah, 'The Use of Albert Bandura's Method for Learning Arabic Speaking Skill Using TikTok', *Lisanudhad: Jurnal Bahasa, Pembelajaran Dan Sastra Arab*, 12.2 (2025), pp. 23–50 (pp. 31–32), doi:10.21111/lisanudhad.v12i2.42.

¹⁶⁵ Ahmad Nurcholis and Abduloh Safik, 'Drama, and Sholawat in Fostering

regard, thematic dialogues need to be expanded into more authentic speaking tasks, such as problem-solving conversations, role plays, information-gap activities, peer interviews, and short academic discussions.

The listening practices can be analyzed through Krashen's concept of comprehensible input. According to Krashen, language acquisition is supported when learners receive input that is understandable and slightly above their current level of competence.¹⁶⁶ The findings show that students were exposed to Arabic sounds, vocabulary, and expressions through *murattal* recitation, Arabic lectures, and dialogue recordings. This exposure is pedagogically valuable because listening provides the foundation for vocabulary recognition, pronunciation awareness, and oral comprehension. However, the data also show that the listening materials were not always graded according to students' proficiency levels. This means that the input may not always be fully comprehensible for all learners. Research on Arabic listening instruction has also shown that appropriate media and structured instructional support can improve Arabic listening performance.¹⁶⁷

This point is important because exposure alone does not automatically lead to acquisition. If the audio materials are too difficult, students may recognize sounds but fail to understand meaning. If the materials are too easy, they may not provide sufficient linguistic challenge. Therefore, listening materials should be

Religious Muslim', *Lisanudhad: Jurnal Bahasa, Pembelajaran Dan Sastra Arab*, 12.2 (2025), pp. 3–5 (pp. 3–5), doi:<https://doi.org/10.21111/lisanudhad.v12i2.40>.

¹⁶⁶ Stephen D. Krashen, *The Input Hypothesis: Issues and Implications* (Longman, 1985), pp. 2–3.

¹⁶⁷ Mohammad D. Aldhafiri, 'The Effectiveness of Using Interactive White Boards in Improving the Arabic Listening Skills of Undergraduates Majoring in Arabic Language at Kuwaiti Universities', *Education and Information Technologies*, 25.5 (2020), pp. 3577–91, doi:10.1007/s10639-020-10107-5.

arranged progressively, beginning with simple expressions, familiar vocabulary, slow speech, and short dialogues before moving to longer lectures or more complex texts. Teachers also need to provide pre-listening, while-listening, and post-listening activities. Pre-listening activities may include vocabulary preparation and prediction tasks; while-listening activities may include identifying key words or main ideas; and post-listening activities may include oral retelling, written summaries, or short comprehension questions. In this way, listening becomes not only passive exposure, but a structured input activity that supports the development of other skills.

The role of teachers and senior students in Arabic learning at Raudlatul Hidayah can also be interpreted through Vygotsky's sociocultural theory, especially the concepts of social interaction, scaffolding, and the Zone of Proximal Development. Vygotsky argues that learning develops through interaction with more capable others, and that learners can perform beyond their independent ability when supported through appropriate guidance.¹⁶⁸ In the pesantren context, teachers, language coordinators, dormitory supervisors, and peers function as important mediators of learning. Recent Lisanudhad scholarship on Arabic reading instruction also emphasizes the importance of scaffolding, schema activation, metacognitive strategies, and structured reading stages in helping learners understand Arabic texts more deeply and contextually.¹⁶⁹

However, the findings also suggest that scaffolding has not yet been fully systematized. For example, students are encouraged to

¹⁶⁸ L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, Ed. by Michael Cole, Vera John-Steiner, Sylvia Scribner, and Ellen Souberman (Harvard University Press., 1978), pp. 84–91.

¹⁶⁹ Ainur Rizqi Widyadhana and others, 'The Cognitive Approach in Learning to Read Arabic Texts: A Philosophical and Pedagogical Analysis', *Lisanudhad: Jurnal Bahasa, Pembelajaran Dan Sastra Arab*, 12.2 (2025), pp. 161–83 (pp. 173–77), doi:10.21111/lisanudhad.v12i2.41.

speak Arabic, but they may not always receive structured feedback on vocabulary choice, pronunciation, grammar, or communicative appropriateness. Similarly, reading activities are guided by teachers, but students may still depend heavily on teacher explanation when dealing with unvocalized classical texts. This indicates that scaffolding is present, but it needs to be made more explicit and gradual. Teachers can support students by modeling expressions, giving sentence starters, providing vocabulary lists, offering guided practice, correcting errors constructively, and gradually reducing assistance as students become more independent.¹⁷⁰

The reading strategy at Raudlatul Hidayah reflects the strength of the pesantren tradition. Through *talaqqī* and *bandongan*, students are trained to read classical Arabic texts carefully, identify grammatical structures, understand vocabulary, and interpret meanings. This strategy is highly valuable for developing grammatical sensitivity and access to Islamic scholarly texts. Brown notes that reading instruction involves not only decoding written language, but also using background knowledge, linguistic competence, and reading strategies to construct meaning.¹⁷¹ In this respect, the pesantren's reading tradition provides strong support for accuracy and textual understanding.

Nevertheless, the findings show that reading instruction still needs to be balanced with fluency-oriented and comprehension-based activities. Classical text reading often emphasizes translation and grammatical analysis. While this is important, students also need to develop the ability to identify main ideas, supporting details, text organization, author intention, and contextual meaning. The use of selected modern Arabic texts is therefore a positive step, but these

¹⁷⁰ Almelhes, 'Enhancing Arabic Language Acquisition'.

¹⁷¹ Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, pp. 298–302.

materials need to be organized according to students' proficiency levels. A more balanced reading strategy would combine intensive reading of classical texts with graded reading of modern Arabic materials. This would help students develop both accuracy and fluency.

Writing instruction at Raudlatul Hidayah can be analyzed through the process writing approach. Harmer explains that writing should not be viewed only as a final product, but as a process involving planning, drafting, editing, revising, and producing a final version.¹⁷² The findings show that students practiced writing through summaries, short compositions, and written assignments. These activities provide opportunities for students to apply vocabulary, form sentences, and express ideas in Arabic. However, the documentation of student assignments indicates that writing practice remains largely product-oriented. The correction appears to focus mainly on grammar, vocabulary, and spelling, while the stages of planning, drafting, feedback, revision, and rewriting are not yet clearly structured.

This finding has important implications. If writing is treated only as an assignment to be corrected, students may focus on avoiding mistakes rather than developing ideas. To strengthen writing competence, teachers need to introduce a process-based model. Students should first be guided to generate ideas, organize them into outlines, write drafts, receive feedback, revise their work, and submit a final version. Peer review may also be introduced to help students learn from one another. In addition, writing assessment should not only measure grammatical accuracy, but also content, organization, vocabulary, coherence, and communicative clarity.

The findings also reveal that the four skills are present in

¹⁷² Jeremy Harmer, *The Practice of English Language Teaching*, 4th edn (Pearson Longman, 2007), pp. 325–31.

the Arabic learning program, but their integration is not yet fully systematic. Oxford argues that integrated-skill instruction enables learners to use language more naturally because real communication does not separate listening, speaking, reading, and writing into isolated activities.¹⁷³ At Raudlatul Hidayah, listening activities provide input, speaking activities provide oral practice, reading activities strengthen vocabulary and grammar, and writing activities train written production. However, these activities are not always connected in a clear pedagogical sequence. For example, listening is not always followed by speaking tasks, reading is not always followed by writing tasks, and writing is not always followed by revision and feedback.

Therefore, the main issue is not the absence of the four skills, but the lack of systematic integration among them. A stronger instructional model should connect the skills in one learning cycle: listening as input, speaking as interaction, reading as comprehension, and writing as production. For instance, students may first listen to a short Arabic dialogue, discuss its content orally, read a related text, and finally write a short response or summary. This type of integrated sequence would make Arabic learning more coherent and functional.

The role of *bī'ah lughawiyyah* is also central in this discussion. The findings show that Arabic is not only taught as a classroom subject, but is also encouraged through pesantren routines, dormitory interaction, and language activities. A language environment can support repeated exposure and habitual practice. However, a language environment needs clear planning, monitoring, and evaluation. Without structured support, students may use Arabic only in limited or formulaic ways. Therefore, *bī'ah lughawiyyah* should be supported by vocabulary programs, speaking tasks, language

¹⁷³ Oxford, *'Integrated Skills in the ESL/EFL Classroom'*, *ERIC Digest*, pp. 1–4.

discipline, teacher feedback, peer interaction, and regular evaluation. This argument is supported by Lisanudhad research showing that interactive Arabic vocabulary media can increase student motivation, accessibility, and perceived usefulness in vocabulary learning.¹⁷⁴

Overall, the Arabic teaching strategies at Raudlatul Hidayah demonstrate a hybrid model that combines traditional pesantren methods with communicative language teaching. The traditional methods, such as *talaqqī*, *bandongan*, and classical text reading, strengthen grammatical understanding and religious textual literacy. The communicative activities, such as *muhadharah*, thematic conversation, and daily Arabic interaction, support oral practice and language confidence. However, the findings also show that this hybrid model still requires clearer curriculum design, graded materials, structured assessment, teacher training, and systematic feedback. The contribution of this study lies in showing that pesantren-based Arabic learning has strong potential for integrated skill development, but its effectiveness depends on how far traditional practices are connected with modern principles of communicative and skill-based language teaching.

CONCLUSION

This study shows that Arabic language teaching at Raudlatul Hidayah Islamic Boarding School is implemented through an integrative effort to develop the four core language skills: listening, speaking, reading, and writing. Listening skills are developed through *murattal* Qur'anic recitation, Arabic lectures, and dialogue recordings; speaking skills are strengthened through *muhadharah*, thematic conversation, and daily Arabic interaction; reading skills

¹⁷⁴ Hermiwati Hermiwati and others, 'Enhancing Arabic Vocabulary Acquisition: Development of Learning Apps Based Interactive Learning Media', *Lisanudhad: Jurnal Bahasa, Pembelajaran Dan Sastra Arab*, 12.2 (2025), pp. 72–73, doi:10.21111/lisanudhad.v12i2.30.

are taught through *talaqqī*, *bandongan*, classical texts, and selected modern materials; while writing skills are practiced through summaries, short compositions, and student assignments. These findings indicate that the pesantren has attempted to combine traditional pesantren-based methods with communicative Arabic teaching practices.

However, the integration of the four skills has not yet been fully systematic. The findings indicate that listening materials are not always graded according to students' proficiency levels, speaking activities still tend to rely on memorized performance, reading instruction remains strongly grammar-translation oriented, and writing practice is still largely product-based rather than process-based. In addition, the implementation of integrated Arabic skill teaching is constrained by limited learning media, uneven student proficiency, insufficient structured assessment, and the need for more systematic teacher training.

The study implies that Arabic language teaching in pesantren should not only preserve traditional strengths such as *talaqqī*, *bandongan*, and classical text reading, but should also develop clearer skill-based curriculum design, graded materials, communicative tasks, structured feedback, and integrated assessment. The limitation of this study lies in its focus on one pesantren context, so the findings cannot be generalized to all pesantren. Future research may examine the effectiveness of integrated Arabic skill teaching through broader comparative studies, classroom-based performance assessment, or longitudinal investigation of students' language development.

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