

DEVELOPMENT AND EFFECTIVENESS OF SITUATIONAL APPROACH-BASED TEACHING MATERIALS FOR ARABIC SPEAKING SKILLS

Oleh :

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ABSTRACT

Developing teaching materials is a crucial endeavor that contributes significantly to the success of teaching and learning activities. However, the materials in the Mamba'ul Ulum Senior High School handbook for learning students' speaking skills in Bungah, Gresik, are limited and do not allow students to practice speaking in different situations. The book only presents dialogue texts and scattered vocabulary. This makes it difficult for students to develop speaking skills. This research project aims to develop, produce, and evaluate teaching materials that enhance students' speaking skills in response to daily situations. This study employs a qualitative and quantitative approach with a research and development (R&D) method. The results of this study are as follows: (1) Teaching materials were developed for Arabic language students at Mamba'ul Ulum Senior High School in Bungah, Gresik, through a process involving needs analysis, planning, material development, expert validation, improvement, field trials, and final revisions. (2) The use of teaching material products that have been designed through the development process is very effective in improving students' speaking skills. This is evidenced by post-test results that are higher than pre-test results. This study suggests the following: First, teachers should design teaching materials that align with students' needs and interests related to their daily lives. Second, teachers should use a variety of methods and strategies, and they should avoid using the students' native language. Researchers have designed speaking skills teaching materials that can support Arabic-speaking instruction at Mamba'ul Ulum High School in Bungah, Gresik, and other educational institutions.

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1. INTRODUCTION

Since the beginning of time, education has been an essential part of life. From ancient times, when individuals gained knowledge from their ancestors, to the present day, when children are exposed to various subjects in educational settings, education has played a vital role. People have consistently been inquisitive and willing to acquire knowledge. In recent years, there has been a change in emphasis from formal education to more hands-on

learning experiences. This is evident in the existing teaching strategies and the overall transformation of education. Education enables a person to acquire virtue by making them social, interactive, and disciplined. It opens vistas of learning by helping them absorb and share information, thus making them humane and central to the social structure (Al-Hattam & Mohammed Hassan Al-Ahdal, 2014).

Teaching is not just a process of transmitting knowledge; it is also an emotional and affective

endeavor. Effectively conveying positive emotions and establishing emotional connections can significantly foster student engagement in learning activities (Zhang, Yang, & Liu, 2023). As teaching methods develop and transform, it is essential to comprehend how these alterations will impact the learning process and how students will react to these modifications in the future. Education holds significant importance in addressing the changes that take place in every aspect of human existence. This is because education directly affects human development, shaping every aspect of a person's personality. Education "shapes" the type of individuals it will create.

The teaching of the Arabic language has been prevalent in Indonesia for a long time, dating back to the spread of Islam in this country. Arabic plays a role in helping students deepen their knowledge of Islamic teachings (Wandira, Giani, Madani, & Salsabila, 2025). The development of Arabic in Indonesia coincided with the entry of Islam into the archipelago. Arabic was learned solely as a tool to study and deepen the religion of Islam. Over time the Arabic language has its magnetic power, as evidenced by the number of students who are interested in studying Arabic outside and within the country so that the teaching methods vary and can create experts in the field of Arabic who are actively mastering the four facets of language skills: *istima* (hearing), *kalam* (speaking), *Qiro'ah* (reading) and *Kitabah* (writing) (Suroiyah & Anisatuz, 2021). Arabic linguists emphasize that Arabic is more than just a tool for worship, such as prayer and recitation. Because it is the language of the Quran, Arabic must also be studied as a language.

This allows for the creation of the latest methods according to the times, so that Arabic is learned as a goal in itself and has its appeal compared to other foreign languages. Since comprehensive material was not necessary, teaching Arabic became part of Muslim life. The curriculum used to teach Arabic to non-native speakers can be an obstacle, particularly when it does not align with the students' needs or cultural background (Shamsuddin & Hj. Ahmad, 2019). An important issue in teaching Arabic to non-native speakers is the curriculum.

Methods are crucial in the educational process, as they serve as the primary groundwork for reaching educational objectives and form the basis for successful learning (Zaenudin, 2023). The design and development of quality teaching materials is key to curriculum success. The way learning is designed and developed has a significant impact on achieving educational goals. Along with the complexity and challenges of the times, the orientation of education in Indonesia has undergone significant changes. Now, educators are required to have pedagogical competence to design relevant learning. This means that educators must be able to plan student-centered

learning, rather than making students the object of learning (teacher-centered).

A curriculum is everything that a school provides or makes available to its students. It is one of the foundations on which the school's work is based (Arga, 2024). Therefore, all educational processes and activities must consider the curriculum. Educational processes in Indonesia are also based on the curriculum. Curriculum and learning are connected. Curriculum is a learning plan. It includes the goals, content, methods, and evaluation of the learning process (Rahayu, Hasan, Asmarendi, & S, 2023).

Learners of Arabic as a second language in non-Arab countries face varied challenges, including the lack of opportunities to use Arabic in daily life. Arabic language learners living in Arab countries do not face this challenge. One way to address this issue is to provide opportunities for learners to interact with teachers, colleagues, and Arab students at their university. In the classroom, emphasizing conversation as a core skill boosts learners' self-confidence and enables them to engage in everyday conversations with teachers and classmates (Syahrani, Adrias, & Syam, 2025).

Rusydi Ahmad Thu'aimah said that teachers must create opportunities that make learning Arabic in programs for non-native speakers a living process. This means more than just memorizing rules, words, and language used in classroom communication situations. It should be a training stage, like training in a small pool to prepare for the sea (Thu'aimah, 2006). It also includes applying language knowledge to real-life contexts, developing critical thinking skills, and building active engagement with language outside the classroom.

Future visions that should be considered when developing Arabic language curricula and books include life language training. Life language training is defined as "a literary text or linguistic application formed in phrases or questions that represent linguistic behavior. A language environment is an artificial condition created to influence individuals and communities in the process of learning a second language. It involves several senses and is part of the learning process (Nur Rachman, Kuswardono, & Zukhaira, 2020). This behavior includes functional life situations, as required by the situation. Students use it to express their psychological content and functional needs in their daily lives". The goal of this research is to emphasize to researchers and teachers the importance of matching speech to daily situations for students.

The researcher tried to find the solution to these problems. They looked for appropriate techniques, methods, or strategies. These could improve students' speaking ability. Recent findings indicate that issues with speaking, especially in fluency, clarity, accuracy, and intonation, can be addressed through situational language teaching

(Triyani, 2010); (Husniati, 2010); (Martaputri, 2020). This approach originated and flourished in England from the 1930s to the 1960s. British applied linguists developed it (Richards & Rodgers, 1986); (Junying, 2018). (Wu, 2024) stated that the situational language teaching method is essential in developing students' basic skills, which include receptive skills such as listening and reading, as well as productive skills such as speaking and writing. Hussein and Sajjid (Hussain & Sajid, 2015) explained that in the situational language teaching method, students are expected to be able to listen and repeat what the teacher teaches and actively apply the words learned in the classroom to certain situations.

The researcher will focus on suitable topics in this regard and discuss the skill of speech based on the conditions that control its selection and arrangement. The researcher will also use appropriate educational materials. The researcher is motivated to study this topic because research on speech based on situations is scarce, especially at Mambaul Ulum High School in Bungah, Gresik, where Arabic is taught, promoted, and applied in students' daily lives. Most students observe the speech topics found in textbook content without paying attention to how they are selected and arranged according to the center's needs and requirements.

The researcher mentioned issues related to teaching the skill of speech. These issues are related to the inappropriateness of some educational materials for solving students' problems and meeting their needs. To solve these issues, scientific research is needed. Regarding the researcher's goals in developing learning materials, the researcher relied on these to achieve the center's objectives for teachers and students.

2. METHODS

According to Borg and Gall, R&D is the process used in developing and validating an educational product. This approach is sometimes called "research-based development" and has emerged as a strategy aimed at improving teaching and learning quality (Sugiono, 2014, p. 298). R&D aims to discover new knowledge through basic research or answer specific questions through applied research, which improves educational practices. In this study, research and visualization were used to create new teaching models for Arabic speech based on real-life situations to make the learning process more sophisticated for students.

The researcher performs a number of organized procedures aimed at achieving the research objectives. The ten-stage procedures presented by Bang & Gall are used in research and development: 1. Research and information collecting, 2. Planning, 3. Developing a preliminary form of the product, 4. Preliminary field testing, 5. Operational field testing, 6. Operational product revision, 7. Main field testing,

8. Main product revision, 9. Product Validation, 10. Product Dissemination.

Since the products are educational materials, the research steps had to be modified. The proposed model is described as multimedia evolution:

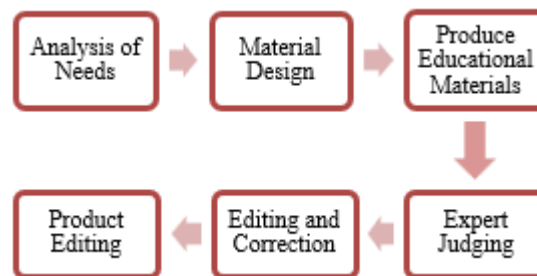


Figure 1. The Proposed Model

The data and information in this research are as follows: 1. Qualitative data: This data includes the interview. 2. Quantitative data: Questionnaire and test. The data analysis method used is Descriptive Statistical Analysis. The researcher analyzed the questionnaire data obtained from two experts: one in language fluency and the other in instructional materials design for Arabic language education. The subjects involved in this experimental research include content experts, planning experts, Arabic language teachers, and twenty-two 10th-grade students of Mambaul Ulum High School in Bungah, Gresik.

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3. RESULT AND DISCUSSION

In this study, researchers identified five previous studies discussing situational language teaching for speaking skill development. These studies were published as books, journal articles, and conference proceedings. To help teachers and future researchers understand this research, the researchers compiled a list of all the previous studies in the following table (Table 1).

Table 1. The List of Sources in This Study

Year	Details of Study	Research Findings
2016	(Nisa, 2016). The Effectiveness of Using Situational Language Method in Teaching Speaking AT The Seventh Grade Students of SMP Negeri 4 Purworejo in The Academic	The result of this study is the mean score in pre-test of experimental class is 52.06 increases become 64 on post-test. The students' speaking increased up to 11.94 point after the researcher did a series of treatment by using situational language teaching method

	Year of 2015/2016. Bachelor Thesis. Muhammadiyah University of Purworejo.	
2020	(Masma, Dahlia, & Martaputri, 2020). Exploring English teachers' perceptions on using situational language teaching method in teaching vocabulary. <i>Getsempena English Education Journal</i> , 7(2), 283-293.	The researchers of the study stated two points in the result which are the use of SLT in increase students' motivation and The challenges of using SLT that consists of teachers preparation and how the teachers deal with students behaviour.
2021	(Ulung, 2021). Teaching prepositions through oral situational language teaching method at the first-year students of SMP Negeri 33 Makassar. <i>Jurnal Andi Djemma</i> , 4(1), 1-7.	The result of this study is divided into two different points. First, the effective use of situational language teaching methods in teaching prepositions. Second, the kind of prepositions that are most difficult to master by the students through SLT indicates that the t- test score is higher than the t-table value.
2022	(Widiarini, 2022). Framing behaviorist theory toward situational language teaching (SLT). <i>Proceeding of The Changing Role of Knowledge and Living Sustainability in ASEAN Community. The 1st International Seminar: August 2022.</i>	The researcher concludes that in applying certain method in teaching practice based on behaviorist theory, teachers should consider about who the learners are, what their current level of language proficiency, what their goals and what sort of communicative need they have.
2023	(Kazinov, 2023). Application of oral approach or situational language teaching in EFL classes. <i>Research Retrieval and Academic Letters</i> , 2, 81-83	The researchers assumed that by using this approach in class, both the students and teachers would get an active role which mean the teaching and learning process become successful.

Based on data obtained and analyzed by the researcher from both the preliminary study and the students' pre- and post-test results. The procedures for developing teaching materials to improve students' speech skills at Mambaul Ulum High School in Bungah, Gresik are as follows: (1) analyzing learners' requirements, (2) designing the prototype, (3) developing the materials, (4) seeking expert feedback, (5) making corrections, (6) conducting a field trial, and (7) making final corrections. Then, the researcher produced the learning materials. These steps correspond to those established by Risser-Robbett, who defines these trends and issues in instructional design and technology as the ADDIE model in his book *Steps* (Hidayat & Nizar, 2021). It is one of the models I use in developing or preparing educational materials. The researcher used this model in the development process. It includes detailed, uncomplicated steps.

Results indicate that students' Arabic speaking and comprehension skills improved. Additionally, the researcher distributed a questionnaire to the students

to gauge their opinions on the situation-based educational materials. Based on the post-test results for the control and experimental groups, the new educational materials developed by the researcher effectively improved the oral expression abilities of students at Mambaul Ulum High School in Bungah, Gresik, in terms of pronunciation of Arabic sounds, fluency, and use of linguistic vocabulary. The researcher's comparison of the baseline and final test results revealed this improvement, as the T-score in this study (93.3) was greater than the T-score at level 99 (2.83) in the table. Therefore, the previous hypothesis is accepted, meaning that situation-based instructional materials are effective in promoting speech skills and suitable for high school subjects.

Table 2. Student Result Grading Table.

Estimation of Results	Symbol	Category of Results
Excellent	A	80-100
Very Good	B	65-79
Good	C	55-64
Fair	D	45-54
Weak	E	0-44

Through observing Arabic language education at Mambaul Ulum Senior High School, Bungah, Gresik, and interviewing students, the researcher found that students have different educational backgrounds. Most of them study in an Islamic boarding school, while some study at home. Regarding the teachers, the researcher found that they are the center of the educational process because they explain the materials, clarify ambiguous concepts, read and translate texts, and assign exercises from the textbook. The researcher also found that the teachers struggle to use the prescribed book, conduct appropriate exercises with the studied materials, and evaluate teaching and learning.

The researcher focused his attention on the prescribed book and applied it to the needs of students and their communication situations by choosing the appropriate speech materials according to the situations, exercises, and evaluation. He developed the book until it included general and specific educational objectives derived from existing study plans, as well as new vocabulary, short expressions, dialogues, exercises, and evaluations with entertaining language games.

After planning was completed, the researcher began to develop teaching materials for the speaking skills of Grade 10 students at Mambaul Ulum Senior High School, Bungah, Gresik, and organized them according to the content organization standards. After completing the development of printed educational materials in the form of educational books, the researcher designed the book cover appropriately. The researcher also provided a brief definition of the book and specific guidelines for teachers in presenting and applying the educational materials.



Figure 2. Front Cover

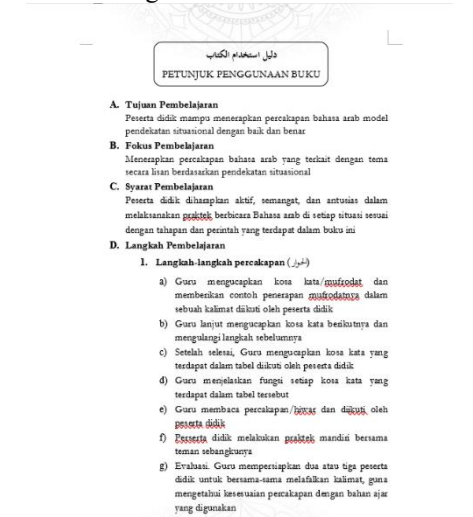


Figure 3. Instructions for use of the book



Figure 4. Contents of the book

After completing the development of the educational materials, the researcher submitted them, along with the questionnaire, to linguistic experts in Arabic and educational material design. The results of the questionnaire indicated that the educational materials were of very good quality overall, but there were some comments. The researcher used these comments as a basis for correcting the materials.

Table 3. Instructional Material Design Expert Results

Items	Assessment Grades			
	1	2	3	4
Clarity in the teacher's guide				ü
Proportionality of objectives				ü
The number of lessons is appropriate for the proposed time slot			ü	
The order in which the lessons are presented				ü
The book includes new vocabulary				ü
Vocabulary availability and appropriateness			ü	

Availability and appropriateness of vocabulary examples of short phrases related to the topic				ü
The dialogues in the book are realistic through real communicative situations				ü
The dialogues in the book are related to the learner's interests and experiences				ü
Organization of the material using standard Arabic				ü
Appropriateness of the number of exercises				ü
Exercises are related to new information and the context in which students live				ü
The exercises in these developed materials help students develop their speaking skills				ü
Appropriateness of the assessment in the studied materials				ü

Table 4. Linguist Validation Result

Items	Assessment Grades			
	1	2	3	4
The clarity of the color image				ü
The appropriateness of the colors, shapes, and text				ü
Selecting the shape and size of the letters affects the aesthetics			ü	
The clarity of the writing				ü
The sharpness of the cover				ü
Presentation of developed materials in a language accessible to students			ü	
Attractive and appropriate images in educational materials			ü	
Order in writing				ü
Ease of reading				ü
Correctness of language				ü
Appropriateness of the method used			ü	
Use, type, and scale of letters			ü	
Decorativeness				ü
Language structures and styles are unambiguous				ü

The researcher then corrected the teaching materials according to the two experts' judgment and comments. The comments from the linguistic expert corrected the book linguistically and modified the book using commonly used terms, and from the expert to design the materials urged the researcher to add the title of the book to the stage of study, use the correct punctuation, and change the lesson dictionary term to the vocabulary of the book.

The researcher applied these developed teaching materials with the selected strategies mentioned in the teacher's guide and utilized the aids such as pictures. In addition, the researcher presented them with an interview with the Arabic language teacher in this center to obtain their evaluations, and the results of this questionnaire indicated that these educational materials are good.

Final correction according to the teacher's estimates, the results of the post-test, and the students' opinions so that the developed material is ready to be used in the teaching and learning process. The data analysis table can be presented as follows.

Table 5. Pre-Test and Post-Test Result

Number	Pre-Test	Post-Test	Gap	D ²
1	60	72	12	144
2	55	68	13	169
3	65	73	8	64
4	65	70	5	25
5	70	75	5	25
6	55	63	8	64
7	61	60	1	1
8	55	58	3	9
9	55	58	3	9
10	55	70	15	225
11	65	83	18	324
12	55	60	5	25
13	55	65	10	11
14	55	68	13	169
15	55	63	8	64
16	60	67	7	49
17	65	75	10	100
18	65	70	5	25
19	58	60	2	4
20	70	85	15	225
21	55	62	7	49
22	55	62	7	49
Total	1249	1487	180	1918
Average	56,77	67,59	8,18	87,18

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \quad Md = \frac{\sum d}{N} \quad Md = \frac{180}{22}$$

$$Md = 8.18$$

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \quad t = \frac{8.18}{\sqrt{\frac{1918}{22(22-1)}}} \quad t = \frac{8.18}{\sqrt{22(21)}}$$

$$t = \frac{8.18}{\sqrt{462}}$$

$$t = \frac{8.18}{\sqrt{4.15}} \quad t = \frac{8.18}{2.08} \quad t = 3.93$$

After the researcher finished from this data using the t-test symbol, the researcher checked the result, 3.93. The researcher looks for df (degree of freedom) using the symbol $df = n-1$. Before the researcher interpreted this result, $df=22-1=21$. And after that, the researcher was interested in the results of $df = 21$ in the t table at the 99% degree was 2.083. The researcher compared the result of t ($t_0 = 3.93$) with the result of t in the t table (and at the 99% confidence level = 2.083). Researchers know that the result of t_0 is greater than the result of t_c .

Based on the posttest results, the researcher found that the p-value (10) in this study (3.93) is greater than the p-value at the 99% confidence level (2.83). Therefore, the previous hypothesis is accepted, meaning the materials developed for students at Mamba'ul f in Bungah, Gresik, are effective in upgrading speech skills and suitable as teaching materials for high school students

4. CONCLUSION

According to the results of the above research analysis, 1) teachers should choose good and appropriate teaching materials for students according to their communication situation and related to their daily circumstances, so that students can speak from these materials. 2) Teachers should use a variety of teaching methods, educational activities, special aids, and assessment methods to make education a comfortable, not boring, process. 3) Teachers should provide students with different types of training to enrich their knowledge, diversify their experiences, and document their competencies. 4) Teachers should avoid using their native language when teaching speaking, as this makes students dependent on translating or explaining lessons in their native language. Instead, teachers should use specialized methods.

Based on the results of the study, the researcher makes the following suggestions: 1) Educational materials for speaking skills are an important tool in the educational process for high school students at Mambaul Ulum and can be used by Arabic language teachers there and at other educational institutions that teach Arabic, especially speaking skills. 2) The teaching materials developed in this study focus on improving students' speaking skills at Mambaul Ulum High School in Bungah, Gresik. Further studies are needed to develop teaching materials for other skills for students at Mambaul Ulum High School and other institutions.

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