

Enhancing Arabic Speaking Skills Through the Stand-Up Category Method: A Dynamic Approach to Engaging Learning

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Abstract:

This study aims to improve students' Arabic speaking skills through the application of the stand-up category method. Conducted at Madrasah Aliyah Darut Taqwa Purwosari Pasuruan, the research involved 26 eleventh-grade students. A classroom action research (CAR) approach was implemented using a quantitative method, consisting of two cycles with four stages: planning, action, observation, and reflection. Data collection techniques included observations, interviews, and pre-test and post-test assessments. The results indicate a significant improvement in students' speaking skills. The percentage of students achieving the minimum competency criteria increased from 38.46% in the pre-cycle to 57.69% in Cycle I and further to 84.62% in Cycle II. Additionally, student engagement and participation improved, with increased attention to lessons, active responses to questions, and reduced passivity. The study concludes that the stand-up category method effectively enhances Arabic speaking skills by creating an interactive and stimulating learning environment. This method is recommended for educators seeking innovative strategies to foster confidence and active participation in language learning.

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Introduction

In everyday life, language is a means of communication¹, expressing opinions, ideas, and ideas verbally to liaison between people of one ethnic group and another. The language in Indonesia is very diverse², one of which is Arabic, which includes four skills at once, including listening skills (*maharah istima'*) which are the main maharah for students who are just learning Arabic, then after students hear they will apply writing skills (*maharah kitabah*) about what, they listen. After they write it, they will express with the ability to speak what they hear and see (*maharah kalam*). Lastly, if the student can pronounce it according to the correct grammar, they can review it again using reading skills (*maharah qiroah*). Speaking is one aspect of language skills achieved in

¹ Anca Sirbu, "The Significance of Language as a Tool of Communication," *Scientific Bulletin" Mircea Cel Batran" Naval Academy* 18, no. 2 (2015): 405.

² Media A Ayu and Teddy Mantoro, "An Example-Based Machine Translation Approach for Bahasa Indonesia to English: An Experiment Using MOSES," in *2011 IEEE Symposium on Industrial Electronics and Applications* (IEEE, 2011), 570–73, <https://doi.org/10.1109/ISIEA.2011.6108777>.

learning Arabic³. It is generally intended to make it easier for students to communicate orally in a reasonable manner and in the language they are learning so that students can convey their intentions and goals to others socially acceptably.

Speaking activities are the most fun activities in language classes⁴. However, the opposite often happens; speaking activities (*maharah kalam*) become unattractive, and students tend to be passive. The atmosphere in the classroom eventually becomes unfavorable. Again, this often happens in the school because students' vocabulary mastery is minimal, and students tend only to understand some very common or commonly spoken vocabulary. However, this is not the only factor of student inactivity in the classroom. The skills of educators in delivering material also have a significant influence in this regard. This classroom environment can be avoided if educators have the creativity to stimulate learning situations, choose conversation topics correctly, choose skills that match students' abilities, and develop learning models. It didn't happen. Another critical factor in active speaking is not being afraid of mistakes⁵. Therefore, educators must be able to encourage students to dare to take the risk of making mistakes. In this case, educators should encourage students to foster a sense of optimism and not be afraid of being wrong because mistakes are an absolute thing in learning. If optimism has become part of them, it will be easier to control the learning atmosphere in the classroom⁶.

The realization of an active learning situation cannot be separated from the existence of effective teaching methods and the experience and creativity of educators. It can also rely on the personality and spirit of educators who can renew learning and improve student learning outcomes⁷.

Arabic is one of the foreign language lessons offered at MI, MTS, and MA, which teaches Arabic in every class, from grade one to grade three, with a variety of books that the madrasah curriculum has determined. This is so that the students can read the book and speak correctly and adequately.

³ Novan Dymas Pratama, Zayinatul Muiz, and Nurul Fadhilah Fakaubun, "Penggunaan Metode Sosiodrama Dalam Pembelajaran Keterampilan Berbicara Bahasa Arab," in *SEMNASBAMA (SEMINAR NASIONAL BAHASA ARAB) II*, 2018; Aminah Aminah, Zukhaira Zukhaira, and Moh Yusuf Ahmad Hasyim, "Pengembangan Metode Pembelajaran Keterampilan Berbicara Bahasa Arab Dengan Kooperatif Berbasis Teori Kecerdasan Majemuk Pada Siswa Kelas VII Madrasah Tsanawiyah," *Lisanul Arab: Journal of Arabic Learning and Teaching* 7, no. 1 (2018): 8–16, <https://doi.org/10.15294/LA.V7I1.26080>.

⁴ Muspika Hendri, "Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunikatif," *POTENSLA: Jurnal Kependidikan Islam* 3, no. 2 (2017): 196–210, <https://doi.org/10.24014/potensia.v3i2.3929>.

⁵ Hendri; Muhammad Iqbal, "Penggunaan Metode Mim-Mem Untuk Mengembangkan Keterampilan Berbicara," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 1, no. 2 (2018): 113–30, <https://doi.org/10.35931/am.v1i2.48>.

⁶ Antoni Ballester Vallori, "Meaningful Learning in Practice," *Journal of Education and Human Development* 3, no. 4 (2014): 199–209, <https://doi.org/10.15640/jehd.v3n4a18>.

⁷ Ghazala Yasmeeen, "Action Research: An Approach for the Teachers in Higher Education," *Turkish Online Journal of Educational Technology-TOJET* 7, no. 4 (2008): 46–53.

Based on the initial data, the value of speaking ability using Arabic for the eleven-grade students of Madrasah Aliyah Darut Taqwa Purwosari Pasuruan from a total of 26 students, it is known that as many as ten students scored below the completeness criteria, which was 75 in the incomplete category. In comparison, about six students were able to answer the questions given and get marks. Above the completeness criteria with a complete classification.

Based on interviews with teachers and analysis of student learning test results, it shows that there are errors in learning caused by a lack of enthusiasm and interest in student learning, which is known through student behavior in learning Arabic. It looks like this: (1) Students do not seem to be motivated to learn in the learning process. This can be seen from the facial expressions of students who tend to be gloomy; (2) students feel bored and bored due to the use of ancient and not varied (monotonous) learning methods; (3) Students do not answer the teacher's questions, and students tend to do other activities such as talking to friends, joking and making noise in class; as a result, the class atmosphere becomes unmotivated, and learning becomes ineffective.

Based on the data from the initial observations that have been carried out, it is wrong. One of the efforts made by researchers is to seek solutions to problems that exist in learning Arabic, namely by choosing the correct method so that students can play an active role in the class, which is also intended to improve the results of students' oral skills when learning Arabic using the stand-up category method. In this method, students are asked to describe the characteristics of each picture shown and demonstrated by the teacher and friends and then express them using Arabic. Learning by applying the stand-up category method is expected to have a significant impact on Arabic learning, improve students' speaking skills learning outcomes, and create an attractive and valuable learning environment so that it can inspire students to be able to respond and play an active role in learning.

Several studies on the stand-up category method have been studied extensively, but in contrast to the research conducted by researchers, the first is on a different subject; from Ammar's⁸ analysis, the subject is students who incidentally belong to the high-class category, while the researcher uses class XI subject at Madrasah Aliyah. The second is about the different research conducted by Rimah⁹ at UIN Maulana Malik Ibrahim Malang and Ammar at UIN Sunan Kalijaga Yogyakarta. Meanwhile, the researcher will conduct his research at Madrasah Aliyah Darut Taqwa Purwosari Pasuruan.

⁸ "Stand Up Category: Strategi Pembelajaran Aktif Untuk Meningkatkan Keterampilan Berbicara (Maharat Al-Kalam) Pada Mahasiswa Jurusan Pendidikan Bahasa Arab UIN Sunan Kalijaga Yogyakarta," *Prosiding Konferensi Nasional Bahasa Arab* 1, no. 1 (2015): 52–63.

⁹ "Metode Stand up Kategori: Strategi Pembelajaran Aktif Untuk Meningkatkan Keterampilan Berbicara (Studi Pada Mahasiswa PGMAI Unira Kab Malang)," *At-Tarbiyah: Jurnal Kajian Kependidikan Islam* 5, no. 1 (2020): 33–46, <https://doi.org/10.22515/attarbiyah.v5i1.2121>.

Method

This research is quantitative with the type of classroom action research participant as the researcher acting directly by applying the stand-up category method, which aims to improve students' oral skills described in the approach. It has been more than 20 years that classroom action research has been known and widely discussed in the world of education¹⁰. Classroom action research is an attempt to observe the learning activities of a group of students by deliberately proposing an action (treatment)¹¹. Therefore, steps are taken by teachers and students, or under the guidance of teachers, to solve classroom problems and improve the quality of learning¹².

According to Kemmis¹³ Action research is a reflective study conducted by participants to improve their practice in a social context (including education). In this way, I will have a comprehensive understanding of the practice and its implementation. Classroom action research is getting a lot of attention from many researchers¹⁴. This study can recommend new methods and procedures to strengthen teachers' skills in the classroom teaching process. Classroom action research can correlate the imbalance between educational theory and practice¹⁵. After planning, implementing, and evaluating actions that involve students in researching their activities in class, teachers will get systematic feedback on what they have done during learning activities¹⁶.

This research was conducted in two cycles, and the first cycle was performed three times a week, starting Monday, July 31, 2023, until Friday, August 4, 2023, while the second cycle was held on August 7, 2023, until Friday, August 11, 2023 with a meeting time of 2 X 45 minutes. As for the implementation of this learning using the stand-up category method and in the learning process by learning test results in the form of pre-test and post-test using student observation sheets, this study was conducted at Madrasah Aliyah Darut Taqwa Purwosari Pasuruan with a period of two months from July to August 2023. The subject of this research is the eleventh class of Madrasah Aliyah Darut Taqwa Purwosari Pasuruan for the academic year 2023/2024.

Chemis and McTaggart designed this study, which consists of four components: planning, acting, observation, and reflex, which is a unit in a cycle that is carried out in two cycles and has

¹⁰ Muhammad Djajadi, *Pengantar Penelitian Tindakan Kelas (Classroom Action Research)* (Yogyakarta: CV. Arti Bumi Intaran, 2019).

¹¹ D R H E Mulyasa, *Praktik Penelitian Tindakan Kelas* (Bandung: Remaja Rosdakarya, 2020).

¹² Happy Fitria, Muhammad Kristiawan, and Nur Rahmat, "Upaya Meningkatkan Kompetensi Guru Melalui Pelatihan Penelitian Tindakan Kelas," *Abdimas Unwahas* 4, no. 1 (2019), <https://doi.org/10.31942/abd.v4i1.2690>.

¹³ (in Mu'alimin, 2014)

¹⁴ Catherine D Bruce, Tara Flynn, and Shelley Stagg-Peterson, "Examining What We Mean by Collaboration in Collaborative Action Research: A Cross-Case Analysis," *Educational Action Research* 19, no. 4 (2011): 433–52, <https://doi.org/10.1080/09650792.2011.625667>.

¹⁵ Eman Surachman, "Workshop Penelitian Tindakan Kelas Sebagai Upaya Peningkatan Profesionalitas Guru Sekolah Dasar Desa Kubang Baros Ranca Sanggal Kecamatan Cinangka Kabupaten Serang Provinsi Banten," *Sarwahita* 12, no. 2 (2015): 109–20, <https://doi.org/10.21009/sarwahita.122.07>.

¹⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013).

four main ingredients in each cycle¹⁷, namely: (1) planning, namely looking for the main problems that occur in class then finding initial ideas as solutions to existing problems as well as preparing media or tools that can support learning resources. (2) The implementation of the action, namely after the planning, the next step is to realize what has been planned through the application of methods, delivery of materials, and others. (3) Practice questions with the type of observation carried out by researchers during the learning process using student observation cards and oral pre- and post-tests to find out and assess student development before and after the action. (4) reflection/evaluation, which researchers carry out to reiterate what actions have been taken, the advantages and disadvantages of applying the method in learning Arabic in the classroom, and observing everything that still needs to be improved in the implementation of the next cycle¹⁸. However, if you repeat the cycle and the results have improved, it is necessary to follow up after the reflection is done, and the cycle can be ended¹⁹.

Result and Discussion

Based on the problems and findings obtained by the researcher, the researcher describes the discussion of the results of the study, including the quality of the process and the quality of learning outcomes of Arabic, by applying the stand-up category method to improve students' speaking ability in Arabic in class XI Madrasah Aliyah Darut Taqwa Purwosari Pasuruan. Classroom action research was conducted in two cycles, each with four stages²⁰. The researcher acts as a teacher who is also an observer and collaborates with the Arabic subject teacher in the class. Before carrying out the classroom action research, the teacher and researcher work together to prepare steps to overcome.

In this study, the initial observation stage was carried out on May 31, 2021. In this observation, the actual conditions that occur in the learning process. There were 16 students, consisting of 8 male students and 8 female students. The following is a summary of the percentage of students' learning processes that have been observed:

¹⁷ Sofyan Iskandar, "Penelitian Tindakan Kelas: Ancangan Alternatif Penelitian Bagi Guru Sekolah Dasar," *Metodik Didaktik* 1, no. 1 (2006).

¹⁸ Dwi Susilowati, "Penelitian Tindakan Kelas (PTK) Solusi Alternatif Problematika Pembelajaran," *Jurnal Ilmiah Edunomika* 2, no. 01 (2018), <https://doi.org/10.29040/jie.v2i01.175>.

¹⁹ Ida Ayu Dian Pramantik and Erick Burhaein, "A Floor Time Approach to Improve Learning Outcomes of the Body Roll to the Side in Adaptive Physical Education Learning: Classroom Action Research Study on Two Cerebral Palsy Students," *International Journal of Disabilities Sports and Health Sciences* 2, no. 2 (2019): 45–53, <https://doi.org/10.33438/ijds.652061>.

²⁰ Freddy James and Desiree S Augustin, "Improving Teachers' Pedagogical and Instructional Practice through Action Research: Potential and Problems," *Educational Action Research* 26, no. 2 (2018): 333–48, <https://doi.org/10.1080/09650792.2017.1332655>.

Table 1. Learning Components Learning Process

Observed components	Cycle I	Cycle II
A	97,5%	100%
B	70%	75%
C	56,25%	66.65
D	62,5%	75%
E	50%	29,1%

Information: processed by the researcher

A: Students who attend

B: Students who listen to the explanation of the material

C: Students who can respond to questions given

D: Number of students who ask questions and think

E: Students who do other activities

Regarding student attendance in the first cycle, which is 97.5%, while the second cycle has increased to 100%, this shows an increase of 2.5%, which means that 16 students have followed the overall learning in the second cycle. While the number of students who pay attention to the explanation of the material during the learning process in the first cycle is 70%, while the second discus has increased by 75%, this shows an increase of 5% from the previous method. In comparison, as many as 25% of students do not listen to the explanation of the material. Students who can respond to the questions given in the first cycle are 56.25%, while the second cycle is 66.6%, showing an increase. The lack of this percentage is caused by students who do not understand the lesson, so they cannot answer the questions given by the teacher. Teacher. Students can express opinions and questions as much as 62.5% of the time, while the second cycle has increased, namely the percentage of 75%, the rate is reasonable but does not show perfection because a small part of the students is still shy and reluctant to ask questions. Students do other activities during the learning process, such as playing in cycle I or talking to friends by 50%, while in cycle II, it shows a decrease of 29.1%. This is because students are getting used to applying the stand-up category method and are starting to be interested in learning Arabic with the application of these methods. Then, the improvement of students' learning Arabic is shown in the following graph.

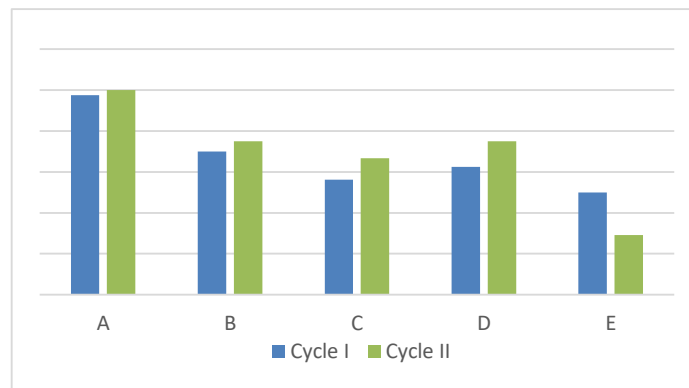


Figure 1. Comparison Diagram of Cycle Results

Meanwhile, the testability of students' learning outcomes in Arabic speaking skills is based on the score of the *post-test* and *pre-test*. The following is a summary of the results of the percentage of students' initial tests (*pre-test*) / pre-cycle in learning Arabic:

Table 1. Results of Student Learning Ability Test

Cycle	Complete	Percentage	Incompleted	Percentage
Pre Cycle	10	38,46%	16	61,54%
I	15	57,69%	11	42,31%
II	22	84,62%	4	15,38%

Description: processed by researchers

The table above shows that in the pre-cycle (before the action), only about 38,46% of students could solve the questions given in a suitable category. This indicates that the student learning test results are far below the Minimum Criteria of Completeness (KKM), so the researcher applies the stand-up category method.

Then, in cycle I, it can be seen that students who get the complete category in the learning outcomes test in cycle I are 15 students with a percentage of 57.69%. In contrast, there are 22 students in cycle II with a rate of 84,62%, while students who get an incomplete category in cycle I are as many as eleven students with a percentage of 42,31%. In the second cycle, as many as four students with a rate of 15,38%, means that the test results of students in the incomplete category have decreased. Students in the entire class have increased in the second cycle. The learning outcomes before implementing the stand-up category method were still low on the pre-cycle learning outcomes test. This is because the methods used in the learning process are not too diverse. Students tend to be bored, the classroom environment is not encouraging, and learning becomes inefficient due to a lack of belonging. However, after introducing the stand-up category method when they learn Arabic, students become more active, the classroom environment becomes more motivated, and learning becomes more effective, especially in speaking skills. This

is also indicated by "increasing" in student tests—the results of applying the stand-up category method.

Therefore, it can be concluded that the application of the stand-up category method to improve the speaking results of class XI Madrasah Aliyah Darut Taqwa students can make a real contribution to student learning outcomes so that student test results increase and the learning process becomes more effective with various innovations contained in the stand-up category method.

The following is a summary of students' speaking skills learning outcomes by applying the stand-up category method in class XI Madrasah Aliyah Darut Taqwa Purwosari Pasuruan, which is depicted in graphic form starting from the pre-cycle, cycle I, and cycle II below:

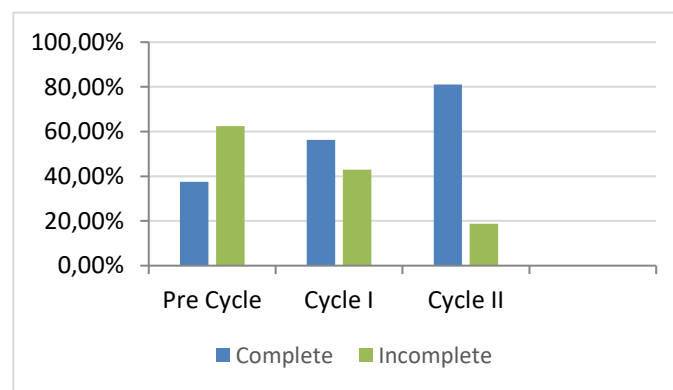


Figure 2. Comparison Diagram of Learning Outcomes

The data in the graph above shows that the actions taken before and after the treatment in each cycle have increased. From the pre-cycle, the percentage of students who have completed learning is 38,46%, and students who have not completed the assessment criteria are 61,64%. In contrast, in cycle I, the percentage of students with complete criteria is 57,69%, and those with incomplete standards are 42,31%. This shows that there is an increase in students with full criteria by 19,23%. In comparison, insufficient measures have decreased with a percentage of 19,23%.

Meanwhile, from cycle I to cycle II, students with the complete category also experienced an increase, namely with a rate of 26,93%. In comparison, students in the incomplete class experienced a decrease of as much as 26,93%. So, the researchers decided to complete this research in cycle II because each process with several stages that have been passed has shown a significant increase.

Conclusion

The findings of this study confirm that the stand-up category method is an effective approach for enhancing students' Arabic speaking skills. The research, conducted through

classroom action research in two cycles, demonstrated a significant improvement in students' participation and learning outcomes. The percentage of students meeting the minimum competency criteria increased from 38.46% in the pre-cycle to 57.69% in Cycle I and further to 84.62% in Cycle II. Additionally, student engagement in the learning process improved, with more students actively listening, responding to questions, and participating in discussions. These results indicate that the stand-up category method fosters a more interactive and stimulating learning environment, helping students overcome their fear of making mistakes and encouraging them to communicate more confidently in Arabic.

Moreover, the study highlights the importance of using innovative and student-centered teaching methods in language learning. The structured approach of the stand-up category method, which involves visual aids and interactive oral exercises, contributed to making the learning process more engaging and effective. The decrease in student passivity and the increase in their ability to respond to teacher questions demonstrate the method's positive impact. Therefore, it is recommended that educators integrate the stand-up category method into Arabic language instruction to enhance students' speaking proficiency and create a more dynamic and motivating classroom atmosphere.

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