Educational Journal of Learning Technology
Vol. 1, No. 3, pp. 142-149, May 2024
https://doi.org/10.58230/edutech.v1i3.18
Received May 01, 2024; Revised May 10, 2024; Accepted May 31, 2024

Think Pair Share with Drill Method: A teaching Learning Strategy to Enhance Students' Arabic vocabulary mastery

Renni Hasibuan[1], Muhammad Jundi[2]
[1,2]Universitas Islam Negeri Maulana Malik Ibrahim Malang
Jl. Gajayana No.50, Dinoyo, District Lowokwaru, Malang City, East Java
rennihasibuan88@gmail.com

Abstract. Exploring the implementation of the Think Pair Share model with the drill method in Arabic vocabulary learning is the main objective of this research. Using a qualitative approach through interviews and observations, data analysis was conducted iteratively and in-depth. The research findings indicate that there are four steps in implementing the Think Pair Share model with the drill method in Arabic vocabulary learning. First, the teacher introduces new vocabulary and explains its meaning and usage in sentences to the students. Then, students are given time to process and understand the vocabulary they have just learned through the thinking stage. Next, students are paired with classmates to share and memorize the vocabulary they have learned in turn. Finally, the results of the discussion are shared with the whole class, where the teacher selects several pairs randomly to come forward and convey their understanding of the vocabulary and its meaning to the entire class.

Keywords: Think pair share; drill method; Arabic vocabulary learning

1. Introduction

Arabic vocabulary learning plays a crucial role in developing students' language skills (Jensen & Cadierno, 2022). Because Arabic has a rich and complex vocabulary, learning vocabulary is an important foundation for understanding and using the language effectively (Holes, 2004). The vocabulary learning process includes recognition, mastery of meaning, and application of words in various communicative contexts. By expanding their vocabulary, students can improve their abilities in reading, writing, listening, and speaking in Arabic, thereby enabling them to interact more widely in a variety of communication situations (Nasir & Basit, 2021; Nurrohmah, 2017; Siregar, Hasibuan, & Jundi, 2023).

Arabic learning requires a lot of dedication and patience because of its level of complexity (Takdir, 2020). Students often experience difficulties in understanding and mastering the material taught in Arabic lessons (Hasibuan, Hasanah, & Faisol, 2024). Arabic is often considered boring because students are often asked to memorize texts in Arabic which are sometimes difficult to understand (Corinna, Rembulan, & Hendra, 2020; Hasibuan, Fitriani, & Aziz, 2023; Hasibuan & Siregar, 2023). This is also experienced by MTsN students in Batu City, where they feel burdened by the large number of vocabulary words they have to memorize. As a result, only a few of them really master the Arabic vocabulary they have learned. This condition causes their inability to speak Arabic. This is reflected when the teacher carries out a diagnostic evaluation regarding the Arabic vocabulary that has been studied, which shows low results. Therefore, Arabic teachers are required to create learning strategies that can overcome students' fears and make lessons more exciting and easy to understand.

©Authors
This work is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0).

One of the strategies proposed to overcome this challenge is the application of the Think Pair Share (TPS) model with the drill method in learning Arabic vocabulary. The Think Pair Share (TPS) learning model is a cooperative learning approach that involves three main stages: thinking, pairing, and sharing (Ageasta & Oktavia, 2018). In the first stage, students are asked to think about the material they have studied individually (Ardhy, 2018). Then, in the next stage, students work together with their partners to discuss their understanding of the material. The final stage is sharing, where each pair presents the results of their discussion to the class (Kaddoura, 2013). Through the TPS model, students have the opportunity to actively engage in learning, strengthen their understanding through discussions with classmates, and develop social and cognitive skills simultaneously (Phan & Lan, 2021).

The drill method in learning is an approach that aims to strengthen students' understanding and skills through repeated practice(Kani & Sa'ad, 2015). In the context of learning Arabic vocabulary, the drill method is often used to help students internalize vocabulary more effectively (Sumiati & Aziz, 2019). Drill exercises can consist of repetition of pronunciation, writing, or use of vocabulary in various sentence contexts (Sudirman & Zain, 2023). Through intensive and repeated practice, students can improve their retention of vocabulary and improve their ability to use that vocabulary in speaking and writing. The drill method also helps build students' self-confidence because they become more skilled in applying the vocabulary they have learned in communicative situations.

The combination of the Think Pair Share (TPS) model and the drill method is a reflection of efforts to harmonize the development of Arabic language learning methods in the post-structuralist method era, where the concepts of B. Kumaravadivelu in "Beyond Methods: Macrostrategies for Language Teaching" become main foothold. Kumaravadivelu emphasized the importance of the role of language teachers as passive technicians, reflective practitioners, and transformative intellectuals in the learning process (Kumaravadivelu, 2003). This concept emphasizes that the language learning method is not the main thing, but rather the enthusiasm, professionalism and strategy of educators which are much more crucial in learning Arabic (Akbari, 2008). In this case, educators try to adapt appropriate strategies without being fixated on one particular method. In this way, the Arabic language learning approach becomes more dynamic and flexible, according to students' needs and diverse learning contexts.

2. Method

This study aims to explore the implementation of the Think Pair Share (TPS) model with the drill method to enhance Arabic vocabulary comprehension among 7th-grade students at MTsN in Kota Batu. A qualitative approach was chosen to gain in-depth understanding of the learning process. Data collection methods involved direct observation of learning activities involving the TPS model with the drill method, as well as interviews with teachers and students to obtain diverse perspectives regarding their experiences with the method (Jamshed, 2014).

Data analysis was conducted using an iterative and in-depth approach (Pedrycz & Chen, 2015). The process began with the collection of primary data through observation and interviews. The data were then carefully examined to understand nuances and details (Miles, 2014). The next step involved correcting data if inconsistencies or errors were found. This iteration was crucial to ensure the accuracy and reliability of the data obtained. Subsequently, the refined and perfected data were used to draw conclusions regarding the effectiveness of implementing the TPS model with the drill method in Arabic vocabulary learning. These conclusions were then supported by consistent findings from meticulously conducted data analysis

3. Result

The implementation of Arabic vocabulary learning using the Think Pair Share model with the drill method is carried out with structured steps as follows:

The first step, before starting to learn Arabic vocabulary, the class begins with a series of routine activities that have become part of the learning process, including saying basmalah, prayer, and doing apperception. The teacher introduces a conducive atmosphere and directs students' attention to start learning with enthusiasm and concentration. After a class atmosphere is created, the teacher then introduces new vocabulary related to al-'unwan or address material to the students. With this approach, students are ready to engage in the learning process well, ensuring that they start with a solid foundation before learning new vocabulary. There are 15 vocabularies studied in this context. The teacher also explains the meaning and use of the vocabulary in sentences so that students can understand it well. At this stage, learning activities begin by reading together the 15 vocabulary words aloud, this is done to keep students alert so they don't get sleepy.

The second step, after the teacher's explanation, the next learning step is think, where students are given time to process and understand the vocabulary they have just learned. The teacher does not directly provide vocabulary translations to students, but invites them to think and guess the meaning according to the instructions given. This approach activates students' critical thinking skills and encourages them to relate new vocabulary to the knowledge they already have. If students have difficulty, the teacher provides easier clues to help them associate the vocabulary with its meaning. During this think stage, students are given the opportunity to reflect on and internalize vocabulary, which helps strengthen their connection to the learning material. After all the vocabulary has been guessed, students record it in their notebooks as a form of strengthening understanding. With this approach, learning is not just a process of passive acceptance, but also involves an active and reflective thought process, thereby enabling students to gain a deeper and more sustainable understanding.

The third step, in the pairing stage, students are paired with their classmates to share the vocabulary they have learned and memorize it in turn. In this pair dynamic, they exchange roles: one student mentions the vocabulary in Arabic, while the other mentions its meaning in Indonesian, and vice versa. This approach allows students to be actively involved in the learning process because they not only have to understand vocabulary in Arabic but also apply it in an Indonesian context and vice versa. This activity is carried out repeatedly to ensure good understanding and consolidation of overall vocabulary understanding. In this way, students not only improve their ability to memorize vocabulary, but also deepen their understanding of the meaning and use of words in different contexts, which in turn improves their Arabic and Indonesian language competencies simultaneously.

The fourth step, after pairing, the next step in the learning process is to share the results of the discussion with the whole class. The teacher chooses several pairs at random to come forward and convey their understanding of the vocabulary and its meaning to all classmates. This approach was adopted due to time constraints and the large number of students. Thus, although not all students have the opportunity to share directly, the information conveyed by a few randomly selected pairs can provide a general idea to the whole class about the vocabulary being studied. This sharing process is also an opportunity for students speaking in front to test their own understanding and improve their communication skills in Arabic. As a result, the entire class can benefit from the diverse perspectives and insights expressed by their classmates, ultimately enriching the overall learning experience.

After the learning activities are completed using the Think Pair Share model, the teacher then closes the lesson. Through this approach, students have been actively involved in the vocabulary learning process, both individually and in pairs, as well as sharing knowledge with classmates through share activities. In this stage, students have the opportunity to participate in various activities that strengthen their understanding of the learning material. Thus, the interactions that occur between students not only enrich their learning experience, but also build confidence in communicating in Arabic. After the learning was completed, based on the author's observations, students looked active and enthusiastic during the learning process. This was indicated by their response of wanting to come forward and explain the vocabulary to their friends, as their friends had previously done who were randomly selected by the teacher. The opportunity to share knowledge in front of classmates is not only a means of strengthening students' understanding, but also builds an inclusive and collaborative classroom atmosphere.

4. Discussion

The findings above provide significant practical implications for teachers considering implementing the Think Pair Share strategy and drill method in learning Arabic vocabulary. The positive response shown by students in using this strategy confirms its potential effectiveness in strengthening students' understanding of vocabulary. Nevertheless, it is important to remember that these findings need to be followed up with more in-depth follow-up studies to confirm and thoroughly evaluate this strategy in the context of Arabic vocabulary learning. A more in-depth evaluation could provide a more comprehensive understanding of the effectiveness of these strategies, as well as assist teachers in identifying areas that need to be improved or adjusted so that Arabic vocabulary learning can achieve optimal results. Thus, the use of this strategy in learning Arabic vocabulary can be a solid foundation for developing more effective and adaptive learning methods.

These positive findings are also reinforced by various research results that show positive evidence for the application of this strategy in the Arabic language learning process. Research conducted by (Hidayah & Faishol, 2019; Latifah & Aviya, 2018; Nurhudayah, 2022; Sabilla & Ahkas, 2023) emphasized that the use of this method was able to improve student learning outcomes in understanding Arabic. The findings from these studies also indicate that the use of the Think Pair Share strategy is able to stimulate students to actively participate in learning, and arouse their enthusiasm for thinking. Thus, the overall research provides strong support for the effectiveness of the Think Pair Share strategy as an effective learning method in the context of Arabic language learning.

The "Think-Pair-Share" strategy, advocated by Frank Lyman and his colleague, is a widely-used cooperative learning technique aimed at fostering active classroom participation among learners (Lyman, Tredway, & Purser, 2023). As elucidated by (Nik Mahmood, 2008), this strategy functions as a "multimode discussion cycle," wherein students are presented with a designated question or issue, encouraged to formulate their own thoughts, and then share their ideas with peers. To effectively implement this strategy in a language learning context, as recommended by (Macpherson, 2015), certain principles should be adhered to. These include designing group tasks conducive to collaborative work, fostering positive interdependence among students to necessitate cooperation for success, allocating class time for the development of interpersonal and cooperative skills, facilitating learning in small groups typically comprising 2-5 members, ensuring individual accountability for learning and participation, and transitioning the instructor's role from being the 'sage on the stage' to the 'guide on the side'.

The drill method which is integrated as a support in implementing the Think Pair Share model in learning is a strategy used by teachers to strengthen students' memories regarding the vocabulary being taught. The basic principle of this method is repetition, where with frequent repetition, the vocabulary will become increasingly embedded in students' memories (Kani & Sa'ad, 2015). Many studies have shown positive evidence of the effectiveness of this drill method in the learning process, especially in learning Arabic (Alimuddien, Santoso, & Mustain, 2022; Dewi, Trisnawati, & Kristina, 2020; Fauzi & Darmawan, 2019; Munthe & Agustia, 2023; Rathakrishnan, Raman, Haniffa, Mariamdaran, & Haron, 2018). Thus, the use of the drill method as part of the Think Pair Share approach not only helps in understanding vocabulary, but also strengthens retention and mastery of vocabulary by students in the long term.

The combination of these two methods reflects a creative strategy in learning, which emphasizes that a teacher does not have to stick to just one method but must be able to combine various approaches according to the needs and characteristics of students (Hasibuan, Haerullah, & Machmudah, 2023). This approach allows a teacher to adapt learning strategies with flexibility, thereby creating a diverse and inclusive learning environment (Amirul Amin, Hasibuan, & Jundi, 2023). By considering the advantages of each method, teachers can develop more holistic and effective strategies, allowing students to gain deeper and more sustainable understanding (Hasibuan & Fitriani, 2023). This reflects the importance for a teacher to be creative in designing learning experiences that are interesting and relevant for each individual in the class, so as to optimize the learning process and increase overall student learning achievement (Hasibuan, 2023).

Apart from that, there is one thing that a teacher needs to pay attention to when teaching Arabic vocabulary to students, namely that there is no need to provide a direct translation of the vocabulary (Gu & Johnson, 1996). On the other hand, teachers can provide some instructions or context so that students can digest and understand the meaning of the vocabulary being taught in more depth (Hasibuan & Jundi, 2023; Jundi & Hasibuan, 2023). In this approach, students are invited to think actively and look for the meaning of the vocabulary themselves. The cognitive concept applied here is that a learning process that involves students actively seeking knowledge will be more effective in strengthening their understanding than passively providing knowledge (Pass, 2004). When students are involved in finding the meaning of vocabulary, the knowledge they gain will last longer in their memory (Hasibuan & Rosyidi, 2023; Siregar et al., 2023). This is different from when knowledge is given directly without involving students' thinking processes, which may tend to be more easily forgotten. Thus, this approach not only provides deeper understanding, but also fosters critical and independent thinking skills in students, which is an important aspect in learning Arabic and in learning contexts in general (Kaddoura, 2013).

5. Conclusion

Based on the results and discussions above, it can be concluded that there are four steps in implementing the Think Pair Share model with the drill method in Arabic vocabulary learning. First, the teacher introduces new vocabulary and explains its meaning and usage in sentences to the students. Then, students are given time to process and understand the vocabulary they have just learned through the thinking stage. Next, students are paired with classmates to share and memorize the vocabulary they have learned in turn. Finally, the results of the discussion are shared with the whole class, where the teacher selects several pairs randomly to come forward and convey their understanding of the vocabulary and its meaning to the entire class. These findings indicate that the combination of these learning strategies is effective in increasing student engagement, both individually and in interaction with classmates. Additionally, the research

results also indicate that the use of the drill method as a supporting component of Think Pair Share contributes positively to strengthening students' memory of the vocabulary taught. Thus, this approach can be recommended to Arabic language teachers as a creative strategy to enhance vocabulary learning and foster an inclusive and collaborative classroom environment.

6. References

Ageasta, Y., & Oktavia, W. (2018). Using The Think-Pair-Share Strategy in Teaching Reading Narrative Text for Junior High School Students. *Journal of English Language Teaching*, *7*(3), 497–505. https://doi.org/10.24036/jelt.v7i3.100398

Akbari, R. (2008). Postmethod Discourse and Practice. *TESOL Quarterly*, *42*(4), 641–652.

Alimuddien, F., Santoso, B., & Mustain, M. (2022). Penerapan Metode Drill dalam Pembelajaran Bahasa Arab Terhadap Hasil Belajar Siswa 7b MTS As-Sunnah Cirebon. *Jurnal Al-Fawa'id : Jurnal Agama dan Bahasa*, *12*(1), 168–177. https://doi.org/10.54214/alfawaid.Vol12.Iss1.173

Amirul Amin, M., Hasibuan, R., & Jundi, M. (2023). Optimizing Student's Reading Skill: An Experimental Study on The Influence of Comic Media on Arabic Language Learning. *El-Mahara*, *1*(2), 55–68. https://doi.org/10.62086/ej.v1i2.500

Ardhy, S. (2018). The Application of Think-Pair-Share Strategy in Improving Students' Speaking Ability. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, *6*(2). Retrieved from http://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/510

Corinna, D. F., Rembulan, I., & Hendra, F. (2020). Problematika pembelajaran Bahasa Arab secara daring studi kasus: Mahasiswa program studi Bahasa dan Kebudayaan Arab Universitas Al-Azhar Indonesia. *Prosiding Konferensi Nasional Bahasa Arab VI*, (6), 569–578.

Dewi, N. A. K., Trisnawati, T., & Kristina, M. (2020). The Drill Method with Realistic Approach to Improve Learning Outcomes of Descriptive Statistics in Higher Education. *JINoP (Jurnal Inovasi Pembelajaran)*, *6*(2), 215–226. https://doi.org/10.22219/jinop.v6i2.13010

Fauzi, H. N., & Darmawan, M. A. (2019). Penerapan Metode Drill dalam Pembelajaran Bahasa Arab untuk Meningkatkan Hasil Belajar. *AL-MANAR : Jurnal Komunikasi Dan Pendidikan Islam*, *8*(2), 1–16. https://doi.org/10.36668/jal.v8i2.113

Gu, Y., & Johnson, R. K. (1996). Vocabulary Learning Strategies and Language Learning Outcomes. *Language Learning*, *46*(4), 643–679. https://doi.org/10.1111/j.1467-1770.1996.tb01355.x

Hasibuan, R. (2023). *فعالية تطبيق مباراة لعبة الفرق بوسيلة الكلمات المتقاطعة في تعليم البلاغة لطلبة جامعة إمام بونجول الإسلامية الحكومية بادانج* (Masters, Universitas Islam Negeri Maulana Malik Ibrahim). Universitas Islam Negeri Maulana Malik Ibrahim. Retrieved from http://etheses.uin-malang.ac.id/59687/

Hasibuan, R., & Fitriani, L. (2023). Innovative Approach to Reading Skill Development: Jigsaw Strategy and Crossword Puzzle Media. *Journal of Arabic Language Learning and Teaching (JALLT)*, *1*(2). https://doi.org/10.23971/jallt.v1i2.98

Hasibuan, R., Fitriani, L., & Aziz, A. (2023). Application of Jigsaw Strategy with Crossword Puzzle Media in Reading Skill Learning. *Al-Uslub: Journal of Arabic Linguistic and Literature*, *7*(02), 207–218. https://doi.org/10.30631/al-uslub.v7i02.152

Hasibuan, R., Haerullah, I. S., & Machmudah, U. (2023). TPACK dalam Pembelajaran Bahasa Arab (Studi Implementasi dan Efektivitas). *Islamic Manuscript of Linguistics and Humanity*, *5*(1), 23–34. https://ejournal.uinib.ac.id/jurnal/index.php/imlah/article/view/7103

Hasibuan, R., Hasanah, M., & Faisol. (2024). Improving Balaghah Mastery Through Teams Games Tournaments with Crossword Puzzle Media in Higher Education. *Al-Lisan: Jurnal Bahasa (e-Journal)*, *9*(1), 33–50. https://doi.org/10.30603/al.v9i1.4520

Hasibuan, R., & Jundi, M. (2023). Crafting Success: Creative Management Techniques for Darul Ulum Sipaho Islamic Boarding School's Arabic Language Learning Program Implementation. *Kitaba*, *1*(3), 135–146. https://doi.org/10.18860/kitaba.v1i3.24218

Hasibuan, R., & Rosyidi, A. W. (2023). Greene & Petty تحليل الكتاب المدرسي" العربية تجمعنا" سلسلة للناطقين بغيرها للصف الثاني المدرسة الإبتدائية على أساس. *Nady Al-Adab: Jurnal Bahasa Arab*, *20*(1), 63–78. https://doi.org/10.20956/jna.v20i1.24587

Hasibuan, R., & Siregar, L. Z. (2023). Al-Akhtā'al-Imlā'iyah al-Syā'iah ladā Talāmīż al-Şaf al-Śāmin bi Ma'had Dār al-Ulūm Sipaho. *JICALLS: Journal of Arabic Education, Linguistics, and Literature Studies*, *1*(1), 65–78.

Hidayah, F., & Faishol, R. (2019). Efektivitas Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share Untuk Meningkatkan Hasil Belajar Bahasa Arab Siswa Madrasah Ibtidaiyyah. *Studi Arab*, *10*(1), 39–56. https://doi.org/10.35891/sa.v10i1.1766

Holes, C. (2004). *Modern Arabic: Structures, Functions, and Varieties*. Georgetown University Press.

Jamshed, S. (2014). Qualitative research method-interviewing and observation. *Journal of Basic and Clinical Pharmacy*, *5*(4), 87–88. https://doi.org/10.4103/0976-0105.141942

Jensen, C. J. D., & Cadierno, T. (2022). Differences in mobile-assisted acquisition of receptive and productive vocabulary knowledge: A case study using Mondly. *The Language Learning Journal*, *0*(0), 1–16. https://doi.org/10.1080/09571736.2022.2108123

Jundi, M., & Hasibuan, R. (2023). Enhancing Arabic Language Proficiency among Students: A Case Study of Language Matriculation Strategies at Al-Hasyimiyah Darul Ulum Sipaho Islamic Boarding School. *Kilmatuna: Journal Of Arabic Education*, *3*(2), 114–129. https://doi.org/10.55352/pba.v3i2.619

Kaddoura, M. (2013). Think Pair Share: A Teaching Learning Strategy to Enhance Students' Critical Thinking. *Educational Research Quarterly*, *36*(4), 3–24.

Kani, U. M., & Sa'ad, T. U. (2015). Drill as a Process of Education. *European Journal of Business and Management*, *7*(21), 175–178.

Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. *World Englishes*, *22*(4), 539–550.

Latifah, L., & Aviya, N. (2018). Pengaruh Model Cooperative Learning Tipe Think Pair Share (TPS) Terhadap Hasil Belajar Siswa pada Pelajaran Bahasa Arab di MI. *Al Ibtida: Jurnal Pendidikan Guru MI*, *5*(1), 83–94. https://doi.org/10.24235/al.ibtida.snj.v5i1.2641

Lyman, F. T., Tredway, L., & Purser, M. (2023). Think-Pair-Share and ThinkTrix: Standard Bearers of Student Dialogue. In *Contemporary Global Perspectives on Cooperative Learning*. Routledge.

Macpherson, A. (2015). *Cooperative Learning Group Activities for College Courses*. (12666 72nd Ave, Surrey, BC). Retrieved from https://arcabc.ca/islandora/object/kora:43

Miles, B. M., Huberman, A. M. and Saladana. (2014). *Qualitative Data Analysis A Methods Sourcebook. Edition 3* (p. 22). New York: SAGE Publications.

Munthe, A. L. F., & Agustia, N. R. (2023). Penerapan Metode Drill dalam Pembelajaran Bahasa Arab Di Kelas VII MTS YP. Al-Manar Hamparan Perak. *Al-Muaddib : Jurnal Ilmu-Ilmu Sosial Dan Keislaman*, *8*(1), 273–282. https://doi.org/10.31604/muaddib.v8i1.273-282

Nasir, A., & Basit, M. A. (2021). Ta'lîm al-Mufradât al-'Arabiyyah 'alâ Tharîqati al-Istidzkâr Mnemonic lil al-Kalimât al-Miftâhiyyah. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, *2*(1), 40–60. https://doi.org/10.19105/ajpba.v2i1.3944

Nik Mahmood, N. A. (2008). *Collaborative teaching environment system using think-pair-share technique / Nik Azlina bt Nik Mahmood @ Nik Ahmad* (Masters, University of Malaya). University of

Malaya. Retrieved from http://pendeta.um.edu.my/client/default/search/detailnonmodal/ent:$002f$002fSD_ILS$002f786$002fSD_ILS:786484/one?qu=Collaborative+teaching+environment+system+using+think-pair-share+technique

Nurhudayah. (2022). Efektifitas Metode Pembelajaran Kooperatif Model Think Pair Share (TPS) Terhadap Kemampuan Menulis Siswa Pada Pembelajaran Bahasa Arab di SMA Negeri 10 Kota Makassar. *Jurnal Sarjana Ilmu Budaya*, *2*(3 (September)). Retrieved from http://journal.unhas.ac.id/index.php/jsbsk/article/view/20222

Nurrohmah, I. (2017). *Efektivitas Program Mufradat (Kosa Kata) Pagi Dalam Meningkatkan Keterampilan Berbahasa Arab Bagi Santriwati Pondok Pesantren Al-Istiqomah Ngatabaru* (Other, IAIN Palu). IAIN Palu. Retrieved from http://repository.iainpalu.ac.id/id/eprint/472/

Pass, S. (2004). *Parallel Paths to Constructivism: Jean Piaget and Lev Vygotsky*. IAP.

Pedrycz, W., & Chen, S.-M. (2015). *Granular Computing and Decision-Making: Interactive and Iterative Approaches*. Springer.

Phan, H., & Lan, D. T. M. (2021). Using Think-Pair-Share Strategy to Support Students in Speaking Lessons. *Journal of English Language Teaching and Applied Linguistics*, *3*(4), 01–08. https://doi.org/10.32996/jeltal.2021.3.4.1

Rathakrishnan, M., Raman, A., Haniffa, M. A., Mariamdaran, S. D., & Haron, A. (2018). The drill and practice application in teaching science for lower secondary students. *International Journal of Education, Psychology and Counseling*, *3*(7), 100–108.

Sabilla, S., & Ahkas, A. W. (2023). Improving Student Learning Outcomes in Arabic Learning Through the Think Pair Share (TPS) Model. *Edumaspul: Jurnal Pendidikan*, *7*(1), 1698–1707. https://doi.org/10.33487/edumaspul.v7i1.6373

Siregar, A. H., Hasibuan, R., & Jundi, M. (2023). Exploring the Characteristics of Arabic Learning Content on Tiktok and Instagram: A Qualitative Analysis. *International Conference on Educational Theories, Practices, And Research*, *1*(01), 11–27. https://conferences.uinsyahada.ac.id/index.php/english/article/view/8

Sudirman, S., & Zain, M. I. (2023). Application of The Drill Method to Improving Science Learning Outcomes. *Jurnal Penelitian Pendidikan IPA*, *9*(4), 1886–1891. https://doi.org/10.29303/jppipa.v9i4.3649

Sumiati, S., & Aziz, N. (2019). Metode Drill dalam Peningkatan Penguasaan Kosakata Bahasa Arab. *Al-Maraji' : Jurnal Pendidikan Bahasa Arab*, *3*(1), 1–12. https://doi.org/10.26618/almaraji.v3i1.3649

Takdir, T. (2020). Problematika Pembelajaran Bahasa Arab. *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab*, *2*(1), 40–58. https://doi.org/10.47435/naskhi.v2i1.290