The Role of Methods in the Arabic Language Learning Process

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Abstract

Selecting the right learning method is very useful for achieving success in learning. In Arabic language learning, choosing a relevant method is crucial, as linguistic difficulties (sounds, vocabulary, and complex grammar), lack of student motivation, conventional teaching methods, limited media and time, and cultural differences are common obstacles encountered. Therefore, finding the right method is very important. This paper uses a qualitative research method using the library research method through the Systematic Literature Review (SLR) approach. The results of this study indicate that the role of the method is as a positive influence on the cognitive side of students, as a provider of internal motivation, as a learning strategy, and as a means and tool to achieve learning objectives. Among the methods that can be applied in the Arabic language learning process are the Grammatical Translation Method, Direct Method, Audiolingual Method, Communicative Method, Eclectic Method, Reading Method, Global Structural Audiovisual Method, Cognitive Method, Natural Method, Total Physical Response Method, and Silent Way Method. This study confirms that the learning method has a very important role in the success of the learning process, especially in Arabic language learning. From the results of this study, the author recommends that there be further research that empirically tests the effectiveness of each method in different class contexts, so that the results are more applicable in the field.

INTRODUCTION

Learning in Arabic originates from the word *ta'allama-yata'allamu-ta'alluman* (تعلم-يتعلم-تعلّما), which means the effort to acquire knowledge or science.(Sugono et al. 2008, 24) Meanwhile, teaching in Arabic originates from the word 'allama-yu'allimu-ta'līman (علّم-يعلّم-تعليما), which means to give lessons (Sugono et al. 2008, 24). As for learning (ta'allum), it is a process that combines learning and teaching activities involving students and educators along with other elements.

Under Law No. 20 of 2003, Chapter I, Article 1, paragraph 20, concerning the National Education System, it is stated that learning is a process of interaction among students, educators, and learning resources within a learning environment.

In the world of education, learning is not limited to the transfer of knowledge. Beyond that, learning truly encompasses planning, materials, methods, media, evaluation, and environment. These elements are interrelated as a unified whole to make the learning process an activity that produces quality outcomes. In this case, students are expected to become knowledgeable, insightful individuals with noble character (*akhlāq*).

The learning method itself has a significant contribution in making students feel enthusiastic about their learning. This is because the learning process will not be enjoyable and interesting if it does not employ an appropriate method.

Many students become reluctant to participate in a lesson because their teacher makes mistakes in selecting methods. Similarly, inaccurate perceptions that emerge in students' minds about a subject that it is difficult or less interesting—can arise from teachers who do not pay attention to their teaching methods.

Therefore, some argue that the method is more important than the material. This statement is quoted from one of the figures of Pondok Modern Gontor named Hasan Abdullah Sahal.(Padi 2018) According to him, methods must also be considered in the learning process, not just the delivery of material. This means that when a teacher prepares the material, they also need to find ways to convey it well, so it is easily understood and digestible for students. This is among the objectives of a teaching method.

Regarding Arabic language learning, methods are equally important to consider as in other disciplines. In learning a foreign language, a student will not be able to fully absorb the material if the material is delivered without selecting an appropriate method. This is because learning a foreign language has different objectives. Therefore, the selection of methods is considered to have a significant contribution to the ongoing teaching and learning activities, in accordance with the intended purpose of language learning.

Given the importance of methods in the learning process, it is necessary to discuss the roles they play, especially in Arabic language learning. When selecting a method, it is also essential that it be grounded in certain principles and foundations. Furthermore, do foreign-language teaching methods, especially Arabic, offer a variety of approaches to ensure successful learning? Several matters need to be discussed to explore the role of a method more deeply.

Speaking to the role of methods, previous studies have also discussed methods in learning. However, the role of methods studied was not related to Arabic language learning, but rather related to other disciplines, such as: "The Role of Teaching Methods on Learning Achievement in Islamic Religious Education" (Maghfiroh and Rozak Hanafi 2023), "The Role of Teaching Methods on Interest and Learning Achievement in Qur'an and Hadith"(Khalijah et al. 2023), etc.

The difference between this research and previous research lies in the type of learning material. Similarly, this research specifically discusses the role of methods in Arabic Language learning, the foundations for selecting a method, and the various types of Arabic Language teaching methods themselves.

METHODS

This research is a qualitative study using the library research method through a systematic literature review approach. This research was conducted by identifying, evaluating, and synthesizing all library sources relevant to the research topic.(Sunaryono 2024, 25)

This research does not merely compile quotations but also conducts a critical analysis of existing knowledge and places it in the context of ongoing research relevant to the research topic.

In more detail, the literature study was conducted through several stages as follows: determining the research topic, formulating questions or study focus, searching and collecting literature sources, reading, selecting, and evaluating sources, grouping and organizing information, composing synthesis and analysis of literature, writing literature review in research reports, revising and updating literature.(Fitrah and Luthfiyah 2017, 17–19)

FINDINGS AND DISCUSSION

In Arabic, the method is called aṭ-ṭarīqah (الطريقة), which means al-manhaj wa al-maslak (المنهج والمسلك), namely, path and way. In the Indonesian dictionary, method means an orderly way used to carry out a task so that it is achieved as desired; a systematic way of working to facilitate the implementation of an activity to achieve a specified goal.(Sugono et al. 2008, 952)

As for teaching methods, it is a term with several similar and closely related definitions, as seen in the statements of several experts. According to Gunawan, a teaching method is a systematic, orderly process carried out by teachers or educators to deliver material to their students.(Muhammad Yusuf et al. 2024) According to Abu Ahmad, the Teaching method is the way educators give lessons and the way students receive lessons during the lesson, either in the form of informing or stimulating.(HK 2024) According to Trianto, Teaching method is the procedure or teaching strategy carried out by teachers or instructors to help students achieve learning objectives.(Hasibuan et al. 2024) According to Muhammad Abdul Qadir Ahmad, a teaching method is a way or approach used by teachers to manage learning activities and help students achieve mastery of knowledge in the easiest, least time, and least cost way. This method can also overcome many shortcomings in the curriculum, books, or students.(Ahmad n.d., 6) From the definitions above, it can be concluded that teaching methods are systematic ways educators use to deliver material and guide students during the learning process, thereby facilitating understanding and achieving learning objectives.

Besides methods, the learning process also involves other terms often mentioned by academics: techniques and strategies, so what is the difference between the three? The term method has been mentioned previously. As for technique, it is called *al-uslūb* (الأسلوب) in Arabic, meaning 'art' literally. In the Indonesian Dictionary, tehnik is the non-standard form of teknik, which means a way (skill, etc.) of making or doing something related to art.(Sugono et al. 2008, 1473)

Nurul Kusnah quotes Gerlach and Ely's opinion that technique is the path, tool, or medium used by teachers to direct students' activities toward the goals to be achieved.(Kusnah 2018, 10)

Suyono and Hariyanto explain that teaching techniques aim to ensure that all students in the class receive varied learning opportunities tailored to their needs and interests.(hariyanto 2015, 21)

Abdul Aziz bin Ibrahim Al-'Ushayli stated that teaching techniques are activities carried out by teachers, inside or outside the classroom, to implement a particular teaching method.(Al 'Ushayli n.d., 69–70) Meanwhile, Rusydi Ahmad Thu'aimah stated that teaching techniques are everything teachers do to implement method instructions, both inside and outside the classroom.(Thu'aimah n.d., 70–71)

From the definitions above, it can be concluded that teaching techniques are operational, practical ways teachers use to implement teaching methods in practice, both inside and outside the classroom, with the aim of directing student learning activities to align with learning objectives while considering students' needs and interests. In light of this conclusion, it can be inferred that a single method may comprise multiple techniques, depending on learning needs.

Turning to the word strategy, which in Arabic is called *al-istirātijiyyah* (الإستراتيجية), has the literal meaning of tactics. In the Indonesian Dictionary, strategy is a careful plan regarding activities to achieve specific targets.(Sugono et al. 2008, 1377)

In the world of education, a learning strategy is the art of using plans to achieve learning objectives, comprising methods, techniques, or procedures.(Ramdani et al. 2023) Not much different from what was mentioned before, Syaiful Bahri and Aswan Zain argue that learning strategies constitute general patterns of teacher-student activities in the realization of teaching and learning to achieve the outlined objectives.(Djalal 2017)

Strategy in the world of education is also defined as *a plan, method, or series of activities designed to achieve a particular educational goal.*(Sanjaya 2020, 124) This plan contains a series of activities designed to achieve educational goals.

From the definitions above, it can be concluded that a learning strategy is a comprehensive, structured plan that includes patterns, methods, techniques, and a series of learning activities, carefully designed by teachers to guide the teaching and learning process so that educational goals can be achieved effectively and efficiently. From the understanding of strategy, method, and technique explained above, the differences between the three can be outlined as follows:

A learning strategy is a comprehensive, structured plan carefully designed by teachers. This strategy includes activity patterns, the selection of methods, techniques, media, and learning activity sequences, aimed at directing the teaching and learning process to achieve educational goals effectively and efficiently. Strategy is macro in nature, serving as the overarching framework encompassing all components of learning.

Meanwhile, the teaching method is part of the strategy, referring to the systematic way educators use to deliver subject matter and guide students during the ongoing learning process. This method focuses more on the approach or system of delivering information so that students can understand the material well.

Whereas teaching technique is the operational and practical form of methods applied directly in learning situations, both inside and outside the classroom. Technique refers to concrete steps or actions teachers take to implement methods effectively, considering students' needs, interests, and characteristics.

In short, it can be concluded that strategy functions as the broader framework for planning, method as a systematic approach for delivering material, and technique as the practical form of implementing that method in the field. The three are interrelated and hierarchical, ranging from the most general to the most specific in the learning process.

1. **The Role of Methods in the Arabic Language Learning Process**, methods have a vital role in the learning process. In the Arabic language learning process, among the roles of methods are :

   a) **Method as a Positive Influence on Students' Cognitive Aspects** (Mahmudah and Suharsono 2023)

   In the learning process, methods serve not only as mere technical aids but also as strategic tools for shaping and developing students' cognitive development. Appropriate methods can stimulate students' thinking, enhance memory, and strengthen analytical abilities and understanding of the material being taught. In other words, teaching methods become a very determining factor in creating a learning environment conducive to students' intellectual development.

   For example, when teachers use the problem-based learning method, students are encouraged to think critically, solve problems, and connect new information with knowledge they already possess. This process directly stimulates their cognitive work. They not only receive information passively but also actively process it. Such activities will strengthen mental connections and broaden thinking perspectives.

   Moreover, varied methods appropriate to students' learning styles will make learning more interesting and meaningful. This increases learning motivation, which in turn accelerates understanding of the concepts being taught. Good methods will facilitate teachers in delivering material systematically and logically, so students can grasp the essence of lessons more quickly and accurately.

   This is consistent with the results of Fatihatul Aziziyah's research on the Influence of varying teaching methods on Elementary School Students' Learning Motivation. The research found that varying teaching methods can significantly increase students' learning motivation, particularly in terms of student engagement and interest in the subject matter.(Fatihatul Aziziyah et al. 2025)

   Similar results were reported by Niza Hafzhiyah Hasibuan, who stated that the use of appropriate teaching methods can increase students' motivation and interest in learning, as well as make it easier for students to understand the learning material.(Hasibuan et al. 2024)

   Thus, methods are not only means of delivering material but also important instruments for shaping students' cognitive structures. When methods are arranged with attention to students' needs and characteristics, they will provide a significant positive influence on the development of thinking abilities, problem-solving, and student decision-making

   b) **Method as Provider of Internal Motivation** (Arifin 2008, 101–3)

   Methods play an important role in providing internal motivation, thereby stimulating students' intrinsic motivation. This means that

appropriate and interesting methods can trigger learning enthusiasm that emerges from within students, without being forced or pressured from the outside.

Arabic language, as a foreign language for many non-Arab learners, is often considered difficult due to its complex grammar, extensive vocabulary, and significant phonetic differences. In this context, monotonous, rigid teaching methods or those focused only on memorization can make students quickly feel bored and lose motivation. Conversely, if teachers apply communicative, contextual, and enjoyable methods, students will feel more interested and naturally motivated to understand and master Arabic.

Moreover, methods that open up space for two-way interaction between teachers and students, such as discussion methods, question-and-answer sessions, or problem-based learning, can increase students' confidence in using Arabic directly. This self-confidence is part of internal motivation, which is very valuable in language learning, because the more often someone dares to try, the more opportunities they have to develop. This is similar to the results of Yunda Lestari's research, which suggest that the PBL method can make students more active, confident, and happier.(Lestari et al. 2023)

Thus, the method chosen by teachers will greatly determine whether the Arabic language learning process can generate intrinsic motivation among students. When that method touches students' interests, needs, and learning styles, motivation to learn will naturally grow, independent of praise, grades, or punishment, and is born of personal awareness of the importance of mastering Arabic.

c) **Method as Learning Strategy** (Arifin 2008, 101–3)

Teaching methods are not merely understood as technical ways of delivering material but also as an integral part of the learning strategy. As a strategy, methods play an important role in designing, directing, and managing the teaching and learning process to ensure it proceeds effectively and efficiently, in accordance with the objectives to be achieved.

Method as a learning strategy reflects systematic planning by an educator in selecting approaches, techniques, and learning steps most appropriate to student characteristics, subject matter, and learning environment conditions. It focuses not only on what is taught but also on how to deliver it so students can understand, absorb, and develop their knowledge and skills optimally.

As a strategy, teaching methods help teachers compose concrete operational steps to achieve learning objectives. For example, in teaching speaking skills in Arabic, a teacher can choose a communicative strategy and then implement it through role-play methods or dialogue simulation. In this case, the method becomes the practical manifestation of the designed strategy, so learning becomes more directed and focused.

Furthermore, the method-as-strategy approach enables adaptive and responsive learning. Teachers can adjust methods used to students' level of understanding, modify approaches when encountering difficulties, and evaluate learning effectiveness based on student responses. This flexibility is very important for creating a dynamic, non-monotonous learning process.

Thus, it can be concluded that the method, as a learning strategy, is part of the larger framework of educational planning, which unites objectives, materials, students, and pedagogical approaches into a single whole. When methods are selected and implemented as part of a mature strategy, learning will proceed more systematically, be directed, and provide a deeper impact on student development.

d) **Method as Means and Tools to Achieve Objectives** (Arifin 2008, 101–3)

In the learning process, teachers and students have objectives to be achieved. These objectives can take the form of knowledge, skills, or specific attitudes. However, to achieve these objectives, intention and subject matter alone are not sufficient. An appropriate way to deliver material is needed so students can understand and master it well. This is where the role of methods becomes very important.

The teaching method is a tool for teachers. It is like a vehicle that brings teachers and students toward learning objectives. Without methods, the learning process can become boring, directionless, and difficult to achieve objectives. Conversely, if teachers choose appropriate methods, learning will feel more alive, enjoyable, and objectives will be more easily achieved.

For example, if a teacher wants their students to be able to speak Arabic fluently, then the teacher needs to choose methods that involve much speaking practice. This method serves as a bridge between students and the desired objective.

In other words, the method is not the final objective but a means to achieving it. Therefore, teachers must be skilled in selecting and using appropriate methods, depending on objectives, materials, and student conditions. Appropriate methods will make learning more effective, efficient, and meaningful.

2. **Foundations for Selecting Arabic Language Teaching Methods**

In fact, there are many foreign language teaching methods, and a language teacher must choose an appropriate one. The reality is that there is no single method of language teaching suitable for all conditions, all societies, and all students. The appropriate method helps achieve the expected objectives and suits the special conditions of foreign language teaching. What is suitable here may not be suitable elsewhere.(Arifin 2008, 104)

Therefore, when selecting a method, several factors need to be considered to ensure a teacher can appropriately choose their teaching method. Among the foundations in selecting a method are :

a) **Learning objectives:** The purpose of teaching grammar rules to beginners differs from the purpose of teaching them to specialists. Therefore, the teaching method also differs for both groups.

b) **Nature of subject matter:** Some materials are theoretical in nature, and some are practical. Some materials require the use of certain aids, such as pictures, models, and devices, which cannot be ignored in the learning process.

c) **Nature of the topic:** Some topics require student involvement in discussion and continuous expression of their aspects, and some only require delivery or lectures in most cases.

d) **Student characteristics:** There is no doubt that among students in one class, there are individual differences.

e) **Learning level:** Methods suitable for children are not necessarily suitable for adults.

f) **School facilities and infrastructure:** The availability of devices, pictures, models, and the like at school encourages following certain methods in implementing the appropriate curriculum.

g) **Teachers and the breadth of their knowledge:** There is no doubt that differences in teachers' teaching methods return to differences in their backgrounds, knowledge, experience, and their exposure to educational experiments and the like (Ibrahim n.d., 33–34)

3. **Various Types of Arabic Language Teaching Methods**

Currently, many methods are used to learn foreign languages. Each method has its own advantages and disadvantages. Therefore, a teacher must study these methods, observe them, and choose the method most appropriate to the learning situation they are facing.(Al fauzan 2015, 84) Among Arabic language teaching methods are:

a) **Grammar-Translation Method** (*ṭarīqah al-qawā'id wa at-tarjamah* - طريقة القواعد والترجمة)(Al fauzan 2015, 85)

This is one of the oldest methods used in foreign language teaching and is still used in several countries today. This method primarily aims to teach foreign-language grammar and to encourage students to memorize and master it. Language teaching is conducted through translation between the mother tongue and the foreign language. This method also emphasizes reading and writing in a foreign language and places greater emphasis on grammar and translation than on listening and speaking, which are the foundation of language.

Along with the frequent use of translation, opportunities to practice a foreign language become fewer for students. Moreover, this method emphasizes grammar analysis to the extent that students learn language naturally. Many teachers who use this method analyze sentence structures in a foreign language and ask their students to conduct grammatical analysis.

b) **Direct Method** (*aṭ-ṭarīqah al-mubāsharah* - الطريقة المباشرة)(Al fauzan 2015, 86)

This method focuses on speaking ability rather than reading and writing skills and does not use translation in foreign-language teaching for any reason. This method also does not burden students with theoretical grammatical rules and does not limit learning to language patterns and structures.

Moreover, this method emphasizes the direct connection between words and the objects they indicate and relies on imitation and memorization, enabling students to pronounce many sentences in a foreign language.

The deficiency in this method is that its excessive focus on speaking ability makes other language skills less emphasized, is overly dependent on

mechanical exercises, fails to help students understand the essence of grammatical structure, and does not provide control over the rules learned.

c) **Audiolingual Method** (*aṭ-ṭarīqah as-sam'iyyah ash-shafawiyyah* - الطريقة السمعية الشفهية)(Al fauzan 2015, 90)

The principle of this method is the intensive use of audio and visual media, along with various language-teaching methods, such as imitation, repetition, recall, and emphasis on drill (repetitive exercises), while reducing grammatical explanation and analysis. Instead, students are trained practically with a focus on language patterns and structures.

The deficiency of this method is its excessive focus on listening and speaking skills at the expense of reading and writing, and its reliance on drills without attention to grammatical rules.

d) **Communicative Method** (*aṭ-ṭarīqah at-tawāṣuliyyah* - الطريقة التواصلية)(Al fauzan 2015, 92)

The ultimate goal of this method is to equip students with the ability to use a foreign language as a communication tool to achieve various purposes. This method does not view language as a collection of structures and patterns intended to be memorized, but as a means of expression used to convey various language functions, such as requests, appeals, prohibitions, commands, descriptions, reports, and others.

Material presentation in this method is not based on grammatical sequence but on communicative function sequence. Learning is conducted through various activities in one lesson unit.

This teaching method is based on creating real situations that encourage the functional use of language, such as asking questions, exchanging information and ideas, recording information and repeating it, and using problem-solving, discussion, and cooperation skills, among others.

e) **Eclectic Method** (*aṭ-ṭarīqah al-intiqā'iyyah* - الطريقة الانتقائية)(Al fauzan 2015, 94)

Supporters of this method argue that teachers have the freedom to choose methods appropriate to their students' characteristics. They have the right to use either method. They also have the right to choose various approaches they consider appropriate to the learning situation. Thus, a teacher may use a rules-and-translation approach when teaching certain skills, then switch to an audio-oral approach when teaching other skills in different situations.

The philosophy of this method departs from the belief that every method has advantages and disadvantages in language teaching. There is no ideal or perfect method; teaching methods complement each other rather than contradict each other. There is no single method suitable for all purposes, students, or curricula. The eclectic method exists to utilize the advantages of all previous methods.

f) **Reading Method** (*ṭarīqah al-qirā'ah* - طريقة القراءة)(Arifin 2008, 155–56)

This method emerged as a response to the direct method, which did not focus on reading and writing skills. The pioneer of this method was Coleman in 1929. This method has been used in America, Europe, and the Middle East, especially in Egypt. Another pioneer of this method was Mackey and West from England.

This method relies on vocabulary lists that show the most frequently used and most common words, and it groups and arranges them in its books.

g) **Global Structural Audiovisual Method** (*aṭ-ṭarīqah as-sam'iyyah al-baṣariyyah at-tarkībiyyah al-ijmāliyyah* - الطريقة السمعية البصرية التركيبية الإجمالية)(Arifin 2008, 196)

Peter Guberina laid out his theory of the global structural audiovisual method, and in 1900 CE, he began collaborating with Paul Rivenc. This collaboration bore fruit with the emergence of the first major course in French language teaching entitled: "Voice and Image of France."

The name also indicates that this course is based on the use of audiovisual tools. From another perspective, the most important thing is that this course is the first course supporting linguistic theories born from it.

h) **Cognitive Method** (*aṭ-ṭarīqah al-ma'rifiyyah* - الطريقة المعرفية)(Arifin 2008, 204)

This method has many names. Among them: cognitive theory, cognitive theory of language learning, theory of understanding and decoding linguistic symbols, and the cognitive school of habit formation.

This method emerged in the mid-1960s as a reaction to two things: first, harsh criticism directed at the audiolingual method. Second, the emergence of new things from linguistic studies, especially in the field of transformational-generative grammar, and from psychological studies, particularly in cognitive psychology.

i) **Natural Method** (*aṭ-ṭarīqah aṭ-ṭabī'iyyah* - الطريقة الطبيعية)(Arifin 2008, 216–17)

This natural method was developed based on principles from the direct method. However, the term "natural" emphasizes that its principles are more in line with how children acquire their first language. This method emphasizes exposure to language or language input as much as possible before active practice.

The goal is to build emotional readiness in learning, so the learning process becomes more effective and lasts longer.

This method also emphasizes the importance of understanding before language production, and that what students hear must be attended to first before they begin speaking. Thus, the natural method is more closely related to acquisition (natural language acquisition) than formal learning. It holds that mastery of a foreign language can be achieved more effectively through the acquisition process than through formal learning.

j) **Total Physical Response Method** (*ṭarīqah al-istijābah al-jasadiyyah al-kāmilah* - طريقة الاستجابة الجسدية الكاملة)(Arifin 2008, 225–26)

The Total Physical Response (TPR) method is an approach to language teaching developed by James Asher at San Jose State University that emphasizes coordination between speech and body movements. This method is rooted in memory theory in psychology, which states that recall will be stronger when associated with physical activity. Therefore, this method relies on verbal commands followed by students' body movements as a form of understanding and response. This approach is also based on how children acquire their first language, namely, through listening and responding physically before beginning to speak. Asher believes this approach helps accelerate understanding and mastery of a foreign language, especially in the early stages of learning.

k) **Silent Way Method** (*aṭ-ṭarīqah aṣ-ṣāmitah* - الطريقة الصامتة)(Oensyar and Hifni 2015, 123–24)

The Silent Way method was introduced by Caleb Gattegno in 1954 through his book *Teaching Foreign Languages in School: A Silent Way*. The core of his thinking emphasizes that the learning process greatly depends on individual self-efficacy. Since the womb, humans have had internal mechanisms (DNA) for receiving and processing information.

In this method, teachers remain silent more often and use only gestures, pictures, and designs to elicit student responses. Teachers play a role in creating learning conditions that encourage students to experiment independently, while explanations, corrections, and examples are used sparingly. Students are encouraged to discover patterns, rules, and conclusions from the learning process themselves. Nevertheless, structural and lexical approaches remain the basis of its implementation.

l) **Community Language Learning Method** (Oensyar and Hifni 2015, 115)

The concept of community language learning suggests that teachers act as counselors whose duty is to guide, direct, and provide motivation. Counselors must not punish, blame, or even berate their clients.

As mentioned above, teaching foreign languages, especially Arabic, can employ a variety of methods. However, the question arises: is there one of these methods that is most efficient and superior to the others? The answer is no because every method has its own advantages and disadvantages.

This, as Abdurrahman bin Ibrahim Al-Fauzan mentioned, that nowadays many methods are used to learn foreign languages. None of these methods can be said to be perfect, because each has its own suitability for students, the environment, objectives, and certain conditions. Every language teaching method has advantages and disadvantages. A teacher should study these methods well, examine them carefully, and then choose the method most appropriate to the learning situation they are facing.(Al fauzan 2015, 84)

CONCLUSION

The existence of methods in the Arabic language learning has a very important role. Among them are: as providers of positive influence on students'

cognitive development, as providers of internal motivation, as learning strategies, and as means and tools for achieving learning objectives. When using a teaching method, an educator also needs to consider several factors to ensure an appropriate selection. Several aspects that form the foundation in selecting methods are: learning objectives, nature of learning materials, nature of topics, student characteristics, learning levels, school facilities and infrastructure, as well as teachers and the breadth of their knowledge.

Arabic language learning has many methods that educators can apply to students, depending on the purpose and objectives for which the language is being learned. Among Arabic language teaching methods are: Grammar-Translation Method, Direct Method, Audiolingual Method, Communicative Method, Eclectic Method, Reading Method, Global Structural Audiovisual Method, Cognitive Method, Natural Method, Total Physical Response Method, Silent Way Method, Community Language Learning Method, and so on.

This research confirms that teaching methods play a crucial role in the success of the learning process, particularly in Arabic language learning. Based on the findings of this research, the author recommends further empirical studies to evaluate the effectiveness of each method across different classroom contexts, thereby making the results more applicable in the field.

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