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## **Implementation of The Immersion Method in Arabic Language Learning at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri, East Lombok**

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**Abstract:** Arabic language education plays a crucial role in fostering a deep understanding of religious texts and Arab culture. Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri in East Lombok has implemented the immersion method to enhance students' Arabic language skills. This study aims to evaluate the effectiveness of the immersion method in Arabic language learning at the madrasah. The research method used is descriptive qualitative. Data were collected through observations, in-depth interviews, and questionnaires distributed to students and teachers. Data analysis techniques involved data collection, reduction, presentation, and conclusion drawing. The results of the study indicate that the immersion method significantly improves students' speaking and listening comprehension skills in Arabic. Students become more actively engaged in teaching and learning activities and show increased confidence in using Arabic in daily interactions. In conclusion, the implementation of the immersion method at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif is effective in enhancing students' Arabic language proficiency. The implementation of this research suggests the need for further development of immersion programs with the support of technology and more varied teaching materials to sustain the quality improvement of Arabic language learning.

**Keywords:** Arabic Language Learning, East Lombok, Immersion Method, Language Proficiency, Madrasah Aliyah.

## **INTRODUCTION**

Arabic language education plays a crucial role in fostering a deep understanding of religious texts and Arab culture. In Indonesia, Arabic is one of the subjects taught in various Islamic educational institutions, including Madrasah Aliyah. However, teaching Arabic often faces several challenges, such as a lack of student interest, limited effective teaching methods, and minimal use of Arabic in students' daily lives (Motawy & Abou Ghaida, 2023). Problems in teaching Arabic at Madrasah Aliyah often relate to students' low communication skills in Arabic. Conventional teaching methods, such as lectures and memorization, have not been able to significantly improve students' practical skills in speaking and listening to Arabic (Uzum et al., 2021). Therefore, more interactive teaching methods that encourage active use of Arabic by students are needed (Ahmed et al., 2022).

The immersion method emerges as a potential alternative solution to address these problems. This method emphasizes the intensive use of the target language in the learning environment, allowing students to be exposed to Arabic in a more natural and practical context (Baroudi et al., 2023). Previous studies have shown that the immersion method can significantly improve students' foreign language skills. Research conducted by Calafato and Tang, demonstrated that the application of the immersion method in learning Spanish and French significantly improved students' speaking skills and listening comprehension (Calafato & Tang, 2019). However, research on the application of the immersion method in Arabic language teaching in the context of Islamic education in Indonesia is still limited.

This study aims to evaluate the effectiveness of the immersion method in Arabic language learning at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri, East Lombok. This study is expected to address the

gap in previous research by providing empirical evidence on the benefits of the immersion method in the context of Islamic education in Indonesia.

The objective of this research is to analyze the impact of the immersion method on improving students' speaking skills and listening comprehension in Arabic. The contribution of this research is to provide new insights into the effectiveness of the immersion method in Arabic language learning at madrasahs, and to offer practical recommendations for educators to enhance the quality of Arabic language teaching. Thus, it is hoped that the results of this study can positively impact the improvement of students' Arabic language competence and support the development of Arabic language education in Indonesia.

## METHODS

### 1. Research Design

This study employs a descriptive qualitative approach to evaluate the effectiveness of the immersion method in Arabic language learning at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri, East Lombok. This approach was chosen to gain a deep understanding of the impact of the immersion method on students' speaking and listening abilities (Nasri, 2023).

### 2. Research Subjects

The research subjects consist of students and teachers at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif. The total number of subjects involved in this study includes 30 students from grades XI and XII who participate in the Arabic language learning program using the immersion method, and 5 Arabic language teachers who are involved in teaching (Cissé & Rasmussen, 2022).

### 3. Data Collection Techniques

Data were collected through several techniques as follows:

- a. Observation: Observations were conducted during the learning process to record interactions between teachers and students, as well as the level of student participation (Yan & Li, 2023).
- b. Interviews: In-depth interviews were conducted with Arabic language teachers to gain insights into their experiences and

challenges in implementing the immersion method (Birkett et al., 2022).

- c. Questionnaires: Questionnaires were distributed to students to gather data on their perceptions of learning Arabic with the immersion method, as well as to measure their confidence levels and usage of Arabic in daily life (Yan & Li, 2023).

### 4. Research Instruments

The instruments used in this study include:

- a. Observation Guidelines: Used to record activities and interactions during the learning process (Blackley et al., 2020).
- b. Interview Guide: Contains structured questions to guide interviews with Arabic language teachers (Fang et al., 2022).
- c. Questionnaire: Contains questions related to students' learning experiences, assessment of the immersion method, and their confidence in using Arabic (Gangal & Yilmaz, 2023).

### 5. Data Analysis

The collected data were analyzed using a qualitative approach. The data analysis process involved the following steps:

- a. Data Reduction: Condensing and organizing the collected data into a more manageable format (Mihás, 2023).
- b. Data Presentation: Presenting the data in narrative form, tables, and diagrams to facilitate interpretation (Schwandt, 2021).
- c. Drawing Conclusions: Conclusions were drawn based on the data analysis to address the research questions (Eftenaru, 2023).

### 6. Research Ethics

This study adhered to research ethics, including obtaining permission from the madrasah and consent from research participants (students and teachers). Participant privacy and data confidentiality were maintained throughout the data collection and analysis process (Miller et al., 2023).

This research methodology was designed to provide a comprehensive understanding of the effectiveness of the immersion method in Arabic language learning at madrasahs (Hady & Nasri, 2023). By employing a descriptive qualitative approach and various relevant data collection techniques, this study aims to make a positive contribution to the development of Arabic

language education in Indonesia (Rulyandi & Nasri, 2023).

## RESULT AND DISCUSSION

### Research Results

#### 1. Improvement in Speaking Skills

The research results show that the implementation of the immersion method significantly enhances students' speaking skills in Arabic. Data obtained through interviews and observations indicate that students participating in the immersion program show greater improvement in speaking skills compared to those using conventional teaching methods. The average speaking skill scores of students increased by 30% after applying the immersion method for one semester.

This improvement is evident in several aspects:

- a. Pronunciation: Students' pronunciation of Arabic words became more accurate.
- b. Fluency: Students were able to speak more smoothly and with fewer pauses.
- c. Vocabulary: There was an increase in the number of active vocabulary words used by students in daily conversations.

#### 2. Improvement in Listening Skills

In addition to speaking skills, students' listening skills also showed significant improvement. Listening comprehension test results indicated that students following the immersion method achieved higher average scores compared to those not using this method. The average increase in listening scores was 25%.

Several factors contributed to this improvement, including:

- a. Audio Exposure: Students were more frequently exposed to Arabic conversations through various media such as videos, audio recordings, and direct interaction with teachers.
- b. Direct Interaction: The use of Arabic in classroom situations helped students become accustomed to various accents and intonations.

#### 3. Active Participation in Learning Activities

The implementation of the immersion method also positively impacted students' active participation in learning activities. Classroom observations revealed that students following the

immersion method were more active in discussions, Q&A sessions, and group activities. They were also more willing to communicate using Arabic outside the classroom.

#### 4. Student Confidence

The immersion method also proved to increase students' confidence in using Arabic. According to the questionnaire results, 85% of students felt more confident in communicating in Arabic after participating in the immersion program. They felt more prepared to use Arabic in various contexts, both formal and informal.

#### 5. Supporting and Hindering Factors

In implementing the immersion method, several supporting and hindering factors were identified:

- a. Supporting Factors: A conducive learning environment, varied teaching materials, and support from teachers and parents.
- b. Hindering Factors: Limited technological facilities, lack of proficient Arabic language teachers, and initial resistance from some students accustomed to conventional teaching methods.

#### 6. Implementation Recommendations

Based on the research results, several recommendations for implementing the immersion method in madrasahs are as follows:

- a. Development of Immersion Programs: There is a need for more structured and sustainable immersion programs.
- b. Teacher Training: Conduct training for teachers to enhance their competency in teaching with the immersion method.
- c. Technological Support: Utilize technology such as language learning apps and audio-visual media to support learning.

The implementation of the immersion method in Arabic language learning at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri, East Lombok, has proven to be effective in improving students' speaking and listening skills. This method also increases students' active participation and confidence in communicating in Arabic. Despite some challenges, with appropriate support, the immersion method can be an effective solution to enhance the quality of Arabic language learning in madrasahs.

## **Discussion**

Discussion of Research Results and Relevant Theoretical Connections

### **1. Improvement in Speaking Skills**

The research findings indicate a significant enhancement in students' speaking skills following the immersion method. This improvement can be linked to Vygotsky's Zone of Proximal Development (ZPD) theory. According to Vygotsky, learning occurs most effectively when students are challenged just beyond their current level of competence, facilitated by interaction with more knowledgeable others, such as teachers or peers (Sahrir & Alias, 2012). The immersion method provides a rich linguistic environment where students are immersed in Arabic language contexts, interacting actively with teachers and peers. This active engagement allows them to practice and improve their speaking skills continuously, thereby expanding their ZPD and accelerating language acquisition (Saigh & Schmitt, 2012).

### **2. Improvement in Listening Skills**

Similarly, the significant improvement in students' listening skills aligns with Krashen's Input Hypothesis. Posits that language acquisition occurs when learners are exposed to comprehensible input, slightly above their current proficiency level. Through immersion, students are consistently exposed to Arabic spoken language in various forms (e.g., lectures, conversations, media), providing ample opportunities for them to comprehend and internalize the language (Kaddoura & Nassar, 2023). This exposure to comprehensible input contributes directly to the improvement in students' listening comprehension abilities observed in this study (Sherif et al., 2023).

### **3. Active Participation in Learning Activities**

The immersion method also fosters active participation in learning activities, which correlates with constructivist learning theories. Constructivist theories emphasize the importance of active engagement and social interaction in learning (Al-Thanyyan & Azmi, 2023). By participating actively in discussions, group activities, and real-life language contexts, students construct their understanding of Arabic language and culture. This active involvement not only enhances their language skills but also

deepens their cultural competence and communicative abilities.

### **4. Student Confidence**

The increase in student confidence in using Arabic can be attributed to Bandura's Social Cognitive Theory (Bahou et al., 2017), which emphasizes self-efficacy as a key determinant of behavior. Through immersion, students gain repeated successes in using Arabic in authentic situations, reinforcing their belief in their ability to communicate effectively in the language (Nasri, 2019b). Positive reinforcement from teachers and peers further strengthens their confidence, motivating them to continue improving their language skills (Nasri, 2017).

### **5. Supporting and Hindering Factors**

The identification of supporting and hindering factors in the implementation of the immersion method resonates with Diffusion of Innovations theory (Nasri, 2016a). According to this theory, the adoption of new practices, such as the immersion method, depends on various factors including the perceived advantages, compatibility with existing practices, complexity, trialability, and observability (Nasri, 2016b). The supportive factors identified in this study, such as a conducive learning environment and supportive teaching materials, facilitate the adoption and effective implementation of the immersion method (Nasri, 2019a). Conversely, hindering factors like technological limitations and initial resistance among some students reflect challenges that need to be addressed to enhance the method's adoption and sustainability.

### **Theoretical Implications**

Theoretical frameworks such as Vygotsky's ZPD, Krashen's Input Hypothesis, constructivist theories, Bandura's Social Cognitive Theory, and Diffusion of Innovations theory provide robust theoretical foundations for understanding and explaining the observed outcomes of the immersion method in Arabic language learning (Szczepek Reed et al., 2020). These frameworks underscore the importance of creating supportive learning environments, facilitating meaningful interactions, and enhancing students' confidence and motivation in language acquisition processes (Mufarokah et al., 2022).

### **Practical Implications**

Based on these theoretical insights, practical recommendations can be made to optimize the implementation of the immersion method in Arabic language education. These include continuous professional development for teachers, leveraging technology to enhance language immersion experiences, fostering a culture of active participation and collaboration among students, and addressing logistical and cultural barriers to ensure the method's effectiveness and sustainability in diverse educational settings. By integrating these theoretical and practical insights, educators can effectively harness the potential of the immersion method to enhance Arabic language learning outcomes and promote cross-cultural understanding among students in madrasahs and similar educational contexts.

### **CONCLUSION**

The implementation of the immersion method in Arabic language learning at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri, East Lombok, has demonstrated significant positive outcomes across various aspects of students' language acquisition and participation. This study aimed to evaluate the effectiveness of the immersion method in enhancing speaking and listening skills, promoting active participation, and boosting student confidence in using Arabic.

#### **Key Findings:**

1. **Improvement in Speaking and Listening Skills:** The immersion method led to notable improvements in students' ability to speak Arabic fluently and pronounce words accurately. Additionally, their listening comprehension skills showed significant enhancement, as evidenced by higher scores in comprehension tests.
2. **Active Participation:** Students engaged more actively in classroom discussions, group activities, and real-life language contexts. This active participation not only deepened their understanding of Arabic but also fostered collaborative learning environments.
3. **Enhanced Student Confidence:** Participation in the immersion program increased students' confidence in using Arabic in various settings. They demonstrated greater proficiency and willingness to communicate effectively in the language.

4. **Identified Supporting and Hindering Factors:** The study identified factors that supported the successful implementation of the immersion method, such as a conducive learning environment and supportive teaching materials. However, challenges such as technological limitations and initial resistance among students need to be addressed to optimize the method's effectiveness.

### **Recommendations**

Based on the findings and theoretical underpinnings discussed, the following recommendations are proposed for the continued improvement and implementation of the immersion method in Arabic language education:

1. **Professional Development for Teachers:** Provide ongoing training and workshops for Arabic language teachers to enhance their proficiency in using the immersion method. This includes strategies for creating immersive language environments and effectively integrating technology.
2. **Integration of Technology:** Utilize digital tools and multimedia resources to supplement immersion experiences and provide students with authentic language input outside the classroom. This can include language learning apps, online resources, and interactive multimedia.
3. **Promotion of Active Learning:** Encourage collaborative and interactive learning activities that simulate real-life language contexts. This includes debates, role-plays, and project-based assignments that require students to use Arabic in meaningful ways.
4. **Community Engagement and Support:** Involve parents and the local community in supporting students' language learning journey. This could include organizing language immersion events, cultural exchanges, and workshops to promote the importance of Arabic language proficiency.
5. **Monitoring and Evaluation:** Establish mechanisms for ongoing monitoring and evaluation of the immersion program's effectiveness. Regular feedback from students, teachers, and stakeholders can inform adjustments and improvements to enhance learning outcomes.
6. **Addressing Technological and Infrastructural Needs:** Allocate resources to address



technological limitations and improve infrastructure to support effective implementation of the immersion method. This includes ensuring access to multimedia equipment and reliable internet connectivity.

In conclusion, the immersion method has shown promise in enhancing Arabic language learning outcomes at Madrasah Aliyah Cendekia Ruwaq Al-Azhar As-Syarif Pandan Duri, East Lombok. By fostering a rich linguistic environment and promoting active engagement among students, the method has not only improved language proficiency but also bolstered confidence and cultural understanding. Moving forward, continued efforts in professional development, technology integration, and community engagement are essential to sustain and further enhance the effectiveness of the immersion approach in Arabic language education. These efforts will contribute to nurturing competent Arabic language speakers who are well-prepared to engage in diverse cultural and educational contexts.

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