

VOCABULARY ENRICHMENT THROUGH QIRA'AH AL-RASHIIDAH: A CONTEXTUAL APPROACH IN AN ARABIC LANGUAGE IMMERSION ENVIRONMENT

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Diterima: 20 Mei 2025 - Direvisi: 17 Juli 2025

Disetujui: 31 Agustus 2025

ABSTRAK

Penelitian ini mengkaji penggunaan *Qira'ah al-Rashiidah* sebagai alat kontekstual untuk pengayaan kosakata dalam lingkungan pembelajaran bahasa Arab imersif di Pesantren Darullughah Wadda'wah. Meski telah lama digunakan, kitab ini sering dianggap remeh karena tampilannya yang usang dan kurang jelas. Dengan pendekatan kualitatif, penelitian ini melibatkan 30 siswa Tsanawiyah tahun pertama selama dua bulan. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen. Hasil penelitian menunjukkan bahwa strategi kontekstual, seperti identifikasi kosakata tematik, peta konsep visual, dan diskusi kelompok berkontribusi nyata dalam meningkatkan penguasaan kosakata dan keterlibatan siswa. Siswa lebih memahami isi bacaan dan mampu menggunakan kosakata baru secara aktif dalam berbicara dan menulis. Studi ini menekankan pentingnya mengintegrasikan teks klasik dengan metode pembelajaran modern dalam pendidikan bahasa Arab di pesantren.

Kata kunci: *Imersi Bahasa Arab, Pengayaan Kosakata, Pendekatan Kontekstual, Qira'ah Al-Rashiidah.*

ABSTRACT

This study investigates the use of Qira'ah al-Rashiidah as a contextual tool for vocabulary enrichment in an Arabic language immersion environment at Pesantren Darullughah Wadda'wah. Despite being widely used, Qira'ah al-Rashiidah is often underestimated due to its outdated appearance and lack of visual clarity. Using a qualitative approach, this research involved 30 first-year Tsanawiyah students over a two-month period. Data were collected through observations, interviews, and document analysis. The findings reveal that contextual vocabulary strategies, such as identifying thematic words, using visual mind maps, and conducting discussions significantly improved students' lexical retention and engagement. Students showed better comprehension and used new vocabulary more confidently in speaking and writing. The study highlights the

value of integrating classical texts with modern pedagogical methods to revitalize Arabic vocabulary learning in pesantren-based education.

Key words: *Arabic Immersion, Contextual Approach Qira'ah Al-Rashiidah, Vocabulary Enrichment.*

مستخلص

يتناول هذا البحث دراسة استخدام كتاب القراءة الرشيدة كأداة سياقية لإثراء المفردات في بيئة تعليم اللغة العربية بأسلوب الانغماس في معهد دار اللغة والدعوة. وعلى الرغم من أن هذا الكتاب قد استُخدم منذ زمن طويل، إلا أنه كثيرًا ما يُنظر إليه باستخفاف بسبب مظهره القديم وعدم وضوح إخراجِه. اعتمد البحث المنهج النوعي، وشارك فيه ثلاثون طالبًا من الصف الأول للمرحلة الثانوية الأولى (الثانوية الإعدادية) لمدة شهرين. وقد جُمعت البيانات من خلال الملاحظة والمقابلة وتحليل الوثائق. وأظهرت نتائج البحث أن الاستراتيجيات السياقية، مثل تحديد المفردات الموضوعية، ورسم الخرائط الذهنية البصرية، والمناقشات الجماعية، كان لها أثر ملموس في تحسين إتقان المفردات وزيادة تفاعل الطلاب. فقد أصبح الطلاب أكثر فهمًا لمحتوى النصوص، وأكثر قدرة على استخدام المفردات الجديدة استخدامًا نشطًا في الحديث والكتابة. وتؤكد هذه الدراسة على أهمية دمج النصوص الكلاسيكية مع أساليب التعليم الحديثة في تدريس اللغة العربية في المعاهد الشرعية.

الكلمات المفتاحية: القراءة الرشيدة، إثراء المفردات، المنهج السياقي، الانغماس في اللغة العربية

INTRODUCTION

For years, the Qira'ah al-Rashiidah book has been part of the Arabic language curriculum in many Islamic boarding schools, including Darullughah Wadda'wah, where it is studied under the subject known as Mutholaah. Despite its long-standing presence, this subject is often undervalued by students. One contributing factor is the deteriorating condition of the material: the book is typically a faded photocopy of an older version, with unclear harakat and visuals, which diminishes its perceived importance. This neglect is unfortunate, as Qira'ah al-Rashiidah offers substantial linguistic, literary, and cultural content. Its narrative structure provides students with exposure to moral stories, contextual vocabulary, and Arabic stylistics. However, without a focused pedagogical strategy, especially one centered on vocabulary acquisition, its benefits may be lost.

Vocabulary is a foundational skill that supports long-term development across the four language domains: listening (*istima'*), reading (*qira'ah*), speaking (*kalam*), and writing (*kitabah*) (Mahmudah dkk., 2024). Emphasizing vocabulary acquisition through Qira'ah al-Rashiidah not only revitalizes its role in the curriculum but also empowers students to articulate ideas, absorb knowledge, and engage meaningfully in Arabic. In addition, *Qira'ah al-Rashiidah* can effectively support the learning of all four language skills, wherein reading the text helps enrich vocabulary comprehension, listening to the teacher's explanation trains *istima'* skills, discussions and question-answer sessions sharpen *kalam* abilities, and writing exercises based on the reading material strengthen students' *kitabah* skills.

In line with this, recent studies emphasize the multifaceted nature of vocabulary acquisition, particularly in immersion environments like Pesantren Darullughah Wadda'wah. Engagement strategies such as collaborative learning and contextual dialogue have been shown to significantly boost vocabulary retention (Abu-Rabia, 2021; Rabie-Ahmed & Mohamed, 2022). These strategies align with the pedagogy of *Qira'ah al-Rashiidah*, which emphasizes student-centered and meaningful reading. Technological tools further enhance vocabulary development. Digital applications, augmented reality (Aziz Daud dkk., 2021), and mobile-based vocabulary platforms (Alsubaie, 2022; Nasir dkk., 2023) offer interactive, personalized learning experiences that resonate with contemporary learners.

Contextual and cultural learning materials are also essential. Farissi et al. (2024) and Shahbari-Kassem et al. (2024) show that folklore and narratives rooted in local culture aid both lexical enrichment and cultural literacy. Such integration mirrors the structure of *Qira'ah al-Rashiidah*, which presents real-life and value-based stories. Phonological and morphological awareness is another key factor. Studies demonstrate that phonetic training and attention to Arabic verb patterns support comprehension and vocabulary development (Masrai, 2021; Nassif dkk., 2022; Tolba dkk., 2024). Finally, bilingualism and multilingual contexts positively influence vocabulary acquisition (Öberg & Bohnacker, 2022), especially in immersive settings where Arabic is taught alongside local or foreign languages. Hanifansyah and Mahmudah (2024) investigated the use of communicative strategies to enhance Arabic vocabulary mastery at Maktab Mahmud Yan, Malaysia. Their qualitative study revealed that both linguistic and affective barriers hindered students' learning progress. By implementing communicative approaches, students became more confident and expressive in Arabic, which positively influenced their vocabulary growth. Although this study focused on oral interaction, it provides a relevant foundation for exploring how contextual narrative texts, such as *Qira'ah al-Rashiidah*, can also foster vocabulary acquisition within an immersive environment. Collectively, these studies support the implementation of *Qira'ah al-Rashiidah* as a vocabulary-enrichment tool in contextual, immersive Arabic learning environments. They provide a strong theoretical foundation for the present research.

Although long in use, *Qira'ah al-Rashiidah*, as part of the *Mutholaah* curriculum in Islamic boarding schools (*pesantren*), is often regarded by students as a trivial subject, a perception largely influenced by the physical condition of the book, which is often a photocopy of an old edition with faded diacritical marks and incomplete illustrations, thereby reducing student engagement. This study poses the following research questions: What factors have caused *Qira'ah al-Rashiidah* to become marginalized in the teaching of Arabic in *pesantren*? How can a contextual approach be applied to optimize vocabulary development through *Qira'ah al-Rashiidah*? And what is the impact of emphasizing vocabulary enrichment on students' Arabic proficiency in an immersion-based environment? The objectives of this study are to analyze the causes of declining interest in learning *Qira'ah al-Rashiidah* among *pesantren* students, to describe contextual teaching strategies that foster vocabulary enrichment through its use, and to evaluate the contribution of vocabulary-centered learning to the overall improvement of students' Arabic proficiency in an immersive learning environment.

This study offers a distinct contribution by shifting the focus from communicative or technology-mediated vocabulary strategies toward the revitalization of classical narrative texts, specifically *Qira'ah al-Rashiidah*, as an authentic and underutilized medium for vocabulary enrichment in Arabic immersion settings. While prior research emphasizes oral interaction and digital tools, this study demonstrates how structured lexical engagement with traditional texts, when delivered through contextual methods, can yield measurable improvements in students' vocabulary mastery, motivation, and linguistic awareness. The integration of classical content with contemporary pedagogical strategies marks a novel pathway for Arabic language instruction in pesantren-based education.

METHOD

This study employed a qualitative research method aimed at exploring how *Qira'ah al-Rashiidah* can be utilized as a contextual tool for vocabulary enrichment among Arabic language learners (Creswell & Creswell, 2020). The research was conducted over a two-month period at Pesantren Darullughah Wadda'wah, an Arabic immersion Islamic boarding school in East Java, Indonesia, specifically at the junior secondary level (*Tsanawiyah*). The participants consisted of 30 first-year students selected through purposive sampling, who had previously been introduced to *Qira'ah al-Rashiidah* as part of the *Mutholaah* curriculum but were still at the early stages of formal Arabic learning. The study was grounded in the theories of contextual language learning, lexical mastery, and language immersion, under the principle that vocabulary acquisition is most effective when embedded in meaningful contexts that reflect authentic language and cultural use aligned with the pedagogical value of *Qira'ah al-Rashiidah*, which contains moral stories and culturally rich narratives that serve as ideal material for vocabulary development.

Primary data were collected through participant observation, semi-structured interviews with students and teachers, and document analysis of students' assignments and vocabulary lists extracted from the texts (Adeoye-Olatunde & Olenik, 2021; Balcom dkk., 2021). The researcher acted as both observer and facilitator during *Mutholaah* sessions, recording students' engagement, vocabulary introduction, and usage. Research informants included Arabic language teachers (*ustaz*) who provided insights into pedagogical strategies and the challenges of teaching vocabulary through selected texts. Data collection was conducted iteratively through weekly observations and follow-up interviews to track vocabulary growth and changes in students' attitudes. Data analysis followed the interactive model of Miles and Huberman (Asipi dkk., 2022), comprising data reduction, data display, and conclusion drawing/verification. Coding was carried out manually with a focus on recurring themes such as students' perceptions, vocabulary retention, and contextual understanding, resulting in findings that offer both theoretical insights and practical implications for enhancing vocabulary acquisition through classical Arabic texts.

RESULTS AND DISCUSSION

One of the key activities employed during the contextual vocabulary instruction was the identification and semantic exploration of new or meaningful words from the story "*Jazā' aṣ-Ṣidq*" (The Reward of Honesty). Students were asked to extract vocabulary, analyze its usage in context, and discuss the implications of the words within the story. This not only enhanced their lexical awareness but also deepened their comprehension of the moral and linguistic layers of the text.

Table 1 presents a selection of vocabulary items derived from the passage studied during the intervention, along with their transliteration and English meanings. These words were central to the students' vocabulary notebooks and class discussions, and many were integrated into follow-up writing and speaking tasks.

Table 1. Selected Vocabulary (Mufrodat) from the Text "جزاء الصدق" and Their English Translations

No	Arabic Word (المفردات)	Transliteration	English Meaning
1	قَدَّرَ	Qadara	to estimate / to assess
2	مَوْلَعٌ	maula'	passionate / fond
3	الْعَوَضُ	al-'iwaḍ	compensation / substitute
4	الْقَصْدُ	al-qaṣd	intention / aim
5	التَّلَفُ	at-talaf	damage / spoilage
6	حَاصِلٌ	ḥāṣil	yield / produce
7	قَصَّ	qaṣṣ	to cut / to narrate
8	فَلَّاحٌ	fallāḥ	Farmer
9	جَارٌ	Jār	Neighbour
10	غَنِيٌّ	Ghaniyy	rich / wealthy
11	حَقِيبَةٌ	ḥaqībah	Bag
12	كَلَامٌ	Kalām	speech / statement
13	حَقِيقَةٌ	ḥaqīqah	truth / reality
14	صَاحِبِي	ṣāhibī	my friend
15	خُسَارَةٌ	Khusārah	Loss
16	حَصْدٌ	ḥaṣd	Harvest
17	الْجُزْءُ	al-juz'	the part / portion
18	السُّرَّى	as-surrā	noble / trustworthy person

19	وَقْتُ الْحَصْدِ	waqt al-hasd	Harvest time
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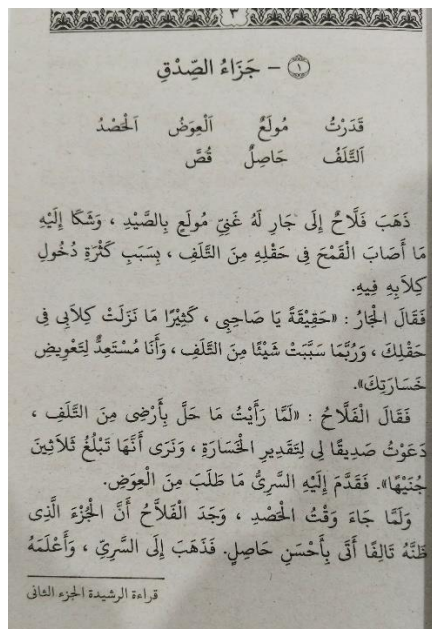


Figure 1. A passage from *Qira'ah al-Rashiidah* titled "Jazā' al-Ṣidq" used as the basis for contextual vocabulary enrichment activities.

Through this vocabulary-focused activity, students became more attentive to the linguistic richness of the text. Notably, the word السري (as-ssariyu) triggered a discussion among students and teachers regarding its layered meaning ranging from noble to wealthy person depending on context. This kind of contextual inquiry elevated vocabulary learning beyond memorization and invited critical engagement with language use in moral storytelling.

1. Factors Contributing to the Marginalization of *Qira'ah al-Rashiidah* in Pesantren Instruction

Findings indicate that many students perceive *Qira'ah al-Rashiidah* as outdated and monotonous. The book's physical condition often a poorly copied version with faded harakat and images was frequently cited as a source of disinterest. Several students noted that the material appeared "irrelevant" compared to other modern Arabic materials.

Interview Excerpt 1 (Student):

"I don't really like Mutholaah because the book looks old and the stories are hard to connect with. Sometimes the harakat are missing, and it's hard to read."

Interview Excerpt 2 (Teacher):

"Students underestimate Mutholaah because they think it's just reading, without real benefit. But they miss the vocabulary and grammar that are embedded in the text."

Additionally, some students reported that classroom activities during Mutholaah sessions were largely teacher-centered, with limited opportunities for active learning or contextual vocabulary practice. This suggests the need for innovation in the design of *Mutholaah* learning through *Qira'ah al-Rashiidah*, such as implementing contextual strategies, incorporating supporting visual media (Mahmudah dkk., 2025), and integrating collaborative activities that encourage students to actively practice new vocabulary in listening, reading, speaking, and writing skills (Masnun dkk., 2025). Such approaches can help minimize negative perceptions of the material and significantly increase student engagement in learning.

2. Implementing a Contextual Approach to Maximize Vocabulary Development

Teachers who began integrating vocabulary-focused strategies during *Qira'ah al-Rashiidah* sessions reported increased student engagement. These strategies included: Extracting thematic vocabulary lists from the stories. Group discussions on key terms in context. Creating visual storyboards based on reading passages. Oral retelling of stories using newly learned vocabulary.

Interview Excerpt 3 (Teacher):

"When we started focusing on vocabulary like asking students to identify five new words from each story they became more curious and started using those words in conversation."

Interview Excerpt 4 (Student):

"After we made mind maps for the stories, I remembered more words. It was easier to understand the whole passage."

These strategies not only enrich students' vocabulary but also make learning more interactive and participatory. Through activities such as storyboarding and mind mapping, students find it easier to remember words and understand the context of the story, while teachers can relate them to grammar and everyday expressions, making *Qira'ah al-Rashiidah* a relevant and practical learning resource.

3. Impact of Vocabulary Enrichment on Students' Arabic Proficiency

The qualitative observations revealed that students exposed to consistent vocabulary activities through *Qira'ah al-Rashiidah* began demonstrating improved confidence in expressing ideas in Arabic. Their speaking and writing outputs became more diverse in terms of word usage, and they were better able to comprehend new readings without heavy translation.

Interview Excerpt 5 (Student):

"Now when I read a new story, I can guess the meaning of many words because they are similar to the ones we studied before in Mutholaah."

Interview Excerpt 6 (Teacher):

"Students now initiate conversations using expressions they encountered in the book. They also start using these words in their essays and discussions."

The results of this study revealed several meaningful patterns regarding how the use of *Qira'ah al-Rashiidah*, when integrated with contextual vocabulary strategies, led to increased student engagement and lexical development. During the two-month intervention, students showed gradual but consistent improvement in identifying and retaining thematic vocabulary from the selected texts. This was evident in the vocabulary journals submitted weekly, where students documented new words, their meanings,

contextual usage, and occasionally, their synonyms and antonyms in Arabic. Notably, students who initially struggled to understand the passages or felt disconnected from the text began to display a stronger sense of ownership over their learning. They often participated actively in class discussions and started initiating Arabic phrases they encountered during the reading sessions, indicating a shift from passive reception to active application.

Qualitative observations also revealed that students were more focused during Mutholaah sessions when vocabulary tasks were introduced beforehand. For instance, when the teacher began the lesson by previewing five key vocabulary items from the passage asking students to guess their meaning based on the root or context students became more attentive throughout the reading. Many students reported in follow-up interviews that this method helped them “predict the story” and understand “what to look for,” making the reading more engaging and meaningful. In several instances, students used the target vocabulary in their daily conversations or writing exercises, such as composing short summaries or retelling the story in their own words (Solehudin dkk., 2025). This shift in output confirmed that the integration of vocabulary-focused scaffolding made the classical text more accessible and usable.

Furthermore, students displayed improved confidence in using Arabic words both orally and in writing. Teachers noted that expressions from *Qira'ah al-Rashiidah* started appearing in students' informal speech and classroom presentations. One teacher recounted that a student who was usually quiet had attempted to explain the moral of the story in Arabic during a group presentation, using vocabulary from the assigned passage. This illustrates that vocabulary mastery, when grounded in context, enhances not only comprehension but also communicative competence. It was also observed that peer discussions, especially in pairs or small groups, encouraged students to negotiate meanings of unfamiliar words before asking the teacher, fostering learner autonomy.

Another significant finding is the way students responded to the moral content of the stories, particularly the one titled *Jazā' aṣ-Ṣidq* (“The Reward of Honesty”). Students were more motivated to engage with the vocabulary when they saw that the words were linked to a moral value or character development theme. Words such as الصدق

(honesty), العِوَض (compensation), or الخسارة (loss) were often remembered more easily because they were tied to real-life situations or reflective classroom discussions. In this sense, moral storytelling did not only function as reading material but also as an emotional and cultural anchor for vocabulary retention.

However, it is also important to acknowledge that teachers themselves may experience fatigue or monotony when teaching the same material repeatedly. Several observations indicated that when the teacher's voice was more expressive, dynamic, and louder in tone, students responded with greater alertness and enthusiasm. Teachers who used variation in vocal delivery not merely speaking louder but emphasizing key vocabulary with clear articulation were more effective in keeping the class energized. Therefore, vocal modulation can be considered not just a classroom management tool, but a pedagogical technique for maintaining mutual focus and combating both student and teacher fatigue.

To further enhance vocabulary retention, some teachers incorporated mnemonic devices linking Arabic words with memorable imagery, familiar sounds, or emotional associations. For instance, the word العَوَض (compensation) was associated with the phrase “get something back,” accompanied by a simple hand motion showing giving and receiving. These mnemonic techniques helped students recall meanings more quickly and confidently, especially in oral drills and group games. Combining mnemonic aids with narrative context significantly strengthened long-term vocabulary mastery.

Overall, these findings suggest that combining classical narrative texts with structured vocabulary enrichment techniques and reinforcing them through dynamic delivery and mnemonic devices creates a rich, responsive learning environment. This environment supports not only cognitive acquisition but also the affective and motivational needs of both students and teachers.

These findings affirm that *Qira’ah al-Rashiidah*, when taught with an emphasis on vocabulary and contextual strategies, can serve as a powerful tool in Arabic language acquisition. The study echoes Hanifansyah & Mahmudah (2024), who demonstrated that communicative strategies enhance vocabulary mastery and student confidence. While their study focused on speaking activities, the present research adds that narrative texts, when paired with context-based lexical tasks, can yield similar results in broader language skills.

Moreover, the results align with the work of Rabie-Ahmed & Mohamed (2022), who emphasized engagement and task-based learning as pivotal for vocabulary retention. The integration of group discussions and visual aids in this study served similar functions, promoting student motivation and contextual understanding. The importance of cultural context, as emphasized by Farisi et al. (2024) and Shahbari-Kassem et al. (2024), is evident in how students began relating more deeply to stories in *Qira’ah al-Rashiidah* when vocabulary was unpacked thematically. This reinforces the argument that vocabulary instruction must not be isolated, but embedded within meaningful, culturally grounded texts. Therefore, the connection between the findings of this study and previous research demonstrates that the integration of culturally grounded contextual strategies not only supports vocabulary retention but also serves as a bridge linking task-based learning theory with the classroom practice of teaching *Qira’ah al-Rashiidah*.

Finally, this study supports Masrai (2021) and Nassif et al. (2022) in highlighting the role of phonological and morphological awareness. Through repeated reading and verbalization of vocabulary in *Qira’ah al-Rashiidah*, students naturally improved in recognizing root patterns and derivational structures, reinforcing both comprehension and expression. These findings affirm that vocabulary learning which integrates an understanding of word forms with their contextual usage can have a dual impact deepening mastery of meaning while simultaneously enhancing students’ fluency in communicating in Arabic.

CONCLUSION

This study explores the use of *Qira’ah al-Rashiidah* as a contextual medium for vocabulary enrichment within an Arabic immersion environment at Pesantren Darullughah Wadda’wah. The findings indicate that although *Qira’ah al-Rashiidah* is often

undervalued due to its aged appearance and lack of visual clarity, the book holds significant potential for vocabulary development when combined with contextual teaching strategies. Through focused vocabulary activities, student engagement increased, and their Arabic language skills particularly in comprehension, expression, and retention showed notable improvement. This research contributes to the existing literature by positioning narrative-based texts as effective tools for lexical mastery in immersive educational settings, while also serving as a model for integrating traditional texts into modern Arabic pedagogy in *pesantren* and other Islamic educational contexts.

Despite its strengths, this study has certain limitations, including a small sample size and a short implementation period. Future research could consider longitudinal studies with larger participant groups or comparative designs evaluating different teaching strategies using classical Arabic texts. Additionally, the integration of digital enhancements, such as interactive vocabulary applications or annotated digital editions of *Qira'ah al-Rashiidah*, could address students' initial lack of interest and further improve learning outcomes. Overall, this study affirms that meaningful engagement with vocabulary in culturally rich texts remains a vital component of Arabic language pedagogy, particularly in *pesantren*-based education, while also opening opportunities for innovation that bridges the legacy of classical literature with modern learning technologies.

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