The Use of The Talaqqi Method to Improve Students' Understanding on Arabic Grammar in Class X Bilingual MA Nurul Islam Mojokerto

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Abstract:
This research aims to analyze the use of the talaqqi method in improving students' understanding of the grammatical use of Arabic, especially fiil mudhori'. The talaqqi method, which is based on direct interaction between teachers and students, is expected to create a more dynamic and responsive learning environment. This research uses a qualitative approach with a case study design. Data was collected through participant observation, in-depth interviews with teachers and students, and analysis of learning documents. The research subjects included students and teachers of Arabic language class X Bilingual MA Nurul Islam Mojokerto who actively applied the talaqqi method in teaching grammar. The research results show that students feel more involved and motivated in learning Arabic when using the talaqqi method. Students reported increased understanding in the use of fiil mudhori', as well as the ability to better apply grammatical rules in writing. Direct interactions with teachers and classmates provide opportunities for students to ask questions, discuss, and receive constructive feedback. These findings emphasize the importance of the talaqqi method as an effective strategy in teaching Arabic, as well as implications for better teaching practices in the future. It is hoped that this research can be a reference for educators in designing more interactive and relevant learning approaches.

Keywords: *Talaqqi Method, Arabic Grammar, Student Understanding*

Introduction

Arabic has a very important role in education, especially for students who study this language as a second language or in the context of religious studies (Fitriyah & Taufik, 2024). Mastery of Arabic provides direct access to religious texts, such as the Koran and hadith, which are the main sources of Islamic teachings. By understanding this language, students can explore the meaning and context of religious teachings in more depth.

Apart from that, Arabic also functions as a bridge to understanding Arab culture. Through mastery of the language, students can explore the traditions, literature, and history of Arab society, which provides a broader perspective on students' lives and values (Aziz dkk., 2024). In the academic world, many disciplines, especially in the fields of philosophy, science, and medicine, have significant contributions from Arab thought. Mastering this language opens up access to scientific works and thoughts that have developed in the Arab world.

One of the crucial aspects in learning Arabic is mastery of grammar. Arabic grammar has a complex structure and is different from many other languages, including an understanding of sentence structure, word use, and the rules that regulate interactions between elements in the language (Sudrajat, 2021). Mastering this aspect is very important to be able to communicate well and understand the deeper meaning in each sentence. Thus, learning Arabic is not just about mastering vocabulary and expressions, but also about understanding the underlying structures and rules of the language, which in turn allows students to more effectively explore related culture and science. Among the various grammatical aspects, understanding the use of fiil (verb) in Arabic is one of the most challenging for students. Fiil mudhori' (present form of verb) and fiil madhi (past form of verb) have different functions and their use is often confused (Hamzah dkk., 2021). Many students have difficulty understanding fiil conjugations, the application of tenses, and the nuances of meaning contained in each use of fiil. This lack of understanding often results in errors in communication, both verbal and written, which has an impact on students' confidence in using Arabic (Salamah dkk., 2024).

Various teaching methods have been applied to overcome challenges in learning Arabic, but the results achieved are still far from satisfactory. One of the main problems is the use of conventional methods which often focus on teaching theory without giving enough space for practice (Faiz & Afrita, 2024). This approach makes students feel bored and less involved in the learning process, which leads to students' low understanding of the material.

Therefore, it is very important to adopt a more interactive and engaging approach. Teaching methods that involve practical activities, group discussions, language games, and the use of technology can help increase student engagement. With a more dynamic approach, students not only learn theoretically, but can also apply what students learn in real contexts. This is expected to increase students' understanding of the grammatical aspects of the Arabic language, make the learning process more interesting, and ultimately achieve more satisfying results.

One of the methods proposed in this research is the talaqqi method. The talaqqi method is an educational approach rooted in Islamic tradition, where learning is done through direct interaction between teachers and students (Alanshari dkk., 2022). In the context of teaching Arabic, the talaqqi method allows students to learn in a more contextual and practical way. In this method, students are not only given theory but also given the opportunity to practice directly under the guidance of an experienced teacher.

The application of the talaqqi method in the grammatical teaching of Arabic offers a number of significant advantages. *First*, direct interaction between teachers and students creates a more dynamic and responsive learning environment. In this

atmosphere, students feel freer to ask questions, and teachers can provide explanations that directly suit each student's needs. This not only deepens understanding, but also increases students' motivation to be actively involved in the learning process. *Second*, the talaqqi method allows students to learn from student mistakes directly. With fast feedback from the teacher, students can immediately understand the mistakes they make and have the opportunity to correct them in subsequent practice (Umayah & Misbah, 2021). This process is especially important in language learning, where mistakes are a natural part of learning. With the right support, students can develop their grammatical skills more effectively, so that students' understanding of Arabic becomes stronger.

Apart from that, the talaqqi method also supports collaborative learning, where students can discuss and practice together. In this way, students not only learn from the teacher, but also gain new insights and perspectives from other friends (Ardhi & Warmansyah, 2023). Group discussions and joint exercises create a more interactive atmosphere, where students feel more involved and motivated.

This collaborative learning not only enriches the learning experience, but also builds important social and communication skills. Students can support each other in understanding the material, share learning strategies, and give each other feedback. Thus, the talaqqi method not only improves grammatical understanding of Arabic, but also creates a positive and productive learning community. This research aims to explore the effect of using the talaqqi method on students' understanding of the grammatical use of Arabic. Through this approach, it is hoped that deeper insight will be gained regarding the effectiveness of the talaqqi method in improving students' ability to communicate well in Arabic. This research will also provide practical recommendations for educators in designing more effective and interesting teaching curricula.

With this background, it is hoped that this research will not only contribute to the development of Arabic language teaching methodology, but also provide solutions to the challenges faced by students in understanding Arabic grammar. Through the application of the talaqqi method, it is hoped that the quality of Arabic language learning can improve, so that students not only master the language, but can also use it confidently and effectively in various contexts.

Methods

This research is classified as qualitative research which uses analytical methods to build a deep and comprehensive understanding. The approach taken emphasizes verbal descriptions as well as holistic and complex images.

According to Jane Richie, qualitative research provides insight into the social world and the perspectives contained in it, covering various elements such as concepts, behavior, perceptions and challenges faced by research subjects (Moleong, 2016).

The qualitative descriptive method aims to provide a clear and accurate picture of the objects and subjects studied. Sugiyono stated that descriptive qualitative research involves collecting data related to factors that influence the quality of the learning process. This includes an explanation of data relating to the current situation, the relationship between emerging variables, differences between existing facts, as well as their impact on certain conditions (Sugiyono, 2008).

Thus, this method focuses on describing visible events through observation and gathering information. This research uses qualitative techniques in the form of observation, which is the process of directly observing an activity to obtain results that reflect actual conditions. These observations can be made on site directly or through indirect methods. Apart from that, interviews were conducted as a form of direct interaction between researchers and informants (data sources) through question and

answer sessions, both face to face and indirectly. Documentation is also used, in the form of student work or photos, to provide more accurate data.

This research instrument includes direct observation of the Arabic language learning process in class X Bilingual MA Nurul Islam with 38 students in real situations. Interviews were conducted directly with Arabic language students and teachers to collect relevant information to support research. In addition, documentation in the form of student worksheets is used to identify grammatical errors in Arabic.

Results and Discussion
  A. The Effectiveness of the Talaqqi Method in Learning Arabic
The talaqqi method is a learning approach that emphasizes direct interaction between teachers and students, especially in the context of learning Arabic. In talaqqi, students learn through dialogue and direct communication, receiving knowledge not only from books, but also from practical experience and application in the language context. This method has been used traditionally, especially in the teaching of the Qur'an and hadith, and is now increasingly popular in learning Arabic (Alanshari dkk., 2022).

One of the main strengths of the talaqqi method is its ability to improve students' grammatical understanding. Direct interaction between teachers and students creates opportunities for students to understand grammar rules in more depth. Through relevant explanations and examples, students can more easily grasp concepts that might be difficult if only studied theoretically. Additionally, students can immediately practice student knowledge in conversation, which helps strengthen student understanding. When students make mistakes, direct feedback from the teacher allows students to recognize and correct the mistakes, so that students' understanding becomes stronger (Ginting dkk., 2024).

Apart from grammatical understanding, the talaqqi method is also effective in improving students' speaking skills. Through direct interaction, students are given the opportunity to practice speaking Arabic in a fun and non-pressure way. This dialogical atmosphere helps students overcome shyness and increases students' confidence in communicating. By practicing listening and responding, students not only learn to speak, but also expand their vocabulary by being exposed to new expressions and terms that arise in conversation.

The use of the talaqqi method also contributes to the development of students' positive attitudes towards learning Arabic. An interactive and supportive learning environment creates a comfortable atmosphere, where students feel involved and enthusiastic about learning (Lozada & Mustofa, 2024). When students feel that students actively participate in the learning process, students' motivation to understand Arabic increases. The relationship that exists between teachers and students during the learning process strengthens the emotional bond, which has a positive impact on students' attitudes towards the subject matter.

However, although the talaqqi method has many benefits, there are several challenges that need to be considered. One of them is the diversity of students' ability levels. Each student has a different background and learning pace, so teachers need to adapt the student's approach to suit each individual's needs (Mahdi & Ridha, 2024). In addition, this interactive learning process often takes more time than conventional teaching methods, which can be an obstacle, especially in the context of limited learning time. Teacher readiness is also an important factor; not all teachers have the communication and pedagogical skills necessary to apply the talaqqi method effectively, so training for educators is very important.

From the results of this discussion, it is clear that the talaqqi method has great potential in teaching Arabic. To maximize its benefits, this method should be integrated into the Arabic language learning curriculum, especially at the elementary level, to build a strong foundation in language understanding. In addition, it is important for educators to be trained in applying the talaqqi method effectively, as well as considering combinations with other learning methods, such as project-based learning or the use of technology, so that students' learning experiences become more comprehensive.

Here are some students' opinions about the talaqqi method in improving their understanding of Arabic grammar.

Respondent 1:

"Since we started learning Arabic using the talaqqi method, I feel that learning has become more lively and interesting. I like being able to talk directly with teachers and friends. Every time there is a discussion, I feel more confident to express my opinion. This method makes me not only learn theory, but also be able to directly practice it in everyday conversations."

Respondent 2

"I always had difficulty with Arabic grammar, but with the talaqqi method, everything became easier. The teacher explained in a way that made me understand and remember grammatical rules better. Apart from that, the interactive class atmosphere made me enjoy learning more. I I don't feel pressured when I have to speak Arabic because everyone supports each other."

Respondent 3

"I really enjoy learning Arabic now. The talaqqi method makes every class session feel like a fun discussion, not just a boring lesson. We often practice dialogue, and that helps me feel more comfortable when speaking. I also like how we can learn from one each other; sometimes my classmates give explanations that are easier to understand."

Respondent 4

"One of the things I like about the talaqqi method is the direct interaction. When we practice conversation, I feel like I'm talking to native people. This makes the learning feel more real. I also like how the teacher invites us to discuss Arab culture, which makes the lesson become richer and more interesting."

Respondent 5

"Learning Arabic with the talaqqi method is very enjoyable! I feel more involved in the learning process. We often do games and group activities that make me not feel bored. In addition, our teacher is very supportive, so I feel free to ask questions and learn from mistakes ."

The statements above reflect students' enthusiasm for the talaqqi method, showing how direct interaction and a supportive learning atmosphere can increase students' interest and understanding in learning Arabic.

B. The Role of Interaction in Talaqqi Learning

Interaction plays a very important role in learning using the talaqqi method, especially in the Arabic language context (Hidayat dkk., 2024). In talaqqi, this interaction creates a dynamic and engaged learning environment. Students not only listen to the teacher, but students actively participate in discussions, ask questions and answer. This involvement makes students feel more connected to the material, thereby increasing students' motivation and interest in learning.

One of the main advantages of interaction in talaqqi is its ability to strengthen understanding of concepts (Ginting dkk., 2024). When students have the opportunity to dialogue with the teacher, students can immediately ask for clarification if there is something they do not understand. Teachers, in turn, can provide more in-depth

explanations with relevant examples. This process allows students to understand the material in a more contextual way, so that learning becomes more effective.

Instant feedback is also an important aspect of interaction in talaqqi. When a student makes a mistake, the student can be immediately corrected by the teacher. This not only helps students learn from student mistakes, but also strengthens students' understanding of the correct rules. Fast and timely feedback is very important in language learning, where grammatical or pronunciation errors can be quickly recognized and corrected.

This interaction also develops students' communication skills. By practicing speaking and listening in a supportive atmosphere, students learn to express opinions, ask questions, and argue in Arabic (Sholihah dkk., 2020). This not only improves students' language skills, but also builds confidence when using the language.

Furthermore, good interactions between teachers and students help create positive relationships. When students feel comfortable interacting with teachers, students are more open to learning and asking questions. This good relationship creates a more enjoyable and productive learning atmosphere, where students feel valued and supported in the student learning process.

Apart from that, interaction also occurs between the students themselves. Group discussions and collaboration in completing assignments can increase mutual understanding and share knowledge. By listening to peers' perspectives, students can enrich their learning experiences, support each other, and learn from each other.

Through interaction, teachers can also more easily adapt teaching methods to student needs. By paying attention to student responses during the learning process, teachers can adapt the material and approaches used to ensure that each student can follow along well. This is critical in creating an inclusive learning experience, where every student feels cared for.

Thus, interaction in learning talaqqi not only increases student engagement and motivation, but also strengthens understanding, provides instant feedback, and develops communication skills. By building positive relationships between teachers and students and creating a collaborative environment, the talaqqi method can be an effective tool to improve Arabic language learning.

C. The Influence of the Learning Environment Using the Talaqqi Method

A learning environment that uses the talaqqi method has a significant influence on the learning process, especially in the context of teaching Arabic. The talaqqi method, which prioritizes direct interaction between teachers and students, is very dependent on the atmosphere and context of the learning place (Mahdi & Ridha, 2024).

A positive and supportive learning environment greatly contributes to student engagement (Sam & Sulastri, 2024). When students feel comfortable and safe in class, students are more likely to actively participate in discussions. The friendly and open atmosphere encourages students to ask questions, share opinions, and interact with classmates and teachers. This engagement not only increases motivation, but also enriches the overall learning experience.

The interactions that occur in the talaqqi learning environment also create a collaborative atmosphere. Students can learn from each other through group discussions or working together to complete assignments. In this context, students not only gain knowledge from teachers, but also share ideas and perspectives with each other. This helps expand students' understanding of the material taught and creates a solid learning community.

The physical environment also plays an important role. Comfortable classrooms, with flexible seating arrangements, can support better interaction (Safitri & Ginting,

2024). For example, circular or group seating arrangements can facilitate discussion and communication. In addition, the availability of relevant learning resources, such as books, multimedia materials, or teaching aids, can enrich the learning process and make it more interesting.

However, an unsupportive learning environment, such as a noisy or disorganized class, can hinder the effectiveness of the talaqqi method. When students feel distracted or uncomfortable, students tend to lack focus and find it difficult to engage actively. Therefore, it is important for educators to create a conducive learning environment, where students feel valued and encouraged to participate.

Therefore, the learning environment that uses the talaqqi method has a great influence on the success of learning. A positive, collaborative, and supportive environment will encourage students to be actively involved, improve understanding, and create a more meaningful learning experience. By creating the right atmosphere, the talaqqi method can be an effective tool to improve the teaching of Arabic.

D. Implementation of the Talaqqi Method for Teaching Arabic

NO	Question	Answer	Student answers	
			Correct	Wrong
1.	ذهبت ... المدرسة	الى	30	8
2.	يضع احمد الكتاب ... المكتب	على	33	5
3.	هذَا أَبِيْ، اِسْمُهُ أَحْمَدُ. هُوَ فِيْ غُرْفَةِ الضِّيَافَةِ، فِيْ يَدِهِ جَرِيْدَةٌ. وَهذِهِ أُمِّيْ. هِيَ رَبَّةُ الْبَيْتِ. هِيَ فِي الْمَطْبَخِ مَعَ جَدَّتِيْ. أَبِيْ وَأُمِّيْ مُسْلِمَانِ. وَذلِكَ أَخِيْ، اِسْمُهُ خَالِدٌ. هُوَ أَمَامَ الْمَسْجِدِ. فِي الْمَسْجِدِ مُسْلِمُوْنَ. وَذلِكَ جَدِّيْ، هُوَ فَلَّاحٌ. هُوَ فِي الْمَزْرَعَةِ. الكلمة "الضيافة" من الإسم ...	إسم المعرفة	25	13
4.	الكلمة "فلاح" من الإسم ...	إسم الناكرة	28	10
5.	*ربة البيت* ما المحال من الكلمة "البيت" ...	مضاف اليه	20	18
6.	ما الإسم الصحيح من الكلمة "مسلمان" ...	إسم التثنية	23	15
7.	محمد يذهب الى المطعام، الكلمة الصحيحة من تلك الكلمة هي ...	محمد تذهب الى المطعام	35	3
8.	أَنْتِ ... Kata yang tepat untuk melengkapi kalimat di atas adalah . . .	تنصرين	30	8
9.	أَنْتَ يَأْكُلُ وَلَا تَتَحَدَّثُ أَثْنَاءَ الأَكْلِ الكلمة الصحيحة من الكلمة " أَنْتَ يَأْكُلُ" هي ...	أَنْتَ تَأْكُلُ	34	4
10.	الإعراب من الكلمة " تَتَحَدَّثُ " هي ...	فعل المضارع معرب على الضمة	33	5
11.	أَنْتَ نُحِبُّ وَهِيَ لَايُحُبُّكَ وَاللهُ يُرِيْدُ اَنْ تَكُوْنَ وَاحِدًا صَحِّحْ الكلمة الماضية	انت تحب وهي لاتحبك والله يريد ان تكون واحدا	30	8

12	ي مَا حَرْفُ الْمُضَارَعَةِ فِيْ الْكَلِمَةِ "يُرِيْدُ" ...	38	0

1. In Arabic, prepositions such as "إلى" (ila) and "على" (ala) have specific functions and uses, and students are explained in detail in grammar books such as *Mu'jamul I'rob* (Al-Khatib, 2013). The following is an explanation of how to use both in sentences according to the book's view:
   a. Use of "إلى" (ila)

   The preposition "إلى" is usually used to indicate direction or destination. In the sentence, "إلى" is followed by isim (noun) which is the object of the preposition. Examples of use are as follows:

   Example of sentences:

   o ذهبت ... المدرسة

   o "I have gone to school"

   Analysis: In this sentence, "إلى" indicates the purpose of the trip, namely "school" (المدرسة) which is the object of the preposition.
   b. Use of "على" (because)

   The preposition "على" is used to indicate a place or position, often meaning "above" or "on". In the sentence, "على" is also followed by isim which is the object of the preposition. Examples of use are as follows:

   Example of sentences:

   o يضع احمد الكتاب ... المكتب

   o "ahmad put the book on the table."

   Analysis: In this sentence, "على" indicates the position of the book which is "on top" (على) of the table (The office).

   In using "إلى" and "على," it is important to understand the context of the sentence as well as the object that follows each preposition. Both have different functions: "إلى" indicates direction or destination, while "على" indicates position or place. This understanding helps in forming sentences that are correct and in accordance with Arabic grammar.
2. In the survey of Arabic grammar (jurumiah), the analysis of ma'rifah nouns (certain nouns) and nakirah nouns (non-specific nouns) is an important aspect in understanding sentence structure (An'im, 2016). Here is an explanation of both:
   a. Isim Ma'rifah

   Isim ma'rifah is a noun that indicates something specific or certain. In Arabic, the noun ma'rifah is usually marked in several ways, including:
      1) With Alif Lam (ال): Nouns starting with the letter "al" become isim ma'rifah. For example, "الكتاب" (al-kitab) means "the book," referring to a specific book.
      2) Proper Name: The name of a person, place or thing is also included in isim ma'rifah. For example, "محمد" (Muhammad) or "مكة" (Mecca).
      3) Pronouns: Pronouns such as "هذا" (hadha) or "هي" (hiya) are also used as isim ma'rifah.

   In a sentence, isim ma'rifah can function as a subject, object, or complement. Because of its specific nature, the use of isim ma'rifah in a sentence provides clarity about the reference being discussed.
   b. My name is Nakirah

   Isim nakirah is a noun that indicates something general or not specific. A distinctive feature of the name Nakirah is that it does not have an alif lam in front of it and does not show a specific reference. For example:

1) Without Alif Lam: "كتاب" (kitab) means "a book," which does not refer to a specific book.

2) Descriptive Words: The use of non-specific adjectives also includes isim nakirah. For example, "رجل" (rajul) means "a man," which does not refer to a specific man.

3) Isim nakirah is often used to introduce a new concept in a sentence or when describing something in general. In the context of a sentence, nakirah nouns usually function as subjects or objects.

Analysis in Review of Journalists.

In the jurumiah survey, the analysis of the noun ma'rifah and nakirah involves several aspects:

1) Differences in Function: Isim ma'rifah provides more specific information, while isim nakirah tends to provide more general information.

2) Influence on Grammar: In sentences, the use of ma'rifah nouns can influence the use of verbs (verbs) that must be adapted to a certain meaning, while nakirah nouns often make the sentence more descriptive.

3) Determining I'rab: In i'rab analysis (grammatical parsing), isim ma'rifah and nakirah can have different positions and functions in the sentence, which affects the way students are analyzed in sentence structure.

4) Sentence Context: The choice between the noun ma'rifah and nakirah often depends on the context of the sentence. For example, if the speaker wants to emphasize something specific, students will use the noun ma'rifah. On the other hand, to convey new information, nakirah names are more suitable to be used (An'im, 2016).

Understanding the difference between isim ma'rifah and nakirah is key in Arabic language analysis, as they function in different ways in sentences. Isim ma'rifah provides clarity and specificity, while isim nakirah offers generalizations. Both have an important role in sentence structure and grammatical analysis in juriah, which allows a better understanding of the Arabic language.

3. Isim tasniyah (اسم التثنية) in Arabic refers to the noun form used to denote two people or two objects. In a review of grammar (jurumiah), isim tasniyah has certain characteristics and rules that differentiate it from singular and plural forms (An'im, 2016).

The characteristics of tasniyah isim are usually marked by the addition of the suffix "ان-" or "ين-". These endings depend on the position of the word in the sentence. For example:

a. In the nominative (مرفوع), the ending used is "ان-". Example: "طالبان" (ṭālibān) means "two students".

b. In the accusative (منصوب) and genitive (مجرور), the ending used is "ين-". Example: "طالبين" (ṭālibayn) for "two students".

So the use of Isim tasniyah is used to refer to two objects or people, both in general and specific contexts. For example, "كتابان" (kitābān) means "two books".

4. Fi'il mudhārī' (فعل مضارع) is a verb form in Arabic that indicates an action that is taking place or will take place. The use of the verb mudhārī' involves several elements, including the letter mudhārā'ah (An'im, 2016). The following is an explanation of the verb mudhārī' and its letter mudhārā'ah.

a. Definition of Fi'il Mudhārī': fi'il mudhārī' is used to describe 1. Ongoing Action, 2. Future Action: Example: "سوف يكتب" (sawfa yaktubu) which means "he will write."

 b. The letters mudhārā'ah are the letters used at the beginning of the fi'il mudhārī' to indicate that the verb is a form of mudhārī'. The mudhārā'ah letters are the letters أ (Alif), ي (ya), ت (ta), and ن (nun) which mark the subject in the fi'il. Here is a further explanation of its use:

  1) Alif letter (أ)

   Used for a single subject that refers to oneself "I".

  2) The letter Ya (ي)

   Used for a singular subject that refers to a male "he".

  3) Huruf Ta (ت)

   Used for a single subject that refers to "he" female, you are male and you are female by adding ين after the last letter.

  4) Hooray Now (ن)

   Used for subjects referring to "we" or "you."

Conclusion

This research shows that the talaqqi method has significant effectiveness in improving grammatical understanding of Arabic among students. The talaqqi method, which is rooted in the oral learning tradition, prioritizes direct interaction between teachers and students as well as between students themselves. The analysis results show that this method allows students to better understand complex grammatical concepts through a more personal and contextual approach.

1. Effectiveness of the Talaqqi Method

The effectiveness of the talaqqi method in learning Arabic lies in its ability to create an active and interactive learning environment. By listening to direct explanations from the teacher and participating in dialogue, students can clarify students' understanding of grammatical rules. Research shows that students who study using the talaqqi method show greater improvements in grammatical comprehension tests compared to students who use conventional methods.

2. The Role of Interaction in Talaqqi Learning

Interaction is a key component in learning using the talaqqi method. Discussions and questions and answers between teachers and students create a space for students to ask questions and get direct feedback. This not only deepens students' understanding but also improves students' communication skills. Interaction between students also plays an important role, where students share knowledge and experiences with each other, thus strengthening a common understanding of the material being taught. This finding is in line with constructivist learning theory which emphasizes the importance of collaboration in the learning process.

3. Influence of Learning Environment

A conducive learning environment has a big impact on the effectiveness of the talaqqi method. A supportive environment, both physical and social, can increase students' motivation to actively participate in learning. Research shows that classes that have a positive atmosphere, with support from teachers and peers, can increase students' self-confidence in learning Arabic. Thus, factors such as learning facilities, teacher attitudes, and group dynamics greatly influence learning outcomes.

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