

# THE CONTRIBUTION OF BILINGUALISM TO THE ENHANCEMENT OF ARABIC LISTENING AND SPEAKING SKILLS IN LANGUAGE INSTRUCTION

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## Abstract

Listening (*Istima'*) and speaking (*Kalam*) skills are essential components of Arabic language instruction in the 21st century. In the Indonesian context, where Arabic is not a native language, bilingualism presents a promising pedagogical strategy to bridge students' linguistic comprehension gaps. This study aims to examine the contribution of bilingualism—particularly the selective use of Indonesian—in enhancing learners' *istima'* and *kalam* proficiency. Employing a systematic literature review method, this research analyzed 20 scholarly articles published over the past five years, focusing on the intersection of bilingualism and Arabic language education. The findings indicate that a bilingual approach not only enriches students' vocabulary and sentence structure but also fosters communicative confidence through conversation practice, debates, and the use of bilingual audio media. Strategies such as the Bilingual Class System, audiolingual methods, and translanguaging were found to enhance student engagement, reinforce linguistic memory, and build self-confidence in using Arabic. This study underscores the importance of curriculum development, bilingual teacher training, and the provision of interactive bilingual learning materials. The main contribution of this article lies in proposing a contextualized, adaptive, and sustainable bilingual-based pedagogical approach for Arabic language learning. Thus, this research not only contributes to the theoretical advancement of bilingualism but also offers practical guidance for improving the quality of Arabic language instruction in Indonesia.

**Keywords:** bilingualism, listening skills (*maharah istima'*), speaking skills (*maharah kalam*), Arabic language learning, instructional strategies

## Abstrak

*Kemampuan menyimak (maharah istima') dan berbicara (maharah kalam) merupakan keterampilan esensial dalam pengajaran bahasa Arab abad ke-21. Dalam konteks Indonesia, di mana bahasa Arab bukan bahasa ibu, pendekatan bilingualisme menjadi strategi potensial yang mampu menjembatani kesenjangan pemahaman linguistik siswa. Penelitian ini bertujuan mengkaji kontribusi bilingualisme—terutama penggunaan bahasa Indonesia secara selektif—dalam meningkatkan keterampilan istima' dan kalam peserta didik. Metode penelitian yang digunakan adalah systematic literature review terhadap 20 artikel ilmiah dari lima tahun terakhir yang relevan dengan tema bilingualisme dan pembelajaran bahasa Arab. Hasil penelitian menunjukkan bahwa pendekatan bilingual tidak hanya memperkaya mufradat dan struktur kalimat siswa, tetapi juga mendorong keberanian berkomunikasi melalui praktik percakapan, debat, dan penggunaan media audio dwibahasa. Implementasi strategi seperti Bilingual Class System, metode audiolingual, serta translanguaging terbukti meningkatkan keterlibatan aktif siswa, memperkuat memori linguistik, dan membangun kepercayaan diri dalam penggunaan bahasa Arab. Penelitian ini mengimplikasikan pentingnya pengembangan kurikulum, pelatihan guru bilingual, dan penyediaan media ajar yang mendukung pembelajaran interaktif dwibahasa. Kontribusi utama artikel ini adalah menawarkan pendekatan pedagogis integratif berbasis bilingualisme yang kontekstual, adaptif, dan berkelanjutan dalam pembelajaran bahasa Arab. Dengan demikian, penelitian ini tidak hanya memperkaya teori bilingualisme, tetapi juga memberikan panduan praktis untuk peningkatan kualitas pengajaran bahasa Arab di Indonesia.*

**Kata Kunci:** bilingualisme, maharah istima', maharah kalam, pembelajaran bahasa Arab, strategi pembelajaran

## INTRODUCTION

In the era of globalization and rapid information flow, cross-linguistic communication skills have become a critical competency that students must acquire. Bilingualism—the ability to use two languages fluently—has garnered significant attention from educators and researchers as an effective strategy in foreign language instruction (Sami, 2024). In the context of Arabic language learning, the application of bilingualism is viewed as a means to provide richer linguistic experiences, facilitate the comprehension of grammatical structures, and enhance learning motivation. Therefore, studies examining the impact of bilingualism in Arabic language education are essential to strengthen both the theoretical and practical foundations of language instruction.

Conceptually, bilingualism refers to an individual's ability to absorb, process, and produce two language systems in an integrated manner. This definition encompasses cognitive, affective, and social dimensions that interact dynamically in the language acquisition process. From a cognitive perspective, bilingualism is believed to enhance metalinguistic abilities—learners' awareness of the structure and function of language (Bai & Zang, 2025). From an affective standpoint, the alternating use of the mother tongue and the target language can foster a sense of confidence and psychological comfort in interaction. Thus, bilingualism can be examined as a multidimensional approach in Arabic language learning.

In the specific context of Arabic language learning—where for many students outside the Arab world it constitutes a second or even third foreign language—the primary challenge lies in the significant differences in phonological, morphological, and syntactic systems compared to their mother tongue (Shahbari-Kassem et al., 2024). The use of a bilingual medium of instruction, such as Indonesian and Arabic, is considered capable of bridging these cognitive gaps. By selectively explaining Arabic language concepts in Indonesian, learners can more easily grasp complex materials such as grammar (*qawā'id*), vocabulary (*mufradāt*), and sentence construction (Alasmari et al., 2022). Therefore, the practical implementation of bilingualism presents opportunities to enhance the effectiveness of language learning.

Within the framework of Arabic language competence, listening skills (*mahārah istima'*) and speaking skills (*mahārah kalām*) are two fundamental and critical abilities. *Istima'*, or listening skill, serves as the foundational prerequisite for deep oral comprehension, whereas *kalām*, or speaking skill, reflects learners' capacity to express ideas communicatively. These two skills are interrelated: listening acuity directly influences the fluency and accuracy of speaking (Inayati, 2023). In the context of the 21st-century curriculum, these two skills receive priority as they cultivate critical thinking, collaboration, and effective communication abilities in line with global demands (Saepurrohman et al., 2023).

Various studies indicate that bilingual students tend to exhibit greater sensitivity in listening skills to nuances of intonation and rhythm in the target language. This is attributed to their need to engage in code-switching, which involves active listening and contextual interpretation across two languages (Liu et al., 2022). Furthermore, speaking experience in two languages encourages learners to communicate more confidently, reducing language errors due to positive transfer from the first language to the second (Manivannan & Maruthy, 2024). In other words, bilingualism not only enriches the linguistic repertoire but also fosters linguistic flexibility and creativity.

The literature review reveals diverse findings: the majority of studies affirm the contribution of bilingualism to increased learning motivation, vocabulary retention, and speaking fluency (Liu et al., 2022). However, some studies highlight the need for systematic management to prevent interference, which refers to the disruption caused by mixing language structures (Wang et al., 2020). Specifically in the context of Arabic, there remains a limited number of applied studies examining the effects of bilingualism on both *mahārah istima'* (listening) and *mahārah kalām* (speaking) simultaneously. This indicates a research gap that needs to be addressed in order to develop an effective and sustainable bilingual instructional model.

The main challenge in implementing bilingualism lies in the lack of adequate curricular guidance and teacher training. Bilingual strategies are often applied in an ad hoc manner, without a clear pedagogical framework. As a result, the effectiveness of instruction remains suboptimal and may even cause confusion among students. On the other hand, the assessment of listening (*istima'*) and speaking (*kalām*) skills has not been consistently integrated with the bilingual approach, thereby limiting the extent to which learning outcomes reflect the full potential of these two competencies (Liu et al., 2022).

The urgency of this research arises from the pressing need to develop an Arabic language learning model that is responsive to the dynamics of 21st-century learners. Enhancing *mahārah istima'* (listening) and *mahārah kalām* (speaking) in Arabic should not focus solely on linguistic aspects, but also encompass cultural, social, and technological dimensions. By designing bilingual strategies grounded in contemporary learning theories, it is expected that instructional practices will emerge that are not only effective, but also sustainable and adaptable (Shao et al., n.d.).

Based on the analysis of the journal article titled "*Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab: Mahārah Istima' dan Kalām*" by Muti Husnul Khotimah et al., it can be concluded that the communicative approach plays a strategic role in enhancing Arabic language proficiency, particularly in listening (*istima'*) and speaking (*kalām*) skills. The study indicates that many students struggle to speak Arabic due to limited vocabulary and insufficient communicative practice. Therefore, a communicative approach that emphasizes active and contextual language use

emerges as an effective solution. The three main methods discussed—namely the direct method, community language learning, and conversation method—create an interactive, motivating, and practically relevant learning environment. These methods significantly support students in developing their Arabic language skills in a natural, progressive, and applicable manner. Thus, the communicative approach not only addresses the theoretical aspects of the language but also highlights the importance of real-life language use, enabling learners to communicate more confidently and competently (Husnul Khotimah et al., 2024).

Based on the analysis of the journal article "*The Phenomenon of Arabic-Indonesian Bilingualism in the Film Dialogue of Negeri 5 Menara*" by Siti Marya Ulpah and Tatang, it was found that the use of Arabic in the film serves not only as a means of communication, but also as a marker of religious identity, a symbol of intellectualism, and a medium for the internalization of pesantren (Islamic boarding school) values. The study identifies two main forms of bilingualism: external code-switching (from Indonesian to Arabic) and outward code-mixing, each manifesting in various linguistic forms such as words, phrases, clauses, and blended forms (basters). Code-switching generally occurs in formal and religious contexts, such as during prayers or the delivery of advice, while code-mixing more frequently appears in the everyday interactions of students within the pesantren. The presence of bilingualism reinforces the integration of Arabic in pesantren life, embedded within both the educational system and local culture. This study makes a significant contribution by revealing how popular media, such as film, can represent the linguistic dynamics of religious communities in Indonesia and serve as a contextual educational tool for teaching Arabic through cultural and social approaches (Marya Ulpah, 2024).

Based on the analysis of the journal article "*Enhancing Arabic Speaking Skills Through Habit Formation in Bilingual Education*" by Khoirunnisa'il Fitriyah et al., habit formation is identified as an effective strategy for improving Arabic speaking skills within bilingual educational settings. The study demonstrates that structured, consistent, and motivation-driven speaking habits can naturally and progressively develop students' language abilities. Using a qualitative approach—through observation, interviews, and documentation at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo—the research reveals that daily activities such as vocabulary enrichment, peer conversations, weekly speeches, and expressive theater significantly enhance students' fluency, vocabulary acquisition, and confidence in speaking. The study also emphasizes the importance of a supportive language environment (*bi'ah lughawiyah*) and the application of Charles Duhigg's *The Power of Habit* as well as B.F. Skinner's behaviorist theory in language instruction. Major obstacles such as fear of speaking and limited vocabulary can be overcome through communicative approaches, social engagement, and positive reinforcement. Thus, the habituation of Arabic speaking in bilingual

education not only improves linguistic competence but also fosters self-confidence and independence in active communication (Fitriyah et al., 2024).

Based on the analysis of the journal article *"Enhancing Arabic Listening and Vocabulary Acquisition through AI-Powered Music: A Study on Suno AI"* by Muhamad Solehudin et al., it can be concluded that the utilization of artificial intelligence technology—specifically through the Suno AI platform—significantly enhances Arabic listening skills (*maharah istima'*) and vocabulary acquisition in pesantren environments. In a three-week qualitative study involving 120 students, it was found that the integration of AI-generated music not only increased student motivation and engagement but also accelerated vocabulary mastery in a contextual and natural manner. The songs produced by Suno AI provided an immersive learning experience, with lyrics relevant to everyday life, thereby facilitating students' comprehension, retention, and application of new vocabulary. Moreover, music supported students in recognizing patterns of intonation and pronunciation in Arabic more effectively. Although the study period was relatively short, the findings indicated a notable improvement in listening ability and student confidence when interacting in Arabic. This research highlights that the integration of AI-driven music technology represents an innovative and promising approach in Arabic language education, particularly in fostering enjoyable, adaptive, and digitally oriented learning environments (Solehudin et al., 2024).

Based on the analysis of the journal *"The Influence of Bilingualism in the Indonesian Language"* by Moh. Rakhmat and Hendri Abdul Qohar, it was found that the phenomenon of bilingualism developing in Indonesia—particularly between Indonesian and English—has had a complex impact on the development of the Indonesian language. On one hand, bilingualism enriches vocabulary through lexical borrowing and facilitates the integration of global concepts. On the other hand, excessive and uncontrolled use of loanwords poses the risk of displacing local equivalents and triggering linguistic interference, particularly in syntactic and morphological structures. The study further reveals that the pervasive use of English in academic and digital domains, when not accompanied by appropriate linguistic strategies, may lead to a decline in students' literacy competence and a blurring of the native structure of the Indonesian language. The prevalent code-switching and code-mixing practices among Generation Z reflect the increasing influence of global culture on the linguistic identity of younger generations. Accordingly, the article emphasizes the importance of language preservation policies and the implementation of strategies such as translanguaging in education, to ensure that bilingualism can be harnessed optimally without compromising the sustainability and integrity of the Indonesian language (Rakhmat & Abdul Qohar, 2024).

This study addresses the topic "The Contribution of Bilingualism to the Enhancement of Listening (Mahārah Istima') and Speaking (Mahārah Kalām) Skills in Arabic Language Teaching" by offering a novel perspective that has not been directly explored in previous research. Earlier studies have generally focused on communicative approaches in Arabic language learning (such as the research by Muti Husnul Khotimah et al.), sociolinguistic aspects within pesantren or media contexts (as conducted by Siti Marya Ulpah and Tatang), habitual speaking practices in bilingual education (Khoirunnisa'il Fitriyah et al.), or the utilization of modern technology such as AI to improve listening skills (Muhamad Solehudin et al.). Meanwhile, other research has highlighted the general impact of bilingualism on the Indonesian language without specifically linking it to Arabic language proficiency. This study introduces a new contribution by explicitly integrating bilingualism as a structured pedagogical approach in Arabic language instruction, particularly in enhancing listening and speaking skills. Thus, the focus of this research is not merely on bilingualism as a linguistic or social phenomenon, but as an effective instructional strategy for improving both receptive and productive Arabic skills in the classroom. It thereby offers practical and theoretical contributions to the development of Arabic language teaching methods that are relevant to the bilingual educational context in Indonesia.

This study aims to examine and analyze the contribution of bilingualism to the enhancement of listening (mahārah istimā') and speaking (mahārah kalām) skills in Arabic language teaching. The primary focus is to explore the extent to which the use of two languages—specifically Arabic and Indonesian—can support students' comprehension of learning materials, enrich their vocabulary, and foster active communication skills within a bilingual learning context. Additionally, the study seeks to explore bilingual-based instructional strategies capable of creating communicative, interactive, and contextual learning environments to improve these two language skills. Accordingly, the findings of this research are expected to provide a solid pedagogical foundation for developing more effective Arabic language teaching methods that align with the linguistic realities of students in Indonesia.

## **METHOD**

The method employed in this study is a systematic literature review. The research began with a comprehensive search for articles related to the research topic. The selection criteria included scholarly articles sourced from both national and international journals, published within the last five years (2020–2025). Initially, 350 articles were identified using the keywords “bilingualism,” “mahārah istimā’,” “mahārah kalām,” and “Arabic language teaching.” Subsequently, a validation process was conducted by screening article titles to ensure relevance to the research focus. Through this filtering process, a total of 50 articles were retained for further analysis (Sintia Wulandari, 2022).

Next, a quality review of the relevant scholarly articles was conducted by thoroughly reading their full content to assess their alignment with the research topic. This process resulted in a final selection of 20 articles deemed relevant to the study.

## 1. Systematic Literature Review (SLR) Stages

### a. Problem Identification and Research Objectives

The review focuses on exploring how bilingualism contributes to the development of *maharah istima* (listening skills) and *maharah kalam* (speaking skills) in the context of Arabic language teaching in Indonesia.

### b. Literature Search

Articles were collected through systematic searches of online databases, including Google Scholar, Scopus, ScienceDirect, and DOAJ. The search employed the following keywords: "bilingualism", "maharah istima", "maharah kalam", "Arabic language teaching", and "bilingual education". The search was limited to articles published between 2020 and 2025.

### c. Initial Screening

The search yielded 350 articles. An initial screening based on titles and abstracts was conducted to assess relevance to the research focus. Articles deemed irrelevant or non-empirical were excluded, resulting in 50 remaining articles.

### d. Eligibility Assessment

A full-text review was conducted to further evaluate the relevance and methodological rigor of the selected articles. Inclusion and exclusion criteria were applied as follows:

#### 1) Inclusion Criteria:

- Empirical research articles (qualitative, quantitative, or mixed methods)
- Focus on bilingualism and Arabic language learning
- Reports data on *maharah istima* and/or *maharah kalam*
- Published within the last five years (2020–2025)

#### 2) Exclusion Criteria:

- Theoretical reviews without empirical data
- Articles not available in full-text
- Studies not employing a bilingual approach

This stage resulted in a final selection of 20 articles eligible for further analysis.

## e. Data Extraction

Data from the selected articles were extracted using a matrix format that included: author(s), year of publication, research method, learning context, skill focus (listening/speaking), and key findings related to bilingualism.

## f. Thematic Synthesis Analysis

Data were analyzed using thematic synthesis, organizing findings into major themes: bilingual strategies, impact on *maharah istima*, impact on *maharah kalam*, and implementation challenges.

## 2. Quality Appraisal of Selected Articles

To assess the methodological quality of the selected studies, evaluation was based on the Critical Appraisal Skills Programme (CASP) and the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines. Each article was assessed according to the following criteria:

- Clarity of research objectives
- Appropriateness of methodology
- Validity of data and findings
- Relevance to the research focus

Only studies with moderate to high methodological quality were included in the final synthesis.

## 3. PRISMA Flow Diagram

The following diagram presents the article selection process, adapted from the PRISMA framework

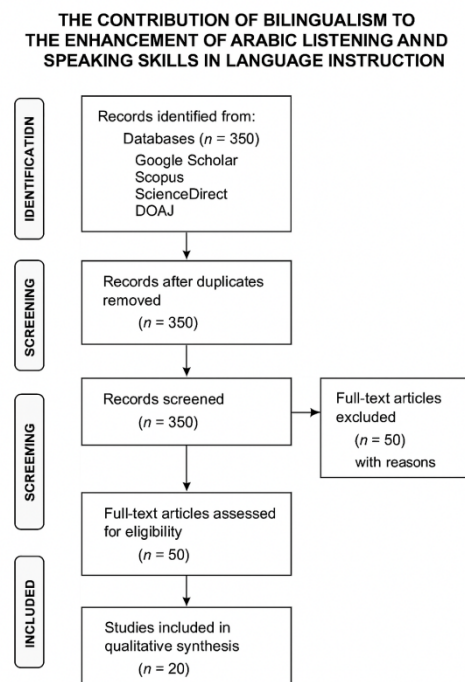


Figure 1. PRISMA Flow Diagram

**FINDINGS AND DISCUSSION**

No.	Research Title	Research Method	Key Findings
1	Pengaruh Pola Asuh Demokratis Orang Tua Terhadap Kemampuan Bilingualisme Anak Usia 5–6 Tahun (Novita & Nopriansyah, 2024)	Descriptive Quantitative	Democratic parenting significantly affects children's bilingual abilities (Adjusted R <sup>2</sup> = 0.511).
2	Penggunaan Metode Audiolingual dalam Maharah Istima' di Madrasah Tsanawiyah Al-Kahfi Hidayatullah Surakarta (Yusuf Al-Ayubi et al., 2023)	Qualitative (Case Study)	Improves Arabic listening and pronunciation skills, although learners tend to mimic without understanding meaning.
3	Penerapan Implementasi Bilingual Class System di MAN 2 Kudus: Meningkatkan Kualitas Pendidikan Berbasis Bahasa dan Agama (Zumaruddin et al., 2024)	Literature Review	BCS enhances foreign language proficiency and religious character, though challenges remain in human resources and facilities.
4	Pembelajaran Bilingual di Komunitas Belajar Global English Class untuk Anak Tingkat Sekolah Dasar (Ma'sum Effendi et al., 2022)	Ethnographic Qualitative	Increases children's motivation, self-confidence, and communication skills in English.
5	Manfaat, Tantangan dan Strategi pada Anak Bilingual di Sekolah Bilingual Indonesia (Insani et al., 2024)	Literature Review	Reveals high cognitive benefits and effective strategies despite challenges related to code-mixing.
6	Kompleksitas Penerjemahan dalam Masyarakat Bilingualisme (Fahrurroji, 2020)	One-Shot Case Study	Students face translation difficulties due to weak mastery of linguistic structures and contextual understanding.
7	Analisis Teori dan Referensi Pembelajaran Bilingual: Metode, Teknik, Strategi, Evaluasi, dan Aspek	Descriptive Literature Study	Improves academic achievement and language competence; however, an

	Pembelajaran Komprehensif (Nadya Irafany et al., 2025)		adaptive curriculum is needed.
8	Implementasi Program Bilingual untuk Mengembangkan Kecerdasan Verbal Linguistik Anak di SDIT Al-Azhar Kediri (Nikmatul Aolia & Makhromi, 2020)	Descriptive Qualitative	The program effectively enhances students' verbal-linguistic intelligence.
9	Interactive Debate Strategies for Enhancing Arabic Speaking (Solehudin, 2024)	Descriptive Qualitative	Debate strategies effectively improve fluency, vocabulary, and cognitive control.
10	Fenomena Bilingualisme dan Diglosia Taruna Program Studi Manajemen Transportasi Perairan Daratan Politeknik Transportasi Sungai Danau dan Penyeberangan Palembang (Budi Sidharta et al., 2022)	Descriptive Qualitative	Code-switching and code-mixing were identified, but no diglossia was found.
11	Penerapan Bahasa Asing di SD Islamic Bilingual Science Darul Hijrah Puteri (Rizki Amalia Pratiwi, 2025)	Qualitative	Arabic and English programs run effectively; main challenges lie in vocabulary acquisition and textbook limitations.
12	Pendayagunaan Bilingualisme Masyarakat Wirausaha di Pasar Bunder Sragen serta Implikasinya pada Keterampilan Berbicara (Putri Lestari & Sabardila, 2025)	Descriptive Qualitative	Bilingualism enhances speaking skills and expands business networks.
13	Implementasi Metode Sam'iyah Syafawiyah pada Maharah Istima' dan Maharah Kalam di PKPBA UIN Malang (Imamah et al., 2024)	Descriptive Qualitative	Enhances listening and speaking skills, although students tend to mimic without comprehension.
14	Interferensi Morfologi dan Sintaksis Bahasa Indonesia dalam Berbicara	Field-Based Descriptive	Interference arises from bilingualism, limited

	Bahasa Arab Komunitas Al-Kindy UIN Malang (Afra Yuslizar & Arifa, 2021)		vocabulary, and psychological factors.
15	Antara Islam dan Budaya Arab: Analisis Fenomena Bilingualisme dalam Film Series Arab Maklum (Aulia & Rahma, 2024)	Descriptive Qualitative	Bilingualism is used to convey Arab and Islamic cultural values through film.
16	Arabic Language Education Program at Islamic Boarding School Ibnul Qoyyim Putri Yogyakarta: Study of Code Mixing, Code Switching, and Interference (Muhajir & Karamah, 2021)	Descriptive Qualitative	Code-switching and interference occur due to weak theoretical understanding.
17	Efektivitas Atomic Habits terhadap Peningkatan Maharah Kalam Peserta Didik Program Bilingual SMA Takhassus Al-Qur'an Kalibeber Wonosobo (Sunarko & Astri Dyah Anggraini, 2023)	Pretest-Posttest Quantitative	A significant improvement in speaking skills was observed (N-Gain = 0.67).
18	Arabic Teaching and Learning Research in Non-Arabic-Speaking Countries: A Bibliometric Analysis (Qoriatul Hasanah, 2024)	Descriptive Bibliometric	Indonesia is the most productive in publication; upward trend highlights the need for innovation.
19	Implementasi Pembelajaran Bilingual pada Siswa Kelas 1 Madrasah Ibtidaiyah Al-Musyaffa' Semarang (Safira & Shanie, 2022)	Descriptive Qualitative	Three implementation stages ran effectively with strong motivation and facility support.
20	Problematika Pembelajaran Bahasa Arab Siswa di MAN 6 Jombang (Dzikrul Hakim Al-Ghozali et al., 2025)	Descriptive Qualitative	Major issues include lack of vocabulary, grammar, and sentence structure; solution proposed: structured language programs.

## **The Role of Bilingualism in Enhancing Comprehension and Mastery of Arabic Vocabulary**

The use of a bilingualism approach in Arabic language teaching significantly contributes to enhancing students' comprehension of the material and enriching their mastery of *mufrodāt* (vocabulary). In the context of language learning in Indonesia, where Arabic is not the native language, the selective and purposeful use of Indonesian serves as an effective pedagogical tool. Bilingualism enables teachers to clarify word meanings, sentence structures, and contextual language use more clearly and accessibly for students.

An analysis of studies published in *Jurnal Ilmu Lughah* reveals that students' understanding of Arabic vocabulary improves when explanations are provided through equivalent meanings in Indonesian, particularly at the early stages of learning. For example, research conducted at SDIT Al-Azhar Kediri and MAN 2 Kudus demonstrates that bilingual learning was implemented through strategies such as daily vocabulary provision, contextual learning, and language practice that integrate both languages in classroom activities including dialogues, speeches, and thematic exercises.

Furthermore, the bilingual approach has proven effective in bridging the gap between passive comprehension and active use of the Arabic language. Techniques such as interlaced language use, bilingual vocabulary memorization, and conversational practice in both languages directly reinforce students' linguistic memory and assist them in understanding the relationship between form, meaning, and function of words within sentences.

Additional studies discussed in the same journal, focusing on the audiolingual method and the Sam'iyah Syafawiyah technique, reveal that repetition of vocabulary and sentence patterns in both languages enhances comprehension and pronunciation, although reinforcement is still needed regarding meaning and usage in authentic contexts.

Thus, bilingualism functions not only as a linguistic aid but also as a pedagogical strategy capable of building a strong foundation for active, progressive, and communicative Arabic language acquisition. This role is crucial in creating a learning environment that is inclusive, adaptive, and relevant to the sociolinguistic conditions of students in Indonesia.

## **The Contribution of Bilingualism to the Development of Listening (Maharah Istima') and Speaking (Maharah Kalam) Skills**

The implementation of bilingualism in Arabic language learning has been proven to contribute significantly to the enhancement of students' listening (*maharah istima'*) and speaking (*maharah kalam*) skills. In the Indonesian educational context, the use of two languages—Indonesian and Arabic—functions as a facilitative tool in communication, meaning comprehension, and oral competency development.

Several studies published in *Jurnal Ilmu Lughah* indicate that bilingual strategies, such as the Bilingual Class System at MAN 2 Kudus and the bilingual program at SDIT Al-Azhar Kediri, successfully create a communicative and integrative learning environment where students are more actively engaged in listening and speaking exercises. Within this process, activities like bilingual conversations, thematic dialogue practice, bilingual audio presentations, as well as speech and debate exercises serve as effective means to train students' oral comprehension and verbal fluency.

The audiolingual method applied in listening (istima') instruction also demonstrates that the repetition of vocabulary and sentence patterns in both languages can enhance students' absorption of Arabic sounds and sentence structures. Meanwhile, the implementation of the Sam'iyah Syafawiyah method at UIN Malang, which integrates stages of listening, repetition, question-and-answer, and summarization in Arabic, shows that a bilingual interactive learning environment can encourage students to speak confidently and better comprehend audio content.

Similarly, the use of interactive debate strategies conducted in Arabic, accompanied by comprehension support in Indonesian, fosters increased student confidence and fluency in speaking. Based on these various research findings, it can be concluded that bilingualism not only bridges Arabic language comprehension but also stimulates the growth of students' self-confidence in expressing ideas, actively listening, and appropriately responding to information synergistically in both languages.

### **Arabic Language Teaching Strategies Based on Bilingualism**

Bilingualism-based strategies in Arabic language teaching play a crucial role in establishing adaptive, communicative, and contextual learning environments, especially for learners in non-native speaker settings. An analysis of various studies published in *Jurnal Ilmu Lughah* reveals that the deliberate integration of two languages—Arabic and Indonesian—effectively creates an inclusive learning space that facilitates students' transition in comprehending complex materials.

For instance, the Bilingual Class System (BCS) implemented at MAN 2 Kudus combines foreign language instruction with Islamic values within a bilingual classroom atmosphere. This approach enables students not only to grasp linguistic content but also to understand it within contextual and spiritual dimensions. Such a strategy strengthens students' listening and speaking skills through activities like debates, speeches, and project-based learning integrated with value education.

Other studies, such as those conducted at SDIT Al-Azhar Kediri and MI Al-Musyaffa' Semarang, demonstrate that the use of visual media, flashcards, educational games, and bilingual conversational practice effectively builds linguistic scaffolding. Furthermore, the translanguaging approach—defined as the flexible use of two languages within a single learning activity—has been

shown to enrich student engagement and boost their confidence in actively using Arabic. This strategy is supported by interactive techniques such as language camps, English-Arabic days, and contextual dialogues, which enable students to naturally connect meanings across both languages.

Despite challenges such as limited availability of bilingual teachers and insufficient learning resources, these findings indicate that bilingual strategies implemented through a communicative and structured approach can significantly enhance the effectiveness of Arabic language instruction. Consequently, these strategies not only promote students' cognitive success but also foster a learning environment conducive to integrative and sustainable second language acquisition.

## CONCLUSION

Based on the analysis of various studies, it can be concluded that bilingualism significantly contributes to the improvement of listening skills (maharah istima') and speaking skills (maharah kalam) in Arabic language learning. This approach effectively bridges the gap between the mother tongue and Arabic, making it easier for students to understand the material through the selective use of Indonesian. Bilingual strategies such as the audiolingual method, Sam'iyah Syafawiyah, interactive debates, and translanguaging have proven capable of increasing active student engagement, strengthening vocabulary mastery, and building confidence in oral communication. Bilingual learning also creates an adaptive and communicative learning environment, especially in non-native speaker contexts like Indonesia. Although challenges remain, such as the limited availability of bilingual teachers and appropriate teaching materials, research findings indicate that with structured planning, bilingualism can be an effective and sustainable pedagogical approach. Therefore, the integration of bilingualism into Arabic language curricula and teaching strategies should be encouraged to enhance the quality of learning that is not only linguistically oriented but also socially and culturally relevant to the demands of the 21st century.

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