

Implementation of the Think Pair Share Strategy and Drill Method in *Mufradāt* Learning at MTsN 1 Padang

Implementasi Strategi Think Pair Share dan Metode Drill dalam Pembelajaran *Mufradāt* di MTsN 1 Padang

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Abstract

The acquisition of Arabic vocabulary is crucial for the development of students' language proficiency. Therefore, educators must adopt effective strategies to facilitate vocabulary mastery. This study investigates the implementation of the Think Pair Share method combined with the Drill method in teaching Arabic vocabulary. Using a qualitative approach with a case study method, this research employs in-depth interviews and participatory observations, with data analyzed iteratively and comprehensively. The research subjects consisted of eighth-grade students at MTsN 1 Padang. Findings reveal a four-step process in applying the Think Pair Share model integrated with the Drill method for Arabic vocabulary learning. First, the instructor introduces new vocabulary and explains its meaning and usage in sentence contexts. Next, students engage in a cognitive processing phase to internalize the newly introduced vocabulary. Following this, a collaborative phase ensues where students pair up to exchange and reinforce vocabulary through reciprocal teaching. Finally, the synthesized knowledge is shared with the entire class, where the instructor randomly selects pairs to present their understanding of the vocabulary and its applications. This study emphasizes that combining these pedagogical strategies significantly enhances student engagement, both individually and in peer interactions. Additionally, findings indicate that integrating the Drill method as a complementary element to Think Pair Share substantially strengthens students' retention of the taught vocabulary.

Keywords: Arabic Vocabulary, Drill Method, Think Pair Share

Abstrak

Perolehan kosakata Bahasa Arab sangat penting bagi pengembangan kecakapan berbahasa siswa. Oleh karena itu, para pendidik harus mengadopsi strategi yang efektif untuk memfasilitasi penguasaan kosakata. Penelitian ini menyelidiki penerapan metode *Think Pair Share* yang dikombinasikan dengan metode *Drill* dalam pengajaran kosakata Bahasa Arab. Menggunakan pendekatan kualitatif dengan metode studi kasus, penelitian ini

memanfaatkan wawancara mendalam dan observasi partisipatif, dengan data dianalisis secara iteratif dan komprehensif. Subjek penelitian terdiri dari siswa kelas 7 di MTsN 1 Padang. Temuan mengungkapkan proses empat langkah dalam menerapkan model Think Pair Share yang terintegrasi dengan metode *Drill* untuk pembelajaran kosakata Bahasa Arab. Pertama, instruktur memperkenalkan kosakata baru dan menjelaskan makna serta penggunaannya dalam konteks kalimat. Selanjutnya, siswa terlibat dalam fase pemrosesan kognitif untuk menginternalisasi kosakata yang baru diperkenalkan. Setelah itu, dilanjutkan dengan fase kolaboratif di mana siswa berpasangan untuk bertukar dan memperkuat kosakata melalui pengajaran timbal balik. Akhirnya, pengetahuan yang telah disintesis dibagikan kepada seluruh kelas, di mana instruktur secara acak memilih pasangan untuk mempresentasikan pemahaman mereka tentang kosakata dan aplikasinya. Penelitian ini menekankan bahwa penggabungan strategi pedagogis ini secara signifikan meningkatkan keterlibatan siswa, baik secara individu maupun dalam interaksi dengan teman sebaya. Selain itu, temuan ini menunjukkan bahwa penggabungan metode *Drill* sebagai elemen pelengkap untuk *Think Pair Share* secara substansial memperkuat retensi kosakata yang diajarkan oleh siswa.

Kata Kunci: Kosakata Bahasa Arab, Metode *Drill*, *Think Pair Share*

Introduction

Arabic vocabulary learning plays a crucial role in developing students' language skills.^{1,2,3} Because Arabic has a rich and complex vocabulary, learning vocabulary is an important foundation for understanding and using the language effectively.⁴ The vocabulary learning process includes recognition, mastery of meaning, and application of words in various communicative contexts. By expanding their vocabulary, students can improve their abilities in reading, writing, listening, and speaking in Arabic, thereby enabling them to interact more widely in a variety of communication situations.^{5,6,7}

¹Casper J. D. Jensen and Teresa Cadierno, "Differences in Mobile-Assisted Acquisition of Receptive And Productive Vocabulary Knowledge: A Case Study Using Mondly," *The Language Learning Journal* 52, no. 3 (May 3, 2024): 255–70, <https://doi.org/10.1080/09571736.2022.2108123>.

²M. Jundi, "تصميم برنامج أندرويد لتعزيز إتقان المفردات لدى طلاب المدرسة العالية," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 2 (2023), <https://doi.org/https://doi.org/10.35316/lahjah.v4i2.140-158>.

³N. Jundi, M., & Nabila, "Transformational-Generative Theory Perspective In Teaching The Four Language Skills of Arabic," *Al-Fusha: Arabic Language Education Journal* 5, no. 2 (2023), <https://doi.org/https://doi.org/10.36835/alfusha.v5i2.1193>.

⁴C. Holes, *Modern Arabic: Structures, Functions, and Varieties* (Washington, D.C.: Georgetown University Press, 2004).

⁵Amin Nasir and Mohammad Abdul Basit, "Ta'lim Al-Mufradāt Al-'Arabiyah 'alā Thariqati Al-Istidzkar Mnemonic Lil Al-Kalimāt Al-Miftâhiyyah," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 2, no. 1 (February 19, 2021): 40–60, <https://doi.org/10.19105/ajpba.v2i1.3944>.

⁶I. Nurrohmah, "Efektivitas Program Mufradat (Kosa Kata) Pagi Dalam Meningkatkan Keterampilan Berbahasa Arab Bagi Santriwati Pondok Pesantren Al-Istiqomah Ngatbaru," *Other, IAIN Palu*, 2017, <https://doi.org/http://repository.iainpalu.ac.id/id/eprint/472/>.

Arabic learning requires a lot of dedication and patience because of its level of complexity.⁸ Students often experience difficulties in understanding and mastering the material taught in Arabic lessons.⁹ Arabic is often considered boring because students are often asked to memorize texts in Arabic which are sometimes difficult to understand.^{10,11} This is also experienced by MTsN students in Batu City, where they feel burdened by the large number of vocabulary words they have to memorize. As a result, only a few of them mastered the Arabic vocabulary they had learned. This condition causes their inability to speak Arabic. This is reflected when the teacher carries out a diagnostic evaluation regarding the Arabic vocabulary that has been studied, which shows low results. The analysis of the learning process by eliciting responses from both groups and students is imperative to be underscored.^{12,13} Therefore, Arabic teachers are required to create learning strategies that can overcome students' fears and make lessons more interesting and easy to understand.

One of the strategies proposed to overcome this challenge is applying the Think Pair Share (TPS) model with the Drill method in learning Arabic vocabulary. The Think Pair Share (TPS) learning model is a cooperative learning approach,¹⁴ That involves three main

⁷M. Siregar, A. H., Hasibuan, R., & Jundi, "Exploring the Characteristics of Arabic Learning Content on Tiktok and Instagram: A Qualitative Analysis," *International Conference On Educational Theories, Practices, and Research* 1, no. 01 (2023), <https://doi.org/https://conferences.uinsyahada.ac.id/index.php/english/article/view/8>.

⁸Takdir Takdir, "Problematika Pembelajaran Bahasa Arab," *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 2, no. 1 (April 27, 2020): 40–58, <https://doi.org/10.47435/naskhi.v2i1.290>.

⁹Renni Hasibuan, Mamluatul Hasanah, and Faisal, "Improving Balaghah Mastery Through Teams Games Tournaments with Crossword Puzzle Media in Higher Education," *Al-Lisan* 9, no. 1 (February 29, 2024): 33–50, <https://doi.org/10.30603/al.v9i1.4520>.

¹⁰F. Corinna, D. F., Rembulan, I., & Hendra, "Problematika Pembelajaran Bahasa Arab Secara Daring Studi Kasus: Mahasiswa Program Studi Bahasa Dan Kebudayaan Arab Universitas Al-Azhar Indonesia," in *Prosiding Konferensi Nasional Bahasa Arab VI*, 6, 2020.

¹¹L. Z. Hasibuan, R., & Siregar, "Al-Akhtā' al-Imlā'iyah Al-Syā'iah Ladā Talāmīz Al-Şaf Al-Şāmin Bi Ma'had Dār Al-Ulūm Sipaho," *JICALLS: Journal of Arabic Education, Linguistics, and Literature Studies* 1, no. 1 (2023): 65–78.

¹²Muhammad Jundi, "Persepsi Mahasiswa Terhadap Pelaksanaan Perkuliahan Nahwu Dengan Sistem Daring," *Al-Ma'Rifah* 17, no. 2 (October 31, 2020): 105–18, <https://doi.org/10.21009/almakrifah.17.02.01>.

¹³M. Jundi, M., & Ali, "Assessing The Classroom Learning In Arabic Matriculation Program: Tutor and Student Perspective," *Jurnal Al-Maqayis* 10, no. 2 (2023): 21–36.

¹⁴Muhammad Jundi, Laily Fitriani, and Anhar Aquil, "Collaborative Learning: Boosting Qawaid Mastery With Stad Model," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab* 11, no. 1 (July 1, 2023): 35–48, <https://doi.org/10.24952/thariqahilmiah.v11i1.7639>.

stages: thinking, pairing, and sharing.¹⁵ In the first stage, students are asked to think about the material they have studied individually.¹⁶ Then, in the next stage, students work together with their partners to discuss their understanding of the material. The final stage is sharing, where each pair presents the results of their discussion to the class.¹⁷ Through the TPS model, students can actively engage in learning, strengthen their understanding through discussions with classmates, and develop social and cognitive skills simultaneously.¹⁸

The drilling method in learning is an approach that aims to strengthen students' understanding and skills through repeated practice.¹⁹ In the context of learning Arabic vocabulary, the Drill method is often used to help students internalize vocabulary more effectively.²⁰ Drill exercises can consist of repetition of pronunciation, writing, or use of vocabulary in various sentence contexts.²¹ Through intensive and repeated practice, students can improve their retention of vocabulary and improve their ability to use that vocabulary in speaking and writing. The Drill method also helps build students' self-confidence because they become more skilled in applying the vocabulary they have learned in communicative situations.

Before proceeding further, several studies have highlighted using the TPS (Think-Pair-Share) and Drill methods in language teaching. Adellia (2022) examined the application of the TPS method in English language learning at SMP Queen Ibnu Sina,²² While

¹⁵W. Ageasta, Y., & Oktavia, "Using The Think-Pair-Share Strategy In Teaching Reading Narrative Text For Junior High School Students," *Journal of English Language Teaching* 7, no. 3 (2018), <https://doi.org/https://doi.org/10.24036/jelt.v7i3.100398>.

¹⁶S. Ardhy, "The Application Of Think-Pair-Share Strategy In Improving Students' Speaking Ability," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 6, no. 2 (2018), <https://doi.org/http://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/510>.

¹⁷M. Kaddoura, "Think Pair Share: A Teaching-Learning Strategy to Enhance Students' Critical Thinking," *Educational Research Quarterly* 36, no. 4 (2013): 3-24.

¹⁸Huyen Phan and Do Thi My Lan, "Using Think-Pair-Share Strategy to Support Students in Speaking Lessons," *Journal of English Language Teaching and Applied Linguistics* 3, no. 4 (April 26, 2021): 01-08, <https://doi.org/10.32996/jeltal.2021.3.4.1>.

¹⁹T. U. Kani, U. M., & Sa'ad, "Drill as a Process of Education," *European Journal of Business and Management* 7, no. 21 (2015): 175-178.

²⁰N. Sumiati, S., & Aziz, "Metode Drill Dalam Peningkatan Penguasaan Kosakata Bahasa Arab," *Al-Maraji': Jurnal Pendidikan Bahasa Arab*, 3, no. 1 (2019), <https://doi.org/https://doi.org/10.26618/almaraji.v3i1.3649>.

²¹Sudirman Sudirman and Moh. Irawan Zain, "Application of The Drill Method to Improving Science Learning Outcomes," *Jurnal Penelitian Pendidikan IPA* 9, no. 4 (April 30, 2023): 1886-91, <https://doi.org/10.29303/jppipa.v9i4.3649>.

²² Ajeng Rosi Adellia, "The Implementation of Teaching Speaking Skills through School, Think-Pair-Share Strategy at Eighth Grade Students of Junior High Year.', Queen Ibnu Sina 2022-2023 Academic" (State Islamic University Of Kiai Haji Achmad Siddiq Jember, 2022).

Wuryandani (2021) applied it to Civic Education for elementary school children.²³ Septi et al. (2020) also employed this method in Social Studies education for fifth and sixth-grade students at SDN Bintara.²⁴ Conversely, research focusing on the Drill method includes studies by Adhis (2021) on the application of the Drill method in thematic studies,²⁵ Radiatul (2024) on the mastery of Arabic vocabulary,²⁶ Darmiah et al. (2023) combined the Drill method with a demonstration to address reading difficulties (*Mahārah al-Qirāah*) at MTs. Based on these previous studies, there is a gap in using these methods in Arabic language teaching. Therefore, this research will focus on combining the TPS (Think-Pair-Share) and Drill methods, targeting seventh-grade students at MTsN 1 Padang.

The combination of the TPS model and the Drill method is a reflection of efforts to harmonize the development of Arabic language learning methods in the post-structuralist method era, where the concepts of B. Kumaravadivelu in “Beyond Methods: Macrostrategies for Language Teaching” became the main foothold. Kumaravadivelu emphasized the importance of the role of language teachers as passive technicians, reflective practitioners, and transformative intellectuals in the learning process.²⁷ This concept emphasizes that the language learning method is not the main thing, but rather the enthusiasm, professionalism, and strategy of educators which are much more crucial in learning Arabic.²⁸ In this case, educators try to adapt appropriate strategies without being fixated on one particular method. In this way, the Arabic language learning approach becomes more dynamic and flexible, according to students' needs and diverse learning contexts.

This study aims to explore the implementation of the Think Pair Share (TPS) model with the Drill method to enhance Arabic vocabulary comprehension among 7th-grade students at MTsN 1 Padang City Jl. Adinegoro No. 5, Lubuk Buaya, District. Koto Tengah, Padang City, Province. West Sumatra. MTsN 1 Padang was chosen as the research location

²³W. Wuryandani, “The Effect of the Think-Pair-Share Model on Learning Outcomes of Civics in Elementary School Students,” *Cypriot Journal of Educational Sciences* 16, no. 2 (2021): 627–40.

²⁴Septi Fitri Meilana et al., “Pengaruh Model Pembelajaran Think Pair Share (TPS) Terhadap Kemampuan Berpikir Kritis Di Sekolah Dasar,” *Jurnal Basicedu* 5, no. 1 (December 1, 2020): 218–26, <https://doi.org/10.31004/basicedu.v5i1.644>.

²⁵A. Ubaidillah, “Aplikasi Metode Drill Dalam Meningkatkan Pemahaman Siswa,” *AL IBTIDA': Jurnal Program Studi Pendidikan Guru Madrasah Ibtidaiyah* 9, no. 2 (2021): 1–14.

²⁶Radiatul Jannah, Sitti Hasnah, and Atna Akhiryani, “Implementasi Metode Drill Dalam Mengatasi Kesulitan Menghafal Kosakata Bahasa Arab Di Madrasah Tsanawiyah,” *Albariq: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (March 9, 2024): 60–76, <https://doi.org/10.24239/albariq.v4i2.59>.

²⁷B. Kumaravadivelu, “A Postmethod Perspective on English Language Teaching,” *World Englishes* 22, no. 4 (2003): 539–550.

²⁸R. Akbari, “Postmethod Discourse and Practice,” *TESOL Quarterly* 42, no. 4 (2008): 641–652.

due to its consistent achievements in both academic and non-academic fields, supported by a conducive learning environment and adequate facilities, making it representative for this study. A qualitative approach was chosen to gain an in-depth understanding of the learning process. Data collection methods involved direct observation of learning activities involving the TPS model with the Drill method, as well as interviews with teachers and students to obtain diverse perspectives regarding their experiences with the method.²⁹

Data analysis was conducted using an iterative and in-depth approach.³⁰ The process began with the collection of primary data through observation and interviews. The data were then carefully examined to understand nuances and details.³¹ The next step involved correcting data if inconsistencies or errors were found. This iteration was crucial to ensure the accuracy and reliability of the data obtained. Subsequently, the refined and perfected data were used to conclude the effectiveness of implementing the TPS model with the Drill method in Arabic vocabulary learning. These conclusions were then supported by consistent findings from meticulously conducted data analysis. The researcher aims to contribute to the field of Arabic language education by demonstrating the efficacy of combining the Think Pair Share (TPS) model with the Drill method to enhance vocabulary acquisition among students. It is hoped that this study will provide valuable insights and practical strategies for Arabic language teachers, fostering improved learning outcomes and making the learning process more engaging and effective for students.

Results and Discussion

The first step, before starting to learn Arabic vocabulary, the class begins with a series of routine activities that have become part of the learning process, including saying basmalah, prayer, and doing apperception. The teacher introduces a conducive atmosphere and directs students' attention to start learning with enthusiasm and concentration. After a class atmosphere is created, the teacher then introduces new vocabulary related to al-'unwan or address material to the students. With this approach, students are ready to engage in the learning process well, ensuring that they start with a solid foundation before

²⁹Shazia Jamshed, "Qualitative Research Method-Interviewing and Observation," *Journal of Basic and Clinical Pharmacy* 5, no. 4 (2014): 87, <https://doi.org/10.4103/0976-0105.141942>.

³⁰S. M. (Eds.). Pedrycz, W., & Chen, *Granular Computing and Decision-Making: Interactive and Iterative Approaches*, Vol. 10 (Alberta: Springer, 2015).

³¹A. M. and Saladana Miles, B. M., Huberman, *Qualitative Data Analysis A Methods Sourcebook*, Edition 3 (Washington DC: SAGE Publications, 2014).

learning new vocabulary contained in student textbooks. There are 15 vocabularies studied in this context. The teacher also explains the meaning and use of the vocabulary in sentences so that students can understand it well. At this stage, learning activities begin by reading together the 15 vocabulary words aloud, this is done to keep students alert so they don't get sleepy.

The second step, after the teacher's explanation, the next learning step is to think, where students are given time to process and understand the vocabulary they have just learned. The teacher does not directly provide vocabulary translations to students but invites them to think and guess the meaning according to the instructions given. This approach activates students' critical thinking skills and encourages them to relate new vocabulary to the knowledge they already have. If students have difficulty, the teacher provides easier clues to help them associate the vocabulary with its meaning. During this thinking stage, students are allowed to reflect on and internalize vocabulary, which helps strengthen their connection to the learning material. After all the vocabulary has been guessed, students record it in their notebooks as a form of strengthening understanding. With this approach, learning is not just a process of passive acceptance, but also involves an active and reflective thought process, thereby enabling students to gain a deeper and more sustainable understanding.

In the third step, in the pairing stage, students are paired with their classmates to share the vocabulary they have learned and memorize it in turn. In this pair dynamic, they exchange roles: one student mentions the vocabulary in Arabic, while the other mentions its meaning in Indonesian, and vice versa. This approach allows students to be actively involved in the learning process, because they not only have to understand vocabulary in Arabic but also apply it in an Indonesian context, and vice versa. This activity is carried out repeatedly to ensure good understanding and consolidation of overall vocabulary understanding. In this way, students not only improve their ability to memorize vocabulary but also deepen their understanding of the meaning and use of words in different contexts, which in turn improves their Arabic and Indonesian language competencies simultaneously.

The fourth step, after pairing, the next step in the learning process is to share the results of the discussion with the whole class. The teacher chooses several pairs at random to come forward and convey their understanding of the vocabulary and its meaning to all classmates. This approach was adopted due to time constraints and the large number of students. Thus, although not all students have the opportunity to share directly, the

information conveyed by a few randomly selected pairs can provide a general idea to the whole class about the vocabulary being studied. This sharing process is also an opportunity for students to speak in front to test their understanding and improve their communication skills in Arabic. As a result, the entire class can benefit from the diverse perspectives and insights expressed by their classmates, ultimately enriching the overall learning experience.

After the learning activities are completed using the Think Pair Share model, the teacher then closes the lesson. Through this approach, students have been actively involved in the vocabulary learning process, both individually and in pairs, as well as sharing knowledge with classmates through shared activities. In this stage, students have the opportunity to participate in various activities that strengthen their understanding of the learning material. Thus, the interactions that occur between students not only enrich their learning experience but also build confidence in communicating in Arabic. After the learning was completed, based on the author's observations, students looked active and enthusiastic during the learning process. This was indicated by their response of wanting to come forward and explain the vocabulary to their friends, as their friends had previously done and were randomly selected by the teacher. The opportunity to share knowledge in front of classmates is not only a means of strengthening students' understanding but also builds an inclusive and collaborative classroom atmosphere, as illustrated in the following table:

Table 1. Results from the Implementation of TPS and Drill Methods

STUDENT NAME	SCORE		
	PRE-TEST	POST-TEST	ASCENSION
Abdul Halim	88	88	0
Afit Maulana Zikra	78	80	2
Ahmad Zaki Hamid	82	84	2
Aidil Fitra	80	82	2
Alfi Rahman	76	84	8
Alyana Jumaira	78	80	2
Camelia Atika	74	80	6
Cindi Aprilia Deska	86	90	4
Dwi Rora Fadhela	76	80	4
Faizal Ruzaini	80	82	2
Fera Monica Ilham	82	84	2
Fitri Nurul Aisyah	88	90	2
Halimah Turahmah	80	88	8
Harvizaq Rafkhi	78	82	4
Jurman Nadil	82	84	2

Khairani Ramadhani	90	92	2
Muhammad Idham	90	92	2
Muhammad Rafli	88	90	2
Muhammad Rifki Hidayah	86	88	2
Muhammad Sabil	84	90	6
Tiara Niferia	68	72	4
Titi Irvawanti	80	84	4
Yelsa Omera	88	90	2

The findings above provide significant practical implications for teachers considering implementing the Think Pair Share strategy and Drill method in learning Arabic vocabulary. The positive response shown by the students in using this strategy confirms that it is a viable option for future Arabic vocabulary learning. Nevertheless, it is important to remember that these findings need to be followed up with more in-depth follow-up studies to confirm and thoroughly evaluate this strategy in the context of Arabic vocabulary learning. A more in-depth evaluation could provide a more comprehensive understanding of the effectiveness of these strategies, as well as assist teachers in identifying areas that need to be improved or adjusted so that Arabic vocabulary learning can achieve optimal results. Thus, the use of this strategy in learning Arabic vocabulary can be a solid foundation for developing more effective and adaptive learning methods.

These positive findings are also reinforced by various research results that show positive evidence for the application of this strategy in the Arabic language learning process. Research conducted by Hidayah and Faishol (2019),³² Latifah and Aviya (2018),³³ Nurhudayah (2022),³⁴ Sabilla and Ahkas (2023)³⁵ Emphasized that the use of this method was able to improve student learning outcomes in understanding Arabic. The findings from these studies also indicate that the use of the Think Pair Share strategy can stimulate

³²Fathi Hidayah, "Efektivitas Penerapan Model Pembelajaran Kooperatif Tipe Think Pair Share Untuk Meningkatkan Hasil Belajar Bahasa Arab Siswa Madrasah Ibtidaiyyah," *Studi Arab* 10, no. 1 (June 2019): 39-56, <https://doi.org/10.35891/sa.v10i1.1766>.

³³Latifah Latifah and Nur Aviya, "Pengaruh Model Cooperative Learning Tipe Think Pair Share (TPS) Terhadap Hasil Belajar Siswa Pada Pelajaran Bahasa Arab Di MI," *Al Ibtida: Jurnal Pendidikan Guru MI* 5, no. 1 (June 28, 2018): 83, <https://doi.org/10.24235/al.ibtida.snj.v5i1.2641>.

³⁴Nurhudayah, "Efektifitas Metode Pembelajaran Kooperatif Model Think Pair Share (Tps) Terhadap Kemampuan Menulis Siswa Pada Pembelajaran Bahasa Arab Di Sma Negeri 10 Kota Makassar," *Jurnal Sarjana Ilmu Budaya* 2, no. 3 (September) (2022), <https://doi.org/http://journal.unhas.ac.id/index.php/jsbsk/article/view/20222>.

³⁵Sumita Sabilla and Akmal Walad Ahkas, "Improving Student Learning Outcomes in Arabic Learning Through the Think Pair Share (TPS) Model," *Edumaspul: Jurnal Pendidikan* 7, no. 1 (March 1, 2023): 1698-1707, <https://doi.org/10.33487/edumaspul.v7i1.6373>.

students to actively participate in learning, and arouse their enthusiasm for thinking. Thus, the overall research provides strong support for the effectiveness of the Think Pair Share strategy as an effective learning method in the context of Arabic language learning.

The TPS strategy, advocated by Frank Lyman and his colleague, is a widely used cooperative learning technique aimed at fostering active classroom participation among learners.³⁶ As elucidated by Nik Mahmood (2008),³⁷ This strategy functions as a "multimode discussion cycle," wherein students are presented with a designated question or issue, encouraged to formulate their thoughts, and then share their ideas with peers. To effectively implement this strategy in a language learning context, as recommended by Macpherson (1999 and 2015),³⁸ Certain principles should be adhered to. These include designing group tasks conducive to collaborative work, fostering positive interdependence among students to necessitate cooperation for success, allocating class time for the development of interpersonal and cooperative skills, facilitating learning in small groups typically comprising 2-5 members, ensuring individual accountability for learning and participation, and transitioning the instructor's role from being the 'sage on the stage' to the 'guide on the side.'

The Drill method which is integrated as a support in implementing the Think Pair Share model in learning is a strategy used by teachers to strengthen students' memories regarding the vocabulary being taught. The basic principle of this method is repetition, where with frequent repetition, the vocabulary will become increasingly embedded in students' memories.³⁹ Many studies have shown positive evidence of the effectiveness of this drilling method in the learning process, especially in learning Arabic.^{40,41,42,43,44} Thus, the use

³⁶M. Lyman, F. T., Tredway, L., & Purser, "Think-Pair-Share and Thinktrix: Standard Bearers of Student Dialogue," in *In Contemporary Global Perspectives on Cooperative Learning* (Britania Raya: Routledge, 2023), 124–43.

³⁷N. A. N. Mahmood, *Collaborative Teaching Environment System Using Think-Pair-Share Technique* (Kuala Lumpur, 2008), [https://doi.org/http://pendeta.um.edu.my/client/default/search/detailnonmodal/ent:\\$002f\\$002fSD_ILS\\$002f786\\$002fSD_ILS:786484/one?qu=Collaborative+teaching+environment+system+using+think-pair-share+technique](https://doi.org/http://pendeta.um.edu.my/client/default/search/detailnonmodal/ent:$002f$002fSD_ILS$002f786$002fSD_ILS:786484/one?qu=Collaborative+teaching+environment+system+using+think-pair-share+technique).

³⁸A. Macpherson, *Macpherson, A. Cooperative Learning Group Activities for College Courses* (Surrey, BC Canada: Kwantlen Polytechnic University, n.d.), <http://kora.kpu.ca/facultypub/14>.

³⁹Kani, U. M., & Sa'ad, "Drill as a Process of Education."

⁴⁰Farhan Alimuddien, Budi Santoso, and Mustain Mustain, "Penerapan Metode Drill Dalam Pembelajaran Bahasa Arab Terhadap Hasil Belajar Siswa 7b Mts As-Sunnah Cirebon," *Jurnal Al-Fawa'id: Jurnal Agama Dan Bahasa* 12, no. 1 (March 30, 2022): 168–77, <https://doi.org/10.54214/alfawaaid.Vol12.Iss1.173>.

⁴¹Novi Ayu Kristiana Dewi, Trisnawati Trisnawati, and Marilyn Kristina, "The Drill Method with Realistic Approach to Improve Learning Outcomes of Descriptive Statistics in Higher

of the Drill method as part of the Think Pair Share approach not only helps in understanding vocabulary but also strengthens retention and mastery of vocabulary by students in the long term.

The combination of these two methods reflects a creative strategy in learning, which emphasizes that a teacher does not have to stick to just one method, but must be able to combine various approaches according to the needs and characteristics of students.⁴⁵ This approach allows a teacher to adapt learning strategies with flexibility, thereby creating a diverse and inclusive Arabic learning environment.^{46,47,48} By considering the advantages of each method, teachers can develop more holistic and effective strategies, allowing students to gain a deeper and more sustainable understanding.⁴⁹ This reflects the importance of a teacher being creative in designing learning experiences that are interesting and relevant for each individual in the class, to optimize the learning process and increase overall student learning achievement.⁵⁰

Apart from that, there is one thing that a teacher needs to pay attention to when teaching Arabic vocabulary to students, namely that there is no need to provide a direct

Education," *JINoP (Jurnal Inovasi Pembelajaran)* 6, no. 2 (November 20, 2020), <https://doi.org/10.22219/jinop.v6i2.13010>.

⁴²Hafidh Nur Fauzi and Muhammad Arif Darmawan, "Penerapan Metode Drill Dalam Pembelajaran Bahasa Arab Untuk Meningkatkan Hasil Belajar," *Al-Manar* 8, no. 2 (December 11, 2019): 1-16, <https://doi.org/10.36668/jal.v8i2.113>.

⁴³N. R. Munthe, A. L. F., & Agustia, "Penerapan Metode Drill Dalam Pembelajaran Bahasa Arab Di Kelas Vii Mts Yp. Al-Manar Hamparan Perak," *Al-Muaddib: Jurnal Ilmu-Ilmu Sosial Dan Keislaman* 8, no. 1 (2023), <https://doi.org/https://doi.org/10.31604/muaddib.v8i1.273-282>.

⁴⁴A. B. Radhakrishnan, M., Raman, A., Haniffa, M. A. B., Mariamdar, S. D., & Haron, "The Drill and Practice Application in Teaching Science for Lower Secondary Students," *International Journal of Education, Psychology and Counseling* 3, no. 7 (2018): 100-108.

⁴⁵Hasibuan, R., Haerullah, I. S., & Machmudah, "TPACK Dalam Pembelajaran Bahasa Arab (Studi Implementasi Dan Efektivitas)."

⁴⁶M. Amirul Amin, M., Hasibuan, R., & Jundi, "Optimizing Student's Reading Skill: An Experimental Study On The Influence Of Comic Media On Arabic Language Learning," *El-Mahara* 1, no. 2 (2023), <https://doi.org/https://doi.org/10.62086/ej.v1i2.500>.

⁴⁷Muhammad Dalle and Muhammad Jundi, "Lingkungan Berbahasa Arab Di Madrasah Aliyah Bilingual Batu," *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 3, no. 2 (October 29, 2021): 57-68, <https://doi.org/10.47435/naskhi.v3i2.662>.

⁴⁸M. Hasibuan, R., & Jundi, "إدارة البيئة العربية: تحليل تنفيذ الترفيه والترهيب في معهد دار العلوم الإسلامية الحديثة," *Islamic Manuscript of Linguistics and Humanity* 5, no. 2 (2023): 76-95.

⁴⁹Renni Hasibuan and Laily Fitriani, "Innovative Approach to Reading Skill Development: Jigsaw Strategy and Crossword Puzzle Media," *Journal of Arabic Language Learning and Teaching (JALLT)* 1, no. 2 (December 12, 2023): 61-74, <https://doi.org/10.23971/jallt.v1i2.98>.

⁵⁰R. Hasibuan, "فعالية تطبيق مباراة لعبة الفرق بوسيلة الكلمات المتقاطعة في تعليم البلاغة لطلبة جامعة إمام بنونجول إبادانج الحكومية الإسلامية (Universitas Islam Negeri Maulana Malik Ibrahim, 2023), <https://doi.org/http://etheses.uin-malang.ac.id/59687/>.

translation of the vocabulary.⁵¹ On the other hand, teachers can provide some instructions or context so that students can digest and understand the meaning of the vocabulary being taught in more depth.^{52,53} In this approach, students are invited to think actively and look for the meaning of the vocabulary themselves. The cognitive concept applied here is that a learning process that involves students actively seeking knowledge will be more effective in strengthening their understanding than passively providing knowledge.⁵⁴ When students are involved in finding the meaning of vocabulary, the knowledge they gain will last longer in their memory.^{55,56} This is different from when knowledge is given directly without involving students' thinking processes, which may tend to be more easily forgotten. Thus, this approach not only provides deeper understanding but also fosters critical and independent thinking skills in students, which is an important aspect of learning Arabic and in learning contexts in general.⁵⁷

Subsequently, students are given time to process and internalize the newly acquired vocabulary during the thinking phase. Afterward, students pair up with classmates to share and reinforce vocabulary through reciprocal teaching. Finally, the discussion outcomes are shared with the entire class, and the teacher randomly selects pairs to present their understanding of the vocabulary and its usage. Below is the documentation of the implementation of the Think Pair Share (TPS) and Drill methods in class 7 of MTsN 1 Padang:

⁵¹Yongqi Gu and Robert Keith Johnson, "Vocabulary Learning Strategies and Language Learning Outcomes," *Language Learning* 46, no. 4 (December 27, 1996): 643–79, <https://doi.org/10.1111/j.1467-1770.1996.tb01355.x>.

⁵²Renni Hasibuan and Muhammad Jundi, "Crafting Success: Creative Management Techniques for Darul Ulum Sipaho Islamic Boarding School's Arabic Language Learning Program Implementation," *Kitaba* 1, no. 3 (November 30, 2023): 135–46, <https://doi.org/10.18860/kitaba.v1i3.24218>.

⁵³Muhammad Jundi and Renni Hasibuan, "Enhancing Arabic Language Proficiency among Students: A Case Study of Language Matriculation Strategies at Al-Hasyimiyah Darul Ulum Sipaho Islamic Boarding School," *Kilmatuna: Journal Of Arabic Education* 3, no. 2 (October 31, 2023): 114–29, <https://doi.org/10.55352/pba.v3i2.619>.

⁵⁴S. Pass, *Parallel Paths to Constructivism: Jean Piaget and Lev Vygotsky* (Charlotte, North Carolina: Information Age Publishing Inc, 2004).

⁵⁵A. W. Hasibuan, R., & Rosyidi, "Greene & Petty العربية تجمعنا" سلسلة للناطقين تحليل الكتاب المدرسي "بغيرها للصف الثاني المدرسة الابتدائية على أساس," *Nady Al-Adab: Jurnal Bahasa Arab* 20, no. 1 (2023): 63–78, <https://doi.org/https://doi.org/10.20956/jna.v20i1.24587>.

⁵⁶Siregar, A. H., Hasibuan, R., & Jundi, "Exploring the Characteristics of Arabic Learning Content on TikTok and Instagram: A Qualitative Analysis."

⁵⁷Kaddoura, "Think Pair Share: A Teaching Learning Strategy to Enhance Students' Critical Thinking."

Picture 1. The implementation of Think Pair Share (TPS) and Drill Techniques in Class



These findings demonstrate that integrating these learning strategies effectively enhances student engagement, both individually and through peer interactions. Furthermore, research indicates that combining exercises as an additional component of Think Pair Share positively increases students' interest and retention of the vocabulary taught. Therefore, this approach is recommended for Arabic language teachers as a creative strategy to enhance vocabulary mastery and foster an inclusive and collaborative classroom environment.

Conclusion

This study aims to evaluate the effectiveness of the Think Pair Share (TPS) strategy and Drill method in teaching Arabic vocabulary at MTsN 1 Padang. The main findings indicate that the combination of TPS and Drill significantly enhances student engagement and vocabulary retention. The implication is that this method can be used by Arabic language teachers to create a collaborative and inclusive learning environment. These findings can be applied in educational practice by introducing structured and repetitive cooperative learning strategies to strengthen students' understanding. However, the study is limited to one school and a short timeframe, so the results may not be generalizable. Future research should explore the effectiveness of this strategy in various educational contexts and with more diverse student

populations. Overall, the study demonstrates that the combined TPS and Drill approach is effective in improving student learning outcomes in Arabic language education.

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