

# Handling of Basic Foreign Language Skill Using Al-Qur'an Perspective Audio Lingual Method

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## Handling of Basic Foreign Language Skill Using Al-Qur'an Perspective Audio Lingual Method

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### Abstract

The purpose of this study was to find out how the concept of handling basic foreign language skills with the audio-lingual method from the Qur'an perspective. The method used in this study is qualitative while the interpretation method used in this dissertation is the maudhu'i interpretation method. The conclusion of this study found that the audio-lingual method from the Qur'an perspective is a method that integrates memorizing vocabulary with methods of teaching pronunciation and teaching repetition of words, listening, speaking, reading, writing, and presenting and internalizing Islamic values in foreign language learning. In addition, this study found that there were 3 fundamental treatments using the audio-lingual method from the Qur'an perspective in the language learning process at school, namely handling at the planning, implementation, and evaluation stages which caused the learning process of foreign languages in schools to become systematic and the results to be achieved are more measurable so that, the relevance of the application of the audio-lingual method from the Qur'an perspective in handling basic foreign language skills in schools in terms of effectiveness, this method is one of the most effective methods because this method does not only address basic language skills but it can also build children's intelligence.

**Keywords:** Audio Lingual Method, Perspective of the Qur'an, Language Skill

### 1. Introduction

In 2015, Indonesia, including all ASEAN countries, will enter a new era, namely the era of the ASEAN Economic Community (AEC), where AEC is a form of regional economic integration that is planned to be achieved in 2015. The main objective of AEC in 2015 is to make ASEAN a single market and production base, where there is a freer flow of goods, services, investment, and skilled labor, as well as a freer flow of capital. The involvement of all parties in all ASEAN member countries is necessary to realize ASEAN as a competitive region for investment activities and free trade which in turn can bring benefits to all ASEAN countries. One of the efforts to make the AEC successful is to have an agreement on the use of the official language of ASEAN, namely English.

English has become the main global lingua franca (language of communication) for two reasons, namely geographical-historical and socio-cultural. English is used and spread globally through the migration of English-speaking people, colonization by the British, America's role and influence on a global scale, international communications, media, film, technology, and so

on. In addition, English is the main language in trade, diplomacy, and education in the world. In this modern era, many researches and scientific sources are written and presented in English. Thus, mastering English can be one of the doors to mastering the latest sciences.

Many methods of learning English in the world can be applied and have even been implemented. One of them is the audio-lingual method. According to Abdul Hamid et al. providing explanations with the characteristics of the audio-lingual method is a method that in the process of teaching language skills follows the order of the origin of first language acquisition, namely from listening skills (istima') first then by imitating the speech of people around and saying words (kalam), reading (qira'ah) and finally writing (kitabah).

Humans are perfect creatures that are gifted by God in the form of brains to be able to master a language. Abdul Chaer explained that the brain consists of two hemispheres, namely the left hemisphere and the right hemisphere which are connected by the corpus callosum. Each hemisphere is further divided into large sections called lobes, namely the frontal lobe, parietal lobe, occipital lobe, and temporal lobe. Meanwhile, the surface of the brain, known as the cerebral cortex, looks tortuous to form indentations (sulcus) and lumps (gyrus). With the sulcus and gyrus, the surface area of the brain, called the cerebral cortex, widens. The cerebral cortex plays an important role both in basic functions, such as movement, feeling, and the senses, and in higher and more complex functions, namely mental functions, sublime functions, or cortical functions. This cortical function, among other things, consists of the contents of the human mind, memory or memories, emotions, perceptions, organization of movements and actions, and also the function of speech (language).

This is in line with Chomsky's theory of the relationship between language and thought where Chomsky re-proposes the hypothesis about consciousness. In the conscience hypothesis, it is stated that every human being can speak within himself from birth. In the human brain, there is a system that has a universal concept of language structure. A system that Chomsky calls LAD (Language Acquisition Device), or the part of the brain that specifically regulates language. Humans have been gifted with LAD since birth, which continues to develop along with the development of one's language. In other words, there are two distinct but interrelated aspects of thought and language.

However, humans are not immediately able to speak independently because humans at birth are still in an empty state without any abilities like white paper. This is in line with John Lock's tabula rasa theory which explains that humans are born with a condition where there is nothing innate that will be developed at birth. Locke also stated that everything we learn in life is the result of things we observe using our senses. Thus it can be understood that even though humans have natural tools for acquiring a language, they still need a touch and education taught by their parents, especially their mother, which will later be named as the first language which can also be called the mother tongue.

Mother tongue is a language that directly has an emotional connection with its speakers. It is from this mother tongue that children should have a basic foundation of linguistic concepts and cultural values so that the next process, namely internalization of culture and mother tongue can sustainably take place. Language also plays an important role in the development process of a child. When parents tell stories from their local folklore, they indirectly introduce and instill a sense of love for the child's mother tongue.

Every child with normal development will learn the L1 language or mother tongue in the first few years of life, and this process continues until around age 5. Furthermore, from puberty (around age 12-14) to adulthood (around age 18-20), children will still learn B1. After puberty, a child's language skills don't develop much, even though in some areas, such as vocabulary, he learns L1 continuously throughout his life. We consider an acquisition of B1 to be the primary language for children because it has the strongest knowledge and usage.

In line with the development of children's language acquisition, they will receive a second language acquisition process. A professor in the language department at the University of Auckland in New Zealand says that second language acquisition can refer to any language learned after the mother tongue. In other words, second language acquisition can also be referred to as third, fourth, and so on. Therefore the authors believe that the audio-linguistic method is effective in the language learning process because it has natural characteristics that are in line with the process of human language development itself.

However, this method is still not optimal in the process of learning foreign languages, especially English in Indonesia. Based on the research results of Sjafty Nursitti Maili and Woro Hestingsih which were conducted in various public and private schools located in North Jakarta, East Jakarta, South Jakarta, West Jakarta, and Central Jakarta, it was found that English learning methods and models are still needed and still need to be improved. because teachers still use methods that make students less interested in receiving educational material at school.

Therefore, the authors feel the need to conduct this research to provide answers to these problems. It is appropriate for us Muslims to make the Koran as a reference in all fields, especially in the field of education. According to Shubhi al-Salih, the Koran is the miraculous words of Allah revealed to the Prophet Muhammad SAW which are written in mushafs that are quoted mutawatir, and those who read them are considered worship.

The Qur'an is said to be a miracle because it contains content that is the guideline that Allah has set for humans to live in this world. Humans are given instructions for life by Allah SWT because humans are given favors, namely the mind to learn and acquire knowledge, knowledge, skills, and the ability to produce. What are things that can increase his ability to be responsible for life on earth and make it prosperous so that the Koran becomes the answer to various human problems that exist on earth.

Al-Qur'an is the fundamental book of all knowledge, including answers to various kinds of debates by linguists about the origin of human language. So far, many experts have speculated about the origins of human language, but what they have gained is knowledge about branches of linguistics, such as sociolinguistics, psycholinguistics, anthropolinguistics, philosophy of language, and so on.

Thus the author feels interested in conducting research by analyzing each verse of the Qur'an which gives hints about the methods and processes of learning language from various interpretations and collects some supporting data so that the writer can find out the relevance of the application of the audio-lingual method from the Al-Qur'an perspective in handling basic foreign language skills to improve children's language intelligence and can find out how effective the handling of basic foreign language skills is through audio lingual from the Al-Qur'an perspective so that the author can provide an alternative method of learning foreign languages such as English. Based on the explanation of the problems above, the author wants to write a dissertation with the title Handling of Basic Foreign Language Skills Using the Audio Lingual Method from the Perspective of the Qur'an.

## 2. Research Methods

The approach used in this study is the maudhu'i approach. The maudhu'i interpretation method or according to Muhammad Baqir al-Shadr the al-Taukhidiy method is a method of interpretation that seeks to find answers to the Qur'an by collecting verses of the Qur'an that have a purpose, which together discusses several topics/titles and sorts them according to the time of revelation and according to the reasons for their revelation, then pays attention to these verses with explanations, and their relation to other verses, then determines the laws.

### 2.1. Object of research



The object of this research is the verses of the Koran which explain the management of basic language skills in foreign language learning using the audio-linguistic method from the perspective of the Koran. This study uses a qualitative method. According to Neuman, qualitative disclosure includes: (1) The form of data is in the form of text, written words, phrases, or symbols that describe people. (2) Researchers do not try to turn qualitative data into numbers. (3) In data visualization, the researcher focuses on the meaning, definition, metaphor, symbol, and description of the aspects studied.

## 2.2. Data and Data Sources

The primary data of this study are in the form of verses of the Koran, foreign language skills, and the audio-lingual method, while the secondary data is the translation of these verses according to experts in the translation of the Koran. Primary data sources are the Koran and books by Latsen-Freeman, Diane & Anderson, M., *Technique, and Principles in Language Teaching* (Third). Oxford: Oxford University Press, 2011 while the secondary data sources are commentary books including *Tafsir Al-Qurthubi*, *Tafsir Al-Munir*, *Tafsir Ath-Thabari*, *Tafsir Ibnu Katsir*, *Tafsir Fi Zhilalil Qur'an*, *Tafsir Al-Mishbah* and *Tafsir Al -Azhar*, relevant previous works can be in the form of books from experts, especially professors in the field of language, and previous studies that are relevant to this research.

## 2.3. Input Techniques and Data Analysis

The method used in data collection is a type of library research, namely reading and inventorying verses as primary data (main source) and works that discuss language learning methods and language acquisition processes as secondary data (additional complementary sources). In addition, data is also collected through general books such as encyclopedias, dictionaries, and others related to the topic of study. This study uses a qualitative approach where the data generated is descriptive and the results are presented qualitatively.

As for the clear steps to analyze by applying the maudhu'i method, Abd al Hay Farmawi, Professor of the Ushuluddin Faculty, Al-Azhar University, can be detailed as follows:

- a. Determining the problem of the Koran (theme) to be studied by Madhuri, (thematic).
- b. Tracing and compiling verses related to problems that have been implemented, Makkah and madaniyah verses.
- c. Arranging these verses consistently according to the chronological time of their revelation, accompanied by knowledge about the background of the verse's revelation or the cause of al-Nuzul.
- d. Knowing the correlation (munasabat) of these verses in each letter.
- e. Arranging the topic of discussion in an appropriate, systematic, perfect, and complete framework.
- f. Completing discussions and descriptions as well as hadiths deemed necessary so that the discussion becomes more perfect and clear.
- g. Study these verses thematically and thoroughly by compiling verses that contain the same meaning, making compromises between meanings that are 'am (general) and special (special), absolute and muiqayyah (bound), or outwardly contradictory, so that all people meet at the estuary, without distinction and coercion.

Based on the explanation above, all verses that are relevant to the research topic are reviewed and compiled, namely researched and studied from various aspects related to it such as asbāb an-nuzūl, vocabulary, and so on. Everything is explained in detail and depth and is

supported by scientifically justifiable evidence or facts, whether these arguments come from the Quran, hadith, or rational thought.

### 3. Results and Discussion

Based on the terms and context of the verses of the Koran related to basic foreign language skills and the audio-lingual method from the perspective of the Koran above, the authors conclude that the several verses of the Koran used are as shown in the table below:

Table 1. Basic Foreign Language Skills and Audio Lingual Method

Type of Learning	Learning methods	Paragraph Data
Basic Foreign Language Skills	Listen	Q.S Al-Baqarah (2): 93, Q.S Al-Baqarah (2): 285, Q.S Al-maidah (5): 83, Q.S Al-Araf (7): 204.
	Speak	Q.S An-Nisa (4): 5, Q.S An-Nisa (4): 9, Q.S An-Nisa (4): 62-63, Q.S Al-Isra (17): 23, Q.S Al-Isra (17): 28, Q.S Thaha (20): 43-44.
	Read	Q.S An-Nahl (16): 98, Q.S Al-Isra (17): 106
	Write	Q.S Al-Baqarah (2): 79, Q.S Al-A'raf (7): 145, Q.S Yasin (36): 12.
Metode <i>Audio Lingual</i> perspektif al-Qur'an	Vocabulary Teaching Method	Q.S Al-Baqarah (2): 31
	Listening Teaching Method	Q.S An-Nahl (16): 78
	Speaking Teaching Method	Q.S Ar-Rahman (55): 4
	Pronunciation Teaching Method	Q.S Al-Muzzammil (73): 4
	Word Repetition Teaching Method	Q.S Ar-Rahman (55): 13
	Reading Teaching Method	Q.S Al-Alaq (96): 1
	Writing Teaching Method	Q.S Al-Alaq (96): 4
	Language Curriculum Method	Q.S Al-Hajj (22): 5
	Assertive Communication Teaching Method	Q.S Al-Ahzab (33): 70
	Public Speaking Teaching Methods	Q.S Al-Imron (3): 104

Based on the table above, the authors found the steps for handling basic foreign language skills through the audio-lingual method from the perspective of the Koran are as follows:

### 3.1. Handling the Planning Stage in Foreign Language Learning

The initial step taken by the teacher in the process of teaching foreign languages at school is to conduct a curriculum analysis. Based on surah Al-Hajj verse 5 the author concludes that this verse is related to the process of human creation and the process of its development. The verse describes in detail the process of human development from inception to old age. The author believes that this verse is God's sign to teach humans about the process of human development itself so that it can be used as a reference in the process of human education itself. Therefore, the initial stage in the process of foreign language education is curriculum analysis. The stages at this stage are:

- a. Foreign language teachers read the curriculum that has been prepared by the government.
- b. The teacher analyzes the indicators of achievement of the curriculum.
- c. The teacher arranges these indicators from basic to complex understanding.
- d. The teacher prepares systematic teaching materials.

Based on the analysis of surah Al-Hajj verse 5, the foreign language learning curriculum in schools must be designed in the order of human language development, namely vocabulary mastery, listening skills, speaking skills, reading skills, writing skills, and presentation skills.

### 3.2. Character Handling in Foreign Language Learning

In surah Al-Ahzab verse 33, it is explained that the attitude of foreign language students can be instilled with good Islamic cultural values in the process of learning foreign languages. In the verse, it is explained that the best way is to internalize Islamic values in the cognitive domain so that with good cognitive input and containing Islamic internal values, the character of learners who are proficient in foreign languages will emerge but still adhere to Islamic values. The form of internalization of Islamic values in the foreign language learning curriculum can be seen in the table below:

Table 2 Internalization of Islamic Values in the English Curriculum

No	Text type	Islamic Internalization
1	Descriptive	a. Description of heaven in surah Al-hajj verse 23
2	Recount	b. Description of hell surah Al-Baqarah verse 206
3	Narrative	a. The story of the prophets in the Koran
4	Report	b. Biographies of former friends and scholars
5	Explanation	It is in the form of a fairy tale with an Islamic theme
6	Procedure	Surah An-Nahl verses 68-69 about the life of honey bees
7	Discussion	The theme is the phenomenon of human life around the perspective of the Koran.
8	News Item	Surah Al-Maidah verse 6 about procedures for ablution

From the table above, it can be seen that all English learning materials studied in high school in particular can be internalized on an Islamic basis. Thus, even though they study in the form and container of a foreign language or English, they are still learning Islamic religious

education because the texts presented contain the values of the Koran. Foreign language students do not only translate the foreign language into the learner's language but can discuss the core and content of the text. By understanding Islamic content in English texts, it becomes a tool for softly instilling Islamic values, not as impressive as reciting the Koran in general.

### 3.3. Handling the Implementation and Evaluation Stages of Foreign Language Learning

In surah Al-Baqarah verse 31 it is stated that after creating man (Adam a.s.), Allah then taught him language (in the form of names) and then asked the Angels to name the objects that exist and were answered by them, that they did not able and do not have knowledge (language) unless taught by Allah. Thus, it can be understood that handling memory in a foreign language learning process is teaching vocabulary. There are two ways of teaching vocabulary, namely by teaching pronunciation and teaching repetition of words.

In Surah Al-Muzzammil verse 4 it can be understood in this verse that it is important for a Muslim who wants to read the Qur'an, to read it trial. Namely reading the Koran by paying attention to the mahrorijul letters so that the rights to the letters are properly fulfilled so that the meanings in each reading do not change and are conveyed properly.

In this case, the authors argue that this process can be internalized into the language-learning process, especially foreign languages. In the process of learning a foreign language, the most difficult thing is how a foreign language learner can speak or pronounce utterances according to the native speakers. From the explanation of the verse above, it can also be concluded that foreign language learners can learn the pronunciation from native speakers by listening to the pronunciations directly from native speakers, then they repeat these utterances many times slowly until they get the fluent and correct pronunciation. The steps are:

- a. The teacher reads to the students and listens to foreign language vocabulary or sentences, then the students imitate the teacher's reading.
- b. Students read foreign language words or sentences and the teacher listens.
- c. The teacher reads a foreign language word or sentence and the students listen.

In surah Ar-Rahman verse 13, the author argues that by repeating this verse, Allah SWT has indicated that in the educational process, especially language education, there must be a process of repetition, especially the repetition of a word, sentence, or paragraph. The repetition of these words is done to help to process information which will later be processed into a complete language and the foreign language can become the mother tongue. This step is done by:

- a. The teacher gives some of the same sentences to students.
- b. Students recite the sentences given by the teacher repeatedly.

At this stage, it is a long stage compared to other stages. This is because vocabulary is a foundation for building a language. Without vocabulary, there will not be a word or even a sentence. Whereas memory handling is a process of instilling information in the form of vocabulary into the human brain which will later be used as a process of retrieving information in cognitive processes.

Therefore, the order of the child's cognitive development will determine the sequence of his linguistic development. Thus, in the process of teaching children's vocabulary in foreign language learning, it must be arranged systematically, from basic material to complex material. Children are given a vocabulary lesson starting with subject introduction, verbs, then combining the subject with the verb, to become a sentence consisting of the S (subject) + P (verb) pattern. After that, the teacher can develop it into a more complete sentence by adding vocabulary in the form of nouns that can be used as objects



### 3.4. Handling Listening Skills

In Surah An-Nahl verse 78, it is stated that Allah created humans equipped with various senses including the senses of hearing and sight. A person who can speak must be supported by a good hearing function because language acquisition is formed through the process of imitating and hearing. After language begins to form, children will try to express themselves through words as the beginning of expressive language skills. If the auditory function is impaired, then the language acquisition process will be disrupted, because this ability develops through hearing. Children whose hearing function experiences obstacles in the process of acquiring children's language will also experience obstacles in communicating.

In this stage, the first step in the listening learning process is to focus on retrieving information related to the words that have been mastered before. After that, it can only be improved at the stage of understanding a sentence, up to paragraphs. In surah An-Nahl verse 78, the Qur'an provides three important cues in the process of teaching listening, namely sam'a, abshaar, and afidah. Of the three, the authors assess the process of teaching listening is to use the method of completing sentences.

The steps for teaching listening in the perspective of Surah An-Nahl verse 78 are as follows:

- a. In the initial stage, the teacher gives questions in the form of a paragraph consisting of several sentences that are not perfect.
- b. Sam'a stage, in this stage the teacher plays the audio in the form of the sound of reading paragraphs consisting of perfect sentences and students listen to the audio to identify what vocabulary the audio says.
- c. In the abshaar stage, students look at the vocabulary provided by the teacher on the blackboard.
- d. In the afidah stage, students determine the correct vocabulary to complete imperfect sentences that match what they hear from the audio and match the context of the sentence.
- e. In the final stage, the teacher gives the correct answer key to the questions that were previously given and plays back the audio to provide feedback or reinforcement to students regarding the material that has been studied.

### 3.5. Handling Speaking Skills

Based on surah Ar-Rahman verse 4, the writer concludes that speaking is an ability that results from hearing. Jo Sprague, Douglas Stuart, and David Bodary in a book entitled *The Speaker's Handbook* explain that:

"The act of listening is defined as a complex and active process of receiving, processing and evaluating an oral message. It includes the reception of stimuli, their organization into usable chunks of sound, the identification of comprehensible words or phrases, and the interpretation of meanings. From this, it follows that listening is not passive but an active process involving specific skills that require preparation, explicit attention, and practice."

From the explanation above it can be understood that "The act of listening is defined as a complex and active process of receiving, processing, and evaluating spoken messages. This includes receiving stimuli, organizing them into usable sound chunks, identifying understandable words or phrases, and interpreting meaning. From this, it can be concluded that listening is not a passive process but an active one that involves specific skills that require preparation, clear attention, and practice."

Thus speaking is an ability resulting from the process of hearing. Without going through an auditory process, a human being will not acquire the ability to speak because there is no input of a word or information into the brain which is then processed into a language.

A person can be said to be able to speak if he can pronounce language sounds that can be understood by the listener, masters the rules of language, and can use vocabulary appropriately according to the thoughts and situations in which he speaks, when, to whom he speaks and about what is said. talked about.

The ability to speak is the ability to express articulation sounds or words to express thoughts in the form of ideas, ideas, opinions, desires, or feelings to the other person. In general, it can be understood that the ability to speak is a skill that must be learned so that students can carry out a communication process well.

In the early stages, students were asked to retrieve information that had been previously obtained at the listening stage. Students are asked to start practicing saying words orally by responding briefly to a simple question. After that, students are asked to practice several conversations with different situations in everyday life.

The thing that must be considered at this stage is that the teacher must invite students to practice daily conversation using the first form of the verb which is mastered by students so that the cognitive process, namely retrieval of information on the student's memory system can run optimally. The steps are as follows:

- a. The teacher gives the theme of the dialogue.
- b. The teacher asks students to make dialogue scripts according to a predetermined theme.
- c. The teacher gives time to students to discuss, practice, and practice the dialogue in front of the class.
- d. The teacher provides responses and suggestions on student performance in front of the class.

### 3.6. Handling Reading Skills

In Surah Al-Alaq verse 1, reading is a process of understanding and reconstructing the meaning contained in the reading language. The message or meaning contained in the reading text is a reciprocal interaction, active interaction, and dynamic interaction between the basic knowledge possessed by the reader and the sentences, facts, and information contained in a reading. The information contained in the reading is information that is visible or can be called a visual source of information.

Based on the opinion about reading above, it can be concluded that reading is a process that is carried out and used by readers to get the message that the writer wants to convey through written language words. From a linguistic point of view, reading is a process of decoding and decoding (associating words that have meaning in spoken language which includes converting written or printed words into meaningful sounds). So reading is understanding language patterns from written descriptions.

Based on the research conducted by Desi and Eka, it was shown that there is a positive correlation between verbal-linguistic intelligence and foreign language reading comprehension skills, meaning that students with high levels of verbal-linguistic intelligence tend to have higher reading comprehension abilities. Meanwhile, students with a low level of verbal-linguistic intelligence have lower reading comprehension skills than students who have a high level of verbal-linguistic intelligence. Thus it can be concluded that reading is the 4th stage in the language learning process. This is because reading is an ability possessed by someone who already can speak verbally. In the process of cognitive handling at the stage of reading skills can use the following steps, namely:

- a. The teacher gives the reading text to students.
- a. Students identify each word and sentence in the reading
- b. The teacher gives questions based on the reading text that has been given
- c. Students answer the reading questions.

The thing that must be considered at this stage is that the teacher must provide questions or material using the first form of the verb which is completely mastered by students so that the cognitive process, namely retrieval of information on the student's memory system can run optimally.

### 3.7. Handling Writing Skills

In surah Al-Alaq verse 5, the writer concludes that teaching writing must be done after teaching reading. In the opinion of Saleh Abbas, writing skill is the ability to express ideas, opinions, and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammatical, and the use of spelling. The purpose of writing is as a means of communication in written form. Each type of writing certainly has a purpose.

According to Arifa, among the four abilities, writing ability is the last ability that must be mastered by children. From the moment a child is born, he can hear. Furthermore, from the ability to listen, children learn to speak so that they can speak. After that, the child learns to read from the words he sees and hears. Furthermore, children learn to write which is the last ability that children must have. This is because the ability to write requires mastery of various linguistic elements and elements outside the language itself which will become the content of a writing, both language elements and content elements must be intertwined in such a way as to produce coherent and coherent writing. The steps in teaching writing are as follows:

- a. The teacher gives the topic of discussion
- b. Students create a writing framework
- c. Students make essays or writing

This stage is the last in the process of learning a foreign language. When students can speak or communicate in a foreign language well and can answer reading questions correctly, then they may proceed to this final stage, namely writing. At this stage, we ask students to make an essay on a theme that has been studied before.

### 3.8. Handling Presentation Skills

<sup>5</sup> In the Al-Qur'an surah Al-Imron verse 104 provides a language education that language teaching must achieve the learning target, namely, students can do public speaking. Therefore, in the process of learning a foreign language, there must be a stage of presenting at the final stage of the learning process. In this stage, a teacher must provide an explanation and reinforcement in terms of how to overcome nervousness, nervousness, sensory power, and acting.

In the process of learning a foreign language, the approach that can be used to bring up the presenting stage is to use a scientific approach. The learning steps are:

- a. Observe,
- b. Ask
- c. Collecting data
- d. Associate
- e. Communicating

## 4. Conclusions and Suggestions

### 4.1. Conclusion

From the descriptions above, it can be concluded that there are 3 fundamental treatments using the audio-lingual method from the perspective of the Koran in the language learning process in schools, namely as follows:

- a. Handling at the planning stage is carried out by the process of curriculum analysis and internalization of Islamic values, the implementation stage is carried out by integrating memorizing vocabulary with teaching methods of pronunciation, teaching repetition of words, listening, speaking, reading, writing, and presenting, and the evaluation stage is carried out by giving questions that use the vocabulary that has been given.
- b. The relevance of applying the audio-lingual method from the perspective of the Koran in handling basic foreign language skills in schools in terms of effectiveness, this method is one of the effective methods because this method not only overcomes basic language skills but can also build children's intelligence.
- c. Three things that must be considered in applying the audio-lingual method from the perspective of the Koran in treating basic foreign language skills to get maximum results include (1). Teacher competence, especially pedagogical competence in designing a lesson plan, (2). The level of teacher creativity and expertise in creating an interesting lesson, and (3). Good time management so that all learning steps can be carried out properly.

### 4.2. Suggestion

Based on the results of this dissertation research, the authors provide several suggestions, including:

- a. There are still many deficiencies in the audio-lingual method from the perspective of the Koran in the learning process. The author hopes that readers can maximize this writing so that in the future this writing can be useful for teachers, and students to improve their English skills.
- b. To the teacher in the process of learning English using the audio-lingual method from the perspective of the Koran, the center of learning is when teaching vocabulary where the time is very long so it will result in boredom in the learning process. Therefore, the teacher must have an interactive approach so that the class atmosphere remains fun and conducive.
- c. The government must start making vocabulary the main curriculum in learning foreign languages in Indonesia. The government should have made a standardization for students' vocabulary skills so that at every level of education it can measure students' abilities more accurately.
- d. For future researchers, further studies should be carried out regarding the use of the audio-lingual method from the perspective of the Koran in handling foreign language skills other than English such as Arabic, Mandarin, French, and others.

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