



Arabic Language Learning Media Using the Al-Bisri Dictionary at Lips-Smp Nurul Jadid Paiton Probolinggo

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Abstract: The Arabic language is one of the basic skills that must be mastered by students in learning a foreign language. Therefore, students must have a lot of Arabic vocabulary. The aim of this study is to determine the ability of LIPS students to use the AL-BISRI dictionary as a medium for learning Arabic. This study is qualitative and descriptive in nature. The consequences of this study are: (1) The AL-BISRI dictionary as a medium to assist in acquiring vocabulary in learning the Arabic language at LIP-SMP Nurul Jadid. For beginners, Arabic and Indonesian are used. This word reference is a type of word reference that is often used by every institution or Arabic language learning. The following are typical implementation steps: (a) introduction (b) acquisition of new vocabulary (c) examples of hiwar related to the subject being taught (d) presentation of hiwar (e) students face to face having a conversation using the AL-BISRI dictionary (f) conducting bayan (explanation) (g) analyzing titles and vocabulary (h) conclusion (2) Using the AL-BISRI dictionary which is available in two languages and is portable so that students can memorize and look up vocabulary wherever they are, really helps them in studying Speaking skills, especially in looking up vocabulary.

INTRODUCTION

Mastery of speaking skills is one of the fundamental goals in learning Arabic (Faisol et al., 2024; Qushwa, 2024). However, in practice, many students experience difficulties in mastering this skill due to limited vocabulary and lack of opportunities for practical practice (Sidqi et al., 2025). At LIPS-SMP Nurul Jadid Paiton Probolinggo, although the dormitory environment supports active Arabic use, students still face challenges in expanding their vocabulary and applying it in everyday conversation. The use of effective learning media, such as dictionaries, is an urgent need to facilitate vocabulary acquisition and systematically improve their Arabic language skills.

Theoretically, learning Arabic emphasizes mastery of four language skills, including speaking skills as a productive skill. Vallet and al-Naqah emphasized that speaking ability is a crucial component in foreign language acquisition. According to the AECT and NEA, learning media act as intermediaries that can influence students' perceptions, interests, and emotions to support the learning process (Arumsari & Nurqoiri, 2025). Dictionaries, especially the AL-BISRI dictionary, not only function as a source of vocabulary reference but also as a medium that can arouse interest in

learning and facilitate adaptation to the target language (Saloom, 2023; Zaman & Fitriani, 2025).

Previous studies have extensively examined the role of media in Arabic language learning, including the use of digital and conventional dictionaries. However, research specifically exploring the use of the AL-BISRI dictionary to improve Arabic language proficiency is still limited. Furthermore, most studies focus on formal educational contexts in schools, while intensive learning contexts such as LIPS-SMP Nurul Jadid have not been widely explored. This gap highlights the need for studies examining the effectiveness of the AL-BISRI dictionary as a learning medium in unique and intensive settings.

This study aims to analyze the use of the AL-BISRI dictionary in improving students' proficiency in Arabic at LIPS-SMP Nurul Jadid Paiton Probolinggo. Through a qualitative approach with a case study method, this study will examine the process of dictionary use, its impact on vocabulary acquisition, and the improvement of students' speaking skills. Data were collected through observation, interviews, and documentation, then analyzed thematically. The results are expected to provide practical contributions to the development of effective Arabic language learning media and fill the literature gap related to dictionary-based learning in the context of intensive boarding schools.

RESEARCH METHOD

This study uses an interpretive paradigm with a descriptive qualitative approach through a case study method to explore the use of the AL-BISRI dictionary in learning speaking skills. The research was conducted at LIPS-SMP Nurul Jadid Paiton Probolinggo, involving Arabic language teachers and students as participants selected through purposive sampling techniques based on their direct involvement in the use of the dictionary. Data were collected through in-depth interviews, participant observation, and documentation, with the researcher as the primary instrument, assisted by interview guidelines and observation sheets.

Data analysis follows the Miles and Huberman model which includes three stages: data reduction by selecting and simplifying raw data, presenting data in narrative and tabular form, and drawing conclusions through interpretation of emerging patterns and themes. The reliability of the research was maintained through triangulation of sources and methods, as well as member checks to verify data accuracy. The ethical aspects of the research were ensured through the application of informed consent, data confidentiality, and the principle of non-maleficence that respects participants' rights throughout the research process. The entire research process was documented in detail to ensure transparency and an audit trail. This approach enabled a deep understanding of the learning context and the meanings constructed by participants regarding the use of the AL-BISRI dictionary in improving Arabic speaking skills (Arumsari & Buska, 2021).

RESULT AND DISCUSSION

Result

Implementation of the Al-Bisri Dictionary in Speaking skills Learning

The first finding concerns the implementation of the Al-Bisri dictionary as a learning medium in Arabic speaking instruction (speaking skills) at Nurul Jadid Middle School, particularly at the LIPS Institute. The observation of the learning process indicates that the dictionary is not used merely as a reference for translating

unfamiliar vocabulary, but is integrated into several stages of classroom activities. Its use is connected with vocabulary introduction, explanation of learning materials, speaking practice, and the development of students' own conversations. This pattern demonstrates that the Al-Bisri dictionary functions as a supporting resource throughout the learning process rather than as a supplementary material used only when students encounter difficulties with vocabulary.

The implementation begins with the teacher conducting the opening activities, including greetings, prayer, checking students' conditions and attendance, and reviewing previously learned material. The teacher then introduces the new lesson and provides vocabulary taken from the pocket Al-Bisri dictionary. After introducing the vocabulary, the teacher presents a short story or dialogue related to the topic, such as al-sa'ah, and explains the content to the students. At this stage, the dictionary provides students with an accessible vocabulary reference that supports their understanding of the words used in the learning material. The sequence shows that vocabulary learning is positioned as an initial foundation before students are directed toward productive speaking activities.

The use of the Al-Bisri dictionary becomes more intensive when students enter the speaking practice stage. Students are paired with their classmates and instructed to develop a new conversation based on the material that has been studied. In constructing the conversation, students use the Al-Bisri dictionary as a vocabulary reference before practicing their dialogue in front of the class. The teacher subsequently reviews the material and vocabulary that have been learned before closing the lesson. Interviews and observations further indicate that students considered the dictionary appropriate for speaking skills learning because it provides Indonesian Arabic and Arabic Indonesian references, making vocabulary searching easier when students prepare and practice conversations.

Table 1. Stages of Al-Bisri Dictionary Use in Speaking skills Learning

Learning Stage	Teacher and Student Activities	Function of Al-Bisri Dictionary
Opening	Teacher greets students, reads a prayer, asks about students' conditions, and takes attendance.	Establishes learning readiness.
Review	Teacher reviews previously learned material.	Connects previous vocabulary with the new lesson.
Material Introduction	Teacher introduces the topic and gives an initial explanation.	Provides vocabulary references related to the topic.
Vocabulary Introduction	Teacher provides new vocabulary from the pocket dictionary.	Helps students identify and understand new Arabic vocabulary.
Story/Dialogue Presentation	Teacher presents a story or dialogue related to the learning topic.	Supports students in understanding unfamiliar words.
Explanation	Teacher explains the story or material presented.	Reinforces vocabulary comprehension.
Pair Formation	Students work in pairs with their classmates.	Prepares students for interactive speaking practice.
Conversation Development	Students create new conversations based on the material.	Serves as a vocabulary reference for selecting appropriate words.

Speaking Practice	Students practice and present their conversations in front of the class.	Supports vocabulary use in productive speaking activities.
Review	Teacher reviews the material and vocabulary that have been studied.	Reinforces vocabulary retention and understanding.
Closing	Teacher closes the lesson with hamdalah and greetings.	Concludes the learning process.

Overall, the finding shows that the Al-Bisri dictionary is implemented as an integral learning medium in speaking skills instruction. Its use extends from the introduction and understanding of new vocabulary to the preparation and practice of students' own conversations. The dictionary therefore provides students with a practical bilingual reference that facilitates vocabulary selection and supports their participation in speaking activities. The observed implementation also indicates that the dictionary is embedded within a structured sequence of teacher-guided and student-centered activities rather than being used independently outside the learning process.

Contribution of the Al-Bisri Dictionary to Students' Vocabulary Mastery and Speaking Readiness

The second finding relates to the contribution of the Al-Bisri dictionary to students' vocabulary mastery and their readiness to participate in Arabic speaking activities. The results of observations and interviews indicate that students responded positively to the use of the dictionary during speaking skills learning. The dictionary was perceived as a practical reference because students could directly search for unfamiliar vocabulary while preparing conversations and completing speaking activities. This condition made the vocabulary learning process more accessible and reduced students' dependence on lengthy dictionary-searching procedures. The finding indicates that the practical characteristics of the Al-Bisri dictionary supported students in accessing vocabulary needed for oral communication.

The students particularly experienced benefits from the bilingual format of the Al-Bisri dictionary. The dictionary provides references in both Arabic Indonesian and Indonesian Arabic directions, allowing students to search for vocabulary according to their immediate learning needs. During speaking activities, this feature helped students select words that were relevant to the conversations they developed with their peers. Students therefore had a more direct vocabulary reference when attempting to express their ideas in Arabic. The availability of bidirectional vocabulary references also made students feel less constrained when interpreting or producing Arabic expressions during classroom activities.

The contribution of the dictionary was also reflected in students' perceived understanding and memorization of vocabulary. According to the teacher's response, students appeared to understand and memorize vocabulary more easily when using the Al-Bisri dictionary compared with a larger dictionary such as Al-Munawwir. The teacher explained that the larger dictionary could make vocabulary searching more difficult because students sometimes needed to use two dictionaries to identify the intended translation. In contrast, the Al-Bisri dictionary was considered more practical because its Arabic Indonesian and Indonesian Arabic references were combined in one resource. This practical accessibility encouraged students to use vocabulary references more readily during speaking preparation and practice.

Table 2. Observed Contribution of the Al-Bisri Dictionary to Students Learning

Observed Aspect	Evidence from Observation and Interview	Identified Contribution
Vocabulary access	Students could search for unfamiliar vocabulary while preparing conversations.	Facilitated access to vocabulary needed for speaking activities.
Vocabulary interpretation	The dictionary provides Arabic-Indonesian and Indonesian-Arabic references.	Simplified the process of interpreting and producing vocabulary.
Conversation preparation	Students used the dictionary as a reference when creating new conversations with peers.	Supported students in selecting appropriate vocabulary for oral communication.
Speaking readiness	Students were reported to be more ready to converse with their classmates.	Increased students' readiness to participate in speaking practice.
Understanding vocabulary	Teachers observed that students understood vocabulary more easily through the Al-Bisri dictionary.	Supported students' comprehension of new vocabulary.
Vocabulary memorization	Teachers perceived that students memorized vocabulary more easily when using the Al-Bisri dictionary.	Supported vocabulary retention during learning.
Learning practicality	Students considered the dictionary appropriate and easy to use as a vocabulary reference.	Provided a practical learning resource that could be accessed according to students' needs.

The second finding demonstrates that the Al-Bisri dictionary contributed to students' vocabulary learning and speaking readiness primarily through its practical and bilingual reference system. Students could access vocabulary more easily, use it when constructing conversations, and obtain references in both Arabic Indonesian and Indonesian Arabic directions. Teachers also perceived improvements in students' understanding and memorization of vocabulary compared with the use of a larger dictionary. Thus, the main contribution identified in this finding is the facilitation of vocabulary access, comprehension, retention, and preparation for Arabic speaking activities.

Students Perceptions of the Al-Bisri Dictionary in Speaking skills Learning

The third finding concerns students' perceptions of the Al-Bisri dictionary as a learning medium in speaking skills. The results of observations and interviews show that students demonstrated a positive response toward the use of the dictionary during Arabic speaking lessons. Students considered the Al-Bisri dictionary appropriate for supporting their learning because it provided vocabulary references that could be accessed directly during classroom activities. The positive response was particularly evident when students were required to understand new vocabulary, prepare conversations, and practice speaking with their peers.

Students' positive perceptions were also related to the practicality of the dictionary. The students reported that the Al-Bisri dictionary helped them become more prepared to communicate with their classmates because they could use it to search for vocabulary needed during speaking activities. The availability of vocabulary in both Arabic Indonesian and Indonesian Arabic directions was

perceived as an important advantage. Students did not need to rely on separate references when they wanted to understand Arabic vocabulary or determine the appropriate Arabic equivalent of an Indonesian word. This feature made the dictionary easier to use as an immediate reference during the learning process.

The students' perceptions further indicate that the Al-Bisri dictionary supported their confidence in participating in speaking activities. Easy access to vocabulary enabled students to prepare the conversations assigned by the teacher and subsequently practice them with their partners. Rather than stopping the speaking activity because of limited vocabulary knowledge, students could consult the dictionary and continue developing their conversations. The teacher's observation also supported this perception, particularly in relation to students' understanding and memorization of vocabulary. Compared with the use of a larger dictionary such as Al-Munawwir, the Al-Bisri dictionary was perceived as more practical for students because its bilingual references were available in a single resource.

Table 3. Students Perceptions of the Al-Bisri Dictionary in Speaking skills Learning

Perception Aspect	Students Response/Evidence	Indication
Appropriateness	Students considered the Al-Bisri dictionary appropriate for speaking skills learning.	The dictionary was perceived as relevant to speaking activities.
Vocabulary understanding	Students used the dictionary to identify and interpret unfamiliar vocabulary.	Supported students' understanding of vocabulary.
Vocabulary accessibility	Students could search for vocabulary according to their immediate learning needs.	Made vocabulary references more accessible.
Conversation preparation	Students used the dictionary when preparing new conversations with classmates.	Supported the preparation of speaking tasks.

Overall, the third finding shows that students perceived the Al-Bisri dictionary positively as a practical and relevant medium for *speaking skills* learning. Its bilingual format, accessibility, and use during conversation preparation helped students understand vocabulary and become more prepared to participate in Arabic speaking activities. The students' responses, together with the teacher's observations, indicate that the dictionary was accepted not only as a vocabulary reference but also as a practical learning medium that supported classroom interaction and speaking practice.

Discussion

The first finding shows that the Al-Bisri dictionary was integrated systematically into speaking skills learning rather than being used only as a translation tool. Its use appeared from vocabulary introduction and material explanation to conversation preparation and speaking practice. This pattern indicates that the dictionary occupied a functional position within the learning sequence, particularly in helping students connect vocabulary understanding with oral language production (Saloom, 2023; Arumsari & Nurqoiri, 2025). The learning process also combined teacher guidance with pair-based student activities, allowing students to move from receiving vocabulary input to actively using the vocabulary in conversation. This finding reinforces the view that speaking proficiency requires

the integration of vocabulary knowledge, sentence patterns, and opportunities for reciprocal communication (Ariati, 2021; Thooyibah & Rusady, 2023; Fiddin, 2026).

The second finding indicates that the Al-Bisri dictionary contributed to students' vocabulary access, comprehension, and readiness for speaking activities. Students could directly search for unfamiliar words while preparing conversations, making the vocabulary learning process more accessible. The bilingual structure of the dictionary, which provides Arabic Indonesian and Indonesian Arabic references, was particularly useful because students could search for words according to their communicative needs. This finding is consistent with the basic function of a dictionary as a reference that provides vocabulary meaning and other information necessary for understanding and using words (Solihah, 2021; Faridiyanto & Dwi, 2024). In this context, the Al-Bisri dictionary extended that function into an active classroom resource for preparing oral communication.

The third finding concerns students' positive perceptions of the Al-Bisri dictionary. Students considered the dictionary appropriate and practical for speaking skills because it helped them understand vocabulary and prepare conversations with their peers. Their positive responses suggest that the accessibility of learning resources can influence students' willingness to participate in speaking activities. The dictionary did not merely provide lexical information but also reduced the difficulty students experienced when searching for words during communication practice (Bakhiet, 2026; Hindami, 2026; Sidqi & Qushwa, 2026). This is relevant to the nature of speaking as a productive language skill, in which students need sufficient vocabulary and appropriate expressions to communicate their thoughts and intentions.

The findings also reveal an important practical distinction between the Al-Bisri dictionary and larger conventional dictionaries used by students. According to the teacher's observation, students found it easier to understand and memorize vocabulary using Al-Bisri because the Arabic Indonesian and Indonesian Arabic references were available within the same resource. This practicality reduced the difficulty of searching for vocabulary and allowed students to focus more directly on the speaking task (Efridita, 2026). Such a finding supports the principle that learning media should be accessible, relatively simple, and appropriate to the learners' needs and learning conditions. Therefore, the effectiveness of Al-Bisri in this context appears to be closely related to its usability as a classroom-oriented vocabulary resource.

Taken together, the three findings demonstrate that the Al-Bisri dictionary functions simultaneously as a vocabulary reference, a supporting medium for speaking practice, and a practical resource that is positively perceived by students. Its implementation connects vocabulary acquisition with authentic classroom interaction through pair conversations and oral practice (Onia, 2024; Taufiqurrochman & Ifawati, 2025; Baharun et al., 2025; Hudhel Sidqi et al., 2025). The contribution of the dictionary is therefore not limited to helping students translate words, but extends to facilitating their preparation and participation in speaking skills. However, based on the available research data, these findings primarily describe students' experiences, classroom implementation, and perceived benefits; they do not provide sufficient quantitative evidence to claim a statistically measured improvement in speaking achievement.

CONCLUSION

Based on the research and analysis above, it can be concluded that the researcher is researching the effectiveness of the AL-BISRI dictionary as a learning medium and improving the speaking skills or speaking skills at the LIP SMP Nurul Jadid Paiton Probolinggo institution. By using qualitative research methods as a supporting method in this research process, the results obtained were by interviewing students or LIPS SMP Nurul Jadid students as well as some of the teaching staff or murobbiy at the institution. And from the results of the interviews and observations, the researcher obtained several samples related to the effectiveness of the dictionary. (1) making it easier for students in the learning process (2) making it easier for students to translate Arabic vocabulary or sentences into Indonesian or vice versa (3) helping students in the speaking process or speaking skills. The results of this finding or analysis were carried out on students of SMP Nurul Jadid as well as the teaching staff there, the purpose of this study is to determine the effectiveness of the AL-BISRI dictionary as a learning medium and improving learning skills at the SMP Nurul Jadid Paiton Probolinggo institution.

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