



Implementation of the Take and Give Method in Overcoming Arabic Language Learning Problems for VII Students of Mtsn Batu

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Abstract: This study aims to analyze the application of the Take and Give method as an alternative strategy to overcome the problems of Arabic language learning for seventh-grade students at MTsN Batu. The focus of the study includes difficulties in vocabulary mastery (mufradāt), material understanding, courage to use Arabic, and student activeness in the learning process. This study uses a qualitative approach with a case study design. Data were obtained through interviews, observations, and documentation involving Arabic language teachers and seventh-grade students as sources of research information. Data analysis was carried out through the stages of data reduction, data presentation, and verification or drawing conclusions. The results of the study show three main findings. First, students experience problems in the form of limited mastery of mufradāt, difficulty understanding the material, low courage to communicate, and lack of participation in learning. Second, the application of the Take and Give method encourages students to receive, understand, exchange, and convey information through interactions between students so that learning becomes more active and collaborative. Third, the method contributes to overcoming learning problems through vocabulary repetition, communication exercises, increased interaction, and student involvement. This study concludes that the Take and Give method can be a relevant pedagogical alternative to create interactive, communicative, and student-centered Arabic language learning.

INTRODUCTION

Arabic language learning plays a crucial role in developing communication skills, Islamic literacy, and academic readiness in madrasah students (Ghufron, Alawiyah, & Kuakul, 2025). Research on learning strategies is crucial because successful language learning is determined not only by mastery of the material but also by students' active involvement during the learning process. Empirically, learning that provides opportunities for interaction, information exchange, and meaningful language use tends to create a more active learning experience (Doughty & Pica, 1986). Therefore, the application of the Take and Give method is relevant to study as an alternative to cooperative learning that encourages students to share

information through material cards and structured interactions (Rahimi & Sevilla-Pavón, 2025). Therefore, this research is crucial to support active, communicative Arabic language learning that meets the educational needs of madrasah students.

In practice, Arabic language learning at the junior high school level still faces various challenges, particularly low engagement, limited vocabulary, difficulty understanding language structures, and a lack of confidence in communication (Paputungan, Masruddin, & ..., 2025). These conditions can be further complicated for seventh-grade students adapting to the demands of learning Arabic at a new level. A learning process that is too teacher-centered also has the potential to lead students to rely more on explanations than on practice and interaction (Tang, 2023). This phenomenon indicates a gap between the goal of communicative Arabic language learning and students' learning experiences in the classroom. Therefore, methods are needed that can increase participation, interaction, knowledge exchange, and opportunities for systematic practice in the classroom.

Various studies have demonstrated the importance of active and cooperative learning in increasing student engagement. Harahap (2026) explains that cooperative learning can foster interaction between students through collaboration and information exchange. Suprijono, Abbas, & Riyadi (2025) emphasizes that cooperative learning provides space for students to construct knowledge through social experiences. Chang-Tik, Dharmaratne, Driskell, & Kumari (2026) also places interaction and collaboration as essential elements in active learning. Meanwhile, Sidauruk, Silaban, Lumbaraja, Sipayung, & Gaol (2023) describes Take and Give as a method that facilitates the structured exchange of information between students. However, these studies are generally conceptual or applied to different subject contexts. Specific research on the problems of Arabic language learning among seventh-grade students at MTsN Batu needs further investigation.

State of the art This research attempts to connect the Take and Give method with the real problems of learning Arabic for seventh-grade students in the context of Islamic junior high schools. Unlike previous research that emphasized the effectiveness of the method in general, this study focuses on how the information exchange mechanism can help overcome Arabic learning difficulties, such as vocabulary mastery, material understanding, communication skills, and student engagement. The novelty of the research lies in viewing the method as a learning problem-solving strategy, not simply as a variation of teaching techniques. This study is important because it yields a real understanding of the suitability of Take and Give to student characteristics and the needs of Arabic learning in Islamic junior high schools.

Based on this description, this research aims to address several key issues in Arabic language learning for seventh-grade students at MTsN Batu. First, what are the challenges faced by students during Arabic language learning? Second, how is the Take and Give method implemented in the seventh-grade students' Arabic language learning process? Third, how is the method used to address the identified challenges? Fourth, what changes are evident in students' activeness, interaction, understanding, and courage after the implementation of the Take and Give method? These questions are important because the research not only examines the use of a method but also understands the process of its application in a real-world context. Thus, the research seeks to produce pedagogically relevant findings.

This study argues that the Take and Give method has the potential to be an effective learning strategy to help overcome Arabic language problems among

seventh-grade students because it combines receiving, understanding, conveying, and exchanging information. This pattern can expand students' opportunities for practice, increase interaction, and encourage responsibility for the material learned. The originality of this study lies in the analysis of the method's application as a response to the problems of Arabic language learning in the context of MTsN Batu. Its contributions include practical contributions for teachers in choosing participatory learning strategies and academic contributions in the form of strengthening the study of cooperative Arabic language learning. Thus, this study offers a pedagogical alternative that is contextual, interactive, and oriented to student needs.

RESEARCH METHOD

This research uses a qualitative approach with a case study design to gain an in-depth understanding of the application of the Take and Give method in addressing the problems of learning Arabic in grade VII students of MTsN Batu. The research analysis unit includes the Arabic learning process, teacher and student activities, and the dynamics of the application of the Take and Give method during the learning process. The research location was chosen at MTsN Batu because problems in Arabic learning were found that were relevant to the research focus. The case study approach was used because the research focuses on certain phenomena in a natural context and seeks to understand the processes, experiences, and changes that arise during the application of the method. Data were analyzed descriptively to obtain a comprehensive picture of the problems in learning and the application of the method.

The sources of information in this study consisted of Arabic language teachers and seventh-grade students at MTsN Batu as the primary informants. Arabic language teachers were selected because they have direct experience in designing, implementing, and evaluating the learning process and understand the various obstacles experienced by students. Meanwhile, seventh-grade students served as important sources of information because they directly experienced the learning process using the Take and Give method. Informants were selected purposively based on considerations of their involvement and relevance to the research focus. Additional information was obtained from madrasah officials who have knowledge regarding the implementation of Arabic language learning. Data from various sources were used to obtain diverse perspectives and increase the credibility of the research findings through comparisons of information between informants.

Data collection was conducted through interviews, observation, and documentation. Semi-structured interviews were used to obtain information regarding Arabic language learning challenges, teacher and student experiences, and the implementation of the Take and Give method. Direct observations were conducted during the learning process to observe teacher activities, student participation, interactions between students, and responses to the methods used. Documentation was used to supplement the data in the form of learning tools, activity photos, student work results, and other supporting documents. Data analysis was conducted interactively through three stages: data reduction, data display, and verification or drawing conclusions (Monaro, Gullick, & West, 2022). The data obtained were selected and categorized based on the research focus, then presented systematically to identify patterns, relationships.

RESULTS AND DISCUSSION

Result

Problems of Learning Arabic

The results of the study indicate that seventh-grade students at MTsN Batu face several problems in learning Arabic. Based on observations and interviews, the most dominant problems are related to limited mastery of vocabulary, difficulty understanding the material, low courage to use Arabic, and lack of activeness during the learning process. The teacher explained that some students still have difficulty remembering new vocabulary and using it in sentence contexts. In addition, students tend to be passive when asked to answer questions or engage in communication practices. These conditions indicate that learning problems are not only related to cognitive aspects, but also affective and participatory aspects of students. These findings provide an important basis for the application of the Take and Give method as an alternative problem-solving method.

Based on the interview results, it can be reaffirmed that the main problem in learning Arabic for seventh-grade students at MTsN Batu lies in limited vocabulary mastery, material comprehension, communication skills, and participation in learning. Teachers are important informants in identifying student difficulties during the learning process, while students provide descriptions of their experiences in understanding and using Arabic. Both sources of information show a relatively similar trend, namely that students need learning that provides more opportunities for practice and interaction. These findings indicate that learning that relies solely on teacher explanations is not fully able to accommodate students' learning needs. Therefore, learning strategies are needed that are more interactive and collaborative, and provide space for students to use knowledge directly.

These findings can be interpreted as indicating that students' Arabic language learning challenges are not solely due to the difficulty of the material, but also to their limited opportunities to actively practice their knowledge. Limited vocabulary becomes more difficult to overcome when students only receive vocabulary without the opportunity to use it in interactions. Similarly, low speaking confidence can be related to a lack of safe and structured communication experiences. From a cooperative learning perspective, these conditions indicate the need for mechanisms that enable students to learn through peer interaction. In this context, the Take and Give method is relevant because it provides students with the opportunity to receive information, understand the material, and then convey it to other students. This pattern has the potential to link material mastery with communication practice.

Application of the Take and Give Method

Observations show that the implementation of the Take and Give method in Arabic language learning for seventh-grade students at MTsN Batu was carried out through several structured stages. The teacher first conveyed the learning objectives and explained the material to be studied. Next, students received cards containing information or Arabic vocabulary to be understood. After understanding the information, students were directed to exchange cards and share the information with their peers in turn. During the activity, the teacher observed student interactions, provided guidance, and assisted students who were experiencing difficulties. Observations also showed a change in learning patterns from teacher dominance to more active student involvement. Students were seen communicating more frequently, asking questions, explaining, and repeating

vocabulary through interactions with peers. These activities created a more dynamic learning atmosphere.

The results of observations of the implementation of the Take and Give method can be visualized through the following stages of learning activities. This table illustrates the relationship between teacher actions, student activities, and the forms of interaction that occur during learning.

Table 1. Application of the Take and Give Method

Stage	Teacher Activities	Student Activities	Observation Results
1	Explaining the objectives and materials	Pay attention to the explanation	Students understand the direction of the activity
2	Distributing information cards	Studying information	Students read and understand the material
3	Directing card exchange	Exchange information	Interaction between students increases
4	Monitoring and guiding	Explaining information	Students practice delivering material
5	Providing reinforcement	Answering and concluding	Student understanding is strengthened

Based on the table, the implementation of Take and Give demonstrates a learning process that positions students as the primary actors in the information exchange activity. The teacher functions as a facilitator, directing and controlling the learning process.

Observational findings confirmed that the implementation of the Take and Give method involves receiving, understanding, exchanging, and relaying information. These stages provide students with the opportunity to not only acquire material from the teacher but also process and communicate it to their peers. Throughout the process, most students demonstrated engagement through activities such as reading cards, finding partners, asking questions, explaining, and listening to information provided by their peers. The teacher also provided support when students experienced difficulties understanding vocabulary or conveying information. Thus, the implementation of the Take and Give method shifts the learning interaction pattern to become more student-centered. These observational findings demonstrate that this method can create more interactive Arabic language learning and provide students with more practice space.

Conceptually, the implementation of Take and Give demonstrates the characteristics of cooperative learning because the process of acquiring knowledge occurs through interaction and information exchange between students. The activity of receiving and giving information creates opportunities for students to repeat material meaningfully. In language learning, repetition through interaction can help students connect vocabulary with its communicative use. Observational findings also indicate that the role of peers is an important part of the learning process because students obtain information not only from the teacher but also from their friends. Meta-analytically, these findings reinforce the trend in cooperative learning research that places interaction, participation, and shared responsibility as essential elements of active learning. However, the effectiveness of implementation remains dependent on student readiness, classroom management, the appropriateness of the material, and the teacher's ability to direct the activities.

Impact and Contribution of Methods to Learning Problems

The results of the research documentation indicate that the implementation of the Take and Give method contributes to efforts to overcome several problems in Arabic language learning for seventh-grade students at MTsN Batu. Documentation in the form of learning tools, information cards, student activity sheets, work results, and photos of learning activities show that students have more opportunities to practice and interact. Information exchange activities provide space for students to review vocabulary, understand the material, and convey the information received. Activity documentation also shows student involvement in learning in pairs and groups. These changes are especially visible in the intensity of interaction and students' courage to participate in learning activities. These findings indicate that Take and Give not only functions as a variation of teaching methods, but also as a strategy that can be used to respond to problems in Arabic language learning in a more participatory and communicative manner.

Based on the documentation, it can be confirmed that the implementation of the Take and Give method contributes to solving several problems in Arabic language learning. Information cards are the main medium that helps students acquire and remember material, while information exchange activities provide opportunities to review and use the material with friends. Activity photos show student interaction during the learning process, while student work results provide supporting evidence of their involvement in understanding the material. Documentation of learning tools also shows that Take and Give activities can be systematically designed according to learning objectives. These findings reinforce the results of previous interviews and observations that problems such as limited vocabulary mastery, passivity, and low interaction can be addressed through learning that provides greater opportunities for students to participate directly in the learning process.

Documentation findings can be interpreted as indicating that the primary contribution of the Take and Give method lies in its ability to connect material mastery with the social activities of learning. Students not only receive information but are also required to understand and convey it to others. This mechanism allows for natural repetition of material while creating opportunities to use language in interactions. Conceptually, this condition aligns with the principles of active and cooperative learning that position students as the subjects of learning. Meta-analytically, this research finding reinforces the view that interaction-based learning strategies can support student engagement and understanding, particularly when activities are structured. Therefore, the contribution of Take and Give goes beyond enhancing classroom activity to helping address learning challenges by increasing opportunities to practice, interact, and take responsibility for the information learned.

Discussion

Problems of Learning Arabic

The first finding indicates that the challenges facing seventh-grade students at MTsN Batu in learning Arabic are not only related to material mastery but also to student engagement, courage, and interaction. The implication of this finding is that learning Arabic requires strategies that address these challenges holistically, not just supplementary explanations (Elassali & El Zahraa, 2026). Limited vocabulary and low communication skills demonstrate the need for instruction that provides

students with opportunities to use the language directly (Dakhalan & Tanucan, 2024). This finding emphasizes the need for teachers to develop an interactive learning environment and provide space for student participation (Alshuraiaan, 2023). Therefore, identifying learning challenges serves as an important basis for determining methods that are appropriate to students' characteristics and needs, particularly in the early stages of Arabic language learning in madrasas.

These problems can arise because learning Arabic requires both knowledge and the ability to use language in a communicative context. When students receive material passively, opportunities to review, process, and use vocabulary are limited. This situation may explain why some students have difficulty remembering vocabulary and feel hesitant when using Arabic (Huda, 2022). This finding correlates with the principle of active learning, which emphasizes student involvement in constructing knowledge through learning experiences. Interactions in cooperative learning can provide opportunities for students to learn through collaboration (Alzubi, Nazim, & Ahamad, 2024). Thus, the problems encountered do not merely indicate low student abilities, but also indicate the need for changes in learning patterns so that students can experience more active, communicative, and contextual learning.

Application of the Take and Give Method

The second finding shows that the implementation of the Take and Give method can change the pattern of learning interactions to be more active and participatory. The main implication of this finding is that teachers have alternative strategies to reduce the dominance of one-way learning and expand students' opportunities to use Arabic (Kartal, 2024). Through the activities of receiving, understanding, exchanging, and conveying information, students gain learning experiences that involve both cognitive and social activities (Mansour, 2024). This method also provides students with opportunities to learn from their peers, so the learning process is not entirely dependent on teacher explanations (Susiawati, 2023). In the context of Arabic language learning, this condition is crucial because language skills require repeated practice and real interaction. Therefore, Take and Give can be considered a learning method that supports the creation of more communicative, collaborative, and student-oriented Arabic language classes.

The increased interaction in the implementation of Take and Give can be explained by the method's characteristics, which require students to simultaneously receive and provide information to their peers. This activity structure creates individual accountability and encourages students to engage in the knowledge exchange process. When students must explain the information they have received, they are encouraged to understand the material before conveying it (Budhiarti, Mytra, & Slow, 2025). This process also allows for more natural repetition of vocabulary and material. This finding aligns with Mansour (2024) view that cooperative learning provides opportunities for students to construct knowledge through social interaction. Thus, the relationship between Take and Give and increased participation can be understood through the mechanisms of peer learning, material repetition, and direct student involvement. These factors explain why learning becomes more dynamic compared to predominantly teacher-centered learning.

Impact and Contribution of Methods to Learning Problems

The third finding shows that the Take and Give method contributes to efforts to overcome the problems of Arabic language learning, particularly limited

vocabulary, passivity, and low student interaction (Almelhes, 2024). The implication of this finding is that the use of this learning method should not only be viewed as an effort to increase the variety of classroom activities, but as a strategy tailored to learning needs (Goyibova, Muslimov, Sabirova, Kadirova, & Samatova, 2025). The contribution of Take and Give is evident in the increased opportunities for students to practice, repeat, and convey information. For teachers, this finding provides a practical basis for designing more participatory learning through information exchange activities. For students, the method provides a learning experience that allows them to acquire knowledge while simultaneously applying it. Thus, Take and Give has the potential to become a pedagogical alternative for creating

The contribution of Take and Give to learning challenges can be explained through the alignment between the method's characteristics and the needs of Arabic language learners (Hudhel & Ferdiansyah, 2025). Limited vocabulary requires repetition and contextual use, while low levels of active learning require activities that demand student involvement. Take and Give reconciles these two needs through a direct information exchange process between students. Tang (2023) emphasizes that interaction and collaboration are essential elements of active learning, while Saad (2023) explains that Take and Give encourages the exchange of information between students. The findings of this study strengthen this relationship in the context of Arabic language learning at MTsN Batu. This means that the method's contribution does not solely come from the use of cards, but from the mechanisms of interaction, repetition, responsibility, and communication established during the learning process.

CONCLUSION

This study concludes that the problems faced by seventh-grade students at MTsN Batu in Arabic language learning include limited mastery of vocabulary, difficulty understanding the material, low confidence in using Arabic, and a lack of activeness and interaction during learning. These findings indicate that learning problems are not only related to students' academic abilities, but also to learning patterns that do not fully provide space for students to practice and communicate actively. The application of the Take and Give method is a relevant alternative because it provides opportunities for students to receive, understand, exchange, and convey information. Through this mechanism, learning takes place more interactively and collaboratively. Thus, the Take and Give method can contribute to the creation of more participatory and communicative Arabic language learning.

Conceptually, this study demonstrates that the successful implementation of Take and Give lies not solely in the use of information cards, but in the interaction mechanisms established through the exchange of knowledge between students. This method allows for repetition of material, vocabulary practice, peer learning, and increased student responsibility for the information learned. Therefore, Arabic language teachers are advised to use Take and Give in a planned manner by adapting the material, student characteristics, learning time, and competency objectives to be achieved. Future research can expand the study by involving more classes or madrasahs, using classroom action research designs or mixed methods, and combining Take and Give with digital media. Future studies should also measure students' language development more systematically.

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