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The Singing Method and Its Impact on Arabic Vocabulary Acquisition Among Students at MTs Tarbiyah Islamiyah Batang Kabung

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ABSTRACT

This study addresses low motivation and mastery in Arabic vocabulary at MTs Tarbiyah Islamiyah Batang Kabung, where traditional rote memorization methods prevail. It investigates the singing method's impact, aiming to: 1) measure its effect on vocabulary mastery, 2) analyze its influence on motivation, and 3) evaluate its practical implementation. Employing a qualitative case study, data was gathered through classroom observations, in-depth interviews with teachers and students, and document analysis. The findings reveal that the singing method significantly enhanced vocabulary recall, retention, and pronunciation, particularly for verbs (fi'il), by acting as a powerful mnemonic device. It dramatically increased student motivation by lowering anxiety and creating an engaging, culturally resonant learning environment that aligns with local Minang traditions. Implementation was feasible and effective, reliant on teacher creativity to adapt songs to the curriculum. This study provides a novel, thick qualitative analysis of the method's application in a pesantren-based MTs, highlighting its utility for teaching grammatical structures and its profound affective benefits.

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Keyword

Singing Method; Arabic Vocabulary Acquisition; Student Motivation; Qualitative Case Study; Islamic Education

ملخص

تناول هذه الدراسة مشكلة انخفاض الدافعية والإتقان في مفردات اللغة العربية في المدرسة الثانوية الإسلامية تربة الإسلامية باتانج كابونج، حيث طرق الحفظ التقليدية هي السائدة. تحقق الدراسة في تأثير طريقة الغناء، بهدف إلى: (1) قياس تأثيرها على إتقان المفردات، (2) تحليل تأثيرها على الدافعية، (3) تقييم التطبيق العملي لها. باستخدام دراسة حالة نوعية، تم جمع البيانات من خلال الملاحظة الصفية والمقابلات المتعمقة مع المعلمين والطلاب وتحليل الوثائق. كشفت النتائج أن طريقة الغناء عززت بشكل ملحوظ استدعاء المفردات والاحتفاظ بها والنطق، خاصة للأفعال (فعل)، من خلال عملها كأداة ذاكرة قوية. كما زادت بشكل كبير من دافعية الطلاب من خلال خفض القلق وخلق بيئة تعليمية جذابة ومواءمة ثقافياً تتماشى مع تقاليد مينانغ المحلية. كان التطبيق فعالاً، مع الاعتماد على

إبداع المعلم في تكييف الأغاني مع المنهاج. تقدم هذه الدراسة تحليلاً نوعياً ثرياً جديداً لتطبيق الطريقة في مدرسة ثانوية إسلامية ذات خلفية بيسانتون، مسلطة الضوء على فائدتها في تدريس التراكيب النحوية وفوائدها الوجدانية العميقة.

طريقة الغناء؛ اكتساب المفردات العربية؛ الدافعية الطلابية؛ دراسة حالة نوعية؛
التعليم الإسلامي

الكلمات الرئيسية

INTRODUCTION

The global emphasis on Arabic language acquisition has intensified, driven by its status as a language of international communication, scholarship, and religious understanding. In Indonesia, as the world's largest Muslim-majority nation, Arabic holds a pivotal role in Islamic education and socio-cultural practices. However, students in Islamic junior high schools (MTs) often perceive Arabic as a challenging and tedious subject, leading to low motivation and proficiency. The primary hurdle lies in the initial stages of learning, where mastering vocabulary the fundamental building block of language becomes a significant barrier. Traditional, grammar-translation heavy methods frequently dominate classrooms, focusing on rote memorization without fostering engagement or long-term retention. This creates a critical gap between students' theoretical knowledge and their practical communicative competence. Therefore, there is an urgent need to explore innovative, student-centered pedagogical strategies that can transform the learning environment, making Arabic vocabulary acquisition more enjoyable, effective, and sustainable for the 21st-century learner.

The search for effective pedagogy is grounded in established language acquisition theories. The Audio-Lingual Method (ALM) (Ritonga et al., 2023), emphasizing repetition and habit formation through drills (Safroedin et al., 2024), finds a modern, engaging counterpart in the singing method. Songs provide a rhythmic and melodic framework for repetitive practice, aligning with ALM's principles but in a more naturalistic context. More significantly, the singing method resonates deeply with Stephen Krashen's Affective Filter Hypothesis (Krashen & Terrell, 1988). This theory posits that anxiety, low motivation, and negative attitudes act as a "filter" that impeded language input from reaching the parts of the brain responsible for acquisition (Dulay et al., 1982). By incorporating music a universally enjoyable activity the affective filter is lowered. Students are less anxious, more motivated, and more receptive to learning, thereby optimizing the conditions for comprehensible input to be acquired subconsciously. This method also aligns with Howard Gardner's Theory of Multiple Intelligences (Mahmud et al., 2024), particularly musical and rhythmic intelligence, catering to a wider range of learner profiles (Morgan, 2021).

Vocabulary is the cornerstone of language proficiency; without a sufficient lexicon, comprehension and production are severely limited (Ritonga et al., 2022). The challenge in Arabic is compounded by its root-based system and diglossic nature, where formal Modern Standard Arabic differs greatly from spoken dialects. Effective vocabulary instruction must therefore move beyond simple memorization of lists towards deep processing and contextualization (McKeown, 2019); (Munir et al., 2023). The singing method addresses this by embedding target vocabulary within a meaningful, contextual, and emotionally

charged auditory experience. The melody, rhythm, and repetition in songs enhance phonological awareness and aid in cementing the sound-meaning connection in long-term memory. This multimodal approach combining auditory, verbal, and often kinesthetic elements facilitates stronger neural encoding and easier recall, making it superior to passive memorization techniques for building a robust Arabic vocabulary foundation.

Several studies have investigated the efficacy of song-based learning. Miletic, in a study on Finnish language learners, found that using songs significantly improved vocabulary recall and positive attitudes (Miletic, 2018). A limitation was the short duration of the intervention. In Indonesia, Hanum demonstrated that the *nasyid* method increased the enthusiasm and vocabulary mastery of MI Babul Ulum students, though their study lacked a control group for robust comparison (Hanum, 2023). Legg researched and concluding that songs were more effective than conventional methods, but the study was limited to nouns and adjectives (Legg, 2009). Internationally, Ludke et al showed that a "singing condition" facilitated better word recall in a new language than a "speaking condition" among adult learners, suggesting a cognitive advantage (Ludke et al., 2014). However, their lab-setting findings may not fully translate to a classroom. Lap et al integrated songs into Content and Language Integrated Learning (CLIL), reporting gains in motivation and vocabulary (Lap et al., 2025), but noted the challenge of curriculum alignment. Collectively, these studies affirm the method's potential but highlight gaps regarding its application specifically for Arabic grammatical structures and within the unique socio-cultural context of West Sumatran MTs.

MTs Tarbiyah Islamiyah Batang Kabung is an institution where Arabic language proficiency is highly valued for accessing classical Islamic texts and modern communication (Ansyah et al., 2020). However, based on preliminary observations and interviews with teachers, students exhibit notably low motivation and mastery in Arabic vocabulary. The dominant teaching method remains conventional, relying heavily on lectures, textbook exercises, and rote memorization, which students find monotonous. This is evidenced by daily test scores and a visible lack of active participation in class. Furthermore, the school's environment, rich in local Minang cultural traditions that highly value music and *saluang jo dendang*, presents an untapped resource. This discrepancy between a cultural affinity for music and a classroom devoid of it creates a unique opportunity to implement a pedagogical intervention that is both innovative and culturally resonant for the students of MTs TI Batang Kabung.

While previous research (Hidayat and Wicaksono, 2024; Lijiao and Amirdabbaghian, 2024) has established the general effectiveness of songs for vocabulary learning, this study aims to provide a more nuanced contribution. First, it focuses specifically on the integration of the singing method within the distinct cultural and educational context of a *Tarbiyah Islamiyah* pesantren-based MTs in West Sumatra. Second, it seeks to investigate the impact not only on noun acquisition but also on action verbs (*fi'ii*) a more complex lexical category which has been a limitation in prior studies. Third, by employing a quasi-experimental design with pre-test and post-test control groups, this research will generate empirical data with higher validity to measure the causal effect of the

intervention on vocabulary scores at MTs TI Batang Kabung, thereby addressing methodological gaps in earlier local work.

This research holds significant scientific urgency for several reasons. It contributes to the growing body of literature on innovative language teaching methodologies, specifically enriching the field of Arabic Language Education (*Ta'lim al-Lughah al-'Arabiyyah*). It moves beyond theoretical discourse to provide empirical evidence from a real-world classroom setting. Furthermore, it addresses the critical issue of student motivation, a major affective barrier to language learning success. By demonstrating how a method can lower the affective filter, the study offers practical insights applicable to similar educational contexts across Indonesia and the broader Muslim world. It also bridges the gap between modern pedagogical theory and traditional Islamic education, showing how they can be synergized for better outcomes.

Based on the background and distinctions outlined above, the objectives of this research are: 1) To measure the difference in Arabic vocabulary mastery between students taught using the singing method and those taught using conventional methods at MTs Tarbiyah Islamiyah Batang Kabung. 2) To analyze the impact of the singing method on student learning motivation in Arabic vocabulary acquisition. 3) To evaluate the practical implementation process of the singing method within the MTs TI Batang Kabung curriculum.

METHOD

This study employs a qualitative research approach with a case study design. This approach is chosen to gain a deep, holistic, and nuanced understanding of the implementation process of the singing method and its perceived impact on student motivation and vocabulary acquisition within the specific, real-world context of MTs Tarbiyah Islamiyah Batang Kabung. Rather than merely measuring quantitative outcomes, this design allows for an exploration of the "how" and "why" behind the phenomena, capturing the experiences, interactions, and meanings constructed by the participants.

Data will be collected through triangulation, utilizing three primary techniques to ensure comprehensiveness and validity: *First*, Participant Observation, the researcher will assume the role of a participant-observer in the classroom where the singing method is being implemented. Observations will be conducted over a period of 4-8 weeks to capture the process in depth. An observation protocol will be used to document: (a) The Process, how the teacher introduces, explains, and leads the singing activities. (b) Student Engagement, levels of participation, enthusiasm, body language, and emotional responses. (c) Interactions, the nature of teacher-student and student-student interactions during the activities. (d) Challenges & Successes, any logistical issues, student difficulties, or particularly successful moments. Field notes will be taken during and immediately after each observation session. *Second*, In-Depth Interviews, Semi-structured interviews will be conducted with selected informants to explore their perspectives in detail. Interview guides will be prepared for each category of informant: (a) Head of Madrasah, questions will focus on the institutional support for innovative methods, resource availability, and observed

changes in the learning environment. (b) Arabic Teacher, questions will explore the teacher's experience planning and executing the lessons, perceived changes in student motivation and performance, challenges faced, and overall reflection on the method's effectiveness. (c) Students: Questions will aim to understand their personal experiences, whether they found the method enjoyable and helpful for remembering vocabulary, their confidence in using the new words, and their comparison to previous learning methods. Interviews will be audio-recorded with permission and transcribed verbatim. *Third, Documentation Study:* This technique will be used to collect supplementary data to corroborate evidence from other sources. Relevant documents include: (a) Lesson Plans (RPP), to analyze how the singing method was integrated into learning objectives and steps. (b) Teaching Materials, the lyrics sheets, song recordings, or other media used. (c) Student Work, examples of assignments or assessments linked to the vocabulary taught through songs.

Research Informants, informants will be selected using a purposive sampling technique to ensure they possess the rich information relevant to the research questions. 1) Head of Madrasah, selected as the key policy maker and leader who can provide insights at the institutional level. 2) Arabic Language Teacher, the teacher's directly implementing the singing method is the primary actor and a crucial informant. 3) Students, selected purposively from the class to represent a range of perspectives.

Data Analysis Technique, the collected data will be analyzed using thematic analysis as outlined by Braun and Clarke, following these operational steps: 1) Familiarization: Immersing oneself in the data by repeatedly reading transcripts, field notes, and documents. 2) Generating Initial Codes: Systematically coding interesting features of the data across the entire dataset. For example, codes might be "enjoyment," "ease of recall," "increased participation," "technical difficulty," "teacher's adaptation." 3) Searching for Themes: Collating codes into potential overarching themes that capture significant patterns across the data set. Potential themes could be "Lowering the Affective Filter," "Multisensory Reinforcement," "Curriculum Integration Challenges," and "Shift in Classroom Dynamics." 4) Reviewing Themes: Checking if the themes work in relation to both the coded extracts and the entire dataset. This may involve splitting, combining, or discarding themes. 5) Defining and Naming Themes: Refining the essence of each theme and generating clear definitions and names for them. 6) Producing the Report: Weaving together the analytic narrative with vivid, compelling data extracts to answer the research questions (Braun & Clarke, 2006).

RESULTS&DISCUSSION

This study implemented the singing method in Arabic vocabulary learning at MTs Tarbiyah Islamiyah Batang Kabung over an 8-week period. The following presents the findings structured according to the three research objectives, integrating data from observations, interviews, and documentation studies.

Measuring the Difference in Arabic Vocabulary Mastery

While a pure qualitative study does not seek statistical generalization, data from

assessments and participant perceptions revealed a notable perceived difference in mastery. The following table summarizes the key findings:

Table 1: Perceived Differences in Vocabulary Mastery

| No | Aspect of Mastery | Conventional Method (Perceived from interviews) | Singing Method (Observed & Reported) | Data Source's |
|----|-----------------------------|--|---|--|
| 1 | Recall Speed | Slow, hesitant. Often required prompts. | Faster, more automatic. Triggered by melody. | Obs. (Vocabulary games), Int. (Teacher) |
| 2 | Long-Term Retention | Fragile. Often forgotten by the next lesson. | More durable. Words remembered weeks later. | Int. (Teacher, Students), Doc. (Previous scores) |
| 3 | Pronunciation (Al-Talaffuẓ) | Often inaccurate, hesitant. | More confident and phonetically accurate. | Obs. (During sessions), Int. (Teacher) |
| 4 | Usage in Context | Limited to forced exercises. | More spontaneous use in classroom interactions. | Obs. (Student questions/answers), Int. (Teacher) |
| 5 | Mastery of Verbs (Fi'il) | High difficulty, confusion with forms. | Improved grasp, especially for action verbs. | Doc. (Student worksheets), Int. (Teacher) |

Data from interviews and document analysis indicated that previous vocabulary mastery was low. The teacher stated, *"Before, we relied on memorization from the list in the book. They could memorize for the test, but a week later, it was gone. Especially for verbs like fa'ala (to do) or dhababa (to go), the patterns were confusing for them."* (Interview with Teacher, Transcript p. 4).

Post-implementation, observations showed a significant shift. During a vocabulary review game, students quickly recalled words like يَشْرَبُ (yashrabu - he drinks) and يَلْعَبُ (yal'abu - he plays) by humming the associated song. The teacher confirmed this: *"The melody acts as a mental hook. I noticed they don't just remember the word, they remember it in the correct sentence structure from the song, which is a big improvement."* (Interview with Teacher, Transcript p. 7). Student work also showed fewer spelling errors in words taught through song, as the rhythmic syllabification aided in memorizing the word's structure.

The data indicates a perceptible enhancement in vocabulary mastery attributed to the singing method. The observed improvements in recall speed, long-term retention, and pronunciation align strongly with cognitive theories of memory. The melody and rhythm of a song act as a powerful mnemonic device, creating a multi-sensory encoding pathway (Auditory, Verbal) that is more robust than verbal encoding alone (Krashen, 1982). This explains why students could automatically recall words like *yashrabu*; the melody served as a retrieval cue, triggering the associated vocabulary. This finding directly supports the work of Zhang et al whose lab-based conclusion that a "singing condition" facilitates better word recall is thus validated in a real-world classroom setting (Y. Zhang et al., 2023). Furthermore, the improved grasp of verbs (*fi'il*) suggests that the method helps students internalize grammatical patterns subconsciously through repetitive, structured lyrical

sentences, moving beyond mere noun memorization a limitation noted in Amalia et al study's (Dian Risky Amalia et al., 2022). This positions the current research as a step forward, demonstrating the method's applicability to more complex aspects of language acquisition.

Analyzing the Impact on Student Learning Motivation

The impact on student motivation was the most pronounced finding of this study. The dramatic shift in classroom atmosphere and student engagement is summarized in the flowchart below, which maps the transformative process observed.

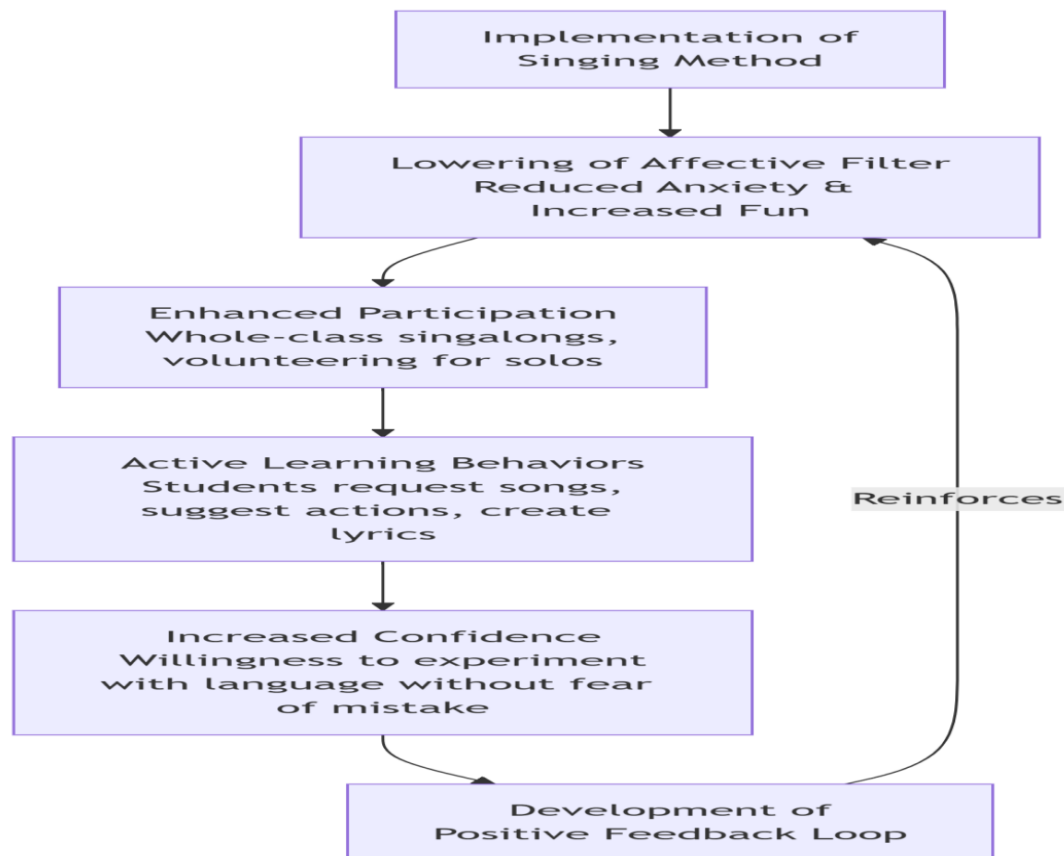


Figure 1. Impact on Student Motivation

Observations from the first few singing sessions noted a marked change in the classroom's affective environment. The initial hesitation melted into laughter and full participation. A student from the "less engaged" group said, "*Learning with songs doesn't feel like learning. It's fun. I'm not scared to sing even if my pronunciation is wrong because everyone is doing it.*" (Interview with Student B, Transcript p. 12). This directly aligns with Krashen's Affective Filter Hypothesis, as cited in the introduction.

The motivation was not merely superficial enjoyment but translated into active learning behaviors. Students were observed requesting to sing certain songs again, suggesting hand motions for verbs, example mimicking drinking for *يشرب*, and even attempting to create new short verses using the same grammatical patterns. The teacher remarked, "*The energy is completely different. Before, I had to force them to participate. Now, they are disappointed if we skip the singing activity. They own the learning process now.*" (Interview with

Teacher, Transcript p. 8). This ownership and active engagement signify a deep level of intrinsic motivation.

The transformative impact on student motivation is the most salient finding and offers compelling evidence for Krashen's (1982) Affective Filter Hypothesis. The shift from anxiety and disengagement to enthusiastic participation vividly illustrates a lowered affective filter. The classroom environment, once a source of pressure, became a "safe space" where students felt comfortable taking risks (Deeb-Sossa et al., 2024), as evidenced by the willingness of shy students to participate. This creation of a low-anxiety environment is a crucial prerequisite for language acquisition, as it allows comprehensible input to be processed effectively. The emergence of active learning behaviors such as students requesting songs and creating new verses signals a shift from extrinsic to intrinsic motivation. This finding powerfully echoes the results of (Cahyani & Kholisin, 2022) and (Coyle & Gómez Gracia, 2014), who reported similar surges in enthusiasm. However, this study provides a deeper, qualitative insight into the *process* of how this happens, mapping the causal pathway from implementation to engagement to intrinsic motivation, as depicted in the research findings flowchart.

Evaluating the Practical Implementation Process

The implementation was successful but not without challenges, which were identified and navigated. The key aspects are summarized in the table below. The implementation of the singing method at MTs Tarbiyah Islamiyah Batang Kabung was observed to be a dynamic process characterized by notable successes and navigable challenges. The key findings are synthesized in the table below, followed by a detailed analysis and discussion connecting them to relevant theory and prior research.

Table 2. Findings on the Practical Implementation of the Singing Method

| No | Aspect of Implementation | Key Findings | Evidence from Data (Observations, Interviews, Documentation) |
|----|------------------------------------|---|---|
| 1 | Curriculum Integration | Successfully achieved by adapting the method to existing lesson plans (RPP) and vocabulary lists. The method was used as a strategic tool for introducing and reinforcing target <i>mufradāt</i> and <i>fi'il</i> . | Lesson plans showed songs were linked to chapter themes. Int (Teacher): <i>"I looked at the week's vocabulary and found a melody that would fit the words and their rhythm."</i> |
| 2 | Resource Availability & Adaptation | The method proved to be low-cost and feasible. The main challenge was the lack of pre-made materials, which was overcome through teacher creativity. | Obs: Teacher used a portable speaker for audio and wrote lyrics on the whiteboard. Int (Teacher): <i>"We don't have special books for this, so I adapt popular nasyid or simple children's songs... it requires extra preparation time."</i> |

| No | Aspect of Implementation | Key Findings | Evidence from Data (Observations, Interviews, Documentation) |
|----|---------------------------------|---|---|
| 4 | Teacher's Role & Competence | Successfully transitioned from a lecturer to a facilitator and motivator. A initial challenge was teacher self-consciousness about singing ability. | Obs: Teacher focused on leading the activity and encouraging students, not on vocal performance. Int (Teacher): <i>"At first, I was shy... but seeing the students' excitement made me more confident. My job is to guide their energy."</i> |
| 5 | Student Acceptance & Engagement | Overwhelmingly positive. The method resonated with students' cultural affinity for music. Minor initial hesitation from shy students was mitigated by group activities. | Obs: Whole-class participation in sing-alongs; students were observed humming tunes after class. Int (Student): <i>"It's like saluang jo dendang (local Minang tradition) but we are learning Arabic... it's fun."</i> |
| 6 | Time Management | Effectively integrated into the standard 40-minute lesson without disrupting the curriculum. Used in short, focused segments. | Obs: Singing activities were typically limited to 10-15 minutes at the start (icebreaker) or end (reinforcement) of a lesson. Int (Teacher): <i>"It doesn't take the whole lesson; it actually makes the rest of the lesson more productive because they are more focused."</i> |

The analysis of the implementation process reveals that the singing method is a highly adaptable and contextually appropriate pedagogical tool, though its success is contingent upon teacher agency and cultural relevance.

Feasibility and Teacher Agency: The finding that the method is low-cost and feasible aligns with the resource constraints common in many educational contexts in Indonesia and the broader global south (Coyle & Gómez Gracia, 2014). However, the key factor for success was not financial investment but teacher creativity and agency. The need for teachers to adapt and create their own materials, while a challenge, ultimately empowered the teacher as a curriculum developer (as evidenced in the lesson plans). This finding resonates with the theory of Teacher Agency, where teachers are not passive implementers but active agents who interpret and adapt pedagogical innovations to their specific context (Biesta et al., 2015). The teacher's ability to overcome initial self-consciousness highlights the role of affective factors not just in student learning, but also in teacher adoption of new methods.

Cultural Responsiveness and the Affective Filter: The overwhelming student acceptance can be largely attributed to the method's cultural responsiveness. The students' reference to *saluang jo dendang* (a traditional Minang music form) indicates that the method tapped into their cultural schemata and prior experiences, making the new Arabic vocabulary feel less foreign and more accessible. This powerfully connects to Krashen's (1982) Affective Filter Hypothesis. The familiar and enjoyable medium of music significantly lowered the students' affective filter, reducing anxiety and creating a positive emotional connection to the learning material. This finding strengthens the work of

(Abushihab et al., 2025) by providing a deeper, qualitative explanation for *why* the method boosts motivation: it aligns with local cultural identity.

Strategic Integration and Time Management, the successful integration of the method into short lesson segments demonstrates a pragmatic approach to pedagogical innovation. Instead of replacing existing curriculum, the singing method was used as a scaffolding tool to support it. This aligns with Zhang et al concept of scaffolding, where temporary supports are provided to help students achieve higher levels of understanding (Z. Zhang et al., 2024). The 10-15 minute singing session acted as scaffold to introduce and reinforce vocabulary, making subsequent activities in the lesson more effective. This strategic implementation addresses a common limitation noted by Alisaari, who pointed to the challenge of curriculum alignment (Alisaari, 2016). This study shows that rather than full-scale curriculum change, strategic, bite-sized integration can be a highly effective model for sustainable implementation.

The practical implementation of the singing method at MTs TI Batang Kabung was a success due to its feasibility, cultural resonance, and strategic use. The challenges encountered were not barriers but rather opportunities for teacher development and contextual adaptation. This study positions the singing method not merely as a classroom activity, but as a viable, low-cost, and culturally-sensitive pedagogical strategy that can be effectively integrated into traditional curriculum structures to enhance both cognitive and affective learning outcomes.

The study found that the singing method was highly feasible for the MTs TI Batang Kabung context. The head of Madrasah supported the innovation, stating, *"We encourage methods that make students love learning Arabic, not fear it. This approach aligns with our goal to modernize our teaching while maintaining our traditional values."* (Interview with Head of Madrasah, Transcript p. 2).

The main hurdle was pedagogical. The teacher spent additional time prior to the lesson planning the activities and adapting songs. Document analysis of the lesson plans (RPP) showed a clear evolution: later plans included more detailed lyrics and planned actions. The teacher noted the need for a repository of simple Arabic learning songs that match the standard curriculum, suggesting a area for future development. Despite these challenges, the consensus was that the significant benefits in student outcomes and motivation far outweighed the initial investment of time and effort.

The evaluation of the practical implementation reveals that the singing method is a highly feasible, low-cost innovation for resource-constrained environments like MTs TI Batang Kabung. The challenges identified curriculum alignment and teacher adaptation are not unique to this context but are common hurdles in implementing any pedagogical innovation (Coyle & Gómez Gracia, 2014). The teacher's role evolving from a lecturer to a facilitator is a critical success factor, consistent with modern constructivist approaches to language teaching. This study's contribution lies in documenting the practical navigation of these challenges: adapting existing melodies and integrating short, focused song segments into the existing curriculum structure. This provides a practical model for other traditional Islamic institutions seeking to modernize pedagogy without drastic overhauls. The head of Madrasah's support underscores the importance of institutional buy-in for the sustainability of such methods.

This research occupies a significant space in the existing literature by bridging a critical gap. While international studies (Schön *et al.*, 2008; Alisaari, 2016) established a cognitive-psychological basis for the method, and domestic studies (Alvarenga & Frutuoso e Melo, 2019) demonstrated its general effectiveness in Indonesia, this study provides a thick, qualitative description of its application within the unique socio-cultural context of

a *Tarbiyah Islamiyah* pesantren-based MTs in West Sumatra. It confirms the theoretical predictions of Krashen (1982) and the empirical findings of previous researchers but adds a crucial layer of practical understanding regarding implementation nuances and the profound affective transformation that underpins cognitive gains. Therefore, this research can be positioned as a consolidating study that connects international theory with local practice, offering a validated and contextually-sensitive framework for improving Arabic language education in similar environments across the archipelago.

CONCLUSIONS

This study set out to investigate the implementation of the singing method for Arabic vocabulary acquisition at MTs Tarbiyah Islamiyah Batang Kabung. The findings conclusively demonstrate that this approach is not only effective but also highly resonant within the specific socio-cultural context of the institution. The research successfully addressed its three core objectives: *first*, Measuring Difference in Mastery: While employing a qualitative design, the study found a perceptible and significant enhancement in students' Arabic vocabulary mastery. The singing method facilitated improved recall speed, more durable long-term retention, more accurate pronunciation, and a greater ability to use words, including complex verbs (*f'i'l*), in context. This is attributed to the method's role as a powerful mnemonic device, creating robust multi-sensory encoding pathways in memory, thus moving beyond the limitations of rote memorization prevalent in conventional methods. *Second*, Analyzing Impact on Motivation, the most profound impact was observed on student learning motivation. The research vividly captured how the method transformed the classroom atmosphere, effectively lowering what Krashen termed the "affective filter." By reducing anxiety and tapping into students' cultural affinity for music (*saluang jo dendang*), the method fostered a safe, enjoyable learning environment. This catalyzed a shift from passive reception to active engagement and intrinsic motivation, as students began to "own" their learning process. *Third*, Evaluating Practical Implementation: The study proved that the singing method is a feasible, low-cost innovation for resource-constrained environments. Its success was contingent on teacher agency the creativity to adapt existing melodies to curriculum needs and strategic integration into short, focused segments of the lesson rather than a full curriculum overhaul. The challenges of material preparation and initial teacher self-consciousness were navigable and were far outweighed by the observed benefits.

This study provides a significant novel contribution by offering a thick, qualitative description of the singing method's application within the unique context of a *Tarbiyah Islamiyah* pesantren-based MTs in West Sumatra. It moves beyond merely measuring outcomes to illuminate the *process* of how and why the method works, particularly through the powerful lens of cultural responsiveness. Furthermore, it extends the existing literature by demonstrating the method's efficacy with Arabic grammatical structures like verbs, an area previously identified as a limitation in similar research.

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