

IMPLEMENTATION OF AN INTERACTIVE DIALOGUE TRAINING MODEL BASED ON CHATGPT TO IMPROVE SPEAKING SKILLS

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Abstract

This study explores the implementation of a ChatGPT-based interactive dialogue training model for Arabic-speaking learners (*maharah al-kalām*) at SMA Darul Amanah. This research employed a qualitative case study design involving eleventh-grade students. Data were collected through classroom observations, interviews, and oral speaking performance tasks. The findings reveal that students showed increased confidence, more active participation in dialogue, and improved vocabulary use during speaking practice. In addition, students experienced reduced anxiety when practicing speaking through ChatGPT-assisted dialogue. These results indicate that ChatGPT can serve as an effective supportive medium for fostering a more engaging and student-centered environment for Arabic-language learning.

Keywords: *ChatGPT, interactive dialogue, mahārah al-kalām, Arabic language learning*

1. INTRODUCTION

Speaking skills, or *mahārah al-kalām*, occupy a central position in Arabic language learning, as they indicate students' ability to communicate actively and effectively. (Amin, 2023). Speaking skills are not only about fluency in speech production but also about the ability to understand and adapt language to social and cultural contexts. (Hasyimi, 2019).

In learning speaking skills (*maharah kalam*), interactive media is crucial, as this skill develops most effectively through intensive, meaningful communication practice. (Amin, 2023; Brown, 2007). Interactive media enable two-way interaction, offer broader opportunities for speaking practice, and encourage active student engagement in language learning. (Arsyad, 2019; Haruna,

2022; Pontjowulan, 2023). In addition, the use of interactive media can foster contextual and communicative learning, so that students not only understand the structural aspects of the language but are also skilled in using it in real communication situations. (Fatmawati, 2025; Richards, 2008).

Nevertheless, initial observations and interviews with Arabic teachers indicate that eleventh-grade students at SMA Darul Amanah have not developed optimal speaking skills (*mahārah al-kalām*). This condition is evident in low student participation in speaking activities, a lack of confidence in expressing ideas orally, and limited opportunities to practice speaking during instruction. Arabic instruction remains dominated by a teacher-centered approach that emphasizes mastery of language structures, leaving students insufficient time to actively and continuously practice oral communication skills. In addition, the use of interactive learning media to develop speaking skills remains relatively limited, preventing the acquisition of *mahārah al-kalām* from occurring in a communicative and contextual manner.

Previous studies have examined the development of speaking skills (*mahārah al-kalām*) in Arabic language learning across various approaches and media. Several studies indicate that speaking skills are the most difficult for learners to master, largely due to limited vocabulary, low self-confidence, and limited opportunities to practice oral communication. (Aziz, 2020; Hasyimi, 2019; Samal, 2020). Other research shows that implementing interactive dialogue models, communicative learning, and speaking exercises grounded in real-life contexts can improve students' fluency, accuracy, and confidence in speaking Arabic. (Amin, 2023; Haruna, 2022; Pontjowulan, 2023; Wahyudi & Syafi'i, 2025). In addition, the use of interactive media and digital technologies has been shown to increase motivation to learn and active student participation in language learning. (Arsyad, 2019; Brown, 2007; Richards, 2008). Recent studies have also begun to highlight the potential of artificial intelligence in language learning as a means of adaptive and interactive communication practice. However, research remains limited and largely focuses on foreign languages other than Arabic. (Fatmawati, 2025; Negeri Makassar Romlah, Padli, Angelia Azizah, & Istiqomah, 2023).

Nevertheless, studies that specifically examine the use of ChatGPT as a virtual dialogue partner for learning Arabic at the high school level remain very limited. Most previous research has focused more on the use of conventional approaches or digital media in general, without examining in depth the process of artificial intelligence-based speaking practice. In addition, research that describes students' learning experiences and changes in speaking skills using a qualitative approach remains relatively rare. Therefore, this study aims to fill this gap by examining the implementation of ChatGPT as an interactive dialogue practice tool to improve high school students' speaking skills (*mahārah al-kalām*).



One of the learning innovations with great potential in this context is integrating artificial intelligence (AI) technologies, such as ChatGPT, as virtual dialogue partners in language learning. The use of this technology enables students to practice speaking skills flexibly across time and place, receive real-time feedback, and engage in interactive, context-based learning. (Negeri Makassar Romlah et al., 2023)

Given this potential, implementing ChatGPT in Arabic language learning is expected to address the limitations of conventional teaching methods and enhance students' motivation to learn. Using ChatGPT as a virtual dialogue partner provides students with the opportunity to practice speaking repeatedly without fear or embarrassment and enables teachers to monitor students' speaking development more systematically. This aligns with the goals of Arabic language learning, which emphasize active mastery of communicative skills and support adaptive learning tailored to individual students' needs. (Fatmawati, 2025; Wahyudi & Syafi'i, 2025). Therefore, this study focuses on using ChatGPT as a learning medium to improve the speaking skills (*mahārah al-kalām*) of 11th-grade students at SMA Darul Amanah, aiming to make practical contributions while enriching scientific research on the integration of artificial intelligence in language learning.

Building on this background and research gap, this study aims to describe the use of ChatGPT as a medium for Arabic language learning and to examine changes in the speaking skills (*mahārah al-kalām*) of 11th-grade students at SMA Darul Amanah, employing a descriptive qualitative approach.

This article is structured into several main sections. The first section contains the introduction, which includes the background, review of previous research, and the research objectives. The second section discusses the relevant theoretical framework. The third section explains the research methods used. The fourth section presents and discusses the research findings, while the final section contains the research conclusions.

2. THE ORETICAL FOUNDATION

The theoretical foundation provides a conceptual framework for understanding, interpreting, and analyzing learning phenomena in a structured manner. In qualitative research, theory is not used to test hypotheses but rather as an analytical tool (an analytical lens) to examine processes, experiences, and the dynamics of change in the learning context. (Sugiyono, 2019). Therefore, the theoretical foundation of this study focuses on the interactive dialogue training model, speaking skills (*mahārah al-kalām*), and the integration of artificial intelligence technology into Arabic language learning. This study is primarily grounded in communicative and interaction-based theories of language learning. The concept of communicative competence proposed by Canale and Swain emphasizes learners' ability to use language appropriately in real communication, including

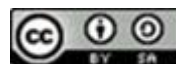
grammatical, sociolinguistic, and strategic competence. In addition, **Long** highlights that language acquisition occurs through meaningful interaction, where learners negotiate meaning and receive feedback. Furthermore, Vygotsky views learning as a socially mediated process in which learners develop their abilities through interaction with more capable others or supportive tools, such as ChatGPT, within their Zone of Proximal Development (ZPD).

The interactive dialogue training model is grounded in a communicative approach that emphasizes language as a means of genuine communication through meaningful interaction. (Brown, 2007; Nunan, 2004). In ChatGPT-assisted learning, dialogue practice follows the principles of behaviorism as articulated by Skinner (1957). It involves providing stimuli (questions or statements in Arabic) and receiving student responses (answers or continued dialogue), with reinforcement provided through corrections and confirmations from ChatGPT. The repeated stimulus–response process encourages the formation of language habits, thereby training students to use Arabic actively, fluently, and communicatively in learning activities.

Research indicates that interactive dialogue exercises using ChatGPT can encourage students to respond more actively and consistently to Arabic-language stimuli. The stimulus-response process, accompanied by corrections and confirmations from ChatGPT, aligns with the behaviorist view that emphasizes language learning through habituation and reinforcement. Furthermore, the consistent repetition of dialogues contributes to the formation of language habits that support the improvement of students' mahārah al-kalām. On the other hand, using ChatGPT as a virtual dialogue partner also aligns with the principles of the communicative approach, as students engage in meaningful, contextual communication practice. Speaking skills (mahārah al-kalām) are productive language skills that require students to actively express ideas, feelings, and information orally. (Tarigan, 1994) stating that speaking skills include aspects of fluency, accuracy, and acceptability of speech that are interrelated in building effective communication. In the context of learning Arabic, speaking skills can develop optimally when students have opportunities for intensive practice, constructive feedback, and a learning environment that supports the courage to speak (Amin, 2023; Hasyimi, 2019; Rahman, 2023).

In this study, the theory of speaking skills is used as an analytical framework to interpret changes in students' language behavior, particularly in confidence, fluency, and accuracy during technology-based dialogue exercises. The analysis focuses not only on the final outcomes of speaking skills but also on the learning process and students' experiences during interactive dialogue activities.

The development of learning technology based on Artificial Intelligence opens new opportunities in language learning, particularly by providing a more flexible and adaptive



environment for communication practice. The integration of digital technology in language learning has been shown to enhance engagement, motivation to learn, and the intensity of students' language practice. (Kukulkska-Hulme, 2020; Richards, 2008; Warschauer, 1996).

One application of artificial intelligence in language learning is using ChatGPT as a virtual dialogue partner. Several recent studies indicate that ChatGPT has the potential to support interactive speaking practice by providing real-time responses, adaptive interactions, and the opportunity to practice without psychological pressure. Thus, students can practice speaking more freely and continuously. (Kasneci & al., 2023; Negeri Makassar Romlah et al., 2023; Wahyudi & Syafi'i, 2025; Zawacki-Richter & al., 2019).

In addition, behaviorist theory (Skinner, 1957) is used to a limited extent to explain how repeated stimulus–response interactions and reinforcement may contribute to the formation of language habits. In the context of ChatGPT-assisted dialogue, students receive stimuli in the form of questions or statements and produce responses, while feedback provided by ChatGPT reinforces correct language use. This repeated process supports the gradual development of speaking skills.

Based on a synthesis of theories on the communicative approach, speaking skills, and AI-based language learning, this study views ChatGPT as a medium for interactive dialogue practice that can support the development of students' mahārah al-kalām. These theories serve as an analytical framework for interpreting the implementation of ChatGPT in Arabic language learning and for understanding the experiences and responses of 11th-grade students at SMA Darul Amanah regarding its use.

3. METHOD

This study employed a descriptive qualitative case study approach to explore the implementation of a ChatGPT-based interactive dialogue model in Arabic-speaking learning among eleventh-grade students at SMA Darul Amanah. The participants consisted of 20 eleventh-grade students purposively selected for their active involvement in learning activities. The researcher acted as a participant observer during the learning process.

Data were collected using three techniques, each yielding different forms of data. Observations were conducted during classroom activities using an observation sheet to record students' participation, frequency of speaking responses, interactions with ChatGPT, and confidence in speaking. The observational data were field notes describing students' behavior during dialogue sessions. Interviews were conducted with selected students using semi-structured interview guidelines. The interview data consisted of students' statements about their experiences using ChatGPT, their difficulties in speaking Arabic, and their level of confidence during the



learning process. Documentation data included students' conversation logs with ChatGPT, transcripts of dialogue exercises, and records of classroom activities. These data showed students' actual language use, including vocabulary choice, sentence structure, and fluency. To support the analysis of speaking skills, this study used a speaking rubric consisting of three aspects: fluency, accuracy, and vocabulary. The rubric was used to describe students' speaking performance during dialogue activities.

Data validity was ensured through triangulation of techniques and sources. Technique triangulation was conducted by comparing data from observation, interviews, and documentation, while source triangulation was conducted by comparing responses from several students.

Data analysis was conducted qualitatively through data reduction, data display, and conclusion drawing. The analysis focused on identifying patterns of students' speaking behavior, including participation, confidence, fluency, and interaction during dialogue activities. Supporting data were obtained from four oral practice sessions to describe changes in students' speaking performance without using statistical analysis

4. DISCUSSION

Based on the collected data, this discussion section analyzes and evaluates the research findings to answer the formulated research questions. The analysis is conducted by referring to the theories, approaches, and Arabic language learning methods described in the theoretical framework and research methods sections. The data analyzed include results from classroom observations, oral speaking skill tests, and student interviews. All of these data are used to interpret the implementation of the ChatGPT-based interactive dialogue practice model and its relationship to improvements in students' speaking skills (*mahārah al-kalām*).

a. Analysis and Evaluation of the Implementation of the Interactive Dialogue Training Model Based on ChatGPT

This section presents the results of the analysis and evaluation of the implementation of an interactive dialogue training model based on ChatGPT in *Mahārah al-Kalām* learning. The analysis compared learning outcomes from the first to the fourth meeting to identify changes in the learning process and student responses over the study period.

The observation results indicated that, in the first meeting, the focus of learning was on introducing ChatGPT as a medium for dialogue training. At this initial stage, most students were not yet familiar with ChatGPT and still needed guidance on how to use it, although some had encountered it before. In the second and third meetings, students began conducting dialogue exercises, both guided and independent, using ChatGPT. This condition was characterized by increased student participation and confidence in using Arabic. In the fourth meeting, the speaking



exercises were conducted without the help of ChatGPT, using pre-prepared dialogue materials, thereby demonstrating an improvement in the students' independence in speaking Arabic.

The gradual progression observed across the four meetings indicates a structured learning process in which students move from dependency to independence. At the initial stage, students relied heavily on guidance, which reflects their limited familiarity with both the technology and the target language. However, as the learning process continued, students demonstrated increased autonomy in constructing and responding to dialogues. This shift suggests that repeated interaction with ChatGPT contributes to the internalization of language patterns.

From a theoretical perspective, this process can be explained through sociocultural theory (Vygotsky, 1978), which emphasizes that learning occurs through mediated interaction. In this context, ChatGPT functions as a digital scaffold that supports students within their Zone of Proximal Development (ZPD). Through guided interaction, students can perform tasks they might not be able to accomplish independently at the outset. Over time, this support becomes internalized, leading to more independent language use.

Furthermore, the increase in student participation reflects the principles of communicative language learning (Nunan, 2004), where active engagement in meaningful interaction is essential. The use of ChatGPT enables students to engage in continuous dialogue, thereby increasing opportunities for language practice compared to traditional classroom settings. This suggests that AI-based learning tools can enhance both participation and the quality of interaction in speaking activities.

b. Learning Outcomes Based on Observation, Oral Tests, and Interviews

The learning evaluation results indicate a difference in students' speaking skills before and after the implementation of the ChatGPT-based interactive dialogue practice model. Based on the oral test results, most students responded to simple Arabic dialogues with greater fluency and confidence. Improvements were observed in speaking courage, speech fluency, and vocabulary appropriate to the learning theme.

These findings are supported by interview data. The students reported that practicing dialogues with ChatGPT increased their confidence in speaking, as they were less afraid of making mistakes. For example, one student stated, *"I feel more confident speaking Arabic with ChatGPT because I can practice without being afraid of making mistakes."* This statement indicates that students experienced reduced anxiety during the learning process, which enabled them to participate more actively in speaking activities.

This statement indicates that students experienced reduced anxiety during the learning process, which enabled them to participate more actively in speaking activities. This condition can

be explained by Krashen's Affective Filter Hypothesis (Krashen, 1982), which suggests that emotional factors, such as anxiety, significantly influence language acquisition. When students feel anxious, their ability to process language input decreases. In contrast, when anxiety is reduced, students are more open to receiving and producing language. In this study, ChatGPT appears to create a low-pressure learning environment in which students feel safe making mistakes, thereby lowering their affective filter and enhancing their willingness to communicate.

Table 1

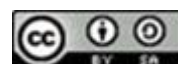
Analysis Results of the Implementation of the Interactive Dialogue Training Model Based on ChatGPT		
Meeting	Learning Focus	Main Observation Results
1	Introduction to ChatGPT	Students begin to understand the function of ChatGPT as a dialogue partner
2	Guided Dialogue	Student participation and confidence increase
3	Independent Dialogue	The courage to speak in Arabic becomes more apparent
4	Exercises without ChatGPT	Students can speak more independently

As shown in Table 1, students demonstrated gradual improvement from guided participation to independent speaking performance. This progression indicates that repeated exposure to dialogue activities contributes to the development of speaking skills. The shift from teacher-guided interaction to independent dialogue suggests that students have begun to internalize language patterns through practice. This improvement is also evident in students' dialogue performance. For example:

Student : "ماذا تفعل في وقت الفراغ؟"
 ChatGPT : "أقرأ الكتب وأمارس الرياضة."
 Student : "أنا أيضاً أحب القراءة، خاصة اللغة العربية."

This dialogue shows that students were able to respond appropriately and expand their expressions using more varied vocabulary. This development can be explained by Long's Interaction Hypothesis (Long, 1996), which emphasizes that language acquisition occurs through interaction and feedback. Through repeated dialogue with ChatGPT, students are exposed to contextual vocabulary and receive immediate responses, allowing them to refine their language use.

Compared to previous studies (Amin, 2023; Haruna, 2022), which mainly focused on general digital media, this study highlights the specific role of ChatGPT as an interactive dialogue partner. While previous studies emphasized increased motivation and participation, this study demonstrates that AI-based interaction can also reduce anxiety and support vocabulary development



simultaneously. This suggests that ChatGPT provides a more adaptive and supportive learning environment compared to conventional digital tools.

c. Discussion of Research Results, Limitations, and Recommendations

The increase in students' courage and self-confidence in speaking Arabic suggests that implementing an interactive dialogue practice model based on ChatGPT can foster a safe, supportive learning environment. This finding aligns with the affective approach to language learning, which emphasizes the importance of comfort and psychological safety as prerequisites for developing speaking skills. (Rahman, 2023). In addition, the pattern of dialogic interaction in ChatGPT reflects the principles of communicative learning, which emphasize the functional, meaningful, and contextual use of language. (Nunan, 2004).

The findings of this study indicate that the effectiveness of ChatGPT is closely related to its ability to reduce psychological barriers in language learning. In many traditional classroom settings, students often hesitate to speak for fear of making mistakes or of being negatively evaluated. However, using ChatGPT provides a non-judgmental environment where students feel more comfortable experimenting with language. This condition encourages students to take risks in communication, which is essential for developing speaking skills.

This result can be further explained through Krashen's Affective Filter Hypothesis (Krashen, 1982), which suggests that emotional factors such as anxiety and confidence significantly influence language acquisition. A lower affective filter allows learners to process input more effectively and produce language more freely. In this study, students' reduced anxiety contributes to increased confidence and more active engagement in dialogue activities.

In addition, this study extends previous research (Amin, 2023; Haruna, 2022; Kukulskahulme, 2020) by highlighting the role of artificial intelligence as an adaptive and interactive learning tool. While previous studies mainly focused on general digital media, this study demonstrates that ChatGPT can provide continuous, real-time interaction that supports both cognitive and affective aspects of language learning.

Nevertheless, this study has several limitations, including the relatively short duration of the model's implementation and constraints imposed by the available devices and internet access. Therefore, future research is recommended to implement the ChatGPT-based interactive dialogue training model over a longer period and to combine it with face-to-face speaking practice, so that the development of speaking skills (*mahārah al-kalām*) can occur more optimally and sustainably.

In addition, it is important to consider that individual differences among students, such as motivation, prior knowledge, and familiarity with technology, may influence the effectiveness of ChatGPT-assisted learning. Therefore, future studies should explore these factors to better

understand how AI-based learning tools can be adapted to diverse learning contexts. Furthermore, integrating ChatGPT with teacher-guided instruction may provide a more balanced approach that combines technological support with pedagogical guidance.

5. CLOSING

Based on the research results, it can be concluded that implementing an interactive dialogue practice model using ChatGPT improves students' speaking skills (*mahārah al-kalām*). This model provides a communicative speaking practice environment and encourages students' confidence in using Arabic, thereby increasing their self-assurance and independence in conducting simple dialogues in accordance with the learning materials.

The findings of this study indicate that using ChatGPT as a supportive medium for learning Arabic has the potential to serve as an alternative to contextual, relevant speaking practice that meets students' needs. With proper guidance and teacher-managed learning, the ChatGPT-based interactive dialogue practice model can be integrated into *mahārah al-kalām* to create a more active, adaptive learning process that aligns with advances in educational technology.

These findings also reinforce the importance of combining cognitive and affective aspects in language learning. The improvement in students' confidence and participation reflects the role of reduced anxiety, as explained in Krashen's Affective Filter Hypothesis, while the interactive nature of dialogue practice supports the principles of communicative language learning. Therefore, the integration of AI-based tools such as ChatGPT not only enhances linguistic competence but also supports students' psychological readiness in using the target language.

Furthermore, this study contributes to the growing body of research on technology-assisted language learning by demonstrating that artificial intelligence can function as an interactive and adaptive learning partner. This suggests that future language learning practices should consider integrating AI-based dialogue tools to complement traditional teaching methods and create more student-centered, engaging learning environments.

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