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### Exploration of Bilingual Approach Implementation in Arabic Language Teaching during the International Teaching Internship Program in Thailand / Istiksyaf Tathbiq al-Madkhal Tsunaiya al-Lughah fi Ta'lim al-Lughah al-Arabiyyah khilala Barnamaj Mumarasat al-Dauliyah fi Thailand

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**Abstract:** Teaching Arabic in an international context often faces complex communication challenges, especially in a double-foreign language environment where teachers and students do not share the same mother tongue. This study aims to explore the implementation of a bilingual approach, the integration of interactive digital media, and the application of cooperative methods in Arabic language learning in the International Field Experience Program (PPL) in Thailand. Using a descriptive qualitative approach with a case study method, data were collected through participatory observation, documentation, and interviews. Data analysis was conducted inductively through the stages of data reduction, data presentation, and conclusion drawing according to the Miles and Huberman model. The study's results show that using English as an instructional bridge serves as cognitive scaffolding, minimizing communication barriers. From the students' perspective, this approach provides added value by offering opportunities to master two foreign languages simultaneously, despite the limitations of the English vocabulary. The success of this process is supported by the synergy between interactive media and collaborative methods such as Teams Games Tournament (TGT), which can transform cognitive load into participatory learning activities. This study provides practical contributions to international practitioners in managing multilingual classrooms through adaptive, contextually grounded pedagogical strategies.

مستخلص البحث: غالباً ما يواجه تعليم اللغة العربية في السياق الدولي عقبات تواصل معقدة، لا سيما في بيئات "اللغة الأجنبية المزدوجة" (*double-foreign language*) حيث لا يتشارك المعلم والطلاب لغة أماً واحدة. تهدف هذه الدراسة إلى استكشاف تطبيق المنهج ثنائي اللغة، ودمج الوسائط الرقمية التفاعلية، وتطبيق أساليب التعلم التعاوني في تعليم اللغة العربية ضمن برنامج التدريب الميداني الدولي (PPL) في تايلاند. تعتمد الدراسة على المنهج الكيفي الوصفي مع أسلوب دراسة الحالة، حيث جُمعت البيانات من خلال الملاحظة بالمشاركة، والتوثيق، والمقابلات. كما تم تحليل البيانات استقرانياً عبر مراحل خفض البيانات، وعرضها، واستخلاص النتائج وفق نموذج "مايلز وهوبرمان". وأظهرت النتائج أن استخدام اللغة الإنجليزية كجسر تعليمي يعمل كـ "سقالات معرفية" (*scaffolding cognitive*) تساهم في تقليل انقطاع التواصل. ومن وجهة نظر الطلاب، يوفر هذا المنهج قيمة مضافة تتمثل في فرصة إتقان لغتين أجنبيتين في آن واحد، رغم وجود تحديات تتعلق بمحدودية المفردات الإنجليزية المعقدة. وقد تعزز نجاح هذه العملية من خلال التأزر بين الوسائط التفاعلية والأساليب التعاونية مثل "مباريات الألعاب الجماعية (TGT)" التي نجحت في تحويل اللعب المعرفي إلى أنشطة تعليمية تشاركية. تقدم هذه الدراسة مساهمة عملية للمتدربين الدوليين في إدارة الفصول الدراسية متعددة اللغات من خلال استراتيجيات تربوية تكيفية وسياقية.

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## Introduction

Foreign language proficiency is one of the important competencies in facing the era of globalization and international integration. Arabic, as one of the international languages, plays a strategic role not only as a religious language but also in economics, politics, education, and international relations. Therefore, in the context of education, Arabic should be taught with a relevant, adaptive approach, such as the bilingual approach.

Bilingual generally refers to an individual's competence in understanding and actively using two languages. In educational practice, bilingual programs use two languages simultaneously as instructional media to facilitate learning.<sup>1</sup> This approach is an educational strategy that uses two languages as the primary means of communication, for example, combining the target language with another relevant to students' context, aiming to optimize students' linguistic abilities.<sup>2</sup>

In foreign language learning, using a familiar language serves as a cognitive schema that facilitates the acquisition of new vocabulary and target-language structures. This aligns with Morrison's view that being bilingual not only improves language skills but also provides cognitive, cultural, and economic benefits.<sup>3</sup> Several previous studies have examined bilingual in Arabic language learning. Windasari found in her research that bilingual education has been implemented in Islamic boarding schools to understand books on fiqh, aqidah, and tasawuf, where students are required to understand the material directly in Arabic.<sup>4</sup> Sholehah's research shows that the bilingual approach (*al-Suna 'iyyah al-Lughawiyah*) can bridge the linguistic gap while systematically improving listening, speaking, reading, and writing skills contextually.<sup>5</sup> Deiri, in his research, describes how bilingual teachers use translanguaging and transdialecting to

<sup>1</sup> Razik Insani and others, 'Manfaat, Tantangan Dan Strategi Pada Anak Bilingual Di Sekolah Bilingual Indonesia', *Journal of Arabic Studies*, 5.2 (2024), pp. 127–38, doi:10.37274/ukazh.v5i2.949.

<sup>2</sup> Marcella Nadya Irafany and others, 'Analisis Teori Dan Referensi Pembelajaran Bilingual: Metode, Teknik, Strategi, Evaluasi, Dan Aspek Pembelajaran Komprehensif', *Socius: Jurnal Penelitian Ilmu-Ilmu Sosial*, 2.May (2025), pp. 387–93, doi:https://doi.org/10.5281/zenodo.15479396 Analisis.

<sup>3</sup> Muhammad Hanif Hukama, Irei Damara, and Ihsan Fauzi Rachman, 'Pembelajaran Bilingual: Pemerolehan Dan Perkembangan Bahasa Kedua Terhadap Kemampuan Kognitif Anak Bilingual', *Jurnal Riset Sosial Humaniora Dan Pendidikan*, 3.1 (2024), pp. 119–31, doi:10.56444/soshumdik.v3i1.1570.

<sup>4</sup> Ririn Windasari, 'LISANUNA, Vol. 10, No. 2 (2020)', *Lisanuna*, 10.2 (2020), pp. 359–64 <<https://scholar.archive.org/work/qwxx4ssa75fe5k2q3gbg2neqvm/access/wayback/https://jurnal.ar-raniry.ac.id/index.php/lisanuna/article/download/8835/5036>>.

<sup>5</sup> Nurhilaliah Fitri Sholehah and others, 'Efektivitas Pendekatan Bilingualisme ( Al- Suna ' Iyyah Al - Lughawiyah ) Dalam Pembelajaran Bahasa Arab Di Indonesia : Tinjauan Literatur Pendahuluan Pembelajaran Bahasa Arab Sebagai Bahasa Asing Di Indonesia Masih Menghadapi', *Jurnal Pendidikan Bahasa Dan Sastra*, 5.3 (2025), pp. 1601–11 <<https://dmi-journals.org/deiktis/index>>.

increase student participation and understanding.<sup>6</sup> However, there is a crucial research gap: most of these studies were conducted in stable language ecosystems (such as Islamic boarding schools in Indonesia or local schools). There is little literature exploring the dynamics of Arabic language teaching in a "double-foreign" context, where Indonesian student teachers must teach Arabic to Thai students, using English as the main means of communication.

The urgency of this research lies in the need for an adaptive learning model for teachers working in international environments with complex language constraints. This research offers novelty by exploring pedagogical practices in the context of double-foreign-language education in the international arena. Unlike previous studies that generally focus on stable language environments, this study highlights the dynamics of Indonesian student teachers who teach Arabic to Thai students, with English as the primary means of communication. This novelty is further strengthened by an integrative analysis of adaptive strategies that combine interactive digital media and various collaborative methods to overcome cross-cultural linguistic barriers in international teaching practice programs. Unlike previous studies that tended to focus solely on linguistic aspects, this study argues that language differences between student teachers and students are managed through adaptive, technology-centered, and contextually grounded pedagogical strategies in an international environment.

Based on this background, this study aims to explore the implementation of a bilingual approach through translanguaging strategies (Arabic-English), analyze the role of digital media and collaborative methods in bridging communication barriers, and identify supporting and inhibiting factors during the learning process in Thailand. This analysis is expected to provide a framework for international practicum students to overcome cross-cultural communication barriers through technology integration and collaboration.

## **Methods**

This study uses a descriptive qualitative approach with a case study method. This design was chosen to explore, in depth and context, the implementation of a bilingual approach to Arabic language learning in an international school environment in Thailand.

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<sup>6</sup> Youmna Deiri, 'What to Teach: Bilingual Arabic Teachers' Beliefs and Stances about Pedagogical Translanguaging and Transdialecting', *Critical Multilingualism Studies*, 11.1 (2024), pp. 94–130.

Through case studies, researchers can describe in detail the dynamics of classroom interactions and the pedagogical strategies student teachers use to address the challenges of cross-language communication.

The research was conducted at Suksa Muslim School, Thailand. The research subjects consisted of three Indonesian student teachers from the International Field Experience Program (PPL) as the main informants, as well as Mathayom (junior high/high school) students. Participants were selected through purposive sampling to ensure data from informants who were actively involved in the bilingual learning process during the program. Thus, the selected informants were considered to have rich, relevant information to address the research focus.

Data were collected through three main techniques: interviews, observation, and documentation. In-depth interviews were conducted to explore students' perspectives on their learning experiences while attending bilingual classes. Participatory observation was used to directly observe classroom interactions, teaching methods, and student engagement levels during the learning process. Meanwhile, the documentation technique was used to examine lesson plans (RPPs) and teaching materials, as well as daily notes or photos of activities, as supporting data to describe the atmosphere and progress of learning narratively.<sup>7</sup>

Data analysis was conducted inductively following the Miles and Huberman model, which consists of three stages: 1) Data reduction, which involves filtering and grouping field data relevant to the bilingual strategy focus; 2) Data presentation, which involves compiling findings into systematic narrative and thematic descriptions; and 3) Drawing conclusions, which is done through a process of continuous reflection and verification of field notes.<sup>8</sup> To ensure data validity, this study used triangulation techniques (methods) by cross-checking interview results, field observation facts, and supporting documents to ensure objective and credible findings.

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<sup>7</sup> Gagah Daruhadi and Pia Sopiati, 'Pengumpulan Data Penelitian', *Jurnal Cendikia Ilmiah*, 3.5 (2024), pp. 5423–43.

<sup>8</sup> Qomaruddin and Halimah Sa'diyah, 'Kajian Teoritis Tentang Teknik Analisis Data Dalam Penelitian Kualitatif: Perspektif Spradley, Miles Dan Huberman', *Journal of Management, Accounting, and Administration*, 1.2 (2024), pp. 77–84, doi:10.52620/jomaa.v1i2.93.

## Results and Discussion

### Implementation of the Bilingual Approach in Arabic Language Learning

The implementation of the bilingual approach at Muslim Suksa School in Thailand is an adaptive strategy used by student teachers to bridge the cross-cultural communication gap. In practice, English is used as the instructional language to teach Arabic as the target language, to overcome the linguistic gap between student teachers from Indonesia and students in Thailand by using a common international language. The field's phenomenon shows that this approach is a structured form of foreign language learning, in which students actively integrate a new language system into their existing knowledge framework.

The implementation of this learning is guided by a lesson plan structured by Arabic teachers at Muslim Suksa School. Student teachers follow the established curriculum, which includes learning objectives and basic thematic material such as vocabulary related to the home (البيت), kitchen (المطبخ), etc.

เลขที่	หัวข้อ	วัตถุประสงค์
1	บทที่ 1 (1)	นักเรียนสามารถบอกชื่อของสิ่งของในบ้านได้
2	บทที่ 2 (2)	นักเรียนสามารถบอกชื่อของสิ่งของในครัวได้
3	บทที่ 3 (3)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนได้
4	บทที่ 4 (4)	นักเรียนสามารถบอกชื่อของสิ่งของในโรงเรียนได้
5	บทที่ 5 (5)	นักเรียนสามารถบอกชื่อของสิ่งของในห้างสรรพสินค้าได้
6	บทที่ 6 (6)	นักเรียนสามารถบอกชื่อของสิ่งของในโรงพยาบาลได้
7	บทที่ 7 (7)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
8	บทที่ 8 (8)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
9	บทที่ 9 (9)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
10	บทที่ 10 (10)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้
11	บทที่ 11 (11)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
12	บทที่ 12 (12)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
13	บทที่ 13 (13)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
14	บทที่ 14 (14)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้
15	บทที่ 15 (15)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
16	บทที่ 16 (16)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
17	บทที่ 17 (17)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
18	บทที่ 18 (18)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้
19	บทที่ 19 (19)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
20	บทที่ 20 (20)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
21	บทที่ 21 (21)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
22	บทที่ 22 (22)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้
23	บทที่ 23 (23)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
24	บทที่ 24 (24)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
25	บทที่ 25 (25)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
26	บทที่ 26 (26)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้
27	บทที่ 27 (27)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
28	บทที่ 28 (28)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
29	บทที่ 29 (29)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
30	บทที่ 30 (30)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้
31	บทที่ 31 (31)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
32	บทที่ 32 (32)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
33	บทที่ 33 (33)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
34	บทที่ 34 (34)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้
35	บทที่ 35 (35)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
36	บทที่ 36 (36)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
37	บทที่ 37 (37)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
38	บทที่ 38 (38)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้
39	บทที่ 39 (39)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
40	บทที่ 40 (40)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
41	บทที่ 41 (41)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
42	บทที่ 42 (42)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้
43	บทที่ 43 (43)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
44	บทที่ 44 (44)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
45	บทที่ 45 (45)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
46	บทที่ 46 (46)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้
47	บทที่ 47 (47)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสาธารณะได้
48	บทที่ 48 (48)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสัตว์ได้
49	บทที่ 49 (49)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนน้ำได้
50	บทที่ 50 (50)	นักเรียนสามารถบอกชื่อของสิ่งของในสวนสนุกได้

Figure 1: Lesson Plan

According to the lesson plan shown in the image above, the learning administration uses Thai, which poses a challenge for Indonesian practicum students. In this case, the lesson plan serves as a formal navigation map that ensures the school's linguistic targets are met. Although practicum students implement the existing curriculum, the process requires preparing adaptive delivery strategies to accommodate the language transition in the classroom.

This adaptive preparation manifests itself in interaction patterns that clearly divide language functions, thereby optimizing students' cognitive processes. English is used strategically as part of a translanguaging strategy to explain technical instructions, game rules, and abstract grammatical concepts. Analytically, the use of a familiar

language of instruction functions as scaffolding, a process in which teachers assist learners in mastering skills slightly beyond their current level of independent development.<sup>9</sup> In this context, linguistic assistance helps students build an understanding of new Arabic material without losing focus due to constraints in their native language (Thai).

This strategy was implemented using material sourced from the book *Al-Arabiyyah Baina Yadaik*. This source was chosen for its structure, which integrates the four language skills (listening, speaking, reading, and writing) in a theme-based presentation highly relevant to the cognitive development of middle school students.<sup>10</sup> In practice, student teachers-maintained Arabic as the main focus in productive activities such as vocabulary and pronunciation drills (drill), conversation practice (hiwar), and the reading of material texts. However, to ensure that the material was well understood, the student teachers enriched their explanations through English bridges.

This pattern is seen in the material introduction stage, where vocabulary is introduced in Arabic, followed by an explanation of its English equivalent, supported by visual context. This process allows students to understand the essence of the material more intuitively than through conventional translation methods, which are often rigid.

For example, when introducing the word ثَلَّاجَةٌ, the practitioner not only mentions the word in Arabic, but immediately connects it with the equivalent word "refrigerator" or "fridge" in English, while showing the relevant visual context. Analysis of this process shows that using English activates students' existing cognitive schemas, enabling them to internalize vocabulary meanings more quickly without the need for a complicated double-translation process.

This condition aligns with students' positive perceptions of their learning experiences. One student revealed that English was not merely a tool for understanding, but also an added value that enabled students to master two foreign languages simultaneously. This confirms that the practitioner's translanguaging strategy has succeeded in turning communication challenges into opportunities for broader language enrichment for students at Muslim Suksa School.

<sup>9</sup> Yunisca Nurmalisa, 'Strategi Scaffolding Pada Model Problem Based Learning Secara Blended Untuk Membelajarkan Pendidikan Kewarganegaraan Pada Mahasiswa Universitas Lampung' (Universitas Lampung, 2024).

<sup>10</sup> Tsania Sausan Hasna and Muhajir, 'Compatibility of Al- 'Arabiyyah Baina Yadaik Textbook Volume I with 'سفن ملح عم لولاً عزلجا كيدي ينب تبيرعلا باتك قفاوت ندم ينقهارمل فيرعلما كاردلإا', *Indonesian Journal Of Arabic Studies*, 6.2 (2024), pp. 32–45, doi:https://doi.org/ 10.24235/ijas.v6i2.16471 The.

## **Integration of Learning Methods and Media in the Application of a Bilingual Approach to Arabic Language Learning**

In the learning process, media acts as a supporting tool to achieve the desired goals. The use of learning media is one of the efforts teachers make to stimulate enthusiasm and motivate students, especially when students are lazy, bored, or lose interest during the learning process.<sup>11</sup> In line with this, the application of a bilingual approach to Arabic language learning at Muslim Suksa School requires synergy between appropriate methods and varied media. In a multicultural environment, integrating digital technologies such as Moodle, Google Classroom, and interactive applications like Duolingo and Babbel is key to improving learning effectiveness.<sup>12</sup>

Student teachers use digital platforms such as Wordwall, Quizizz, and Google Forms as visual aids to reinforce bilingual instruction. The use of Wordwall, for example, has become the most dominant application due to the flexibility of its templates in presenting interactive exercises.<sup>13</sup> The use of this medium aligns with previous studies showing that Wordwall can significantly improve vocabulary mastery, with the majority of students responding positively due to increased motivation and greater ease in understanding the material.<sup>14</sup>

The use of these various media aligns with the integration designed into the school's lesson plans, where the selection of digital media is positioned as an instructional strategy to minimize the dominance of verbal explanations. This is done to prevent communication bottlenecks that often arise in multilingual learning environments. Documentation of the use of these media in classroom activities can be seen in the following image:

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<sup>11</sup> Asni Furoidah, 'Media Pembelajaran Dan Peran Pentingnya Dalam Pengajaran Dan Pembelajaran Bahasa Arab', *Al-Fusha: Arabic Language Education Journal*, 2.2 (2020), pp. 63–77, doi:10.36835/alfusha.v2i2.358.

<sup>12</sup> Utik Kuntariati, Putu Dian Yuliani Paramitha, and Ni Made Rinayanthi, 'Strategi Pengajaran Bahasa Asing Dalam Konteks Multikultural: Pendekatan Inovatif Dan Teaching Foreign Languages In A Multicultural Context: Innovative Approaches And Challenges', *Stilistika*, 12 (2024), pp. 217–30, doi:10.59672/stilistika.v12i2.3608.

<sup>13</sup> Indah Rahmayanti and Munirul Abidin, 'Efektivitas Penggunaan Wordwall Sebagai Media Evaluasi Pembelajaran Bahasa Arab Di MAN Kota Batu', *Sustainable Jurnal Kajian Mutu Pendidikan*, 6.2 (2023), pp. 349–58, doi:10.32923/kjmp.v6i2.3413.

<sup>14</sup> Karlina Fitriani, Hasan Syaiful Rizal, and Mochammad Hasyim, 'Efektivitas Media Pembelajaran Wordwall Berbasis Numbered Head Together (NHT) Untuk Meningkatkan Penguasaan Mufradat Siswi / The Effectiveness of Wordwall Learning Media Based on Numbered Head Together (NHT) to Improve Mufradat Mastery of Students', *Loghat Arabi: Jurnal Bahasa Arab & Pendidikan Bahasa Arab*, 6.2 (2025), doi:https://doi.org/10.36915/la.v6i2.456.



Figure 2: The Process of Learning Arabic with a Media-Based Bilingualism Approach wordwall

The figure shows how student teachers use the quiz feature to create a more intuitive path to understanding for students. The dominance of Wordwall usage allows students to directly connect Arabic vocabulary concepts with their English equivalents without mentally translating them into Thai. This aligns with the principle of cognitive processing, which holds that receiving information visually and verbally simultaneously enhances memory retention through dual memory pathways.

Quizizz further reinforces the contribution of digital media for daily evaluations and Google Forms for formal assessments. Quizizz uses gamification to help students stay engaged during exercises. With its attractive appearance and engaging features, this application offers challenges and excitement that can motivate students positively.<sup>15</sup> This can transform the rigid burden of evaluation into an enjoyable activity, so that students' positive motivation is maintained even as they process two foreign languages simultaneously. Meanwhile, Google Forms also provides an efficient way to manage classes with large enrollments.

In addition to interactive media, learning methods are also important and influential in this bilingual approach. As part of instructional design, the chosen method must foster a participatory learning environment through strategies, specific techniques, and tactics. In this case, Teams Games Tournament (TGT) is applied as a cooperative learning model that integrates game elements to improve material comprehension through active student participation in academic tournaments.<sup>16</sup>

<sup>15</sup> Dhian Nuri Rahmawati and others, 'Pemanfaatan Aplikasi Quizizz Sebagai Media Penilaian Pembelajaran Ilmu Pengetahuan Alam', *Dawuh Guru: Jurnal Pendidikan MI/SD*, 2.1 (2022), pp. 55–66, doi:10.35878/guru.v2i1.335.

<sup>16</sup> Jamal Mirdad, 'Model-Model Pembelajaran (Empat Rumpun Model Pembelajaran)', (*Indonesia Jurnal Sakinah*) *Jurnal Pendidikan Dan Sosial Islam*, 2.1 (2020), pp. 14–23.

The application of game elements in TGT aligns with previous research showing that search-and-exploration-based instructional methods, such as treasure hunts, can significantly reduce student boredom caused by ineffective conventional teaching methods. Through fun, interactive activities, students are encouraged to engage more actively and collaborate in a positive learning environment, which ultimately improves their language skills.<sup>17</sup> In the context of PPL in Thailand, TGT plays a similar role by transforming a rigid classroom atmosphere into a dynamic competition, thereby maintaining student motivation despite language barriers.

In addition to maintaining this motivation, implementing the TGT method creates a practical urgency for students to use the target language within their groups actively. This is where the phenomenon of natural translanguaging occurs, a linguistic practice that dynamically and integrally utilizes multiple languages in a single communication or learning process.<sup>18</sup> In practice, students with better English skills can help their peers understand Arabic vocabulary, and vice versa. This peer interaction serves as a tactical solution to practitioners' limitations in mastering Thai.

In addition to the Teams Game Tournament (TGT) method, Arabic language learning with a bilingualism approach is also supported by the group discussion method. The use of group discussions aims to increase students' active participation through collaborative exploration of opinions.<sup>19</sup> In its implementation, group discussions are integrated into textbook exercises. After presenting the material, students are directed to form groups to analyze and answer the instructions.

This collaborative setting is very important for increasing students' willingness to communicate (WTC) in the second language. This aligns with findings showing that a high level of WTC is positively associated with better communicative competence, with a supportive environment and peer interaction playing an important role in reducing speaking anxiety among Arabic learners.<sup>20</sup>

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<sup>17</sup> Dedih Wahyudin, Ade Arip Ardiansyah, and M. Fatwa Khoeruman, 'The Role Of The Treasure Hunt Approach In Advancing Students' Reading Skills In Arabic', 2024, pp. 95–110.

<sup>18</sup> Andi Sakinah Ayu Lestari and others, 'Translanguaging Sebagai Strategi Inovatif Dalam Pembelajaran Bahasa Inggris: Teori, Implementasi, Dan Tantangan', *Journal of Indonesian Scholars for Social Research*, 5.1 (2025), pp. 1–13 <<https://creativecommons.org/licenses/by/4.0/>>.

<sup>19</sup> Halimatus Sa'diyah, Robitotul Islamiah, and Laksmi Evasufi Widi Fajari, 'Meningkatkan Keterampilan Berpikir Kritis Siswa Melalui Metode Scramble', *Journal of Professional Elementary Education (JP EE)*, 1.2 (2022), pp. 148–57, doi:10.51311/el-madib.v2i2.586.

<sup>20</sup> Novy Maryani, Ade Arip Ardiansyah, and Ahmad Mohammed Hasan, 'Arabic Language Learners as an Example of Their Willingness to Communicate in a Second Language ( L2-WTC ) Accomplishment',

This strategy is a practical approach to addressing the heterogeneity of students' Arabic and English language abilities in the classroom. Through discussion, a space is created for students to share tasks and help each other understand. This peer interaction strengthens material retention while mitigating language barriers, making the transition between languages in bilingual learning more accessible to all students. The visualization of student enthusiasm and collaboration in these discussions is shown in the following image.



Figure 3: The Process of Learning Arabic with a Bilingual Approach through the Group Discussion Method

The activity in the image reflects a space for negotiating meaning, where students collaboratively explore opinions and strengthen their understanding of the material through peer support. Through task-sharing within groups, students with different language abilities can complement one another to understand complex material in the textbook better. Analysis of this activity shows that group discussions are not merely a strategy for solving problems, but a means of independently overcoming language barriers through an interactive learning community within the classroom.

### **Supporting and Hindering Factors in the Implementation of the Bilingual Approach**

#### **A. Supporting Factors**

The successful implementation of the bilingual approach at Muslim Suksa School was driven by several factors, as follows:

1. **School Policy Adaptive to Technology:** The school implemented an accommodative policy that allows students to use digital devices (gadgets) in class, subject to applicable licensing procedures. This has become a major asset

for practitioners, enabling them to apply interactive media such as Quizizz and Wordwall to implement the bilingual approach. The use of interactive multimedia that combines text, audio, and visual elements has been shown to increase student engagement and accommodate diverse learning styles in mastering Arabic language skills.<sup>21</sup>

2. **Robust Classroom Infrastructure:** The availability of TVs or in-focus screens in almost every classroom facilitates collective visualization of material. These facilities improve efficiency in material distribution and evaluation processes.
3. **Students' English Language Skills as a Cognitive Bridge:** Based on interview results, most students feel greatly assisted by English in understanding complex Arabic grammar and vocabulary. This phenomenon shows that a bilingual approach can be an effective instrument in bridging students' linguistic gaps during the learning process.<sup>22</sup> The ability to use the medium of instruction provides an initial framework for understanding that facilitates students' cognitive transition in mastering the target language.
4. **Intrinsic Motivation:** Students' strong enthusiasm to interact with international teachers creates a positive challenge for them to activate their linguistic abilities beyond their native language. This inclusive learning climate is further enhanced by the implementation of a cooperative learning model that emphasizes student interaction. This aligns with previous research showing that a cooperative learning model has a positive impact on Arabic language skills, with activities that encourage active student participation significantly improving learning effectiveness.<sup>23</sup> In this collaborative learning environment, students at Muslim Suksa School become more confident in helping each other understand the material, even though they have to process two foreign languages at once.

## B. Inhibiting Factors

In addition to supporting factors, several challenges arose during the learning process:

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<sup>21</sup> Ating Kusnadi, J Sutarjo, and Husain Ibnu Abdilah, 'Multimedia Interaktif Dalam Pembelajaran Bahasa Arab : Perspektif', *Qolamuna*, 2.1 (2025), pp. 49–60 <<http://jurnal.qolamuna.id/index.php/JQ>>.

<sup>22</sup> Sholehah and others.

<sup>23</sup> Hasyim Asy'ari, Hamzah, and Muftihatur Rahmah, 'Efektivitas Pembelajaran Kooperatif Model Take and Give Dalam Meningkatkan Keterampilan Menyimak Peserta Didik MTs Nurul Hidayah Al-Falah / The Effectiveness of the Take and Give Cooperative Learning Model in Improving the Listening Skills of

### 1. Mother Tongue Barrier (Thai Barrier)

The trainees' limited command of Thai was a major obstacle to providing in-depth technical instructions or explaining highly abstract philosophical concepts. This sometimes-caused concern among students if the material was not explained in the local language. This phenomenon is in line with research findings on foreign language anxiety, which states that the absence of familiar language use in the community or family environment can trigger foreign language anxiety in students.<sup>24</sup> In this context, the lack of explanations in Thai creates a communication gap that may reduce students' confidence in responding to the Arabic material being studied.

### 2. Dependence on English (Bridge Language)

This situation requires practitioners to be more creative in providing additional visual aids. This aligns with field findings that obstacles arise when practitioners use overly complex English terminology, which can obscure the main material for students whose English skills are still limited.

### 3. Differences in Students' Linguistic Abilities

With a large number of students (30–40 per class), there are significant differences in English proficiency. Some students are fluent, but others still rely entirely on the local language. This condition poses a major challenge for classroom management, as the high student-teacher ratio reduces the intensity of personal interaction between teachers and students and limits individual monitoring of each child's language progress.<sup>25</sup>

### 4. Limited Time Allocation and Lack of Language Ecosystem (*Bi'ah Lughowiyah*)

In addition to technical and linguistic barriers, there are structural obstacles arising from the limited duration and frequency of classroom meetings. Each learning session lasts 45 minutes, with one meeting per week for general classes and two for language specialization classes. This very limited time allocation makes it difficult for practitioners to balance between delivering material (theory), productive practice (drills), and in-depth evaluation. This challenge is further

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Students At', *Loghat Arabi: Jurnal Bahasa Arab & Pendidikan Bahasa Arab*, 6.2 (2025), doi:<https://doi.org/10.36915/la.v6i2.345>.

<sup>24</sup> I Putu Yoga Purandina, 'Kecemasan Berbahasa Asing Anak Sekolah Dasar Dalam Pembelajaran Bahasa Inggris', *Jurnal Pendidikan Dasar*, 3.1 (2022), pp. 27–36.

<sup>25</sup> Audytrie Senni Oktaviany and others, 'Tantangan Dan Solusi: Mengelola Kelas Besar Di Sekolah Dasar', *Jurnal Ilmiah PGSD FKIP Universitas Mandiri*, 11. September (2025).

complicated by the lack of a language ecosystem (*bi'ah lughowiyah*) outside of class hours. Arabic is used only in the classroom during instruction, so students lose the momentum to practice the vocabulary they have learned in everyday life.

## **Conclusion**

The implementation of a bilingual approach through translanguaging strategies (Arabic-English) at Muslim Suksa School in Thailand is an example of adaptive pedagogical practice in a double-foreign-language ecosystem. The use of English as an instructional bridge serves as cognitive scaffolding, minimizing linguistic barriers between student teachers and students. The success of this strategy is not only based on linguistic aspects, but also largely determined by pedagogical competence in simplifying material and multicultural competence in creating an inclusive learning environment that is sensitive to the local context.

The effectiveness of this learning method is further enhanced by integrating interactive multimedia and collaborative methods that transform cognitive load into participatory activities. In this qualitative context, achieving daily instructional targets and increasing student enthusiasm are key indicators of the success of the learning process. The synergy between technology and cooperative methods has proven to be a tactical solution for optimizing supporting factors while minimizing structural obstacles, such as limited time allocation and the absence of a language ecosystem (*bi'ah lughowiyah*) in the school environment.

This study has described the dynamics of bilingual learning in a case study context. To expand the scope of these findings, further research can be conducted with a broader population using an experimental approach with statistical controls to enrich the literature on the measurable impact of this approach. In addition, it is recommended that research be conducted to explore the development of a multicultural awareness-based Arabic language curriculum that integrates the local language (Thai) more proportionally to reduce students' language anxiety more comprehensively.

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