

Application of Fuzzy Delphi Techniques to Identify Content Elements and Implementation Methods for Teaching Arabic Speaking Skills Based on Quranic Verses

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DOI: <https://dx.doi.org/10.47772/IJRISS.2025.90400443>

Received: 16 April 2025; Accepted: 20 April 2025; Published: 21 May 2025

ABSTRACT

The Arabic language has uniqueness in its nuances, grammatical structure, syntax, and style that are clearer in the Qur'an. The use of verses from the Quran is often used in learning Arabic grammar. However, there is less research that focuses on the use of Quranic verses for teaching Arabic speaking skills. This study aims to apply the Fuzzy Delphi technique to identify the content elements and implementation methods for teaching Arabic speaking skills using Qur'anic verses, ultimately proposing a content model named QUL. The questionnaire was built based on the Design and Development study (DDR) by referring to Gagne's learning theory which consists of nine learning elements and the Arabic Primary School Curriculum Standard Document (KSSR) which contains four elements that must be present in a curriculum. This questionnaire consists of 28 items that have been distributed to ten experts in the field of teaching and learning Arabic at several selected higher education institutions. The collected data is analyzed according to the data analysis process based on the Fuzzy Delphi method through Fuzzy Triangle Numbering and Fuzzy Evaluation (Fuzzy A Score). The findings of the study reveal that the key components of the QUL model for teaching Arabic speaking skills include the integration of vocabulary and grammar, the use of Qur'anic verses, value-based modules, student-centered learning, the incorporation of digital tools, and effective assessment of speaking skills. This model represents an innovative instructional approach aimed at enhancing Arabic speaking abilities through thematically organized, concise Qur'anic verses. Future research will focus on developing the QUL module content specifically for teaching Arabic speaking skills, with a particular emphasis on its application in Malaysia.

Keywords: Arabic, Al-Quran, Speaking Skills, Fuzzy Delphi

INTRODUCTION

The Arabic language curriculum should be flexible and comprehensive to produce students who are adaptive to the needs of the future in line with the challenges of the 21st century as well as mainstream changes. Malaysia has taken steps to introduce the Arabic language in all levels of education at the national level. The Malaysian Ministry of Education (KPM) in the fourth edition of the National Education Policy (2017) has detailed the National Curriculum that needs to be followed for effective knowledge delivery. This National Curriculum includes the curriculum at every level and level of schooling. Among the National Curriculum programs introduced to empower Islamic Education in the National Education Transformation agenda are the Early Integrated Curriculum (KBD) and Tahfiz Integrated Curriculum (KBT) as well as Early Sixth Form Curriculum (STAM).

KPM (2017) also empowers the learning of Arabic through a series of curriculum programs offered in schools, among which are the j-QAF program, Tahfiz Model Ulul Albab (TMUA) and Class Aliran Agama (KAA). The j-QAF program is an effort to empower Islamic Education (PI) through special emphasis on the teaching of Jawi, the Quran, Arabic and fardu ain which is implemented at the primary school level. Tahfiz Model Ulul Albab (TMUA) aims to produce professionals, technocrats and hafiz entrepreneurs who practice Islamic teachings, and have various knowledge skills in line with the National Education Philosophy. The

implementation strategy of TMUA ensures that students who follow TMUA take the SPM subject package that has been set, one of which is Arabic. Religious Stream Class (KAA) is a religious stream class that operates in the National Secondary School, KPM using the National Religious Secondary School (SMKA) package. The implementation strategy of KAA includes ensuring that KAA students who follow a religious school need to take a complete and perfect religious school package, namely Arabic, Al-Quran and al-Sunnah Education, and Islamic Syariah Education.

In achieving the KPM's vision and mission, the Islamic Education Division (BPI) is responsible for setting objectives to empower Islamic education and the Arabic language in various aspects such as improving the efficiency of managing affairs related to Islamic education and the Arabic language, as well as planning strategic collaboration with the KPM Division and external agencies in provide advisory services related to Islamic education and the Arabic language. The Primary School Standard Curriculum (KSSR) which was implemented in stages from 2011 was also revised to meet the new policy under the Malaysian Education Development Plan (PPPM) 2013-2025 so that the quality of the curriculum implemented in primary schools is comparable to international standards. The standard-based curriculum which is an international practice has been embodied in KSSR through the drafting of the Standard Curriculum and Assessment Document (DSKP) for all subjects containing Content Standards, Learning Standards and Performance Standards.

KSSR Arabic aims to produce students who master the basics of Arabic language skills and can communicate using simple sentences as well as show positive behavior in the personal development of individuals mithali for the development of religion, nation and country. KSSR Arabic was enacted with the aim of promoting the learning of additional languages other than English as intended in the Malaysian Education Development Plan (PPPM) (2013-2025). This curriculum focuses on mastering the basic skills of the Arabic language, namely listening, speaking, reading and writing skills. These skills are specified specifically in the Content Standard (SK) and Learning Standard (SP) which have been determined in the Curriculum and Assessment Standard Document (DSKP). The success of students in mastering these four language skills can increase their readiness to interact with simple sentences about themselves and their environment in accordance with *the Common European Framework of Reference for Languages* (CEFR).

The importance of the Arabic language includes the importance of studying science, research, social, economic, political, tourism and international relations. It also considers the need of the new generation to master more than one language. Learning a foreign language involves the mastery of four language skills, namely listening, reading, writing and speaking. Abdul Bari (2011) stated that the goal of learning a foreign language is for realistic and successful communication. Louma (2004) states that a student's ability to speak a foreign language is evidence of his ability to use the foreign language. The importance of learning Arabic is also reinforced by the decline of kalamullah, which is al-Quran al-Karim and al-Hadith al-Nabawi in Arabic. The use of examples from the verses of the Quran in the teaching of Arabic language is no stranger, especially in the teaching of Arabic grammar and rhetoric. Arabic language teaching approach through Al-Quran-based modules are reported to outperform other approaches that have been proposed in previous studies.

LITERATURE REVIEW

Al-Quran Approach in Arabic Language Learning

The Qur'an has a great influence and an important role in the unification and uniformity of the Arabic language which has various dialects. Previous studies show that the Al-Quran approach is an alternative in teaching Arabic grammar. The nahu al-Quran approach means the approach of using the al-Quran as the main medium in teaching and learning. This approach began to gain attention when al-Ansari produced a book entitled *Nazariyyah al-Nahwi al-Qur'ani Nash'atuha wa Tatawwuruha* which emphasized the need to make the Qur'an the basis of Arabic grammar. The study of Suhaila Zailani et al. (2012) also found that teaching grammar using the Al-Quran approach was well received among the study respondents. There is a suggestion that the reading approach in prayer be used as a basis in the construction of the Arabic language learning module. Zamri Rajab et. al (2016) in the study also found findings that support the grammar approach of the Quran. He emphasized that taking verses or verses from the Qur'an is a selective approach in learning Arabic because the Qur'an is friendly in their daily lives. Mohd Zulkifli (2015) stated that the Quran is the best source for improving the

mastery of the Arabic language. This is because students can memorize the verses and can use them again when practicing Arabic.

Al-Fatani has used Shahid al-Quran (SQ) in explaining Nahu knowledge in his book *Tashil Nayl al-Amani* (Zamri et al., 2015). Through the SQ method, students learn Arabic grammar based on selected verses from the Quran and understand language methods better. This study sees that the Arabic teaching and learning in Malaysia is one of the opportunities for students to learn and understand the Quran through its source language. Students will understand the connection between the Arabic language and verses of the Quran and remember them more easily. This Arabic speaking model and module based on verses of the Qur'an not only helps students learn the Qur'an through a new method but also helps them practice the Arabic language in communication.

Learning Arabic is the beginning of learning Islam itself. Arabic language has been used in all affairs related to Muslim worship involving social, political, economic and educational aspects. Many Arabic terms have been absorbed into the local language after the arrival of Islam and the process of globalization and Islamization took place. Al-Quran learning methods such as *Iqra' al-Taisir*, the *al-Baghdadi* technique, are very famous among the community in Malaysia. However, this method only emphasizes the aspect of identifying and pronouncing hijaiyah letters in the Arabic language along with tajwid reading. This method also does not focus on aspects of the Arabic language from the point of view of grammar and vocabulary.

Speaking Skills in Arabic Language Learning

Speaking is the most important part of language practice and its use in human life after listening skills. It is a productive skill that is temporary, unplanned, context dependent, verbal or auditory, and dynamic (Hughes, 2017). Modern language education emphasizes the development of communicative competence, where students are encouraged to engage in meaningful and real communication (Safitri & Dewanti, 2020). The aim is to equip students with practical language skills that are effective and can be used in everyday communication. The ability of students to master speaking skills well and effectively usually shows a high level of mastery of a language. The main components of speaking skills that represent indicators of students' speaking ability can be summarized as phonemic aspects (pronunciation and fluency), linguistic aspects (vocabulary, morphology, and grammar rules), intellectual aspects (thinking) and pragmatic and tactile aspects (comprehension and performance). (Siti Salwa, 2017).

Arabic speaking skills teaching strategies should emphasize student-centered learning strategies. This strategy will increase the optimal involvement of students in oral language activities. According to Azhar et al. (2022) speaking skills in Arabic require a communicative learning process and require extensive training. Teachers need to know the concept of teaching speaking skills so that the strategies implemented can achieve the learning goals. Teachers also need to focus on student-centered learning, that is, students are given the opportunity to speak and interact actively in Arabic. Teachers act as facilitators and mentors who guide and support students.

However, speaking skills are the most difficult skills for most foreign language students to master compared to other language skills. Previous studies have found that the level of mastery of students who learn Arabic as a whole, whether writing or reading or speaking, is still at a moderate or weak level (Siti Salwa et al., 2021; Mohd Saiful et al., 2017). According to Asma & Nursilah (2020) the main problem faced by students is speech problems because Arabic is not a language that is often used in daily speech. Arabic is also a language that is less mastered among students, especially students at Institutions of Public Higher Education. Several weaknesses were also identified, among which students were unable to relate the vocabulary learned at school to the verses of the Qur'an that were read every day, there was no connection between the understanding of a topic taught with the Qur'an and students did not know the variety of meanings of the vocabulary found in the Quran (Nur Hikmah & Zamri, 2021). The use of verses from the Quran is often used in learning Arabic grammar. However, there are almost no studies that focus on the use of Quranic verses to hone students' Arabic speaking skills. However, the Qur'an is a source of knowledge and practice of the Arabic language itself. Therefore, this study aims to develop all models of Arabic speaking skills based on the verses of the Qur'an called QUL.

Gagne's Learning Theory

The construction of a QUL model for Arabic speaking skills based on Quranic verses is adapted from Gagne's learning theory. Gagne & Wager (1992) have proposed nine steps of teaching and delivery in the classroom, which are to get students' attention, explain to students the learning objectives, stimulate students' memory of previous information and relate it to new information, deliver course content, provide learning guidance, ask students to apply knowledge, provide feedback on student activities, assess student performance and provide students with opportunities to connect concepts with real-world applications.

Gagne's theory can also be seen in the development of curriculum standards in Malaysia. Based on the Arabic Language Curriculum and Assessment Standard Document (DSKP) prepared by the Ministry of Education through the Primary School Standard Curriculum (2015) revised in 2017, there are four components that must be present, namely course standards, content standards, implementation standards and curriculum assessment standards. This component is also the basis of the development of a questionnaire to identify the necessary elements in the standard of content and the standard of implementation of Arabic speaking skills based on the verses of the Qur'an, based on the verses of the Qur'an. The conceptual framework of QUL model development theory can be seen in Figure 1.

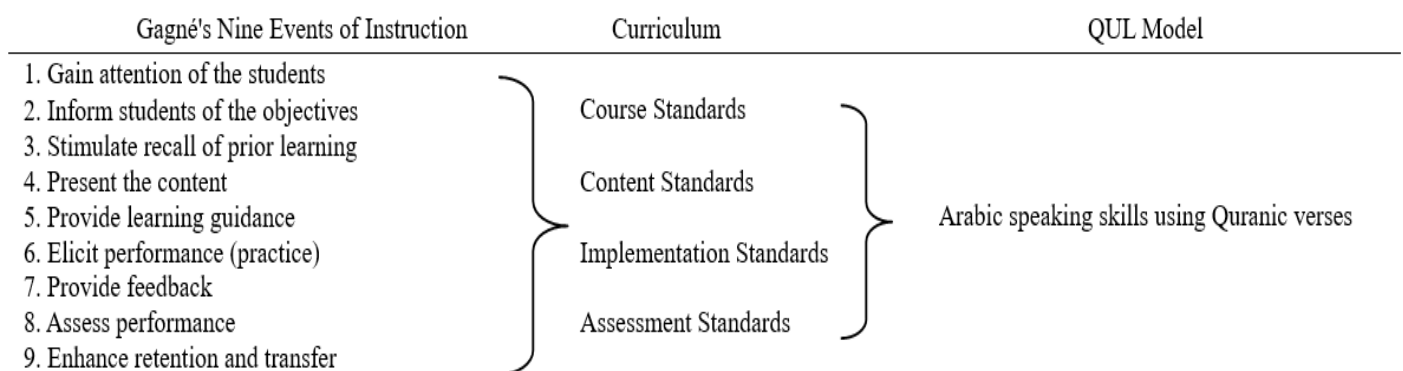


Fig. 1 Conceptual Framework of Gagne's Learning Theory (1992) and the DSKP (2015)

Fig. 1 explains the conceptual framework of Gagne's learning theory which is the basis of the QUL model that is to be built. However, there are only two main focuses of the discussion in this study, namely identifying the content construct and the implementation method for the teaching model of Arabic speaking skills using the Fuzzy Delphi technique. Each standard is represented by items proposed by the researcher after conducting a literature review and needs analysis. Details of each expert-accepted standard for the QUL model will be described in the study findings.

METHODOLOGY

Research Design

The design and development research (DDR) (Richey & Klein, 2007) was used as the design for this study because the approach is practiced developing a measurement tool, product and process in an orderly and systematic manner. Quantitative methods were used in this study to obtain data. The DDR approach helps researchers to design and develop models in addition to being able to use various instruments and data collection methods according to the phases involved.

The design and development phase involves a systematic process to clarify the background of a theory and study in the research design. The purpose of this phase is to design and produce an Arabic speaking model based on Quranic verses based on the learning theory proposed by Gagne. The construction of this questionnaire item is based on a literature review because it meets the characteristics of content validity. Research and evaluation are done in the process of building a questionnaire instrument to meet the validity of the content. In this phase, data was collected through the Fuzzy Delphi technique involving ten experts in the field of model building and Arabic PdP. The number of experts required when using this technique is ten

people or more. Jones & Twiss (1978) suggest that the optimal number of experts is between ten and 50 people. While Adler and Ziglio (1996) suggest ten to 15 experts when there is high consistency among them. Therefore, this study recruited ten experts in the field who can help the development of the model.

Validity in a study is very important to ensure that the instrument or research findings achieve good and quality results. Validity is the ability of a research instrument to measure what it is supposed to measure (Creswell, 2005; Pallant, 2001). The Fuzzy Delphi questionnaire instrument in this study uses five Fuzzy Scales. This questionnaire contains two main constructs consisting of 28 items. A total of three experts were selected for the purpose of validating the questionnaire instrument in this phase. During this validation process, any comments, suggestions and improvements from experts on unclear words, sentences and content items will be corrected. All the processes carried out in this study aim to produce a teaching model of Arabic speaking skills based on the Qur'anic verse that involves theory and authoritative references. This is so that the resulting teaching model meets the standards of academic research and can be applied in teaching and learning Arabic especially in Malaysia.

Data Analysis Procedures

The design and development of the proposed QUL model is based on a questionnaire using the Fuzzy Delphi method. Table 1 is an explanation of the data collection method, and the approach used to analyze the data.

Table 1 QUL Model and Data Collection Method and Analysis Approach

QUL Model	Method	Respondent	Approach
Design and Development	Questionnaire <i>Fuzzy Delphi</i>	Field Experts10 lecturers	Quantitative

Data collected from selected respondents will be analyzed according to the data analysis process based on the Fuzzy Delphi method through Fuzzy Triangle Numbering and Fuzzy Evaluation (Fuzzy A Score).

FINDINGS

Expert Demographic Information

The selection of experts is crucial to achieving the objectives of the study. These experts are responsible for making informed judgments that require a level of knowledge, expertise, and experience beyond that of the general population. Preliminary validation through expert consensus, using the Fuzzy Delphi technique, confirmed the relevance and clarity of the QUL model's thematic structure. The experts' demographic information is presented in Table 2.

Table 2 Expert Demographic Information

Education	
Rank	Frequency
Doctoral Degree	9
Masters	1
Work Experience	
Year	Frequency
1 – 10 years	2
11 – 20 years	5
Over 20 years	3
Expertise	
Field	Frequency
Applied Arabic	5
Arabic and Education	3
Arabic and Technology	2

Most experts have a Doctorate Degree in their field of expertise. In terms of working experience, most experts have more than ten years of teaching experience. The selected experts are experts in applied Arabic, Arabic and education and Arabic and technology.

Expert Consensus Analysis of the Content Standard Constructs of the QUL Model

This section describes the components of speaking skills that must be present in the selection of sentences for the Arabic speaking teaching model. The proposed components involve vocabulary, grammar, morphology, phonology and pragmatics of the Arabic language. Only five items were accepted by experts out of 17 items presented in the questionnaire as stated in Table 3.

Table 3 QUL Model Content Standard Construct Items

Item	Terms of Triangular Fuzzy Numbers		Terms of Defuzzification Process			
	Threshold value, d	Percentage of Expert Group Agreement	m1	m2	m3	Skor Fuzzy (A)
3	0.098	80%	0.560	0.760	0.960	0.760
6	0.153	100%	0.500	0.700	0.900	0.700
7	0.183	90%	0.480	0.680	0.880	0.680
10	0.147	100%	0.480	0.680	0.880	0.680
17	0.171	90%	0.520	0.720	0.920	0.720

Triangle Fuzzy Numbers 1) Threshold Value (d) ≤ 0.2 2) Expert Consensus Percentage $> 75\%$	Defuzzification Process 3) Fuzzy Score (A) $\geq a - \text{cutoff value} = 0.5$
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Based on the findings in Table 3 above, all items recorded a threshold value (d) ≤ 0.2 . These results show that all these items have been agreed upon by the experts. The percentage of expert group agreement shows that all items are above 75% and all defuzzification values for items are also above the α value - cutoff value = 0.5. The results of the study show that the items in the content standard design get consensus from experts. Items are prioritized as shown in Table 4 below

Table 4 Position of accepted Items based on Priority

	Item
C3	Quranic verse needs to be short and to the point.
C17	Quranic verse needs to highlight pure values in Islam.
C6	Quranic verse needs to be arranged according to a specific theme.
C7	Quranic verse must combine a grammar method and some vocabulary.
C10	Quranic verse must focus on vocabulary mastery.

The items in Table 4 consist of items for the content construct aspects that need to be emphasized according to priority by the researcher in developing the QUL model.

Expert Consensus Analysis of QUL Model Implementation Standard Constructs

This section describes the content pedagogical knowledge requirements (Objectives, Content, Implementation, Assessment), teaching and learning methods/techniques (Student-centered learning strategies: Imitation techniques, memorization techniques and the use of digital applications), as well as activity planning (Communication activities two-way: Dialogue and acting) that should be present in the QUL model. Only six items were accepted by experts out of 11 items presented in the questionnaire.

Table 5 QUL Model Implementation Standard Construct Items

Item	Terms of Triangular Fuzzy Numbers		Terms of Defuzzification Process			
	Threshold Value, d	Expert Group Agreement Percentage	m1	m2	m3	Fuzzy Score (A)
3	0.183	90%	0.500	0.700	0.900	0.700
4	0.183	90%	0.500	0.700	0.900	0.700
5	0.153	100%	0.500	0.700	0.900	0.700
7	0.147	100%	0.520	0.720	0.920	0.720
8	0.098	80%	0.560	0.760	0.960	0.760
9	0.055	90%	0.580	0.780	0.980	0.780

Triangle Fuzzy Numbers 1) Threshold Value (d) ≤ 0.2 2) Expert Consensus Percentage $> 75\%$	Defuzzification Process 3) Fuzzy Score (A) $\geq a$ – cutoff value = 0.5
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Based on the findings in Table 5 above, all items recorded a threshold value (d) ≤ 0.2 . These results show that all these items have been agreed upon by the experts. The percentage of expert group agreement shows that all items are above 75% and all defuzzification values for items are also above the α value – cutoff value = 0.5. The results of the study show that the items in the design of the implementation standard get consensus from the experts. Items are prioritized as shown in Table 6.

Table 6 Position of accepted Items based on Priority

	Item
D9	The QUL model should be suitable for two-way communication activities in the classroom.
D8	The QUL model needs to emphasize student-centered learning strategies.
D7	The QUL model should be used together with digital applications as one of the teaching methods of speaking skills.
D5	The QUL model needs to emphasize imitation techniques as one of the teaching methods of speaking skills.
D3	Teachers and students must understand the standard QUL implementation method in teaching speaking skills.
D4	Teachers must understand the standard QUL assessment method in teaching speaking skills.

The items in Table 6 consist of items for aspects of the implementation construct that need to be emphasized according to priority by the researcher in developing the QUL model.

DISCUSSION

This study utilizes the Fuzzy Delphi technique to determine the key content elements and instructional methods for teaching Arabic speaking skills through Qur'anic verses, leading to the development of a content model called QUL. Through the items accepted by the experts, 11 items have been identified for the content construct and implementation method of teaching Arabic speaking skills based on verses of the Quran. The details of the elements are as in Table 7.

Table 7 QUL content and Implementation Elements based on Fuzzy Delphi

Content	Implementation
1. The Quranic verses are short and precise.	1. Two-way communication activities.
2. The verses of the Quran contain pure values in Islam.	2. Student-centered learning strategies.
3. Al-Quran verse order according to theme.	3. Digital applications
	4. Imitation technique

4. Al-Quran verses combine grammatical methods and some vocabulary.	5. Understand the standard implementation method.
5. Quranic verses focus on vocabulary mastery.	6. Understand the standard of assessment methods.

Experts agree on the need to teach Arabic speaking skills in various contexts by using the correct words, vocabulary and grammar. This is in line with the study of Zam et al. (2021) who stated the importance of integrating the teaching of speaking skills with grammar and other supporting aspects such as vocabulary and pronunciation. Schmitt (2008) also explained that learning vocabulary is important because it is the main indicator of the mastery of a language. Khan et al. (2018) also stated that learning any foreign language is basically linked to vocabulary knowledge, even a lack of vocabulary will hinder the process of learning a second language.

Therefore, this study suggests the use of vocabulary and grammar found in the verses of the Qur'an for daily speech by choosing short and accurate examples of the verses of the Qur'an. Students will be able to have a more meaningful experience when the Quran is used as a reference when learning Arabic. Emphasis on noble values in the selection of verses from the Quran to develop speaking skills in Arabic also needs to be a priority. These noble values can be applied through vocabulary and grammar themes arranged in modules that will be proposed later. The virtues or morals mentioned in the Qur'an include almost all aspects of human life, starting from simplicity in walking, honesty in business, being kind and devoted to parents, taking care of animals and plants, and being good with neighbors, to to the relationship between husband and wife. The virtues and morals contained in the Qur'an prove that it is a book revealed for mankind, not just for Muslims (Bhutoo & Bhutoo, 2020).

Learning vocabulary and grammar requires students' competence in both theoretical and practical aspects. Knowledge of vocabulary and grammar is not enough without knowing when and where to use it. The implementation standard of the QUL Model will be designed needs to comply with the language learning strategy in language learning because it is seen to have a very close relationship with excellent language students (Rubin, 1975). Excellent language learners always practice certain language learning strategies consistently. In fact, appropriate language learning strategies are often found to have a significant relationship with language performance excellence (Green & Oxford, 1995). This is in line with the expert's recommendation that the teaching of Arabic speaking skills based on Quranic verses focuses on student-centered learning strategies.

This model suggests two-way communication activities in the classroom and imitation techniques for the implementation of speaking skills using Quranic verses in the classroom. Research will be given to the selection of Arabic vocabulary and grammar that are most used for two-way communication activities. The implementation of teaching speaking skills based on al-Quran verses is also recommended with the help of digital applications.

Digital applications include multimedia that makes it easier for teachers to deliver teaching materials to students. Students will feel involved in the learning process because multimedia technology enables interaction in the classroom (Che Suriani et al., 2020). With the features of multimedia technology such as good audio, video, text, graphics and animation, the process of teaching and learning Arabic language skills based on the Quran is more interesting and effective. The involvement of teachers in understanding standard teaching and assessment methods is also important.

The delivery of learning and teaching should also be transformative and encourage alternative assessment. Experts agree on the need to provide speaking tests that assess the accuracy of students' use of vocabulary and grammar. Based on that, there is a need to develop a teaching model for speaking Arabic that uses selected verses from the Qur'an. The content elements and implementation methods identified through this Fuzzy Delpi technique help to design a model named as QUL.

CONCLUSION

To address the evolving needs of 21st-century education, the Arabic language curriculum must be both adaptable and thorough, preparing students with the skills required to navigate future challenges. In support of

this goal, the QUL model was introduced—an innovative instructional approach designed to enhance Arabic speaking skills through thematically organized, concise Qur'anic verses. QUL comes from an Arabic word that means say. This word takes its inspiration from the Iqra' program used in Malaysia which refers to a Quran learning system specially designed to make it easier for the public to read the Quran correctly and prioritize the basic understanding of tajwid and letter pronunciation.

The model's core content and implementation strategies were refined using the Fuzzy Delphi technique, ensuring alignment with expert input and educational relevance. QUL offers a practical resource for Arabic language educators, particularly those working with non-native speakers, by providing structured and purposeful content selection. Its flexible framework not only meets current teaching demands but also lays the groundwork for integration into broader global language education initiatives.

While developed in the Malaysian context, the QUL model holds potential for broader adoption in Arabic language instruction for non-native speakers globally. QUL is to focus on the mastery of Arabic vocabulary and grammar for speaking Arabic using short and precise verses from the Qur'an and arranged based on themes. This model consisting of oral interaction can offer structured guidance for module development of Arabic speaking skills based on verses of the Quran. This developed model is to enhance instructional effectiveness of Arabic language teachers to non-native speakers and help educators out there in the selection of content for teaching Arabic speaking skills using accurate and short verses from the Qur'an. This model will evolve to stay aligned with advancements in language education.

ACKNOWLEDGEMENTS

The authors wish to thank University of Sultan Zainal Abidin, Malaysia for the opportunity conducting this research. This work was supported in part by a grant from *The Center for Research Excellence and Incubation Management* (CREIM) with the title: Development of a Teaching Model for Speaking Arabic based on Shahid al-Quran (UniSZA/2022/DPU2.0/02).

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