



Vol. 5 No. 1, April 2024

AD-DHUHA: Jurnal Pendidikan Bahasa Arab dan Budaya Islam

<https://online-journal.unja.ac.id/Ad-Dhuha>

## Strategies for Improving Arabic Speaking Skills in An-Nur Tangkit Islamic Boarding Schools

### Strategi Meningkatkan Keterampilan Berbicara Bahasa Arab di Pondok Pesantren An-Nur Tangkit

Khairul Mizan<sup>1\*</sup>, Musdalipa<sup>2</sup>, Ahmad Mubaligh<sup>3</sup>

<sup>1,3</sup> Maulana Malik Ibrahim State Islamic University, Indonesia

<sup>2</sup> Sulthan Thaha Saifuddin State Islamic University, Indonesia

[\\*220104210030@student.uin-malang.ac.id](mailto:*220104210030@student.uin-malang.ac.id)

#### المستخلص

أظهر تعليم اللغة العربية اهتماما جادا بمهارة الكلام، لأن الطلاب لا يتكلموا بالطلاقة مهما قد تعلموا منذ المدرسة الابتدائية حتى الجامعة. لذلك، هناك حاجة لاستخدام الاستراتيجيات الفعالة في تعليم اللغة. هدف هذا البحث لكشف عن استراتيجيات معهد النور تيكيت في ترقية مهارة الكلام. وهذا البحث هو البحث الوصفي النوعي بالنوع الدراسة الحالة. جُمع البيانات من قبل الملاحظة والمقابلة والتوثيق. قام الباحث تحليلها بالنموذج ميلز وهوبرمان. أظهرت نتائج البحث أن معهد النور تنكيت هو مؤسسة تعليمية ملتزمة باستخدام اللغة العربية والإنجليزية كلغة التواصل اليومي. أما استراتيجيات المستخدمة هي: (١) إعطاء المفردات الجديدة لكل يوم الإثنين والأربعاء والخميس والسبت والأحد بعد صلاة الصبح؛ (٢) ممارسة المحادثة لكل يوم الثلاثاء والجمعة لمدة ٣٠ دقيقة باستخدام المفردات المقدمة السابقة؛ (٣) استخدام الطريقة المباشرة في الدروس الموجهة نحو اللغة؛ (٤) ممارسة المحاضرة لكل يوم الثلاثاء والخميس؛ (٥) خلق البيئة اللغوية، أي استخدام اللغتين العربية والإنجليزية وحظر استخدام اللغة الإندونيسية؛ (٦) عقد مسابقة بين الطلاب والطالبات لخلق روح تنافسية للطلاب في اللغة. لذلك يمكن الاستنتاج أن هذه الاستراتيجيات هي الاستراتيجيات الفعالة لترقية مهارة الكلام عند الطلاب.

الكلمات المفتاحية: الاستراتيجيات؛ مهارة الكلام؛ المعهد.

#### Abstract

Learning Arabic shows serious attention to speaking skills, because many students do not speak fluently even though they have studied from MI (elementary school) to university. Therefore, the need for appropriate strategies in learning. This research aims to explore the strategies of the An-Nur Tangkit Islamic boarding school in improving speaking skills. This research is a qualitative descriptive research with a case study type. Data was collected through observation, interviews and documentation. Then analyzed using Mills and Huberman. The research results show that the An-Nur Tangkit Islamic Boarding School is an educational institution that is committed to using Arabic and English as the languages of daily communication. The strategies used are: a) providing vocabulary every Monday, Wednesday, Thursday, Saturday and Sunday after morning prayers; b) conversation practice every Tuesday and Friday for 30 minutes with a theme according to the vocabulary given previously; c) requires the use of direct methods in language-oriented learning; d) speech practice every Tuesday and Thursday; e) creating a language environment, namely the use of Arabic and English and prohibiting the use of

Indonesian, let alone regional languages; f) holding competitions between male students and female students to create a competitive spirit for students in language. So it can be concluded that these strategies are the right strategies to improve speaking skills for students.

**Keyword: Strategy; Speaking Skill; Islamic Boarding School**

## INTRODUCTION

Arabic is one of the international languages after English, which became the first international language in the world (F. A. Pratama, 2017). Therefore, Arabic is a foreign language for Indonesians because it is not included in the group of regional or ethnic languages that are generally used every day (Satriawan, 2023). The use of Arabic in Indonesia tends to be the focus of religious learning and certain formal education, making it a foreign language that requires special understanding and skills (Baroroh & Tolinggi, 2020).

Among Muslims, Arabic is not only considered a language of communication, Arabic is believed to be a religious language. This is based on the al-Qur'an being the main source of Islamic teachings in Arabic. Likewise with al-Hadith and other Islamic treasures (Mubaligh et al., 2022). Language acquisition can encourage a person's intellectual development (Yusvida, 2020). Language acquisition involves two skills, namely the ability to produce speech spontaneously and the ability to understand other people's speech (Qof et al., n.d.). Language acquisition is more generally used to describe the process of learning a first language. Meanwhile, for second languages, the term used is language learning (Ningtiyas, 2021).

Arabic language learning has four specific skills namely listening, speaking, reading and writing skills (Muid & Pratama, 2023); (Al-Sobhi & Preece, 2018). Speaking skills are one of four language skills, namely the ability to convey information, ideas or thoughts orally clearly and effectively (Hidayati &

Darmuki, 2021). This skill involves the ability to organize words, intonation and facial expressions to communicate well (Sholihah, 2020). In the context of language learning, speaking skills are an important element for developing students' communication skills, both during learning and in everyday life (Darmuki & Hariyadi, 2019). Talking is the first way to connect and communicate between people (Sugiarto et al., 2020). With speaking skills, students can convey various information and convey desires, needs and feelings to other people (Mubaligh et al., 2022). Thus, speaking Arabic must be based on the ability to listen, pronounce and mastery of vocabulary and expressions (Fahmi & Rahmanudin, 2022).

The importance of speaking skills in learning Arabic shows the need for serious attention to teaching speaking skills in various educational institutions, including Islamic boarding schools, madrasah, schools and other institutions. A teaching and learning process certainly has goals and objectives to be achieved (Sobri et al., 2024). Learning Arabic should provide adequate time allocation for the development of speaking skills, considering its significance in everyday communication. Unfortunately, in reality, teaching speaking skills has not run optimally (Baroroh & Rahmawati, 2020). Many students spend time studying from elementary school to college level, but their speaking skills do not reach the expected level (Mubaligh et al., 2022). This suggests a need for improvements in teaching approaches, which may involve strategies such as increased interactivity in the classroom, emphasis on Arabic

learning environments, and the use of assistive technology. By making these changes, educational institutions can ensure that students not only understand the structure of the Arabic language, but are also able to apply speaking skills effectively in everyday life.

The lack of learning Arabic speaking skills is caused by several factors, one of which is that the teaching strategies used by teachers are conventional and tend to be teacher-centered. The learning process does not yet provide students with the opportunity to speak Arabic to express it and practice their language skills. In line with Darwati Nalole, one of the weaknesses and deficiencies of traditional methods in language learning in Indonesia is the lack of intensive speaking practice, so that students are less able to express their thoughts and feelings orally (Nalole, 2018). The lack of interaction in learning speaking skills results in students having difficulty understanding and applying speaking principles practically without direct guidance. In addition, a lack of interaction can reduce students' confidence in public speaking, hindering the development of effective communicative skills (Setyaji, 2021).

Modern Islamic boarding schools emphasize the development of speaking skills as an integral part of learning Arabic (Robbaniyah & Lina, 2023). With Islamic values as a basis, Islamic boarding schools adopt an approach that adapts to the demands of the times (Chotimah et al., 2023). Teachers in modern Islamic boarding schools must act as active facilitators. Speaking skills are considered important, not only as an understanding of language structure, but also the student's ability to communicate effectively. Thus, modern Islamic boarding schools are not only places of religious learning, but also environments where students can develop

into individuals who are skilled and confident in speaking Arabic.

One of the characteristics of modern Islamic boarding schools is that the language used by elements of modern Islamic boarding schools mostly uses Arabic and English in an effort to answer the challenges of the times so that students become individual learners who are also able to guide the community by using various languages effectively and appropriately (Fauziah & Maulana, 2022). K.H Imam Zarkasyi applies foreign language skills (Arabic and English) at the Gontor Islamic boarding school in the students' daily learning and communication (Afandi et al., 2022). Al-Ishlah Islamic boarding school views the development of language skills, especially speaking skills as one of the most important programs and must be treated seriously (Mubaligh et al., 2022). In addition, the Nurul Haramain Islamic Boarding School has a foreign language program which is mandatory for all its students (Nurafni et al., 2022). Among the efforts to improve students' Arabic language skills, especially at the Al-Istiqamah Ngatabaru Islamic Boarding School, are making Arabic the language of instruction in learning, providing mufrodhat/vocabularies and implementing muhadhoroh activities (Suryadinata et al., 2023).

An-Nur Tangkit Islamic Boarding School is one of the Islamic boarding schools in Jambi that adheres to modern educational principles which believe that Arabic language skills, especially speaking skills, have a central role in the formation of students' knowledge and personality. This boarding school views that the ability to communicate in Arabic is not just an additional skill, but is an important foundation for the development of knowledge and understanding of Islamic

teachings. Therefore, An-Nur Tangkit Islamic Boarding School actively integrates learning programs designed to improve students' ability to speak Arabic. Thus, the main aim is not only to teach the language as a separate skill, but also to make it a powerful tool in conveying religious understanding and contributing to the intellectual and social development of santri. With this holistic approach, An-Nur Tangkit Islamic Boarding School is committed to creating a learning environment that supports and empowers students in mastering Arabic speaking skills, so that they can become skilled successors and be able to contribute positively to society.

Developing speaking skills is an important program and must be taken seriously. Because with this ability, students are able to communicate well, able to convey messages in the form of ideas, aims and objectives to other people using spoken language. For this reason, teachers try to answer these learning problems by holding Arabic language lessons that are designed creatively, both in the programs and teaching strategies used. Based on researchers' observations, researchers found that these efforts produced satisfactory results. An-Nur Tangkit Islamic boarding school graduates have superior abilities, especially in Arabic. Apart from that, the students were also able to achieve various achievements in the various Arabic language competitions they participated in. Based on the explanation above, the researcher wants to describe the strategies used by the An-Nur Tangkit Islamic boarding school to improve the speaking skills of students.

There are several relevant studies, including: *first*, Dawood Ahmed Mahdi (2022), Student performance showed that multimedia helped students to learn better. he

revealed that there was a positive impact of the multimedia environment on the development of speaking and presentation skills among students; *second*, Holandyah et al., (2022) the results of the study indicated that students were challenged by a variety of issues that had prevented them from having a good speaking skill in English although they were involving in a life skill program. Teachers and school leaders should provide them with a well-designed program in order to prepare them to face real life situations after finishing their program; *third*, Ritonga et al., (2022) This study describes that Duolingo is very relevant to be used as a medium for learning Arabic for beginners because the teaching material begins with the new alphabet and vocabulary equipped with pictures;

*Fourth*, Awwaludin et al., (2022), The establishment of a language environment can be done by: vocabulary development (mufrodats), displaying Arabic vocabulary (posters), in language environment facilities, practicing Arabic in daily communication, practicing Arabic speech and radio; *fifth*, Anggiani (2023), Islamic boarding schools use a learning model that is considered effective for training and improving students' Arabic language skills. Santri learn Arabic in which Latin writing is not found in the book, there is only Arabic writing without a vowel. Santri are required to be able to read, understand, what has been conveyed by an ustadz, besides that in daily conversations students are required to use language (Arabic and English) because in modern Islamic boarding schools there is a language environment.

From the five previous studies, it can be understood that the importance of speaking skills in the school environment and daily life. Language learning requires effective strategies so that students can master these speaking skills. These studies have explained some strategies that can be used in learning speaking skills whether in

a boarding school environment or not and in Arabic or English. These studies emphasize the importance of vocabulary and language environment as a way to improve speaking skills. In this research, the researcher will describe the strategies used by An-Nur Tangkit boarding school in improving the students' speaking skills.

## **METHOD**

This research uses a qualitative approach with descriptive methods, the type of research is a case study. Case study is an in-depth research method that examines a particular case or phenomenon in detail to understand the context, complexity and factors involved. The case study aims to provide an in-depth understanding of the case (Sugiyono, 2022: 5-6). The case study in this research aims to reveal the strategies used to improve students' speaking skills. The subjects in this research were male students at the AN-Nur Tangkit Islamic boarding school.

This research was carried out at the An-Nur Tangkit Islamic Boarding School in Jambi, the choice of location was based on several reasons, namely: 1) The An-Nur Tangkit Islamic Boarding School is one of the modern Islamic boarding schools which is famous for its speaking skills for students in Jambi province; 2) An-Nur Tangkit Islamic boarding school is committed to using the target language in daily learning and communication; 3) the an-Nur Tangkit Islamic boarding school is recognized as one of the Islamic boarding schools that has excellent quality, including Arabic as proven by the various achievements achieved by the students; 4) An-Nur Tangkit Islamic boarding school implements a language environment for students; 5) An-Nur Tangkit Islamic boarding school always brings devotion from the Gontor Islamic boarding school every year.

The data in this research was collected using three techniques, namely observation, interviews and documentation. Observations were carried out by looking at the learning process and student interaction activities. Interviews were conducted with caregivers, teachers and students. Meanwhile, documentation data is in the form of evidence of achievements achieved by students. The data collected was analyzed using the Mills and Huberman model which consists of three stages, namely: first, data reduction, namely the selected data is sorted and classified based on themes and their relevance to the research objectives. Second, data presentation. Data is presented through a narrative synthesis that outlines significant findings. Third, conclusion, which is a process of drawing conclusions that is carried out after research findings have been completely abstracted and produces knowledge that is expressed as a conclusion (Sugiyono, 2020: 489-497).

## **RESULT AND DISCUSSION**

The An-Nur Tangkit Islamic Boarding School, as an Islamic educational institution, has been transformed into a learning center that is committed to equipping its students with in-depth Arabic language skills. With a strong vision and mission, this Islamic boarding school aims to create an educational environment that supports the development of Arabic language competence. Students are expected to be able to master daily communication skills in Arabic. With a holistic approach, the An-Nur Tangkit Islamic Boarding School tries to create an adequate *bi'ah lughowiyah* atmosphere, so that students can absorb and apply Arabic actively in various aspects of life. This is in line with Ust M.M's statement that the aim of teaching Arabic is not only designed to equip students with the ability

to read Arabic books. rather it is designed to equip students with the ability to express Arabic as a means of communication.

The An-Nur Tangkit Islamic Boarding School uses Arabic language learning strategies with a creative and innovative approach to achieve this goal. Through a holistic approach, this Islamic boarding school designs teaching strategies to create an inspiring learning environment. The Arabic language teaching system in this Islamic boarding school follows the strategy developed by KMI Gontor. This is in line with Ust S, he stated that the teaching there uses strategies developed at KMI Gontor.

Teaching strategies are implemented in various forms of activities (Mizan et al., 2024), oriented to equip students with the ability and mastery of Arabic language skills, especially operational speaking skills at the An-Nur Tangkit Islamic boarding school. Researchers found several strategies used by the An-Nur Tangkit Islamic boarding school to improve speaking skills, namely: providing vocabulary; muhadatsah/conversation practice; use of direct methods in teaching; Arabic speech training; creating a language environment and holding competitions among santriwan and female students.

#### **a. Providing vocabulary**

Mastery of vocabulary has a crucial role in learning Arabic (Mizan & Musdalipa, 2023). By mastering vocabulary, someone can communicate more fluently and accurately, convey ideas and understand Arabic texts. A broad vocabulary can improve the ability to respond appropriately in a variety of situations. Thus, mastering vocabulary not only enriches language skills, but also opens the door to deeper understanding of aspects of Arabic life and culture. as well as

supporting and determining a person's ability to master four language skills, namely listening, speaking, reading and writing skills. Apart from that, mastery of vocabulary also forms a person's confidence in speaking Arabic.

Vocabulary provision at the An-Nur Tangkit Islamic boarding school is carried out after morning prayers five times a week, namely Monday, Wednesday, Thursday, Saturday and Sunday. This vocabulary provision was carried out by Al-Akh Mudabbir and Munadzomah (class XI and XII seniors). The vocabulary themes provided are related to daily communication activities such as: room conditions, classrooms, fields and so on. Al-Akh's provision of vocabulary is guided directly by teachers and is often supervised directly by the boarding school leadership and the care department. Vocabulary provision by Al-Akh is guided directly by the teacher to ensure quality teaching and accurate understanding. Supervision by teachers, caregivers and leaders aims to ensure that the learning process runs effectively, avoids miscommunication and provides the necessary guidance and clarification for Al-Akh and students.

Mastery of vocabulary is the basis for students to speak a foreign language. The more vocabulary they have, the more fluently students will be when speaking the language in everyday communication contexts (Purwanto et al., 2022). So vocabulary mastery has a significant influence on speaking skills (Alterkawi, 2023). Vocabulary is used in both spoken and written language (ع. ا. ف. محمود & الرحيم, n.d.) and is a tool for developing one's Arabic language skills & (Mawardi et al., 2022). Vocabulary mastery and speaking skills have a positive correlation, meaning that the higher the level of vocabulary mastery, the higher the level of speaking

skills (Tawarik, 2021). So the more vocabulary someone has, the easier it is for them to speak because they have a wider choice of words, allowing them to convey ideas and expressions with more precision and richness (Nurdianto, 2020).

Thus, effective mastery of language skills does not only depend on grammatical structures and understanding grammar, but is also closely related to mastery of adequate, productive and current vocabulary (Kunah & Supriyani, 2024). An adequate vocabulary allows a person to convey thoughts and ideas precisely, avoid ambiguity and improve communication skills (Dewi et al., 2023). The diversity and productivity of vocabulary enriches expression and improves speaking and writing skills (Peng et al., 2023). In addition, mastery of actual vocabulary ensures that a person can communicate relevantly in various contexts, especially considering the ever-changing development of language (Avsheniuk et al., 2023).

Therefore, when language skills and vocabulary complement each other, individuals can optimize communication skills more effectively and comprehensively in various situations and environments. Adequate, productive and up-to-date vocabulary is the key to effective language skills. A good vocabulary enables clear and precise communication, enriches expression, and ensures relevance in various contexts. The combination of language skills and a good vocabulary allows individuals to communicate optimally in various situations and environments.

This is based on several researched that state that Vocabulary is one of the important parts that must be mastered if one wants to communicate well (Chotimah & Astiyandha, 2022). vocabulary is an important component in learning English

(Umaralieva & kizi Yakhyoyeva, 2023). and has a significant effect on speaking skills (Dalimunthe & Haryadi, 2022). A good vocabulary can improve one's confidence and ability to convey ideas and interact effectively (Gulo et al., 2022). Research also shows that the more vocabulary an individual has, the easier it is to understand and use in various contexts (Zhang & Zhang, 2022). Thus, a strong vocabulary is key to developing effective and fluent speaking skills (Mirsharapovna, 2022).

## **b. Muhadatsah Training**

Muhadatsah activities at the An-Nur Islamic Boarding School are an important strategy as a complement to providing vocabulary. Muhadatsah or direct speaking activities, provide practical opportunities for students to apply the vocabulary they have learned in everyday communicative situations. In muhadatsah, students are empowered to use their vocabulary actively, strengthening their understanding and speaking skills. This strategy integrates the use of vocabulary in relevant contexts, ensuring that students' knowledge is not only limited to passive understanding, but can also be applied fluently and effectively in daily interactions, helping students become skilled and confident Arabic speakers.

Muhadatsah activities at the An-Nur Islamic boarding school are held twice a week. If the vocabulary is given on Monday, Wednesday, Thursday, Saturday and Sunday then this muhadatsah training is carried out on Tuesday and Friday after morning prayers. In this activity, students are asked to talk in pairs with their friends (muhadatsah) for approximately 30 minutes. The theme of the muhadatsah is in accordance with the theme of the vocabulary given. In this activity, al-Akh and the teacher act as facilitators to ensure that every student is involved and

contributes to the discussion, creating an active and dynamic learning environment.

Muhadatsah activities are a strategy that has a big influence on speaking skills (الهزاني والأخرون). Alam and Asyrofi state that the Muhadatsah strategy has a very big role in improving students' speaking skills (Alam & Asyrofi, 2023). Implementation of the muhadatsah strategy can develop students' mastery of Arabic quite well (سلطان & هاشم, n.d.) & (D. F. P. Pratama & Inayati, 2023). According to Harosan-Dogan and Cephe (2020) conversation practices must be carried out under any circumstances. Because it has several benefits such as building character, finding your identity and forming yourself. Able to attract the listener's attention in his conversation, has good acting in using body language and is also independent in creating language (Mubaligh et al., 2022).

The use of the muhadatsah strategy at An-Nur Islamic Boarding School indicates an active approach to improving students' speaking skills. Through muhadatsah activities, students are given direct opportunities to speak in everyday contexts, applying the vocabulary they have learned (A. A. Putra & Patimah, 2023). This not only improves their understanding of the Arabic language, but also provides in-depth practical experience in communication (سردوك, ٢٠٢٠). Thus, muhadatsah helps to form confident and skilled Arabic speakers, because they are actively trained to express thoughts, ideas and feelings in Arabic fluently and effectively (Rahmi et al., 2024). It reflects a holistic approach to developing speaking skills, ensuring that vocabulary mastery is well integrated into everyday communicative practice (Sardi, 2022).

The use of the muhadatsah strategy in An-Nur Islamic Boarding School shows an active approach to improving students'

speaking skills. Through this activity, students practice speaking in everyday contexts, applying the vocabulary they have learned, thus increasing their understanding and practical ability to communicate in Arabic. Muhadatsah helps students become confident and skilled Arabic speakers by training them to express their thoughts, ideas and feelings fluently and effectively. This approach ensures that vocabulary acquisition is integrated into daily communicative practice.

muhadatsah is the presentation of language subject matter through conversation (Hasyim, 2023). The muhadatsah material should be adapted to the level of development and ability of the students (Anwar et al., 2024). the use of muhadatsah is very effective on speaking skills (Widyawati, 2022). The application of muhadatsah can also be supported with a pocket book (Nabillah & Gumiandari, 2024). besides that it must also be supported by the language environment (Assyifa & Sayekti, 2023). This muhadatsah exercise improves fluency (Ariska, 2024); enriches vocabulary (Fitriyani & Robiasih, 2021); and improves grammar through real-life use (Zuhairati et al., 2022). In addition, muhadatsah increases students' confidence in speaking, hones their listening skills, and helps them adjust to different accents and dialects (Kurnia, 2022).

### c. Direct method

The An-Nur Tangkit Islamic boarding school has determined the methods that teachers must use in learning, especially in language-oriented subjects. Ust S stated that the method used by teachers in teaching is the direct method. The direct method in language learning aims to form speaking and listening skills directly (Afrani, 2018). The main focus is on language use in everyday contexts, without



involving translation into the mother tongue. The aim of this method is to ensure students can communicate fluently, understand and produce the target language without translation barriers (Qomaruddin & Haq, 2023). The direct method also aims to reduce the gap between mastery of language structures and communication skills, creating a learning environment that is reflective of real language use situations.

The use of direct methods in language learning at the An-Nur Tangkit Islamic boarding school is driven by several reasons. First, this method emphasizes direct experience in language, allowing students to interact actively with the target language. Second, this method can accelerate understanding and mastery of language, making a direct connection between conceptual understanding and practical use. Third, focusing on speaking and listening skills in a communicative environment increases students' ability to communicate spontaneously. Fourth, the elimination of translation into the mother tongue helps students think and respond directly in the target language.

The use of target language is like a mother teaching her baby to speak, namely the teacher holds something and says this is a book, this is a chair and so on (in Arabic). Such learning is learning for beginners (new students). Meanwhile, for old students who have mastered Arabic, the teacher teaches or explains the subject matter in Arabic. These subjects include Durulus al-Lughoh, Muthola'ah/reading, Mahfudzot, Fiqh al-Wadhih, Tafsir, Khulashoh Nurul Yaqin, Nahwu al-Wadhih, Shorof and other Arabic-oriented lessons. Meanwhile, general subjects such as mathematics, physics, biology, sociology, geography, economics and so on do not use this method.

The direct method emerged due to dissatisfaction with the results of language teaching using conventional methods linked to the demands of real needs in society (Mirzayev & Oripova, 2022). The direct method is a way of presenting foreign language learning material where the teacher directly uses the foreign language as the language of instruction and without using the students' language at all in teaching (علي & أحمد, n.d.). If there are words that are difficult for students to understand, then the teacher interprets them using props, demonstrating, illustrating, etc. (Azizi, 2023). The direct method supports the success of students in improving their speaking skills (محمد والأخرون).

The use of direct methods in learning Arabic indicates an in-depth approach to understanding and mastering the language. In this context, the direct method emphasizes students' direct experience with Arabic. This creates a classroom environment that allows students to actively participate in Arabic conversations and activities without reliance on translation. This method also requires students to learn vocabulary and grammar in a situational context, providing a direct understanding of the practical use of the Arabic language. The focus on speaking and listening skills directly engages students in communicative activities that support the development of communication skills. Thus, using direct methods in learning Arabic means providing a more holistic learning experience, emphasizing the direct application of language knowledge in everyday life and real situations.

#### **d. Speech Practice**

At the An-Nur Islamic Boarding School, Arabic speeches are held twice a week, namely Thursday and Tuesday. The students were asked to make speeches in

turns according to a predetermined schedule. Speech training is carried out for two hours. This exercise is clear evidence of commitment to improving students' speaking skills. This activity creates regular opportunities for students to hone their speaking skills in a supportive environment. Through regularly scheduled speech practice, students are encouraged to compose and deliver speeches on various topics, strengthening their thinking structure and verbal expression. Thus, the policy at the An-Nur Tangkit Islamic boarding school not only emphasizes the importance of speaking skills, but also provides an active platform for the planned and sustainable development of students' communicative competence.

Speech practice is an effective strategy for improving speaking skills (Semiun et al., 2022). By practicing speeches, a person can gain experience in composing and conveying ideas in a structured manner. This exercise strengthens articulation skills, word emphasis and speech rhythm (Kusuma & Sari, 2022). In addition, speeches build confidence in public speaking, reduce anxiety and improve persuasive skills (H. M. M. Putra et al., 2023). The process of preparing and delivering a speech involves choosing the right words, setting the tone of voice and using body language, all of which contribute to improving communication skills (Krisbiantoro et al., 2023). Therefore, engaging in regular speech practice becomes a progressive step towards achieving higher speaking skills.

Arabic speech training at the An-Nur Tangkit Islamic Boarding School is not just a speaking activity, but is a significant forum for students. In this context, speech becomes a tool that allows them to practice Arabic continuously. The process of

composing and delivering a speech establishes a consistent speaking routine, gradually honing language skills. More than that, speech practice has a positive impact on the psychology of students. They can grow in self-confidence, feel motivation to continue improving, and build confidence in conveying their thoughts and ideas in Arabic. In other words, speech is not only language practice, but also a means of character formation and personal development for students at the An-Nur Tangkit Islamic Boarding School.

Speech practice is important for improving speaking skills as it helps one organize and convey ideas systematically and clearly (Abdikarimova et al., 2021). Regular speech practice improves fluency (Hanzawa, 2024); confidence (Widyawati, 2022); and the ability to manage body language and voice intonation (Aman & Mahamod, 2022). It also trains one to think quickly and respond to the audience, which is essential for effective communication (Abdikarimova et al., 2021). In addition, it helps expand vocabulary and grammatical understanding (محمود والآخرون، ٢٠٢١).

#### **e. Creating a Language Environment**

The language environment plays a key role in developing Arabic language skills. In an adequate environment, students consistently interact among themselves (Ilhami & Robbani, 2022). Daily interaction in the language deepens understanding and stimulates its use. A supportive environment also increases individual confidence and comfort in communicating. With consistency and intensity of language interaction, individuals can achieve deeper and more functional mastery of Arabic, making the language environment an integral element in the development of Arabic language skills. so that the An-Nur Tangkit Islamic

boarding school as an educational institution that uses Arabic as a language of communication pays high attention to the language environment. Ust M.M stated that to achieve the goal of making Arabic an everyday language, teaching Arabic is not enough just in the classroom. The use of language must be practiced in daily communication. The An-Nur Tangkit environment has been designed as a language environment, all students are required to use Arabic or English in daily communication. The use of Indonesian is strictly prohibited, especially using the mother tongue.

In order to create this language environment, several programs have been designed by the An-Nur Tangkit Islamic boarding school, namely, first, making an invitation to students to speak the language. This invitation takes the form of writing which is placed in the corners of the Islamic boarding school and places where students always pass by. The text is "Bilingual Area". Second, spies were spread to see who spoke languages other than Arabic and English. The names found by the spies will be tried for advice and punishment after evening prayers. The punishments given are constructive, such as memorizing vocabulary, praying tahajjud, fasting, reading the Koran and so on. Third, create a language week. The language week in question is the division of languages used by students. For example, this week we use Arabic, then next week we will use English.

The Arabic language environment was formed based on the objectives: (1) developing activities and creativity related to Arabic by involving practice and theoretical understanding under fun and informal situations; (2) students can get used to communicatively using Arabic in discussion activities, dialogue practice and various Arabic language materials

obtained in class (Ajjad & Yusuf, 2022). Speaking skills are very important language skills, without an optimal language environment, it is difficult to master them (Abdullah et al., 2020). So the language environment plays a big role in students' language skills (Rahman, 2021).

This Arabic language environment model provides direct and natural mastery of the Arabic language (Astuti et al., 2020). Arabic language learning that takes place optimally in a language environment is able to train students' skills in all aspects of the language (Mizan & Hajar, 2023). The implications of a directed, guided and conducive language environment give rise to communication activities that function to support students' language skills (Ritonga & Nurdianto, 2022) & (Hasan et al., 2019). This language environment is a field for honing and practicing Arabic (سعيد والأخرون). Kasmantoni et al said that the key to successful speaking can also be done by applying Arabic in the language environment. Implementing a language environment will increase speaking fluency (Kasmantoni et al., 2022).

The importance of the language environment for the speaking ability of students in Islamic boarding schools lies in its critical role in forming fluency and proficiency in the Arabic language. An Arabic-rich environment creates an atmosphere where students are consistently exposed to the language. Through daily interactions, including discussions, learning and communicative activities, students can actively practice their speaking skills. This environment is a source of inspiration and motivation to continue improving communication skills, building confidence in speaking and deepening language understanding. Therefore, the language environment is not only a place of learning, but also a driving force that helps students build a

strong foundation in mastering Arabic, ensuring that their speaking skills develop optimally.

#### **f. Hold a Competition**

Competitions are one of the strategies to improve speaking skills at the An-Nur Tangkit Islamic Boarding School. Through speaking competitions, students are given the opportunity to apply their Arabic vocabulary and structures in a more competitive context. The competition challenges students to speak clearly, persuasively and creatively. As well as fostering a spirit of healthy competition. Apart from that, participation in competitions also provides valuable practical experience, helping students build confidence in speaking in public.

Thus, the competition is not only an evaluation event, but also a strong means of motivation to significantly improve students' speaking skills. K.M as chairman of Munadzomah/ OPPN (An-Nur Islamic boarding school student organization) stated that the competitions to improve speaking skills were the Arabic speech competition and the selection of master language. This competition is a competition that is held once a year. This competition is a competition between female students and female students. Each student sends a representative who has gone through a strict selection stage.

Competitions can be interpreted as an effective strategy to improve speaking skills by bringing an element of competition (Ban et al., 2023). In the context of the An-Nur Tangkit Islamic Boarding School, Arabic speech and master language competitions provide additional incentives for students to participate actively and improve their speaking skills in Arabic. Competition creates challenges that encourage students to speak more confidently and effectively,

honing clarity of expression and persuasive skills. In addition, the competition atmosphere creates positive reinforcement, helps students overcome their fear of public speaking, and provides valuable experience in competitive situations. Thus, competitions become a strategy that stimulates motivation, provides practical opportunities, and enriches learning experiences to improve students' speaking skills.

Competitions are important in improving speaking skills as they create an environment that encourages participants to give their best (Ceneciro et al., 2023). Participation in speaking competitions boosts confidence and motivates individuals to practice more intensively (Liu, 2020). Competitions also provide an opportunity to get constructive feedback from judges, which helps in correcting mistakes and improving speaking techniques. In addition, competing with other participants enriches the experience and inspires to keep learning and improving (Adams & Preez, 2022). Overall, speaking competitions are an effective tool for honing speaking skills (الحكيم والأخرون، ٢٠٢٣).

#### **ACKNOWLEDGMENT**

Our gratitude goes to all those who helped in the preparation and completion of this research article, including parents, supervisors and friends who contributed in the form of energy, thoughts and funding costs.

#### **CONCLUSION**

The An-Nur Tangkit Islamic boarding school is a modern Islamic boarding school that is committed to using Arabic and English in daily communication. There are several strategies used to improve speaking skills, namely: first, providing vocabulary, the vocabulary themes given are vocabulary that is often used in

everyday communication such as at school, canteen, mosque, room and so on. Vocabulary provision is carried out every Monday, Wednesday, Thursday, Saturday and Sunday after morning prayers; second, conversation training, through muhadatsah activities, students are given direct opportunities to speak in everyday contexts and apply the vocabulary they have learned previously. The theme of the muhadatsah is adapted to the theme in the previous vocabulary provision; third, the use of direct methods in the learning process, as for subjects that use direct methods, namely Durus al-Lughoh, Muthola'ah, Nahwu al-Wadhi, Shorof, Fiqh Al-Wadhih and others. Meanwhile, general subjects such as mathematics, physics, biology, sociology, geography, economics and so on do not use this method.

The fourth speech practice, Arabic speeches are carried out twice a week, namely Thursday and Tuesday. This activity creates regular opportunities for students to hone their speaking skills on various topics, strengthen thinking structures and verbal expression; fifth, creating a language environment, namely making an invitation to students to speak the language, forming spies. Giving constructive advice and punishment and holding a language week. The language week in question is the setting of the language schedule used by students. For example, this week uses Arabic, then next week will use English; sixth, hold competitions. Through competitions, participation in competitions also provides valuable practical experience, helping students build confidence in speaking in public. Thus, the competition is not only an evaluation event, but also a strong means of motivation to significantly improve students' speaking skills

## REFERENCES

Abdikarimova, M., Tashieva, N., &

- Abdullaeva, Z. (2021). Developing students verbal communication skills and speech etiquette in english language teaching. *Open Journal of Modern ....*  
<https://www.scirp.org/journal/paperinformation.aspx?paperid=107191>
- Abdullah, I., Rahmi, N., & Walfajri, W. (2020). Pembentukan Lingkungan Bahasa Arab Untuk Mengembangkan Keterampilan Berbicara. *Taqdir*.  
<http://jurnal.radenfatah.ac.id/index.php/Taqdir/article/view/6283>
- Adams, S. P., & Preez, R. Du. (2022). Supporting student engagement through the gamification of learning activities: A design-based research approach. *Technology, Knowledge and Learning*.  
<https://doi.org/10.1007/s10758-021-09500-x>
- Afandi, A., Darlis, A., Mukminin, M. A., & ... (2022). Visi Pendidikan Pesantren Modern KH Imam Zarkasyi (1910-1985). *FIKROTUNA: Jurnal ....*  
<http://ejournal.kopertais4.or.id/madura/index.php/fikrotuna/article/view/6272>
- Afrani, N. (2018). Efektivitas Pembelajaran Bahasa Arab Dengan Menggunakan Metode Langsung Di SDS Hubbulwathan Duri. *Al-Ishlah: Jurnal Pendidikan*.  
<http://www.journal.staihubbulwathan.id/index.php/alishlah/article/view/84>
- Ajyad, M., & Yusuf, K. (2022). bahan ajar, lingkungan, b. arab Lingkungan Berbahasa Arab Sebagai Instrumen Pengembangan Bahan Ajar Bahasa Arab Untuk Pelajar .... *An-Nas*.  
<https://ejournal.sunan-giri.ac.id/index.php/an-nas/article/view/529>
- Al-Sobhi, B. M. S., & Preece, A. S. (2018). Teaching English speaking skills to the Arab students in the Saudi school

- in Kuala Lumpur: Problems and solutions. *International Journal of Education* ....  
<https://journals.aiac.org.au/index.php/IJELS/article/view/4178>
- Alam, A. P., & Asyrofi, I. (2023). Analisis Metode Pembelajaran Muhadatsah Yaumiyyah dalam Upaya Meningkatkan Maharotul Kalam Santri. *Jiip-Jurnal Ilmiah Ilmu Pendidikan*.  
<http://jiip.stkipyapisdampu.ac.id/jiip/index.php/Jiip/article/view/2579>
- Alterkawi, K. (2023). اللغة العربية بين العملية التعليمية والممارسة العملية في كلية العلوم الإسلامية لجامعة بارتين. *Bartın Üniversitesi İslami İlimler Fakültesi Dergisi*.  
<https://dergipark.org.tr/en/pub/buifd/article/1196669>
- Aman, S., & Mahamod, Z. (2022). The Importance of Voice Control in Public Speaking: A Case Study of Tokoh NILAM Primary School. *Creative Education*.  
<https://www.scirp.org/journal/paperinformation.aspx?paperid=116965>
- Anggian, L. A. S. (2023). Bahasa Arab di Pesantren Modern. *Mahira: Journal of Arabic Studies*.  
<https://www.ejournal.iairm-ngabar.ac.id/index.php/mahira/article/view/501>
- Anwar, S., Munir, D. R., & ... (2024). Peningkatan Keterampilan Berbicara Bahasa Arab Murid MDTA Irsyadul Ibad Melalui Pelatihan Muhadatsah. *Nanggroe: Jurnal* ....  
<https://jurnal.penerbitdaarulhuda.my.id/index.php/NJPC/article/view/1960>
- Ariska, S. A. S. (2024). Application Of Thariqah Al-Mubasyarah In Improving Muhadatsah's Capabilityon Arabic Language Subjectsat MAS Aisyiyah Binjai. *IJEDUCA: International Journal of Education, Social* ....  
<http://multieducatif.com/index.php/ijeduca/article/view/46>
- Assyifa, Z. Y., & Sayekti, S. P. (2023). Upaya Meningkatkan Keterampilan Berbicara Bahasa Arab Dengan Menggunakan Metode Muhadatsah. *Jurnal Pendidikan Sosial Dan Humaniora*.  
<https://publisherqu.com/index.php/pediaqu/article/view/458>
- Astuti, R., Akla, A., & Sarbaini, A. (2020). Strategi Pembentukan Lingkungan Berbahasa Arab di Madrasah Aliyah. *An Nabighoh*. <https://e-journal.metrouniv.ac.id/index.php/an-nabighoh/article/view/2075>
- Avsheniuk, N., Seminikhyna, N., & ... (2023). English Language Curriculum for Student Teachers Training to Perform in Culturally Diversified Settings. *TO BE OR NOT TO BE A* ....  
[https://www.researchgate.net/profile/Baiba-Martinsone/publication/371260283\\_Teachers'\\_Emotional\\_Burnout\\_Psychological\\_Detachment\\_from\\_Work\\_and\\_Self-Reported\\_Health\\_During\\_the\\_COVID-19\\_Pandemic/links/64c51cc70fae1319bfc4811f/Teachers-Emotional-Burnout-Psyc](https://www.researchgate.net/profile/Baiba-Martinsone/publication/371260283_Teachers'_Emotional_Burnout_Psychological_Detachment_from_Work_and_Self-Reported_Health_During_the_COVID-19_Pandemic/links/64c51cc70fae1319bfc4811f/Teachers-Emotional-Burnout-Psyc)
- Awwaludin, M., Malik, S., & ... (2022). Pembentukan Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Bahasa Arab (MIM LAM). *Definisi: Jurnal Agama* ....  
<http://journal.uinsgd.ac.id/index.php/definisi/article/view/16716>
- Azizi, M. A. (2023). Penggunaan Metode Langsung Dalam Pembelajaran Muhadatsah. *Jurnal Pendidikan Dan Pengajaran*.  
<http://pedirresearchinstitute.or.id/index.php/Jurpen/article/view/272>
- Ban, B., Pang, S., & Em, S. (2023). Debate: One of the key factors to improving

- students' English language speaking skills. *Journal of General Education and ...* <http://journal-gehu.com/index.php/gehu/article/view/69>
- Baroroh, R. U., & Rahmawati, F. N. (2020). Metode-metode dalam pembelajaran keterampilan bahasa Arab reseptif. ... *Wutsqo: Jurnal Studi ...* <https://www.jurnal.stituwjombang.ac.id/index.php/UrwatulWutsqo/article/view/181>
- Baroroh, R. U., & Tolinggi, S. O. R. (2020). Arabic learning base on a communicative approach in non-pesantren school/Pembelajaran bahasa Arab berbasis pendekatan komunikatif di madrasah non .... *Ijaz Arabi Journal of Arabic ...* <http://ejournal.uin-malang.ac.id/index.php/ijazarabi/article/view/8387>
- Ceneciro, C. C., Estoque, M. R., & ... (2023). Analysis of debate skills to the learners' confidence and anxiety in the use of the English language in academic engagements. *Journal of Namibian ...* <https://namibian-studies.com/index.php/JNS/article/view/2812>
- Chotimah, C., & Astiyandha, T. (2022). Improving Students' vocabulary Knowledge Through Race To The Board Game For Esp (English For Specific Purposes). *Lingua*. <https://uia.ejournal.id/Lingua/article/view/2264>
- Chotimah, C., Natsir, A., & Siddiq, S. (2023). Manajemen Kebudayaan Pesantren Pascamodern di Indonesia. *Muslim Heritage*. <https://jurnal.iainponorogo.ac.id/index.php/muslimheritage/article/view/5037>
- Dalimunthe, L., & Haryadi, R. N. (2022). The Effect of Learning Methods and Vocabulary Mastery on English Speaking Ability. *Lingua Educationist: International ...* <https://journal.adpebi.com/index.php/LE/article/view/58>
- Darmuki, A., & Hariyadi, A. (2019). Peningkatan Keterampilan Berbicara Menggunakan Metode Kooperatif Tipe Jigsaw pada Mahasiswa PBSI Tingkat IB IKIP PGRI Bojonegoro Tahun Akademik 2018 .... *KREDO: Jurnal Ilmiah Bahasa Dan Sastra*. <https://jurnal.umk.ac.id/index.php/kredo/article/view/3343>
- Dewi, N. S., Hartiwi, J., Yani, N. A., & Sutiwi, S. (2023). The Implementation Of Linguistic Intelligence In Teaching Speaking Through Audio-Visual. *Journal on Education*. <https://jonedu.org/index.php/joe/article/view/2035>
- Fahmi, B., & Rahmanudin, I. (2022). Implementasi Strategi Digital Story Telling (DST) dalam Pembelajaran Bahasa Arab (Studi Kasus di SMP Arrifaie Gondanglegi Malang). *Jurnal Kewarganegaraan*. <http://journal.upy.ac.id/index.php/pkn/article/view/1710>
- Fauziah, E., & Maulana, F. (2022). Tipe Kepribadian dan Pembelajaran Bahasa Perspektif Psikolinguistik pada Santri Pesantren Modern. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*. <https://journal.ptiq.ac.id/index.php/iq/article/view/789>
- Fitriyani, F., & Robiasih, R. H. (2021). An evaluation of Muhadatsah Program at Pondok Modern Daarul Abror using CIPP Model. *Journal of Applied Linguistics ...* <http://ejournal.ressi.id/index.php/JalinTraLi/article/view/54>
- Gulo, Y., Laia, R. D., & Ndraha, L. D. M. (2022). Improving Students' vocabulary Mastery On Narrative Text Through Mnemonic

- Method At The Seventh Grade Of SMP 1 Huruna. *Research on English Language ...*  
<https://jurnal.uniraya.ac.id/index.php/Relation/article/download/401/334>
- Hanzawa, K. (2024). Development of second language speech fluency in foreign language classrooms: A longitudinal study. *Language Teaching Research*.  
<https://doi.org/10.1177/13621688211008693>
- Hasan, R., Nawas, K. A., & Shabir, U. (2019). Pengaruh Bi'Ah Al-'Arabiyah Terhadap Keterampilan Berbicara Bahasa Arab Santriwati Pesantren Al-Amanah Liabuku Kota Baubau. *Jurnal Diskursus Islam*.  
<https://core.ac.uk/download/pdf/234743127.pdf>
- Hasyim, M. (2023). Pengaruh Metode Muhadatsah Terhadap Keterampilan Berbicara Siswa. *Al-Hikmah: Jurnal Studi Islam*.  
<http://ejournal.kopertais4.or.id/sasambo/index.php/alhikmah/article/view/5308>
- Hidayati, N. A., & Darmuki, A. (2021). Penerapan Model Auditori Intellectually Repetition (AIR) untuk Meningkatkan Kemampuan Berbicara Pada Mahasiswa. *Jurnal Educatio Fkip Unma*.  
<https://ejournal.unma.ac.id/index.php/educatio/article/view/959>
- Holandyah, M., Marzulina, L., & ... (2022). Speaking challenges in a life skill program for Islamic Boarding school students: A case study. ... *of Language ...*  
<https://jltr.academypublication.com/index.php/jltr/article/view/3265>
- Ilhami, Z., & Robbani, A. S. (2022). Arabic language learning in a comprehensive approach (theoretical study). *Ekspose: Jurnal Penelitian ...*  
<https://mail.jurnal.iain-bone.ac.id/index.php/ekspose/article/view/1391>
- Kasmantoni, K., Aflisia, N., & ... (2022). Arabic Practice in the Language Environment I Mumarasah al-Lughah al-'Arabiyah fi Bi'ah Lughawiyah. *Jurnal Al Bayan ...*  
<http://www.ejournal.radenintan.ac.id/index.php/albayan/article/view/12514>
- Krisbiantoro, B., Pujiani, T., Sukmawati, I. D., & ... (2023). Pelatihan Peningkatan Kemampuan Public Speaking bagi Siswa-Siswi SMA dan SMK di Kabupaten Banyumas. *Seminar Nasional ...*  
<https://prosiding.uhb.ac.id/index.php/SNPPKM/article/view/1226>
- Kunah, K., & Supriyani, S. (2024). The Effectiveness of Vocabulary Mastery and Grammar Management on English Description Text Writing Skills. ... (*Journal of English Language ...* <http://journal.stibaiec-jakarta.ac.id/ojs/index.php/jell/article/view/215>
- Kurnia, S. N. (2022). *English Speaking Problems in Darussalam Islamic Boarding School Dukuwaluh Purwokerto*. eprints.uinsaizu.ac.id.  
[https://eprints.uinsaizu.ac.id/12448/7/NANDA\\_KURNIA\\_SAFITRI\\_ENGLISH\\_SPEAKING\\_PROBLEMS\\_IN\\_DARUSSALAM\\_ISLAMIC\\_BOARDING\\_SCHOOL\\_DUKUHWALUH\\_BANYUMAS.pdf](https://eprints.uinsaizu.ac.id/12448/7/NANDA_KURNIA_SAFITRI_ENGLISH_SPEAKING_PROBLEMS_IN_DARUSSALAM_ISLAMIC_BOARDING_SCHOOL_DUKUHWALUH_BANYUMAS.pdf)
- Kusuma, M. W. H., & Sari, R. P. (2022). Motif Penderita Public Speaking "Sing Your Mind" Terhadap Public Speaking Anggotanya. *DIGICOM ...*  
[http://download.garuda.kemdikbud.go.id/article.php?article=3301165%5C&val=28895%5C&title=Motif Penderita Public Speaking Sing Your Mind Terhadap Public Speaking Anggotanya](http://download.garuda.kemdikbud.go.id/article.php?article=3301165%5C&val=28895%5C&title=Motif_Penderita_Public_Speaking_Sing_Your_Mind_Terhadap_Public_Speaking_Anggotanya)



- Liu, I. F. (2020). The impact of extrinsic motivation, intrinsic motivation, and social self-efficacy on English competition participation intentions of pre-college learners: Differences .... *Learning and Motivation*.  
<https://www.sciencedirect.com/science/article/pii/S0023969020301685>
- Mahdi, D. A. (2022). Improving speaking and presentation skills through interactive multimedia environment for non-native speakers of English. *SAGE Open*.  
<https://doi.org/10.1177/21582440221079811>
- Mawardi, M., Mustafa, M., & Tamin, M. (2022). Metode Pembelajaran Mufradat dalam Menghafal Kosakata Bahasa Arab di Sekolah Menengah. *AL IBRAH: Journal of ....*  
<http://ejournal.iainpalopo.ac.id/index.php/ibrah/article/view/2913>
- Mirsharapovna, S. Z. (2022). Developing Vocabulary Through Speaking And Listening Activities. *Journal of New Century Innovations*.  
<http://newjournal.org/index.php/new/article/download/1621/1463>
- Mirzayev, A., & Oripova, S. (2022). Communicative method—a new approach in the practice of teaching foreign language. *Science and Innovation*.  
<https://cyberleninka.ru/article/n/communicative-method-a-new-approach-in-the-practice-of-teaching-foreign-language>
- Mizan, K., & Hajar, I. (2023). The Role of Lecturers (Native Speakers) in Increasing Motivation to Speak Arabic for Students. *IJER (Indonesian Journal of Educational ....*  
<http://ijer.ftk.uinjambi.ac.id/index.php/ijer/article/view/258>
- Mizan, K., Muassomah, M., Zoni, L., & ... (2024). Optimizing Arabic Text Listening Skills Through the Numberset Head Together Strategy. ... *Jurnal Bahasa Arab*.  
<http://journal.iaincurup.ac.id/index.php/ARABIYATUNA/article/view/9082>
- Mizan, K., & Musdalipa, M. (2023). Tathbiqū Tharīqat Al Taqlīd Wa Al Tahfīz Li Tarqiyat Hifz Al Mufradāt Al Thullāb Bi Al Madrasah Al Tsanāwiyah Al Hukūmiyah 1 .... *Al Mi'yar: Jurnal Ilmiah ....*  
<https://www.jurnal.stiq-amuntai.ac.id/index.php/al-miyar/article/view/2135>
- Mubaligh, A., Sari, R. R., & ... (2022). Strategies to Improve Arabic Speaking Skills for Islamic Boarding School Students. *Izdihar: Journal of Arabic ....*
- Muid, A., & Pratama, F. A. (2023). Fa'aliyatu Namudzaji al-Ta'allumi al-Qaimi'ala al-Masyari'fi Tanmiyati Maharati al-Kitabah lada Thalabati Qismi Ta'limi al-Lughati al-'Arabiyati fi Jami'ah Jambi fi .... *Ummul Qura Jurnal Institut Pesantren ....*  
<https://www.ejournal.insud.ac.id/index.php/UQ/article/view/650>
- Nabillah, E., & Gumiandari, S. (2024). Meningkatkan Keterampilan Berbicara Bahasa Arab Dengan Metode Muhadatsah Menggunakan Media Pocket Book DI MA KHAS .... *ENTINAS: Jurnal Pendidikan Dan ....*  
<https://entinas.joln.org/index.php/2023/article/view/71>
- Nalole, D. (2018). Meningkatkan Keterampilan Berbicara (Maharah al-kalam) Melalui Metode Muhadatsah dalam Pembelajaran Bahasa Arab. *Al-Minhaj: Jurnal Pendidikan Islam*.  
<https://journal.iaingorontalo.ac.id/index.php/alminhaj/article/view/1027>
- Ningtiyas, D. A. (2021). Pemerolehan Bahasa Pertama Pada Anak Usia 4 Tahun Dalam Tahapan

- Pengembangan Sintaksis. *LOA: Jurnal Ketatabahasaan Dan Kesusastraan*.  
<https://scholar.archive.org/work/tjvqqxebwngjldajomauoiqbre/access/wyback/https://ojs.badanbahasa.kemdikbud.go.id/jurnal/index.php/loa/article/download/3477/1548>
- Nurafni, H., Nasution, S. A., & Latifah, Z. K. (2022). Manajemen Program Bahasa Asing Dalam Pencapaian Kemampuan Berbicara Bahasa Inggris Santri. *AL-KAFF: JURNAL SOSIAL ....* <https://ojs.unida.ac.id/al-kaff/article/view/6466>
- Nurdianto, T. (2020). Kompetensi Dasar Pembelajaran Bahasa Arab. *Yogyakarta: Zahir Publishing*.  
[http://repository.umy.ac.id/bitstream/handle/123456789/35840/Pembelajaran Bhs Arab\\_Talqis Nurdianto\\_softbook.pdf?sequence=1](http://repository.umy.ac.id/bitstream/handle/123456789/35840/Pembelajaran%20Bhs%20Arab_Talqis%20Nurdianto_softbook.pdf?sequence=1)
- Peng, Z., Wang, X., Han, Q., Zhu, J., Ma, X., & ... (2023). Storyfier: Exploring Vocabulary Learning Support with Text Generation Models. *Proceedings of the 36th ....*  
<https://doi.org/10.1145/3586183.3606786>
- Pratama, D. F. P., & Inayati, N. L. (2023). Implementasi media muhadatsah dalam pembelajaran bahasa arab santri Pondok Pesantren Nurul Ilmi Bogor. *At Turots: Jurnal Pendidikan ....*  
<http://journal.stitmadani.ac.id/index.php/JPI/article/view/339>
- Pratama, F. A. (2017). Pemanfaatan Al-Arabiyyah Bayna Yadaik Berbasis Aplikasi Android (Apk) Untuk Menunjang Kemahiran Berbahasa Arab. *Prosiding Konferensi Nasional Bahasa Arab*. <http://prosiding.arabum.com/index.php/konasbara/article/view/135>
- Purwanto, A., Uswah, U., & Maimunah, R. (2022). Upaya Peningkatan Keterampilan Berbicara Bahasa Jerman dengan Rollenspiel, Storytelling, dan Penguasaan Kosakata. *Brila: Journal of Foreign ....*  
<http://journal.unj.ac.id/unj/index.php/brila/article/view/26818>
- Putra, A. A., & Patimah, S. (2023). Management Of T'alim Muhadatsah Activities In Improving Arabic And English Ability For Students Gontor Campus 7: Using The Management Model Of George R .... *Jurnal Multidisiplin Indonesia*.  
<https://jmi.rivierapublishing.id/index.php/rp/article/view/831>
- Putra, H. M. M., Hartati, N., & ... (2023). PELATIHAN PUBLIC SPEAKING: FIRST IMPRESSION STARTS WITH WORDS. *Jurnal Pengabdian ....*  
<http://www.jurnal.pelitabangsa.ac.id/index.php/jabmas/article/view/2548>
- Qof, A., Mubaligh, A., & Indonesia, K. A. R. (n.d.). Pembelajaran Bahasa Arab. *Cendikia.Kemenag.Go.Id*.  
[https://cendikia.kemenag.go.id/storage/uploads/file\\_path/file\\_06-06-2023\\_647ee47474e81.pdf](https://cendikia.kemenag.go.id/storage/uploads/file_path/file_06-06-2023_647ee47474e81.pdf)
- Qomaruddin, F., & Haq, M. A. (2023). Efektifitas Metode Langsung Terhadap Maharah Kalam Pada Program Muhadatsah Pondok Pesantren Mamba'us Sholihin. *MIYAH: Jurnal Studi Islam*.  
<http://ejournal.unkafa.ac.id/index.php/miyah/article/view/658>
- Rahman, A. (2021). Peran Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Izzur Risalah Panyabungan. *Prosiding Konferensi Nasional I Hasil ....*  
[https://proceeding.stain-madina.ac.id/index.php/PROSIDING\\_NASIONAL-I/article/view/11](https://proceeding.stain-madina.ac.id/index.php/PROSIDING_NASIONAL-I/article/view/11)
- Rahmi, E. N., Nurmala, M., & ... (2024). A Phenomenological Study of Arabic Language Environment to Improve Students' Speaking Skills at Modern

- Islamic Boarding School. ... *Language*.  
<https://journal.iaimnumetrolampung.ac.id/index.php/mantiquitayr/article/view/4085>
- Ritonga, M., Febriani, S. R., Kustati, M., & ... (2022). Duolingo: An Arabic speaking skills' learning platform for andragogy education. *Education Research* ....  
<https://doi.org/10.1155/2022/7090752>
- Ritonga, M., & Nurdianto, T. (2022). Strategies for improving Arabic language ability through language Environment: Phenomenology studies in Islamic boarding schools. *Journal of Language and Linguistic* ....  
<https://doi.org/10.3316/informit.400249188033712>
- Robbaniyah, Q., & Lina, R. (2023). Learning Arabic for Special Class Quarantine Madrasah Aliyah Islamic Center Bin Baz Islamic Boarding School. *Shibghoh: Prosiding Ilmu* ....  
<https://ejournal.unida.gontor.ac.id/index.php/shibghoh/article/view/11018>
- Sardi, A. (2022). *The Building up of Students' Vocabulary Mastery through Knowing by Heart Strategy*.  
[jurnal.stainmajene.ac.id](http://jurnal.stainmajene.ac.id).  
<https://jurnal.stainmajene.ac.id/index.php/lets/article/view/318>
- Satriawan, S. (2023). Arabic Language Pragmatics In Lombok Indonesia: Arabization Systems And Contestation In Cultural Construction. *Edukasi Islami: Jurnal Pendidikan* ....  
<https://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/6662>
- Semiun, T. T., Wisrance, M. W., Napitupulu, M. H., & ... (2022). Pelatihan Pidato Bahasa Inggris sebagai upaya Peningkatan Kemampuan Speaking. *Empowerment* ....  
<https://journal.uniku.ac.id/index.php/empowerment/article/view/5516>
- Setyaji, G. D. (2021). Meningkatkan Rasa Percaya Diri Berbicara Di Depan Umum Melalui Bimbingan Kelompok Dengan Media Ular Tangga Pada Siswa SMP Negeri 1 .... *Advice: Jurnal Bimbingan Dan Konseling*.  
<https://scholar.archive.org/work/2xg2sr75vjaxzh26hefjg4xh3m/access/wayback/http://journal.univetbantara.ac.id/index.php/advice/article/download/1431/pdf>
- Sholihah, R. A. (2020). Praktik Pembelajaran Keterampilan Berbicara Di Masa Pandemi Covid-19. ... : *Jurnal Kajian Dan Penelitian Pendidikan Dan* ....  
<http://www.journal.umtas.ac.id/index.php/naturalistic/article/view/977>
- Sobri, M., Pratama, F. A., Huda, R. F., & ... (2024). Synchronous Learning Model: Innovative Learning Using Saudi Electronic University-Based Learning Management System. ... : *Journal of Arabic* ....  
<https://ejournal.uinsalatiga.ac.id/index.php/lisania/article/view/1035>
- Sugiarto, D., Mega, I. R., & Sugiarto, D. (2020). Speaking skills in correlation with English speaking learning habit and self confidence of vocational high school students. *Journal of Foreign Language* ....
- Sugiyono. (2020). *Metode Penelitian Kuantitatif, Kualitatif dan Kombinasi (Mixed Methods)*. Alfabeta.
- Sugiyono. (2022). *Metode Penelitian Kualitatif (kelima)*. Alfabeta.
- Suryadinata, A. M. I., Kamaruddin, K., & ... (2023). Upaya Guru Dalam Meningkatkan Kemampuan Bahasa Arab Santri Di Pondok Pesantren Modern Al-Istiqamah Ngatabaru. *Prosiding Kajian Islam* ....  
<https://jurnal.iainpalu.ac.id/index.php/kiiies50/article/view/1971>

- Tawarik, O. (2021). Hubungan Penguasaan Kosakata Siswa Dengan Kemampuan Berbicara Siswa Kelas Xi Sma Negeri 1 Ledo Tahun Ajaran 2016/2017. *Journal of Educational Learning and ...*  
<https://journal.shantibhuana.ac.id/index.php/elia/article/view/249>
- Umaralieva, M. M., & kizi Yakhyoyeva, S. K. (2023). How To Improve Vocabulary Through Different Strategies. *Educational Research in Universal ...*  
<http://erus.uz/index.php/er/article/view/3440>
- Widyawati, K. A. (2022). أثر تعويد المحادثة اليومية و المحاضرة الأسبوعية على ترقية مهارة كلام الطالبات في المعهد العصري باب السلام كيبونساري ماديون  
[http://etheses.iainponorogo.ac.id/id/eprint/21858](http://etheses.iainponorogo.ac.id/etheses.iainponorogo.ac.id/id/eprint/21858)
- Yusvida, M. (2020). Strategi Belajar Bahasa Arab yang Efektif pada Perguruan Tinggi. *Tatsqifiy: Jurnal Pendidikan Bahasa Arab*.  
<https://scholar.archive.org/work/f7a4hvtkaff6blgxjdm2vdtzy/access/wayback/https://ojs.unida.ac.id/tatsqifiy/article/download/2781/pdf>
- Zhang, S., & Zhang, X. (2022). The relationship between vocabulary knowledge and L2 reading/listening comprehension: A meta-analysis. *Language Teaching Research*.  
<https://doi.org/10.1177/1362168820913998>
- Zuhairati, U., Muslem, A., & Fitriasia, D. (2022). An analysis of English language used in daily communication by students of Dayah or Islamic boarding schools. *English Education Journal*.  
<https://jurnal.usk.ac.id/EEJ/article/view/23112>
- ع. م. ز. م. الحكيم, (n.d.). فاعلية برنامج تدريبي باستخدام استراتيجيات التعلم مع التعاونية لإكساب مهارات القصة الرقمية التعليمية لطلاب التعليم  
 مجلة كلية التربية-جامعة أسيوط, ٢٠٢٣, ٢٠٢٣  
[https://journals.ekb.eg/article\\_294633\\_0.html](https://journals.ekb.eg/article_294633_0.html)
- مدى فعالية استخدام (n.d.). الهزاني, ن. ب. ن. ب. ع. في تعزيز Chatbot روبوتات المحادثة التوليدية مشاركة المعرفة لدى أفراد المجتمع السعودي  
*Journal of Information Studies and ...*, 2024.  
<https://doi.org/10.5339/jist.2024.2>
- سردوك, ع. (٢٠٢٠). استخدام الروبوتات الذكية في المكتبات الجامعية: التجارب العالمية، والواقع  
*Journal of Information Studies and Technology*.  
<https://doi.org/10.5339/jist.2020.10>
- واقع تطبيق (n.d.). & سعيد, و. أ. ر. خليفة, م. م. منهجية الجدارات المهنية بالمدارس الثانوية الصناعية في ضوء رؤية مصر ٢٠٣٠م (دراسة  
 مجلة كلية التربية ... ٢٠٢٣, مسحية)  
[https://journals.ekb.eg/article\\_317093.html](https://journals.ekb.eg/article_317093.html)
- تطوير الأداء (n.d.). سلطان, أ. ع. م. & هاشم, غ. ف. الأكاديمي لأعضاء هيئة التدريس بكليات التربية في  
 مجلة كلية التربية. ضوء مدخل التوأمة الجامعية  
 (أسيوط), ٢٠٢٢, ٢٠٢٢  
[https://journals.ekb.eg/article\\_287413\\_0.html](https://journals.ekb.eg/article_287413_0.html)
- الثقة بالنفس وعلاقتها (n.d.). علي, أ. ر. م. & أحمد بالأداء المهني، وفق عدة أساليب تقييم، لدى طلاب  
 الدبلوم العالي، في تعليم اللغة العربية لغير الناطقين  
 مجلة كلية التربية (أسيوط), ٢٠٢٢, ٢٠٢٢  
[https://mfes.journals.ekb.eg/article\\_281122.html](https://mfes.journals.ekb.eg/article_281122.html)
- فاعلية برنامج تدريبي قائم علي (n.d.). محمد, غ. م. ح. ا. مدخل النظم في تنمية مهارات التدريس التقني والاتجاه نحو التطوير المهني لدي معلمات الاقتصاد  
 مجلة كلية التربية (أسيوط), المنزلي أثناء الخدمة  
 ٢٠٢٣  
[https://journals.ekb.eg/article\\_294801\\_0.html](https://journals.ekb.eg/article_294801_0.html)
- الخصائص (n.d.). محمود, ع. ا. ف. & الرحيم, ع. السيكومترية لمقياس التواصل اللغوي لدى أطفال  
 المجلة التربوية لتعليم اضطراب طيف التوحد  
 الكبار, ٢٠٢٣  
[https://altk.journals.ekb.eg/article\\_347367\\_40896.html](https://altk.journals.ekb.eg/article_347367_40896.html)
- (n.d.). & محمود, ه. ف. ع., الدهشان, ج. ع. خ.

رؤية مقترحة لتطوير برامج التنمية المهنية للمعلمين  
مجلة .في ضوء متطلبات الثورة الصناعية الرابعة  
كلية التربية ...، ٢٠٢١  
[https://journals.ekb.eg/article\\_207047\\_0.html](https://journals.ekb.eg/article_207047_0.html)