

Enhancing Arabic Speaking Skills: A Societal Approach at an Indonesian Islamic Boarding School University - Implementation Challenges and Remedies

¹Mahfuz Rizqi Mubarak, ²Noor Amalina Audnia, ³Bimaghfirlana Muhammad

Email : ¹mahfuzrizqimubarak@iain-palangkaraya.ac.id, ²nooramalinaaudina6gmail.com,

³bimafirlana87@gmail.com

^{1,2}Institut Agama Islam Negeri Palangka Raya, Indonesia; ³Universitas al-Ahgaaff, Mukalla, Yaman

ABSTRACT

The research explores the implementation of teaching speaking skills to first-semester Arabic language students at the University of Islamic Boarding School in Indonesia, using a social approach. It aims to comprehensively describe the process, covering objectives, the roles of lecturers and students, discussion themes, teaching methods, media, and evaluation. The study employs a descriptive qualitative method with data collected through observation, interviews, and documentation. Insights from the findings highlight the sociological perspective of learning objectives, emphasizing the lecturer's role in fostering social interactions through discussions. Both the lecturer and students' roles are examined in a societal context, underlining the lecturer's societal responsibilities and students' readiness for societal engagement. Discussion themes include social elements such as good behavior, Islamic education, and youth. The teaching method involves a conversational approach with cooperative learning strategies. Classroom media is limited to books and boards, while dormitories are equipped with LED TVs broadcasting Arabic-language religious speeches. Challenges faced by students are categorized into internal (lack of personal motivation) and external problems (shortage of classrooms and inadequate bathroom facilities). The study provides insights into the practical and sociological aspects of teaching speaking skills in an Islamic educational environment.

Article history

Received 2024-02-01

Revised 2024-02-02

Accepted 2024-02-02

Keywords

Arabic Speaking Skills;
Social Approach;
Islamic Boarding School
University.

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Introduction to teaching approach is a philosophical stage concerning language, learning, and language teaching. It represents a set of assumptions about the teaching and learning process as an established concept that requires no argument (*Communicative Approach in the Process of Teaching*, n.d.; Dejene, 2020; Vermote et al., 2020; Zamira et al., 2021). In other words, the Teaching Approach is a philosophical conviction that serves as a principle in the process of language learning and teaching.

There are various approaches fundamental to the execution of education, one of which is known as the Social Approach. The Social Approach focuses on individual and group behavior, scientifically considering society, culture, and individualism (Alfitri & Hambali, 2013; Clyne et al., 2013; Yin et al., 2022; Zhang, 2013). It addresses the understanding of social and cultural life, as well as personal development. In the context of teaching, this approach emphasizes student growth through social interactions, either inside or outside the classroom, aiming to achieve educational objectives and enhance student competence.

Social interaction, such as verbal communication, plays a crucial role in language learning (Martin-Beltrán, 2017; Washington-Nortey et al., 2020). Speaking skill, involving the articulate expression of thoughts, opinions, desires, or senses, is considered an essential aspect of language education (Aburezeq, 2020; Amrullah, 2021; Aprianto et al., 2020; Khuluq & Zulaikha, 2020; Kiliç, 2021; Linur & Mubarak, 2022; Marlius et al., 2021). Scholars emphasize the significance of speaking and listening skills as foundational elements, preceding reading and writing skills.

The research institution discussed, Islamic Boarding School University, is recognized for its emphasis on the Arabic language. the University has consistently promoted the learning and teaching of the Arabic language, advocating its use in adherence to the language spoken by the Prophet Muhammad (SAW) (Maujud, 2017). The University has played a vital role in shaping an environment where Arabic is employed as a daily means of communication and serves as an introductory subject.

The language environment created in University such as Islamic Boarding School University is crucial for effective language learning. The University's commitment to Arabic communication is evident through various activities, including lectures, sending teachers and students to educational University specializing in Arabic, organizing free Arabic language courses, and encouraging the use of Arabic in teaching.

Given the substantial growth and quality development of Islamic Boarding School University, the research aims to explore the implementation of teaching Arabic speaking skills in the University, particularly under the influence of the Social Approach. The researcher seeks

to investigate the dynamics of education in this context, focusing on "Teaching Speaking Skills in Light of the Social Approach at Islamic Boarding School University in Indonesia."

Several preceding studies have delved into the pivotal role of Islamic boarding schools (pondok pesantren) in advancing Arabic speaking skills. Rohelah's investigation demonstrated that the incorporation of Arabic speeches (khitobah) in Islamic boarding school significantly contributed to the enhancement of students' Arabic language proficiency (Rohelah, 2020). Similarly, Abdullah et al.'s research highlighted the positive impact of the Arabic language environment within pondok pesantren on students' Arabic speaking abilities (Abdullah et al., 2020). Rahman's findings further supported this, emphasizing the role of the linguistic environment in pondok pesantren in fostering students' development of Arabic speaking skills (Rahman, 2021). Additionally, Utama et al. emphasized the affirmative influence of daily Arabic language programs conducted in pondok pesantren on students' Arabic speaking capabilities (Utama et al., 2023).

Despite these contributions, the existing studies predominantly concentrate on delineating the role of pondok pesantren without addressing how these institutions implement programs from a social approach perspective. Consequently, this research introduces a novel perspective by examining how students' Arabic speaking skills can be elevated through programs seamlessly integrating a social approach.

Method

Research Design

The research method in this journal employs a descriptive qualitative approach. The study is conducted through direct field observation to collect and study related data. The collected data is phenomenal and occurs within an educational institution. The qualitative approach is chosen for its ability to provide descriptions, reviews, and explorations. The descriptive approach is used to depict and explain specific phenomena, while the exploratory approach is employed to delve into the study of data (Creswell et al., 2007). The reason for using the descriptive qualitative method is to gain a deep understanding of the complex situations related to speaking abilities at the Islamic Boarding School University in Indonesia.

The research is conducted at the Islamic Boarding School University in East Java, Indonesia because of its reputation for its students' proficiency in understanding the Arabic language, especially in speaking skills. The choice of the central institution is due to the view of one professor that the speaking abilities in this institution are better than in other Islamic Boarding School University, and also because the affiliated university is located in the central

institution. This context aligns with the research objective related to university students in the Arabic language education program for the first level.

The role of the researcher in this study is as a tool for data collection that reflects his presence and direct involvement in the research situation. The researcher strives to collect as much data as possible and ensures the validity of the data before conducting the analysis. Data sources are divided into two groups: primary data and secondary data. Primary data is obtained through direct observation and interviews, while secondary data is obtained from document studies provided by the head of the Arabic language department at the Islamic Boarding School University.

Data Collection Techniques

Data collection methods involve several approaches, including observation, interviews, and document studies (Huberman & Miles, 2002). Observation is conducted to understand the implementation of speaking skills learning, focusing on goals, materials, learning activities, methods, media, lesson components, and evaluation. In-depth interviews are conducted with the head of the Arabic language department at the university, the head of the department at the Islamic Boarding School University, speaking skills teachers, and some students.

Data Analysis Techniques

Data analysis involves steps such as data classification, data reduction, data presentation, and drawing conclusions. Data is classified to facilitate the description in the study. The next step is to reduce the data by selecting data that supports the research and eliminating irrelevant data (Huberman & Miles, 2002). The good data is then presented from a social perspective. The research concludes by drawing conclusions from the results of the data analysis related to the implementation of speaking skills learning at the Islamic Boarding School University, considering the social context.

Result and Discussion

Implementing the teaching of speaking skills in light of the social approach for first-level students at Islamic Boarding School Islamic University

The researcher has explained in previous chapters that the implementation of education consists of educational components, including objectives, teacher, learner, materials, methods, means, and assessment. Therefore, the researcher will explain the process of implementing the skill of speaking at Islamic Boarding School University by dividing these components and analyzing them in the light of the social context.

From a technical perspective, the objectives of teaching speaking skills, outlined in the

educational planning for first-level students, are categorized into general and specific objectives. General objectives are referred to as lesson competency, and specific objectives are classifications of that competency into indicators of learning outcomes to be acquired in educational activities.

These educational objectives were systematically formulated in the educational planning obtained by the researcher as a speaking skills teacher. The general objectives of teaching speaking skills to first-level students in the Arabic Language Education department are "to enable students to converse in the Arabic dialect." The specific objectives are further divided into learning outcome indicators, including:

- a) Understanding conversations related to Islamic education.
- b) Understanding conversations related to youth.
- c) Understanding conversations related to noble morals.

These educational objectives were established by Arabic language laboratory instructors responsible for teaching in the Arabic Language Education department at Islamic Boarding School University. Each lesson has an educational plan that includes the specified educational objectives, as mentioned by the speaking skills teacher:

"The formulation of educational objectives, including the speaking skills course, was based on discussions with Arabic language instructors at the university and Arabic language laboratory instructors at the University. This is relevant to education in religious schools and what will be taught at the university. Therefore, educational planning will be a source for Arabic language teaching activities in the classroom, especially for the speaking skills lesson."

The head of the Arabic Language Education department at Islamic Boarding School University also mentioned the goals of teaching speaking skills:

"The educational goal is the most important part of the teaching process. Therefore, Arabic language teachers who interact directly with students in the classroom must formulate educational objectives that can be considered in advance according to their capabilities. As you know, this University has two educations, religious education and equality education, both of which include the speaking skills course. Most of the activities in this University are geared towards the competency of speaking skills. Therefore, we discuss with Arabic language instructors at the university and religious school to align the students' competency. This also prepares them to meet and live with the community because the selected materials are suitable for students' needs in interacting with society."

HBH, the head of the Arabic Language at Islamic Boarding School University, also mentioned:

"The main goal of teaching Arabic language here corresponds to what Habib Hassan bin Ahmad Baharun wanted, which is to gain satisfaction from Allah. Because the Arabic language is the key to gaining satisfaction from Allah. If a person understands this language, he appreciates religious books because they are written in this language. If he understands these books, the person is prepared to meet and live with society. This is the philosophy behind the name Dar Al-Lughah, that Dar Al-Lughah encompasses everything that begins with the comprehension of language, and after comprehension, one becomes a caller to Allah in the midst of society."

From the interviews with the speaking skills teacher, the head of the Arabic Language Education department at the Islamic University, and the head of the Arabic Language at Islamic Boarding School University, the researcher can conclude that educational objectives are the result of formulation shared by Arabic language instructors for the university and religious school. They then make these objectives a source in the process of implementing Arabic language education. These objectives align with the needs of students when they live in society (Husseinali, 2006).

It is essential for Arabic language teachers to present educational objectives at the beginning of teaching activities, as part of the introduction before the core activities. This is crucial for Arabic language teachers to inform students about the knowledge or skills they need to master, fostering a sense of responsibility. By introducing educational objectives at the outset of their activities, Arabic language teachers can generate enthusiasm among students to participate. The speaking skills teacher explains this as follows:

"Before I start teaching, I must first discuss with the first-level students the subjects we will study and the educational objectives we aim to achieve. We interact and converse with all students, asking them about the situations in their society, especially the community in their city. This is important because students in one class come from different circles with diverse cultures. From this discussion, the educational objectives are fully derived."

AA, a student from the South Kalimantan region, also mentioned:

"Before we start teaching speaking skills, we have a discussion first, and the speaking skills teacher asks us about the situations in society and suitable materials for those situations. The teacher also faces suggestions from students about what we will learn and the activities we will engage in."

Additionally, HB from Bali added:

"At the beginning of the lesson, we interact and converse with the speaking skills teacher. The teacher asks about the situations in society. I come from Bali, and there

are many students who come from different cities. Understanding communication is very important here. For example, one specific goal of teaching Arabic language is for students to understand conversations related to noble morals in the topic of 'guests.' With this goal, we know how to converse when guests come and engage in good conversations related to it."

From the results of the previous interview, where the researcher collaborated with the speaking skills teacher and some students participating in teaching speaking skills, it can be inferred that the teacher presents the educational objectives for speaking skills at the beginning through direct interaction and discussion with the students in the classroom. This discussion involves seeking opinions from students about the materials they are learning and the situations in society (Anggraini et al., 2021).

Furthermore, from the observations the researcher made in the field, as well as the data obtained, it was noted that the educational objective the teacher aimed for students to achieve was understanding conversations related to noble morals. This educational objective was introduced by the speaking skills teacher at the beginning through a discussion with the students in the classroom. Some were asked for their opinions and experiences related to that objective. The teacher also inquired about good communication and noble morals when guests visit their homes. Some students responded by expressing hospitality, preparing food and drinks, and engaging in polite conversations. The teacher then asked them about their conversations with guests, and they answered in Arabic, demonstrating their proficiency in the language.

In the second observation, the researcher found in the research field that the speaking skills teacher does not present educational objectives as observed in the previous meeting. Instead, he discusses some activities conducted with students, and additionally, activities dominated by the students themselves.

In the third observation, the researcher found in the research field that the speaking skills teacher explains once again the educational objective as presented in the previous week. The teacher emphasizes that the educational objective in this skill is what students must achieve. He also asks some questions to the students, but it is something different from what the speaking skills teacher does in this opportunity. He asks the students if they have achieved the mentioned educational objective in this class. For those who responded positively (that they achieved the educational objective), the speaking skills teacher asks about the new materials obtained in the speaking skills education. Simultaneously, for those who answered that they did not achieve the mentioned educational objective, the teacher requests them to engage in a discussion with their friends about the difficulties students face in achieving educational objectives. For example, the educational objective they want to achieve is for

students to understand conversations related to noble morals. Some students have difficulties in finding contemporary and rare vocabulary. In the discussion, they talk about suitable solutions, considering the previous suggestion about finding contemporary vocabulary that they don't understand. The solutions offered by friends for these difficulties include *using Al-Mawrid dictionary and Al-Asri dictionary*.

From the notes of the observations conducted by the researcher in the research field, the data inferred is that the speaking skills teacher presents educational objectives as an introduction at the beginning of the teaching before other activities. There is a focus on the method of discussion with students in the classroom, while implementing the steps taken by the speaking skills teacher, which include:

- a) Introducing educational objectives and the materials to be studied on that day.
- b) Giving students the opportunity to interact and discuss with the teacher about their opinions and experiences in the current situations. All of this will be the basis for selecting the materials to be studied.

In presenting educational objectives for speaking skills in the classroom, the speaking skills teacher emphasizes that achieving these objectives is the responsibility of each student. Therefore, he focuses on the teaching process that will take place and cares about the student as well. If in his activities there are some students who did not achieve the educational objective, then some other students participate in providing solutions and assisting those who did not achieve that objective (Hamidah et al., 2022).

The teaching method for speaking skills at the first level at Islamic Boarding School University, as described by the speaking skills teacher in interview sessions, is as follows:

"I don't specify the method commonly used in teaching speaking skills in the classroom. However, teaching speaking skills and dialogue activities play a significant role in enhancing speaking skills. Therefore, I prefer discussion and collaboration with students. Discussions take place between me and the students, and among the students and their peers. Since the class consists of 35 students, I divide them into learning groups (tim belajar). Each group consists of five students, with each person responsible for their peers. This method is also applied in teaching dialogue writing in the dormitory."

Additionally, HBM, the head of the Arabic language department at Islamic Boarding School University, stated:

"We mandated all dormitories to conduct a conversation program using the modern dialogue book. Therefore, all dorm members are grouped, and one is selected to be the corrector. This program requires them to live socially in one dormitory, and each

student must assist their peers, especially in understanding Arabic speech. We instructed the correctors for each group to alert members who did not speak Arabic."

AA, on the method of teaching speaking skills, added:

"The process of teaching speaking skills in the classroom is similar to the conversation program in the dormitory. The teacher forms teaching groups, with each group consisting of five students. Each group has a leader responsible for helping members facing difficulties. The leader is considered more competent than others."

AM also shared his perspective on the method of teaching speaking skills:

"Usually, when learning speaking skills in the classroom, the teacher asked us to form groups. If a group is formed, members engage in discussions and debates relevant to the assigned topic. If someone encounters difficulty, they ask their leader or peers in the group for assistance. If solutions are not obtained within the group, they may ask another group. In this way, all groups have a responsibility for problem-solving."

Based on the researcher's interviews with the speaking skills teacher and students participating in this education, the method used by the speaking skills teacher for first-level students at Islamic Boarding School University can be identified as the conversational method and cooperative learning strategy. This method emphasizes discussion and dialogue among students in groups, with each group having a leader. If a member encounters difficulty, they inquire with their leader or peers in their group, and if solutions are not found, they may ask another group (Adi, 2020; Ilmiani et al., 2021). In this way, all groups share the responsibility of problem-solving.

The supporting documents for the interviews and observations conducted by the researcher in the field include written data in the Arabic language teaching plan (*silabus*), teaching plans for speaking skills (SAP), or units related to the subject. The identified teaching method for speaking skills includes the communicative/dialogue method and the question-and-answer method, as outlined in the mentioned documents.

The teaching methods for speaking skills at the first level at Islamic Boarding School University, as described by the speaking skills teacher in interview sessions, are as follows:

"In the teaching process conducted in the classroom, only available resources such as books and the whiteboard were used. As you can see, this classroom does not have resources like an LCD screen. The University's director prohibits all students from carrying electronic devices such as mobile phones and computers, as it is a condition for student enrollment in this University. Although the University has a language lab, it is rarely used due to lack of awareness of its use. However, LED TVs have been provided in every dormitory. Students are introduced to Islamic invitations in Arabic by Prof. Dr. Sayyid Mohammad bin Alawi Al-Maliki. Through these invitations, students

gain various knowledge, including Arabic dialects, new vocabulary, and religious sciences."

Additionally, HBM, the head of the Arabic language department at Islamic Boarding School University, mentioned:

"We set up LED TVs in every dormitory for Arabic language teaching purposes. Every day, we present religious speeches from the program 'Concepts that Need Correction' by the esteemed Prof. Dr. Sayyid Mohammad bin Alawi Al-Maliki from Mecca. We hope that these resources help students learn Arabic dialects and religious sciences. We also address contemporary issues such as innovations. Unfortunately, there is a prevalent trend nowadays where groups dislike each other, and some label others as infidels due to their involvement in innovative practices."

One student, AA, added in his response:

"We don't have screens like those found in universities outside the University, but it doesn't diminish our enthusiasm for learning, especially in teaching speaking skills. This skill is focused on the dialogue process, so we don't need extensive resources."

Another student, HB, also shared his perspective:

"We only use books and the whiteboard in teaching speaking skills because our classroom lacks screens."

From the interviews conducted by the researcher with the speaking skills teacher, the head of the Arabic language department, and students participating in this education, it can be inferred that the educational resources used in the classroom are limited to books, whiteboards, and occasionally LED TVs. The TV programs, specifically the religious speeches of Prof. Dr. Sayyid Mohammad bin Alawi Al-Maliki, are used to enhance Arabic language learning, vocabulary, and religious knowledge.

Moreover, the observations made by the researcher in the field indicate that within the classroom, students do not have access to electronic screens, and their learning primarily relies on traditional teaching tools. However, LED TVs are available in dormitories and are used for religious speeches and announcements in Arabic. Supporting documents obtained by the researcher include files of religious speech films by Prof. Dr. Sayyid Mohammad bin Alawi Al-Maliki, stored in the central computer of the Arabic language department.

The evaluation of teaching speaking skills at the first level at Islamic Boarding School University, as described by the speaking skills teacher in interview sessions, is as follows:

"Like other technical subjects, I evaluate the teaching of speaking skills similarly as usual. There are midterm and final exams in the education process. The grade is not only based on the exams but also includes students' activity in the speaking skills

learning process and their participation. The midterm exam, conducted directly in front of the class, requires each student to speak for 10 minutes on a given topic. This exam usually needs two sessions. The final exam, conducted liberally, involves students creating a conversation based on given topics. Although this evaluation may not align with the proper oral evaluation for speaking skills, it is justified by the fact that all students in this University are obligated to speak in Arabic for the entire day. Therefore, I requested them to create the conversation in Arabic for this final evaluation. I hope this assessment helps students become proficient in writing books, as demonstrated by the Islamic Boarding School University, under the leadership of head of the Islamic boarding school University."

Regarding the evaluation of teaching speaking skills conducted by the first-level speaking skills teacher at Islamic boarding school University, the researcher found the following insights:

"There are two types of evaluation for teaching speaking skills: the midterm exam and the final exam. In each session, the teacher instructs all group members to present in front of the class and engage in a discussion on the assigned topic. Other groups listen, correct, or comment on the presented conversation. The teacher grades based on the effectiveness of the presentation and the feedback from other groups."

MI added:

"During most sessions, the teacher asks us to present the conversation in front of the class. When one group presents, other groups listen, comment, and correct if necessary. The teacher grades based on our performance in the conversation and the effectiveness of other groups in their feedback and correction."

From interviews with the speaking skills teacher and some students participating in speaking skills education, the researcher concludes that the evaluation conducted by the teacher at the first level at Islamic boarding school University includes three types: daily evaluation, midterm evaluation, and final evaluation. Daily evaluation involves group presentations and discussions, while the midterm and final evaluations assess students' performance in presenting conversations on assigned topics, aiming to enhance their proficiency in Arabic language usage. Supporting documents obtained by the researcher include daily evaluation result sheets from student groups, final evaluation sheets from individual students, and teacher-graded papers.

The Challenges Faced by First-Level Students in Implementing Spoken Language Education in Light of the Social Approach and Their Solutions

The problems faced by first-level students in implementing spoken language education at Islamic Boarding School University, as described by some students in interview sessions,

are as follows:

AAL:

"Not all students studying at this University come willingly. Some come because of their parents' will. Consequently, some lack enthusiasm for learning and may doze off or be absent from class."

AL:

"Some students come to this University due to their parents' will. I am one of those who come here by the will of my parents. In truth, my parents have good intentions for enrolling me in this University, aiming for me to become a useful person in the future. However, since my enrollment in this University is not of my own will, I may or may not show enthusiasm in learning."

MNS:

"As for me, I came to this University of my own accord, not as a result of my parents' assignment. The major issue for me is the large number of students in this University. Each classroom accommodates 60 students, and the number of bathrooms is limited. As a result, we may be delayed in entering the classroom because we need to line up for washing."

FDK:

"In my opinion, the problem with spoken language education lies in the classroom conditions. As you can see, we learn in the mosque, which is not solely used for one class but for multiple classes. Additionally, we may face concentration issues during learning because the teacher's voice may not be audible."

FA:

"I don't have an issue with the absence of facilities like screens or computers, as found in universities outside the University for spoken language education. The most important thing for this education is speaking in the Arabic language. The classroom condition is a challenge for me. We learn in the mosque, and each section of the mosque has approximately 30 students. This requires great concentration to hear the teacher's explanation."

IA:

"In my view, the lack of screens serves as motivation for me. I want to prove that I can succeed in achieving the educational goal even without such tools. The problem for me lies in the absence of a separate classroom during the learning process. When we gather and discuss in groups, some speak loudly, and others speak softly. Therefore, we need to pay close attention to hear what others have spoken."

From the interviews conducted by the researcher with some students participating in spoken language education, it can be inferred that the problems faced by first-level students at Islamic Boarding School University consist of internal and external issues. The internal problem is related to students who did not come to the University of their own will but due to their parents' will, affecting their enthusiasm and motivation for learning. The external problems include the location of classrooms in the mosque, leading to issues with audibility due to the large number of students and limited bathroom facilities. Additionally, the absence of modern facilities does not pose a significant concern for the students.

For every problem, there must be solutions. When looking at the problems faced by first-level students in the Arabic Language Education Department at Islamic Boarding School University, the solutions proposed by the researcher are as follows:

Encourage Teachers to Emphasize the Importance of Education

Request teachers to provide motivations regarding the significance of education in this University and the benefits students will gain if they learn and succeed. Parents always wish the best for their children, and students need to understand the positive intentions of their parents (Mubarak et al., 2021). Therefore, they must learn and strive to bring joy to their parents and earn the satisfaction of Allah due to their success.

Diversify Teaching Locations

Urge teachers not to limit the teaching process only within the classroom but also to conduct lessons outside, such as in the field, language laboratory, or less crowded areas like student rooms (Ilmiani et al., 2020). When it is time for learning, students should step out of their rooms to study in designated classrooms, making the rooms quieter.

Address Limited Bathroom Facilities

In response to the limited number of bathrooms for all students, the University's director plans to construct new, spacious buildings behind the director's residence. Construction is scheduled to begin in January, and these buildings will serve as a solution to the problem related to the large number of students and limited bathrooms in the University.

These proposed solutions aim to enhance the learning environment for first-level students and address the challenges they face at Islamic Boarding School University.

Conclusion

In summary, the study delved into the educational goals of teaching speaking skills to first-level students in the Arabic Language Education Department at Islamic Boarding School University. The objectives aimed to proficiently develop students' conversational abilities in the Arabic dialect, specifically focusing on Islamic education, youth, and noble ethics. The teaching approach utilized the conversational method, incorporating cooperative learning to encourage

collaborative problem-solving discussions among students and emphasizing social interactions within the classroom. Instructional materials included traditional tools like books, whiteboards, and LED televisions, with assessments (daily, midterm, and final) fostering communication skills through group presentations and individual speaking sessions.

Internal and external challenges were identified, such as students attending involuntarily due to parental decisions, limited classrooms (some in the mosque), and inadequate bathroom facilities, impacting the learning environment. Recommendations included emphasizing education's importance to instill responsibility and diversifying teaching locations while expanding infrastructure.

In conclusion, the research provides valuable insights into Arabic language instruction at Islamic Boarding School University, offering practical recommendations to enhance the overall learning experience for first-level students. Future efforts should prioritize implementing these suggestions for a more conducive and effective learning environment.

References

- Abdullah, I., Rahmi, N., & Walfajri, W. (2020). Pembentukan Lingkungan Bahasa Arab Untuk Mengembangkan Keterampilan Berbicara. *Taqdir*, 6(2), 71–83. <https://doi.org/10.19109/taqdir.v6i2.6283>
- Aburezeq, I. M. (2020). The Impact of Flipped Classroom on Developing Arabic Speaking Skills. *The Asia-Pacific Education Researcher*, 29(4), 295–306. <https://doi.org/10.1007/s40299-019-00483-z>
- Adi, H. M. M. (2020). Teori Belajar Behaviorisme Albert Bandura dan Implikasinya Dalam Pembelajaran Bahasa Arab. *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, 10(1), Article 1. <https://doi.org/10.22373/lis.v10i1.7803>
- Alfitri & Hambali. (2013). Integration of national character education and social conflict resolution through traditional culture: A case study in South Sumatra Indonesia. *Asian Social Science*, 9(12 SPL ISSUE), 125–135. <https://doi.org/10.5539/ass.v9n12p125>
- Amrullah, A. (2021). Tanmiyah Mahârah al-Kalâm bi Tathbîqi at-Tharîqah al-Ittishâliyyah: Al-Bahts at-Tanfîdziy fî al-Fiah ad-Dirâsiyyah. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 2(2), Article 2. <https://doi.org/10.19105/ajpba.v2i2.4701>
- Anggraini, A., Sutaman, S., & Anshory, A. M. al. (2021). Teacher's Personality as a Motivation in Arabic Learning: A Systematic Review Based on Five Professional Teacher Personality Frameworks. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 9(2), Article 2. <https://doi.org/10.23971/altarib.v9i2.3263>
- Aprianto, A., Ritonga, M., Marlius, Y., & Nusyur, R. (2020). The Influence of Using Audio-lingual Method on Students' Speaking Skill in Madrasah Diniyah Takmiliyah Awwaliyyah. *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 3(2), Article 2. <https://doi.org/10.22219/jiz.v3i2.12514>
- Clyne, M., Cordella, M., Schüpbach, D., & Maher, B. (2013). Connecting younger second-language learners and older bilinguals: Interconnectedness and social inclusion. *International Journal of Multilingualism*, 10(4), 375–393. <https://doi.org/10.1080/14790718.2013.832120>

- Communicative Approach in the Process of Teaching*. (n.d.). Retrieved 1 February 2024, from <https://www.elibrary.ru/item.asp?id=45605517>
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative Research Designs: Selection and Implementation. *The Counseling Psychologist*, 35(2), 236–264. <https://doi.org/10.1177/0011000006287390>
- Dejene, W. (2020). Conceptions of teaching & learning and teaching approach preference: Their change through preservice teacher education program. *Cogent Education*, 7(1), 1833812. <https://doi.org/10.1080/2331186X.2020.1833812>
- Hamidah, H., Audina, N. A., & Mubarak, M. R. (2022). How is an Arabic Lecturer's Personality Competence as Expected by Students? An Analysis of Students' Perceptions in Indonesia. *Arabiyatuna: Jurnal Bahasa Arab*, 6(2 November), Article 2 November. <https://doi.org/10.29240/jba.v6i2.5088>
- Huberman, M., & Miles, M. B. (2002). *The Qualitative Researcher's Companion*. SAGE.
- Husseinali, G. (2006). Who is Studying Arabic and Why? A Survey of Arabic Students' Orientations at a Major University. *Foreign Language Annals*, 39(3), 395–412. <https://doi.org/10.1111/j.1944-9720.2006.tb02896.x>
- Ilmiani, A. M., Ahmadi, A., Rahman, N. F., & Rahmah, Y. (2020). Multimedia Interaktif untuk Mengatasi Problematika Pembelajaran Bahasa Arab. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 8(1), 17–32. <https://doi.org/10.23971/altarib.v8i1.1902>
- Ilmiani, A. M., Wahdah, N., & Mubarak, M. R. (2021). The application of Albert Bandura's Social Cognitive Theory: A Process in Learning Speaking Skill. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 5(2), Article 2. <https://doi.org/10.15575/jpba.v5i2.12945>
- Khuluq, M., & Zulaikha, S. (2020). Tadakhkhulu al-Lughatu al-Umm fî Mahârati al-Kalâm bimarkazi al-Lughah al-'Arabiyah fî Ma'hadi al-'Inâyah Sumber Batu ilbanât Pegantenan Pamekasan. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 1(1), Article 1. <https://doi.org/10.19105/ajpba.v1i1.3511>
- Kiliç, F. (2021). Examination of Arabic speaking skills self-efficacy perceptions of Arabic language and literature department students. *E-Kafkas Journal of Educational Research*, 8(1), Article 1. <https://doi.org/10.30900/kafkasegt.909981>
- Linur, R., & Mubarak, M. R. (2022). Students' Perceptions on Using the Flipped Classroom Method to Support Their Self-Regulated Learning in Arabic Speaking Skills: Exploratory Study. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 10(1), Article 1. <https://doi.org/10.23971/altarib.v10i1.3812>
- Marlius, Y., Bambang, B., & Wirman, M. (2021). The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 9(1), Article 1. <https://doi.org/10.23971/altarib.v9i1.2585>
- Martin-Beltrán, M. (2017). Exploring Peer Interaction Among Multilingual Youth: New Possibilities and Challenges for Language and Literacy Learning. *International Multilingual Research Journal*, 11(3), 131–136. <https://doi.org/10.1080/19313152.2017.1328968>
- Maujud, F. (2017). Pembinaan Keterampilan Berbicara Bahasa Arab (Mahart al-Kalam) Santri dan Santriwati di Pondok Pesantren Darul Hikmah Pagutan Karang Genteng Kota Mataram. *El-Tsaqafah: Jurnal Jurusan PBA*, 16(2), Article 2. <https://doi.org/10.20414/tsaqafah.v16i2.447>

- Mubarak, M. R., Audina, N. A., Wahdah, N., Hamidah, H., & Ilmiani, A. M. (2021). Factors Influencing Motivation in Online Arabic Learning of Indonesian Older Man. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 4(1), Article 1. <https://doi.org/10.22219/jiz.v4i1.15270>
- Rahman, A. (2021). Peran Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Izzur Risalah Panyabungan. *PROSIDING KONFERENSI NASIONAL I HASIL PENGABDIAN MASYARAKAT*, 1(1), 83–92.
- Rohelah, S. (2020). Hubungan Kegiatan latihan Khitobah Dan Keterampilan Berbicara Bahasa Arab. *Dirosat: Journal of Islamic Studies*, 5(2), 191–202. <https://doi.org/10.28944/dirosat.v5i2.505>
- Utama, F. T., Maheran, S., & Safarudin, M. (2023). Pelatihan Keterampilan Berbicara Bahasa Arab (Maharah Kalam) Melalui Program Yaumul ‘Arabiyah bagi Guru dan Karyawan di Pondok Pesantren Adzkiya Tanjungpinang. *Jurnal Pengabdian Dan Pemberdayaan Masyarakat Kepulauan Riau (JPPM Kepri)*, 3(1), Article 1. <https://doi.org/10.35961/jppmkepri.v3i1.734>
- Vermote, B., Aelterman, N., Beyers, W., Aper, L., Buysschaert, F., & Vansteenkiste, M. (2020). The role of teachers’ motivation and mindsets in predicting a (de)motivating teaching style in higher education: A circumplex approach. *Motivation and Emotion*, 44(2), 270–294. <https://doi.org/10.1007/s11031-020-09827-5>
- Washington-Nortey, P.-M., Zhang, F., Xu, Y., Ruiz, A. B., Chen, C.-C., & Spence, C. (2020). The Impact of Peer Interactions on Language Development Among Preschool English Language Learners: A Systematic Review. *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-020-01126-5>
- Yin, H., Tam, W. W. Y., & Lau, E. (2022). Examining the relationships between teachers’ affective states, self-efficacy, and teacher-child relationships in kindergartens: An integration of social cognitive theory and positive psychology. *Studies in Educational Evaluation*, 74, 101188. <https://doi.org/10.1016/j.stueduc.2022.101188>
- Zamira, E., Xalima, D., & Kizlargul, K. (2021). Integrated approach in teaching a foreign language. *ACADEMICIA: AN INTERNATIONAL MULTIDISCIPLINARY RESEARCH JOURNAL*, 11(1), 448–452. <https://doi.org/10.5958/2249-7137.2021.00078.1>
- Zhang, L. (2013). Psychosocial development and the big five personality traits among Chinese university students. *Learning and Individual Differences*, 23, 163–167. <https://doi.org/10.1016/j.lindif.2012.07.015>