



Implementing Speaking Skills Instruction in Islamic Institutes in Probolinggo

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Abstract:

This study aims to examine the implementation of teaching speaking skills at two Islamic institutes in Probolinggo: the Nurul Jadid Institute and the Al-Masdouqiya Institute. The objectives of this research are to analyze the methods and approaches applied to enhance students' fluency and adherence to grammatical rules in speaking Arabic. This research employs a qualitative approach with a descriptive method, utilizing observation, interviews, and document analysis as data collection tools. The findings indicate that both institutes emphasize similar objectives: training students to speak Arabic fluently and accurately. At the Nurul Jadid Institute, the instructional content includes vocabulary, dialogue, scientific discussion, public speaking, storytelling, news reading, and grammar. The instructional methods applied involve memorization, direct interaction, and the oral-aural method. Instructional materials and tools include books such as Modern Dialogue, Al-Jarumiyah, Al-Amriti, Al-Alfiyyah, and morphological examples, as well as blackboards and projectors. Evaluation consists of weekly, formative, and summative assessments conducted on a semester basis. Similarly, at the Al-Masdouqiya Institute, instructional content encompasses vocabulary, dialogue, lectures, reading, and grammar, while the methods also incorporate memorization, direct methods, and the oral-aural approach. Materials include daily vocabulary books, clear grammar and morphological examples, a blackboard, and a projector. Evaluation follows the same frequency and structure as at the Nurul Jadid Institute. The study contributes insights into the structured approaches to teaching speaking skills at Islamic institutes and highlights the instructional methods and materials that can effectively support Arabic fluency and comprehension in a structured, outcome-focused manner.

Keywords: *Arabic Language Teaching, Speaking Skills, Arabic Fluency*

Abstrak:

Penelitian ini bertujuan untuk mengkaji pelaksanaan pengajaran keterampilan berbicara di dua lembaga pendidikan Islam di Probolinggo, yaitu Lembaga Pendidikan Islam New Noor dan Lembaga Pendidikan Islam Al-Masdouqiya. Tujuan penelitian ini adalah menganalisis metode dan pendekatan yang diterapkan untuk meningkatkan kelancaran dan kepatuhan siswa terhadap kaidah tata bahasa dalam berbicara bahasa Arab. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, dengan menggunakan observasi, wawancara, dan analisis dokumen sebagai alat pengumpulan data. Hasil penelitian menunjukkan bahwa kedua lembaga tersebut menekankan tujuan yang sama, yaitu melatih siswa untuk berbicara bahasa Arab dengan lancar dan akurat. Di Lembaga Pendidikan Islam New Noor, konten pembelajaran meliputi kosakata, dialog, diskusi ilmiah, berbicara di depan umum, bercerita, membaca berita, dan tata bahasa. Metode pembelajaran yang diterapkan meliputi hafalan, interaksi langsung, dan metode lisan-aural. Bahan dan alat pembelajaran meliputi buku-buku seperti Dialog Modern, Al-Jarumiyah, Al-Amriti, Al-Alfiyyah, dan contoh-contoh morfologis, serta papan tulis dan proyektor. Evaluasi terdiri dari penilaian mingguan, formatif, dan sumatif yang dilakukan secara semesteran. Demikian pula di Institut Al-Masdouqiya, konten instruksional meliputi kosakata, dialog, ceramah, membaca, dan tata bahasa, sementara metodenya juga menggabungkan hafalan, metode langsung, dan pendekatan lisan-aural. Materinya meliputi buku kosakata harian, contoh tata

bahasa dan morfologi yang jelas, papan tulis, dan proyektor. Evaluasi mengikuti frekuensi dan struktur yang sama seperti di Institut New Noor. Studi ini memberikan wawasan tentang pendekatan terstruktur untuk mengajarkan keterampilan berbicara di lembaga-lembaga Islam dan menyoroti metode dan materi instruksional yang dapat secara efektif mendukung kefasihan dan pemahaman bahasa Arab dengan cara yang terstruktur dan berfokus pada hasil.

Kata Kunci: *Pengajaran Bahasa Arab, Keterampilan Berbicara, Kelancaran Bahasa Arab*

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INTRODUCTION

Arabic is one of the Semitic languages that has developed over time with a fixed structure (Asli-Badarnah & Leikin, 2019; Belinkov et al., 2019; Borg, 2019). This language has an important position, especially because it is the language of the Qur'an, which is the basis of universal communication for Muslims (Amrullah, 2021; Dakake, 2019; El-Hussari, 2022). As the universal language of the Qur'an, Arabic is also one of the languages studied as a foreign language, including in Indonesia (Hussin & Kamal, 2021; Mahfud et al., 2022; Yahya et al., 2021). In Islamic educational institutions, Arabic is one of the subjects that must be mastered.

In learning Arabic, there are four main skills taught, namely listening, speaking, reading, and writing. Among these skills, speaking skills play an important role because speaking is the main means of communication and is part of the basis for learning a foreign language (Al Shlowiy, 2022; Hidayat & Solihin, 2019; Yusuf et al., 2020). Speaking skills are very important for building mutual understanding and communication between individuals using language as a medium (Sutaman & Febriani, 2021; Wargadinata et al., 2020). The general goal of practicing speaking Arabic at beginner to advanced levels is for students to be able to communicate verbally well and correctly (Marlius et al., 2021; Ritonga et al., 2021).

Speaking is one of the most important linguistic activities, both for children and adults (Abdalla et al., 2020; Asadi, 2020). The use of language in oral form is more common than in written form, so that speaking skills become an integral part of language use (Ali, 2022; Azhar et al., 2022). In modern language learning, including Arabic, speaking skills are one type of skill that is desired to be achieved (Bahruddin et al., 2021). Speaking skills, or the ability to articulate sounds to convey ideas, opinions, or feelings, are the basis for learning Arabic (Zulharby et al., 2019), especially for learners of this language as a second or foreign language (Sutaman & Febriani, 2021).

Arabic speaking skills in Indonesia are taught in various Islamic educational institutions, such as the Nurul Jadid Institute and the Al-Masdouqiya Institute in Probolinggo. The Nurul Jadid Institute is an educational institution that has various levels of formal and non-formal education, from early childhood to college, as well as a language institution that aims to develop students' foreign language skills.

One of the non-formal institutions under the auspices of the Nurul Jadid Institute is the Arabic Language Development Center, which aims to improve students' Arabic language skills, so that they are able to compete at the global level.

Likewise, Al-Masdouqiya Institute was established as an effort to restore the glory of Islam through Arabic language education integrated with religious and general values. Various educational programs are implemented in an integrated manner so that students are able to master religious knowledge and general knowledge in a balanced manner, making them competent graduates. Based on the explanation above, both institutes have advantages in achieving Arabic speaking skills and an environment that supports language learning. This study aims to explore the implementation of speaking skills learning at Nurul Jadid Institute and Al-Masdouqiya Institute.

Previous research on learning Arabic speaking skills in Islamic educational institutions shows the importance of learning strategies that are appropriate to students' needs to improve language proficiency. Research by (Zahro et al., 2020) and (Alsyouf & Al Kayed, 2021) revealed that the direct method is very effective in training speaking skills because students are involved in direct interactions using the target language, thereby increasing their confidence and fluency in Arabic. Another study by (Marzulina et al., 2021) highlighted the use of visual media, such as projectors and guidebooks, which have been shown to help students understand the context of conversation in Arabic. These results are supported by research by (Mohammed & Muhy, 2021) who found that the audio-lingual method is effective in teaching students phonology and grammar, which are important foundations for speaking skills. In addition, research conducted by (Hudzaifah et al., 2021) and (Sahid et al., 2021) in several Islamic boarding schools in Indonesia found that the integration of Arabic language learning programs with extracurricular activities, such as discussions and speeches in Arabic, contributed significantly to improving students' speaking skills. These studies suggest that a holistic and structured approach to teaching speaking skills can help students achieve Arabic language proficiency more effectively in Islamic educational institutions.

Although previous studies have shown the effectiveness of direct and audio-lingual methods, as well as the importance of visual media and extracurricular activities in improving Arabic speaking skills, there is a lack of studies on the comparison of the implementation of speaking skills learning strategies in Islamic educational institutions that have different learning approaches and cultures. This study has a novelty by examining the differences in methods and approaches to speaking skills learning between the Nurul Jadid Institute and the Al-Masduqiyah Institute in Probolinggo, both of which are known to have excellent programs in Arabic language development. This study not only highlights the effectiveness of each method applied, but also explores how the learning environment and institutional policies affect speaking skills learning outcomes. Thus, this study is expected to provide a deeper contribution regarding the implementation of strategies that are contextual and in accordance with the characteristics of each Islamic educational institution.

The purpose of writing this journal is to analyze and describe the implementation of Arabic speaking skills learning strategies in two Islamic

educational institutions, namely the Nurul Jadid Institute and the Al-Masdouqiya Institute in Probolinggo. The study attempts to identify the teaching methods used, the learning materials taught, and the evaluation tools and techniques applied in each institution. In addition, this journal also attempts to understand the role of the learning environment and institutional policies in supporting the development of students' speaking skills. By comparing these two institutions, it is hoped that this study can provide insight into the factors that contribute to the success of Arabic speaking skills learning in Islamic educational institutions and provide recommendations for improving more effective and contextual teaching strategies.

RESEARCH METHOD

This study uses a descriptive approach, which is called descriptive because the researcher will describe the implementation of the process of teaching speaking skills in Islamic schools in Probolinggo. The researcher uses a descriptive method because the descriptive method aims to describe certain phenomena or things in collecting facts, information, and observations about them and describing their specific circumstances and estimating their conditions as they are in reality (Patel & Patel, 2019). There is a reason why the researcher uses this approach, namely that the researcher aims to find accurate information about the implementation of teaching speaking skills in Islamic schools in Probolinggo.

This data collection technique uses interviews and notes and documents. Done by recording directly in the field, from where during visits to the places in question? His study, and that is a new educational institution and the credibility of the institution. And at the same time, I conducted interviews on the way of interactive dialogue with teachers and the president of the language center and several student activists at the institution. In this case, the Documentation stage is the collection of data regarding the appearance, photos, and props used in learning speaking skills, body language, and so on. According to Miles and Hamberman in (Snyder, 2019), there are three ways that can be done in data analysis techniques, namely: Data analysis, Data presentation, Drawing conclusions or verification, which can help in formulating problems in research.

FINDINGS AND DISCUSSION

Objectives of Teaching Speaking Skills

One of the leading centers in the Nurul Jadid Institute is the Arabic Language Promotion Center. Students must speak Arabic for those who take Arabic as well as English. In implementing the teaching of speaking skills, there are teaching objectives that are criteria for success in teaching speaking skills. The objectives of teaching speaking skills at the New Noor Beitan Institute are as follows:

The first goal is to focus on the motto of the institution "Your world is what your language fills". As far as the language is mastered, then the extent of control over the world because mastery of speaking is one kind of ability that includes the language that you want to achieve in teaching modern languages. Speaking Arabic is the main means of building mutual understanding and mutual communication,

using the language of the media. Through this foreign language, it is hoped that students can study different types of foreign literacy and introduce it to the language area .

The second objective is to train students to speak Arabic fluently according to the correct grammar. Students are required to speak Arabic according to the grammar and morphology taught in expressing the argument. The third objective refers to the institution’s vision and mission to become a leading foreign language development institution in implementing education, teaching, advocacy and leadership value-based studies to produce skilled foreign language graduates.

The teaching materials for speaking skills at the Nurul Jadid Institute cover various aspects to develop students' Arabic communication skills effectively. One of the main materials is vocabulary mastery. Every day, students are required to memorize ten words, consisting of five verbs and five nouns. This vocabulary mastery must be submitted to the trainer in each classroom before five in the afternoon. If students fail to submit the vocabulary on time, they will receive a fixed sanction throughout the learning process until the end of the study session. This exercise is designed to improve students' Arabic vocabulary mastery consistently.

Arabic dialogue is also an activity that is routinely implemented at the Nurul Jadid Institute. Students are required to communicate in Arabic, both inside and outside the classroom, as well as in every learning activity. This includes interactions with peers, administrators, and teachers. Because the implementation of Arabic as an everyday language is the main standard at this institute, students are encouraged to get used to speaking with the correct Arabic language structure. To ensure consistency, students who do not implement this policy will also be sanctioned. This daily dialogue practice serves to train students' fluency and confidence in speaking Arabic.

In addition, the institute also teaches scientific discussion materials, public speaking, and storytelling to train speaking skills. Teachers provide guidance on how to conduct scientific discussions, present stories, convey opinions, and read news and speeches properly and correctly. Afterwards, students take turns, either individually or in groups, to discuss certain topics. For example, in a discussion about the dangers of smoking, students must be able to explain the topic in their own words within a specified time. This activity is designed to get students used to speaking in public in Arabic, as well as increase their courage to appear in front of an audience.

Grammar material is also an important component of learning at the Nurul Jadid Institute. Grammar is taught with the aim of correcting the sentence structure used by students. Some reference books used include Al-Jurumiyyah, Al-Amriti, Alfiiyah, and examples of morphology that are in accordance with correct grammatical rules. This grammar teaching is tailored to train speaking skills, not reading skills. Every night after teaching and learning activities are finished, students learn about grammar and morphology to correct mistakes in speaking, so that they are able to improve their Arabic language skills according to proper grammatical rules.

Table 1. Learning Aspects

Learning	Description	Purpose	Sanctions/Assessments
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Aspects			
Vocabulary	Each day students memorize ten new vocabulary words (5 verbs and 5 nouns) that must be deposited with the coach before 5 pm.	Improving students' mastery of Arabic vocabulary.	Students who do not deposit vocabulary on time will receive sanctions during the learning period.
Dialogue	Students are required to use Arabic in communicating every day, both in the classroom, outside the classroom, and when interacting with friends, administrators, or teachers.	Practice fluency and confidence in everyday Arabic.	Violations of this policy will be subject to sanctions.
Scientific Discussion, Public Speaking, and Storytelling	Scientific discussion materials, public presentations, and storytelling are provided by teachers, including exercises for expressing opinions, reading the news, and speeches.	Accustom students to public speaking in Arabic and increase the courage to perform.	Evaluation through student participation in group discussions and presentations.
Grammar	Grammar is taught using reference books such as Al-Jurumiyyah, Al-Amriti, Alfiyyah, and morphological examples. Grammar classes are held every evening after learning activities.	Justify the structure of sentences in speaking according to Arabic grammar rules.	Errors in speaking are corrected in grammar classes as an effort to improve skills.

The table that has been compiled summarizes the various aspects of teaching speaking skills at the Nurul Jadid Institute, which include vocabulary, dialogue, scientific discussion, public speaking, storytelling, and grammar. Each aspect has a clear description of the teaching method applied, the purpose of the learning, and the sanction or assessment mechanism used to encourage student compliance. In vocabulary learning, students are required to memorize ten new words every day and submit them to the trainer, with sanctions for those who do not fulfill the obligation. Arabic dialogue is required to be carried out routinely in daily interactions to train fluency and self-confidence, where violations of this policy are also subject to sanctions. In addition, scientific discussion activities and public presentations aim to get students used to speaking in public, while grammar learning is held to correct speaking errors using relevant reference books. Overall, this table shows the comprehensive approach taken by the Nurul Jadid Institute in improving students' Arabic speaking skills effectively.

At Masduqiya Institute, speaking skills in Arabic and English are the main priority in the learning process. The application of speaking skills is considered very important in learning a foreign language because effective communication is the main goal for every individual who learns a language. Students are required to use Arabic and English in daily activities, anytime and anywhere, to get used to active speaking practice.

In implementing speaking skills teaching, Masduqiya Institute sets several teaching objectives that are the criteria for success. The first objective is to provide students with the ability to deepen their knowledge of both languages, both through books and through direct experience, such as traveling abroad. The second objective is to train students to be able to speak Arabic fluently and in accordance with correct grammatical rules. In this context, students are expected

to apply the grammar and morphology rules that have been taught when expressing arguments.

The third objective is to prepare students who have a strong interest in continuing their studies abroad. Although not all students continue their studies abroad, the mastery of Arabic and English learned at this Islamic boarding school greatly supports their academic and professional development in the future. Thus, foreign language speaking skills at Masduqiya Institute not only serve as a means of daily communication, but also as a foundation for students who wish to pursue higher education abroad. This is in line with the objectives of the study which focuses on the development of speaking skills in Islamic educational institutions, which shows the importance of implementing language practices in a broader educational context.

The analysis of Arabic speaking skills learning at Nurul Jadid Institute can be compared with the findings of a study conducted by (Abdelhadi et al., 2020) which showed that direct interaction in the target language, as implemented at Nurul Jadid Institute, can significantly improve students' speaking skills. In the study, Al-Faruqi emphasized the importance of using communicative methods that encourage students to practice speaking in real contexts, similar to the daily policy at Nurul Jadid Institute which requires students to speak in Arabic during learning activities. In addition, research by (Brosh, 2019) highlighted the important role of extracurricular activities in improving speaking skills. This is in line with the scientific discussion and presentation activities held at Nurul Jadid Institute, which not only strengthen speaking skills but also help students build their confidence in public speaking. Thus, the approach implemented at Nurul Jadid Institute, which combines vocabulary teaching, everyday dialogue, and grammar, is in line with previous research findings that support the importance of an interactive and communicative learning environment in developing language skills.

Teach Speaking Skills Approach

The speaking skills teaching methods applied at the Nurul Jadid Institute include several approaches designed to facilitate effective Arabic language learning. First, the memorization method is a technique used by teachers to ask students to memorize a number of vocabulary words, sentences, or grammar rules. Every day, students are required to memorize ten new words consisting of five words in the form of verbs and five words in the form of nouns. The memorized vocabulary must be submitted to the trainer no later than five in the afternoon. This method aims to improve students' memory of Arabic vocabulary and build a strong foundation for their speaking skills.

Second, the direct method is applied where Arabic is used as the language of instruction without involving the student's language at all. In this context, if there are words that are difficult for students to understand, teachers can use visual aids, explanations, or descriptions to help understanding. At the Nurul Jadid Institute, the material is taught directly, including vocabulary, scientific discussions, speeches, storytelling, opinions, and reading news. Teachers provide clear examples of how to conduct discussions, tell stories, express opinions, and deliver speeches correctly, so that students can take turns practicing what has

been taught.

Third, the oral-audio method is a systematic approach that focuses on learning Arabic through listening and speaking. In this method, emphasis is placed on the practice of using Arabic in everyday conversation as well as vocabulary mastery. For example, the teacher will explain the topic of discussion in Arabic, such as the history of Islamic civilization. Students must then explain the topic assigned by the teacher using their own language within the specified time. By implementing these methods, the Nurul Jadid Institute strives to create an interactive learning environment and support the development of students' speaking skills effectively. This is in line with the institute's vision to prepare students to be able to communicate well in Arabic, both in academic contexts and in everyday life.

The speaking skills teaching methods applied at the Credibility Institute, or Al-Masduqiyah, include several approaches designed to effectively improve students' Arabic language skills. First, the memorization method is used as a way to build students' vocabulary. Every day, students are required to memorize two new words and are immediately asked to make sentences using the vocabulary. This activity not only helps students remember new words, but also encourages them to immediately practice using the vocabulary in relevant contexts.

Second, the direct method is applied by introducing Arabic directly through existing objects, without the need to translate them into another language. In this method, teachers are strictly prohibited from translating words. For example, the teacher simply picks up a pen and calls it "pen" without explaining the meaning of the word in another language. This method allows students to learn Arabic in a more intuitive way, as they are expected to use the Arabic language being taught without using their own language.

Third, the oral-audio method involves the teacher explaining pictures or the surrounding environment in Arabic. For example, when the teacher explains about the school, students are asked to listen to the explanation and then explain it again using their own language.

By implementing these methods, Al-Masduqiyah seeks to create an interactive learning environment and support the development of students' speaking skills in Arabic. This approach is particularly important in the context of research focused on the development of speaking skills in Islamic educational institutions, showing how structured speaking practice can help students become more effective communicators in Arabic.

The analysis of the teaching methods of speaking skills at the Nurul Jadid and Al-Masduqiyah Institutes shows alignment with the findings of previous studies that emphasize the importance of a communicative approach in language teaching. For example, research by (Sahid et al., 2021) showed that vocabulary mastery and direct application in conversational contexts greatly affect students' speaking ability. Both institutions integrate memorization methods and direct methods that support vocabulary learning and language use in real situations, in line with the argument put forward by (Zahro et al., 2020) that practical experience in speaking helps improve fluency. In addition, the oral-audio approach used in both institutions is also in line with research by (Yahya et al., 2021), which shows that speaking practice in authentic contexts can increase students' confidence

and their communication skills. Thus, the combination of methods applied at Nurul Jadid and Al-Masduqiyah not only serves to enrich vocabulary, but also strengthens students' speaking skills through strengthening direct interaction and enjoyable learning experiences.

Evaluation of Teaching Speaking Skills

The method of assessing speaking skills is applied to ensure that students at Nurul Jadid Institute can understand and apply the material that has been taught. One form of assessment used is weekly assessment, which focuses on repeating the lessons that have been given. Every week, students are given various materials, such as vocabulary, scientific discussions, and story presentations. Through this weekly assessment, it is hoped that students can reflect on and master all the lessons that have been taught, so that they are ready to move on to the next material.

In addition to weekly assessments, Nurul Jadid Institute also implements formative assessments that are carried out every month. This assessment consists of a question and answer session that tests students' understanding of the material taught for one month. In this way, students are expected to be able to repeat and recall the lessons that have been learned before moving on to a new subject. This process not only helps students strengthen their understanding, but also ensures that they can connect previous material with more advanced topics.

Finally, Nurul Jadid Institute also carries out summative assessments, known as end-of-semester exams. This assessment aims to evaluate the overall performance of students in the semester, including daily assignments and final exams. By conducting regular and comprehensive assessments, Nurul Jadid Institute ensures that students not only master Arabic speaking skills but are also able to apply them in a wider context. This systematic approach demonstrates the institution's commitment to improving the quality of Arabic language teaching and preparing students to become effective communicators in the language they are learning.

At the Credibility Institute or Al-Masduqiyah, speaking skills teaching is implemented through a structured assessment system to ensure that students can understand and apply the material that has been taught. One form of assessment used is a weekly calendar, which focuses on repeating the lessons that have been given. For example, this week, students will study vocabulary material, where they are expected to be able to understand and master all the lessons that have been delivered. Through this repetition, students can reflect on their learning and prepare themselves for the next topic.

In addition to weekly assessments, Al-Masduqiyah also implements formative assessments that are carried out every month. This assessment is in the form of a question and answer session that evaluates students' understanding of the material that has been taught for a month. The purpose of this assessment is to ensure that students can repeat and recall the lessons before moving on to a new subject. This process provides an opportunity for students to identify areas where they need to improve their understanding, as well as to connect previous material with new topics that will be discussed.

At the end of the semester, the Al-Masduqiyah Institute carries out a

summative assessment in the form of an oral exam. In this exam, students are tested on two main subjects, namely Arabic 1 and Arabic 2. Arabic 1 covers conversation and vocabulary, where students are required to answer questions using Arabic. Meanwhile, Arabic 2 focuses on grammar rules, morphology, examples of inflection, reading heritage books, and using dictionaries. With this comprehensive and structured assessment, Al-Masduqiyah Institute seeks to improve the quality of Arabic language teaching and prepare students to become effective communicators in the language they are learning.

Based on research conducted by (Mahfud et al., 2022), structured assessment in language teaching, as implemented at the Nurul Jadid and Al-Masduqiyah Institutes, has been proven effective in improving students' speaking skills. The weekly assessment method that focuses on repeating the material allows students to strengthen their understanding, which is in line with the finding that repetition can improve information retention (Zulharby et al., 2019). In addition, monthly formative assessments provide opportunities for students to assess their progress and identify areas for improvement, which is important for building confidence in speaking (Zahro et al., 2020). In the context of summative examinations, analysis by (Hudzaifah et al., 2021) shows that end-of-semester evaluations, including oral examinations, not only measure language proficiency, but also students' ability to apply their knowledge in real situations. Thus, the systematic approach taken by these two institutes not only supports the mastery of speaking skills, but also prepares students to communicate effectively in Arabic in a wider context.

This study makes a significant contribution to the development of teaching methods for Arabic speaking skills in Islamic educational institutions, especially at the Nurul Jadid and Al-Masduqiyah Institutes. By analyzing and evaluating the assessment methods applied, this study not only enriches the literature on language teaching, but also provides practical insights for teachers in improving the quality of language learning. The results of this study can be used as a reference for designing a curriculum that is more effective and responsive to students' needs, as well as providing recommendations for increasing student engagement in speaking activities. In addition, this study also has the potential to be used as a reference for other educational institutions that want to adopt best practices in language teaching, so that it can contribute to improving students' communication skills in Arabic at a broader level.

CONCLUSION

The implementation of speaking skills learning at the Nurul Jadid Institute emphasizes the importance of fluent Arabic language mastery in accordance with the correct rules. The learning objectives include developing students' speaking skills through various materials, such as vocabulary, dialogue, scientific discussion, public speech, story presentation, opinion, and reading news. The methods used, including the memorization method, direct method, and oral-auditory method, are designed to provide a comprehensive approach to improving speaking skills. In addition, the use of modern learning media, such as dialogue books, Al-Jarumiya, Al-Amriti, Al-Alfiya, and morphology examples, as well as facilities such as whiteboards and projectors, support an interactive learning

process. Evaluation is carried out through weekly assessments, monthly formative evaluations, and semester summative evaluations to ensure students' progress in speaking skills.

On the other hand, the Al-Masdouqiah Institute has a similar goal in developing students' speaking skills with a structured and systematic approach. The learning materials provided include vocabulary, dialogue, lectures, reading, and grammar, with the same learning methods, namely the memorization method, direct method, and oral-auditory method. The learning facilities available, including daily vocabulary books and clear grammar examples, support the effectiveness of the learning process. Evaluation at Al-Masdouqiah also includes weekly assessments, monthly formative evaluations, and semester summative evaluations, which aim to evaluate students' understanding of the material taught. Overall, both Nurul Jadid Institute and Al-Masdouqiah demonstrate a strong commitment to preparing students to become effective communicators in Arabic through integrated teaching and continuous evaluation.

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