

# THE EFFECTIVENESS OF THE ARABIC LANGUAGE COURSE PROGRAM IN IMPROVING THE SPEAKING SKILLS OF STUDENTS AT AL-LATHIFIYYAH 2 ISLAMIC BOARDING SCHOOL

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## ABSTRAK

*This study aims to determine the implementation and role of Arabic language courses in improving the speaking skills of 12th-grade students at the Al-Lathifiyyah 2 Islamic Boarding School in Tambakberas, Jombang. This is a quantitative study. The population of this study consists of 30 students at the Al-Lathifiyyah 2 Islamic Boarding School in Tambakberas, Jombang. The sample in this study was selected using a saturation sampling technique, in which all members were used as the sample. The data collection techniques in this study utilized a quantitative approach involving a closed-ended Likert-scale questionnaire, observation, test instruments in the form of pre-tests and post-tests, and documentation. The results of this study indicate that statistical analysis of the questionnaire and test instruments shows that the percentage of the design and implementation of Arabic language courses in improving the speaking skills of students falls into the "Effective" category. The results of the hypothesis test show that the influence of Arabic language courses on the improvement of Arabic speaking skills at the Al-Lathifiyyah 2 Islamic Boarding School in Tambakberas, Jombang, with a t-value of <math><0.05</math> and a significance level of <math><0.0001</math>. Thus, a value of <math><0.05</math> indicates that variable X (effectiveness of the Arabic language course) influences variable Y (speaking skills).*

## ABSTRAK

*Penelitian ini bertujuan untuk mengetahui bentuk pelaksanaan dan peranan kursus bahasa Arab dalam meningkatkan keterampilan berbicara santri kelas XII Madrasah Aliyah di Pondok Pesantren Al-Lathifiyyah 2 Tambakberas Jombang. Jenis penelitian ini adalah penelitian kuantitatif. Populasi dalam penelitian ini adalah 30 santri Madrasah Aliyah di Pondok Pesantren Al-Lathifiyyah 2 Tambakberas Jombang. Sampel dalam penelitian ini adalah teknik sampling jenuh yang dimana semua anggota digunakan sebagai sampel. Teknik pengumpulan data dalam penelitian ini adalah menggunakan sebuah pendekatan kuantitatif dengan angket tertutup berskala likert, observasi, instrumen tes berupa pretest dan posttest, serta dokumentasi. Hasil dari penelitian ini menunjukkan analisis data statistik angket dan instrumen tes menunjukkan bahwa jumlah presentase yang bentuk dan pelaksanaan kursus bahasa Arab dalam meningkatkan ketrampilan berbicara santri termasuk dalam kategori "Efektif". Hasil uji hipotesis menunjukkan bahwa pengaruh kursus bahasa Arab terhadap peningkatan ketrampilan berbicara bahasa Arab di Pondok Pesantren Al-Lathifiyyah 2 Tambakberas Jombang dengan hasil analisis nilai t-hitung <math><0,05</math> sebesar signifikansi <math><0,0001</math>. Dengan demikian bahwa nilai <math><0,05</math> yang artinya variabel X (Efektifitas kursus bahasa Arab) berpengaruh terhadap variabel Y (Ketrampilan berbicara).*

**Kata kunci:** Kinerja Guru, Peran Kursus Bahasa Arab, Ketrampilan Berbicara.

## INTRODUCTION

The ability to speak Arabic, or *mahārah al-kalām*, is one of the key skills that students must master in Arabic language education, particularly in Islamic boarding schools. Arabic is not only a language of religious and academic communication but also serves as a means of understanding the primary sources of Islamic teachings, such as the Qur'an and the Hadith. In the context of the globalization of Islamic education, proficiency in Arabic plays a strategic role as a bridge for cross-cultural and academic communication within the Islamic world. Therefore, the ability to speak Arabic is not only a basic requirement for students but also a defining competency in addressing the challenges of modernization and the globalization of Islamic education (Auliya, 2022).

However, the reality on the ground reveals a gap between educational ideals and the actual outcomes achieved. According to a report from the Ministry of Religious Affairs of the Republic of Indonesia (2023), only about 21% of Islamic boarding schools have developed programs to improve Arabic speaking skills. This situation indicates that the implementation of practice-based learning with active communication remains weak in most Islamic educational institutions. In many Islamic boarding schools, Arabic teaching methods remain focused on memorizing grammar and vocabulary, while speaking practice has not yet become a primary focus (Talqis & Noor, 2020).

As a result, students tend to have a good theoretical understanding but are less able to express their ideas orally in communicative Arabic. Previous research shows that a communication-based learning approach has proven to be more effective in improving speaking skills than traditional methods. Arabic language courses that employ a communicative approach can improve speaking skills by up to 35% more than conventional methods (Irsyad et al., 2023). Such courses provide more opportunities for students to interact, discuss, and practice intensively, thereby strengthening their confidence and fluency in the language. However, research specifically examining the effectiveness of Arabic language courses in Islamic boarding schools remains very limited, particularly in the context of systematically and quantitatively measuring improvements in speaking skills (Imam & Anisatul, 2020).

This phenomenon is also evident at the Al-Lathifiyyah 2 Tambakberas Islamic Boarding School in Jombang, where Arabic language instruction has been implemented through a structured internal program. Although these activities aim to improve students' speaking skills, in reality, some students still struggle to pronounce words, construct sentences, and engage in simple conversations in Arabic. The limited number of teachers with active communication skills, coupled with the absence of a standardized speaking assessment system, further undermines the effectiveness of these courses. This situation highlights a gap between expectations regarding the development of speaking skills and the actual outcomes observed in practice.

Language schools have become a reliable solution for the public seeking more flexible foreign language learning. Courses also serve as an alternative for beginner foreign language learners, as they offer foreign language instruction not only through a theoretical approach but also through practical methods that enhance language proficiency (Suriyah et al., 2024). This is further supported by the theory of Long, M.H. (1996) in his book titled "Handbook of Second Language Acquisition," where Long develops the Interaction Hypothesis, which emphasizes that communicative interaction aids language understanding and acquisition. In a foreign language course, discussion, role-play, and meaning negotiation are crucial. This is because interaction fosters deeper language clarification and processing (Ritchie & Bhatia, 1996).

In the context of speaking skills, which are one of the fundamental skills in the foreign language learning process, speaking skills can be acquired through practice, and practice itself is a form of repeated exercises within a learning strategy. Language acquisition itself is similar to the acquisition of other habits, which occurs gradually through listening, imitation, and repetition. Thus, the language can be mastered well and will become a habit (Rina & Rifda, 2023). In this regard, there is a theory consistent with the views of a linguist, Bygate, M. (1998), who explains in his book titled "Theoretical Perspectives on Speaking" that speaking is a complex, real-time language production process. Bygate emphasizes the aspects of planning, processing, and interaction management. This theory is important for explaining that difficulties in speaking a foreign language often arise due to high cognitive load (Bygate, M. 1998).

Several language acquisition theories, such as Krashen's Second Language Acquisition Theory (1985), assert that second language acquisition occurs through sufficient exposure and meaningful communicative interaction. In this context, Arabic language courses designed using a communicative approach have great potential to improve students' speaking skills. Krashen's theory can serve as a theoretical foundation for the idea that foreign language courses act as the primary facilitator in providing optimal input and a conducive emotional environment for language learners (Krashen, 1985). However, if course activities are solely focused on delivering content without providing sufficient space for interaction, the goal of developing speaking skills becomes difficult to achieve optimally. Recent research also indicates that an active and supportive language environment is a dominant factor that significantly shapes students' speaking skills.

It is this gap between theory and practice that forms the basis for the urgency of this study. Many Arabic language courses in Islamic boarding schools have not yet been able to strike a balance between theoretical and practical aspects in teaching. These courses should not only serve as a supplement to formal learning but also as a means to develop practical communication skills. Therefore, this study is unique in that it seeks to empirically evaluate the effectiveness of Arabic language courses in improving students' speaking skills in Islamic boarding schools, particularly through a descriptive quantitative approach that has rarely been used in previous similar studies.

This study also serves as a corrective to the traditional teaching approach that still dominates in Islamic boarding schools. Through quantitative analysis and measurement, this study is expected to provide an objective picture of the extent to which Arabic language instruction can contribute to improving students' speaking skills. Furthermore, this study supports a new direction in Arabic language learning based on communicative practice, with the aim of creating an active, participatory, and contextual language environment in line with contemporary needs. Based on this explanation, the objective of this study is to describe the structure and implementation of the Arabic language course at Pesantren Al-Lathifiyyah 2 Tambakberas in Jombang and to analyze the extent to which this course plays a role in improving students' speaking skills. By focusing on the aspects of learning effectiveness and impact, this study is expected to contribute theoretically to the development of Arabic teaching methods in Islamic boarding schools and practically to the improvement of language education quality in Islamic institutions.

## RESEARCH METHODOLOGY

This study employs a descriptive quantitative approach, which aims to systematically and factually describe the phenomenon regarding the impact of Arabic language courses on

the improvement of students' speaking skills. This method was chosen because it is suitable for measuring relationships between variables based on numerical data, which is then analyzed using descriptive statistics (Sugiyono, 2022). Several research instruments were utilized: questionnaires, observations, documentation, and tests (pretest-posttest). Questionnaires were used to collect data regarding students' perceptions of the Arabic language subject using a closed-ended question format with a Likert scale ranging from 1 to 4. The researcher observed the learning process at a pesantren. Documentation was used to collect supporting information such as participant lists and evaluation results. To measure speaking skills, the pretest assessed initial proficiency, while the posttest evaluated improvement after the course.

This study was conducted from February to December during the second semester of the 2025–2026 academic year at the Al-Lathifiyyah 2 Islamic Boarding School in Tambakberas, Jombang. The population for this study consisted of all 12th-grade students at the Al-Lathifiyyah 2 Islamic Boarding School in Tambakberas, Jombang. The sample used in this study was a saturated sampling technique in which all members were included as samples, totaling 30 students.

The instruments used included an Arabic course effectiveness scale and a speaking skills test, both of which had been validated and had their reliability verified. Data analysis was conducted using SPSS software, which included classical assumption tests, the N-Gain test for learning outcome improvement, and a paired t-test for score differences. Simple linear regression analysis assessed the effect of the course on speaking skills. This study used the regression equation  $Y = a + bX$ , where  $Y$  is the students' speaking skills,  $X$  is the effectiveness of the Arabic language course,  $a$  is the constant, and  $b$  is the regression coefficient. This study aimed to evaluate the impact of the course on students at Pesantren Al-Lathifiyyah 2.

## RESULTS AND DISCUSSION

### Results

#### Descriptive Statistical Analysis

The results of this study were obtained through a series of data analyses, including classical assumption tests, the N-Gain test, the paired t-test, and simple linear regression analysis. Based on the results of a study conducted on 30 twelfth-grade students at Pesantren Al-Lathifiyyah 2 in Tambakberas, Jombang, who were enrolled in an Arabic language course, the following data were obtained:

Based on data analysis using SPSS, it was found that the effectiveness of the Arabic language course program in improving students' speaking skills reached an average score of 76%, which falls into the "effective" category.

**Table 1.1** Effectiveness Categories by Percentage

Percentage	Effectiveness Category
86 - 100 %	Very Effective
71 - 85 %	Effective
56 - 70 %	Fairly Effective
≤ 55 %	Less Effective

This indicates that the Arabic language course program held at Al-Lathifiyyah 2 Islamic Boarding School has been successfully implemented and has contributed to improving the students' Arabic speaking skills.

Next, a normality test was conducted to determine whether the research data were normally distributed. The results of the normality test using the One-Sample Kolmogorov-Smirnov Test showed a significance value of 0.083, which is greater than 0.05. Thus, it can be concluded that the data in this study are normally distributed and therefore meet the requirements for further statistical analysis.

**Table 1.2 Data Normality Test  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual	
N		30	
Normal Parameters <sup>a,b</sup>	Mean	.0000000	
	Std. Deviation	1.83152037	
Most Extreme Differences	Absolute	.149	
	Positive	.149	
	Negative	-.087	
Test Statistic		.149	
Asymp. Sig. (2-tailed) <sup>c</sup>		.085	
Monte Carlo Sig. (2-tailed) <sup>d</sup>	Sig.	.083	
	99% Confidence Interval	Lower Bound	.076
		Upper Bound	.090

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Next, we move on to the next stage of analysis: the linearity test. The linearity test aims to determine whether there is a linear relationship between the effectiveness of the Arabic language course (X) and students' speaking skills (Y). The analysis results show a deviation from linearity of 0.196, which is greater than 0.05. This indicates that there is a linear relationship between the two variables, so a regression model can be used in the research analysis.

**Table 1.3 Data Linearity Test  
ANOVA Table**

		Sum of Squares	df	Mean Square	F	Sig.
Between Groups	(Combined)	42.800	10	4.280	1.456	.231
	Linearity	1.387	1	1.387	.472	.500
	Deviation from Linearity	41.413	9	4.601	1.565	.196
Within Groups		55.867	19	2.940		
Total		98.667	29			

In the next stage of the analysis, the researcher tested the obtained data using the N-Gain Score test. This stage was conducted to determine the extent of improvement in students' speaking skills after taking the Arabic language course by comparing their pretest and posttest

scores. The following table shows the SPSS analysis results for the N-Gain Score test:

**Table 1.4 SPSS N-Gain Test**

	N	Descriptive Statistics		Mean	Std. Deviation
		Minimum	Maximum		
ngain_score	30	.11	.80	.4705	.17961
ngain_persen	30	11.11	80.00	47.0471	17.96082
Valid N (listwise)	30				

**Table 1.5 N-Gain Score Categories**

N-Gain Score	Categories
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

Based on the analysis results, the average N-Gain value was 0.4705, which falls into the moderate category ( $0.3 \leq g < 0.7$ ). This value indicates that after participating in the Arabic language course, students experienced a moderate improvement in their speaking skills. This suggests that the Arabic language course was quite effective in improving students' speaking skills.

T-test (Paired Samples t-test): A t-test was conducted to determine whether there was a significant difference between pre-test and post-test scores on students' speaking skills. The analysis results show a calculated t-value of  $-9.572$  with a significance level of  $< 0.001$ . Since this significance level is less than 0.05, it can be concluded that there is a significant difference between the pretest and posttest scores. Thus, the implementation of the Arabic language course has been proven to have a significant effect on improving students' speaking skills.

**Table 1.6 T-Test Results**

Paired Samples Test									
	Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
				Lower	Upper				

Pair 1	sebelum perlakuan - sesudah perlakuan	-7.333	4.196	.766	-8.900	-5.766	-9.572	29	<,001	<,001
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Simple linear regression analysis was used to test the effect of the effectiveness of the Arabic language course on students' speaking skills. Based on the results of the analysis, the following regression equation was obtained:  $Y = 21.827 + 0.055X$ .

**Table 1.7** Results of the Simple Regression Analysis in SPSS  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.827	1.372		15.913	<,001
	pretest	.055	.087	.119	.632	.533

a. Dependent Variable: posttest

The constant value of 21.827 indicates that even though there was no increase in the effectiveness of the Arabic language course, students still possessed a certain level of basic speaking ability. Meanwhile, the regression coefficient of 0.055 indicates that a one-unit increase in course effectiveness would improve students' speaking skills by 0.055 points. However, the regression significance value of 0.533 ( $> 0.05$ ) indicates that this effect is not statistically significant. This suggests that improvements in students' speaking ability are influenced not only by the effectiveness of the Arabic course but also by other factors such as learning motivation, the language environment, and the intensity of communication practice in daily life.

### Discussion

This study aims to examine the effectiveness of an Arabic language course offered at the Al-Lathifiyyah 2 Islamic boarding school in Tambakberas, Jombang. The course involves direct interaction between students and teachers. This study uses the variable of Arabic language course effectiveness (X) to determine its influence on the Arabic speaking skills (Y) of students at the Al-Lathifiyyah 2 Islamic boarding school in Jombang. Based on the results of the analysis and various tests, this study found that the structure and implementation of the Arabic language course at Al-Lathifiyyah 2 Islamic Boarding School involve the teaching of vocabulary and material on everyday conversation to support the students' acquisition of the Arabic language.

Research shows that the Arabic language program at Pesantren Al-Lathifiyyah 2 significantly improves students' speaking skills. The program includes vocabulary instruction, daily conversation practice, and communication exercises, which help boost students'

confidence and fluency. This aligns with second language acquisition theory, which suggests that speaking ability improves through active two-way communication. Long (1996) emphasizes that effective language learning occurs through interaction, which allows for feedback and negotiation of meaning. Dialogues and discussions in this course provide students with opportunities to practice speaking directly. Speaking skills are complex and require continuous practice, as explained by Bygate (1998). N-Gain test results indicate a moderate improvement in students' speaking skills, suggesting the need for more communicative and intensive learning strategies. Techniques such as role-playing, group discussions, and conversation simulations can further enhance these skills.

Furthermore, the results regarding the effectiveness of the Arabic language course had a positive impact on the speaking skills of the students at Al-Lathifiyyah 2 Islamic Boarding School in Jombang. Based on the research findings regarding the effectiveness of the Arabic language course at Al-Lathifiyyah 2 Islamic Boarding School, an average effectiveness score of 76% was obtained. Based on the established categories, this score falls into the "effective" category. These results indicate that the Arabic language course activities are functioning optimally in enhancing the students' Arabic language skills, particularly in the area of speaking skills.

The effectiveness of a language learning program is largely determined by students' success in mastering practical communicative skills, not merely grammatical understanding. Thus, these results indicate that the teaching methods applied in the course have encouraged active student participation and strengthened speaking skills in real-life communication contexts. Overall, this course has a positive impact on students' boldness, fluency, and confidence in Arabic communication, although the statistical significance is quite low.

## CONCLUSION

Based on a study of the Arabic language course at Al-Lathifiyyah 2 Islamic Boarding School, it can be concluded that this Arabic language course is conducted in a systematic and structured manner. Learning activities such as vocabulary introduction, conversation practice, and communication exercises aim to improve students' confidence and fluency in speaking Arabic. Data analysis indicates that this program effectively improves speaking skills, with an average N-Gain score of 0.4705. A paired-sample t-test revealed a significant difference between pretest and posttest scores, with a calculated t-value of -9.572 and a significance level of  $< 0.001$ . Although the regression equation is  $Y = 21.827 + 0.055X$ , the effectiveness of this course is not statistically significant with a significance value of 0.533. Other factors, such as learning motivation, also play a role in the development of students' speaking skills. Overall, this course has a positive impact, although its statistical effect is moderate.

Arabic language instructors are expected to further improve the teaching strategies and methods used during the teaching and learning process at Al-Lathifiyyah 2 Islamic Boarding School, in order to support the students' success in deepening their understanding of Arabic and using it as their everyday language. In addition, it is also necessary to create a language-rich environment that serves as a space where students can engage in new experiences to continuously develop their understanding of the Arabic language.

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