

The Practice of Teaching Arabic Speaking Skills at Sunan Drajat University

Arif Widodo¹

¹Sunan Drajat University, Lamongan

¹arif_widodo@unsuda.ac.id

Received: December 09, 2025

Revised: December 12, 2025

Accepted: December 16, 2025

Abstract

This study aims to describe the implementation of *mahārah kalām* learning at UNSUDA Lamongan and to analyze its effectiveness in improving students' speaking competence. Using a qualitative descriptive approach, data were collected through observation, interviews, and documentation. The findings show that the implementation of *mahārah kalām* learning falls into the category of highly effective. This is evidenced by several indicators: (1) students' motivation level reached 80%; (2) activeness in attending lectures was 90%; (3) students' positive evaluation of interactive materials reached 90%; and (4) intensive question–answer practice occurred throughout the learning process. These results indicate that the applied instructional strategies successfully encouraged active participation and enhanced students' oral communication skills in Arabic. The study recommends strengthening continuous speaking practice programs to sustain and improve these achievements.

Keywords: Maharah kalam, Communicative learning, Interactive learning.

INTRODUCTION

Arabic language learning at the university level faces a number of significant challenges, particularly those related to speaking skills (*maharah al-kalām*). Although students learn grammar, vocabulary, and passive skills such as reading and listening, active and communicative speaking abilities often remain underdeveloped. In an academic context, this issue is not merely a matter of insufficient lexical or structural knowledge, but rather the failure of instructional systems to create an oral environment that supports active and continuous practice. This becomes a source of



academic concern: are traditional teaching methods adequate for producing strong *mahārah kalām*, or is there a need for more relevant, interactive, and communicative pedagogical innovations?

This concern also arises at institutions such as UNSUDA Lamongan. Although there is a routine *mahārah kalām* class schedule (every Wednesday), and indicators such as student motivation (around 80%), classroom participation (around 90%), and positive responses to interactive materials (around 90%) show high percentages, these do not necessarily guarantee meaningful improvement in speaking proficiency. Students are actively engaged in question–answer sessions and class participation, yet still struggle with fluency, spontaneity, and the confidence to speak without relying on written texts. This condition indicates that motivation and participation alone are insufficient—there must be a learning model capable of transforming these potentials into reliable oral proficiency.

This problem has received considerable attention in studies on Arabic language education. Descriptive-qualitative research on modern teaching methods shows that mastery of *mahārah al-kalām* is strongly influenced by the instructional approach, learning atmosphere, and the use of media supporting active practice (Miolo, 2023). Likewise, studies conducted at various institutions reveal that success in *mahārah al-kalām* is determined by consistency in oral practice, the implementation of dialogues, role-play, and environments that encourage active use of Arabic (Rofiqi, 2025; Asmara & Mustofa, 2024). Furthermore, the integration of digital media and interactive material has been proven to increase students' motivation and participation in speaking practice—two essential elements for continuous oral development (Faiqoh et al., 2025).

However, most previous studies have focused on methodological aspects and outcomes (such as improved speaking scores) using quantitative approaches or literature reviews. In-depth qualitative studies that explore student experiences and classroom dynamics in private higher education contexts in Indonesia—specifically at

UNSUDA Lamongan—and examine how students interpret learning processes, instructional materials, interaction, and the challenges they face, remain scarce. This creates a significant gap in academic literature: without deeper understanding of local contexts, student characteristics, and classroom dynamics, strategies considered effective elsewhere may be less relevant or difficult to implement in similar institutions.

The contribution of this study lies in two aspects: theoretical and practical. Theoretically, it enriches the field of Arabic language teaching by employing a qualitative approach in a regional private university and contributes to pedagogical discussions on how motivation and learning atmosphere influence the development of speaking skills. The findings of this study may serve as a foundation for new perspectives regarding non-linguistic variables such as motivation, perception, and environment in mastering *mahārah al-kalām*.

Practically, the findings are expected to offer concrete recommendations for lecturers and program organizers of Arabic language studies—particularly in designing teaching methods, selecting interactive materials, organizing tasks and feedback, and arranging classroom environments to support active oral interaction. In this way, the study can serve as a reference for curriculum development, teaching modules, or educational practices in other institutions with similar characteristics.

Based on this background, the present study emerges as a contextualized academic effort to address the classical issues of *mahārah al-kalām* instruction at Indonesian universities—not only by measuring outcomes but also by examining the quality of students’ learning experiences.

METHOD

Research Design

This study employed a qualitative method using a phenomenological or case-study approach to understand the experiences of lecturers and students in *mahārah*

al-kalām learning activities. The analysis was conducted thematically and inductively.

Location and Participants

The research was conducted in the Arabic Language Education Study Program at UNSUDA Lamongan. Participants included one lecturer and 24 students actively attending the *mahārah al-kalām* course during the research semester. Classes were held every Wednesday for 14 consecutive weeks.

Data Collection Techniques

Data were collected through participatory observation during lectures, documenting activities, question–answer interactions, types of tasks, and media usage. In-depth interviews were conducted with eight purposively selected students to explore their experiences, perspectives on interactive materials, and challenges faced. Documents collected included video recordings of student presentations and speaking assignments. A short questionnaire was used to gather simple quantitative data on motivation and perceptions using a Likert scale. Summary results show: motivation at 80%, class participation at 90%, and evaluation of interactive materials at 90%.

Data Analysis

Qualitative data were transcribed and analyzed using coding techniques categorized into axial and selective coding to generate major themes. Triangulation of data—through observation, interviews, documentation, and questionnaires—was conducted to strengthen research validity. Reporting followed the principles of internal validity and thick description based on Guba & Lincoln’s methodological guidelines.

RESULT AND DISCUSSION

Research Findings

Over the course of one semester, the *Mahārah Kalām* program at UNSUDA was conducted weekly. The questionnaire revealed that average results show motivation at 80%, participation at 90%, and assessment of interactive materials at 90%. Classroom observations indicated a consistently high level of active verbal participation, such as question–answer exchanges, discussions, and dialogue practice. Additionally, video recordings of speaking assignments showed that several students were able to communicate spontaneously, although variation remained in vocabulary, fluency, and pronunciation.

In in-depth interviews, most students expressed that they felt comfortable with the classroom atmosphere, the interactive materials, and the opportunities provided for speaking practice. Some reported reduced shyness, increased confidence, and new motivation to speak Arabic outside class in study groups or casual conversations.

Discussion

These findings align strongly with literature on the effectiveness of communicative approaches and interactive media in Arabic language teaching. For example, studies in Islamic schools and universities show that innovative methods (communicative approach, TBLT, blended learning) significantly improve speaking skills.

However, this study highlights that despite high motivation and participation, non-linguistic barriers and limited practice outside class continue to hinder improvement—an issue rarely explored in depth by quantitative studies, which tend to focus more on outcome measures rather than student experiences and learning environments.

Implications

Effective communicative approaches, interactive materials, and structured feedback enhance active speaking practice.

Institutions should strengthen extracurricular environments (Arabic clubs, peer tutoring, debate forums) to support continued progress.

Lecturer training and material development should focus on real-life contexts and digital media.

Continuous monitoring through assessments, classroom observations, portfolios, and student reflections is essential for evaluating speaking development holistically.

CONCLUSION

The implementation of *mahārah kalām* instruction at UNSUDA Lamongan—emphasizing communicative practice and interactive materials—shows encouraging results in student motivation and participation. However, continuous improvement in speaking proficiency requires strategic vocabulary development and extended practice methods. It is important to integrate guided video-recording tasks as a permanent assessment component, supported by detailed rubrics. Additional vocabulary enrichment modules and supplementary practice sessions such as language clubs or tutoring should also be provided. Finally, further research employing mixed-methods designs, including pretest–posttest quantitative measures, is recommended for more objective evaluation of instructional effectiveness.

BIBLIOGRAPHY

- Al-Waraqah, R. L. (2022). Problematika pembelajaran bahasa Arab di Pondok Pesantren Darul Mursyidi Sialogo. *Al-Waraqah: Jurnal Pendidikan Bahasa Arab*, 4(1).

- Amin, M. (2023). Metodologi pembelajaran bahasa Arab: Teori dan aplikasi. UIN Salatiga Press.
- Angraini, A., & Sumardi, S. (2023). Kesesuaian pencapaian pembelajaran maharah kalam pada kurikulum JSIT di Al-Hikmah. *Al-Hikmah: Jurnal Kependidikan dan Studi Keagamaan*, 11(2), 499-514.
- Arsyad, A., & Wahab, M. A. (2020). Metode dan strategi pembelajaran bahasa Arab. PT Raja Grafindo Persada.
- A'yun, Q., & Muzammil, M. (2023). Metode discovery learning pada pembelajaran maharah qira'ah di tengah perkembangan teknologi. *Athla: Jurnal Pendidikan Bahasa Arab*, 5(2), 245-256.
- Azhari, M. T. (2024). Analisis pembelajaran mahārah kalām dengan pendekatan komunikatif. *Jurnal Risalah*, 12(1), 22–36, https://doi.org/10.31943/jurnal_risalah.v10i3.969.
- Fauzi, M. (2021). Psikologi pembelajaran bahasa Arab: Analisis keterampilan berbahasa. Kencana.
- Fitriani, E., & Mahmudah, M. (2023). Konsep pengajaran maharah al kalam pada tingkat pemula. *Jurnal Studi Multidisiplin Ilmu Tarbawi*, 2(1), 1-13.
- Huda, N. (2022). Model-model pengajaran bahasa: Isu-isu metodologis dalam pembelajaran bahasa Arab. Bumi Aksara.
- Junaid, M. (2022). Active learning dalam pembelajaran bahasa Arab mahārah al-kalam. *Bajang Journal*, (terbitan), 02(3) 893-901 <https://doi.org/10.53625/jcijurnalcakrawalailmiah.v2i3.4027>
- Khotimah, M. H., Aqila, A., Indriati, S., & Nasution, S. (2024). Pendekatan komunikatif dalam pembelajaran bahasa Arab: Maharah istima' dan kalam. *Innovative: Journal of Social Science Research*, 4(6), 5051–5068, <https://doi.org/10.31004/innovative.v4i6.17084>.
- Mas'ud, A., & Muzammil, M. (2022). Peran pemahaman maharah kalam pada pembelajaran bahasa Arab di Madrasah Aliyah Keagamaan. *Jurnal Studi Islam*, 1(2), 1-15.
- Ritonga, S., Zulpina, Z., & Darman, I. H. (2021). Pengembangan bahan ajar maharah kalam di Pondok Pesantren Darut Tarbiyah Kabupaten Mandailing Natal. *Al-Qalam: Jurnal Kajian Islam dan Pendidikan*, 16(4), 1058-1070.
- Rohman, A., & Mulyani, H. (2024). Maharah kalam dalam berbahasa Arab perspektif filsafat pendidikan. *Jurnal Ilmiah Pendidikan Agama Islam (JIPA)*, 3(1), 45-56.
- Rosyada, M. (2024). Efektivitas media pembelajaran mahārah kalām melalui video interaktif. *JIIP: Jurnal Ilmiah Ilmu Pendidikan*, (terbitan), 8(6), 5600-561,
- Sari, I. P., & Amin, S. (2022). Implementasi maharah kalam dalam belajar mengajar di kelas bahasa. *Al-Nizam Journal of Islamic Education*, 4(2), 1-12.

- Setiasih, C. D. (2025). Development of microlearning based on digital literacy (format vertical video/Reels) untuk pembelajaran. *Repository Teknologi Pendidikan (laporan/ jurnal)*, 1-9.
- Shofi, M., & Khoir, A. (2022). Pengembangan model pembelajaran maharah al-kalam berbasis proyek di perguruan tinggi keagamaan Islam. *At-Tuhfah: Jurnal Keislaman, Budaya, Sosial dan Humaniora*, 1(1), 1-18.
- Syah, M. (2020). Strategi pembelajaran bahasa Arab: Teori dan praktik maharah kalam. Prenada Media.
- Umami, M. K., & Wardah, W. (2022). Pendekatan komunikatif terhadap kemampuan maharah kalam siswa Madrasah Aliyah Negeri 1 Jember. *Jurnal Pendidikan Agama Islam*, 4(1), 50-65.