



Universitas Muhammadiyah Malang, East Java, Indonesia

Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature

p-ISSN: 2622-738X, e-ISSN: 2622-7371 // Vol.7 No.2 Agustus 2024, pp. 161-182



<https://doi.org/10.22219/jiz.v7i2.30137>



<http://ejournal.umm.ac.id/index.php/izdihar/index>



izdihar.jurnalpba@umm.ac.id

The Improvement of Students' Arabic Speaking Skills: The Role of Interactive Strategies and the Establishment of a Language Environment

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ARTICLE INFO

Article History:

Received: 12/11/2023

Revised: 21/08/2024

Accepted: 30/08/2024

Published: 30/08/2024

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ABSTRACT

The goals of this research are to learn about the many tactics used by teachers to develop Arabic speaking skills in Pondok Modern Darussalam Gontor, and explain the various Arabic environments that help students improve their Arabic speaking skills at Pondok Modern Darussalam Gontor. This is a qualitative study conducted using a case study approach. The process of gathering information through observation, interviews, and documentation. Data Analysis Techniques comprise four steps: 1) collecting data, 2) integrating data, 3) condensing data distribution, and 4) drawing conclusions from data. The findings of this study indicate that: (1) Pondok Modern Darussalam Gontor's technique for increasing Arabic speaking skills is divided into classroom and out-of-classroom learning. Classroom learning methods include direct strategy, dialogue strategy, discussion strategy, and question and answer strategy. Outside of the classroom, there are two types of language justification strategies: direct and shared. (2) The Arabic Language Environment, which includes the development of students' confidence in speaking Arabic, as well as Discussion activities such as Vocabulary Division and Repetition, Arabic Speech, and Punishment for Violating the Official Language, contribute significantly to students' Arabic speaking skills. 3) Develop several techniques to increase pupils' speaking skills in Modern Darussalam gontor.

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Keyword

Assessment; Cognitive Diagnostic; Mahārah istimā'; Textbook

مستخلص البحث

مستخلص البحث: أهداف هذا البحث هو (١) كشف أشكال استراتيجيات في ترقية مهارة الكلام لدى الطلبة في معهد دار السلام كونتور، (٢) اظهار بيئة اللغة العربية في ترقية مهارة الكلام لدى الطلبة في معهد دار السلام كونتور. واستخدم الباحث في هذا البحث المدخل الكيفي بدراسة حالة. وأما طريقة جمع البيانات فهي الملاحظة، المقابلة، والتوثيق. وأما تحليل البيانات فيتكون من اربع طرق وهي: جمع البيانات، تركيز البيانات، وعرضها، والاستنتاج منها. ونتائج هذا البحث دلت على أن: (١) استراتيجية معهد دار السلام كونتور في ترقية مهارة الكلام لدى الطلبة تنقسم إلى قسمين: والقسم الأول هو استراتيجية داخل الصفوف الدراسية والتي تتمثل فيها استراتيجية التعليم المباشر، استراتيجية التعليم بالمحادثة، استراتيجية التعليم بالمناقشة، استراتيجية التعليم بالسؤال والجواب. وأما القسم الثاني فهو استراتيجية خارج الصفوف الدراسية والتي تمثل فيها استراتيجية التصحيح اللغوي المباشر، واستراتيجية التصحيح اللغوي الجماعي. (٢) بيئة اللغة العربية تتمثل فيها إنشاء الثقة في التحدث باللغة العربية لدى الطلبة، تعيين الأنشطة اللغوية تتمثل فيها تقديم المفردات اليومية وتكرارها، تعيين التحكيمات على مخالفتي اللغة الرسمية يساعد الطلاب استخدام اللغة العربية. (٣) تعيين الاستراتيجيات المختلفة لمهارة الكلام في معهد دار السلام كونتور.

استراتيجية التفاعلية، البيئة اللغوية، مهارة الكلام، دور المعلم

كلمات أساسية

Please cite this article as Fadhlān, M., Asrori, I., Sutaman, Setiyadi, A.C. (2024). The Improvement of Students' Arabic Speaking Skills: The Role of Interactive Strategies and the Establishment of a Language Environment. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, 7(2), 161-182.

DOI: <https://doi.org/10.22219/jiz.v7i2.30137>

INTRODUCTION

Arabic is one of the main lessons in Islamic boarding schools. Mastering Arabic can make it easier for students to get a job as they want (Khasawneh, 2022). Arabic is used in countries with a majority of Islam and in Western countries for state security (Baralt et al., 2022). Arabic is the first language spoken by nearly 200 million people worldwide (Saleh et al., 2023). According to Shehab, M Zeki (2015), learning Arabic is not only done in the classroom but the need for learning innovation applied by teachers, such as using learning media and language activities that can encourage students to master Arabic. Arabic is a communication tool that includes four skills: Listening, speaking, writing, and reading (Alhajya et al., 2018). In Indonesia, Arabic lessons are not only taught at a certain level. However, it is also prepared from elementary school to Islamic college. In learning Arabic, students are expected to be able to develop speaking skills as basic skills to master Arabic (Nafisah, 2023).

In the modern era, speaking skills are needed in various sectors of life and the fundamental purpose of students in learning Arabic is to be able to speak Arabic (Budiarti, 2020). Arabic speaking skills are a skill to be achieved in the Modern era. Success in improving Arabic speaking skills can be influenced by several supporting factors, such as teaching methods and strategies (Aprilia, 2021). According to Karima (2020), Arabic speaking skills are a factor that can support students in mastering the other three skills that require strengthening grammar and vocabulary. According to Wahyudi et al. (2022), there is a need for learning innovations that can activate students in speaking Arabic, such as media, approaches, environments, and strategies.

Furthermore, the choice of learning strategies determines student success in improving Arabic speaking skills. Teachers must employ new tactics that are consistent with the qualities of the lessons (Susanto et al., 2023). Learning strategies are an important part that teachers must do in improving Arabic speaking skills in students to communicate actively (Muid et al., 2022). According to Ilhami et al. (2021), teachers carry out learning innovations with varied strategies to make students active and qualified to acquire Arabic speaking skills. According to Zhu et al. (2022), in improving speaking skills, teachers apply an innovative strategy and need a good language environment that supports students to communicate directly.

Moreover, the environment of speaking Arabic in Islamic boarding schools is a success factor for speaking Arabic students. In addition to classroom learning, the language environment is an external factor in improving students' speaking skills (Chuane et al., 2023). According to Ahmed et al. (2023), the formation and emphasis of the language environment help students improve their speaking skills. The influence of the language environment created by teachers both in and

outside the classroom makes students happy in learning the language. Also, it makes students active in speaking Arabic directly (Abdul Ghani & Wan Daud, 2023). In addition, the formation of the language environment can also increase student motivation to learn the target language (Abdullah et al., 2022). In addition to establishing the language environment, the role of teachers in fostering students is very important in improving Arabic speaking skills in Islamic boarding schools. Teachers and educators are also responsible for student education, including enhancing Arabic speaking skills (Achoita & Ifadah, 2022).

Teacher supervision helps students improve their Arabic speaking skills at Islamic boarding schools. The teacher's role is not just to offer lessons, but also to serve as an advisor and supervisor for the language used by students (Ghosheh Wahbeh et al., 2021). In the context of learning Arabic as a Foreign Language, teacher supervision is needed to guide students to improve their speaking skills. Teachers are seen as appropriate opponents in training student communication directly (Brosh, 2019). According to Mahdi (2022), teacher involvement helps students. In addition, the role of the Arabic teacher is also responsible for motivating students to learn and obtain good learning outcomes. (Columbu, 2022). According to Gharaibeh, Alhassan (2023), Arabic teachers must be able to inspire, encourage, and provide the facilities needed by students to learn Arabic. In addition, the importance of supervision carried out by teachers can succeed in a program designed in an educational institution, including improving student's skills in using Arabic for daily communication (Bako et al., 2018)

However, students' interest in Arabic lessons is very lacking. According to Umudini et al. (2023), the students' lack of interest in learning Arabic stems from the assumption that Arabic tasks are difficult. In addition, there is a lack of teacher motivation in building students' skills to use Arabic as a communication tool (Ningtias, 2022). In managing learning, students tend to feel bored due to the lack of models, strategies, or learning methods that can make students active in learning Arabic. In addition, due to the lack of student interest in learning Arabic and the lack of innovation created by teachers in delivering learning materials, the learning applied is still conventionally based (Nurazmi, 2020). In addition, in determining learning materials, teachers tend to choose fabric for grammatical understanding specifically, while attention to speaking skills is very lacking, while the purpose of learning Arabic is so that students can communicate using Arabic actively (AH et al., 2019).

In addition, attention to Arabic Speaking skills is a problem that teachers often experience. The development of speaking skills is currently a serious problem due to a lack of attention to improving speaking skills as an initial means of learning Arabic (M. Ritonga et al., 2022). In general, the problem that is often

experienced in Indonesian educational institutions is that the curriculum teachers use in teaching Arabic only emphasizes understanding learning material without paying attention to elements of speaking skills (Ahmad Helwani Syafi'i, Nurjanah, 2021). According to Ritonga et al. (2020), the problem commonly faced by students is the assumption that learning Arabic is only limited to understanding Islam, lack of emphasis that learning Arabic as a means of communication. In addition, lack of motivation or methods used by teachers to develop Arabic speaking skills (Sanjaya & Hidayat, 2022).

As experienced by many schools and Islamic boarding schools, the learning process carried out by teachers has not been a varied Learning Strategy Maintenance that can succeed students. According to Misdar (2018), student failure factors are caused by the learning orientation teachers apply in the classroom, such as implementing conventional learning systems and the lack of a variety of teachers' learning strategies. In improving students' skills in learning Arabic, the teachers' role is needed to determine effective strategies (Ghosheh Wahbeh et al., 2021) In Foreign Language learning, the selection of innovative learning strategies that greatly assist students in obtaining lessons of interest (Masitoh et al., 2023) According to Abdel Salam El-Dakhs & Phyllis Amroun (2021), using varied strategies provides positive value to student learning outcomes when learning. Therefore, teachers in managing learning need to maintain appropriate and good strategies.

In addition, the problem faced by students today is that there is no establishment of an Arabic-speaking environment that can improve student communication effectively in Islamic boarding schools. Forming a good environment provides optimal results for students and vice versa. Student failure in a learning process is due to the absence of determining the learning environment that can shape students' learning (Røe et al., 2019). According to Du & Chaaban (2020), the failure factor of teachers in implementing the learning process is due to the lack of formation of a learning environment for students both in the classroom and outside the classroom and the absence of a good learning system in schools. The role of the language environment is very influential in students' motivation to speak Arabic optimally. The failure many students feel when learning Arabic is the lack of optimization of the speaking environment that can make students active in speaking Arabic (Fatoni, 2019). According to Nurbaiti, Handican (2023), the role of the language environment is very important in improving Arabic speaking skills. Forming a bad language environment impacts the results or products of the language students apply. In addition, the need for the role of teachers in educating or guiding students to be able to communicate actively.

The phenomenon often encountered is the lack of optimization of teachers in fostering students, impacting the quality of students speaking Arabic thoroughly in Islamic boarding schools. Lack of teacher involvement in learning impacts student success in mastering lessons (Zigh et al., 2022). According to Suriagiri et al. (2022), the lack of teacher performance in managing learning makes students feel bored. Teachers today not only provide lessons in class but must have various skills that can develop student potential and supervise optimally. In addition, according to A. W. Ritonga et al. (2022), the weak factor of students in improving speaking skills is the lack of parental motivation and teacher guidance during the learning process in class and outside the classroom. Direct teacher supervision is needed to improve Arabic speaking skills because speaking skills are difficult to learn because they require other skills to help with student activities (Nulaila et al., 2022).

Therefore, this research is needed because Arabic language learning requires a breakthrough in developing Arabic speaking skills in and outside the classroom. The significance of this study is to help the educational institution significantly contribute to the acquisition of Arabic speaking abilities among its pupils. In addition, this research is important to provide a means for teachers and educational institutions to choose strategies and determine an effective language environment that can develop students' Arabic speaking skills. The aim of this study is to explain the several Arabic language environments that enhance Arabic speaking skills in students at Modern Islamic Boarding School Darussalam Gontor and know the types of strategies used by the school to improve the Arabic Speaking Skills of Its Students.

METHOD

This research uses qualitative research with a case study approach. Regarding data gathering by documentation, in-depth interviews, and observation, and then, researchers conduct data analysis with the process of Miles Huberman and Saldana, namely in four ways: 1) Collecting data, 2) Integrating Data, 3) Condensing Data, 4) and Summing Up Data. The key instrument in this study is the researchers, using auxiliary devices to facilitate data collection and analysis. Researchers use the following additional tools: (a) interview guidelines, (b) observation guidelines, (c) questionnaires, and (d) documentation. The research procedures in this study are as follows: 1) researchers ask permission from the Head of the Islamic Boarding School to research at the Modern Islamic Boarding School Darussalam Gontor, 2) researchers conduct Interviews with the Leaders of the Islamic Boarding School

and teachers about the learning strategies used in improving Arabic speaking skills in students at the Modern Islamic Boarding School Darussalam Gontor both in class and outside the classroom, 3) researchers conduct direct observations in classes and outside the classroom or in language activities, 4) researchers collect documentation related to language activities.

RESULTS & DISCUSSION

Interactive learning strategies used by Modern Islamic Boarding School Darussalam Gontor to improve the Arabic Speaking Skills of Students.

Students' success in improving Arabic speaking skills at Pondok Modern Darussalam Gontor cannot be separated from the maintenance of learning strategies in and outside the classroom. Based on the results of interviews and observations at the Darussalam Gontor Islamic Boarding School, it was found that there were 4 Learning Strategies used by teachers in improving Arabic speaking skills in the classroom, namely direct strategy, dialogue strategy, discussion learning strategy, and question and answer learning strategy. At the same time, the strategies used outside the classroom to improve Arabic speaking skills in students in the Modern Darussalam Gontor include direct language justification strategies and shared language justification strategies.

Learning Strategies in the classroom

Direct Strategy

Direct strategy is one of the strategies used by the Modern Darussalam Gontor Islamic Boarding School to improve Arabic speaking skills. According to Marlina, (2016) direct method has currently become an alternative approach in teaching Arabic, to upgrade students' speaking ability. With this method, there will be direct communications in Arabic between teachers and students.

Based on the interview results, it was found that the direct strategy is one of the strategies used in learning Arabic at Pondok Modern Darussalam Gontor. Direct learning is a teacher-centered strategy where teachers have a greater role in managing classroom learning. Direct strategies provide students with an understanding of the material taught orally and in writing. This strategy also contributes to students acquiring new Arabic vocabulary for everyday speech. In addition, the application of strategy strongly encourages students to obtain good Arabic addresses directly from the teacher.

According to teacher H, from most learning, teachers tend to use direct strategies in teaching. "We do direct strategy, usually in explaining the knowledge of teaching materials to students. But in implementing this strategy, we also typically include the process of student attraction

with us so that students are expected to improve their speaking skills and measure their understanding of the material we explain”.

According to teacher J, the use direct strategy greatly increases students' understanding of the material learned orally and in writing. The importance of this strategy, students are expected to be able to explain the material taught by the teacher orally.

Teacher J said, "By applying direct strategies in the learning process, students can increase new vocabulary and expressions because students immediately hear explanations and receive new vocabulary from the teacher himself. So that they can use it in their daily speech and also facilitate them in the process of answering oral exams at the end of the semester”.

Based on observations, it was found that the direct learning strategy used by teachers in class includes several processes, namely: 1) The teacher opens the lesson with greetings, 2) The teacher puts the class in order, 3) The teacher provides reflection related to the previous lesson, 4) The teacher starts a new lesson by providing difficult vocabulary that students do not yet know, 5) The teacher explains the subject matter, 6) The teacher provides opportunities for students to ask questions related to the material explanations that have not been understood, 7) The teacher gives questions to students to find out students understanding of the material that has been explained, 8) The teacher closes the lesson by motivating students and saying greetings.

Table 1. Examples of Direct Strategy Application in Improving Arabic Speaking Skills

Learning Process	Forms of speech used
The process of opening a Lesson	١. السلام عليكم ورحمة الله وبركاته
1. Say sallam	
2. Putting the Class State in Order	٢. رتبوا جلوسكم وضعوا ما أمامكم في
3. Provide Stimulus to Students with Individual and Collective Questions	الأدراج وإذا لاتجدوا وضعوا في طرف المكاتب مرتبا
	٣. في اللقاء الماضي تعلمنا موضوع الحريق والآن أريد أن أطرح لكم أسئلة عن موضوع الذي تعلمنا. "المثال" في أي ساعة نام محمد في الليل؟ أنت يا صاحب الزوية اجب هذا السؤال. (الأسئلة على شكل

	<p>فردى). لماذا مدح الحاضرون على محمد؟ من منكم يستطيع أن يجيب هذا السؤال (السؤال على شكل جماعي).</p>
<p>The Process of Delivering Material</p> <ol style="list-style-type: none"> 1. The teacher begins the learning by giving difficult vocabulary in oral and written ways. 2. The teacher explains the learning material orally. 	<ol style="list-style-type: none"> ١. طيب قيل ندخل إلى الموضوع الجديد أريد أن أطرح لكم المفردات الصعبة تتعلق بالمادة التي نتعلم في هذا اليوم. المفردة الأولى هي : الشر. يلقي المعلم ثلاث مرات. ثم أمره الطلاب ليكرر بما يلقيه. ٢. طيب الآن لاحظوا واسموا هنا، أريد أن أبين لكم هذه المادة.
<p>Reflection Process during Material Delivery</p> <ol style="list-style-type: none"> 1. The teacher allows students to ask questions about material that has not been understood orally. 	<ol style="list-style-type: none"> ١. طيب الآن اقرءوا كتبكم وإذا وجدتم الكلمات أو البيان غير مفهوم فأسمح لكم بالسؤال.
<p>The Process of Closing a Lesson</p> <ol style="list-style-type: none"> 1. The teacher provides an evaluation of learning by giving several questions, both individually and collectively. 2. Teachers give Advice. 3. The teacher closes the lesson with a Greeting 	<ol style="list-style-type: none"> ١. طيب قيل ننتهي من التعليم أريد أن أسألكم الأسئلة من المادة تأكيداً لفهمكم نحو المادة. ٢. اعلم أيها الأخوة، لن تنال العلم إلا بستة سأنبئك ببيان ذكاء، وحرص، واجتهاد، ودرهم، وصحبة الأستاذ، وطول الزمان. ٣. السلام عليكم ورحمة الله وبركاته

Based on Result above, it is concluded that teachers use direct strategies that are managed interactively from the beginning of learning to the end. Thus, it can be seen that there is a pattern that shapes students' communication activities directly in using Arabic. It was also found that direct strategies begin with reflecting on students, providing questions related to learning material, and ending learning by delivering a second reflection after explaining the learning material.

In addition, the results of the observation explain that there is a process of direct interaction between teachers and students using Arabic in explaining Arabic language material which has an impact on improving students in using Arabic directly. starting from the opening of learning until the closing of learning.

Dialogue Strategy

Based on the results of interviews with teachers at Pondok Modern Darussalam Gontor, it was found that the Dialogue learning strategy is used by teachers in the process of learning Arabic in class. Dialogue Strategy allows students to manage lessons widely verbally so that students can understand the studies carried out in class. It is also explained that learning organized by the dialogue process makes students speak Arabic directly related to the Learning Material to be discovered.

The results of teacher H's interview explained the dialogue strategy carried out by the teacher in the classroom learning process carried out in the subject *Muhadasah*, where the teacher only gave the title of the Dialogue to the students then the students developed their speaking skills based on the title of the discussion provided by the teacher. It is also explained that the application of dialogue strategies is not only carried out in *Muhadasah* learning but sometimes in other lessons, such as Islamic History, the history of civilization, and the *Akidah*.

Master H said, "In Islamic history lessons, we usually do it after explaining the subject. Then, we provide opportunities for students to dialogue using Arabic so that students can improve their speaking skills. We also allow students to open the dictionary if they get an expression they don't understand. So with this, students can improve their Arabic speaking skills".

According to Master L, dialogue strategies greatly contribute to students developing Arabic speaking skills. With the application of dialogue strategies in the learning process in the classroom, students can develop Arabic speaking skills in terms of expressions, vocabulary, and courage in speaking Arabic.

Based on the results of classroom observations, it was found that in the Dialogue learning process, there are five ways used by teachers in managing learning that can improve students speaking Arabic, namely: 1) The teacher tells students to make two rows in front of the class facing each other and each student gets one friend to talk to, 2) The teacher gives a conversation title (*Muhadasah*) that students will talk about, 3) The teacher provides a conflict when finding errors in the student's conversation directly, 4) the teacher provides opportunities for students to ask unknown vocabulary during the conversation

activity, 5) before the activity ends the teacher selects several students to speak in front of the class and be witnessed by other students.

Discussion Learning Strategies

Based on the results of an interview with teachers at Pondok Modern Darussalam Gontor, it was explained that the learning strategy in the discussion enabled students to learn actively and interactively. Arabic Language Learning managed by panel Makes students directly able to think creatively and can provide extensive opportunities for students to speak Arabic. It is also explained that there are lessons related to the discussion process carried out in the Islamic Date lessons and *Mutola'ah*. It was also said that the Learning Process carried out in discussion provides opportunities for students to manage learning broadly, while the role of the teacher is as a facilitator.

According to teacher K, discussion strategies are used in story-based lessons such as *Mutola'ah* Lessons in the learning process. In implementing the discussion strategy, the teacher only provides lesson material and divides groups into 4-5 groups. After that, the teacher gave extensive time to each group to discuss the lesson material that the teacher had shared verbally using Arabic.

Teacher K says, "This is very helpful for students in improving their speaking skills because they indirectly train themselves to use Arabic in front of their friends. And also they independently search for incomprehensible vocabulary in dictionaries for discussion."

According to teacher G, the application of discussion strategies greatly contributes to students developing Arabic speaking skills. This strategy also helps students to use the correct Arabic "Fusha'." Because students must pay attention to grammar when discussing and reporting the results of discussions in front of friends.

Teacher G says, "I apply this strategy usually to grade 5 and 6 students because their knowledge of Arabic is already quite good. My students are very happy because they are trained to find new vocabulary and express it in their language, and the learning process is also very effective and efficient."

Based on the results of the observation, the class found the learning process The discussion carried out by the teacher includes several stages, namely: 1) the teacher starts learning by making groups with students, 2) the teacher gives the discussion theme to the students, 3) the teacher asks to start a discussion carried out by each group, 4) the teacher asks the messenger from each group to explain the results of the discussion.

Question and answer learning strategies

Based on the results of interviews with teachers at Pondok Modern Darussalam Gontor, it was found that the question-and-answer learning strategy is one of the strategies teachers use to improve students' skills in speaking Arabic. Question and answer learning strategies are carried out by teachers to reflect students related to understanding the material that has been taught. Question-and-answer learning strategies can measure students' understanding orally and provide opportunities for students to practice their oral.

According to teacher F, the question-and-answer learning strategy packaged in class greatly influences improving students' Arabic speaking skills at Pondok Modern Darussalam Gontor. Because of this strategy, students can develop new phrases and vocabulary. Applying question-and-answer techniques in the learning process provides opportunities for students to speak widely and trains students' courage in using Arabic verbally.

Guru F said, "We use question and answer strategy in all Arabic learning processes. This strategy effectively improves Arabic skills because the language students use when asking questions is Arabic instead of Indonesian".

According to Guru N, the question-and-answer strategy is carried out by teachers in learning Arabic and in Islamic faith-based lessons such as *Fiqh*, *Akidah*, *Faro'id*, and Islamic history.

"Teacher N said that all lessons that use Arabic teaching materials are taught using Arabic as the language of instruction. Teachers must not use Indonesian in teaching, including in asking questions; students are expected to also use Arabic as a language in asking lessons that have not been understood".

Based on the observations in class, it was found that the teacher's question-and-answer learning process includes three stages, namely: 1) The stage of starting learning. At this stage, questions and answers are carried out to provide reflections related to the lessons that have been learned and the lessons to be learned; 2) Stages when explaining the Subject Matter. At this stage, the teacher answers questions to see students' understanding of the material. 3) The stage after explaining the Subject Matter. At this stage, the teacher gives questions or asks one of the students to provide questions for other students to see the understanding of the subject matter that has been explained.

Interactive learning strategies outside the classroom

Based on the results of interviews and observations at Pondok Modern Darussalam Gontor, it was found that there are two strategies used in improving

Arabic speaking skills in students at Pondok Modern Darussalam Gontor outside the classroom learning process, namely: 1) direct language justification strategies, 2) and shared language justification strategies.

Direct Language Justification Strategies

Based on the results of interviews with teachers at Pondok Modern Darussalam Gontor, the language justification strategy aims to correct students' speaking errors in terms of grammar and the vocabulary used by students when speaking Arabic.

According to Teacher A, language justification directly outside the classroom has a good impact on improving students' language outside the classroom. Language justification is now intended to justify errors in using Arabic verbally.

It says, "Usually, the lodge justifies mistakes made by students if they are discovered while speaking. The justification is done by the Dormitory Manager and also by the dormitory supervisor from the teacher.

According to teacher W, the direct justification that the cottage grows for students is very helpful for students in using the correct Arabic language in communicating both among students and when they communicate with teachers. In addition, it was also explained that the efforts of Islamic boarding schools in procuring language directly related to the mistakes used by students helped students develop expressions and vocabulary so that they could use the correct terminology.

From observations in Islamic boarding schools, it was found that teachers provide justifications to students regarding students' mistakes in speaking, such as the following example: "إلى أين تذهب يا أخي الكريم" (Where are you going, my brother?) Students Answer في Koperasi Pelajar" Then the teacher gives justification to the sentences spoken by students such as "أخي الكريم الجملة " الصحيحة هي أنا أريد أن أذهب إلى الشركة الطلبة للشراء الطعام" (My brother the correct sentence is I want to go to the student cooperative to buy food). Language justification strategies are used by teachers outside the classroom when finding language errors in students.

Also found in dormitories, the Dormitory administrators give justification to dormitory members. It was found that students used incorrect Arabic such as: "الأخ أنا أطلب إذن ke Kamar Mandi" Then justified it by saying:

"أخي الصحيح هو عفوا يا الأخ أريد أن أستأذن إلى الحمام."

Shared languages justification strategy

Based on the results of interviews with teachers at Pondok Modern Darussalam Gontor, it was found that the Joint Language Justification Strategy was carried out every Tuesday and Friday. Language Justification is done on Tuesdays for students in grades Five and Six, and for students in grades 1-4, Language Justification Together is done in the Dormitory on Friday mornings. The purpose of Collective Language Justification is to correct errors in the use of sentences or the selection of appropriate Arabic vocabulary following Arabic Grammar.

Based on the observations, it was found that the process of language justification together with students at Pondok Modern Darussalam Gontor includes several stages, namely: 1) The teacher motivates students by using fluent Arabic, 2) The teacher mentions language mistakes that students often use when speaking such as mistakes "مبروك" justified by the word "مبارك" "عادي فقط" correct sentences "كن على حالك." 3) After mentioning some forms of mistakes, the teacher provides new sentences or vocabulary that students may use in improving their Arabic Speaking Skills, such as: "بئس ما فعلت" How ugly you do.

The role of the teacher as a guide in pesantren

The existence of teachers as mentors in Islamic boarding schools is a strategy carried out by the modern Islamic boarding school Darussalam Gontor to improve students' Arabic speaking skills.

Based on the interview with teacher K, it was found that the role of teachers in improving Arabic speaking skills in students includes two things: 1) teachers as role models for students and 2) teachers as student language supervisors. It was also explained that Pondok Modern Darussalam Gontor teachers should be role models for students using Arabic. In addition, speaking Arabic is mandatory when meeting students, and fellow teachers must also use Arabic when speaking.

It says, "Teachers should set a good example; never tell students to speak Arabic if the teacher does not want to speak Arabic. We use Arabic not only to meet students but in classroom learning must also use Arabic when teaching Arabic material and lessons that use Arabic".

According to Teacher I, in addition to being an example for students, the role of the teacher must also be a guide in class and outside the classroom. At the school, teacher guidance is expected to provide new knowledge about Arabic

so students can actively use Arabic every day. As for outside the school, teachers are expected to guide students in studying in dormitories so that students are aware and motivated to use Arabic as a means of communication.

It says, "We must be present daily to guide students. The morning is usually after dawn prayers and at night before going to bed. If we find that there are students who use bad language, we immediately give a reprimand so that they are not used to saying the wrong one".

Various Arabic Language Environments that Improve Arabic Speaking Skills in Students at Modern Islamic Boarding School Darussalam Gontor.

There are several Arabic language environments for improving speaking skills at Pondok Modern Darussalam Gontor, which are as follows:

Fostering confidence in students to speak Arabic

Forming self-confidence in students is one form of language environment applied at Pondok Modern Darussalam Gontor. In fostering the confidence of students speaking Arabic, several ways are used at the Modern Islamic Boarding School Darussalam Gontor, namely: 1) Giving freedom to first-grade students to mix Arabic with Indonesian for three months, 2) For second-grade students confidence in speaking by paying attention to correct Arabic grammar following Nahwu and Sharaf Sciences, 3) For students in grades 4-6, there is a sense of confidence to use Arabic following the language used by native speakers.

In fostering confidence in speaking Arabic, students face the Nature of "Yahanu." Yahanu Nature is one of the terms used by Modern Darussalam Gontor Lodge in promoting students' confidence in Speaking Arabic. Yahanu means "Sok tau," which, in speaking Arabic, Students must have an attitude of "Sok tau." with this, students can dare to use good and correct Arabic.

There are Language Activities outside the classroom

Based on the results of interviews and observations at the Modern Islamic Boarding School Darussalam Gontor, it was found that several Language Activities can improve students at the Modern Islamic Boarding School Darussalam Gontor, namely:

The repetition of New Vocabulary every day for students.

Based on the results of the interview, it was explained that the New Vocabulary Development is one of the efforts of Pondok Modern Darussalam Gontor to improve students' skills in speaking Arabic. New vocabulary that students get every day increases students' knowledge to be able to use correct

Arabic like a native speaker. The vocabulary lagging aims to remind students not to forget to use good sentences. The distribution of new vocabulary is carried out after the dawn prayer, while the repetition is carried out after the zuhur prayer every day.

Based on observations, it was found that each grade level has a different vocabulary. In first-grade students, the vocabulary given is only vocabulary related to "different words" such as باب: door, كرسي: chair, سبورة: whiteboard act. For second graders, the vocabulary given is vocabulary related to verbs such as ضرب-يضر: Hit, نام-ينام: Sleep, استح-يستحم: Take a bath, and so on. As for grade 3-4 students, the vocabulary given is in the form of sentences commonly used by native Arabic speakers, such as نعم ما فعلت: How wonderful you do, بلغني أن: Listen, and so on. In providing new vocabulary, students not only imitate what is said by the vocabulary giver students are also told to write in a notebook related to the given speech and then make three sentences from every one new language.

Arabic speech practice

Arabic speech practice is one of the Arabic-speaking environments applied at Pondok Modern Darussalam Gontor. According to teacher K, language speech activities are one of the efforts of Modern Darussalam Gontor Hut to improve Arabic speaking skills. The Arabic speech activities created by the lodge provide opportunities for students to speak in public using the correct Arabic language. Arabic speech held at Pondok Modern Darussalam Gontor allows students to communicate using Arabic according to the written material.

It is said, "Students, before making a speech, must have the preparation by conceptualizing a speech and then reporting it to the learning department. In addition, the concept of speech should be made with good language, "fusha".

Based on observations on Arabic speech activities, it was found that Arabic Speech Practice was carried out on Sundays after Isha Prayer. In displaying Arabic speech, students, before starting the speech, must report the title and content of the speech to the teacher who guides the speech so that the range used by students uses Arabic matches the native speaker or Arabic grammar. In presenting speeches, students are told to speak according to the material for at least 10-15 minutes.

According to Teacher HN, the establishment of Arabic speech activities in Islamic boarding schools to train students' independence. Students must be independent in making concepts and finding good Arabic vocabulary in the dictionary.

Penalties for violating the language

Speaking Arabic is a must-do for students at Pondok Modern Darussalam Gontor. One way to raise students' awareness to speak Arabic is to hold punishments for those who do not speak Arabic.

According to the LB teacher, the Punishment for violating the language is carried out every day after the Maghreb prayer. The judgment process for those who violate the language begins by mentioning the mistakes of students who use Indonesian. The Punishment given for breaking the language is memorizing new vocabulary and speaking in public using Arabic.

It said, "Punishment for violating the language is very important to warn students not to underestimate the official language. Grade 5 students, as dormitory administrators, are given the mandate to give Punishment. The purpose of Punishment for those who violate the language of the book is to torture students, but to support the Islamic boarding school system".

Based on observations, it was found that there was a punishment for violating the language in each dormitory after Maghreb prayers at 18:30 WIB. It was also found that before giving laws for those who violate the language, the dormitory administrator began by providing Advice on the importance of using Arabic in Islamic boarding schools. After that, the dormitory administrator mentions the names of those who violate the language and gives the law by searching Arabic vocabulary and directing the offending students to memorize it. It was also found that some dormitories told students to speak in public using Arabic for 10 minutes. Then ordered them to learn the latest vocabulary.

Based on the data above, the findings in this study show the success of Pondok Modern Darussalam Gontor in improving students' Arabic speaking skills is determined by the innovation of strategies used in the learning process and the determination of strategies outside the classroom. According to Daud et al. (2020). the application of Interactive Strategies in Arabic Language Learning can motivate students independently at the school. Mahdi's findings (2022) show similarities with this study, which explains that interactively managed learning positively impacts foreign language learning in students who are not native speakers. Using Innovative and Interactive Strategies encourages students to develop themselves in learning Arabic and mastering speaking skills (Kerras & Baya Essayahi, 2022).

In this study the determination teacher-oriented strategies include direct strategy and the resolution of student-oriented strategy that provides for Dialogue, discussion, and question-and-answer strategies that are carried out interactively in the learning process in the classroom and have a positive impact on improving students' Arabic speaking skills at Pondok Modern Darussalam

Gontor. According to Al-Assaf et al. (2022), using varied learning strategies in Arabic learning makes students actively speak Arabic.

The formation of the yahanu faqot "Sok tau" fosters confidence in speaking Arabic directly, such as allowing new students to use Arabic without aiming at grammar and providing old students with Arabic with good grammar. In line with this research, according to Amien et al. (2022), Yahanu's nature has great implications for students in improving their Arabic speaking skills at the Modern Islamic Boarding School Darussalam Gontor.

The language activities such as Giving New Vocabulary and repetition of vocabulary, Arabic Speech, and the application of Punishment for those who violate Growing Compassion and encouraging students to use Good Arabic following Original Obedience in Pondok Modern Darussalam Gontor. Also found in this study is the role of exemplary and guidance teachers in the classroom and outside the school in using Arabic in the learning process. Every activity can motivate students to speak Arabic in Pondok Modern Darussalam Gontor. Following this research, according to Razman et al. (2022), vocabulary mastery must be emphasized in improving Arabic speaking skills. Knowledge of many Arabic languages in students makes it easy for students to speak Arabic actively.

CONCLUSIONS

Pondok Modern Darussalam Gontor encourages students' interest in speaking Arabic by employing interactive learning strategies both inside and outside the classroom. Establishing a language environment, such as providing Arabic speech, punishment for violating the language, and distributing new vocabulary, offers positive implications for students in improving their speaking skills at Pondok Modern Darussalam Gontor. The role of exemplary teachers and teacher guidance fosters awareness and motivates students to use Arabic in daily communication at Pondok Modern Darussalam Gontor. The research contributes theoretically, methodologically, and practically. Theoretically, this research enriches the theoretical building of student and teacher-oriented strategy theories. Methodologically, this research adds to the wealth of research methods that are more varied and applicable. In the end, practically, this finding can also be practiced in everyday life, especially for teachers and educational institutions such as madrasas and Islamic boarding schools, in improving students' Arabic speaking skills. In addition, this study only discusses the strategies used to strengthen Arabic speaking skills and form an Arabic-speaking environment in the Modern Darussalam Gontor hut. These two things certainly have limitations in the context of studies, methodologies, and the resulting findings that require

further in-depth and detailed research, including improving students' Arabic expressions based on strategies used by teachers in improving speaking skills in and outside the classroom.

ACKNOWLEDGMENT

We want to thank all parties involved in this research activity. We also conveyed to the head of the modern Darussalam gontor, the director of kulliyatul Mu'alimin al-Islamiyah, who had provided space for us to conduct research. We hope this research can inspire Arabic teachers and education institutions to determine strategies to improve students' Arabic speaking skills.

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