Enhancing Arabic Speaking Skills Through Classroom Language: A Study at Darul Falah Institute Selangor Malaysia

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Abstract

Institute Darul Falah Selangor has minimal practice of using Arabic in daily conversations due to the focus of Institute in memorizing the Qur'an is a factor in the lack of Arabic speaking skills here. Thus, the purpose of this studi is to discover the effectiveness of Classroom Language usage to the students' speaking skills that are lacking because of it. It study this effectiveness both in students' speaking skill inside the class and outside the class. This study used quantitative approach. The data collection methods used were observation, tests, and interviews. This study used pre-experimental type of study. Its sampling method is purposive sampling and had the students of upperclassmen as its' samples. The data findings were analyzed using paired samples T-test on Microsoft excel. The result obtained was that the T score amounted to 5.840 > the T value at a significant level of 0.05 and can be concluded the significance of the impact of using Classroom Language on Arabic speaking skills. Moreover, the impact can also be seen in the increased intensity of Arabic usage in students' daily conversations. Thus, this study helps the development of an evidece-based framework for integrating classroom language strategies into Arabic language curricula and create replicable model for Arabic education studies. However, because this study focused solely on speaking skills within a limited timeframe, future research may explore the effects of classroom language on other skills over a more extended period.

Keywords: Arabic Language Usage, Classroom Language, Speaking Skills

ملخص

معهد دار الفلاح سيلانغور لديه الحد الأدنى من ممارسة استخدام اللغة العربية في الكلام اليومي نظرًا لتركيز المعهد في تحفيظ القرآن هو عامل في نقص مهارة الكلام باللغة العربية هنا. وبالتالي، فإن الغرض من هذه الدراسة هو اكتشاف مدى فعالية استخدام لغة الفصل في مهارة الكلام باللغة العربية لدى الطلاب. مهارة الكلام لدى الطلاب. ودراسة هذه الفعالية في كل من مهارة التحدث لدى الطلابداخل الصف وخارج الصف. استخدمت هذه الدراسة المنهج الكمي. وكانت أساليب جمع البيانات المستخدمة هي الملاحظة والاختبارات والمقابلات. استخدمت هذه الدراسة نوع البحث ما قبل التجريبي. أسلوبها في أخذ العينات هو أسلوب أخذ العينا توقد تم أخذ عينات من طلبة الصفوف العليا كعينات للدراسة. تم تحليل نتائج البياناتباستخدام اختبار العينات المزدوجة T-test على برنامج مايكروسوفت إكسل. وكانت النتيجة التي تم الحصول عليها بلغت درجة T 5.840 >قيمة T عند مستوى معنوي ٠٠٠٥.من هذا استنتاج أهمية تأثير استخدا ملغة الفصل اللغة العربية على مهارة الكلام باللغة العربية، وعلاوة على ذلك، يمكن ملاحظة التأثير أيضًا فيزيادة كثافة استخدام اللغة العربية في محادثات الطلاب اليومية. يمكن أن يساعد تطوير إطار

عمل قائم على التطور لدمج لغة الفصل استراتيجيات اللغة العربية في مناهج اللغة العربية وإنشاء نموذج قابل للتكرار في أبحاث تعليم اللغة العربية. ومع ذلك، نظرًا لأن هذه الدراسة ركزت فقط على مهارات الكلام ضمن إطار زمني محدود، يمكن أن تستكشف الأبحاث المستقبلية آثار لغة الفصل الدراسي على المهارات الأخرى على مدى فترة زمنية ممتدة.

الكلمات المفتاحية: اسنخدام اللغة العربية، لغة الفصل، مهارة الكلام

Introduction

Kaptein stated that the majority of Muslims know that Arabic has an important place in Islam. Being the language of the Qur'an and the language of prophethood makes it an integral part of Islamic religiosity.[1] Therefore, learning it has become a matter of interest among Muslims. And to really master this language, they must master its linguistic skills. Acording to Ammar, Language skills refer to the ability to use language effectively and appropriately in different communication situations. Language skills are the foundation on which human communication and social interaction are built, as they reflect the extent of a person's ability to understand and communicate ideas and feelings in a correct and effective manner. Language skills include four aspects such as speaking, listening, writing, and reading. Of the four skills, speaking skill occupies an important place in language because one of the causes of successful social communication is the correct conveyance of the speaker's intention to the listener.[2] On the other hand, the language of equal communication, which plays a role in realizing understanding between people, does not abandon the existence of speech integrity.[3] The integrity of speech in any language is a condition for the existence of this settlement. The importance of speech is that it is more widely used in people's lives, and it is not delayed before writing. Acording to Wulandari, the sign of success in learning a language is fluency in speaking and pronunciation, and vice versa. So through this, the importance of speaking skills stands out over other linguistic skills.[4]

To master speaking skills or any other linguistic skills, learning method is very important, because it have a significant position to achieve that goal. Acording to Nurul Hapid, Learning method is a presentation technique mastered by a teacher to presentlesson material to students in the classroom either individually or in groups so that the subject matter can be absorbed,

[1] Nico J.G. Kaptein, "*Arabic as a Language of Islam Nusantara: The Need for an Arabic Literature of Indonesia*," Heritage of Nusantara: International Journal of Religious Literature and Heritage 6, no. 2 (2017): 237–251. DOI: https://doi.org/10.31291/hn.v6i2.372

[2] Adzfar Ammar, "S*tand up Category: Strategi Pembelajaran Aktif untuk Meningkatkan Keterampilan Berbicara (Maharat Al-Kalam) pada Mahasiswa Jurusan Pendidikan Bahasa Arab UIN Sunan Kalijaga Yogyakarta*," Prosiding Konferensi Nasional Bahasa Arab 1, no. 1 (2015): 52-63. http://prosiding.arab-um.com/index.php/konasbara/article/view/8/0

[3] Muhammad Ilham and Iva Ani Wijiati, *Keterampilan Berbicara Pengantar Keterampilan Berbahasa*, ed. Tristan Rokhmawan, 1st ed. (Pasuruan: Lembaga Akademik & research Institute, 2020): 29. http://arinstitute.or.id/

[4] Nawang Wulandari, "*Analisis Kesalahan Fonologis dalam Keterampilan Berbicara Bahasa Arab*," Al-Fathin: Jurnal Bahasa dan Sastra Arab 3, no. 01 (2020): 71. https://e-journal.metrouniv.ac.id/index.php/al-fathin/article/download/2089/1724

understood and utilized by students properly. Therefore, methods must be present in every teaching and learning process carried out by a teacher or educator. And among the methods for teaching speaking skills in Arabic language is Arabic Classroom Language.[5] Hapsari Oka stated that Classroom Language refers to the language that is used in the classroom for communication between the teacher and the students or between the students themselves.

Acording to Hadiatmi, The idea of "classroom language" emerged as a major trend in language education when educators began to view the classroom environment as a vital element for the development of students' language skills during the twentieth century.[6] And according to the study done by Made Wahyu classroom language has become not only a means of communicating knowledge, but also an essential element for developing speaking and listening skills, as students acquire language through repeated practice and responding to immediate prompts. It is because language is not only acquired through the study of grammar, but also through direct and intensive interaction with language in a classroom environment that encourages the use of the target language.[7]

Malaysia is a country that has a strong connection with Islamic history. After the introduction of Islam in the seventh era and its spread in the thirteenth era in Malaysia's ancestral territory, Islam became one of the religions that existed before the establishment of the Malaysian state.[8] This led to the decision to learn Arabic in it. Although Arabic does not occupy the highest position in the Malaysian Education Authority, it is still uniquely conceptualized as the cradle of Islamic sciences.[9] This is why it was stipulated in the Malaysian Education Certificate of 1996 that Arabic language teaching is included in the curriculum but is not a mandatory requirement for student success. Malaysian students lack in Arabic speaking ability known as demonstrated in linguistic tests. This problem is also evident at Institut Darul Falah in Selangor. The speaking ability of Darul Falah students is limited to the use of a few Arabic phrases that they acquire from memorizing texts only. They are unable to use everyday Arabic phrases. They are not able to use the phrases they have memorized in daily life. The researcher obtained this data through observations and interviews with teachers and students at the institution. The use of a method based on memorizing phrases to teach speaking skills with the lack of opportunities to apply free conversation and the lack of a linguistic environment at the institution are the reasons for the poor speaking skills of the students, so the institution needs to use other methods to help teach speaking skills.

One way to help implement speaking skills is to use classroom language in Arabic and religious science lesson instruction. Thus, this study aims to explore the effectiveness of using Arabic Classroom Language in improving students' speaking skills at Institute Darul Falah Selangor, Malaysia, as well as its impact on students' speaking ability in daily learning activities at the

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[5] Nurul Hapid, "*Penerapan Metode Langsung (Thoriqoh Mubasyarah) dalam Meningkatkan Keterampilan Berbicara Bahasa Arab*," Jurnal Hasil Penelitian dan Pengembangan (JHPP) 1, no. 4 (2023): 265-270. DOI: https://doi.org/10.61116/jhpp.v1i4.220

[6] Islamiyah Nuryantina Hadiatmi, Sudirman Wilian, and Kamaluddin Yusra, "*Classroom Languages As Used By English Teachers*," Jurnal Ilmiah Pendidikan Indonesia 2, no. 1 (2020): 81-90. https://jipi.unram.ac.id/index.php/jipi/article/view/40/38

[7] Made Wahyu Mahendra et al., "*Assessment of the Language Proficiency and Its Correlation to Classroom Language: A Case Study on Primary School English Teacher,*" Conference on English Language Teaching 3 (2023): 289-301. https://proceedings.uinsaizu.ac.id/index.php/celti/article/view/494

[8] Bob Olivier, *Islamic Revivalism and Politics in Malaysia: Problems in Nation Building*, 1st ed. (Singapore: Springer, 2019), hlm. 12-13.

[9] Taylor & Francis, *Languages in the Malaysian Education System: Monolingual Strands in Multilingual Settings*, 1st ed. (Taylor & Francis, 2015), hlm. 72-73. https://taylorandfrancis.com/

institution. It also highlights the importance of mastering language skills lies in their role as a fundamental tool for communication, self-expression, and understanding in various aspects of students' life.[10] That is as was stated by Harahap in his study with the title "Pentingnya Keterampilan Bahasa Produktif dalam Meningkatkan Komunikasi pada Mahasiswa" that Language skills enable individuals to connect with others, share ideas effectively, and participate in social, academic, and professional settings.[11]

It has often been mentioned in previous studies that classroom language plays an important role in English language teaching. There are several studies that showcased this point. Such as the study done by Abdur Raouf and Abdur Rasyid with the title "Secondary School EL Teachers' Classroom Language Proficiency: A Case Study in Bangladesh" studied the classroom language proficiency (CLP) of secondary school (SS) English language (EL) teachers in Bangladesh. It also stated that English Language teachers' grammatical structures and lexical range and interaction with students plays role in students' language proficiency. This study used qualitative approach and gathered the data by using interviews and observations.This study is based on communicative competence and sociolinguistic theories, emphasizing how teachers' language proficiency influences students' language development through interaction.[12]

The study conducted by Lin and the other with the title "The Influence of Classroom Language Contexts on Dual Language Learners' Language Development" studied how classroom language contexts characterized by peer language skills and proportions of dual language learners (DLL) influenced English language development for DLL and non-DLL children. This study also used qualitative approach and gathered the data by using interviews and observations. It grounded in sociocultural and ecological systems theories, the study examines how peer language skills and classroom contexts impact dual language learners' language development.[13]

Study conducted by Hapsari Oka and Artini in 2022 with the title "The Purpose of the Use Classroom Language" aimed to analyze the classroom language used by the English teacher and to analyze the purpose of using the classroom language during the learning process. This study used descriptive study with qualitative approach. And data is collected from interviews and observations. This study draws on pragmatic and interactionist theories to explore the communicative and instructional purposes of classroom language use.[14]

Although in Arabic Language cases Classroom Language hadn't been used yet, there are studies that stated that environment plays significant role in enhancing language skills like the study done by Wahyuningsih and Fauzi with the title "Eksistensi Bi'ah Lughawiyah dalam Meningkatkan Mufrodat di Asrama Putri Ma'had Nurul Islam Tengaran" aimed to describe the existence of Bi'ah lughawiyah in increasing students' mufrodat in Nurul Islam women's dormitory. It is descriptive reseach with qualitative approach and the data is gathered from interviews and observations. This

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[10] Saifuddin Mahmud and Muhammad Idham, *Teori Belajar Bahasa*, 1st ed., (Syiah Kuala University Press, 2019), hlm. 81-82. https://unsyiahpress.unsyiah.ac.id/

[11] Harahap, Hazizah, and Ginting, "*Pentingnya Keterampilan Bahasa Produktif dalam Meningkatkan Komunikasi pada Mahasiswa,*" IJEDR: Indonesian Journal of Education and Development Research 2, no. 1 (2024): 231–238. DOI: https://doi.org/10.57235/ijedr.v2i1.1727

[12] Rouf M and Mohamed A, "*Secondary School EL Teachers' Classroom Language Proficiency: A Case Study in Bangladesh,*" Qualitative Report 27, no. 3 (2022): 691–715. DOI: https://dx.doi.org/10.46743/2160-3715/2022.5293

[13] Lin T et al., "*The Influence of Classroom Language Contexts on Dual Language Learners' Language Development,*" Journal of Educational Psychology 115, no. 6 (2023): 877–90. DOI: https://doi.org/10.1037/edu0000804

[14] Hapsari Oka I and Artini L, "*The Purpose of the Use Classroom Language,*" Jurnal Pendidikan Bahasa Inggris Undiksha 9, no. 3 (2022): 241. DOI: https://doi.org/10.23887/jpbi.v9i3.43105

study rooted in environmental and immersion theories, the study highlights the role of a linguistic environment in enhancing vocabulary acquisition.[15]

The study that was conducted by Ulya, Astina, and El Qorni with the title "Implementation of Bi'ah Lughawiyah in Improving Maharah Kalam at Modern Pondok Az-Zahra al-Gontory Purwokerto|Implementasi Bi'ah Lughawiyyah dalam Peningkatan Maharah Kalam di Pondok Modern Az-Zahra al-Gontory Purwokerto" aimed to Know the implementation of bi'ah lughawiyah at Pondok Modern Az-Zahra Al-Gontory Purwokerto as well as the supporting factors and inhibiting factors in the application of bi'ah lughawiyah. It also aimed to know the role of bi'ah lughawiyah in increasing maharah kalam. And this study based on language immersion and sociocultural theories, the study investigates the implementation and effects of "bi'ah lughawiyah" in improving speaking skills.[16]

From the studies above, it can be stated that the teacher's use of classroom language in English language teaching plays an important role in the success of his teaching. Although there aren't study about Classroom Language in Arabic Language cases, the previous studies above stated that the existence of language environment that is quite similar to Classroom Language method helps the students in enhancing their speaking skills. However, there hasn't been any study about the usage of Classroom Language in Arabic Language cases spesifically. Overall, these studies collectively provide a strong framework for understanding the interplay of environment, interaction, and purposeful language use in improving Arabic speaking skills. These studies also highlight the importance of teachers language proficiency, purposeful classroom interactions, and a supportive linguistic environment that is contained in Classroom language method used in this study. So, this study was conducted to reveal the effectiveness of the Classroom Language method usage on Arabic Language and Islamic subjects to the students Arabic speaking skills. It also highlights the students speaking skills in their role as a fundamental tool for communication and self-expression in various aspects of students life. Based on those, the study questions were set as follow: (1) How effective is Arabic Classroom Language in improving the speaking skills of students of Maahad Darul Falah, Selangor, Malaysia? (2) What is the impact of teaching Arabic Language and Islamic Studies using Arabic Classroom Language on students speaking skills in their daily activities at Maahad Darul Falah?

Thus, this reseach aimed to evaluate whether Arabic Classroom Language usage's impact on students' speaking skills is significant or not.

Method

This study used a pre-experimental design with a focus on pre-test and post-test measurements to evaluate the impact of Arabic classroom language. The study is conducted with a mixed-methods approach to present what happens in reality.[17] Pre-test and post-test tests will be

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[15] Wahyuningsih R and Fauzi M, "*Eksistensi Bi'ah Lughawiyah dalam Meningkatkan Mufrodat di Asrama Putri Ma'had Nurul Islam TengaranNo Title*," Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab 3, no. 2 (2020): 105–27. DOI: https://doi.org/10.32699/liar.v3i2.1012

[16] Ulya N, Astina C, and El Qorny A, "*Implementation of Bi'ah Lughawiyah in Improving Maharah Kalam at Modern Pondok Az-Zahra Al-Gontory Purwokerto|Implementasi Bi'ah Lughawiyyah Dalam Peningkatan Maharah Kalam Di Pondok Modern Az-Zahra Al-Gontory Purwokerto*," Mantiqu Tayr: Journal of Arabic Language 2, no. 2 (2022): 174–84. DOI: https://doi.org/10.25217/mantiqutayr.v2i2.2511

[17] Feyisa Mulisa, "*When Does a Researcher Choose a Quantitative, Qualitative, or Mixed Research Approach?,*" Interchange 53, no. 1 (2022): 113–131. DOI: https://doi.org/10.1007/s10780-021-09447-z

conducted on a group of students.[18] The sample of the study was 20 students from the upper grades at Darul Falah Institute, selected based on their initial exposure to the Arabic language. Students underwent an initial assessment (pre-test) to evaluate their initial speaking skills, followed by several class sessions where Arabic was used strictly as the language of instruction.[19] The sampling used was non-probability sampling, which is purposive sampling where the study sample was upperclass students.[20]

This is because the linguistic competence and wealth possessed by the upper class is better than the middle class. To evaluate the effectiveness of enhancing Arabic speaking skills through classroom language, a combination of data collection methods was employed.[21] First, pre-tests and post-tests were conducted to assess students' speaking abilities before and after the intervention, providing measurable data on their progress. Classroom interactions were also observed and documented, offering insights into the frequency and contextual use of Arabic during lessons. Additionally, interviews with both teachers and students captured qualitative feedback about their experiences and perceptions of improvement. This mixed-methods approach ensured a comprehensive understanding of the intervention's impact.[22]

It organizes the data collection methods into a cohesive account that reflects their interconnected roles. Pre-tests and post-tests provided quantitative evidence of student progress, forming the backbone of the assessment.[23] Observations complemented this by offering real-time insights into how students applied Arabic in a natural classroom setting. Finally, interviews added a qualitative dimension, enabling the collection of personal experiences and subjective evaluations from both teachers and students. This triangulation of methods ensured the validity and depth of the findings, capturing both measurable outcomes and experiential nuances.[24]

The method of analysis used was T-test where the researcher compared the means to analyze the quantitative data by using paired samples T-test on the results obtained from the two tests.[25] The null hypothesis (H_0) and alternative hypothesis were then tested. By considering the critical value of t-table with a significance level of 0,05.[26] If the calculated T value > 2,093 then the alternative hypothesis is accepted and the null hypothesis is rejected. And if the value is < 2,093 then the null hypothesis is accepted and the alternative hypothesis is rejected."[27]

[18] Siva Anastasia Munthe, Lois Oinike Tambunan, and Golda Novatrasio Sauduran, "*Pengaruh Model Pembelajaran Creative Problem Solving (CPS) Terhadap Kemampuan Berpikir Kreatif Siswa pada Materi SPLDV di SMP Negeri 1 Panei,*" Journal on Education 5, no. 2 (2023): 4426–4436. DOI: https://doi.org/10.31004/joe.v5i2.1163

[19] Lilis Dwi Andarwati et al., "*Learning Arabic Using Moodle Application Based E-Learning for Madrasah Aliyah│Pembelajaran Bahasa Arab dengan Menggunakan E-Learning Berbasis Aplikasi Moodle untuk Madrasah Aliyah,*" Mantiqu Tayr: Journal of Arabic Language 3, no. 2 (2023): 102–119. DOI: https://doi.org/10.25217/mantiqutayr.v3i2.3396

[20] Bagus Sumargo, *Teknik Sampling*, 1st ed., (Jakarta: UNJ PRESS, 2020): hlm. 20.

[21] Chol Gabriel Majer Deng, *Simplified Research Methods of Data Collection*, 1st ed., (IPR Journals and Book Publishers, 2024): hlm. 61-62. https://www.iprjb.org/

[22] Ralph Hall, *Mixing Methods in Social Research: Qualitative, Quantitative and Combined Methods*, 1st ed. (SAGE Publications, 2020): 189-190.www.sagepub.co.uk

[23] Avdhesh Jha, *Social Research Methodology: Qualitative and Quantitative Designs*, 1st ed., (Taylor & Francis, 2023), hlm. 234. https://taylorandfrancis.com/

[24] Uwe Flick, *Doing Triangulation and Mixed Methods*, 1st ed., (SAGE Publications, 2018), hlm. 124-125. www.sagepub.co.uk

[25] Siddhant Thukral, Stefan Kovac, and Mounica Paturu, "*T-Test,*" in Translational Interventional Radiology, 2023: 139–143. DOI: https://doi.org/10.1016/B978-0-12-823026-8.00104-8

[26] Prabhaker Mishra et al., "*Application of Student's t-Test, Analysis of Variance, and Covariance,*" Annals of Cardiac Anaesthesia 22, no. 4 (2019): 407–411. DOI: https://doi.org/10.4103/aca.aca_94_19

[27] Fajri Ismail, *Statistika untuk Penelitian Pendidikan dan Ilmu-Ilmu Sosial*, 1st ed., (Jakarta: Kencana, 2018), hlm. 236.

Result and Discussion

A. Improvement in Speaking Proficiency

Before administering the treatment to the sample group, the researcher conducted a pre-test as well as observations to obtain data on the level of proficiency of students in speaking Arabic. The results of the observation showed the lack of Arabic speaking practice among the students. The results of the observation can be seen from the following table:

Table 1. Arabic Speaking Practice of Institute Darul Falah Students in Class before Treatment

Class	Arabic Speaking Intensities				
	None	Low	Moderate	High	Very high
Arabic language		√			
Akhlaq	√				
Aqidah	√				
Fiqh	√				
Tahfidz	√				
General	√				

The level of intensity that was used in the table 1 used five categories: None, where the use of Arabic in classroom talk is 0%; Low, with Arabic usage ranging from 5-20%; Moderate, where Arabic is used in 25-40% of class conversations; High, with usage reaching 45-80%; and Very High, where the use of Arabic exceeds 80% in classroom talk. And, based on the table 1, it is found that the usage of Arabic language intensity in conversation in the classes is not reached the level of "moderate" let alone the levels above it. Arabic language usage in Arabic language class reached the level of "low" where the teacher and students just use it up to 20% of their conversations. As for the Islamic classes such as Akhlaq, Aqidah, Fiqh, and Tahfidz then there aren't found about any Arabic language usage. And as for general classes, then it focus is set solely on general knowledge transfer so there weren't any chance to use Arabic language.

The lack of use of Arabic in classroom conversations cannot be separated from the educational focus adopted by the Institute itself. Fahmi bin Masthur as one of the community members as well as the Institute supervisor said that the lack of Arabic speaking practice occurred because the Institute focused on memorizing the Qur'an of its students. This causes the acquisition of Arabic to be limited to the level of auxiliary means in facilitating memorization of the Qur'an. Plus, the background of students who do not know Arabic is an additional factor in the difficulty of creating the use of Arabic in everyday life.

After the exposure of Classroom Language treatment in the sample group, the researcher then ran a post-test to re-evaluate the students' Arabic speaking ability. The data obtained from the two tests were then analyzed using Microsoft excel to get clarity about the results obtained after giving treatment to the sample group. Before comparing the two variables, researchers first conducted descriptive statistical analysis to get to know the two variables studied.[28] Descriptive statistical data from the pre-test and post-test are as follows:

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[28] Suci Febriani, "*Analisis Deskriptif Standar Deviasi*," Jurnal Pendidikan Tambusai 6, no. 1 (2022): 910-913. https://jptam.org/index.php/jptam/article/view/8194

Table 2. Descriptive Statistics

	pre-test	post-test
Mean	83,625	88,875
Median	85	92,5
Mode	95	95
Standard Deviation	11,57001	12,60417
Range	47,5	55
Minimum	50	45
Maximum	97,5	100
Sum	1672,5	1777,5
Count	20	20

It is found based on table 2 descriptive statistics that the data distribution from the data collected is as follows: pre-test had maximum score of 97,5 whereas its' minimum score is 50 and its' average score is 83,625. Its standard of deviation is valued at 11,570. Post-test's maximum score reached 100 whereas its' minimum score is 45 and had average score at 88,875. Its' standard of deviation is valued at 12,604.

After obtaining a data description of the two variables, the researcher then compared the averages of the two data and analyzed them using paired samples T-test analysis or dependent T-test to test the previously prepared hypotheses,[29] namely:

H_0: There is no significant difference between pre-test and post-test and

H_1: There is a significant difference between pre-test and post-test.

Where if the calculated T value < T value (α; df), then H0 is accepted and H1 is rejected. Meanwhile, if the calculated T value> T value (α; df), then H0 is rejected and H1 is accepted. The significance level that researchers use in the analysis is α: 0,05. The paired samples T-test analysis table is as follows:

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[29] Amanda Ross and Victor L. Willson, *Basic and Advanced Statistical Tests: Writing Results Sections and Creating Tables and Figures*, 2nd ed., (Rotterdam: Sense Publishers, 2018): hlm. 17.

Table 3. Paired Samples T-test Analysis

	pre-test	post-test
Mean	83,625	88,875
Variance	133,8651	158,8651
Observations	20	20
Pearson Correlation	0,940733292	
Hypothesized Mean Difference	0	
df	19	
t Stat	-5,480	
P(T<=t) one-tail	0,000	
t Critical one-tail	1,729	
P(T<=t) two-tail	0,000	
t Critical two-tail	2,093	

Based on table 3 paired samples T-test analysis, it is found that T-stat value is at 5,480 where as the T-table score at significance level of 0,05 is valued at 2,093. It can be concluded that the value of T count: 5.480 > T table value: 2,093. Which means that H_0 of this study is rejected while H_1 is accepted. This shows the significance of the difference between the pre-test results and the post-test results.

The results of the analysis also showed a significant improvement in the students Arabic speaking ability. The use of Arabic in daily classroom instruction creates a familiar and simple language environment that facilitates the students absorption of the treatment given. It allows students to master various sentence structures and frequently used Arabic vocabulary.

In interviews conducted after the implementation of the Classroom Language treatment many students also stated that the continuous exposure made them more confident and comfortable when speaking Arabic. Furthermore, the treatment encouraged them further to master Arabic speaking skills.

B. Improved Pronunciation and Expression

The exclusive use of Arabic in the classroom also had a positive impact on the girls pronunciation. The study found that the girls gradually adopted correct pronunciation patterns by imitating the teacher's language since the start of Classroom Language treatment in some subjects. In addition, they began to be able to express themselves more naturally when speaking Arabic and began to move from memorized phrases to their own sentence constructions.

In the post-treatment observation conducted by the researcher, there were differences in the intensity of the use of Arabic in classroom conversations as can be seen in the table below:

Table 4. Arabic Speaking Practice of Institute Darul Falah Students in Class after Treatment

Class	Arabic Speaking Intensities				
	None	Low	Intermediate	High	Very high
Arabic Language			√		
Akhlaq		√			
Aqidah		√			
Fiqh		√			
Tahfidz		√			
General		√			

It can be seen from the table 4 Arabic Speaking Practice of Institute Darul Falah students in class after treatmentabove that there was an increase in intensity of Arabic language usage of one level in all subjects except general subjects (see table 1). Arabic language usage intensity in Arabic language class rose to the level of "intermediate" where its' usage reached up to 45%. As for the Islamic classes, there are increase of one level to the level of "low" where the Arabic language usage began to be found there.And as for the absence of the use of Arabic in general subject classes both before the Classroom Language treatment and afterwards, is due to policies taken by the Institute which aim to focus the mastery of the students on the general subjects taught. In contrast to non-general subject classes which are closely related to Arabic teaching materials.

Although the intensity of the use of Arabic in conversation has not reached the "High" intensity class, the increase still improves their Arabic speaking skills. This can be seen from the significant increase in post-test scores compared to pre-test scores (see table 3) which in the assessment policy includes: suitability of information includes 40%, fluency of pronunciation20%, and suitability of pronunciation 20%.

Thus, although the intensity of Arabic language use did not reach the "High" level, the Classroom Language treatment was still on target and effective in improving the Arabic speaking skills of the students of Institute Darul Falah.

C. The Role of Repetition and Real World Contexts

Structured repetition of Arabic terms and phrases occurs in real situations, such as asking, responding, instructing and reinforcing learning. The repetition of the Arabic terms and phrases are then absorbed in the girls which they further develop using contexts from themselves.

On the other hand, the focus of Institute Darul Falah which still remains on memorizing the Qur'an of the students makes the improvement of students' Arabic speaking skills insignificant to the improvement of the main focus. Interviews conducted with all Qur'an memorization teachers showed that there was no difference in the speed of memorizing the Qur'an between the students who became the study sample and other students.[30] However, according to Humairah bint Masthur as one of the memorization teachers, there was an increase in the expression of the upper grade students who were the study sample when memorizing the Qur'an.

The students said that the application of Classroom Language made their motivation in pronouncing Arabic increase. Being accustomed to fluent pronunciation and understanding some of

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[30] Eisya Nautika Rahmi et al., "*A Phenomenological Study of Arabic Language Environment to Improve Students' Speaking Skills at Modern Islamic Boarding School,*" Mantiqu Tayr: Journal of Arabic Language 4, no. 1 (2024): 232-256. DOI: https://doi.org/10.25217/mantiqutayr.v4i1.4085

the meanings of the Arabic terms used in Classroom Language helps them enjoy the Arabic language it self.

Mufarikhah Syarkun as the main administrator of Institute Darul Falah said that the improvement of students skills in speaking Arabic has not yet had an impact on the memorization of the Qur'an of these students. However, the impact has been felt in other Arabic disciplines and can be seen from the improvement of their learning outcomes. As for the problem of memorizing the Qur'an, then the improvement in the atmosphere it self will show further improvement as well. The limited study time limited the researcher to get the results of the improvement.

D. Discussion

This study shows that the implementation of Classroom Language at Maahad Darul Falah has had a significant impact on improving students Arabic speaking skills. This improvement is evident in various aspects, including speaking ability, pronunciation, and expression. Overall, these findings align with the interactive communication theory, which states that language learning involving direct interaction between teachers and students, as well as the consistent use of the language in a classroom context, can enhance students speaking abilities.[31] The study supports Swain's Output Hypothesis, which explains that speaking in interactive contexts not only helps students recall and repeat vocabulary but also develop their syntactic and pragmatic abilities in the language.[32]

The improvement in students Arabic speaking skills following the implementation of Classroom Language demonstrates that the consistent use of Arabic in daily instructions creates an environment that supports the comprehension and application of the language in everyday life. Using Arabic in daily classroom instructions creates an immersive learning situation, enabling students to master commonly used sentence structures and vocabulary.[33]

Through interaction in the language, students have the opportunity to refine and develop their speaking skills.[34] However, despite the significant improvement in speaking abilities, the use of Arabic in daily conversations within the classroom has not yet reached a "high" level in some subjects, particularly general subjects. This indicates that while Classroom Language successfully enhances speaking skills in religious and Arabic language subjects, challenges remain in extending the use of Arabic to a broader context. The limited use of Arabic in certain subjects suggests that language learning needs to be applied more comprehensively across all subjects for students to master the language in various contexts. The study also found a significant improvement in students pronunciation and expression in Arabic. This can be explained by Skinner's (1957) theory of imitation and repetition in his behaviorist learning theory. Repetition in Classroom Language provides students with the opportunity to hear and imitate correct pronunciation, which

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[31] Mohamed Hamada and Mohammed Hassan, "*An Interactive Learning Environment for Information and Communication Theory,*" Eurasia Journal of Mathematics, Science and Technology Education 13, no. 1 (2017): 35-59. DOI: https://doi.org/10.12973/eurasia.2017.00603a

[32] Antonia De Jesus Sales, "*The Output Hypothesis and Its Influence in the Second Language Learning/Teaching: An Interview with Merrill Swain,*" Interfaces Brasil/Canadá 20 (2020): 1-12. DOI: https://doi.org/10.15210/interfaces.v20i0.18775

[33] Mohammad Makinuddin, *Strategi Pembentukan Lingkungan Bahasa Arab di Pesantren*, 1st ed., (Academia Publication, 2021): hlm. 23. https://academiapublication.com/

[34] Edi Kurniawan Farid, Mamluatun Ni'mah, and Nur Arifah, "*The Teaching of The Speaking Skill Using The Audio-Oral Method for The Students of Islamic Senior High School of Zainul Hasan Genggong Probolinggo,*" Mantiqu Tayr: Journal of Arabic Language 1, no. 1 (2021): 1-10. DOI: https://doi.org/10.25217/mantiqutayr.v1i1.1197

subsequently leads to improved pronunciation.[35] The repetition of sentences and phrases in real contexts, such as asking questions, giving instructions, and responding in Arabic, offers direct experiences that allow students to correct errors and enhance their fluency. This supports Vygotsky's (1978) view on the importance of scaffolding or teacher assistance to help students further develop their abilities. By directly interacting with teachers and classmates, students can naturally improve their speaking skills in a way that aligns with real communication contexts.[36]

Moreover, the improvement in students' expression also shows that Classroom Language not only enhances the technical aspects of speaking but also enables students to express themselves more freely in Arabic. Through structured and continuous learning, students begin to convey their opinions and feelings in Arabic with greater confidence.[37] This demonstrates that the use of Arabic in the classroom context allows students to communicate more effectively and freely in the language and that in itself helps improve studets' expressions.[38] Repetition in real-world contexts has proven highly effective in helping students recall and apply Arabic in more natural situations. Repetition carried out in communicative interactions helps students internalize the language and improves their ability to use it independently.[39] Language learning that occurs in the classroom, where students are given opportunities to repeatedly practice the language in various contexts, can increase their fluency and confidence in speaking.[40]

However, despite improvements in speaking skills and pronunciation, the study also found that Maahad Darul Falah's primary focus on Quranic memorization has not fully supported the comprehensive development of Arabic speaking skills. This is understandable, as Arabic instruction at Maahad Darul Falah is primarily used as a tool for understanding religious texts, while the application of Arabic in daily life and in broader academic contexts remains limited. The use of Arabic is mostly focused on religious materials, such as the Quran and hadith, and is less applied in general subjects or daily life aspects. Nonetheless, this study provides clear evidence that the exclusive use of Arabic in the classroom can improve students' speaking skills, even though there are limitations regarding the intensity of Arabic usage across all subjects. The continuous implementation of Classroom Language, with repetition and the use of Arabic in real-world situations, is expected to accelerate the improvement of students' speaking abilities in a shorter time.

Overall, the implementation of Classroom Language has proven effective in improving students Arabic speaking skills at Maahad Darul Falah. Although there are challenges in expanding the use of Arabic to general subjects and everyday contexts outside of Arabic language learning, the significant improvement in speaking ability, pronunciation, and expression indicates that the implementation of Classroom Language has already had a positive impact on students. Moving forward, with supportive policies and consistent use of Arabic in all aspects of learning, students

[35] Kiki Melita Andriani, Maemonah, and Rz. Ricky Satria Wiranata, "*Penerapan Teori Belajar Behavioristik B. F. Skinner Dalam Pembelajaran : Studi Analisis Terhadap Artikel Jurnal Terindeks Sinta Tahun 2014 - 2020*," SALIHA: Jurnal Pendidikan & Agama Islam 5, no. 1 (2022): 78-91. DOI: https://doi.org/10.54396/saliha.v5i1.263

[36] Stephen Newman and Ashkan Latifi, "*Vygotsky, Education, and Teacher Education*," Journal of Education for Teaching 47, no. 1 (2021): 4-17. DOI: https://doi.org/10.1080/02607476.2020.1831375

[37] Irhamudin Abdullah, Novita Rahmi, and Walfajri Walfajri, "*Pembentukan Lingkungan Bahasa Arab untuk Mengembangkan Keterampilan Berbicara*," Taqdir 6, no. 2 (2021): 71-83. DOI: https://doi.org/10.19109/taqdir.v6i2.6283

[38] IGI Global, *Research Anthology on Applied Linguistics and Language Practices*, ed. Information Resources Management Association, 1st ed., (IGI Global, 2022): 521-522. www.igi-global.com

[39] Saeid Atoofi, "*Reconsidering Repetition in Language Education: An Edusemiotic Approach*," Social Semiotics 29, no. 5 (2019): 670-683. DOI: https://doi.org/10.1080/10350330.2018.1514777

[40] Soili Norro, "*Language Practices in Namibian Primary Schools*," Journal of Multilingual and Multicultural Development 45, no. 9 (2022): 3780-3798. DOI: https://doi.org/10.1080/01434632.2022.2121403

Arabic speaking abilities can be further enhanced. Thus, this study helps the development of an evidece-based framework for integrating classroom language strategies into arabic language curricula and create replicable model for arabic education studies. However, this study was only limited to the speaking skill and did not include the other three skills and with a limited amount of time. So, future studies may examine the impact of classroom language implementation on other language skills in addition to conducting the study with a longer period of time.

Closing

The results of the analysis concluded that the calculated t-value: 5.480 > t-table value: 2.093 at a 0.05 significance level. This means the null hypothesis (H_0) of this study is rejected, while the alternative hypothesis (H_1) is accepted. This indicates a significant difference between the pre-test and post-test results. This also showed the significant improvement in the students Arabic speaking skills. Furthermore, the researcher observed during the post-treatment phase and found that there was an increase of one level in intensity for all subjects, except general subjects, which increased by one level of intensity. On the other hand, Maahad Darul Falah's continued focus on students Quran memorization meant that the improvement in Arabic speaking skills did not significantly enhance the primary focus. Nonetheless, the potential for future improvement is highly likely, given the observed increase in students motivation related to pronunciation and the use of Arabic in their conversations. In conclusion, this study highlights the effectiveness of targeted classroom interventions in significantly improving students Arabic speaking skills. This study also underscores the need to balance Arabic language instruction with other institutional priorities, such as Quran memorization, while fostering student motivation and practical language use for sustained progress.

Acknowledgment

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