The Impact of the Best Speaker Program and Students' Learning Interest on Arabic Speaking Skills

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Abstract: The best speaker program and interest in learning have a significant influence on improving Arabic speaking ability. This study analyzes the effect of the best speaker program and interest in learning Arabic on students' speaking ability at the Naatiq course institution. This research is Quantitative research with a type of research in the form of correlational research, namely to measure the relationship between the implementation of the best speaker program (X1) and interest in learning (X2) on students' Arabic speaking ability (Y). Data collection techniques used in this study are questionnaires and speaking ability tests. The data collected is then analyzed using the Pearson validity test, reliability test, and multiple linear regression analysis through the SPSS version 25 statistical program to determine the significance level of each variable's relationship. The results showed that (1) The best speaker program has a positive and significant influence on students' Arabic speaking skills at the Naatiq course institution, (2) Interest in learning Arabic has a positive and significant effect on students' Arabic speaking ability at Naatiq course institution, (3) Simultaneously, the best speaker program and interest in learning Arabic have a positive and significant influence on students' Arabic speaking ability at the Naatiq course institution. This study implies that the implementation of the best speaker program and increased interest in learning can simultaneously significantly improve students' Arabic speaking ability.

Keywords: *Best speaker; interest in learning; speaking skills*

A. INTRODUCTION

Arabic language learning in Indonesia is an integral part of the Religious Education curriculum that is applied at various levels of education, from elementary schools to universities (Ni'am, 2022). The purpose of learning Arabic is to provide a strong basic understanding in mastering the language which is the language of the Qur'an. Arabic language learning is included in the Religious Education curriculum and the teaching

materials used are based on the 2013 curriculum (Ninoersy et al., 2020). Arabic language learning is a teaching-learning activity that has been designed by the existing system and seeks to encourage, guide, and develop students' language skills not only in writing, but also in reading, listening, and speaking (Aziza & Muliansyah, 2020). The goal is for students to be able to use Arabic in a variety of contexts, both academically and in everyday life.

Arabic language learning is not only taught in formal institutions such as schools, universities, and Islamic boarding schools but also taught in non-formal institutions such as Arabic language courses (Sauri, 2020). One of the course institutions that organize courses and training in Arabic language and literature is Naatiq International Arabiyyah Pare. The purpose of establishing this Naatiq course institution is to provide training and courses to students to be able to speak Arabic like a native speaker. So that this institution focuses on students' Arabic speaking skills. Acquire Arabic speaking skills during learning and making it a routine habit that is done every day, it requires repeated practice and a program that has innovative strategies to train Arabic speaking skills (Hendri, 2017; Wahyuningsih & Fauzi, 2019).

The best speaker program is present as a place to train students' Arabic speaking skills. The best speaker program is a special program created by the Naatiq Pare course institution and has become the hallmark of the institution. The best speaker program can create a fun and thrilling learning experience. The best speaker program is held every afternoon and guided by two MCs who are students who are at the Mutaqaddim class level.

The implementation of the best speaker program begins with the MC opening the best speaker activity and then appointing one of the participants at random to go on stage and speak Arabic. The theme discussed is free depending on the student himself. After that, the MC again appoints other students randomly and alternates between male and female students to appear to speak Arabic until the best speaker activity time ends. This best speaker program aims to train students' Arabic speaking mentality in public with situations and conditions designed to look like the original, namely using a microphone and lectern and the students who gather as listeners.

The lack of student interest and motivation to learn is one of the inhibiting aspects to the success of the learning process, including Arabic language learning (Nurkholis et al.,

2022). Interest in learning is very influential on the learning process of students so students who are interested in learning will be serious about learning because it has an attraction for them (Sakila, 2022). With interest in learning, it can increase student activeness in learning so that it can contribute to improving students' Arabic speaking skills (Sholihah et al., 2020).

Indicators to determine the existence of a person's interest in learning are the concentration of attention, feelings, and thoughts from the subject to learning because there is interest, a feeling of pleasure in learning, and a willingness from the student to engage in learning (Darma, 2021). Meanwhile, the indicators of interest in learning according to Friantini & Winata (2019) consist of the presence of feelings of pleasure in learning, the concentration of attention and thoughts on learning, the willingness to learn, the willingness from within to be active in learning, and the efforts made to realize their desire to learn. The indicators of interest in learning according to Jufri Malino are divided into four, namely interest, attention, willingness, and pleasure (Rathomi, 2022).

Students who have a strong determination to learn, then the student will feel happy and easily understand the material delivered by the teacher. If they experience difficulties, they will find various ways to overcome these difficulties (Rathomi, 2022). Great learning interest allows high learning achievement, and vice versa, a lack of learning interest will result in low learning achievement (Sahfitri, 2019).

The previous research that is relevant to this research is research conducted by Sarifuddin (2020) with the research title "The Effect of Learning Media and Learning Motivation on Santri Arabic Learning Achievement at Hidayatullah Ternate Islamic Boarding School". The results of this study indicate that there is a positive and significant effect on each variable, both partially and simultaneously. Then, research conducted by Rohelah (2021) with the title "The Relationship between *Khitobah* Training Activities and Arabic Speaking Skills". The results show that there is a low relationship between *khitobah* practice and the speaking skills of the second and fourth-semester *mahasantri* at the Institute Dirorat Al-Islamiyah Al-Amien Prenduan. Research conducted by (Sholihah et al., 2020) with the title "Arabic Language Teaching (Study of Students' Learning Interest and Speaking Ability)". The results show the low level of students' interest in learning Arabic and the lack of Arabic speaking ability of Madrasah Tsanawiyah Negeri 2 Lampung Tengah students.

Previous research has examined various aspects of Arabic language learning, learning interests, speaking skills, and language training programs. However, there has been no research that specifically examines the interaction between the implementation of the best speaker program and students' interest in learning in the context of learning Arabic in a course institution. This study seeks to fill the gap and analyze how these two factors affect students' Arabic speaking skills.

Therefore, this study aims to (1) Find out the effect of the implementation of the best speaker program on students' Arabic speaking ability at Naatiq course institution; (2) Find out the effect of students' Arabic learning interest on students' Arabic speaking ability at Naatiq course institution; (3) Find out the effect of the implementation of the best speaker program and students' Arabic learning interest together affecting students' Arabic speaking ability at Naatiq course institution.

B. RESEARCH METHOD

This study uses a Quantitative approach with type of research in the form of correlational research to measure the relationship between the implementation of the best speaker program (X1) and learning interest (X2) in students' Arabic speaking ability (Y). This study consists of three variables, namely two independent variables (X1 and X2) and one dependent variable (Y). The data collection technique used in this research is a questionnaire distributed through Google Forms and a speaking ability test. Questionnaires were used to collect data on the implementation of the best speaker program and student interest in learning, with a total of 15 questions for each variable. The questions in the questionnaire cover various aspects related to the implementation of the best speaker program at the Naatiq course institution. Questions related to various aspects of student interest in learning, such as students' interest in learning Arabic, students' enthusiasm and motivation in learning Arabic, and the relevance of learning Arabic in students' lives. The data from the results of students' answers to the questionnaire were then analyzed to get an overview of the effect of the best speaker program on students' Arabic speaking skills and to determine the level of students' interest in learning Arabic.

The test was used to determine the students' Arabic speaking ability. The tests designed and implemented specifically for this study cover various aspects of speaking

skills such as pronunciation, vocabulary, grammar or sentence structure, comprehension, and gestures and mimics when speaking. Students were asked to practice speaking Arabic with a free theme and then given a score on each aspect of their speaking skills. The scores obtained from the test provide an overview of the level of students' Arabic speaking ability at Naatiq institution.

The data that has been collected is then analyzed by Multiple Linear Regression analysis through the SPSS version 25 statistical program to determine the level of significance of the relationship of each variable. However, before the multiple-liner analysis test is carried out, a pre-requisite test is carried out in the form of a validity test and a reliability test. The validity test is carried out by comparing the calculated r-value (Pearson Correlation) with the r-table value (Darma, 2021). An instrument is said to be valid if its significance value is < 0.05 (Alfiatunnisa et al., 2022) or if it meets the validity testing criteria, namely if r count > r table, then the instrument is said to be valid; if r count < r table, then the instrument is said to be invalid (Janna & Herianto, 2021). Based on the results of the validity test carried out, this research instrument is declared valid. Furthermore, the reliability test was carried out using Cronbach Alpha where the reliability value coefficient (r Count) was compared with r Table. If the value of r count> r table, then the instrument is said to be reliable, and if the value of r count < r table then the instrument is said to be unreliable (Hapsyah et al., 2023). In addition, if an instrument shows a Cronbach Alpha value > 0.06, it can be said that the instrument is reliable or consistent in measuring (Anggraini et al., 2022). Based on the reliability test conducted, the results show that this research instrument is declared reliable.

C. FINDINGS AND DISCUSSION

Findings

In this study, there are two independent variables, namely the best speaker program (X1) and learning interest (X2). The dependent variable of this study is the students' Arabic speaking ability (Y). The data description of each variable is as follows:

Description of Data on the Implementation of the Best Speaker Program

Data on the implementation of the best speaker program is obtained from student responses or answers related to the questionnaire that has been distributed. From the data obtained, it is known that the implementation of the best speaker program has the highest

score of 60 and the lowest score of 15. The length of the interval class from the data is obtained from the difference between the highest score minus the lowest score plus one, then the result is divided by the interval class, namely five with categories Very Good (VG), Good (G), Good Enough (GE), Less Good (LG), and Not Good (NG) (Susanti et al., 2020).

The results of research related to the implementation of the best speaker program at Naatiq Institution are presented in two forms of presentation, namely frequency distribution tables, and histograms. The frequency distribution regarding the implementation of the best speaker program at Naatiq Institution is presented in Table 1. below:

Table 1. Frequency Distribution of Best Speaker Program Implementation

Classification	Interval	Frequency	Percentage
Very Good	52 – 60	4	13%
Good	43 – 51	19	64%
Good Enough	34 – 42	6	20%
Less Good	25 – 33	1	3%
Not Good	15 – 24	0	0%

Based on the data in the frequency distribution table for the implementation of the best speaker program at Naatiq institution, the results show that 4 students rate the best speaker program as Very Good with a percentage of 13%, 19 students rate the best speaker program as Good with a percentage of 64%, 6 students who rate the best speaker program Moderate with a percentage of 20%, there is one student who feels the best speaker program is Less Good with a percentage of 3%, and there are no students who rate the best speaker program Not Good. After calculating all student scores, an average or mean value of 46.13 was obtained. The acquisition of this value is included in the good category because it is in the interval value range of 43-51. The data results show that on average, students at Naatiq institutions assess that the implementation of the best speaker program is classified as Good. The results and categorization of the implementation of the best speaker program are presented in the following histogram diagram:
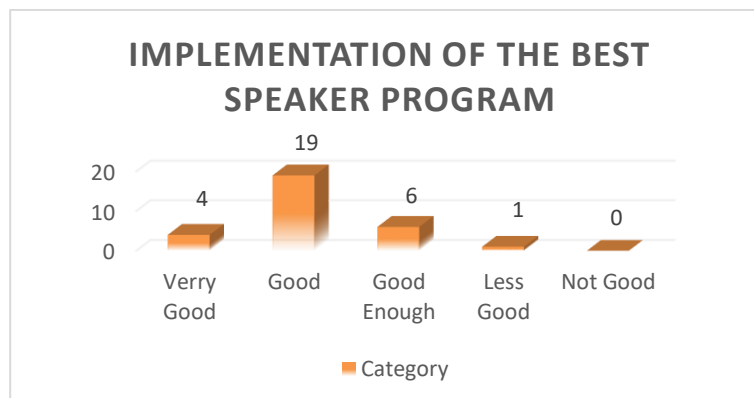
Figure 1: Histogram of Best Speaker Program Implementation

Description of Arabic Language Learning Interest Data

Data on the interest in learning the Arabic language of Naatiq students is obtained from students' responses or answers to questionnaires that have been distributed. The length of the interval class from the data is obtained from the difference between the highest score minus the lowest score plus one, then the result is divided by the interval class, namely five with the categories Very High (VH), High (H), Medium (M), Low (L), and Very Low (VL) (Harahap, 2020).

The results of research related to interest in learning Arabic are also presented in two forms of presentation, namely frequency distribution tables, and histograms. The frequency distribution of students' interest in learning Arabic at Naatiq institution is presented in Table 2:

Table 2. Frequency Distribution of Students' Arabic Language Learning Interest

Classification	Interval	Frequency	Percentage
Very High	52 – 60	14	47%
High	43 – 51	12	40%
Medium	34 – 42	4	13%
Low	25 – 33	0	0%
Very Low	15 – 24	0	0%

Based on the data in the frequency distribution table of students' interest in learning Arabic, the results show that there are 47% of students have a very high interest in learning Arabic, namely 14 students, 40% of students have an interest in learning Arabic which is classified as high, namely 12 students, 13% of students who have a moderate interest in learning Arabic as many as 4 students, and no students are classified as having a low and very low interest in learning Arabic.

After calculating all student scores, an average or mean value of 50.6 was obtained. The acquisition of this value is included in the High category because it is in the interval value range of 43-51. The data shows that the average interest in learning the Arabic language of students at the Naatiq institution is classified as High. The results and categorization of students' Arabic language learning interests are presented in the following histogram diagram:
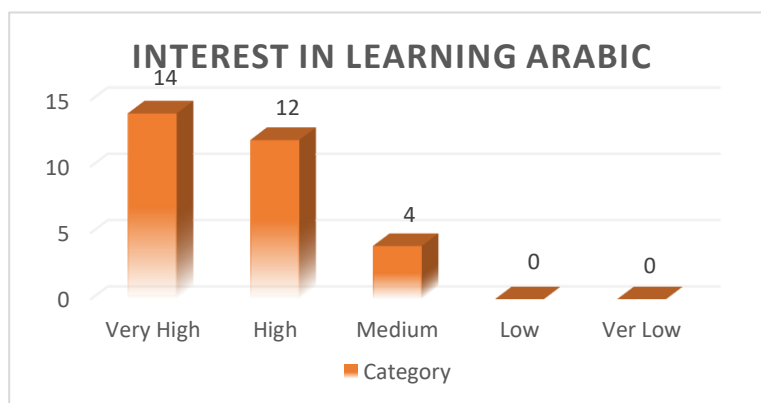

Figure 2. Histogram of Arabic Language Learning Interest

Description of Data on Students' Arabic Speaking Ability

The data related to students' Arabic speaking ability is obtained from the students' speaking ability test or kalam. Based on the test data, it is known that students' Arabic speaking ability has the highest score of 100 and the lowest score of 20. The length of the interval class from the data is obtained from the difference between the highest score minus the lowest score plus one, then the result is divided by the interval class, namely four with the categories Very Good (VG), Good (G), Good Enough (GE), Less Good (LG), and Not Good (NG) (Susanti et al., 2020).

The results of research related to Arabic Speaking Ability are also presented in two forms of presentation, namely frequency distribution tables and histograms. The frequency distribution related to students' Arabic speaking ability at Naatiq institution is presented in Table 3. below:

Table 3. Frequency Distribution of Arabic Speaking Ability

Classification	Interval	Frequency	Percentage
Very Good	85-100	10	33%
Good	69-84	20	67%
Good Enough	53-68	0	0%
Less Good	37-52	0	0%

| Not Good | < 36 | 0 | 0% |

Based on the data in the frequency distribution table of students' Arabic speaking ability, the results show that 33% of students have very high Arabic speaking ability, namely 10 students, 67% of students have good Arabic speaking ability, namely 20 students, and there are no students who are classified as having sufficient, poor, and poor Arabic speaking ability.

After calculating all students' scores, an average or mean value of 83.3 was obtained. The achievement of this value is included in the Good category because it is in the interval value range of 69-84. The data shows that the average Arabic speaking ability of students at Naatiq institution is classified as Very Good. The results and categorization of students' Arabic speaking ability are presented in the following histogram diagram:
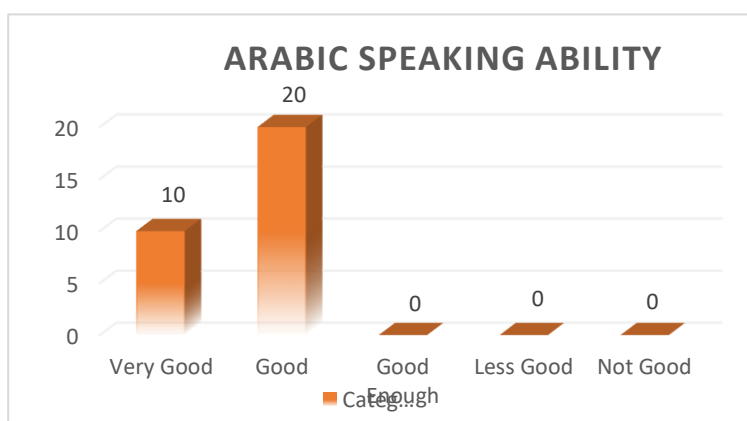

Figure 3. Histogram of Arabic Speaking Ability

Hypothesis Test

Hypothesis testing in this study was conducted to examine the effect of the Best Speaker program (X1) and interest in learning Arabic (X2) on students' Arabic speaking ability at the Naatiq course institution (Y). The analysis used to test the hypothesis in this study is Multiple Linear Regression Analysis to determine how much influence each independent variable has on the dependent variable and how much influence the two variables together affect the dependent variable (Usman, 2016). The hypotheses tested in this study are:

1. Hypothesis 1 (H1): the best speaker program (X1) influences students' Arabic speaking ability (Y) at the Naatiq course institution.

2. Hypothesis 2 (H2): interest in learning Arabic (X2) influences students' Arabic speaking ability (Y) at the Naatiq course institution.

3. Hypothesis 3 (H3): the best speaker program (X1) and students' interest in learning Arabic (X2) together influence students' Arabic speaking ability (Y) at the Naatiq course institution.

To answer these three hypotheses, the Multiple Linear Regression Analysis Test was conducted using SPSS version 25. The results of the analysis are presented in the following table:

Table 7. Table of t-statistic Test (Partial)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	41.078	6.910		5.945	.000
	Best_Speaker	.395	.174	.362	2.274	.031
	Interest	.475	.156	.484	3.045	.005

a. Dependent Variable: Speaking_Ability

Based on this table, the calculated t value is 5.945, and the sig. value is 0.000. The conclusion is based on the significance value <0.05 and the t-statistic value, namely if the t value> t table then there is a significant influence (partially), but if t count < t table then there is no significant influence (Wisudaningsi et al., 2019). The t table value in this study is 2.048, this shows that the t value on each variable> t table. The details are as follows:

1. The best speaker program variable (X1) has a calculated t-value of 2.274> 2.048 and a significance value of 0.031 <0.05. So, it can be concluded that variable X1 (best speaker program) has a significant influence (partially) on variable Y (Arabic speaking ability).

Thus, to answer Hypothesis 1, it is stated that H_0 which states that there is no influence is rejected and H_a is accepted, meaning that the best speaker program (X1) has a positive and significant influence on students' Arabic-speaking ability (Y) at Naatiq course institution. This is in line with and supports the findings conducted by Hasanuddin (2024) which states that there is a significant correlation between Muhadharah extracurricular activities and the Public Speaking ability of SMPN II Teluk Belengkong students in Indaragiri Hilir Regency.

2. The variable of interest in learning Arabic (X2) has a calculated t-value of 3.045> 2.048 and a significance value of 0.005 < 0.05. So, it can be concluded that variable

X2 (interest in learning Arabic) has a significant influence (partially) on variable Y (Arabic speaking ability).

Thus, to answer Hypothesis 2, it is stated that H_0 which states that there is no effect is rejected and H_a is accepted, meaning that interest in learning Arabic (X2) has a positive and significant effect on students' Arabic speaking ability (Y) at Naatiq course institution. This is in line with the results of research conducted by Laia (2018) which shows that interest in learning contributes positively to the ability to speak English of students of the Guidance and Counselling Study Program of STKIP Nias Selatan. That is, the higher the student's interest in learning, the higher his speaking ability.

Table 8. F-statistic Test Table (Simultaneous)

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	661.901	2	330.951	19.062	.000[b]
	Residual	468.766	27	17.362		
	Total	1130.667	29			

a. Dependent Variable: Speaking_Ability

b. Predictors: (Constant), Interest, Best_Speaker

Based on this table, the calculated F value is 19.062 and the significance value is 0.000. The conclusion is based on the significance value < 0.05 and the F-statistic value, namely if the F value > F table then there is a significant relationship (simultaneously), but if F count < F table then there is no significant relationship (Wisudaningsi et al., 2019). The F table value in this study is 4.20, this shows that the value of F count > F table (19.062 > 4.20). So, it can be concluded that variables X1 and X2 (best speaker program and interest in learning Arabic) have a significant influence simultaneously or jointly on variable Y (Arabic speaking ability).

The regression model is declared FIT if the Sig. value < 0,05. In the table, the significance value obtained is 0.000 which means < 0.05. This shows that the regression model is FIT. So, it can be concluded that the independent variables (best speaker program and interest in learning Arabic) simultaneously or jointly affect the dependent variable (Arabic speaking ability).

Thus, to answer Hypothesis 3, it is stated that H_0 is rejected and H_a is accepted, meaning that the best speaker program (X1) and students' interest in learning Arabic (X2)

together have a positive and significant influence on students' Arabic speaking ability (Y) at Naatiq course institution.

Table 9. Model Summary Results Table

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.765 a	.585	.555	4.167	.585	19.062	2	27	.000

a. Predictors: (Constant), Interest, Best_Speaker

Based on this table, the Sig. F Change value of 0.000. The conclusion is based on the multiple correlation test criteria, namely if the Sig. F Change < 0.05 then there is a significant relationship, but if > 0.05 then there is no significant relationship (Rifqi & Meliantari, 2023). The table shows the Sig. F Change value of 0.000 < 0.05. So, it can be concluded that variables X1 and X2 (best speaker program and interest in learning Arabic) have a significant influence on variable Y (Arabic speaking ability) simultaneously or together.

In addition, the level of closeness between the independent variable and the dependent variable can be seen in the R-value or correlation value. The R-value is 0.765 which indicates that there is a strong relationship between the independent variable (best speaker program and interest in learning Arabic) and the dependent variable (Arabic speaking ability).

The coefficient of determination or R Square value in this study is 0.585 or 58.5%. This means that as many as 58.5% of the factors that affect students' Arabic speaking ability can be explained by the independent variables, namely the best speaker program and students' interest in learning Arabic. The remaining 41.5% can be explained by other factors not examined in this study.

Discussion

Based on the results of the study, four main things need to be discussed, namely: (1) the advantages of the best speaker program; (2) the effect of asking to learn Arabic; (3) Arabic speaking ability; and (4) the relationship between the three variables.

The superiority of the best speaker program is known through the calculation results which show an average value of 46.13, which is in the good category (range 43-51). This indicates that the best speaker program at Naatiq Course Institution is well-received by students. This classification reflects students' positive perceptions of the program, which can be interpreted as a sign that this program is effective in achieving its goals. It also suggests that students feel motivated and benefit from the best speaker program, which might contribute to the improvement of their Arabic speaking skills. The program not only met students' expectations but was also able to build a strong foundation for the continuous development of language skills. Thus, these results support the importance of sustainability and further development of the best speaker program at the institution, as an integral part of an effective Arabic language learning strategy. This finding enriches the theory of Active, Creative, Effective, and Fun (Pakem) Arabic language learning from (Akasahtia, 2021).

The average value of students' interest in learning Arabic is 50.6, which falls into the High category (range 43-51), indicating that students at Naatiq Course Institution have a strong interest in learning Arabic. This high interest in learning reflects students' enthusiasm and commitment to mastering Arabic, which is an important indicator of learning success. Based on the observation, this is reflected in the activities of students who diligently follow each learning session, enthusiastically participate during the learning process, and actively ask questions that show their high curiosity. In addition, students also utilize their free time outside of class to study together with their friends. This high interest may be influenced by various factors, such as the quality of teaching, the relevance of the material presented, and a supportive learning environment, as stated (Hisbulloh et al., 2021).

High interest also serves as a key driver in the learning process, motivating students to be more actively involved, practicing and improving their language skills. Thus, this result confirms that Naatiq Institute succeeded in creating conducive conditions for students to develop their interest in learning Arabic. This can be seen in the Best Speaker activity which is held regularly every day by Naatiq Course Institution. Through best-speaker activities, Naatiq Institute not only succeeds in maintaining students' interest in learning but also provides a real platform to measure and develop students' speaking skills in Arabic. Furthermore, it also indicates a greater potential for success in achieving the

expected language competence, as high learning interest is often directly related to improved learning outcomes. Therefore, maintaining and even increasing this interest in learning becomes very important for the sustainability and effectiveness of the Arabic language learning program at Naatiq Institute. This can be done through various efforts both in terms of media, methods, and varied learning strategies (Ariyanti & Syarifah, 2021; Basith & Masruroh, 2023; Cahyono et al., 2022; Dhayfullah et al., 2022).

The average Arabic speaking score of 83.3, falling into the Very Good category (range 69-84), indicates that the Arabic speaking ability of students at Naatiq Course Institution is at a high level. These results indicate that most students have achieved good speaking competence in Arabic. Thus, it can be concluded that it reflects the success of the learning program implemented at the institution.

This high speaking ability not only indicates a strong understanding of the learning materials but also the student's ability to apply their Arabic knowledge in the context of daily communication. This is reflected when students use Arabic outside of learning both when in the room and when shopping in the Naatiq course institution environment. Factors such as effective teaching methods, a supportive learning environment, as well as the existence of special programs such as the best speaker program, most likely contributed to this achievement.

In addition, this result also suggests that the approach used by Naatiq Institute in teaching Arabic speaking skills succeeds in encouraging students to be more confident in using Arabic actively. This is important because speaking ability is one of the core skills in language acquisition, which includes aspects such as pronunciation, grammar, and fluency. As stated in the results of research related to aspects of assessing speaking skills in Arabic (Enramika, 2022; Rahmawati, 2021; Widodo & Qosim, 2021).

With the average speaking ability in the Very Good category, it can be concluded that Naatiq Institution has succeeded in creating an environment that supports the development of comprehensive and effective language skills. This success also provides a strong basis for continuing to improve learning programs, to ensure that all students can achieve and even exceed the competency standards that have been set.

The results show that the best speaker program variable (X1) has a calculated t value of 2.274, which is greater than the t table value of 2.048, with a significance value of 0.031 which is smaller than 0.05. This finding indicates that the best speaker program has

a partially significant effect on students' Arabic speaking ability (Y) at Naatiq Course Institute. This significant effect indicates that the implementation of the best speaker program directly contributes to the improvement of students' Arabic speaking skills. This can be seen when students who previously tended to be passive and lacked confidence in speaking Arabic, began to show a significant increase in student participation during best speaker activities. The students became more courageous to come forward and convey their ideas in Arabic. The program may have succeeded in creating an environment that supports students more actively practicing speaking, increases their confidence, and improves their communication skills in Arabic.

These results also underscore the importance of programs specifically designed to hone speaking skills in the language learning process. With the best speaker program proving effective, Naatiq Institute may consider strengthening and expanding this initiative, to have a wider and more significant impact on students' overall speaking skills. In addition, this success can also serve as a model for other institutions in developing learning programs that focus on improving speaking skills as one of the key elements in language acquisition. The results of this study reinforce similar programs that have been proven to influence improving Arabic speaking skills (Jazilah & Mufidah, 2024; Kamalia, 2022).

The results showed that the variable of interest in learning Arabic (X2) has a calculated t value of 3.045, which is greater than the t table value of 2.048, with a significance value of 0.005 which is smaller than 0.05. This finding confirms that interest in learning Arabic has a partially significant effect on students' Arabic speaking ability (Y) at Naatiq Course Institution. This significant effect indicates that high learning interest directly contributes to the improvement of students' speaking ability. Students who have a strong interest in learning tend to be more motivated to actively participate in learning activities, including speaking practice, which ultimately improves their communication skills in Arabic. High interest in learning also encourages students to practice more outside the classroom, seek additional learning resources, and be more courageous in using Arabic in daily life (Ah et al., 2019; Nurhayati & Nasution, 2022).

These results highlight the importance of cultivating and nurturing interest in learning as an integral part of language learning strategies. Naatiq Institution can capitalize on these findings by continuing to strengthen factors that can increase learning interest, such

as providing interesting materials, creating a pleasant learning environment, and providing positive feedback to students. Thus, increased learning interest will continue to encourage students to achieve higher speaking ability, which is the main goal in language learning.

The results of the study which show that variables X1 (best speaker program) and X2 (interest in learning Arabic) have a simultaneous significant effect on variable Y (Arabic speaking ability) indicate that both factors play an important role in improving students' speaking ability at Naatiq Course Institute. This finding means that not only one of these variables is influential, but both together contribute significantly to the improvement of Arabic speaking ability. The combination of the best speaker program and high interest in learning creates an effective synergy in the learning process. The best speaker program may provide structure and intensive practice opportunities, while high interest in learning motivates students to be actively involved and make the most of the opportunity. When these two factors work together, they reinforce each other, ultimately improving learning outcomes.

These results also suggest that holistic learning approaches, which do not rely on just one method or factor but incorporate a variety of supportive elements, tend to be more effective in achieving learning objectives (Afroni, 2018). Naatiq Institution can use this finding as a basis to continue developing learning programs that integrate various approaches, such as improving structured speaking programs while also continuing to foster students' interest in learning.

Overall, this simultaneous effect of the best speaker program and learning interest on Arabic speaking ability emphasizes the importance of a balance between the provision of quality programs and efforts to increase student motivation. Thus, achieving optimal Arabic speaking ability can be more easily achieved through the right combination of strategies (Hidayah et al., 2021).

The results show that the R-value or correlation value of 0.765 indicates a strong relationship between the independent variables (best speaker program and interest in learning Arabic) and the dependent variable (Arabic speaking ability). This correlation number, which is close to 1, indicates that the best speaker program and interest in learning Arabic have a significant contribution in determining how well students can speak Arabic. This strong relationship indicates that changes or improvements in the

implementation of the best speaker program and students' interest in learning will be followed by a significant increase in Arabic speaking ability. In other words, the better the best speaker program is implemented and the higher students' interest in learning, the more likely students will have better Arabic speaking ability.

This high correlation value also strengthens the argument that the two independent variables are not only relevant but also highly influential in the context of Arabic language learning at Naatiq Institute. This shows that the strategies implemented by the institution, such as the best speaker program, and efforts to foster students' interest in learning, are very targeted at improving students' speaking competence. From these findings, the Naatiq Institute can consider continuing to strengthen these programs that have proven effective and find ways to further increase students' interest in learning. By maintaining and developing these strongly correlated factors, the institution can ensure that students' Arabic speaking ability continues to improve, which will ultimately result in graduates with high and competitive language skills.

The results show the coefficient of determination (R Square) value of 0.585 or 58.5% signifying that the best speaker program and students' interest in learning Arabic collectively explain 58.5% of the variation in students' Arabic speaking ability. In other words, more than half of the factors affecting students' Arabic speaking ability at Naatiq Course Institute can be explained by these two independent variables. This figure shows that the best speaker program and learning interest have a significant influence in shaping students' speaking ability. That is, the learning strategies implemented through the best speaker program, along with efforts to increase interest in learning, have made a substantial contribution to improving Arabic speaking skills.

However, with 41.5% of the variation not explained by these two variables, several other factors also play a role in influencing students' speaking ability that are not covered in this study. Such factors could include aspects such as teaching quality, learning environment, frequency of speaking practice outside the classroom, other learning methods, students' backgrounds, and previous learning experiences. These results suggest that although the best speaker program and interest in learning are very important, there is room for further exploration of other factors that can improve students' Arabic speaking ability. Naatiq Institute can use these findings as a starting point to identify and research additional factors that might contribute towards further improvement in students'

speaking ability. By understanding these other factors, the institution can develop more comprehensive strategies to support Arabic language learning as a whole.

D. CONCLUSION

Based on the information obtained from the analysis and discussion of this study, three things can be concluded. *First,* the best speaker program has a positive and significant effect on students' Arabic speaking ability at the Naatiq course institution with a significance value of 0.031 and a calculated t value of 2.274. This shows that improving the quality and implementation of the best speaker program can improve students' speaking ability. Second, interest in learning Arabic has a positive and significant effect on students' Arabic speaking ability at the Naatiq course institution with a significance value of 0.005 and a calculated t value of 3.045. This shows that a high interest in learning Arabic can encourage students to achieve more in speaking Arabic. Third, simultaneously, the best speaker program and interest in learning Arabic have a positive and significant influence on students' Arabic speaking skills at the Naatiq course institution. Evidenced by the calculated F value of 19.062, a significance value of 0.000, and a determinant coefficient value (R2) of 58.5%. This shows that the two variables support each other and together can improve students' Arabic speaking skills more effectively. However, this study has weaknesses, such as the limited scope of one-course institution only, so that the results cannot be fully generalized to other course institutions with different characteristics. Therefore, for future research, it is recommended to expand the scope of the study and explore other factors to provide more comprehensive insights.

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