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## Enhancing Speaking Skills Through Arabic Language Teaching within Islamic Studies Materials Among Students

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### *Abstract*

*This study aims to explore three main aspects: (1) describing the teaching of Arabic within Islamic studies subjects at Imam Al-Shafi'i Institute in Metro, Lampung, (2) identifying the factors influencing Arabic language education within Islamic studies subjects at the institute, and (3) assessing the contributions of this educational approach in improving students' speaking proficiency. This research employs a qualitative approach with a descriptive research method. Data collection techniques include field observations, interviews, and document analysis. The data are analyzed through processes of data collection, condensation, presentation, and conclusion drawing. The findings of the study indicate that Arabic is taught as part of Islamic studies subjects, where the textbooks used are written in Arabic, instructors teach in Arabic, and language exercises are integrated into the curriculum. Several factors contribute to the improvement of students' speaking skills, including the linguistic competence of teachers, students' religious motivation, and institutional efforts to promote Arabic. Furthermore, the integration of Arabic language instruction within Islamic studies has played a significant role in enhancing students' speaking proficiency, enabling them to speak fluently.*

**Keywords:** Arabic speaking proficiency, integrated subjects, Islamic studies.

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis tiga hal utama: (1) pelaksanaan pembelajaran bahasa Arab dalam mata pelajaran ilmu keislaman di Ma'had Imam Al-Syafi'i, (2) faktor-faktor yang mempengaruhi efektivitas pembelajaran bahasa Arab dalam konteks ini, dan (3) kontribusi metode tersebut terhadap peningkatan keterampilan berbicara santri. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Pengumpulan data dilakukan melalui observasi lapangan, wawancara, dan analisis dokumen. Data yang diperoleh dianalisis melalui tahapan pengumpulan, reduksi, penyajian, serta penarikan kesimpulan. Hasil penelitian menunjukkan bahwa bahasa Arab diajarkan secara terintegrasi dalam mata pelajaran ilmu keislaman, dengan penggunaan buku ajar berbahasa Arab, proses pembelajaran yang berlangsung dalam bahasa Arab, dan adanya latihan kebahasaan yang terstruktur dalam kurikulum. Beberapa faktor utama yang berkontribusi terhadap peningkatan keterampilan berbicara santri mencakup kompetensi bahasa guru, motivasi religius santri, serta dukungan institusi dalam pengembangan bahasa Arab. Selain itu, integrasi bahasa Arab dalam mata pelajaran ilmu keislaman terbukti efektif dalam meningkatkan keterampilan berbicara santri, memungkinkan mereka untuk berbicara dengan lebih lancar.

**Kata Kunci:** Keterampilan berbicara Arab, mata pelajaran terintegrasi, ilmu keislaman

## Introduction

It is indisputable that teaching the Arabic language to non-native Muslim Arabic speakers is utmost importance. Proficiency in Arabic allows Muslims to understand Islamic texts, like the Qur'an and *Hadīth*, in their original form, as both are written in Arabic. This understanding can sometimes be lost in translations, which may not always capture the precise meaning intended (Moch. Fajarul Falah, 2023). Moreover, it facilitates communication among Muslims from diverse cultural backgrounds, thereby fostering Islamic unity. Additionally, the acquisition of the Arabic language strengthens individuals' connection to the cultural and historical heritage of the Islamic world (Al Yamin, 2023). Beyond this, it opens academic and professional avenues, enhancing their skill sets (Syuhada, 2014). The Arabic language thus serves as a vital conduit for communication, understanding, and integration within the Islamic community, ultimately enhancing engagement and efficacy in everyday life.

Early Arabic language teaching at the general education level, including middle school, is considered critically crucial. This reflects a form of strategic thinking and concern for the future of generations. It is worth mentioning that if future generations of the Islamic community become more proficient in Arabic, their integration and adaptation into society and the workforce will be more seamless and efficient. Mastery of the Arabic language will equip each student with the essential skills and today's necessary tools to build their personal future. Arabic language education can begin at the foundational stages of elementary, middle, and high school. Once learners achieve proficiency in Arabic at the foundational stages, it will be easier for them to further develop their linguistic competence during university and beyond (Segaf Baharun & Sahri, 2022).

The educational system plays a significant role in the success of Arabic language teaching at any stage of education. Therefore, selecting the appropriate system for teaching Arabic to non-native speakers becomes imperative. In terms of Arabic language teaching, various educational systems can be implemented. One of the systems is called the unitary theory, which relies on a single topic to teach all the elements and skills of the language. The series of *al-‘Arabiyyah li an-Nāṣiyīn* for non-native speakers is a clear example of this system. Another system of Arabic language teaching is called the branch theory, where each subject of Arabic is taught separately. The Arabic language teaching series published by Imam Muhammad bin Saud Islamic University in Riyadh serves as a clear example of this system (Bahruddin, 2017). Undoubtedly, each educational system has its advantages and disadvantages. The choice of the most appropriate system depends on the specific objectives set for Arabic language teaching, and accordingly, the selection of the appropriate curriculum and course materials should be made.

Nevertheless, challenges persist for those engaged in teaching Arabic, particularly for non-native Muslim Arabic speakers. Among the difficulties learners face are their struggles with effectively applying vocabulary in sentences, constructing grammatically correct sentences and structures, and comprehending Arabic texts (Rofiqoh, 2021). In relation to Arabic language teachers, some still demonstrate insufficient pedagogical competence and lack the requisite teaching experience, which consequently affects the overall educational efficacy (Dewi, 2015). Moreover, a critical issue exists concerning the educational materials, as many Arabic language teaching resources do not encompass all the necessary linguistic elements and skills. A majority of Arabic language textbooks prioritize reading and writing skills while overlooking listening and speaking proficiency. Additionally, these materials often focus on vocabulary and sentence structure, while neglecting phonological aspects (Bahruddin, 2017).

Specifically regarding the issue of teaching Arabic at the middle and secondary school levels, the results of a study conducted by Binti Munifah revealed that schools have failed to effectively stimulate students' motivation, leading to a lack of enthusiasm for learning Arabic (Munifah, 2020). In a similar vein, Salam Naji Baqar's study identified several types of weaknesses among students at the middle school level. Based on these findings, the researcher recommends enhancing the linguistic aspect of students' learning through curricula that encourage extensive reading and

engagement, promoting the development of school libraries by supplementing them with literary books that are appropriate for students' age levels. The study also advocates for the use of effective teaching methods that train students to organize their thoughts, encourage independent reading, provide students with access to books, and motivate them to rely on themselves when writing compositions. Furthermore, it emphasizes the importance of addressing spelling errors among students by identifying their causes at the elementary and middle school levels, alongside prioritizing the subject of composition and treating it as a core component in teaching Arabic (Bahrudin, U. Halomoan, 2019; Fadli & Sari, 2024).

A noticeable phenomenon in many educational institutions in Indonesia is the failure to select an appropriate system for teaching Arabic. There are still Arabic language teachers for non-native Muslim Arabic speakers who use textbooks designed for native speakers. It is undeniable that there are significant differences between teaching Arabic to native speakers and to non-native speakers. A native Arabic learner does not need to learn phonetics, vocabulary, syntax, listening, or speaking, as these aspects are acquired naturally within their community. Consequently, their school education primarily focuses on reading and writing. In contrast, a non-native Arabic learner, in order to master the language, must familiarize themselves with all linguistic skills and components (Al-Faozan, 1435).

A heartening phenomenon is the initiative undertaken by the Imam Shafi'i Institute in Metro Lampung, which focuses on teaching Islamic sciences in Arabic. This approach has proven successful in motivating students to learn Arabic, particularly in enhancing their speaking skills. The institute, established under the umbrella of the Sunnah Foundation in 2020, aims to integrate the Arabic language with Islamic sciences. It has achieved notable success in teaching Arabic and providing students with Islamic knowledge, as the institute's approach involves acquiring Arabic through its integration with Islamic studies. Including Islamic law (*Shari'a*) subjects in the curriculum enhances students' proficiency in Arabic. The institute has decided that 90% of the subjects taught are religious, and it ensures that students master Arabic both in speaking and writing. Additionally, students are required to memorize at least six parts (*Juz'*) of the Qur'an (Assunnahlampung.com, 2024).

The objectives of this research are to answer three fundamental questions: (1) How is Arabic taught within Islamic studies subjects at the middle school level at Imam Shafi'i Institute in Metro Lampung?, (2) What are the factors that influence the teaching of Arabic within Islamic sciences at Imam Shafi'i Institute?, (3) What contributions does the teaching of Islamic sciences in Arabic make toward improving students' speaking skills at the institute? The answers to these three questions are expected to shed light on the phenomenon of integrating educational materials between Islamic sciences and the Arabic language at Imam Shafi'i Institute in Metro Lampung. Additionally, the results of this study are anticipated to enhance Arabic language teaching methods in other institutions, particularly in improving speaking skills.

There are previous studies similar to the topic of this research, including the doctoral thesis written by researcher Siti (2019) titled *"Developing Arabic Language Teaching Materials Based on the Integration of Knowledge and Revelation for Students of the Department of Mathematics and Natural Sciences at the Sunan Gunung Jati State Islamic University of Bandung"* (Sanah, 2019). Another is the master's thesis written by Dimas Adityo (2023) titled *"Managing the Integrated Curriculum at the Imam Shafi'i Middle School in Metro"* (Adityo, 2023). Additionally, a master thesis written by Sid Munadi (2023) titled *"Using Arabic in Teaching Islamic Jurisprudence to Acquire Linguistic Skills Based on the Integrative Approach of Language and Content at the Al-Rayah Higher Institute in Sukabumi, Language Preparation Department"* (Munadi, 2023). Upon reviewing these studies, it shows that there is a similarity between this research and the study conducted by Sid Munadi; however, this research is more focused as it specifically addresses one skill—speaking skills—when analyzing contributions.

## Method

This research follows a qualitative approach, as it relies on understanding social and educational phenomena through analyzing the meanings that emerge from them (Muhammad, 2023). The researcher adopted this approach to explore the phenomenon of teaching Arabic within Islamic studies subjects at Imam Shafi'i Institute for middle school students in Lampung. The research method used in this study is descriptive within a case study framework, which aims to provide a detailed, accurate, in-depth, and comprehensive description of the case study (Arikunto, 2014). In scientific research, data refers to the collection of facts or information gathered and analyzed to support or test certain hypotheses. The data in this study were collected from direct observations, in-depth interviews, and documents. The sources of the data in this research are divided into two categories: primary sources, which are data or information gathered directly from the original source, and secondary sources, which refer to information or data collected or analyzed by others.

This research employed several methods to collect data, including: field observations, interviews with the institute's leaders, some teachers, and students, and document analysis, which includes official correspondence, books, notes, magazines, manuscripts, notebooks, results, work schedules, and others. Data in this study were analyzed using a qualitative analysis method. Furthermore, the process of analyzing data in qualitative research begins before the researcher enters the field and continues throughout the data collection process until the completion of the fieldwork. Regarding the analysis process during data collection, the researcher selected the qualitative analysis approach proposed by Miles and Huberman, which consists of four stages: (1) data collection, (2) data reduction, (3) data display, and (4) drawing conclusions and verifying their accuracy.

## Result and Discussion

### Teaching Arabic within Islamic Studies Subjects at the Middle School Level

#### *The Textbook Used is Written in Arabic*

Imam Shafi'i Institute has decided to use the Arabic language teaching series published by Imam Muhammad bin Saud Islamic University in Riyadh as the official curriculum for teaching Islamic studies subjects, including Arabic language. Among the books in the series that are taught in middle school at the institute are *Tawhīd* (Monotheism), *Fiqh* (Jurisprudence), *Hadīth*, and *Tafsīr* (Exegesis). It is noteworthy that all of these books are written in Arabic. Some may assume that a textbook written in Arabic would be difficult to understand, but this is contrary to the reality of education at Imam Shafi'i Institute in Metro Lampung.

The approach of using Arabic textbooks for Islamic studies subjects has effectively enhanced students' understanding of the subject matter and the language itself. The integration of Arabic in teaching these subjects has contributed to improving students' grasp of Islamic sciences and refining their proficiency in the Arabic language, allowing them to better engage with the primary sources of Islamic knowledge.

Some examples of the Arabic language books used at Imam Shafi'i Institute are shown in the following image:

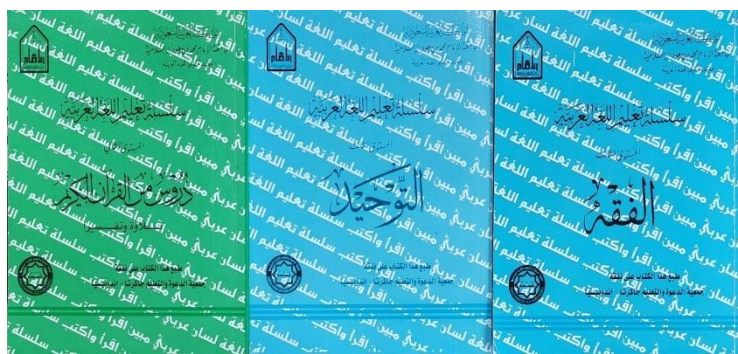


Figure 1. Some Islamic Science Courses in Arabic Language

From the previous image, it shows that there are three courses, namely *Fiqh*, *Tawhīd*, and lessons from the Quran, all of which use the Arabic language. These courses are part of the Arabic language teaching series published by Imam Muhammad bin Saud Islamic University in Riyadh.

The students expressed that one of the reasons they love the Arabic language is the presence of textbooks written in Arabic. One of them said, "The resources and books" (Student Interview - Zaid). Another added that the Arabic language teaching series books are good, saying, "With the supervisors and the good books" (Student Interview - Mohammad Radeet). The students also consider that one of the reasons they love the Arabic language is the availability of sufficient resources for learning. One of them said, "The Imam Shafi'i Institute provides us with lessons, facilitations, teachers, and the necessary books for learning" (Student Interview - Hamid). The data from the student interviews indicate that the textbooks used at the Imam Shafi'i Institute, although written in Arabic, do not pose a barrier to the students' learning.

### *Language of Teaching is in Arabic*

Role models in the educational process play a significant role in achieving the goal, especially in the teaching of the Arabic language. The primary goal of teaching Arabic is making students use Arabic verbally, as speaking is the living manifestation of language. Therefore, if the teacher sets a role model by speaking in Arabic, the students will be encouraged to do the same. This is something that the students Imam Shafi'i Institute appreciate. One of them said when explaining their reasons for loving the Arabic language: "The many lessons that use Arabic" (Student Interview - Brilian).

The students at Imam Shafi'i Institute do not feel difficulty when participating in the lessons in Arabic; on the contrary, this situation helps them learn Arabic. One student said, "The teachers who teach at Imam Shafi'i Institute explain the lessons well, and we easily understand them. Also, the environment of the institute helps a lot" (Student Interview - Mahadika). Additionally, there is enthusiasm from the teachers, which motivates the students to learn Arabic better. One student expressed this: "These teachers are enthusiastic about teaching Arabic for their students" (Student Interview - Bara).

### *Presence of Language Exercises within the Textbooks*

Imam Shafi'i Institute has chosen the Arabic language teaching series published by Imam Muhammad bin Saud University in Riyadh as the curriculum for teaching Arabic because of its features, one of which is that the series includes Islamic science lessons that simultaneously teach Arabic. The course on Quranic lessons contains language exercises aimed at improving language skills. For example, in the second level of book *Lessons from the Quran* in unit ten titled "*Surah Al-Bayyina*," it can be observed that the unit contains a total of seven exercises, six of which are focused on language development, while only one is dedicated to understanding the meanings of the verses.

The six language exercises are as follows: the first exercise asks students to complete the task as shown in the model, the second exercise involves filling in the blanks with the appropriate word, the third exercise requires students to rearrange the words in each line to form a meaningful sentence, starting with the underlined word, in the fourth exercise, students are asked to match each sentence with its appropriate meaning, The fifth exercise asks students to use the given words in meaningful sentences and the sixth exercise involves providing the singular and dual forms of the given words. These exercises are clearly captured in the following images:

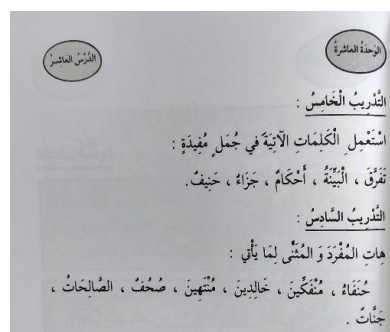


Figure 2. Some images of the linguistic exercises in the Lessons from the Quran's book

The previous image clearly shows that there are six language exercises in the tenth unit of the Lessons from the Quran’s curriculum, which focuses on the interpretation of *Surah Al-Bayyina*. This highlights the extensive use of linguistic exercises, a key approach in teaching Arabic as part of the Islamic studies curriculum at Imam Al-Shafi'i Institute in Metro Lampung.

After presenting and analyzing the previous data, it is clear that teaching Arabic within the Islamic studies curriculum at the intermediate level at Imam Al-Shafi'i Institute in Metro Lampung involves using textbooks and curricula for Islamic studies in Arabic. These are part of the Arabic language teaching series published by Imam Muhammad bin Saud Islamic University in Riyadh. Additionally, teachers use Arabic as the medium of instruction. Furthermore, the inclusion of linguistic exercises within the textbooks for Islamic studies aids students in mastering the Arabic language.

The results of the study reveal that educational books play a significant role in language learning. A good educational book helps students understand the structure of the language, enrich their vocabulary, and provide appropriate exercises (Rosyad et al., 2023; Al-khresheh et al., 2020). Moreover, educational books support the teaching process more effectively, increase student motivation, and accelerate the mastery of the Arabic language. Teachers who use Arabic correctly serve as effective models for students in speaking, writing, and understanding the language. This study highlights the importance of role models among Arabic teachers in improving students' language skills, as teachers' role modeling encourages students to be more motivated and engaged in learning Arabic in a more authentic way (Misra et al., 2024; Firdaus, 2024). The study also reveals that language exercises in Arabic textbooks are crucial in enhancing students' comprehension, as diverse exercises help students master linguistic skills. Through intensive practice, students can improve their communication skills and practical application of Arabic in real-world contexts (Izzuddin et al., 2020; Khasawneh, 2021).

**Factors Affecting Arabic Language Teaching within Islamic Studies**

The success of the Arabic language teaching within Islamic studies materials at the middle level at Imam Al-Shafi'i Institute in Metro Lampung is achieved through various academic and non-academic factors. This section presents the data and research findings regarding the factors that positively affect the success of Arabic language teaching within Islamic studies at the Imam Al-Shafi'i Institute. These factors are outlined as follows:

*Teachers’ Linguistic Proficiency of Imam Al-Shafi'i Institute*

The observation shows that the Imam Al-Shafi'i Institute has teachers who are proficient in Arabic and possess good linguistic competence, especially in speaking and writing. This is demonstrated by their fluent use of Arabic when hosting guests from outside the institute and during the observation sessions. One of the primary reasons for their high level of proficiency is that they are graduates of institutions that place a strong emphasis on Arabic language and Quran memorization, such as the Al-Furqan Institute in Gresik, and Ali bin Abi Talib University in Surabaya, among others (observation).

The academic background of the teachers at the Imam Al-Shafi'i Institute can be shown through the following table:

**Table 1. The academic background of the teachers**

No	Institution where the teachers graduated	Number of teachers
1	Al-Haram College in Makkah	1
2	Imam Shafi'i College in Jember	1
3	Ali bin Abi Talib University in Surabaya	3
4	Al-Furqan Institute in Gresik, East Java	7
5	Institute of Islamic and Arabic Sciences in Jakarta	1
6	Quran Memorization Centers	7



The previous table shows that most of the teachers at Imam Shafi'i Institute are graduates of institutions that specialize in teaching Arabic and Quran memorization, both within Indonesia and abroad.

#### *Students' Religious Motivation Towards Learning Arabic*

It is also observed that the students attending Imam Shafi'i Institute come from diverse places, including some who travel from outside Sumatra Island. All of them come to the institute to learn Islamic sciences, and they recognize that Arabic is the key to understanding these sciences (observation). One of the students mentioned, "I want to learn and understand Arabic, memorize the Quran, and read it properly" (Student Interview - Abshi). Another student affirmed, "I want to learn religious sciences, master Arabic, and also the Quran" (Student Interview - Bara). In other words, another student expressed, "I want to be the best, relying on myself and having religious knowledge and the Quran" (Student Interview - Nabil). Thus, religious motivation is the primary driving force for these students to learn Arabic. The students' direction towards learning Arabic is strong.

Moreover, the support from their family members further strengthens the students' motivation to learn Arabic. One student said, "My desire to learn was driven by my interest in knowing Arabic and the support from my family" (Student Interview - Abshi). Another said, "My love for Arabic was encouraged by my classmates, my parents, my teachers, and the teaching resources at the institute" (Student Interview - Nabil). Another student said, "I love Arabic because of the support from my friends who teach me and my parents, who always support me" (Student Interview - Muhammad Fadli). Thus, the religious motivation of Imam Shafi'i Institute students stems from various factors, including family and friends.

#### *The Institute's Commitment to Promoting Arabic*

Administrative support is essential for the success of any educational project, including Arabic language instruction. The administration plays a crucial role in providing educational resources, supporting students, and meeting the needs of teachers. This can be found at Imam Shafi'i Institute in Metro Lampung, where the administration supports and emphasizes the importance of spreading Arabic at the institute. For example, all necessary resources are provided for programs like dialogue memorization, speech training, and other linguistic activities (observation). The institute's director stated, "With the help of God, the institute provides all the necessary resources to achieve its goals, including teaching Arabic" (Interview with the Director).

Based on the data presented and analyzed, several factors impact the achievement of the desired goals in teaching Arabic as part of Islamic studies at Imam Shafi'i Institute in Metro Lampung. These factors include the linguistic competence of the teachers, their ability to use Arabic daily, the students' strong religious motivation to learn Arabic, and the institute's significant commitment to promoting Arabic.

The ability of Arabic teachers to speak the language fluently significantly impacts students. Teachers who are proficient in Arabic and use it correctly serve as effective role models, enhancing students' understanding and motivating them to study diligently (Juryatina & Amrin, 2021; (Murad et al., 2021). Additionally, students' motivation to learn Arabic is essential for supporting an effective learning process. With clear motivations and goals, students are more focused and enthusiastic about learning Arabic. Proper guidance helps them overcome learning challenges, improves consistency, and accelerates understanding, leading to better learning outcomes (Razem & Pandor, 2023; Türkben, 2019). On the other hand, institutional support is crucial for successful Arabic learning. Adequate facilities, well-developed curricula, and teacher training can improve the quality of instruction (Falola et al., 2020; Sarbaini & Rahmi, 2024). Good institutions foster a linguistic environment, motivate students to learn, and provide the necessary resources to achieve educational objectives.

### **Contributions of Teaching Islamic Studies Subjects in Arabic to Enhancing Oral Skills of Students**

Teaching Arabic within Islamic studies subjects has contributed significantly to enhancing the students' oral skills, enabling them to speak fluently. The teaching process, including the use of Arabic language textbooks, delivering lessons in Arabic, and the linguistic exercises included in the textbooks, has facilitated the process of speaking for the students, especially in the context of learning Arabic in Islamic institutions. By designing teaching materials that match the students' abilities and needs, and employing effective and interactive methods, students are able to understand and master the language with greater ease. The leader of the institute stated: "The institute's policy that focuses on the speaking skill encourages students to practice speaking Arabic at all the times" (Interview with the leader).

Through field observations, it was found that students speak Arabic well and are able to respond fluently in Arabic. During classroom observations, researchers posed some questions to the students without prior notice, and indeed, the students answered the questions well and conversed with each other fluently (observation). Activities such as public speaking, group discussions, and teaching students daily vocabulary help develop their speaking skills in a more natural and confident manner. Furthermore, several programs organized by Imam Shafi'i Institute in Metro are designed to train students in speaking and conversation in Arabic. These include a weekly program for delivering speeches in Arabic at the institute's mosque, a program for memorizing dialogues from *al-Arabiyyah Baina Yadaik* series and presenting them to students daily at the mosque, as well as a vocabulary teaching program. All of these programs contribute to the development of the students' speaking skills at Imam Shafi'i Institute (observation).

Undoubtedly, this type of education also significantly contributes to facilitating students' understanding of Islamic heritage texts quickly and effectively. It has been observed that by focusing on understanding Modern Standard Arabic used in Islamic heritage books, students are taught to master the vocabulary and sentence structures of these books. This linguistic planning includes intensive exercises to understand the terms, linguistic styles, and the cultural and historical contexts presented in classical heritage texts. The leader of the institute mentioned: "We aim for students to master Arabic through reading had *hādīth*s and interpreting the meanings of verses in the textbook with greater ease and depth" (Interview with the director).

After presenting and analyzing the previous data, it shows that the project of teaching Arabic within Islamic studies subjects at Imam Shafi'i Institute plays a prominent role in enhancing students' speaking skills through daily extracurricular activities, and also facilitates their understanding of Arabic texts through classical Islamic heritage books such as *Tawhīd*, *Hadīth*, *Fiqh*, and *Tafsīr*.

Speaking skills are an essential principle in learning Arabic. This ability allows students to express ideas, interact, and communicate effectively in real-world contexts. Regular speaking practice increases students' fluency and confidence. With good speaking skills, students are better able to understand and apply Arabic in daily life (Rosyad et al., 2023; Hamdy et al., 2023). Language is a tool for communication, and speaking is a fundamental aspect of using language. The ability to speak Arabic is crucial for mastering the language as a whole, as speaking strengthens language comprehension and skills (Hongwilai & Kawboonsai, 2022; Yerima & Madjid, Ph.D., 2025). Educational innovations are essential to improving speaking skills in Arabic. New creative methods, such as using digital media, group discussions, and role-playing, can encourage students to practice speaking more actively (Bahruddin et al., 2024; Anwar & Ahyarudin, 2023; Fadhlān et al., 2024). These innovations help create an enjoyable and effective learning environment and accelerate the mastery of speaking skills in Arabic.

After presenting, analyzing, and discussing the data, the research concludes that teaching Arabic within Islamic studies subjects at the middle school level at Imam Shafi'i Institute in Metro Lampung involves using Islamic studies materials in Arabic, which is part of the Arabic language teaching series. Teachers also use Arabic during the teaching process, and there are linguistic



exercises within the teaching materials. The elements that contribute to improving students' speaking skills include the teachers' linguistic competence and ability to use Arabic daily, the strong motivation of students to learn Arabic, and the significant institutional support for spreading the Arabic language. The integration of teaching Arabic into Islamic studies contributes to enhancing students' speaking skills through daily extracurricular activities. It also facilitates their understanding of Arabic texts from classical Islamic heritage books such as *Tawhīd*, *Hadīth*, *Fiqh*, and *Tafsīr*.

The theoretical contributions of this research highlight the importance of using Arabic as the medium of instruction for subjects in both the Arabic language and Islamic studies. It also emphasizes the importance of qualified teachers in the educational process, including in Arabic language teaching. The practical contributions of this research include the possibility of applying the experiences of Imam Shafi'i Institute in other institutions, where Arabic is taught through Islamic studies subjects in Arabic. This approach addresses some of the challenges of teaching Arabic, especially in solving the problem of weak oral skills among learners.

## Conclusion

The most important finding of this research is that the teaching of Arabic within Islamic studies subjects at Imam Shafi'i Institute in Metro Lampung at the middle school level is manifested through the use of Islamic studies materials in Arabic, which is a series of Arabic language teaching materials. Additionally, teachers utilize Arabic during the teaching process, and there are language exercises included in the educational books. The key factors contributing to the success of enhancing students' oral proficiency are the teachers' linguistic competence and their daily use of Arabic, the strong motivation of students to learn the language, and the institution's significant interest in promoting the Arabic language. Furthermore, the integration of Arabic language instruction within Islamic studies contributes to improving students' oral skills through daily extracurricular activities, and it also helps facilitate the understanding of Arabic texts through Islamic heritage books such as *Tawhīd*, *Hadīth*, *Fiqh*, and *Tafsīr*. The integration of teaching Arabic into Islamic studies subjects has contributed to improving students' speaking skills through daily extracurricular activities, and it has also facilitated students' understanding of Arabic texts through classical Islamic heritage books, such as *Tawhīd*, *Hadīth*, *Fiqh*, and *Tafsīr*.

The theoretical contributions of this research emphasize the importance of using Arabic as the language of instruction for both Arabic language and Islamic studies subjects. Additionally, it reinforces the significance of having qualified teachers in the educational process, including in teaching Arabic. The practical contributions from the findings of this research lie in the possibility of applying the experiences of Imam Shafi'i Institute to other institutions, where Arabic is taught through Islamic studies subjects in Arabic. These experiences address some of the challenges faced in teaching Arabic, particularly in overcoming the issue of weak oral skills among learners.

The scope of this research is limited to the application of teaching Arabic within Islamic studies subjects. Future researchers may explore other experiences, such as teaching Arabic within general subjects, and the study may also be conducted in educational stages beyond the middle school level.

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