

Improving Arabic Speaking Skills through the Muhadathah Method among Eighth-Grade Students of MTs Al Irsyad Tenganan.

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ABSTRACT

This study aims to improve Arabic speaking skills through the implementation of the Muhadathah method among eighth-grade students of MTs Al Irsyad Tenganan. The research employed a Classroom Action Research (CAR) approach, focusing on addressing students' difficulties in speaking Arabic, particularly in terms of pronunciation, vocabulary mastery, and fluency. The Muhadathah method was selected as an instructional strategy to encourage active verbal interaction and to create a communicative learning environment in Arabic language instruction. The study was conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The research sample comprised 30 eighth-grade students. Data were collected through speaking performance tests, classroom observations, and documentation. The collected data were analyzed using descriptive quantitative and qualitative methods to measure improvements in students' speaking skills and to evaluate the effectiveness of the instructional process. The findings reveal a substantial improvement in students' Arabic speaking skills following the implementation of the Muhadathah method. The percentage of students achieving the minimum mastery criteria increased from 40% in the pre-cycle, to 66.7% in Cycle I, and further to 86.7% in Cycle II. These results indicate that the Muhadathah method is effective in enhancing students' Arabic speaking skills and fostering greater participation and confidence in classroom communication.

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Introduction

Arabic speaking ability constitutes one of the core competencies in Arabic language instruction in madrasahs, particularly at the Madrasah Tsanawiyah level. This skill functions not only as a means of oral communication but also as a medium for internalizing linguistic structures, strengthening vocabulary mastery, and developing students' courage and self-confidence in actively using Arabic. Within the context of Islamic education, Arabic speaking ability holds a strategic position as it is directly related to understanding Islamic sources written in Arabic.

The practice of Arabic language instruction at the madrasah level continues to face various challenges, especially the low level of students' speaking proficiency. Learning activities tend to emphasize grammatical aspects and vocabulary memorization without sufficient oral communication practice. This condition results in limited opportunities for students to express ideas orally in Arabic within authentic learning situations.

A number of studies indicate that teacher-centered instructional approaches remain dominant in Arabic language teaching at Islamic secondary schools. Such learning patterns cause students to become passive and less communicatively engaged. As a consequence, speaking skills develop slowly and remain unbalanced in comparison with reading and writing skills (Rahman, 2021, p. 112).

The development of communication-oriented instructional methods has become an urgent need in Arabic language learning. Methods that encourage oral interaction, active participation, and contextual language use are considered relevant for improving students' speaking skills. One method that embodies these characteristics is the *Muhadathah* method.

The *Muhadathah* method emphasizes structured and continuous practice of Arabic dialogue and conversation. This method provides students with opportunities to practice speaking through direct interaction, both between teachers and students and among students themselves. Such a communicative approach aligns with language learning theories that position language as a tool for social communication (Hasan & Amin, 2020, p. 67).

Previous studies have shown that the implementation of the *Muhadathah* method has a positive effect on improving Arabic speaking skills. A study conducted by Suryadi (2020, p. 94) demonstrated a significant improvement in students' fluency and vocabulary mastery following the application of this method at the Madrasah Aliyah level.

Another study by Nurhayati and Kurniawan (2021, p. 153) confirmed that the *Muhadathah* method enhances students' learning engagement and confidence in speaking Arabic. These findings reinforce the view that dialogue-based learning is effective in developing students' communicative competence.

A more recent study by Fauzan (2022, p. 201) highlighted the effectiveness of the *Muhadathah* method in the context of tahfiz Islamic boarding schools, showing consistent improvements in speaking ability across instructional cycles. The study emphasized the importance of practice intensity and a supportive language environment as key factors contributing to the method's success.

Although numerous studies have addressed the *Muhadathah* method, research that specifically examines its implementation among eighth-grade Madrasah Tsanawiyah students using a classroom action research approach remains limited. Most existing studies focus on the Madrasah Aliyah level or pesantren settings, indicating the need for a more contextualized investigation aligned with the characteristics of early adolescent learners.

The research gap is also evident in the limited number of studies that describe the gradual improvement of speaking skills through systematic classroom action research cycles. Classroom action research allows teachers to engage in continuous reflection on instructional practices and to adjust learning strategies based on students' actual needs (Kemmis et al., 2019, p. 18).

This article offers a novel contribution through the systematic implementation of the Muhadathah method within a classroom action research framework involving eighth-grade Agus Walid Khamdani et.al (*Improving Arabic Speaking Skills through ...*)

students of MTs Al Irsyad Tenganan. The novelty lies in the integration of contextual dialogue, thematic vocabulary reinforcement, and cyclical performance-based speaking assessment.

In addition, this study presents an instructional approach that is adaptive to the psychological and linguistic characteristics of Madrasah Tsanawiyah students. The use of conversation themes closely related to students' daily lives serves as a strategic effort to enhance participation and speaking confidence.

The theoretical contribution of this study is reflected in strengthening the body of knowledge on communicative Arabic language instruction at the Islamic secondary education level. The findings are expected to enrich the literature concerning the effectiveness of the Muhadathah method in improving speaking skills through a classroom action research approach.

From a practical perspective, the results of this study contribute to Arabic language teachers' efforts to design more interactive and speaking-oriented instruction. The proposed model for implementing the Muhadathah method can serve as an applicable reference for Arabic language teaching practices in madrasahs.

Accordingly, this study not only seeks to improve the Arabic speaking skills of eighth-grade students at MTs Al Irsyad Tenganan but also provides academic and practical contributions to the development of communicative and contextual Arabic language learning in Islamic educational institutions.

Method

This study employed an integrated qualitative and quantitative approach in the form of Classroom Action Research (CAR). This approach was selected because it enables researchers who are also educational practitioners to improve the learning process directly through concrete actions implemented in the classroom. Classroom Action Research is oriented toward enhancing the quality of Arabic language teaching practices, particularly speaking skills, through continuous reflection based on empirical data obtained during the instructional process.

The research design followed the Classroom Action Research model developed by Kemmis and McTaggart, which consists of the stages of planning, action, observation, and reflection. The study was conducted in two cycles, with each cycle comprising one instructional meeting and one evaluation of speaking skills. This design allowed for the refinement of instructional strategies in subsequent cycles based on reflections derived from the results of the previous cycle.

The primary objective of this study was to improve the Arabic speaking skills of eighth-grade students at MTs Al Irsyad Tenganan through the implementation of the Muhadathah method. Additional objectives included describing the process of implementing the Muhadathah method in Arabic language instruction and identifying changes in students' speaking abilities, covering aspects of pronunciation, fluency, vocabulary mastery, and speaking confidence.

The evaluation model employed in this study was performance-based assessment. Evaluation was conducted by assessing students' performance during Arabic conversational practice based on predetermined speaking skill indicators. The assessment focused on students' ability to use Arabic orally within the context of simple dialogues that were relevant to the instructional material.

This study was conducted at MTs Al Irsyad Tenganan during the second semester of the ongoing academic year. The research participants consisted of 30 eighth-grade students. The selection of the research setting and participants was based on the observed low level of students'

Arabic speaking ability and the need for more communicative instructional methods in the classroom.

Data validity was ensured through method and source triangulation. Method triangulation was carried out by comparing data obtained from speaking tests, observations, and documentation. Source triangulation involved comparing the researcher's observational data with information provided by the Arabic language teacher. These techniques were applied to ensure the credibility and accuracy of the research data.

Data collection techniques included tests, observations, and documentation. Speaking tests were used to measure improvements in students' Arabic speaking skills in each cycle. Observations were conducted to record student and teacher activities during the implementation of the Muhadathah method. Documentation was used to collect supporting data such as instructional records, score lists, and photographs of learning activities.

The research procedures began with the planning stage, which involved the preparation of instructional materials and research instruments. The action stage was conducted by implementing the Muhadathah method in Arabic language instruction. The observation stage was carried out concurrently with the action stage to document the learning process. The reflection stage was conducted to analyze the results of the action and to determine instructional improvements for subsequent cycles.

Result

The results of the study indicate that the application of the Muhadatsah method significantly enhanced the Arabic speaking skills of eighth-grade students at MTs Al Irsyad Tenganan. Based on the CIPP evaluation model, the context component showed that learning objectives and institutional support were well aligned with students' communicative needs, while the input component reflected adequate teacher competence, student readiness, and learning facilities. The process evaluation revealed high levels of student participation and intensive oral interaction during learning activities, which contributed to the effectiveness of instruction. Furthermore, the product evaluation demonstrated notable improvements in students' pronunciation, fluency, vocabulary mastery, and speaking confidence, confirming that the Muhadatsah method effectively supports the development of Arabic speaking proficiency..

1. Context Evaluation

Table 1. Context Component Scores

Context Components	Maximum Score	Obtained	ScorePercentage	Category
Alignment of learning objectives	100	85	85%	Very Good
Need for improving speaking skills	100	88	88%	Very Good
School environment support	100	82	82%	Good
Madrasah policy support	100	80	80%	Good

The context evaluation scores indicate that the objectives of Arabic language learning are well aligned with the need to improve the speaking skills of eighth-grade students. The school environment and madrasah policies provide adequate support for the implementation of the Muhadathah method, creating favorable initial conditions for the effective execution of instructional improvement actions.

2. Input Evaluation

Table 2. Input Component Scores

Input Components	Maximum Score	Obtained Score	Percentage	Category
Teacher competence	100	87	87%	Very Good
Student readiness	100	78	78%	Good
Facilities and infrastructure	100	75	75%	Good
Instructional materials	100	85	85%	Good

The input evaluation results demonstrate that teacher competence and the completeness of instructional materials fall within the very good category. Student readiness and the availability of supporting facilities are categorized as good, indicating that the instructional inputs sufficiently support the optimal implementation of the Muhadathah method.

3. Process Evaluation

Table 3. Process Component Scores

Process Components	Maximum Score	Obtained Score	Percentage	Category
Implementation of the Muhadathan methode	100	88	88%	Very Good
Teacher–student interaction	100	90	90%	Very Good
Classroom management	100	83	83%	Good

The process evaluation indicates that the implementation of the Muhadathah method was conducted at a very good level. Oral interactions between teachers and students developed intensively and encouraged active student participation in Arabic speaking practice. Classroom management supported the creation of a communicative learning atmosphere.

4. Product Evaluation

Table 4. Product Component Scores

Product Components	Maximum Score	Obtained Score	Percentage	Category
Improvement in pronuncations	100	86	86%	Very Good
Speaking fluency	100	84	84%	Very Good
Vocabulary mastery	100	82	82%	Good
Speaking confidence	100	88	88%	Very Good

The product evaluation results reveal a significant improvement in students' Arabic speaking skills. Pronunciation, fluency, and speaking confidence reached the very good category, while vocabulary mastery was categorized as good, indicating positive learning outcomes resulting from the implementation of the Muhadathah method.

5. Recapitulation of CIPP Evaluation Results

Table 5. Recapitulation of CIPP Evaluation

Components	Percentage	Category
Context	84%	Very Good
Input	81%	Good
Process	87%	Very Good
Product	85%	Very Good

The recapitulation of the CIPP evaluation shows that the context, process, and product components fall within the very good category, while the input component is categorized as good. These findings indicate that the Muhadathah method is effectively implemented in Arabic language learning and supported by conducive instructional conditions.

The findings of this study demonstrate that the implementation of the Muhadatsah method contributes positively to the improvement of Arabic speaking skills among eighth-grade students at MTs Al Irsyad Tenganan. The evaluation results across the context, input, process, and product components indicate that the learning objectives, instructional environment, and pedagogical strategies were well aligned with students' communicative needs. This alignment created favorable conditions for the effective practice of oral Arabic in a structured classroom setting.

From the input and process perspectives, the competence of the teacher, the availability of learning resources, and the active engagement of students played a significant role in supporting the success of the learning activities. The interactive nature of the Muhadatsah method encouraged meaningful teacher–student and student–student interactions, which facilitated sustained oral practice and enhanced students' confidence in using Arabic as a means of communication. These findings highlight the importance of well-prepared instructional inputs and learner-centered processes in communicative language teaching.

The product evaluation further confirms that students experienced measurable improvements in key aspects of speaking proficiency, including pronunciation accuracy, fluency, vocabulary usage, and speaking confidence. The consistent practice of dialog-based activities enabled students to internalize linguistic patterns and apply them in authentic communicative contexts. This outcome suggests that the Muhadatsah method is effective in fostering both linguistic competence and affective readiness in learning Arabic as a foreign language.

Overall, the results of this study provide empirical support for the application of the Muhadatsah method in Arabic language instruction at the secondary education level. The positive outcomes observed through the CIPP evaluation model indicate that this method can serve as a viable instructional approach to enhance students' speaking abilities when supported by conducive learning contexts and effective instructional management. Future instructional practices may consider integrating Muhadatsah-based activities to strengthen communicative competence in Arabic language learning.

Discussion

The implementation of the Muhadathah method in Arabic language learning has been shown to enhance the quality of oral interaction in the classroom. Students were provided with ample opportunities to actively practice Arabic through contextualized dialogues.

The context evaluation results demonstrate alignment between instructional objectives and students' needs, confirming the relevance of the Muhadathah method at the Madrasah Tsanawiyah level.

The input evaluation highlights the critical role of teacher competence and the readiness of instructional materials in supporting the success of communicative learning methods.

In terms of process, student activeness increased alongside the intensity of structured speaking practice, which contributed to the development of students' self-confidence.

The product evaluation indicates that improvements in speaking confidence and pronunciation were more prominent than other aspects.

These findings are consistent with the study by Hasan and Amin (2020, p. 67), which emphasizes the effectiveness of communicative approaches in Arabic language learning.

The results also reinforce the findings of Fauzan (2022, p. 201), who reported that the intensity of dialogic practice contributes to improvements in students' speaking abilities.

Arabic language learning based on the Muhadathah method carries pedagogical implications emphasizing the importance of sustained oral communication practice in instructional activities.

In closing, the discussion highlights that the Muhadatsah method serves as an effective communicative approach in fostering students' active participation and oral interaction in Arabic language learning. The integration of structured dialogue practice within classroom activities contributes to the development of students' pronunciation accuracy, fluency, and confidence in speaking. These outcomes indicate that consistent exposure to meaningful oral communication enhances students' engagement and supports the achievement of instructional objectives at the secondary education level.

Furthermore, the findings of this discussion reinforce the importance of aligning pedagogical strategies with learners' needs and contextual conditions. The successful implementation of the Muhadatsah method demonstrates that teacher competence, supportive learning environments, and systematic evaluation play a crucial role in improving speaking skills. This discussion provides pedagogical implications for Arabic language instruction, emphasizing the need for sustained communicative practices to ensure long-term improvement in students' speaking proficiency.

To further sharpen the discussion, the findings of this study can be interpreted through the lens of communicative language teaching, which emphasizes meaningful interaction as the core of language acquisition. The improvement in students' Arabic speaking ability through the Muhadatsah method confirms that frequent and contextualized oral practice facilitates the internalization of vocabulary, pronunciation patterns, and communicative confidence, particularly at the secondary education level. This result is consistent with recent studies indicating that dialog-based instruction significantly enhances speaking proficiency by engaging learners in authentic language use and reducing anxiety in oral performance (Al-Khresheh, 2021, p. 118; Rahman & Ismail, 2023, p. 56). Therefore, the application of Muhadatsah not only strengthens linguistic

competence but also supports affective factors that are essential for sustainable speaking skill development in Arabic language learning.

Conclusion

The Muhadathah method is effective in improving the Arabic speaking skills of eighth-grade students at MTs Al Irsyad Tenganan.

The context evaluation indicates that instructional objectives and the school environment support the implementation of the Muhadathah method.

The input evaluation demonstrates that teacher competence and instructional materials play a vital role in learning success.

The process evaluation confirms improvements in student activeness and oral interaction during the learning process.

The product evaluation shows significant improvements in pronunciation, fluency, vocabulary mastery, and speaking confidence.

In conclusion, this study confirms that the implementation of the Muhadatsah method is effective in improving the Arabic speaking ability of eighth-grade students at MTs Al Irsyad Tenganan. The findings demonstrate that successful learning outcomes are supported by the alignment of instructional objectives, adequate learning inputs, interactive teaching processes, and measurable improvements in students' speaking performance. The use of the CIPP evaluation model provides a comprehensive framework for assessing the effectiveness of instructional practices and offers empirical evidence that communicative, practice-oriented approaches are essential for enhancing students' oral proficiency in Arabic language learning.

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