Taushiah: Jurnal Hukum, Pendidikan dan Kemasyarakatan ISSN: 2599-1353
Vol. 16 No.1 (2026)

IMPLEMENTING MUHADATSAH INSTRUCTION TO DEVELOP STUDENTS' ARABIC SPEAKING SKILLS

Isroini Panjaitan, Muhammad Rizki Syahputra, Abu Bakar
Universitas Islam Sumatera Utara, Sumatera Utara, Indonesia
Email. Isroinip@gmail.com, rizkisyahputra@fai.uisu.ac.id, abu.bakar@fai.uisu.ac.id

Abstrak

Pembelajaran muhadatsah menempatkan praktik percakapan sebagai sarana pengembangan keterampilan berbicara bahasa Arab. Penelitian ini mendeskripsikan pelaksanaan muhadatsah, faktor pendukung dan penghambat, serta perkembangan kemampuan berbicara siswa di MAS YMPI Sei Tualang Raso, Tanjungbalai. Penelitian menggunakan pendekatan kualitatif deskriptif. Informan dipilih secara purposif dan mencakup guru muhadatsah, kepala madrasah, dan siswa. Data dikumpulkan melalui observasi, wawancara, serta dokumentasi, kemudian dianalisis melalui kondensasi atau reduksi data, penyajian, dan penarikan kesimpulan dengan triangulasi. Hasil menunjukkan bahwa pembelajaran berlangsung sekali seminggu selama dua jam pelajaran menggunakan kitab Lughotut Takhatub al-Mushowaroh, melalui kegiatan penerjemahan, hafalan kosakata dan dialog, peragaan, serta praktik percakapan. Media audiovisual, motivasi siswa, dan dukungan guru membantu proses pembelajaran, sedangkan keterbatasan fasilitas dan waktu serta perbedaan kemampuan awal menjadi kendala. Guru dan siswa melaporkan perkembangan kosakata, penyusunan kalimat, kelancaran, dan keberanian berbicara. Temuan menggambarkan manfaat praktik komunikasi yang terstruktur, tetapi tidak membuktikan besaran peningkatan secara kuantitatif.

Kata kunci: Muhadatsah, Keterampilan Berbicara, Bahasa Arab

Abstract

Muhadatsah instruction uses conversational practice to develop students' Arabic speaking skills. This study describes its implementation, enabling and constraining conditions, and perceived speaking development at MAS YMPI Sei Tualang Raso, Tanjungbalai. A descriptive qualitative design was employed. Purposively selected informants included a muhadatsah teacher, the madrasah principal, and a student. Data were collected through observation, interviews, and documentation, and analyzed through data reduction or condensation, display, and conclusion drawing, supported by triangulation. Findings indicate that instruction occurred once weekly for two lesson periods using Lughotut Takhatub al-Mushowaroh. Activities combined translation, vocabulary and dialogue memorization, enactment, and conversational practice. Audiovisual resources, student motivation, and teacher support facilitated instruction, whereas limited facilities and instructional time and differences in prior proficiency constrained participation. The teacher and student described progress in vocabulary, sentence construction, fluency, and confidence when speaking Arabic. The findings illustrate the perceived value of structured communicative practice, although the qualitative evidence does not establish the magnitude of improvement through standardized measurements.

Keywords: Muhadatsah, Speaking Skills, Arabic Language

INTRODUCTION

Arabic occupies a distinctive position in Indonesian Islamic secondary education because it operates simultaneously as a language of religious scholarship, a subject of formal study, and a potential medium for interpersonal communication. These functions are related but not interchangeable. Students may identify grammatical patterns or translate a written passage while still hesitating when invited to speak spontaneously. Such a gap between declarative knowledge and oral performance makes speaking instruction an important concern for madrasahs seeking more than textual comprehension. Language pedagogy consequently needs to consider not only what learners know about Arabic but also how they mobilize vocabulary and structures during exchanges with another speaker (Effendy, 2012; Hermawan, 2011; Richards & Rodgers, 2014).

Muhadatsah, or guided Arabic conversation, offers a teaching arrangement in which learners repeatedly hear, prepare, perform, and revise spoken utterances. Its educational significance lies in the opportunity to turn isolated linguistic forms into communicative resources. Oral production requires speakers to retrieve words, arrange them into intelligible sentences, respond to interlocutors, and manage uncertainty during interaction. Memorized dialogue may help establish a preliminary repertoire, but competent speech also requires adaptable use in situations that do not reproduce the textbook exactly. Asrori (2015), Rosyidi and Ni'mah (2011), and Mustofa (2011) emphasize practical language learning arrangements and instructional strategies that connect structured preparation with actual use.

A communicative perspective explains why opportunities to speak matter. In communicative language teaching, the aim of classroom language is to accomplish meanings in an interaction rather than simply reproduce correct grammatical forms (Richards & Rodgers, 2014). Classroom speaking tasks become meaningful when students must convey intentions and respond to others. Larsen-Freeman and Anderson (2011) also distinguish pedagogical procedures by the kinds of learner participation they encourage. In this context, translation and memorization need not be abandoned; their value depends on whether they prepare learners to communicate. A sequence progressing from models to paired dialogues and freer exchange may reduce the difficulty of speaking without treating memorization itself as evidence of proficiency.

A sociocultural perspective further emphasizes the role of support and interaction in language development. Vygotsky (1978) conceptualized learning as a socially mediated process, while Wood et al. (1976) described tutoring as contingent support for task completion. Applied to conversational instruction, teacher modeling, prompts, peers, gestures, and immediate correction can make challenging oral activities more accessible. Donato (1994) and Lantolf and Thorne (2006) extend this reasoning to second-language learning, where collaborative activity can support participation and emerging control over language. This perspective is particularly relevant where students enter the same class with unequal experience of Arabic.

Empirical work has explored conversational and repetitive practice in Indonesian Islamic institutions. Anggraini and Anwar (2024) describe opportunities and constraints in a drilling-based Arabic program, including student enthusiasm and infrastructure limitations. Wardani and Inayati (2025) examine muhadatsah within a special madrasah program, while Pranoto et al. (2025) study

conversational instruction in an Islamic boarding school. Together, these studies indicate practical interest in spoken Arabic, yet their different institutional arrangements do not establish how an individual madrasah integrates designated conversation lessons, a graded textbook, teacher feedback, and limited instructional resources. The broader speaking-task literature also suggests that practice design matters, although findings from other languages cannot automatically be generalized to Arabic madrasah classrooms (Medina Fernández, 2021).

MAS YMPI Sei Tualang Raso in Tanjungbalai provides a useful setting for examining these relationships. The thesis describes an institutional history in which Arabic study remained important, with a renewed role for foundation-based subjects such as muhadatsah after curricular changes. School documents record 527 students across three grade levels, while this investigation focuses on conversation teaching and experiences reported by participants rather than attempting to survey the entire school. A specialized textbook, Lughotut Takhatub al-Mushowaroh, is used in different volumes according to grade level. The resulting instructional context combines a stable institutional commitment with practical challenges of time, facilities, and heterogeneous language backgrounds.

The distinction of the present study is therefore descriptive and contextual, not a claim to have invented a new teaching method. It examines how one madrasah operationalizes muhadatsah through sequential classroom activities, which resources and conditions facilitate or constrain this process, and what development in speaking is perceived by those involved. In particular, the coexistence of recitation, teacher-led correction, student performance, and audiovisual assistance invites examination of how structured and communicative elements interact. A qualitative account can illuminate these mechanisms and the experiences attached to them, although it cannot estimate the size of an instructional effect or rule out other causes of students' progress.

Accordingly, this study addresses three questions: How is muhadatsah instruction organized and enacted at MAS YMPI Sei Tualang Raso? What factors support and hinder its implementation? How do the teacher and student describe changes in Arabic speaking ability? By answering these questions through interviews, observations, and documentation, the study aims to contribute a grounded account of everyday conversational pedagogy in an Indonesian madrasah. Its practical contribution is to identify feasible instructional arrangements and resource needs; its analytical contribution is to clarify the limits of evidence when speaking development is inferred from qualitative reports rather than repeated standardized assessments.

METHOD

The study employed a descriptive qualitative approach to investigate the classroom implementation of muhadatsah and the meanings participants attributed to their learning experiences. This approach was appropriate for questions concerning instructional sequences, perceived opportunities and obstacles, and observable forms of participation. It was not designed as an experiment or as a quantitative evaluation of the effectiveness of an intervention. The school setting was MAS YMPI Sei Tualang Raso, Tanjungbalai, North Sumatra, Indonesia. The thesis identifies the inquiry as focusing particularly on Grade XII, while the teacher discussed the

instructional arrangements used across grades. The precise fieldwork period is not presented consistently across the thesis and appendices, so no unverified date range is asserted here.

Participants were selected purposively because of their direct knowledge of the program. The results chapter explicitly reports information from the muhadatsah teacher, the school principal, and a student, identified in the source by the initials RR, AR, and MF. The methods chapter also mentions homeroom teachers as potential supporting informants; however, it does not document corresponding interview evidence in the reported findings. Therefore, the participant account is limited to the sources actually represented in the results. Their descriptions provide complementary classroom, managerial, and learner perspectives, without establishing statistical representativeness of the wider student body (Moleong, 2017; Sugiyono, 2019).

Primary data were obtained through classroom observation and interviews with those involved in instruction. The thesis specifies structured and semi-structured interview procedures, with question guides addressing planning, learning materials, conversational activities, assessment, motivation, student responses, and obstacles. Supplementary documentation included school instructional records, photographs, teaching materials, and relevant administrative information as described in the study. Observation and documents served to contextualize interview claims rather than independently quantify speaking gains. The results chapter quotes participants, but no comprehensive coded transcript corpus, observation schedule, or number of observed lessons is supplied; these omissions limit the degree to which methodological steps can be independently reconstructed.

The stated analytical framework follows the interactive tradition associated with Miles, Huberman, and Saldaña: selecting and reducing or condensing material, arranging it in an interpretable display, and developing and checking conclusions. Information was grouped around the three research questions: implementation, enabling and constraining factors, and reported speaking development. The thesis states that triangulation was used to strengthen credibility by comparing information from interviews, observation, and documentation. Because complete field records and an explicit audit trail are unavailable in the supplied text, triangulation is reported as a methodological procedure rather than presented as externally verified. Interpretations are restricted to qualitative patterns, and claims of improvement are attributed to participants unless supported by direct measurable evidence.

RESULTS AND DISCUSSIONS

Structured Conversation Instruction: From Textbook Modeling to Oral Performance

At MAS YMPI Sei Tualang Raso, muhadatsah was described as a recognized part of the madrasah curriculum rather than an occasional extracurricular exercise. The teacher reported that the subject was held once a week for two lesson periods, an arrangement also reflected in the thesis conclusion. This stable scheduling illustrates institutional support for speaking practice, but it simultaneously defines the limited formal time available for developing oral language. The principal described brief monitoring of teachers and characterized muhadatsah as a valued school program. These statements are evidence of managerial attention; they do not themselves demonstrate that

every lesson met a particular quality standard. The distinction is important because formal inclusion, instructional fidelity, and student learning are separate matters.

The classroom sequence combined religious routines and language preparation with actual conversation. According to the principal, lessons typically began with prayer and a review of earlier material, moved through memorization and new content, and concluded with practice. The textbook Lughotut Takhatub al-Mushowaroh served as a central resource. The teacher distinguished volume one for Grade X from volume two for higher grades; the student described translating passages, memorizing dialogue, and performing it in front of classmates. Taken together, the accounts point to a staged progression in which students first encounter comprehensible models and then produce selected forms aloud. Such sequencing corresponds to teaching principles that make an unfamiliar speaking task manageable through preparation and repeated use (Effendy, 2012; Richards & Rodgers, 2014).

Classroom practice was not confined to reproducing memorized sentences. The teacher described asking students to enact the meanings of conversations through gestures, allowing him to judge whether their responses showed understanding. The student also mentioned exchanges about daily activities, occasional games, and assignments requiring original dialogue from difficult vocabulary items. Games sometimes involved grades or small rewards, although the thesis supplies no systematic comparison of participation across activities. These details matter because they identify several levels of performance: reproducing a familiar utterance, linking language with action, constructing a dialogue, and responding to a peer. Only the latter activities begin to reveal how flexibly learners use the linguistic resources they have learned.

The student particularly valued dialogue because the teacher corrected errors while the conversation was in progress. This indicates that feedback was experienced as instructional guidance rather than merely as a final score. Research on classroom corrective feedback distinguishes among forms of teacher response and shows that opportunities for learner uptake depend partly on feedback practice (Lyster & Ranta, 1997). The thesis does not specify whether the teacher relied on recasts, prompts, explicit correction, or other identifiable feedback categories; therefore, it would be unwarranted to attribute the observed experience to any single feedback mechanism. Nevertheless, the reported immediacy of correction suggests a potentially important link between speaking opportunities and situated assistance.

These patterns also connect with sociocultural interpretations of language learning. When students translate an example, rehearse it, perform it with another student, and receive guidance, each step can provide support for a more demanding task (Vygotsky, 1978; Donato, 1994). The relationship remains an analytical interpretation: the study did not record interaction turn by turn or test changes in independent performance after support was withdrawn. It is likewise important not to equate fluent recitation with spontaneous conversation. A learner might reproduce a prepared dialogue effectively but struggle with an unexpected question. Future instructional assessment could distinguish memorized performance, guided interaction, and unfamiliar communicative situations, thus making the meaning of speaking development more precise.

In summary, the implementation findings portray a hybrid instructional model. Translation and memorization provide a common starting point, while pair dialogue, enactment, games, and feedback create opportunities for using Arabic as a language of interaction. The central contribution is to show how familiar instructional practices can be organized toward communicative aims within a fixed weekly timetable. However, the evidence mainly documents reported routines and selected classroom experiences. Neither the proportion of time devoted to student talk nor the consistency of implementation across classes is quantified. For that reason, the conclusion should be framed as a description of instructional design and practice rather than proof that the approach necessarily improves speaking proficiency.

Instructional Supports and Constraints: Media, Motivation, Time, and Learner Diversity

The second theme concerns the conditions that shape whether planned conversation activities become meaningful opportunities to speak. The teacher emphasized audiovisual materials, explaining that video and audio could make students more enthusiastic about lessons. The thesis additionally refers to the use of a projector, locally termed an infocus, as a potentially helpful resource. A video dialogue may offer a model of pronunciation, expression, and conversational rhythm; audio replay may permit repeated listening before production. These are plausible pedagogical functions rather than functions experimentally isolated in this study. The teacher's account supports the narrower conclusion that media were perceived as useful in encouraging participation and illustrating spoken Arabic (Arsyad, 2003; Hamid et al., 2008).

Motivation and a supportive classroom climate were also emphasized by the principal, who described providing pupils with opportunities to speak individually or in pairs and encouraging them not to remain silent. The student's preference for dialogue and corrective guidance supports the importance of participation that feels purposeful. Student enthusiasm should nonetheless be understood as context dependent. The reported use of occasional games and small rewards may increase immediate willingness to engage, but the thesis does not demonstrate sustained motivation after such activities. Learning theory distinguishes the value of practice from the conditions that sustain it; neither a lively classroom nor positive self-report is sufficient on its own to establish long-term acquisition (Baharuddin & Wahyuni, 2015; Muna, 2011).

The institutional environment presented a different picture when facilities were considered. The thesis identifies limitations in available learning resources and recommends stronger audiovisual provision and a dedicated language laboratory. Such recommendations emerge from reported implementation difficulties, not from an evaluation comparing classrooms with and without particular equipment. Limited access to a projector or suitable practice space can make it harder for teachers to provide consistent audiovisual input and arrange interactive work. Yet the absence of sophisticated equipment does not necessarily eliminate conversational learning: teachers can still organize role-play, paired exchanges, and oral modeling with simple materials. Accordingly, the relevant issue is alignment between resources, lesson aims, and feasible classroom routines (Mustofa, 2011; Hermawan, 2011).

A further obstacle was heterogeneity in students' previous exposure to Arabic. The thesis describes learners who already possessed foundational vocabulary alongside others who entered lessons with limited prior knowledge. A common textbook and uniform assignment can therefore produce different levels of difficulty, while a weekly timetable leaves limited space for additional remediation. This challenge is consistent with the idea that instructional support should respond to the learner's current ability rather than assume an identical starting point (Wood et al., 1976; Lantolf & Thorne, 2006). One feasible response is to combine common conversational goals with graduated prompts, model expressions, peer rehearsal, and optional extensions for more proficient students. These remain pedagogical implications, not interventions tested in the case.

Time pressure cut across the other constraints. Two lesson periods each week must accommodate opening routines, review, vocabulary development, demonstration, dialogue preparation, speaking turns, and teacher feedback. Under these conditions, not every learner may receive comparable opportunities for extended oral production. The thesis does not report an observation tally of students' speaking turns, making it impossible to establish their distribution. However, the limited timetable provides a reasonable explanation for why pupils with weaker starting competencies may require more deliberate support. The teacher's emphasis on frequent practice also points toward the potential value of short, structured tasks outside the scheduled lesson, provided that access and learner circumstances are considered (Nunan, 2015; Medina Fernández, 2021).

Recent madrasah research identifies a similar combination of enthusiasm and material limitations. Anggraini and Anwar (2024) discuss supports and obstacles within a drilling-oriented Arabic program, and Pranoto et al. (2025) investigate conversational instruction in a boarding school environment. The similarity across settings helps contextualize this case, but institutional differences matter: boarding schools can organize additional language activities beyond a conventional weekly period, while the present site has its own history and curricular arrangements. The findings therefore argue for context-sensitive implementation rather than the assumption that a single package will work uniformly. They support practical attention to media availability, differentiated tasks, teacher feedback, and protected speaking time as priorities for instructional refinement.

Perceived Development of Arabic Speaking: Vocabulary, Fluency, and Confidence

The third theme addresses how participants interpreted students' speaking development. The teacher, principal, and student accounts described favorable changes in learners' willingness and ability to use spoken Arabic. In the thesis conclusion, progress is associated with broader vocabulary, increased capacity to form sentences, greater fluency in familiar conversations, and confidence when speaking in front of others. These dimensions are pedagogically meaningful but must be interpreted as reported or observed developments rather than quantified effects. The study did not present a standardized baseline and post-instruction speaking assessment, rubric-based ratings over time, or recorded language samples scored by independent raters. It therefore cannot establish the amount of improvement or isolate muhadatsah as its sole cause.

Vocabulary growth appeared closely linked to conversational tasks. The teacher introduced expressions from the textbook and encouraged students to use difficult words when developing their own dialogues. In this arrangement, vocabulary is not only an item to recall on command; it becomes material for producing an intelligible utterance. The student described translating, memorizing, and practicing textbook conversations, suggesting that repeated retrieval could help consolidate common words and sentence patterns. However, vocabulary knowledge involves several dimensions, including recognition, accurate use, and the capacity to retrieve an appropriate word under communicative pressure. The available evidence documents participants' impressions of development but cannot determine the extent of improvement in each dimension (Rosyidi & Ni'mah, 2011; Effendy, 2012).

The perceived development of fluency was similarly connected to repeated speaking opportunities. Classroom routines required students to enact dialogues, speak about daily activities, and sometimes construct new conversations. Swain (2000) argues that producing language can draw learners' attention to gaps in their own expressive resources. This framework provides one way to interpret the value of practice: speaking does not merely display prior learning but can reveal problems that teachers and peers help address. Task-based research also suggests that repetition and planning can support aspects of spoken performance (Medina Fernández, 2021). Nevertheless, the present qualitative account does not measure speech rate, pause duration, grammatical accuracy, or complexity; the term fluency should therefore be used in its participant-reported sense rather than as a validated performance outcome.

Confidence emerged as a particularly salient outcome. The student explained that muhadatsah helped her feel more prepared to speak Arabic and connected this experience to participation in an Arabic-language preparation course associated with a possible university pathway in Egypt. This personal account illustrates the perceived relevance of classroom conversation beyond the immediate lesson. It does not establish that the madrasah program caused success in external coursework or later admission. Confidence may develop when learners have repeatedly encountered manageable communication tasks, receive constructive correction, and experience a supportive group setting. This interpretation aligns with the role of guided participation described in sociocultural work (Vygotsky, 1978; Lantolf & Thorne, 2006).

Teacher feedback may connect these dimensions. When students risk speaking and receive timely guidance, they have an opportunity to revise both meaning and form. The student's preference for corrected dialogue suggests that feedback was valued, while the teacher's use of gestures may have supported comprehension without relying solely on verbal explanation. Lyster and Ranta (1997) show that classroom responses to errors can interact with learners' immediate attempts to repair their speech. Yet the case lacks sequential transcripts demonstrating these processes. It would be too strong to claim that a particular type of feedback directly caused vocabulary acquisition, fluency, or confidence. A more defensible interpretation is that conversational opportunity and accessible guidance were perceived as mutually reinforcing features of instruction.

The interpretation is also supported, with qualifications, by other Arabic-language settings. Wardani and Inayati (2025) explore conversation-oriented activity in a madrasah special program, while Anggraini and Anwar (2024) describe conditions surrounding spoken Arabic development. Such comparisons situate the present findings within broader interest in practice-based instruction. They do not overcome the limitations of the data at MAS YMPI Sei Tualang Raso, where the reporting concentrates on selected participants and does not include independent assessment trajectories. The practical implication is to sustain regular conversation while documenting student progress more systematically, for example through comparable speaking tasks and explicit assessment criteria. The principal contribution remains an empirically situated account of what participants consider beneficial, not a demonstrated causal estimate of instructional effectiveness.

CONCLUSIONS

This study examined the implementation of muhadatsah instruction, its supporting and inhibiting conditions, and perceived Arabic speaking development at MAS YMPI Sei Tualang Raso, Tanjungbalai. The findings show that instruction was organized as a weekly, two-lesson-period subject using graded volumes of Lughotut Takhatub al-Mushowaroh. Translation, vocabulary preparation, memorized dialogue, enactment, conversational practice, and teacher correction formed a structured progression from linguistic models toward oral participation. Audiovisual materials, student enthusiasm, teacher guidance, and school-level attention supported this arrangement, whereas limited facilities, restricted instructional time, and heterogeneous prior language knowledge constrained implementation. Participants associated muhadatsah with progress in vocabulary use, sentence formation, speaking fluency, and confidence, including perceived relevance beyond the classroom. These accounts underscore the practical value of opportunities to speak and of differentiated support in Arabic education. However, the evidence is descriptive and qualitative; it does not establish the magnitude of proficiency gains or demonstrate that instruction alone caused them. The study is further limited by the small number of explicitly reported interview perspectives and incomplete documentation of observations and assessment procedures. Madrasahs may therefore strengthen conversational practice through more equitable speaking opportunities, appropriate media, and formative feedback, while future investigations should add transparent observation records and repeated, independently evaluated oral-performance assessments.

REFERENCES

Anggraini, N., & Anwar, N. (2024). Enhancing Arabic speaking skills in Indonesian madrasahs. *Indonesian Journal of Islamic Studies, 12*(2). https://doi.org/10.21070/ijis.v12i2.1714

Arsyad, A. (2003). *Bahasa Arab dan metode pengajarannya*. Pustaka Pelajar.

Asrori, I. (2015). *Strategi pembelajaran bahasa Arab*. Misykat.

Baharuddin, & Wahyuni, E. N. (2015). *Teori belajar dan pembelajaran*. Ar-Ruzz Media.

Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf & G. Appel (Eds.), *Vygotskian approaches to second language research* (pp. 33–56). Ablex.

Effendy, A. F. (2012). *Metodologi pengajaran bahasa Arab*. Misykat.

Hamid, A., et al. (2008). *Pembelajaran bahasa Arab: Pendekatan, metode, strategi, dan media*. UIN-Malang Press.

Hermawan, A. (2011). *Metodologi pembelajaran bahasa Arab*. Remaja Rosdakarya.

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development*. Oxford University Press.

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching* (3rd ed.). Oxford University Press.

Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition, 19*(1), 37–66. https://doi.org/10.1017/S0272263197001034

Medina Fernández, A. (2021). The effects of task-based language teaching on the speaking skill: A systematic research synthesis and meta-analysis. *Ciencia Digital, 5*(4), 72–93. https://doi.org/10.33262/cienciadigital.v5i4.1801

Moleong, L. J. (2017). *Metodologi penelitian kualitatif*. Remaja Rosdakarya.

Muna, W. (2011). *Metodologi pembelajaran bahasa Arab*. Teras.

Mustofa, S. (2011). *Strategi pembelajaran bahasa Arab inovatif*. UIN-Maliki Press.

Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction*. Routledge.

Pranoto, M. S., Utami, R., Mukti, A., & Mawarda. (2025). Penerapan metode muhadatsah dalam meningkatkan keterampilan berbicara bahasa Arab di Pesantren Sahabat Quran. *Jurnal Tarbiyah, 32*(2), 236–244. https://doi.org/10.30829/tar.v32i2.4690

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press.

Rosyidi, A. W., & Ni'mah, M. (2011). *Memahami konsep dasar pembelajaran bahasa Arab*. UIN-Malang Press.

Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif, dan R&D*. Alfabeta.

Swain, M. (2000). The output hypothesis and beyond: Mediating acquisition through collaborative dialogue. In J. P. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 97–114). Oxford University Press.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Wardani, A. P. K., & Inayati, N. L. (2025). Improving Arabic language speaking skills through students' muhadatsah in special programs in madrasah. *At-Tarbiyat: Jurnal Pendidikan Islam, 8*(1), 100–106. https://doi.org/10.37758/jat.v8i1.1277

Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry, 17*(2), 89–100. https://doi.org/10.1111/j.1469-7610.1976.tb00381.x