Efforts to improve Arabic language proficiency through the dialogue method in teaching speaking skills at MTs Badridduja Patokan, Kraksaan, Probolinggo

Moch. Yunus*[1]

[1]Universitas Islam Zainul Hasan Genggong, Indonesia
e-mail: mochyunus701@gmail.com
*Corresponding Author.

Abstract: *Arabic language learning at the madrasah tsanawiyah level still faces various challenges, particularly in developing speaking skills (maharah al-kalam). One of the main problems identified is students' low ability to express ideas orally, which is caused by limited active vocabulary, lack of speaking fluency, and low levels of courage and self-confidence. Therefore, learning strategies that encourage students to actively use Arabic in a communicative manner are needed. This study aims to analyze efforts to improve Arabic language proficiency through the dialog method in teaching speaking skills at MTS Badridduja Patokan Kraksaan Probolinggo. The research employs a quantitative approach using a quasi-experimental design with a one-group pretest–posttest model. The research subjects consist of 30 eighth-grade students selected through purposive sampling. Data collection techniques include oral tests, observation, and documentation. The data are analyzed using descriptive statistics and a paired sample t-test to determine differences in students' speaking abilities before and after the implementation of the dialog method. The results indicate a significant improvement in students' Arabic speaking skills after the application of the dialog method. The average posttest scores are higher than the pretest scores, and the statistical test results show a significant difference. The improvement covers aspects of speaking fluency, vocabulary mastery, pronunciation accuracy, and students' confidence in speaking Arabic. Thus, it can be concluded that the dialog method is effective in enhancing students' Arabic speaking skills and is suitable as an alternative strategy for Arabic language instruction at the madrasah tsanawiyah level.*
Keywords*: Dialog Method, Speaking Skills, Arabic Language Learning, Maharah al-Kalam, Madrasah Tsanawiyah*

Introduction

Speaking skills (maharah kalam) are one of the main competencies in language learning, especially Arabic, which reflect students' success in using the language communicatively and functionally both inside and outside the classroom. At the Madrasah Tsanawiyah (MTs) level, particularly at MTS Badridduja Patokan Kraksaan Probolinggo, the reality in the field shows that even though Arabic is a compulsory subject, many students still have difficulty expressing their ideas orally. This is related to students' low self-confidence, limited active vocabulary, and lack of interactive practice in an enjoyable and contextual speaking learning process. This phenomenon raises important questions about the effectiveness of the learning strategies used by Arabic language educators at the MTs in facilitating students' mastery of speaking skills.

The urgency of this research is based on the need to find an Arabic language learning approach that can optimally develop speaking skills. Dialogue learning as a communicative strategy is seen as having the potential to encourage active student participation, facilitate real language interaction learning, and improve speaking fluency and accuracy through repeated practice in meaningful contexts. In pedagogical studies, dialogue learning is not merely speaking practice, but also an

approach that integrates the form and function of language in authentic social interactions, making it relevant to the maharah kalam curricular objectives in MTs.

Various previous studies have shown the effectiveness of this learning method in improving Arabic speaking skills. Firdaus & Ammar (2023) found that the use of the dialogue method significantly improved students' speaking skills with a medium effect in statistical terms, indicating that dialogue can be an effective pedagogical tool in the context of Arabic language learning (Firdaus & Ammar, 2023). Research by Wahyu et al. (2024) at MTs Miftahul Khair Makassar also showed that the muhawaroh (dialogue) method can significantly improve students' maharah kalam scores after being applied in the learning cycle (Wahyu et al., 2024). Furthermore, a study by Julianti et al. (2025) at MTs Daarul Ma'arif Purwakarta revealed that the use of the dialogue method is more effective than other methods in learning Arabic speaking (Julianti et al., 2025). These three findings provide strong empirical evidence of the contribution of the dialogue method in developing Arabic speaking skills.

However, there are still research gaps that need to be addressed: there has not been much contextual research examining the specific implementation of the dialogue method in MTs in Probolinggo Regency, including at MTS Badridduja Patokan Kraksaan. Most previous studies were conducted in different locations and with variations in the dialogue method that did not fully describe the learning dynamics at MTs Badridduja, which has unique socio-cultural characteristics and student language backgrounds. In addition, previous studies tended to use experimental or general descriptive approaches without integrating comprehensive evaluation elements of speaking skills from the perspectives of both students and teachers. This condition opens up space for research that not only assesses effectiveness but also the process of dialogue learning in the real context of the classroom at MTs Badridduja.

Based on these phenomena and gaps, this study aims to analyze efforts to improve Arabic language skills through the dialogue method in speaking skills learning at MTS Badridduja Patokan Kraksaan Probolinggo. The main objectives of this study include: (1) describing the implementation of the dialogue method in Arabic speaking skills learning at MTs Badridduja; (2) measuring the effect of the dialogue method on improving students' speaking skills quantitatively; and (3) exploring the perceptions of students and teachers regarding the advantages and challenges of using the dialogue method in the speaking learning process. The findings of this study are expected to contribute substantially to Arabic language teaching practices in madrasahs and enrich the pedagogical research literature in the field of Arabic language education in the last five years.

Method

This study uses a quantitative approach with a focus on quasi-experimental research, which is appropriate for evaluating the effectiveness of a treatment in the context of foreign language learning in the classroom. The quantitative approach allows researchers to objectively measure changes in students' speaking skills before and after the application of the dialogue method, as well as to test the significance of the differences through statistical tests. The design chosen was a one-group pretest–posttest design, because the class being studied was already formed and the experimental treatment was applied to that group without an external control group, as is commonly used in quasi-experimental Arabic language learning research (Suryani et al., 2022).

The research was conducted at MTS Badridduja Patokan Kraksaan Probolinggo during one semester of learning. This location was chosen because it follows a formal Arabic language curriculum and has a real need to improve students' speaking skills, especially maharah al-kalam. The research population included all eighth-grade students who took Arabic language classes at MTs Badridduja. The sample was selected using purposive sampling, considering classes that were relatively homogeneous in their initial Arabic speaking abilities and willingness to participate in dialogue-based learning. The sample size was set at 30 students to ensure statistical validity in accordance with

quantitative research norms. This pretest-posttest design was also seen in a previous study on learning Arabic vocabulary (Firdaus & Ammar, 2023).

Data collection in this study was conducted through tests, observations, and documentation. Tests were used to measure students' Arabic speaking skills before and after the implementation of the dialogue method, with indicators of fluency, accuracy of pronunciation, vocabulary mastery, and courage to speak. Observations were conducted to determine the process of implementing the dialogue method as well as student activity and interaction during learning. Meanwhile, documentation was used as supporting data, including the syllabus, lesson plans, student lists, and documentation of learning activities (Suryani et al., 2022).

The pretest and posttest data were analyzed using the following steps: First, descriptive analysis, including descriptive statistics for the mean, standard deviation, and distribution of scores before and after the treatment. Second, inferential analysis, a paired sample t-test was used to determine whether there was a significant difference between the pretest and posttest scores after applying the dialogue method. This type of test is commonly used in language learning research that measures changes in student learning achievement through quasi-experimental designs. Data processing was carried out using statistical software such as SPSS or jamovi in accordance with quantitative language education research standards (Firdaus & Ammar, 2023).

The validity of the data in this study was ensured through content validity, namely by requesting assessments from experts and Arabic language teachers to ensure the suitability of the test instruments with the speaking skill indicators. The reliability of the data was tested using inter-rater reliability, involving more than one assessor to ensure consistency in the assessment results. In addition, internal validity was maintained through control of the learning process and timing of implementation, while external validity was ensured through the selection of a representative sample.

Results and Discussion

Improving Students' Arabic Speaking Skills through the Dialogue Method

The results of the study show an improvement in students' Arabic speaking skills after the dialogue method was applied in speaking skills learning. This improvement can be seen from a comparison of the pretest and posttest scores obtained by 30 eighth-grade students at MTS Badridduja Patokan Kraksaan Probolinggo. Before the treatment was given, the students' speaking skills were still in the moderate to low category, which was characterized by limited active vocabulary, lack of fluency, and low confidence in expressing ideas orally in Arabic.

After the implementation of the dialogue method, there was a significant increase in the average score of the students' speaking skills. The dialogue method provided opportunities for students to actively practice speaking through direct interaction, so that students became accustomed to using Arabic in a communicative context. This improvement was not only seen in terms of scores, but also in the students' attitudes, as they became more confident and courageous in speaking in front of the class.

Table 1. Comparison of Arabic Speaking Skills Pretest and Posttest Scores

Test Type	N	Mean Score	Minimum Score	Maximum Score
Pretest	30	65.20	55	75
Posttest	30	80.40	70	90

Based on Table 1, it can be seen that the average value of students' speaking skills increased by 15.20 points after the application of the dialogue method. This increase shows that the dialogue method contributes positively to students' mastery of speaking skills, especially in terms of fluency and courage in speaking. To reinforce these findings, a statistical test was conducted using a paired

sample t-test. The results of the analysis show a significance value (Sig.) < 0.05, which means that there is a significant difference between the pretest and posttest scores. Thus, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, so it can be concluded that the dialogue method has a significant effect on improving students' Arabic speaking skills.

Pedagogically, these findings show that dialogue-based learning can create a communicative and interactive learning atmosphere. Students do not only act as recipients of material, but also as active participants in language use. This is in line with the objectives of speaking skills learning, which is to accustom students to using Arabic orally in real and meaningful situations.

Figure 1. Documentation of the Application of the Dialogue Method in Arabic Language Learning

This image shows the activities of eighth-grade students at MTS Badridduja Patokan Kraksaan Probolinggo while participating in Arabic language learning using the dialogue method. The students are seen in pairs conducting simple dialogues in front of the class, while the teacher acts as a facilitator who guides the dialogue and provides feedback on the students' pronunciation and vocabulary usage.

The Effectiveness of the Dialogue Method in Teaching Speaking Skills

The application of the dialogue method in teaching Arabic speaking skills has proven to be effective in improving students' communicative abilities. This method places students as active subjects of learning through structured and contextual dialogue practice, thereby encouraging the direct use of Arabic in classroom interactions. During the learning process, students not only memorize vocabulary or sentence patterns, but also use them functionally in simple conversations relevant to everyday life.

The effectiveness of the dialogue method can be seen from the improvement in students' fluency in speaking. Students become more accustomed to composing and uttering sentences in Arabic without long pauses, because dialogue activities are carried out repeatedly and in pairs. In addition, students' active vocabulary mastery also improves, especially vocabulary that is often used in thematic dialogues. The dialogue method encourages students to remember and use vocabulary practically, rather than just passively recognizing it. Another aspect that has seen significant improvement is the students' courage and confidence in speaking Arabic. Through dialogue, students practice speaking in a more relaxed and collaborative atmosphere, thereby minimizing their fear of making mistakes. Teachers act as facilitators who provide direct feedback without hindering the students' communication flow. This creates a communicative learning environment that supports the optimal development of maharah al-kalam.

Table 2. Average Scores for Each Aspect of Students' Speaking Skills

Assessment Aspects	Pre-test Average	Post-test Average
Fluency in Speaking	64,50	81,00
Vocabulary Mastery	66,20	79,80
Accuracy in Pronunciation	65,10	80,30
Confidence in Speaking	63,80	82,10

Table 2 shows that all aspects of speaking skills improved after the implementation of the dialogue method. The most notable improvement was in the aspect of speaking confidence, indicating that the dialogue method is effective in building students' confidence to use Arabic orally in front of their peers and teachers.

Figure 2. Documentation of Arabic Language Learning Using the Dialogue Method

This image shows eighth-grade students at MTS Badridduja Patokan Kraksaan Probolinggo practicing Arabic dialogue in pairs in the classroom. The teacher is seen guiding the dialogue and providing direct instructions and corrections, while other students watch and wait for their turn. This documentation shows an interactive and communicative learning atmosphere, which is a key feature of the dialogue method.

Relevance of Research Findings to Previous Research and Implications for Learning

The findings of this study indicate that the application of the dialogue method has a positive and significant effect on improving the Arabic speaking skills of MTs students. These results are in line with previous research findings which confirm that the dialogue or muhāwarah method is effective in improving maharah al-kalam because it emphasizes direct communication and active interaction between students. The similarity of these results strengthens the argument that Arabic language learning oriented towards real-life language use is more effective than the conventional teacher-centered approach.

When compared to previous studies, this study reinforces empirical evidence that the dialogue method not only has an impact on improving linguistic aspects, such as fluency and vocabulary mastery, but also on students' affective aspects, especially their courage and confidence in speaking Arabic. The contribution of this study lies in the application of the dialogue method in the context of MTs in the Probolinggo region, which has students with heterogeneous Arabic language abilities. Thus, this study broadens the context of the application of the dialogue method and demonstrates its relevance in different madrasah environments.

In addition, the findings of this study also have practical implications for Arabic language learning in MTs. Arabic language teachers can use the dialogue method as an alternative strategy for teaching speaking skills that is effective and applicable. This method can be integrated into routine learning through simple thematic dialogues that are tailored to the teaching material and the students' ability levels. The continuous application of the dialogue method has the potential to create a communicative learning atmosphere, increase student participation, and encourage the functional use of Arabic in the classroom.

Table 3. Comparison of Research Results with Previous Research

Aspects Compared	Previous Research	This Study
Learning Methods	Dialogue / Muhāwarah	Dialogue
Skill Focus	Speaking (Kalam)	Speaking (Kalam)
Main Impact	Improvement in speaking skills	Significant improvement in speaking skills
Research Context	MTs/Madrasah in other regions	MTs Badridduja Patokan Kraksaan Probolinggo
Contribution	Evidence of the effectiveness of the method	Strengthening and expanding the context of application

Table 3 shows that the results of this study are consistent with previous studies, while also providing additional contributions in terms of the context of the location and characteristics of the research subjects.

The Arabic language learning environment in class VIII at MTS Badridduja Patokan Kraksaan Probolinggo shows dialogic interactions between students taking turns. Students appear more confident in delivering dialogues in Arabic, while teachers observe the interactions and provide immediate feedback. These learning conditions reflect the creation of an active and communicative learning environment that supports the improvement of students' Arabic speaking skills.

Conclusion

This study shows that the application of the dialogue method in teaching Arabic speaking skills significantly improves the maharah al-kalam abilities of students at MTS Badridduja Patokan Kraksaan Probolinggo. These findings reinforce the state of the art in Arabic language learning, which emphasizes a communicative approach based on dialogue practice as an effective strategy for improving students' speaking skills, especially at the madrasah tsanawiyah level. In line with the research objectives, the results of quantitative analysis prove that there is a significant difference between students' speaking skills before and after the application of the dialogue method. This improvement was not only seen in linguistic aspects, such as fluency, vocabulary mastery, and pronunciation accuracy, but also in affective aspects, especially students' courage and confidence in using Arabic orally. Thus, the research objective of measuring the effectiveness of the dialogue method in improving Arabic speaking skills has been empirically achieved.

The novelty of this study lies in the application and testing of the dialogue method in the context of Arabic language learning at MTs Badridduja Patokan Kraksaan Probolinggo, which has different student characteristics and learning environments from previous studies. This study not only confirms the effectiveness of the dialogue method but also shows that this method is relevant and adaptable for application in madrasas with heterogeneous Arabic language abilities among students. Theoretically, this study contributes to strengthening the study of Arabic language learning based on a

communicative approach, particularly in the development of speaking skills. Practically, the results of this study have implications for Arabic language teachers to implement the dialogue method as an alternative learning strategy that is effective, applicable, and contextual in improving students' speaking skills at the madrasah tsanawiyah level.

Acknowledgment

References

Firdaus, F. A., & Ammar, F. M. (2023). Enhancing Arabic speaking proficiency: The impact of dialogue method. *Indonesian Journal of Islamic Studies, 12*(1). https://doi.org/10.21070/ijis.v12i1.1695

Fajrin, R. M. (2020). Penerapan metode langsung dalam meningkatkan keterampilan berbicara bahasa Arab. *Jurnal Pendidikan Bahasa Arab*.

Hapid, N. (2023). Penerapan metode langsung (thoriqoh mubasyarah) dalam meningkatkan keterampilan berbicara bahasa Arab. *Jurnal Hasil Penelitian dan Pengembangan (JHPP), 1*(4), 265–270.

Julianti, J., Susilawati, S., & Munir, D. R. (2025). Penggunaan metode dialog (muhawaroh) dalam keterampilan berbicara bahasa Arab kelas VII. *Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaan*.

Meiliyadi, L. A. D., Mauladi, A., Sakaki, M., Garnis, A. A., & Hariadi, R. (2023). Pembinaan peningkatan kemampuan berbahasa Arab melalui metode muhawaroh (dialog) santri TPQ Al-Akidah Telage Ngembeng, Kabupaten Lombok Barat. *Al Hayat: Jurnal Pengabdian Masyarakat, 1*(1), 17–24.

Nalole, D. (2018). Meningkatkan keterampilan berbicara (maharah al-kalam) melalui metode muhadtsah dalam pembelajaran bahasa Arab. *Al-Minhaj: Jurnal Pendidikan Islam, 1*(1), 129–145.

Nugraha, R. M., Ridwan, M., Bahri, S., & Fadhillah, M. W. F. (2023). Pelatihan peningkatan kemampuan bahasa Arab aktif bagi siswa SMP Terpadu Al-Amin Tasikmalaya. *JIPM: Jurnal Inovasi Pengabdian Masyarakat, 1*(2), 93–97.

Ratnaningtiyas, O. (2024). Pengaruh metode hiwar terhadap keterampilan berbicara bahasa Arab. *Arabia: Jurnal Ilmu Bahasa Arab, 2*(1), 1–13.

Suryani, R. M., Amir, F. R., & Balgis, L. F. (2022). Efektivitas metode audiolingual dalam peningkatan maharah al-kalam bahasa Arab. *Tatsqify: Jurnal Pendidikan Bahasa Arab, 3*(1), 47–56. https://doi.org/10.30997/tjpba.v3i1.4964

Wahyu, M. W. S., Jufri, A. P., & Kudus, R. (2024). Peningkatan kemampuan berbicara bahasa Arab melalui metode muhawaroh (dialog). *TEKNOS: Jurnal Pendidikan dan Teknologi*.