ENHANCING ARABIC SPEAKING SKILLS IN TRADITIONAL *PESANTREN*

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Abstract
Proficiency in the Arabic language is imperative in the context of Islamic education. However, the effective study of Arabic remains a challenge, hindering students' abilities to engage with Islamic texts and communicate in Arabic-speaking environments. Focusing on Pesantren Raudhatul Ulum-Pati, this study investigates the strategies and challenges associated with enhancing Arabic speaking skills in traditional Islamic boarding schools (Pesantren). Specific teaching techniques employed by instructors at this pesantren, aimed at improving students' Arabic speaking abilities, as well as the challenges impeding fluency, were examined through a qualitative research design, including classroom observations and interviews with teachers, administrators, and students. The outcomes highlight the importance of innovative methods and shed light on issues such as a lack of exposure to Arabic-speaking environments. The program implemented in this pesantren serves as an exemplary model for other traditional Islamic boarding schools seeking to elevate their students' proficiency in the Arabic language. The findings of this study hold significant implications for all traditional Islamic boarding schools (pesantren) in Indonesia.

Keywords: Arabic Speaking Skills, Challenges and Strategies Language, Traditional Pesantren.

Abstrak

Kemahiran berbahasa Arab sangat penting dalam kurikulum pendidikan Islam. Namun, kemampuan siswa untuk berinteraksi dengan teks-teks Islam dan dengan individu di lingkungan berbahasa Arab dibatasi oleh ketidakmampuan mereka untuk belajar bahasa Arab dengan sukses. Dengan fokus di Pesantren Raudhatul Ulum-Pati, tujuan penelitian ini adalah untuk mengetahui strategi dan tantangan yang terkait dengan peningkatan kemampuan berbahasa Arab di pesantren tradisional. Teknik khusus yang digunakan oleh para guru di pesantren ini adalah untuk meningkatkan kemampuan berbahasa Arab siswanya serta tantangan yang mereka hadapi dalam mencapai kefasihan juga dikaji dalam penelitian ini. Penelitian ini menggunakan desain penelitian kualitatif, menggunakan teknik pengumpulan data observasi kelas dan wawancara dengan pendidik, administrator, dan siswa. Hasilnya menunjukkan bahwa keduanya menekankan metode inovatif ini dan menarik perhatian pada isu-isu seperti kurangnya paparan terhadap lingkungan berbahasa Arab. Program pesantren ini adalah contoh yang baik bagi pesantren tradisional lainnya yang ingin meningkatkan kemahiran bahasa Arab murid-muridnya. Temuan penelitian ini sangat penting bagi semua pesantren tradisional di Indonesia.

Kata Kunci: *Keterampilan Berbicara Bahasa Arab, Tantangan dan Strategi Pengajaran Bahasa, Pesantren Tradisional.*

INTRODUCTION

The Arabic language holds a pivotal role of exceptional significance within the intricate tapestry of traditional Indonesian pesantren. It functions as both a conduit and a critical key, unlocking the vast reservoir of Islamic knowledge embedded in traditional texts.[1] Proficiency in Arabic not only facilitates direct engagement with the expansive realms of the Quran and Hadith, deepening comprehension of Islam's foundational texts, but it also serves as a catalyst for exploring an extensive corpus of Islamic literature crafted by esteemed scholars across epochs.[2] Beyond its spiritual value, the importance of the Arabic language in pesantren circles significantly surpasses its scholarly implications. Attaining fluency in Arabic is a crucial stride toward becoming an Islamic scholar or instructor, enabling access to the treasures concealed in original sources and scholarly texts across various Islamic disciplines. Arabic proficiency equips academics and teachers with the essential skills for comprehensive research and nuanced discussions encompassing dimensions from theology and jurisprudence to spirituality.

The significance of Arabic transcends academic pursuits, playing a vital role in preserving Islamic cultural identity within pesantren communities. These institutions, by safeguarding the

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[1] I. Fuerst, "Job Ads Don't Add Up: Arabic + Middle East + Texts ≠ Islam," *Journal of the American Academy of Religion* 88, no. 4 (2020): 915-946, https://doi.org/https://doi.org/10.1093/jaarel/lfaa058.

[2] D. Ekawati, "Urgency of Arabic in Islamic Education," *International Journal of Arabic Language Teaching* 1, no. 2 (2019): 209-222, https://doi.org/https://doi.org/10.32332/ijalt.v1i02.1792.

Arabic language, forge a lasting connection to the historical roots of Islamic education.[3] Furthermore, effective communication in Arabic becomes a dynamic force fostering camaraderie among students from diverse backgrounds,[4] strengthening both internal bonds and the connection between pesantren establishments and the broader global Muslim community.[5]

Arabic is taught primarily through the study of holy texts in traditional Islamic boarding schools, with an emphasis on language sciences like Sharaf, Nahwu, and Balaghah. Grammar translation is used in the style of pesantren Arabic instruction, which is focused on comprehending Islamic doctrines. Instead of encouraging active communication, this method frequently results in restricted receptive reading abilities.[6] The teacher-student connection is unequal and the teacher spends most of the study time discussing the material.

The path to mastery involves navigating the difficulties of Arabic grammar, script, and structure. These problems are made worse by the dearth of modified textbooks, which calls for creative solutions.[7] Acknowledging this, Pesantren Raudhatul Ulum enriches students' intellectual development by incorporating speaking abilities as a vital part of Arabic instruction. Proficiency in Arabic language not only promotes scholarly inquiry in Islamic studies but also improves comprehension of the Quran.[8]

In conclusion, developing Arabic language skills is imperative for students pursuing Islamic education within the pesantren system. While facing challenges, traditional pesantren, exemplified by Pesantren Raudhatul Ulum -Pati, offer valuable insights for administrators and educators. The implications of this research extend beyond individual language proficiency, influencing educational paradigms in traditional pesantren and potentially impacting language teaching on a broader scale. The quest for Arabic fluency becomes a journey toward individual development and the enrichment of Islamic history within a complex network of education.

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[3] Devi Oktaviani, Moch Arif Bijaksana, and Ibnu Asror, "Building a Database of Recurring Text in the Quran and Its Translation," in *Procedia Computer Science* 157 (2019): 125-133, https://doi.org/10.1016/j.procs.2019.08.149.

[4] A. Djuaeni, M., & Usman, "Al-Lughah Al-'Arabīyah Fī Al-Ma'āhid Al-Islāmīyah Bī Indūnīsīyā: Mushkilātuhā Wa Ṭuruq Ḥallihā," *Studia Islamika* 28, no. 2 (2021): 413-455, https://doi.org/https://doi.org/10.36712/SDI.V28I2.21936.

[5] Y. M Alomaim, T. I. and Altameemi, "Saudi Students' Perspective towards Language Education Policy of Using the First Language in Teaching the Second Language," *Asian-Pacific Journal of Second and Foreign Language Education* 7, no. 1 (2022): 1-19, https://doi.org/doi: 10.1186/s40862-022-00146-5.

[6] Muhammad Sya'dullah Fauzi and Zaimatuz Zakiyah, "The Values of Integration-Interconnection in the Material of Arabic Textbook for Islamic Senior High School in Indonesia," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 67-84, https://doi.org/10.23971/altarib.v9i1.2584.

[7] Husnaini Jamil and Nur Agung, "Designing The Arabic Learning Book Based on The Hiwar Approach for Non-Arabic Education Program at Muhammadiyah Islamic University of Sinjai (Ar)," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 7, no. 2 (2019): 97-110, https://doi.org/10.23971/altarib.v7i2.1561.

[8] Sueraya Che Haron et al., "Challenges in Learning to Speak Arabic," *Journal of Education and Practice* 7, no. 24 (2016): 80-85.

METHOD

This study aims to improve students' Arabic language skills at Pesantren Raudhatul Ulum by clarifying procedures and addressing issues that arise. The first step is to identify the important parties, which should include officials and teachers. After that, a detailed plan is created that outlines particular methods of instruction and classroom activities intended to encourage students to actively participate in their Arabic language learning. Concurrently, the research aims to explore the many challenges that students at this Islamic boarding school encounter while trying to become fluent in Arabic. These difficulties could include low exposure to Arabic-speaking surroundings, few speaking chances, regional dialect influence, and restricted resources.

To achieve the research objectives, a qualitative research methodology is employed, incorporating focused interviews, classroom observations, and surveys. Focused interviews facilitate a nuanced exploration of teaching approaches and the obstacles faced by students, capturing the diverse experiences, perceptions, and opinions of key stakeholders, including students, administrators, and Arabic language instructors. Classroom observations provide a real-time perspective on teaching strategies and student engagement, complementing the insights gained from interviews.[9] Surveys, administered to a larger cohort of students, contribute quantitative data, providing a statistical dimension to the qualitative insights gained.[10] The subsequent phase involves the integration of collected data, wherein qualitative information from interviews and observational data is synthesized to identify patterns, recurring themes, and correlations. This analytical process transcends surface-level understanding, facilitating a profound exploration of the contextual factors influencing Arabic language learning within the unique cultural and educational context of traditional pesantren.[11]

Findings from the data integration and analysis are meticulously documented in a comprehensive report. The report not only outlines the challenges faced by students in acquiring Arabic language proficiency but also synthesizes actionable insights and evidence-based recommendations. Citations of relevant literature and studies on language learning and educational methodologies are incorporated to provide a theoretical framework and context within the broader

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[9] M. Tanase, "Motivating Students to Become Critical Thinkers: A Look at Instructional Strategies in Three High School Classrooms," *Educational Practice and Theory* 43, no. 2 (2021): 5-18, https://doi.org/https://doi.org/10.7459/ept/43.2.02.

[10] John W Creswell and J David Creswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, 5th ed (London: SAGE Publications, 2018), 131.

[11] Mustolikh Khabibul Umam, "Educational Institution (Competence, Cultural Identity & Religious Attitude)," *Al-Irfan: Journal of Arabic Literature and Islamic Studies* 4, no. 1 (2021): 1-15., https://doi.org/https://doi.org/10.36835/AL-IRFAN.V4I1.4280.

academic discourse.[12] To ensure the validity, relevance, and effectiveness of the proposed strategies, the research process incorporates a continuous feedback loop with stakeholders. This involves open communication channels with administrators, instructors, and students, enabling ongoing validation of findings and recommendations.[13] Stakeholder feedback serves as a crucial tool for refining and fine-tuning the proposed solutions based on real-world experiences and perspectives.

As part of the continuous improvement process, the research methodology remains open to iteration and adjustment based on the feedback received. This iterative approach acknowledges the dynamic nature of educational environments and allows for the incorporation of evolving insights and perspectives**.** By actively engaging with stakeholders throughout the research and reporting phases, the study aspires to contribute not only to the academic understanding of language learning but also to the practical enhancement of Arabic language proficiency in traditional pesantren settings.

RESULTS AND DISCUSSION

Based on observations of Arabic language teaching practices, interviews with teachers and administrators as well as a broader survey of students at the Pesantren Raudhatul Ulum in terms of efforts to improve Arabic speaking skills among students by exploring various pedagogical approaches and highlighting successful strategies for traditional Islamic boarding schools, we aims to provide insight into effective methods for improving students' Arabic speaking skills at this Islamic boarding school as follows:

Strategies for Enhancing Arabic Speaking Skills

1. Interactive Learning Activities

Incorporating interactive learning activities into Arabic language instruction has been proven to be highly effective in enhancing students' speaking skills.[14] These activities, such as debates, discussions, presentations, and group projects, provide opportunities for students at Pesantren Raudhatul Ulum to actively use Arabic to express their ideas and opinions. Engaging in such interactive tasks fosters a sense of active participation and ownership over the language,

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[12] X. Wang, S. , Chen, M. , Li, M. , Liu, Y. and Ye, "Research on the Presentation Methods of MOOCs' Teaching Video Based on the Qualitative Research Approached: A Case Study of 322 National-Level Quality MOOCs," *Open Journal of Social Sciences* 9, no. 10 (2021): 368-379, https://doi.org/doi: 10.4236/jss.2021.910026.

[13] F. Mowlanapour, R., Farjami, Y., & Saghafi, "Investigating Organizational Characteristics during the First Three Lifecycle Stages Using the PAEI Framework and the System Dynamics Approach," *Computational and Mathematical Organization Theory* 27, no. 1 (2020): 35-60, https://doi.org/https://doi.org/10.1007/s10588-020-09319-4.

[14] W. Littlewood, "Communicative and Task-Based Language Teaching in East Asian Classrooms," *Language Teaching* 40, no. 3 (2007): 243-249, https://doi.org/244. doi:10.1017/S0261444807004363.

leading to increased fluency and confidence in speaking Arabic.[15] Moreover, interactive learning activities promote a learner-centered approach, where students take an active role in their language development, making the learning process more meaningful and enjoyable.

To optimize the impact of interactive learning activities, teachers at this pesantren can scaffold the activities based on students' proficiency levels.[16] By providing appropriate support and guidance, teachers ensure that students can actively engage in the activities without feeling overwhelmed. Additionally, incorporating real-life topics and contexts into these activities allows students to relate their language skills to practical situations, thus reinforcing the relevance of their learning.[17] By embracing interactive learning activities in Arabic language instruction, Pesantren Raudhatul Ulum can create an environment where students thrive in using Arabic for communication and develop the skills necessary to express themselves effectively in various social and academic settings.[18]

2. Role-Playing

Role-playing activities offer a dynamic and engaging approach to enhancing Arabic speaking skills in traditional pesantren settings.[19] By providing students with opportunities to participate in simulated real-life situations, role-plays enable them to practice Arabic in a meaningful and contextualized manner.[20] During these activities, students take on different roles and interact with one another using Arabic, which not only helps expand their vocabulary but also enhances their conversational skills. Moreover, role-playing allows students to develop

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[15] Sutaman Hatta Sabri, Wildana Wargadinata, "Taʿlim Al-Istima' Wa Al-Kalam Bi Tatbiq Uslub Fariq Al-Tadris Fi Al-Jami'ah Al-Islamiyah Al-Hukumiyah," *ALSINATUNA: Journal of Arabic Linguistics and Education* 8, no. 2 (2023): 241-266, https://doi.org/https://doi.org/10.28918/alsinatuna.v8i2.1747.

[16] M. Hamzah, M., Abdullah, H., & Ahmad, "Effect of English Proficiency on Social Capital and Academic Achievement among Economic Students," *International Journal of Biological Sciences* 16, no. 3 (2015): 453-469, https://doi.org/https://doi.org/10.33736/IJBS.579.2015.

[17] M. Hobbs, R., He, H., & Robbgrieco, "Seeing, Believing, and Learning to Be Skeptical: Supporting Language Learning Through Advertising Analysis Activities," *TESOL Journal* 6, no. 3 (2015): 447-475, https://doi.org/https://doi.org/10.1002/TESJ.153.

[18] S. M., M., Jaeni, M., and Salamah, "The Use of Arabic with a Communicative Approach: A Sociolinguistic Review," *Reslaj: Religion Education Social Laa Roiba Journal* 5, no. 1 (2023): 199-206, https://doi.org/https://doi.org/10.47467/reslaj.v5i1.1378.

[19] J.S. Rojas, M.A., & Villafuerte, "The Influence of Implementing Role-Play as an Educational Technique on EFL Speaking Development.," *Theory and Practice in Language Studies* 8, no. 7 (2018): 726-732, https://doi.org/DOI:10.17507/tpls.0807.02.

[20] Muhammad Ahsan Thoriq, Mohammad Ahsanuddin, and Yoke Suryadarma, "Tasmim Mudawanah Al-Munazarah Al-Arabiyyah 'Ala Asas Al-Sam'Iyyah Al-Basarariyyah," *ALSINATUNA: Journal of Arabic Linguistics and Education* 8, no. 1 (2022): 109–127, https://doi.org/https://doi.org/10.28918/alsinatuna.v8i1.1736.

confidence in using Arabic for various purposes, such as ordering food in a restaurant, negotiating in a business context, or engaging in social interactions.[21]

Teachers can create role-playing scenarios that are in line with the interests and learning goals of their students to get the most out of it. Students can link their language study with their religious and cultural identities by including subjects from Islamic history, culture, and traditions. Teachers can encourage their pupils to try out new roles and experiment with language use by fostering a safe and encouraging learning environment. The role-playing method closes the communication gap between classroom learning and real-world communication by empowering students to use their language abilities in practical contexts. Role-playing activities have been widely recognized as an effective method to promote active language use and communication in language classrooms. In the context of Pesantren Raudhatul Ulum, incorporating role-playing into Arabic language instruction can significantly contribute to students' linguistic and communicative competence in Arabic, aligning with the pesantren's goal of fostering religious and academic excellence through comprehensive language education.[22]

3. Authentic Materials and Multimedia Resources

Incorporating authentic materials and multimedia resources into Arabic language instruction at Pesantren Raudhatul Ulum significantly enrich students' language learning experiences.[23] Authentic materials, such as Arabic literature, news articles, videos, and podcasts, expose students to real-world language use and cultural nuances, enabling them to develop a more natural and contextually relevant speaking proficiency.[24] Exposing students to authentic language allows them to encounter various language registers and styles, enhancing their ability to communicate effectively in different situations.[25] Multimedia resources, such as audio and video materials, further support the development of listening and speaking skills, as students engage with spoken Arabic in its authentic form.[26]

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[21] Rojas Encalada and Jhonny Saulo Villafuerte Maria Asuncion, "The Influence of Implementing Role-Play as an Educational Technique on EFL Speaking Development," *Theory and Practice in Language Studies* 8, no. 7 (2018): 726-732, https://doi.org/DOI:10.17507/tpls.0807.02.

[22] M. Falikul Isbah, "Pesantren in the Changing Indonesian Context: History and Current Developments," *Qudus International Journal of Islamic Studies (QIJIS)* 8, no. 1 (2020): 65-106, https://doi.org/DOI: http://dx.doi.org/10.21043/qijis.v8i1.5629.

[23] B. Tomlinson, "Materials Development for Language Learning and Teaching," *Language Teaching* 45, no. 2 (2012): 143-179, https://doi.org/doi:10.1017/S0261444811000528.

[24] B. Kohnke, L., & Moorhouse, "Facilitating Synchronous Online Language Learning through Zoom," *RELC Journal* 53, no. 1 (2020): 296-301, https://doi.org/https://doi.org/10.1177/0033688220937235.

[25] H. Douglas Brown, *Principles of Language Learning and Teaching (5th Ed.)* (Pearson Education, 2007), 256.

[26] B. Leaver, B. L., Ehrman, M. E., & Shekhtman, *Achieving Success in Second Language Acquisition.* (Cambridge: Cambridge University Press., 2005), 223.

The researchers also believed that students with good ability to use various tools will enable them to participate in Arabic learning more easily. Besides, it is also vital for the students to have good technological background in order to be excellently involved in learning, since they require to have some level of comfort while using the computer and web technologies. Without good multimedia knowledge it becomes a hindrance for the students to take part in Arabic learning.

By integrating authentic materials and multimedia resources into lessons, teachers at Pesantren Raudhatul Ulum provide students with opportunities to explore a wide range of topics and themes in Arabic. This approach not only promotes language proficiency but also fosters cultural awareness and appreciation.[27] Students gain insights into Arabic culture, traditions, and current affairs, making their language learning experience more meaningful and relevant. Furthermore, the use of multimedia resources facilitates interactive learning, allowing students to engage in activities such as watching and discussing videos, listening to podcasts, and participating in group discussions, all of which contribute to their speaking fluency.[28]

Utilizing authentic materials and multimedia resources aligns with the communicative language teaching approach, providing students at this pesantren with the necessary tools to communicate effectively in Arabic-speaking settings. By immersing students in real-life language use and cultural contexts, the integration of these resources enables students to achieve linguistic and communicative competence in Arabic, preparing them to be proficient language users in diverse social and academic settings.[29]

4. Language Circles

Pesantren Raudhatul Ulum highlights the value of language circles, or halaqah, as a crucial component of their method for teaching Arabic.[30] The language circles are carefully designed to suit learners with all levels of proficiency, guaranteeing full engagement and optimal advantages for all students. The language circles offer a friendly and inclusive atmosphere for all students,

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[27] Jeffrey Bale, "Arabic as a Heritage Language in the United States," *International Multilingual Research Journal* 4, no. 2 (2010): 125-151, https://doi.org/https://doi.org/10.1080/19313152.2010.499041.

[28] D. Kessler, G., & Bikowski, "Developing Collaborative Autonomous Learning Abilities in Computer-Mediated Language Learning: Attention to Meaning among Students in Wiki Space," *Computer Assisted Language Learning* 23, no. 1 (2010): 41-58, https://doi.org/https://doi.org/10.1080/09588220903467335.

[29] L. Visonà, M. W., & Plonsky, "Arabic as a Heritage Language: A Scoping Review," *International Journal of Bilingualism* 24, no. 4 (2020): 599-615, https://doi.org/https://doi.org/10.1177/1367006919849110.

[30] Choirul Mahfud, et al, "Islamic Cultural and Arabic Linguistic Influence on the Languages of Nusantara From Lexical Borrowing to Localized Islamic Lifestyles," *Wacana* 22, no. 1 (2021): 224-248, https://doi.org/https://doi.org/10.17510/wacana.v22i1.914.

regardless of their level of experience, whether they are novices learning Arabic for the first time or seasoned language learners looking to improve their proficiency.

The strength of these halaqah sessions lies in the diversity of interactive activities that occur during the gatherings Engaging in group discussions allows students to practice conversational Arabic and develop a natural flow in their speech, fostering greater fluency and expression. The language circles foster a collaborative learning environment where students actively learn from each other.[31] As they share their knowledge and experiences, learners gain a deeper understanding of various aspects of the Arabic language and culture. This peer-to-peer interaction cultivates a sense of camaraderie and support among students, encouraging them to push their boundaries and take risks in their language learning journey.

Beyond language skills, the language circles also play a vital role in promoting a greater appreciation and understanding of Arabic culture and Islamic teachings.[32] Discussions on cultural topics offer students insights into the traditions, values, and heritage of Arabic-speaking communities, fostering cultural sensitivity and open-mindedness.

Challenges in Enhancing Arabic Speaking Skills

Language development in students may be hampered by a lack of exposure to native Arabic-speaking contexts. Effective language learning requires immersion in a native language environment. In order to get around this, Pesantren Raudhatul Ulum and other Islamic boarding schools can employ technology to build virtual Arabic settings, take part in language and cultural exchange programs, and increase the exposure of their pupils to various linguistic circumstances. Due to huge class sizes and other educational concerns, Pesantren also faces the problem of inadequate speaking practice chances. More speaking practice, more fluency, and increased confidence can be achieved by combining interactive teaching techniques, language circles, and online language exchanges.[33]

Arabic correctness may also be impacted by regional influences and languages spoken outside of the classroom. This issue can be resolved by promoting the usage of standard Arabic and raising awareness of dialectal distinctions. Arabic teachers who are qualified are crucial, yet

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[31] Namaziandost and Homayouni, "The Impact of Cooperative Learning Approach on the Development of EFL Learners' Speaking Fluency," *Cogent Arts & Humanities*, (2020): 1-13, https://doi.org/https://doi.org/10.1080/23311983.2020.1780811.

[32] A. Amrina, A., M, I., Mudinillah, A., & Noor, "The Contribution of Arabic Learning To Improve Religious Materials for Students," *Ijaz Arabi Journal of Arabic Learning* 5, no. 1 (2022): 192-200, https://doi.org/https://doi.org/10.18860/ijazarabi.v5i1.15066.

[33] Ahlam Mohammed Al-Abdullatif and Merfat Ayesh Alsubaie, "Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia," *Sustainability* 14, no. 19 (2022): 1-20, https://doi.org/https://doi.org/10.3390/su141911868.

traditional pesantren may not offer sufficient educational chances. Making an investment in teacher training initiatives can improve the effectiveness of language instruction. The curriculum emphasizes Islamic teaching, thus there isn't much time for in-depth Arabic study. A balance can be achieved by promoting conversational Arabic and integrating language practice with religious studies. The enthusiasm and self-assurance of pupils who want to learn Arabic might be impacted by cultural and social circumstances. This worry can be lessened by fostering an environment of encouragement and support. This issue demands a multifaceted strategy to be solved. Traditional pesantren can foster confident and skilled Arabic speakers while upholding its Islamic history by integrating virtual settings, interactive teaching methods, cultural exchange, and teacher training.

CONCLUSION

It is impossible to overestimate the importance of speaking Arabic in Islamic education, and this essay examines the tactics and difficulties faced by conventional Islamic boarding schools by focusing on the Pesantren Raudhatul Ulum. The results of the investigation revealed cutting-edge methods of instruction for improving Arabic speaking abilities, including language circles, role-playing, authentic materials, and multimedia tools. By implementing these approaches, a comprehensive learning environment is created, which helps students develop their Arabic speaking skills.

However, enduring problems such a lack of exposure to real Arabic environments, large class numbers, regional influences, and languages spoken outside of the classroom still present difficulties. Teachers who want to improve and streamline their approaches need to be aware of these obstacles. The initiative undertaken by the Raudhatul Ulum Islamic Boarding School serves as an invaluable exemplar for other Islamic boarding schools aspiring to enhance the Arabic speaking skills of their students. The outcomes of this research hold profound significance for all traditional Islamic boarding schools across Indonesia.

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