Enhancing Arabic Speaking Skills Through Habit Formation in Bilingual Education

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Abstract: Developing effective Arabic speaking skills is essential in bilingual education, particularly for fostering fluency and confidence among students. This study aimed to address the gap in understanding how habit formation enhanced Arabic speaking proficiency. The objectives were: (1) to analyze the process of habit formation and its impact on students' speaking skills, (2) to evaluate proficiency levels achieved through habitual practices, and (3) to examine challenges students experienced in Arabic speaking and how these were addressed through targeted activities. Using a qualitative descriptive method, data were collected through interviews, participant observation, and document analysis. Semi-structured interviews with students, teachers, and administrators provided insights into habit formation, while observations in classroom activities allowed real-time assessment of speaking habits. Document analysis of school policies and progress reports offered a comprehensive view of strategies used to enhance Arabic speaking skills. The findings indicated that speaking habits were influenced by student motivation and bilingual policies, with routines and discipline monitoring in place. Most students demonstrated fluency, good vocabulary, and intonation, though some required improvement. Challenges such as fear of speaking and limited vocabulary were mitigated through activities like expression theater, lectures, and communicative methods. This article highlighted the importance of structured habit formation in improving Arabic speaking skills and suggested that prioritizing motivation and creative approaches could effectively help students overcome speaking challenges.

Introduction

Habit in speaking in Arabic is essential, and it is not an easy challenge for Arabic language users. Besides learning methods, habits have a big impact in improving students' speaking skills. Habits are the easiest activities for anyone to do. Charles Duhigg wrote in his book "The Power of Habit" that habits have enormous power and

hundreds of habits influence our days they guide us on how we dress in the morning, speak to our children, and sleep at night; they influence what we eat at lunch, how we go about our work, and whether or not we exercise. Each habit has different cues and provides unique rewards.[1]

Speaking skills are one of the skills that must be mastered in Arabic learning, and speaking skills are not easy skills to master, especially among middle school students and beginners because speaking skills are active and productive language skill. In learning speaking skills, there are many problems experienced by its learners. Layla argued in her research on speaking skills and its problems that language problems include students' difficulties in pronouncing words properly, memorizing new vocabulary, forming well-organized sentences, and students' difficulties in writing perfect sentences. Meanwhile, non language problems include such as difficulties in expressing new explanations, inconsistency in speaking, inappropriate method in learning and teaching and teachers' lack of attention and readiness in the learning process.[2]

Charles Duhigg, an investigative journalist at The New York Times who has achieved many achievements, including the National Academy of Sciences Award. Charles Duhigg wrote a book called "The Power of Habit" which discussed the power of habits. Success lies in following the right habits. Duhigg introduced the concept of habit formation through his theory known as the "Habit Circle" which eventually became the inspiration of this research.

In the previous research conducted by Eliza et al. regarding Arabic speaking habituation and Arabic language supportive environment in improving speaking skills at Manba'ul Ulum International School, Sindang Mekar - Dukuhpontang Cirebon, which is an institution that implements the language environment consistently stated that students, teachers and the community were expected to speak in Arabic every day. In addition, there are language activities that help them speak in Arabic, such as conversations, speeches, and language festivals. They are expected to get used to speaking Arabic in this

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[1] Charless Duhigg, *The Power Of Habit* (Jakarta: PT.Gramedia, 2012).
[2] Nurlaila Nurlaila, "Maharah Kalam dan Problematika Pembelajarannya," *Al-Af'idah: Jurnal Pendidikan Bahasa Arab dan Pengajarannya* 4, no. 2 (2020): 55–65.

environment. The results showed that the habituation of speaking in Arabic and the Arabic speaking environment can improve speaking skills.[3]

In addition, the research conducted by Rivai et al. on the habituation of speaking Arabic through a language environment at Pondok Pesantren Assalam Manado emphasized the importance of establishing and habituating Arabic language use in every environment of the *pesantren* (Islamic boarding school). This study used the Training of Trainer (TOT) method, which involved delivering material through direct instruction, question-and-answer sessions, as well as observation and evaluation. The objective of this research was to achieve four Arabic language skills: listening skills (*maharah istima'*), speaking skills (*maharah kalam*), reading skills (*maharah al-Qiraah*), and writing skills (*maharah al-Kitabah*). The results of this study indicated that the habituation of speaking Arabic through the Arabic language environment at Pondok Pesantren Assalam Manado included programs such as *halaqah lughawiyah, biah lughawiyah,* and practice reading of *kitab kuning*.[4]

Furthermore, an article by Waiza entitled "Implementation of Habituation Method of Speaking Skills in Arabic Language Teaching" which focused on the study of language activities, especially from the aspect of habituation of speaking among students at State Elementary School 2 Sambas by using qualitative and descriptive methods. The practice of teaching Arabic included the application of the habituation method on speaking skills in all student activities, such as lectures, conversations, and other activities. The result showed that some students still feel forced in the habituation of speaking in Arabic every day. Examinations were used to assess students' learning outcomes.[5]

Sanah et al. in their research entitled "Model Development of Arabic Language Skills in Pesantren," indicated that *pesantren* implemented effective learning models to train and enhance the Arabic language skills of their students. Therefore, the study of models for developing Arabic language skills in *pesantren* was considered essential. The research findings revealed that among the three modern *pesantren* that were the focus of

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[3] Hilda Khoiril'Izza, Nanin Sumiarni, and Sopwan Mulyawan, "Efektivitas Pembiasaan Berbicara Bahasa Arab dan Lingkungan Bahasa Arab yang Kondusif dalam Meningkatkan Keterampilan Berbicara," *El-Ibtikar: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (2021): 153-167.

[4] Alimudin Rivai, et al., "Pembiasaan Berbahasa Arab Melalui Lingkungan Berbahasa di Pondok Pesantren Assalam Manado," *Tarsius: Jurnal Pengabdian Tarbiyah, Religius, Inovatif, Edukatif & Humanis* 3, no. 2 (2021): 19-26.

the study, imigram model was implemented in executing their language programs to improve the four Arabic language skills of their students. Essentially, this model seeks to balance students' knowledge of the Arabic language with their practical language use. This research can serve as a reference for developing instructional models for the four Arabic language skills amidst the innovations of modern education.[6]

Astuti and Setyawan discussed the habituation of speaking skills (*maharah kalam*) in their research titled "The Implementation of *Bi'ah Lughawiyyah* in the Habituation of *Maharah Kalam* at Pondok Pesantren Ibnul Qayyim Putra Yogyakarta." The implementation *of bi'ah lughawiyyah* in the habituation of *maharah kalam* involved requiring students to use Arabic for 24 hours. The activities included *muhadatsah* (dialogue), *muhadoroh* (speeches), *mufrodat* (vocabulary), language clubs, and debate practice. Additionally, motivational guidance from the *musyrif* (supervisors) and daily administration of the students supported to build a strong enthusiasm for the importance of Arabic learning.[7] Moreover, Zahra et al. in their research entitled "Improving Students' English Proficiency: Fear and Habituation" found that the most important element in communicating in English is the courage to speak and the willingness to make mistakes. To speak English more effectively and fluently, it is necessary to be accustomed to using the language in various situations.[8]

In this research, Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo was the research location, including physical conditions, student conditions, atmosphere, and other factors that influence the actions of researchers. This research location was chosen deliberately, based on the following considerations: (a) This location has many advantages and special achievements in the field of Arabic, with the daily language used is Arabic and English. (b) There are graduates who have good Arabic language skills so that many of them are accepted at local and overseas state universities.

The objectives of this study are: (1) to reveal the process of habit formation in developing speaking skills in students at Madrasah Aliyah Bilingual Al Amanah Krian

[5] Nurul Waizah, "Impelementasi Metode Pembiasaan Maharah Kalam pada Pembelajaran Bahasa Arab," *Cendekia Sambas* 1, no. 2 (2023): 66-74.

[6] Siti Sanah, Odang Odang, and Yuni Lutfiyani, "Model Pengembangan Keterampilan Berbahasa Arab di Pesantren," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 6, no. 2 (2022): 271–293.

[7] Widi Astuti Irvan Maulana Aji Cahya Edi Setyawan, "Penerapan Biah Lughawiyah dalam Pembiasaan Maharah Kalam di Pondok Pesantren Ibnul Qayyim Putra Yogyakarta," *Jurnal Ihtimam* 3, no. 1 (2020): 95-120.

Sidoarjo; (2) to reveal the level of students speaking skills by using habits at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo; (3) to reveal the difficulties experienced by students in Arabic speaking skills and how to overcome them through habits at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo. Based on that, this research focused on the study of Arabic speaking skills at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo, East Java. Habit formation was applied in this context, both in terms of methods and content, as well as discussing forms of reward. The focus of this study was the power of habits. In Arabic speaking skills in students at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo, East Java, Positive habits had a great impact in the success of Arabic learning.

Methods

This study described and examined in depth the application of habits in teaching speaking skills at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo. Therefore, this study used a qualitative research approach that aimed to reveal the symptoms studied in a natural context. MacMillan and Schumacher defined qualitative methods as a special tradition in the social sciences that relies primarily on observing human beings in their own environment and communicating with those people using their language and terms.[9]

This type of research was a case study to investigate carefully and deeply and look for the meaning of habits in programs, events, processes, and activities carried out at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo related to habits in improving speaking skills. Descriptive case study design was used in this research. According to Bodgan and Biklin, a case study is a detailed study of a particular location, subject, collection of documents, or event.[10]

Using purposive selection and snowball techniques, data were collected through triangulation, which is analyzing data based on qualitative research results that emphasize meaning over generalization. Purposive selection allows the researcher to select participants who are most relevant to the research objectives, which increases the accuracy and relevance of the conclusions drawn. This is combined with the snowball

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[8] Alya Denistha Zahra, et al., "Peningkatan Kemampuan Bahasa Inggris Mahasiswa: Ketakutan dan Pembiasaan," *Karimah Tauhid* 3, no. 3 (2024): 3846–3855.

[9] Sandu Siyoto and Muhammad Ali Sodik, *Dasar Metodologi Penelitian* (Sleman: Literasi Media Publishing, 2015).

method, where the first participant recommends others who may be suitable for the research. There were many potential participants who can be sampled in this study: students, Arabic language teachers, Arabic language coordinators, and the head of Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo.

In this case, the direct interviews were carried out with teachers, principals, and students at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo to provide an overview of the Arabic speaking routine that became a habit in improving Arabic speaking skills at the school. The main data in this study covers speaking skill habits with include guidelines, routines and rewards for school students. This data was taken from the main sources, namely the principal, teachers, and students at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo. Meanwhile, secondary data included information from the principal, teachers and staff regarding the historical background, geographical location, conditions of teachers and staff, conditions of teachers and students, and infrastructure conditions at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo.

The data collection tools in this study are as follows: 1) In-depth and Structured Interview: This technique was used to conduct direct dialog with teachers regarding the habituation process in Arabic language learning implemented at school. Interviews were conducted with oral questions and answers between two or more people directly. Structured interviews were conducted by referring to a list of questions that have been prepared beforehand. This technique was applied to obtain data from the principal, teachers, and other stakeholders at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo. 2) Observation. This technique was used to strengthen the data obtained from other techniques through direct observation of teacher activities at the research site. Observation focused on learning activities. The observation technique was used to collect data from data sources in the form of events, behavior, places or locations, and objects, as well as recording images. Observation can be done directly or indirectly. The first technique used was to conduct a preliminary study to ensure that events or processes will be investigated. 3) Documentation Study. This technique was used to explore data about the background of the object being studied, namely the general description of the research location, the condition of teachers and students, the vision and mission, and the curriculum used. The data obtained in this way included the school profile, school

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[10] Dimas Assyakurrohim, et al., "Metode Studi Kasus dalam Penelitian Kualitatif," *Jurnal Pendidikan Sains dan Komputer* 3, no. 01 (2023): 1–9.

structure, data about teachers and students, as well as the implementation activities of public relations management to increase parental participation in Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo.

After that, the data obtained from interviews, documentation, and observations were compiled. Data analysis conducted in this study used two approaches, namely qualitative and quantitative approaches. According to Miles and Huberman,[11] qualitative data is obtained from data reduction, data presentation, and conclusion drawing/verification. According to Miles & Huberman, analysis consists of three activities that take place simultaneously, namely: 1) Data Reduction. The process of filtering, selecting, and simplifying data to focus on things that are relevant to the research. 2) Data Presentation: Organizing data in a form that facilitates understanding and interpretation, such as tables, graphs, or narratives. 3) Conclusion Drawing/Verification: Concluding the findings from the analyzed data and verifying its correctness and consistency.
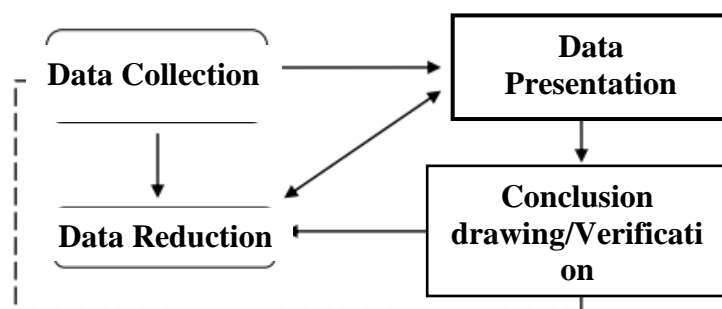
Picture 1. Miles and Huberman Interactive Data Analysis Model

In data analysis for research, the Miles and Huberman graph provides profound insights into the processes of data organization and interpretation in qualitative research. This graph illustrates that data analysis is not merely about collecting information, but also involves systematic steps that include coding, categorization, and conclusion drawing. Through this approach, the meaning from complex and diverse data can be discovered and it enabled them to produce valid and relevant findings. Thus, the understanding derived from this graph emphasizes the importance of a structured

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[11] Fatin Nadifa Tarigan, Alwy Fahruzy Nasution, and Siti Aminah Hasibuan, "Literasi Data : Kemampuan dan Kesulitan Mahasiswa dalam Penulisan dan Publikasi Artikel Jurnal Ilmiah," *Jurnal Ilmiah Korpus* 7, no. 2 (2023): 212-218.

methodology in research, where each stage of analysis is interconnected and contributes to creating a comprehensive understanding of the phenomenon being studied.

Results and Discussion

This study focused on the habit of speaking skills at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo. To clarify this, the following will explain the data obtained in the field of research related to Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo, especially in Jonowangi Village, Krian, Sidoarjo. In the early stages the observations were carried out in the environment at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo. Observations were made directly before the interview process. The school that became the place of observation was Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo. The results of observations in the form of photographs helped in organizing discussions to complement the data obtained from in-depth interviews. The research was conducted through interviews with informants who referred to the existing interview guide. During the interviews, the data related to the research focus was noted and recorded. The results of the research were then compiled and developed in accordance with the field of research.

Based on initial observations, the concept of bilingualism according to the first principal, Professor Noor Rahim, expressed his expectation that every student at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo can continue to a higher level of education and travel abroad with bilingual skills in accordance with the quality standards of Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo. The concept of bilingualism has been carefully structured in accordance with the quality standards of Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo. Student bilingualism is achieved through a foreign language acquisition program with an indicator of obtaining 450 as a minimum score on the TOAFL and TOEFL exams. At Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo, Arabic and English are used as the language of instruction in all subjects and also become the language of daily conversation for students in the school environment as well as in Islamic international schools.

Based on the results of observations on May 10, 2023, the strategy used by language managers to familiarize new students in speaking Arabic involves providing language training using the method of extracting and adding vocabulary through providing material from books written by Madrasah Aliyah Bilingual Al Amanah Krian

Sidoarjo itself. This learning system utilizes vocabulary methods with a collaborative approach and peer teaching methods.

Students' motivation to develop Arabic speaking skills stems from various sources, including school policies and regulations, internal self-motivation, and external influences. Speaking habits were implemented in a simple and repetitive manner, allowing students to master Arabic speaking skills through consistent practice. This approach enabled students to more easily internalize Arabic as a part of their daily routine at school. Theoretically, students learnt Arabic at school and through practical training at international schools. The activities carried out at the Islamic international school include vocabulary acquisition, public lectures, and dialogues and it was carried out outside the classroom as well.

Based on the results of observations on May 15, 2023, Arabic language activities carried out every day at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo, East Java, are vocabulary delivery carried out every morning after dawn at the Islamic international school. The vocabulary acquisition activity was considered an important factor in improving students' speaking skills for the students in this school. The purpose of the vocabulary delivery activity is to add new vocabulary through the introduction of various types of words, which must then be memorized by students through the formation of the number of verbs or the number of nouns at that time.

Based on observations on May 12, 2023, daily activities that are considered very important for speaking skills at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo, East Java, make Arabic the official language in school and outside school (daily conversation). Students are required to use two foreign languages alternately in one week: Arabic one week and English the next. This activity helped students to use Arabic because they acquire more new vocabulary through interaction with the language of their peers, both from what they see and what they hear. Speaking skill activities carried out weekly at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo, which is applied in an Islamic international school, include lectures or speeches. Speech is a weekly activity outside the curriculum that aims to train students to become speakers or *da'i* (preachers). It involves the use of the Arabic language as well as students' mental and emotional activities. Lectures consist of: MC, speech, prayer, and the whole series is done in Arabic. One of the speaking skill activities, carried out on a monthly basis at Madrasah

Aliyah Bilingual Al Amanah Krian Sidoarjo is the outside class activity held at the end of each month, on the 28th.

The Arabic Language Practice Program is a guide created independently by the team at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo for bilingual students. The content of this guide varies depending on the educational level of the students. Each topic includes basic competencies, competency achievement indicators, concept maps, and materials with real topics. Exercises are prepared for four skills in each topic, and basic materials are added. Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo shows a strong commitment to implementing a bilingual system to provide high-quality education in Arabic and English. This is proven by all language materials which were designed independently by the school team. The guidelines include grammar books, *sharaf* (morphology) books, and spelling books. Following is the picture of one of the guidebooks used in this school:

Picture 2. Guidebook Written by the Teachers

This book serves as a student monitoring journal. Therefore, the text regarding rewards and punishments can be found in the results of the quality assurance document book. One of the strategies for habituation to speaking in Arabic on a regular basis is to conduct supervision through the establishment of language management at various levels. Language is not only recognized by the students, but also, starting from the initial level, all subject teachers are required to use one of the two foreign languages, Arabic and English.

Table 1. Routine Arabic Language Activities at Madrasah Aliyah Bilingual Al Amanah Sidoarjo

Activity	Frequency	Description	Purpose
Vocabulary Delivery	Daily (Morning)	Students are introduced to new Arabic vocabulary every morning after dawn prayers	To expand vocabulary and reinforce speaking practice
Weekly Lectures and Speeches	Weekly	Students give lectures and speeches in Arabic as part of their training to become speakers	To build confidence and fluency in public speaking
Monthly Outdoor Activities	Monthly (28th)	Drama activities in Arabic, involving students in performing skits or plays	To improve exspressive skills and vocabulary usage
Daily Conversations (Arabic/English)	Alternating Weekly	Students alternate between speaking Arabic one week and English the next	To strengthen both languages through peer interaction

As shown in Table 1, these activities have a significant role in the use of Arabic in daily interactions and encourage students to practice speaking both in formal settings (lectures) and informal environments (peer interactions).

The level of Arabic speaking skills at Madrasah Aliych Bilingual Al Amanah Krian Sidoarjo shows variations between students. Most students show improvement in their Arabic speaking skills, especially in terms of using vocabulary and language expressions that are appropriate to the context of the conversation. The students at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo, Jonowangi, Krian, Sidoarjo have a standard level of speaking according to Douglas Brown's theory, namely imitation, intensity, responsiveness, interactive, and monologue. Based on some criteria, this level consists of low level to high level. For high level bilingual students, the high level includes imitation, intensity and interactive activities.

The students demonstrated strong skills in terms of speaking fluency and rich vocabulary usage, while others still needed improvement. To assess students' speaking skills, several evaluation indicators were conducted, including fluency, grammatical accuracy, vocabulary richness, intonation, and pronunciation. These indicators helped in evaluating students' progress and needs in Arabic learning. In product promotion activities, students demonstrated a strong command of Arabic, speaking fluently, using varied vocabulary, and adjusting their intonation and pronunciation effectively.

Based on research conducted on Arabic speaking skills at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo, several aspects relevant to language learning

theories were identified. One of these aspects was vocabulary acquisition and sentence structure. The research showed that students at this school were able to use a rich vocabulary and well-constructed sentence structures when speaking in Arabic. These findings aligned with language teaching theories that emphasize the importance of mastering vocabulary and grammar in speaking skills. The research also revealed that most students demonstrated fluency in speaking, although there was variation in their use of intonation.

In the theory of teaching speaking skills, fluency and intonation are key elements that influence the success of communication. Students who can speak fluently and use appropriate intonation tend to be more easily understood in conversation. Some students also used persuasive techniques and interaction strategies, such as providing user testimonials and examples of product applications in their presentations. This reflects the application of communication strategies in language learning, where students are taught to use language effectively in real communication contexts. Lastly, this research adopted Douglas Brown's criteria to monitor students' speaking skills. The use of structured guidelines, as suggested by this theory, proved effective in measuring and enhancing students' speaking abilities.

Table 2 Levels of Arabic Speaking Skills at Madrasah Aliyah Bilingual Al Amanah Sidoarjo

Skill Level	Characteristics	Indicators of Proficiency
High Level	Fluent speaking with minimal errors; good vocabulary usage	Imitation, intensity, and interactive communication.
Intermediate Level	Occasional hesitation; moderately rich vocabulary	Responsiveness, some grammatical errors
Low Level	Struggles with fluency and vocabulary	Reliance on basic phrases; limited vocabulary

As shown in Table 2, students at the high proficiency level demonstrate fluency and a rich vocabulary, engaged in interactive discussions easily. In contrast, students with lower proficiency levels experienced difficulties in fluency, vocabulary use, and grammatical accuracy. These students require further practice and targeted support, especially in pronunciation and sentence structure. In practical speaking activities such as product promotion events, students at the high proficiency level demonstrated effective communication. They spoke fluently with varied vocabulary, and showed good control over intonation and pronunciation. This demonstrates that active practice, particularly in real communication contexts, significantly enhances speaking abilities.

In interviews, most students demonstrated reasonable proficiency when discussing school-related activities in Arabic. However, some areas for improvement were identified, particularly in speaking fluency and grammatical accuracy. Based on these observations, the following factors were highlighted as essential for improving Arabic speaking skills:1) Increased Speaking Practice: More frequent practice in both formal and informal settings would help students gain fluency and confidence. 2) Use of Diverse Vocabulary: Encouraging students to expand their vocabulary will allow them to engage in more complex conversations and improve their expressive abilities. 3) Intonation Awareness: Working on the rhythm and pitch of speech will help students sound more natural and be better understood in Arabic.

Based on these findings, several recommendations were proposed, including increasing speaking practice, using a more diverse vocabulary, and raising awareness of intonation in everyday conversations. These efforts are expected to help enhance the Arabic speaking skills of students at Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo.

In the practice speaking skills, there were several challenges that students experienced. One of the main difficulties is the students' fear of making mistakes while speaking in Arabic. Although speaking Arabic is a requirement at Madrasah Aliyah Bilingual Al Amanah, some students still feel anxious and lack of confidence in practicing speaking skills. To overcome this, Madrasah Aliyah Bilingual Al Amanah Sidoarjo has implemented various activities aimed at reducing students' fears, such as organizing theater performances, lectures, speeches, and encouraging daily Arabic speaking practice. One approach to overcoming speaking barriers is by involving students in expressive theater activities, which is one of the non-academic programs at the school. This expressive theater provides students with an opportunity to express themselves freely and showcase their talents, including speaking Arabic. The activity is designed to build students' courage and mental resilience and create a supportive learning environment that encourages them to present their expressions in front of an audience. Through expressive theater, it is expected that students gain more confidence in speaking before an audience. This activity is held three times a week—on Monday, Tuesday, and Wednesday—during the first break period.

In addition, speech activities were part of the learning process to train general speaking skills. Speech is a concrete form of learning in modern schools to train

students' general speaking skills.[12] The speech program aims to facilitate and motivate students to improve their Arabic skills, particularly in speaking and public speaking exercises. The benefits of this speech activity include boosting self-confidence, improving fluency in Arabic speaking, encouraging students to think more critically, and enhancing their writing skills.[13]

One of the common obstacles encountered in learning Arabic is the lack of vocabulary. The lack of vocabulary mastery also poses a barrier to speaking Arabic, as highlighted by Zakiah (2021) on "The Problems of Arabic Language Learning for Students at Madrasah Tsanawiyah Al Islamiyah Kotabumi, North Lampung". It noted that in Arabic language learning, students view speaking Arabic and the limited vocabulary as significant challenges to effectively communicating in Arabic. Students struggle with speaking the language due to insufficient vocabulary, which prevents them from becoming proficient in Arabic.[14] To address the issue of vocabulary deficiency, teachers as facilitators provided motivation to students and assisted them in expanding their vocabulary.

In Madrasah Aliyah Bilingual Al Amanah Sidoarjo, the students had various activities, such as vocabulary teaching, language improvement, structure correction, and enhanced teaching methods. Vocabulary teaching is one of the language development programs conducted outside the classroom. Arabic language learning is not limited to classroom activities but also includes learning activities beyond the classroom. The vocabulary teaching activities are carried out by applying direct method, which introduces vocabulary without translating it into the students' native language. In this method, the instructor must have a good command of Arabic and understand the material being presented. This is important because the instructor will not translate the vocabulary, allowing students to understand its meaning by placing it in Arabic sentences.[15]

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[12] Anisul Imamah, "Implementasi Metode Sam'iyah Syafawiyah pada Maharah Istima' dan Maharah Kalam di PKPBA UIN Malang," *Borneo Journal of Language and Education* 4, no. 1 (2024): 95-106.

[13] Muhammad Yusuf Bani, *Menguasai Bahasa Arab dengan Guru Penutur Asli* (Indramayu: Penerbit Adab, 2024).

[14] Nita Zakiah, "Problematika Pembelajaran Bahasa Arab Siswa Madrasah Tsanawiyah Al Islamiyah Kotabumi Lampung Utara," *Indonesian Journal of Instructional Technology* 02, no. 01 (2021): 52–66.

[15] Azmi Syukri Zarkasyi, et al., "Pendampingan Penyusunan Materi Percakapan Bahasa Arab di Pondok Pesantren Al-Ishlah Paciran Lamongan Jawa Timur," *Room of Civil Society Development* 1, no. 2 (2022): 52–58.

Based on findings obtained through observation and interviews, the Arabic speaking habits at this school are influenced by various factors, including internal and external motivation, school policies, and a supportive environment. These speaking habits are practiced through daily activities, such as vocabulary drills every morning, weekly lectures, and monthly drama performances conducted in Arabic. As highlighted in the theories of Bilingualism and Language Immersion, the teaching of two languages (Arabic and English) at Madrasah Aliyah Bilingual Al Amanah strongly supports rapid and effective language acquisition. [16] It created an environment that requires students to consistently practice and use the target language (in this case, Arabic) in both academic activities and daily communication. This is in line with the research by Ahmad et al. (2023), which emphasized the importance of managing a structured language environment in *pesantren* to ensure the success of Arabic language programs. The policy that requires students to speak Arabic in daily life within the school environment is one of the key efforts in creating a bilingual environment that supports natural language mastery.[17]

These findings align with Duhigg's Habit Formation Theory in his book entitled "The Power of Habit" which explained that habits are formed through a cycle consisting of cues, routines, and rewards. At Madrasah Aliyah Bilingual Al Amanah, the practice of speaking Arabic was carried out through consistent repetition such as vocabulary drills, peer conversations, and other speaking activities. This habit is supported by the school's policies, which encourage the use of Arabic in various activities, creating a "routine" that strengthens speaking habits among students. This approach illustrates the principle that the frequency of exposure to Arabic can reinforce the habit, as described in Duhigg's theory. [18]

Furthermore, B.F. Skinner's Behaviorism Theory is also relevant in explaining how the habit of speaking Arabic at this school is developed. Skinner emphasized that

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[16] Pauzan Pauzan, "Theory in Second Language Acquisition (Recognition of Concepts Toward Krashen's Second Language Acquisition Theory for Five Main Hypotheses)," *Journal on Education* 6, no. 4 (2024): 20876–20888.

[17] Dimas Zuhri Ahmad, et al., "Manajemen Program Bahasa Arab dalam Pelaksanaan Wajib Berbahasa," *Jurnal Pendidikan Islam Al-Ilmi* 6, no. 2 (2023): 183-190.

[18] Khoirunnisak Ilfitriyah Nisak, "Kurikulum Pembelajaran Bahasa Arab di Al Noor Institute Berbasis Kekuatan Pembiasaan," *Jurnal Al Muttaqin: Study, Sosial dan Ekonomi* 02, no. 02 (2021): 163–170.

consistent repetition and the provision of the same stimuli can shape habits.[19] In this school, students are encouraged to speak Arabic continuously, both in academic contexts and in daily life. This process leads to the strengthening of speaking behaviors, which eventually become an automatic part of the students' daily routines. [20]

This study also highlighted the importance of the Routine Activity Theory in understanding how speaking habits are formed. David Kolb's Experiential Learning Theory asserts that learning through direct experience, such as public speaking in Arabic, is an effective way to understand and master a language.[21] At Madrasah Aliyah Bilingual Al Amanah, various activities such as weekly lectures and monthly drama performances provide real speaking experiences for students.[22] These activities allow students to internalize their speaking skills in a more practical and comprehensive way, rather than solely relying on the theory taught in the classroom.[23]

These findings are also consistent with previous research that highlights the importance of habituating Arabic speaking in educational settings. A study by Eliza et al. on the language environment at Manba'ul Ulum International School in Cirebon revealed that the habit of speaking Arabic implemented within the school environment can enhance students' speaking skills. At Madrasah Aliyah Bilingual Al Amanah, the Arabic speaking habit was also applied in a similar manner, through school policies that encourage students to speak Arabic both inside and outside the classroom, as well as involving them in various routine speaking activities. This created a conducive environment for students to become habituated in speaking Arabic.

Additionally, a study by Alimuddin Rivai and his colleagues on the habituation of Arabic speaking at Pondok Pesantren Assalam Manado revealed that a strong language environment can enhance students' speaking skills. In this study, Al Amanah Bilingual Madrasah Aliyah designed its own Arabic language practice program based on tasks

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[19] Mimi Jelita et al., "Teori Belajar Behavioristik," *Jurnal Pendidikan dan Konseling (JPDK)* 5, no. 3 (2023): 404-411.

[20] Ade Islamiati, Yanti Fitriya, and Risda Amini, "Memahami Teori Behaviorisme dalam Meningkatkan Pembelajaran dan Efektivitas di Sekolah Dasar Perfektif Penggunaan Stimulus dan Respon," *Attadib: Journal of Elementary Education* 8, no. 2 (2024).

[21] M.K. Kavitha Devi, M. Sathya Thendral, "Using Kolb's Experiential Learning Theory to Improve Student Learning in Theory Course," *Journal of Engineering Education Transformations* 37, no. 1 (2023): 70–81.

[22] Djone Georges Nicolas, et al., "Implementasi Metode Pembelajaran Experiential Learning untuk Meningkatkan Akademik Santri SMA Pondok Pesantren," *At-Ta'dib* 18, no. 2 (2024): 113–136.

[23] Alif Cahya Setiyadi and Muhammad Hasbi Abrori, "Peran Kegiatan Bahasa dalam Meningkatkan Kemahiran Berbahasa Arab Santri di Pondok Modern Darussalam Gontor Kampus 4 Banyuwangi," *Jurnal Kreativitas Pendidikan Modern* 6, no. 4 (2024).

that are appropriate for the students' levels. This aligns with Task-Based Language Teaching (TBLT) as students learn Arabic through activities related to daily life and relevant topics.[24] Competency-Based Learning is also relevant here, where students are expected to achieve specific indicators in language skills. This program emphasizes the attainment of specific competencies (such as a TOAFL/TOEFL score of 450), which, according to this theory, can enhance students' confidence and encourage them to become more skilled in speaking Arabic.[25] Program planning, extracurricular activities, and program evaluation are key to the success of establishing Arabic speaking habits.

The boarding school incorporates planned Arabic speaking activities, while also recognizing the importance of considering the social environment outside the classroom to ensure that students remain exposed to and motivated to speak Arabic. The connection between these two studies emphasizes that, in addition to formal classroom teaching, effective Arabic speaking habituation requires attention to the social environment that supports the use of the language. Habituation in speaking Arabic is not only determined by school policies but also by the involvement of the social environment and extracurricular activities that facilitate students in continuing to practice and use Arabic in real-life situations.[26]

Overall, Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo has successfully created a bilingual environment that effectively supports the habituation of Arabic speaking, allowing students to internalize Arabic in their daily lives. The approach used by the school—which combined theories of habit formation, repetition, and direct involvement—has proven successful in naturally and systematically improving students' Arabic speaking skills.

The findings from this study reveal a variation in Arabic speaking skills among students at MA Bilingual Al Amanah Sidoarjo. Some students demonstrated strong speaking abilities, while others still require improvement, particularly in fluency and vocabulary usage. This variation can be explained by differences in the opportunities

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[24] Syaadiah Arifin et al., "Implementasi Task Based Language Teaching dalam Pelatihanberbicara dalam Bahasa Inggris Siswa Kelas X," *Community Development Journal: Jurnal Pengabdian Masyarakat* 4, no. 4 (2023): 8064-8069.

[25] Richard Leonando Aoetpah, Sophia Tri Satyawati, and Wasitohadi, "Pengembangan Modul Belajar Mandiri Tentang Kepemimpinan Pendidikan Berbasis Competence Based Training untuk Meningkatkan Kompetensi Kepribadian Guru," *Kelola: Jurnal Manajemen Pendidikan* 10, no. 2 (2023): 174–186.

[26] Sabila Rosyadi and Akhmad Alim, "Program pembiasaan berbahasa Arab di MTs Pondok Pesantren Al-Ma'tuq Sukabumi," *Tawazun: Jurnal Pendidikan Islam* 15, no. 3 (2022): 447-454.

students have to practice and engage in social interactions, as emphasized by Albert Bandura's Social Learning Theory.[27] According to this theory, learning occurs effectively through observation and interaction within a social context. Therefore, students who have more opportunities to interact with peers or engage in group discussions are likely to improve their speaking skills more rapidly. In this case, the differences in students' speaking abilities may reflect their varied experiences with social interaction and language practice.

This study aligned with previous findings by Siswanto, Deny Hadi, et al. (2024) in their research entitled "Improving Speaking Skills of the Board of Muhammadiyah Student Association at SMA Muhammadiyah Melati through Public Speaking Training." Their research stated that speaking skills training, particularly public speaking, can enhance participants' speaking abilities, both in terms of confidence and effective speaking techniques.[28] The study indicated a variation in Arabic speaking abilities among students at Madrasah Aliyah Bilingual Al Amanah Sidoarjo. Some students demonstrated strong speaking skills, while others still require improvement, particularly in fluency and vocabulary usage. This variation aligns with the Speaking Proficiency Theory, which suggests that effective speaking skills are built through several key components, such as fluency, accuracy, vocabulary, intonation, and pronunciation.[29]

In an educational setting, strong speaking skills enable students to actively participate in discussions, presentations, and other collaborative activities, which in turn enhanced their understanding of the material and their engagement in the learning process. Furthermore, in daily life, effective speaking skills help individuals communicate clearly and accurately, facilitating good interpersonal relationships and preventing misunderstandings.[30]

Furthermore, this research also applied Douglas Brown's theory, which proposes several criteria for assessing students' speaking skills, including imitation, practice

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[27] Bakhrudin All Habsy, et al., "Penerapan Teori Belajar Behaviorisme dan Teori Belajar Sosial Bandura dalam Pembelajaran," *Tsaqofah* 4, no. 1 (2023): 476–491.

[28] Deny Hadi Siswanto, Sri Rahayu Alam, and Aldo Setiawan, "Meningkatkan Kemampuan Berbicara Pengurus Ikatan Pelajar Muhammadiyah SMA Muhammadiyah Melati melalui Pelatihan Public Speaking," *Jurnal Solusi Masyarakat Dikara* 4, no. 2 (2024): 61-66.

[29] Desi Sukenti, et al., "Studi Fenomenologi: Penilaian Membaca dalam Pembelajaran Bahasa Indonesia di Sekolah Menengah Atas Pekanbaru," *Geram* 9, no. 2 (2021): 117–128.

[30] Putri Yulianti et al., "Pengaruh Meningkatnya Keterampilan Berbicara dalam Platform Digital dan Pembelajaran diruang Kelas," *Seminar Nasional Paedagoria* 4, no. 1 (2024): 72-84.

intensity, responsiveness, interactivity, and monologue. These criteria are relevant to the findings of Harmer, in his book The Practice of English Language Teaching, which stated that components such as intensity and responsiveness in speaking practice play an important role in developing students' speaking abilities. Harmer found that students who are frequently involved in active conversations and intensive speaking practice show faster progress in fluency and language mastery. This aligns with the observation that increased opportunities for practice and engagement in speaking activities significantly enhance students' speaking skills.

One of the main difficulties experienced by students is the fear of making mistakes while speaking. The Self-Efficacy Theory introduced by Albert Bandura can be used to explain this phenomenon.[31] This theory emphasizes the importance of an individual's self-confidence in achieving their goals.[32] Students who lack self-confidence tend to avoid situations that require them to speak in Arabic due to their fear of making mistakes.[33] The fear of making mistakes in language aspects such as grammar, vocabulary, pronunciation, and intonation can hinder students from fully expressing their speaking abilities.[34]

In this context, students with low self-confidence tend to avoid situations where they are required to speak Arabic because of their fear of making mistakes.[35] Previous research by Layla on speaking skills issues showed that students experienced various difficulties in speaking Arabic, one of which is the inability to correctly pronounce the sounds of certain letters. Additionally, students struggle to form complete sentences and feel uncomfortable when required to speak Arabic in certain situations. This aligns with the findings in this study, which suggest that reducing fear and increasing self-confidence can help students overcome their speaking barriers.

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[31] Yuyun Widyawati, and Umi Hanifah, "Efikasi Diri Mahasiswa dalam Membaca Selama Learning from Home di Masa Pandemi Covid-19," *Didaktika: Jurnal Kependidikan* 14, no. 2 (2020): 190–202.

[32] Aghi Viona Semas Puspita, "Description of Self Efficacy that Affects Other Variables in Employees in A Company," *Jurnal Prajaiswara* 5, no. 1 (2024).

[33] Sumianto, Adi Admoko, Radeni Sukma Indra Dewi, "Pembelajaran Sosial-Kognitif di Sekolah Dasar: Implementasi Teori Albert Bandura" *Indonesian Research Journal on Education* 4, no. 4 (2024): 102-109.

[34] Siti Quratul Ain, "Faktor-Faktor Determinan dalam Pengembangan Keterampilan Berbicara Siswa Sekolah Dasar," *Didaktika: Jurnal Kependidikan* 13, no. 3 (2024): 4067-4076.

[35] Mawardi Mawardi, Muhaemin Muhaemin, and Wahyuni Pratiwi, "Upaya Guru Mengatasi Kecemasan Siswa MTsN Luwu dalam Pembelajaran Bahasa Arab," *Didaktika: Jurnal Kependidikan* 12, no. 2 (2023): 115-124.

David Wilkins' Language Proficiency Theory, which states that "without vocabulary, there is no communication," is highly relevant in this context. Improving vocabulary mastery is a crucial step in enhancing speaking skills. Previous research by Nur Layla also highlights students' difficulty in memorizing new vocabulary as one of the main obstacles in speaking skills. This suggests that one way to address this issue is by creating teaching methods that emphasize vocabulary enrichment through real-life contexts and continuous use in everyday conversations.[36]

A consistent Arabic-speaking environment provides students with the opportunity to practice and overcome their fear and vocabulary gaps. The purpose of establishing an Arabic-speaking environment is to create a supportive space for students to develop proficiency in Arabic as a foreign language.[37] The *bi'ah lughowiyyah* (language environment) serves as a supportive factor in training students to speak in Arabic. Moreover, support and attention from educators are essential to guide students, complementing the Arabic language skills they have acquired, such as vocabulary and listening (*istima'*). It is recommended that institutions dedicated to enhancing students' speaking skills (*maharatul kalam*) create a conducive, consistent, and creative *bi'ah lughowiyyah* so that students feel encouraged and enjoy using Arabic in conversations.[38]

An individual's ability to speak Arabic is often due to a well-implemented language environment. In Arabic language learning theory, there are terms known as *ishtisab allugha* (natural language acquisition) and *ta'limul lugha* (structured language learning). Natural language acquisition, or *ishtisab allugha*, contrasts with *ta'limul allugha*, the formal process of language instruction. Essentially, one's ability to speak Arabic is shaped by an immersive environment, such as the use of Arabic-language audio media, including songs or everyday conversational dialogues in Arabic.[39]

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[36] Eky Achmad Basim, and Siti Zaimatut Taqiyah, "Penggunaan Media Domino Mufrodat untuk Meningkatkan Keterampilan Penguasaan Kosa Kata Bahasa Arab," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022): 78–93.

[37] Muhammad Awwaludin, Stevan Malik, and Nopri Dwi Siswanto, "Pembentukan Lingkungan Bahasa Arab dalam Meningkatkan Penguasaan Bahasa Arab pada Pesantren Bahasa Arab (MIM LAM)," *Definisi: Jurnal Agama dan Sosial Humaniora* 1, no. 1 (2022): 55-64.

[38] Anna Nurbaiti and Rhomiy Handican, "Systematic Literature Review: Peran Lingkungan Bahasa dalam Meningkatkan Keterampilan Siswa Berbahasa Arab," *Kilmatuna: Journal of Arabic Education* 3, no. 1 (2023): 1-11.

[39] Sayuthi Atman Said, "Pengelolaan Lingkungan Berbahasa Arab dalam Meningkatkan Kemampuan Berbicara Siswa Madrasah Aliyah Insan Cendikia Halmahera Barat," *Jurnal Ilmiah Wahana Pendidikan* 9, no. 1 (2022): 600-608.

Thus, students should be introduced to various learning approaches that can help them expand their vocabulary, one of which is speaking within a supportive language environment.[40] A maximally organized and well-structured language environment aligned with instructional goals can significantly support students in achieving their objectives. An optimal language environment facilitates students' mastery of language skills.[41] Furthermore, through integrated speaking habits in various activities, such as conversations and discussions, students can significantly improve their speaking skills.

The conclusion of the findings indicated that Arabic speaking skills among students can be influenced by several key difficulties, such as the fear of making mistakes and a lack of vocabulary. However, these obstacles can be effectively addressed through the formation of consistent speaking habits and a supportive environment.

Conclusion

Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo has successfully created a bilingual environment that effectively supports the habituation of Arabic speaking, allowing students to internalize Arabic in their daily lives. The approach used by the school—which combined theories of habit formation, repetition, and direct involvement—has proven successful in naturally and systematically improving students' Arabic speaking skills. Students showed good progress in speaking skills through the application of the concept of "the power of habits." They possess diverse abilities in speaking Arabic. The students went through the stages of imitation and intensive practice in the early stages and began to demonstrate the ability to respond and interact at the intermediate and advanced levels. For students at the advanced level, some have managed to reach the level of monologue dialogue. Students experienced difficulties in Arabic learning such as speaking anxiety and lack of vocabulary. To overcome speaking anxiety, the school organizes activities such as expression theatre, lectures, and daily speaking practice. Regarding vocabulary deficiency, the school organizes activities such as "*Ilqoul Mufrodat*" (vocabulary addition) outside the classroom, "*Islah Lughoh*"

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[40] Agus Rofi'i, "Kesulitan Berbicara Siswa Sekolah Dasar dalam Pembelajaran Bahasa Inggris," *Jurnal Elementaria Edukasi* 6, no. 4 (2023): 1895-1904.

[41] Rini Astuti, Akla Akla, and Albarra Sarbaini, "Strategi Pembentukan Lingkungan Berbahasa Arab di Madrasah Aliyah," *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 22, no. 01 (2020): 17-36.

(language structure improvement), and the addition of diverse methods. The school also applied various communicative teaching methods to help students understand the language context. Through these activities and teaching techniques, Madrasah Aliyah Bilingual Al Amanah Krian Sidoarjo has successfully overcome students' difficulties in speaking Arabic and improved their language skills.

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