

Communicative-Based Arabic Language Training in Enhancing Students' Public Speaking Skills at MAN 1 Kota Padang

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ABSTRACT

This study aims to examine the extent to which Arabic language training can improve students' public speaking skills at MAN 1 Kota Padang. Public speaking is an essential competency that madrasah students need to master in response to increasingly complex and competitive challenges. The Arabic training program was systematically designed to develop students' confidence, courage, articulation, and oral communication skills. This research employed a qualitative descriptive method with a case study approach. Data were collected through direct observation, in-depth interviews with teachers and students, and documentation of training activities. The findings revealed that Arabic language training had a significant positive impact on students' public speaking abilities, particularly in terms of self-confidence, speaking fluency, vocabulary mastery, and the ability to organize ideas systematically. The study also found that interactive and practice-based learning methods were more effective than conventional approaches. Therefore, the integration of Arabic language training with public speaking programs should continue to be strengthened in madrasah education.

ABSTRAK

Penelitian ini bertujuan untuk mengkaji sejauh mana pelatihan bahasa Arab dapat meningkatkan kemampuan public speaking siswa di MAN 1 Kota Padang. Public speaking merupakan kompetensi penting yang perlu dikuasai oleh siswa madrasah sebagai respons terhadap tantangan yang semakin kompleks dan kompetitif. Program pelatihan bahasa Arab dirancang secara sistematis untuk mengembangkan rasa percaya diri, keberanian, artikulasi, serta keterampilan komunikasi lisan siswa. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi langsung, wawancara mendalam dengan guru dan siswa, serta dokumentasi kegiatan pelatihan. Hasil penelitian menunjukkan bahwa pelatihan bahasa Arab memberikan dampak positif yang signifikan terhadap kemampuan public speaking siswa, terutama dalam aspek kepercayaan diri, kelancaran berbicara, penguasaan kosakata, dan kemampuan menyusun ide secara sistematis. Penelitian ini juga menemukan bahwa metode pembelajaran yang bersifat interaktif dan berbasis praktik lebih efektif dibandingkan pendekatan konvensional. Oleh karena itu, integrasi pelatihan bahasa Arab dengan program public speaking perlu terus diperkuat dalam pendidikan madrasah.

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1. INTRODUCTION

Arabic, as the language of the Qur'an and the language of Islamic scholarship, holds a very important position within the madrasah curriculum. Proficiency in Arabic is not only useful for understanding religious texts, but also serves as a gateway to the development of

general linguistic abilities. Students who are accustomed to practicing spoken Arabic tend to develop a strong sensitivity to language structure, intonation, and proper expression. This directly contributes to the enhancement of their public speaking skills, both in Arabic and in other languages (Wijayanti & Auliya, 2026).

Public speaking, or the ability to speak in front of an audience, is one of the essential life skills required in today's modern era. In the fields of employment, higher education, and social life, individuals who are able to speak fluently, clearly, and convincingly possess a significant competitive advantage. Nevertheless, many madrasah students still experience nervousness, lack of self-confidence, and difficulty when speaking before a large audience. This condition has encouraged MAN 1 Kota Padang to design a more structured and systematic training program (Syah et al., 2022).

The problem of low public speaking skills among students is not only an issue at MAN 1 Kota Padang, but also a challenge faced by many schools in Indonesia. Various studies indicate that the majority of students experience communication anxiety when asked to speak in front of a class or in public forums. This anxiety is often caused by a lack of practice, limited opportunities for public speaking, and the absence of a supportive environment that encourages the development of speaking confidence. Therefore, innovative and supportive learning approaches are greatly needed (Rahmawati et al., 2023).

The Arabic language training program developed at MAN 1 Kota Padang does not merely focus on grammatical aspects and vocabulary mastery, but also emphasizes active speaking practice. Through activities such as *muhadharah* (speech delivery), *mujadalah* (debate), and *hiwar* (conversation), students are encouraged to continuously practice expressing their thoughts and feelings in Arabic. These exercises gradually build positive speaking habits and reduce students' fear of speaking in public. This program has been implemented for several years and has demonstrated encouraging results (Maimun, 2024).

The relationship between language proficiency and public speaking skills has been widely discussed in the fields of education and applied linguistics. Experts argue that individuals who possess a rich vocabulary and a deep understanding of language structure are generally better able to organize and deliver arguments orally. In this context, Arabic, with its complex grammatical system and extensive vocabulary, serves as an effective tool for training systematic thinking and structured speaking skills. This serves as the philosophical foundation of the training program implemented at MAN 1 Kota Padang (Erwita & Hamzah, 2025).

Research on the effectiveness of language training in improving public speaking skills remains relatively limited, particularly within the context of madrasahs in Indonesia. Most existing studies tend to focus on English or Indonesian language learning as a medium for developing speaking abilities. Meanwhile, the potential of Arabic as a means of enhancing public speaking skills has not received significant attention from researchers or educational practitioners. This study seeks to fill that gap and provide valuable insights for the development of education in madrasahs (Wutsqo et al., 2020).

MAN 1 Kota Padang was selected as the research site based on several strong considerations. First, this madrasah has an excellent track record in implementing intensive and well-structured Arabic language learning programs. Second, the institution consistently involves its students in various speech and public speaking competitions at the local and regional levels. Third, the availability of comprehensive documents and data related to the training program facilitates the process of collecting research data (Erwita & Hamzah, 2025).

This study employs a theoretical framework that integrates second language acquisition theory, communication anxiety theory, and speaking competency development theory. These three theoretical frameworks complement one another in explaining how Arabic language training can contribute to the improvement of students' public speaking

skills. Second language acquisition theory provides the foundation for understanding how students absorb and practice Arabic, while communication anxiety theory explains the psychological barriers students face when speaking in public. Meanwhile, speaking competency theory offers a reference for determining the indicators of the training program's success (Fitriani & Julia, 2022).

The ultimate objective of this study is to provide constructive recommendations for the development of the Arabic language training program at MAN 1 Kota Padang, as well as to serve as a reference for other Islamic educational institutions that seek to integrate language learning with the development of public speaking skills. The findings of this study are expected to enrich the body of knowledge in Islamic education and provide inspiration for educators, policymakers, and future researchers. Therefore, the contribution of this research is not only academic in nature, but also practical and applicable to the advancement of madrasah education in Indonesia (Wutsqo et al., 2020).

2. METHOD

This study employs a qualitative approach with a case study design. The qualitative approach was chosen because the researcher seeks to gain an in-depth understanding of the phenomenon of Arabic language training within the real context of MAN 1 Kota Padang, while taking into account the various nuances, processes, and dynamics occurring in the field. The case study design was selected because it enables the researcher to conduct a comprehensive, intensive, and focused exploration of a single educational institution (Hatoguan et al., 2025).

The subjects of this study consisted of Arabic language teachers and tenth-grade students who actively participated in the training program. The Arabic language teachers were selected because they play a strategic role as facilitators and instructors in the learning and training process, thereby possessing a deep understanding of the objectives, methods, and development of students' abilities. Meanwhile, the participating tenth-grade students were directly involved in the training process and were therefore able to provide authentic information regarding their learning experiences, level of participation, and the impact of the training on their public speaking skills (Nawawi et al., 2025).

The data collection techniques employed in this study included participatory observation, in-depth interviews, and documentation studies. Observations were conducted over a period of two months by directly observing the Arabic language training process and public speaking activities organized at the madrasah. The in-depth interviews were carried out in a semi-structured manner to explore the informants' perceptions, experiences, and opinions more freely and comprehensively. The documentation study involved the collection of data in the form of lesson plans, students' progress records, and evaluation results of the training activities (Arifzapni et al., 2026).

The data analysis in this study was conducted using the interactive analysis model proposed by Miles and Huberman, which consists of three main stages: data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and summarizing relevant data while eliminating unnecessary information. The data were then presented in the form of descriptive narratives and matrices to facilitate readers' understanding of the patterns identified in the study (Qomaruddin, 2024).

This study employed several triangulation techniques, namely source triangulation, technique triangulation, and time triangulation. Source triangulation was conducted by comparing data obtained from teachers and students. Technique triangulation was carried out by comparing data gathered through observations, interviews, and documentation. Time triangulation was implemented by collecting data at different times and under varying

conditions in order to ensure the consistency of the findings. In addition, member checking was also conducted by reconfirming the research findings with the informants to ensure the accuracy of the researcher's interpretations (Wiyanda Vera, 2024).

3. RESULTS AND DISCUSSION

3.1 Implementation of the Arabic Language Training Program at MAN 1 Kota Padang

The findings of this study indicate that the Arabic language training program at MAN 1 Kota Padang has been implemented in a structured and well-planned manner. Each session is designed to provide a balanced proportion between theoretical instruction and speaking practice. Arabic language teachers play roles not only as instructors, but also as facilitators and motivators for the students. The clear and measurable structure of the program serves as the primary foundation for the success of this training in producing significant improvements in students' abilities (Anisah et al., 2024).

The *muhadharah* method, or speech training practice, proved to be the most effective method in improving students' public speaking skills. In *muhadharah* activities, each student was given the opportunity to stand in front of the class and deliver a short speech in Arabic based on a predetermined theme. The feedback provided by teachers and classmates after each performance helped students identify their weaknesses and continuously improve themselves. The supportive and encouraging classroom atmosphere made students feel safe to practice and experiment with their abilities (Rasman & Misika, 2026).

The role of Arabic language teachers as models and facilitators greatly determined the success of the training program at MAN 1 Kota Padang. The teachers not only provided instruction and theoretical explanations, but also directly demonstrated how to speak Arabic properly, fluently, and confidently. In addition, the teachers actively created a conducive classroom atmosphere for learning by reducing pressure and increasing students' motivation. The teachers' humanistic and empowering approach made students feel appreciated and more enthusiastic about participating in each training session. (Nurrokhmatulloh et al., 2023).

Institutional support from the madrasah played a crucial role in the success of the Arabic language training program. The principal consistently provided both moral and material support for the development of the program, including allocating special time within the school schedule for training activities. The existence of a policy requiring all students to actively participate in the Arabic language training program became a highly significant supporting factor. This strong institutional commitment created a conducive learning ecosystem and ensured the sustainability of the training program from year to year (Azmy, 2025).

The integration of religious materials and public speaking practice within the Arabic language training program proved to be highly effective in increasing students' motivation and engagement. Students felt that the Arabic speaking skills they developed were not only useful for academic purposes, but also possessed profound spiritual and religious value. Intrinsic motivation, stemming from an awareness of the importance of Arabic as the language of the Qur'an, encouraged students to practice more diligently and seriously. This spiritual dimension became a distinctive advantage of the training program in the madrasah context, which is not commonly found in general schools (Fikri et al., 2025).

Regular program evaluation also contributed significantly to the effectiveness of the Arabic language training in improving students' public speaking skills. At the end of each semester, teachers conducted a comprehensive assessment of each student's public speaking development based on predetermined evaluation rubrics. The results of these evaluations were then used as reflective material to improve and refine the methods and approaches

applied in subsequent sessions. This continuous cycle of evaluation and improvement ensured that the training program consistently developed and remained relevant to the students' needs (Hasanuddin & Rijal, 2025).

The language environment created both inside and outside the classroom also supported the success of the Arabic language training program. The use of Arabic as a daily means of communication within the dormitory environment and in several areas of the madrasah provided students with intensive language exposure. Students practiced speaking Arabic not only during lesson hours, but also in their daily interactions with teachers and peers. This consistent and continuous language exposure accelerated the acquisition of speaking skills and strengthened students' confidence in using Arabic in public settings (Ramadhani et al., 2024).

3.2 The Impact of Arabic Language Training on Students' Public Speaking Skills

The students' level of self-confidence increased significantly after participating in the Arabic language training program for one full semester. Prior to joining the program, most students admitted that they felt extremely nervous and lacked confidence when speaking in front of the class. However, after consistently practicing in small forums created during the training sessions, their self-confidence gradually began to develop. This improvement in self-confidence became a major asset for the students, enabling them to perform more effectively in various public speaking forums (Kinanti et al., 2025).

The students' speaking fluency also demonstrated highly encouraging progress as a result of the intensive training program. Daily exercises in the form of *hiwar* (conversation) and *muhadharah* (speech delivery) accustomed students to expressing their ideas more fluently without excessively long pauses. Feelings of embarrassment and fear of making mistakes, which had previously been major obstacles, gradually diminished as students were given more frequent opportunities to practice speaking. This improvement in fluency was also reflected when students spoke in forums outside the context of Arabic language training (Bahri et al., 2025).

The students' vocabulary mastery developed rapidly alongside the intensive practice of speaking in Arabic. Each training session was consistently initiated with the introduction of new vocabulary relevant to the theme being practiced. These vocabularies were then directly applied in speaking exercises, making them easier for students to remember and use. The richness of vocabulary acquired through the Arabic language training also had a positive impact on the students' ability to choose appropriate words when speaking in other languages (Na'ima et al., 2025).

The aspects of intonation and articulation in speaking also showed noticeable improvement among the students. Arabic, with its distinctive sound system, trained students to be more careful in pronouncing each word accurately and clearly. Repetitive pronunciation exercises enabled the students' speech muscles to become more trained and responsive. These improvements in intonation and articulation directly enhanced the quality of the students' public speaking performances, making the messages they delivered easier for the audience to understand (Nasyaa et al., 2024).

The students' ability to organize ideas and construct arguments systematically also developed effectively through this training program. Debate and discussion activities conducted in Arabic trained students to think quickly, logically, and systematically when formulating argumentative points. Students learned how to begin a speech with an engaging introduction, develop the content with strong arguments, and conclude with an impressive closing statement. These skills are highly important in the context of public speaking, as a well-structured presentation is easier for audiences to follow and understand (Azizah, 2025).

The positive influence of Arabic language training on public speaking skills was not limited solely to the context of speaking Arabic, but was also evident in the students' overall speaking abilities. Many students reported that they felt more confident when speaking in public in Indonesian after participating intensively in the Arabic language training program. This phenomenon of skill transfer indicates that the Arabic language training successfully established a strong foundation in speaking skills that could be transferred to other linguistic contexts. This represents a highly interesting and valuable finding of the study (Bahiyah & Gumindari, 2024).

Overall, the findings of this study demonstrate that the Arabic language training program at MAN 1 Kota Padang has successfully produced significant positive impacts on the improvement of students' public speaking skills in various aspects. This success cannot be separated from the strong synergy among innovative learning methods, solid institutional support, the competence and dedication of teachers, as well as the students' own motivation and commitment. The findings of this research provide strong empirical evidence that Arabic language training is not only effective in enhancing linguistic competence, but also serves as a highly effective strategy for developing students' communication and public speaking skills in a comprehensive and sustainable manner.

4. CONCLUSION

Based on the findings of this study conducted at MAN 1 Kota Padang, it can be concluded that Arabic language training makes a highly significant and tangible contribution to improving students' public speaking skills. These improvements encompass various important aspects, including self-confidence, speaking fluency, vocabulary mastery, accuracy of intonation, argumentative ability, and the ability to organize ideas systematically. A well-designed training program, implemented consistently and supported by a conducive learning environment, has proven capable of transforming students who were initially passive and lacking in confidence into individuals who are courageous, fluent, and skilled in communicating before an audience. The success of the program is closely related to the implementation of the *muhadharah* method, the active role of teachers as facilitators and role models, strong institutional support, continuous program evaluation, and the creation of a language environment that provides intensive opportunities for students to practice Arabic both inside and outside the classroom.

Despite these positive findings, this study has several limitations. The research was conducted only at MAN 1 Kota Padang, limiting the generalizability of the findings to other educational contexts. In addition, this study primarily focused on describing students' improvements in public speaking skills and did not employ standardized quantitative measurements or examine the influence of individual factors such as prior language proficiency and learning characteristics. Therefore, future studies are recommended to involve larger and more diverse samples, apply mixed-method or experimental research designs, and explore the long-term impact of Arabic language training on communication competence, leadership skills, and academic achievement in different educational settings.

DECLARATION OF USING AI

The authors used ChatGPT to improve language and readability. The authors reviewed and edited the output and take full responsibility for the content.

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