LEARNING SPEAKING SKILLS AT THE MAMBA'UL MA'ARIF ISLAMIC BOARDING SCHOOL IN DENANYAR JOMBANG FROM THE PERSPECTIVE OF NASIR ABDUL GHALLI AND ABDUL HAMID ABDULLAH

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ABSTRACT

This study discusses the learning of speaking skills at the Mamba'ul Ma'arif Denanyar Jombang Islamic boarding school from the perspective of Nasir Abdul Ghalli and Abdul Hamid Abdullah. This study aims to examine the learning of speaking skills through the book Al-Hiwar Bayna Yadayk, from the perspectives of Nasir Abdul Ghalli and Abdul Hamid Abdullah, and to identify its advantages. This study uses a qualitative case study approach. The study's subjects were speaking skills teachers, male class XI students, and male dormitory supervisors. Data were collected through observation, interviews, and documentation, then analyzed using the Miles, Huberman, and Saldana models. The results of the study indicate that: 1) speaking skills learning takes place in accordance with the learning principles of Nasir Abdul Ghalli and Abdul Hamid Abdullah. 2) The advantages of the book Al Hiwar Bayna Yadayk are the use of language that is easy to understand, a relatively simple sentence structure (tarkib), material that is relevant to learning needs, each chapter contains new vocabulary (mufradat), and the vocabulary presented is applicable and can be used in everyday communication.

Keywords: Learning speaking skills, Book of Al-Hiwar Bayna Yadayk, Al-Ghalli and Abdullah's perspective

ABSTRAK

Penelitian ini membahas pembelajaran maharah kalam di pondok pesantren Mamba'ul Ma'arif Denanyar Jombang perspektif Nasir Abdul Ghalli dan Abdul Hamid Abdullah. Penelitian ini bertujuan mengetahui pembelajaran maharah kalam menggunakan kitab Al-Hiwar Bayna Yadayk perspektif Nasir Abdul Ghalli dan Abdul Hamid Abdullah beserta keunggulan kitab tersebut. Penelitian ini menggunakan metode kualitatif dengan pendekatan studi kasus. Subjek penelitian adalah guru maharah kalam, siswa kelas XI putra, dan pembina asrama putra. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, lalu dianalisis dengan model Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa; 1) pembelajaran maharah kalam berlangsung sesuai dengan prinsip pembelajaran Nasir Abdul Ghalli dan Abdul Hamid Abdullah. 2) keunggulan dalam kitab Al Hiwar Bayna Yadayk yakni penggunaan bahasa yang mudah dipahami, struktur kalimat (tarkib) yang relatif sederhana, materi danyang relevan dengan kebutuhan pembelajaran, setiap bab memuat kosakata (mufradat) baru, serta kosakata yang disajikan bersifat aplikatif dan dapat digunakan dalam komunikasi sehari-hari.

Kata Kunci: Pembelajaran maharah kalam, Kitab Al Hiwar Bayna Yadayk, Perspektif Al-Ghalli dan Abdullah

A. Introduction

The proficiency in speaking is one of the most important skills in language learning, as it relates to language's primary function as a means of communication (Malavika & Muthukrishnan, 2021). It is also fundamental to language acquisition (Solehudin, Nurhanifansyah, & Kholid, 2024). The importance of speaking lies not only in conveying messages but also in helping someone express feelings, thoughts, and ideas effectively to others (عليان, 1992). Therefore, speaking must be studied by every language learner.

In learning the speaking skills, students not only practice speaking but also use appropriate intonation, body movements, appropriate facial expressions, and clear pronunciation (Mufidah, Attaqi, & Amrullah, 2022). The objectives of learning speaking skills encompass several main aspects, including improving fluency in speaking, clarifying the pronunciation of ideas, fostering a sense of responsibility in communication, and developing critical listening skills (Mustofa, 2011). This learning also aims to develop the ability to construct meaningful sentences, foster speaking confidence, and provide practical skills such as speechmaking and discussion. Furthermore, learning the language of speaking skills also contributes to developing students' creativity, freedom of expression, and communication confidence (بكر, 2022).

Learning speaking skills is not an instant process, but requires time, patience, and the right learning strategies (المصطفى & ميمونة, 2016). This is because speaking is a complex activity that involves thinking, language as a medium for expressing ideas, voice as a means of conveying sound, and physical responses supported by listening skills (يونس, الناقة, & مذكور, 1981). Therefore, teachers are required to have adequate pedagogical competence so that the speaking learning process can run effectively.

In their teaching practices, teachers must provide materials appropriate to the students' ability levels (Kuswoyo, 2017). At the beginner level, speaking learning can include answering simple questions, practicing oral exercises, memorizing dialogues, and answering questions based on the texts read. At the intermediate level, the material taught is more complex, including role-playing, pair discussions, leading

meetings, sharing personal experiences, delivering short reports, and retelling information from the mass media (Alfarisi & Septiawati, 2022). Meanwhile, at the advanced level, students can be trained through more challenging speaking activities, such as giving speeches, debating, describing certain phenomena, acting out dramas, and discussing specific topics in depth (طعيمة, 1986).

Nasir Abdul Ghalli and Abdul Hamid Abdullah emphasized that in learning speaking skills, teachers must: 1) have good Arabic speaking skills and apply systematic and contextual learning strategies. 2) Learning should start with vocabulary that is close to the students' mother tongue. 3) Teachers must pay attention to the principle of gradualness. 4) Teachers must start learning with the commonly used vocabulary. 5) Teachers must avoid vocabulary that contains long letters. 6) Teachers must pay attention to pronunciation aspects. 7) Teachers must pay attention to materials that are appropriate to the conditions of students. 8) Teachers must often provide practice opportunities for students (الله & الغالي, 1991).

In the learning process, textbooks or books used also play an important role as one of the supporting means for achieving educational goals (Hawari, 2025). A good book not only presents material systematically but also enhances learning quality (Magdalena et al., 2021). Some books used in learning Arabic speaking skills include Al-Arabiyyah Bayna Yadayk (Amrulloh, Mubaidilah, & Nur, 2025), Al-Muhadatsah Al-Arabiyyah (Supriyadi, 2022), Manhaj Ta'lim Li Makharij Al-Ḥuruf (Baharun, Syam, & Arisandi, 2023), Arabic Pocket Book (Shofiyani & Nisa, 2023), Al-Arabiyyah lin-Nasyi'in (Ni'mah & Nasiruddin, 2020), and Al-Ḥiwar Bayna Yadayk.

The Al-Ḥiwar Bayna Yadayk book is a book used in the study of speaking skills at the Mamba'ul Ma'arif Denanyar Jombang Islamic boarding school. The book is implemented in the Hasbullah Sa'id dormitory of the Mamba'ul Ma'arif Denanyar Jombang Islamic boarding school. This boarding school integrates both the Salafi and modern educational systems into its curriculum. The combination of these educational systems reflects the pesantren's efforts to integrate classical scientific traditions with modern learning methods. Modern

pesantren emphasize the use of a formal curriculum and Arabic as local content (Maksum, 2015), while Salaf pesantren maintain the study of yellow books as the core of learning (Dhofier, 1983). The integration of these two systems is expected to produce Arabic language learning that balances mastery of theory and practice.

Based on the description, this research focuses on the study of speaking skills learning through the book Al-Ḥiwar Bayna Yadayk at the Hasbullah Sa'id dormitory of the Mamba'ul Ma'arif Denanyar Jombang Islamic boarding school. The researcher will limit this research to eleventh-grade boys. In this study, the researcher will examine the development of speaking skills from the perspectives of Nasir Abdul Ghalli and Abdul Hamid Abdullah. This study also aims to analyze the advantages of the book and the relevance of expert theories to the practice of speaking learning applied in the Islamic boarding school.

B. Research Methods

This type of research is a case study with a qualitative method. This method was chosen because this study aims to gain a deep understanding of the implementation of learning speaking skills at the Mamba'ul Ma'arif Denanyar Jombang Islamic boarding school from the perspective of Nasir Abdul Ghalli and Abdul Hamid Abdullah. In addition, this study analyzes the advantages of the book for learning speaking skills. The study was conducted at the Hasbullah Sa'id Dormitory of the Mamba'ul Ma'arif Denanyar Jombang Islamic boarding school. Informants in this study consisted of speaking skills teachers, male class XI students, and the male supervisor of the Hasbullah Sa'id dormitory.

The data collection techniques used were observation, interviews, and documentation. In the observation, the researcher directly observed field conditions to gain an overview of the learning of speaking skills using the book Al-Hiwar Bayna Yadayk at the Hasbullah Sa'id Dormitory, including its advantages. In the interview, the researcher interviewed Arabic teachers, male class XI students, and the male supervisor of the Hasbullah Sa'id dormitory to obtain data on the learning of speaking skills using the book Al-Hiwar Bayna Yadayk in the Hasbullah Sa'id Dormitory, along with

the advantages of the book. In the documentation, the researcher will look for documentation in the form of (Books used, dormitory regulations, syllabus, etc.).

The data validity test in this study used a credibility test to ensure that the data obtained was correct and reliable. Data credibility testing was conducted through triangulation. According to William Wiersma in (Sugiyono, 2019) data triangulation is the process of checking data from multiple sources in different ways and at different times. In triangulation, the researcher used triangulation of data sources and methods. The data analysis technique used the Miles, Huberman, and Saldana model, which consists of four steps: data collection, data reduction, data condensation, and conclusion drawing. During data collection, the researcher gathered data through observations, interviews, and documentation, then reduced and condensed it to draw a conclusion. The chart for the data analysis technique, according to Miles, Huberman, and Saldana, is as follows (Miles, Huberman, & Saldaña, 2014).
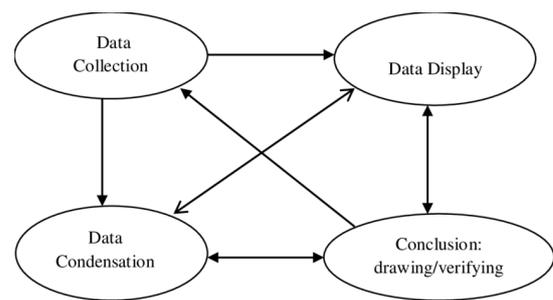

Figure 1https://www.google.com/imgres?q=analisis%20miles%20huberman%20dan%20saldana&imgurl=https%3A%2F%2Fwww.researchgate.net%2Fpublication%2F388046714%2Ffigure%2Ffig1%2FAS%3A11431281303768960%401737016132553%2FGambar-1-Teknik-Analisis-

C. Result and Discussion

1. Learning Speaking Skills Using the Book Al-Hiwar Bayna Yadayk at Hasbullah Sa'id Dormitory

The study of speaking skills in the Hasbullah Sa'id dormitory is held in the MAN 4 Jombang religious building. This study is held weekly, every Tuesday from 3:30 PM to 5:00 PM WIB, for grade XI. The learning objectives are adjusted according to the grade level. In grade X, the study focuses on basic preparation. In grade XI, the study is directed towards strengthening and mastering speaking and reading. Meanwhile, in grade XII, Quran recitation is writing. This study is mandatory and must be attended by all students to support the dormitory's language program.

This dormitory is designated for students of the MAN religious program (MANPK). MANPK is one of the

superior madrasas organized by the Ministry of Religious Affairs. Regulation of the Minister of Religious Affairs number 60 of 2015, amending Regulation number 90 of 2013 concerning the organization of madrasas. The objectives of MANPK are (a) producing students who are competent in the field of religion (Tafaqquh fiddin); (b) producing students who are competent in the field of foreign languages (at least Arabic and English), and (c) producing students who are competent in the field of Islamic insight and treasures (Islam, 2016).

The implementation of learning speaking skills in this dormitory uses a direct method, namely the delivery of material, and the question and answer process is carried out entirely in Arabic (Anwar, 2017). The direct method assumes that the process of learning a foreign language is the same as learning a mother tongue, namely by using it directly and intensively in communication (Chalik, 2020). This method is called the direct method because, during the lesson, the teacher uses the target language (in this case, Arabic) to explain the meaning of a word or sentence, using

pictures or demonstrations (Sumardi, 1974).

In implementing learning, teachers demonstrate strong Arabic language competence, especially in *makhraj* accuracy (in how the letters come out), so that students can understand the explanations given. The teacher's pronunciation also emphasizes the long and short sounds (*mad and qashr*) and accurate pronunciation according to the rules, which facilitates student understanding and a smooth learning flow. This condition is evident in students' ability to respond to teacher questions and follow the learning stages quite well.

However, some students understood the teacher's explanations but were not yet fully able to respond or answer questions verbally in Arabic. To strengthen language habits, learning activities were not only carried out in the classroom but also extended outside it to reinforce communication practices. Teachers actively encouraged students to use Arabic in everyday interactions within the dormitory.

The Hasbullah Sa'id dormitory environment, which implements *bi'ah lughawiyyah* (language environment),

is also a supporting factor in the success of learning speaking skills. This aligns with (Sabri, Ma'arif, & Hamid, 2023), who state that *bi'ah lughawiyyah* is a factor that supports language acquisition and learning. Research results (Huda, 2025), also show that *bi'ah lughawiyyah* plays a crucial role in improving Arabic language skills.

The Arabic language abilities of the students at this boarding school vary. According to the teacher, some are already able to respond well, while others are not. This is due to the students' backgrounds. The instructor explained that students from modern Islamic boarding schools excel in speaking, while those from traditional Islamic boarding schools excel in reading. Students from modern Islamic boarding schools prioritize speaking, although they still make some mistakes in *tarkib* (recitation). Students from traditional Islamic boarding schools prioritize *tarkib,* so they are still hesitant to speak Arabic.

Arabic language learning, particularly in the area of learning speaking skills, does not just take place in the classroom during afternoon or evening religious studies. The dormitory also offers a *tahsin* Al-Qur'an program. This program teaches students to pronounce Arabic correctly, observing its pronunciation and length. This aligns with the principles of speaking outlined by Nasir Abdul Ghalli and Abdul Hamid Abdullah, which state that Arabic should be learned through words similar to the student's native language.

The next principle of learning is gradual. The learning and speaking skills in this dormitory align with this principle. Students do not immediately practice the material. Upon entering the classroom, the teacher plays a video lesson on hiwar. The video corresponds to the text in each student's textbook. Students listen attentively during the video. During the video, the teacher asks students in Arabic about the meaning of unfamiliar words. During the question-and-answer session, the teacher does not directly explain the meaning; instead, they provide examples using synonyms or demonstrations.

The learning materials provided in the speaking skills activities are tailored to students' characteristics, needs, and environmental context. This adjustment aims to ensure that the material presented is not only

linguistically relevant but also socially and culturally contextual. During the observation, the material being taught was the chapter "عليك بذات الدين". This theme emphasizes the importance of choosing a life partner for religious reasons, making it rich in moral and spiritual messages.

The selection of material is considered to align with the character of the Hasbullah Sa'id dormitory, which is under the auspices of the Mamba'ul Ma'arif Denanyar Jombang Islamic boarding school. As an Islamic boarding school, the dormitory serves not only as a residence for students but also as a space for internalizing Islamic values in everyday life. Therefore, the presentation of material oriented towards strengthening religious aspects is relevant and contributes to the development of both linguistic competence and student character. Thus, the learning of speaking skills is not separated from the institution's institutional and ideological context, but is systematically integrated with the Islamic boarding school's educational vision.

After the video session concluded, the teacher continued the lesson by explaining the material in Arabic. The Arabic the teacher used was understandable to the students. Based on student statements, they understood the teacher's language, although they were not yet fully able to answer the teacher's questions in Arabic. This understanding was possible because the teacher used common vocabulary that students could easily understand.

After the activity, the teacher divided the class into two large groups. The first group served as questioners, while the second served as answerers. This question-and-answer activity was carried out three times. Next, the teacher switched roles between the two groups, so that the group that had previously been questioners became the answerers, and vice versa. This activity was also carried out three times. After that, the teacher divided the students into four groups using the same practice mechanism as before. Next, students were divided again into small groups of two people each. This paired practice activity was carried out three times at each student's seat. As a final stage, the teacher randomly selected eight students to practice the conversation in front of the class. These eight students had to practice

the material they had learned in front of their peers.

After the video session was over, the teacher divided the class into two large groups. One group became the questioners and the other became the answerers. This was done three times. Then the teacher asked the questioner group to become the answerers and the answering group to become the questioners. This was done three times. After that, the teacher divided the students into four groups to practice as above. Then they divided them into pairs again. This was done three times at each student's desk. After the students practiced at their desks, the teacher randomly paired two students to practice later.

This learning is supported by adequate media, such as LCD and sound system, which help smooth the delivery of material, especially in video screenings and dialogue listening exercises. The use of Arabic film-based learning resources can positively influence the learning process (Murahmanita, Nasrah, & Trisfayani, 2020). With enjoyable media, students will more easily understand the material (Kartini, Hamdinata, & Nurmiati, 2023). With appropriate methods, language

environments, and learning media, the implementation at the Hasbullah Sa'id Dormitory is structured and supports the improvement of students' speaking skills.

As described above, the learning of speaking skills at Hasbullah Sa'id dormitory has been implemented in accordance with the principles put forward by Nasir Abdul Ghalli and Abdul Hamid Abdullah. The teacher demonstrates strong Arabic language skills, especially in the accuracy of letter pronunciation and in the distinction between long and short vowels (*mad qasr*), so that the material can be conveyed clearly and easily understood by students. In addition, the teacher encourages the use of Arabic in daily interactions in the dormitory. In teaching, the teacher uses vocabulary that is common, easy to understand, and close to students' mother tongue so that students can more easily understand the material.

Mastery of letter pronunciation is also strengthened through Qur'anic recitation activities, which help students improve their pronunciation accuracy. The learning process is carried out in stages, for example, by showing videos as an introduction to the material and explaining the

meaning of words using Arabic synonyms before providing direct explanations. Learning materials are also adapted to students' characteristics and environment, such as the theme "عليك بذات الدين," which contains Islamic values and is relevant to the Islamic boarding school environment. In addition, teachers provide opportunities for speaking practice in stages, starting with large groups and moving to small groups, so that students can improve their Arabic speaking skills more optimally.

2. The Excellence of the Book Al Hiwar Bayna Yadayk in Learning Speaking Skills

Books used for learning speaking skills. In Hasbullah Sa'id's dormitory, there is the book Al-Hiwar Bayna Yadayk. This book has several advantages that support the learning process of speaking skills. These advantages include: (1) use of language that is easy to understand, (2) structure (*content*) of relatively simple sentences, (3) material that is relevant to learning needs, (4) each chapter contains vocabulary (*mufradat*) that is new, and (5) the vocabulary presented is applicable

and can be used in everyday communication.

The first advantage is that the book Al-Hiwar Bayna Yadayk is written in an easy-to-understand language. The ease of language can be seen from several materials in the book. For example,

هشام   : الحمد لله على سلامتك يا إبراهيم

إبراهيم   : شكرا لك، أنا بخير والحمد لله

هشام   :ماذا حدث؟ لماذا أنت هنا؟!

إبراهيم   :أغمي علي وأنا في الشركة، وعندما أفقت، وجدت نفسي هنا في المستشفى

هشام   :وما رأي الطبيب

إبراهيم   : فحصني الطبيب وقال لي: أنت بخير

هشام   : وبم نصحك؟

إبراهيم   : أن أقضي العطلة في بلد جميل

هشام   : يا لها من نصيحة الطبيب

The ease of Al-Hiwar material is also reflected in students who can follow the learning well and understand it.

The ease of language in the book Al-Hiwar Bayna Yadayk includes aspects *of tarkib* (linguistic structures) that are not too difficult for students. The presentation of sentence patterns and language constructions used is quite simple, making it easy for students to recognize and imitate the forms of speech used in communication. For example, in chapter six of volume two, لو سمحت، أين تقع الجامعة؟ تقع الجامعة غرب المدينة. This

example shows the structure of the *tarkib fi'il* and *fa'il*, which is relatively easy to understand. In addition, the students stated that the book's content is easy to understand.

Aspect *content*: A score of "not too difficult" indicates that the book is written in simple language that students can understand. In language learning, overly complex structures make it difficult for students to understand (Awwiby & Chotimah, 2021). *Tarkib*, or grammatical structure, is a crucial aspect underlying language comprehension and skills. *Tarkib* is closely related to grammar or syntax, enabling learners to understand how words are structured into meaningful sentences. A good command of *tarkib* enables Arabic learners to construct and understand sentences effectively and efficiently, enabling them to practice speaking Arabic (Hafizh & Ridlo, 2024).

Another advantage is the material's suitability to the students' conditions and environment. The Hasbullah Sa'id boarding school students are students within the Mamba'ul Ma'arif Islamic Boarding School. Therefore, the book's material encompasses not only language

learning but also moral values relevant to students' lives. One example is the material on "عليك بذات الدين". Then the material "من أضرار التدخين". is in accordance with the conditions of high school students regarding the dangers of smoking.

Material relevant to students' lives positively influences the learning process. This aligns with the principles of learning speaking skills. As explained by Nasir Abdul Ghalli and Abdul Hamid, teachers need to pay attention to selecting materials that are appropriate to their students' needs. Material tailored to students' backgrounds and experiences will make it easier for them to understand the lesson, thus optimally achieving learning objectives (Ulhaq & Lubis, 2023).

Another advantage is that each chapter contains new vocabulary. For example, in the first chapter, we find new vocabulary أمريض أنت؟ نعم أشعر بآلام شديد في بطني. Next, in chapter two, زينب ومريم صديقتان، تتشابهان في أشياء كثيرة، فهما تسكنان في حي واحد. Then, in chapter three, وأعتقد أنك لم تتبع الحمية. In chapter four, it is the same كانت علامة الصحة. Next, in chapter five, انتشر التدخين. Students believe that the new vocabulary in each chapter helps them gradually

expand their vocabulary as they progress through the material. This pattern ensures that vocabulary learning does not occur sporadically, but rather follows a learning sequence, making it easier to monitor progress.

Comprehensive mastery of vocabulary can lead students to a good understanding of Arabic and the ability to speak, write, and read it fluently (Hasnidar, 2021). According to (Af'idah, 2024), one factor in learning and understanding Arabic is memorizing strong vocabulary. This is because the vocabulary is the foundation or basic learning in Arabic (Supardi, Iskandi, & Rizki, 2021).

Another advantage is its applicable vocabulary. Informants assessed that the vocabulary used in this book is applicable and relatively extensive. This means the vocabulary introduced tends to be highly useful in dormitory communication. Having such applicable and adequate vocabulary can improve students' skills and facilitate their communication in Arabic in the dormitory.

Applicable vocabulary can support students' fluency in pronunciation. Through practice,

students will be able to remember and, without realizing it, master the words, both consciously and unconsciously. Through practice, language learning will have a significant impact (Harahap et al., 2025). This practice helps students get used to pronouncing the words they have learned to friends and others.

D. Conclusion

This learning process is conducted in accordance with the principles proposed by Nasir Abdul Ghalli and Abdul Hamid Abdullah. The advantages of the book include its easy-to-understand language, relatively simple sentence structures (*tarkib*), and material relevant to learning needs. Furthermore, each chapter contains new vocabulary (*mufradat*) applicable to everyday communication. The language difficulty level in this book is also arranged in stages, making it easier for students to understand the material and improve their Arabic speaking skills.

Based on the results of this study, further research is recommended to examine the learning of speaking skills using other theoretical perspectives in Arabic

language learning to obtain a broader comparison of approaches. Furthermore, future research can expand the research object to include various educational institutions and Islamic boarding schools to provide a more comprehensive picture of the implementation of speaking skills learning. Further research can also examine in greater depth the effectiveness of the book Al-Hiwar Bayna Yadayk in improving students' Arabic speaking skills, using both qualitative and quantitative approaches. In addition, studies on the use of varied learning media and the development of language environments *bi'ah Lughawiyah* in Islamic boarding schools are important for research aimed at optimizing the development of Arabic-speaking skills.

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