

THE IMPLEMENTATION OF THE MUHAWARAH METHOD IN IMPROVING ARABIC SPEAKING SKILLS AT MA NW DASAN LIAN

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ABSTRACT

This study aims to improve Arabic speaking skills among students at MA NW Dasan Lian through the implementation of the Muhawarah (dialogue) method. The problem addressed in this research was the students' low proficiency in speaking Arabic, characterized by limited vocabulary, lack of fluency, and low confidence, primarily due to monotonous teaching methods and minimal speaking practice. The research was conducted using a Classroom Action Research (CAR) design, based on the Kemmis and McTaggart model, which consists of four stages: planning, acting, observing, and reflecting. The study was carried out in two cycles, with each cycle involving three meetings. Data collection methods included classroom observation, pre-tests and post-tests, and documentation. In Cycle I, students showed moderate improvement, with an average pre-test score of 67 and a post-test score of 78. However, many students remained in the "Fair" or "Poor" categories. Adjustments were made in Cycle II, including more interactive teaching, the use of audio materials, and motivational strategies. This resulted in a significant improvement in students' speaking skills. In Cycle II, the average pre-test score increased to 82 and the post-test score to 83, with most students achieving a "Good" category. The findings demonstrate that the Muhawarah method significantly enhances students' fluency, confidence, and participation in Arabic language learning. These results support previous studies on dialog-based instruction and highlight the method's relevance in secondary Islamic educational settings. The study concludes that structured dialogue is a practical and effective approach to Arabic instruction at the secondary level.

INTRODUCTION

Speaking is one of the most essential language skills in mastering Arabic, yet it remains a significant challenge for many students at the secondary school level. In Indonesia, particularly at institutions like MA NW Dasan Lian, Arabic learning often emphasizes grammar and translation, while oral skills are underdeveloped. This gap highlights the need for innovative and practical teaching methods that focus on oral proficiency. One such method is the Muhawarah method, which emphasizes structured dialogue to enhance students' speaking fluency and confidence (Hasyim, 2019; Tohir, 2017).

Previous studies have demonstrated the effectiveness of the Muhawarah method in improving students' speaking ability. Maimun (2024) found that the application of muhadarah at

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Subulussalam Islamic Boarding School significantly enhanced students' vocabulary, grammar mastery, and speaking confidence. Similarly, Ulfah et al. (2024) reported a 78.2% improvement in oral proficiency among Arabic education students at UINSI Samarinda following Muhawarah-based learning. The role-playing variant of the method was also effective, as shown by Handayani and Asrofi (2023), with 90.6% of learners achieving the minimum competence standard.

Studies in various educational settings also support these findings. Firdaus and Ammar (2022) observed a significant improvement in Arabic speaking proficiency through dialog-based instruction. Sriwahyuni and Razaq (2023) noted an increase in post-test scores from 75 to 78 after the implementation of Muhawarah in MA Al-Hidayah Gowa. Furthermore, Ridho (2023) documented enhanced student confidence and vocabulary acquisition at the Darussalam Blokagung boarding school.

The literature also emphasizes the method's adaptability. Ritonga et al. (2022) analyzed the mubasyarah approach within Muhawarah using the Ittisali framework, although they noted limitations for larger student groups. Meanwhile, Jundi et al. (2024) revealed that integrating Muhawarah in language camps enhances students' soft skills and fluency. According to Naila and Syafii (2022), the method also supports other linguistic competencies, including reading, listening, and writing.

Despite these promising findings, the application of the Muhawarah method in formal school settings such as MA NW Dasan Lian remains under-researched. Previous research, including that by Mujaddid (2022), mainly focused on vocational and non-formal institutions. This study seeks to fill that gap by examining the implementation of the Muhawarah method at MA NW Dasan Lian and evaluating its effectiveness in improving students' Arabic speaking skills.

MA NW Dasan Lian, established in 1992, is an Islamic senior high school equivalent (Madrasah Aliyah) located in East Lombok, which has long included Arabic as a core subject. Initially operating under the School-Based Curriculum (KTSP), the school later transitioned to the 2013 Curriculum (K13) in an effort to align with national education reforms and enhance students' Arabic proficiency. Despite this shift, students' Arabic speaking skills have remained low. Preliminary observations indicate that low student motivation, a non-conducive learning environment, limited vocabulary acquisition, and a lack of continuous speaking and reading practice are contributing factors. These issues have also been reflected in students' poor daily test scores and passive classroom behavior. Therefore, there is a pressing need for an appropriate teaching method that can engage students more actively and foster communicative competence.

The Muhawarah method, which emphasizes structured dialogue and repeated oral interaction, is considered an effective strategy for addressing these issues, as it integrates language use in realistic and interactive contexts. According to Fauzi (2018), instructional methods serve as a crucial tool in shaping learning outcomes, particularly in second language acquisition. Additionally, Syahidin (2020) emphasized that well-structured dialogue methods like Muhawarah encourage spontaneous language production and can substantially improve learners' fluency.

Hence, the key research question that emerges from this context is: Can the Muhawarah method improve Arabic speaking skills among students at MA NW Dasan Lian? The objective of this research is to assess how the Muhawarah method improves speaking competence among students at MA NW Dasan Lian. The significance of this study lies in its potential to provide empirical support for applying dialog-based instruction in formal Arabic education and contribute to broader pedagogical practices for secondary schools in Indonesia.

METHOD

1. Research Design

This study employed a Classroom Action Research (CAR) design. The researcher was directly involved in planning, implementing, observing, and reflecting on the instructional process. CAR is widely used in educational contexts to improve teaching practices through iterative cycles of action and evaluation (Alshammari, Parkes, & Adlington, 2020).

2. Research Procedure

The research procedure followed the model of Kemmis and McTaggart, which includes four phases: planning, acting, observing, and reflecting. These steps were conducted across two cycles. In the pre-action planning stage, the researcher identified key issues in Arabic instruction at MA NW Dasan Lian, particularly students' low speaking proficiency. To address this, the Muhawarah method was selected as the instructional strategy to enhance Arabic speaking skills.

In the action planning stage, the researcher developed detailed lesson plans (RPP) and prepared observation instruments, including student activity sheets and teacher performance assessments. The action implementation stage consisted of applying the Muhawarah method—structured Arabic dialogues—over two learning cycles. During the observation phase, students' behavior, participation, and response to the Arabic lessons were closely monitored. Finally, in the reflection phase, the researcher analyzed the outcomes of each cycle to assess whether the learning objectives were achieved. If not, adjustments were made for the next cycle to ensure progressive improvement.

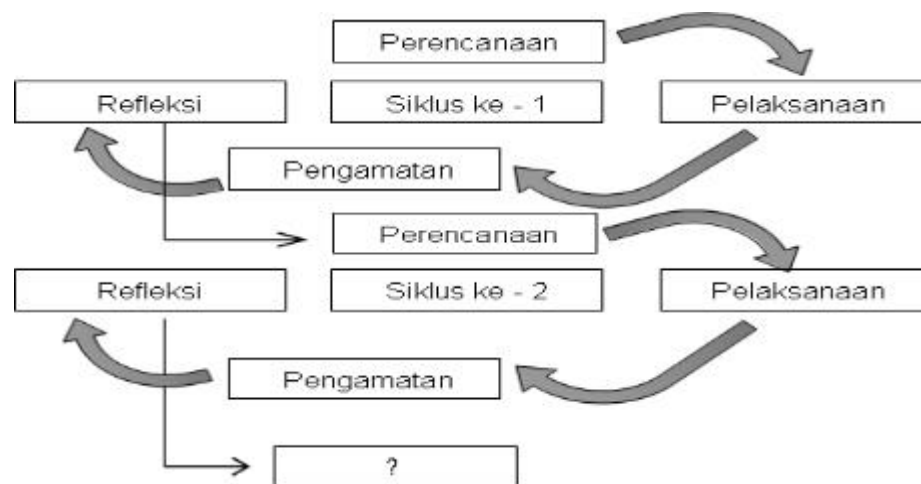


Figure 1: Diagram of the Stages of Classroom Action Research

3. Data Collection Techniques

Three techniques were used to collect data in this study. First, observation was conducted to monitor classroom conditions and the level of student engagement during Arabic lessons (Rahmah, Nasution, & Fadilah, 2021). Second, testing was administered at the end of each cycle to measure improvements in students' speaking abilities. Third, documentation was utilized to gather supporting materials such as photographs, school profiles, and internal documents to strengthen the validity of the findings.

4. Data Analysis Techniques

To ensure the validity and reliability of the collected data, triangulation was employed by integrating data from multiple sources and instruments (Creswell & Creswell, 2018). A descriptive analytical approach was used, which involved reducing and organizing the data to identify patterns and learning outcomes. The students' performance was then categorized into three levels: Good (•)

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for those who completed tasks effectively, Fair (√) for those who needed some teacher assistance, and Poor (○) for those unable to complete tasks independently. As described in the table 1 below:

Table 1: a qualitative assessment rubric used to evaluate students' performance

No	Category	Indicator	Symbol
1	Good	Good if the student is able to perform the activity well	•
2	Fair	Fair if the student is able to perform the activity well but still needs guidance from the teacher	√
3	Poor	Poor if the student is unable to perform the activity well	○

Table 1 provides a qualitative assessment rubric used to evaluate students' performance during Arabic speaking activities. The criteria are divided into three categories: Good, Fair, and Poor. A Good rating (•) indicates independent and successful task completion; a Fair rating (√) reflects partial success with some teacher support; and a Poor rating (○) shows the student struggled to complete the task effectively. This scale helps track student progress and the effectiveness of the implemented teaching method.

RESULTS

Arabic Language Proficiency Before the Implementation of the Muhawarah (Dialogue) Method

Cycle 1

1. Planning Stage

The learning process in Cycle I consisted of three meetings, each with a duration of 2 × 45 minutes. Before the implementation, the researcher acting as the teacher, in collaboration with the Arabic language subject teacher as a co-teacher, had prepared a Lesson Plan (RPP), observation sheets for each meeting, and evaluation tools in the form of texts tailored for each student.

2. Implementation Stage

a. First and Second Meetings

Before starting the lesson, the teacher explained the learning procedures. After ensuring all students were present in the classroom, the session began with a prayer. The teacher then conducted roll call to confirm student attendance in this first learning cycle.

The teacher informed the students about the learning indicators and the subject matter to be covered, while also motivating them to participate actively in the learning process. Before beginning the lesson, a pre-test was conducted in the form of a question-and-answer session related to the material to be studied. This pre-test served to help students focus their attention on the upcoming lesson content. The pre-test lasted for approximately 10 minutes.

After the pre-test, the teacher proceeded to explain the questions posed earlier, and then instructed the students to take notes on the learning material. However, due to limited time, the lesson in the first meeting of Cycle I was not completed and had to be continued in the second meeting.

In the second meeting of Cycle I, similar to the first meeting, the researcher as the teacher and the Arabic language teacher collaborated by preparing the necessary materials and conducting both the introductory and core learning activities, continuing the lesson that had not been finished in the previous session. The students resumed writing down their unfinished notes.

Once all students had completed their notes, the teacher reviewed the material covered in both meetings through another question-and-answer session. Some students asked questions, which the teacher addressed. The teacher then instructed the students to continue with the next section of the material, focusing on conversation (muhawarah).

The learning session concluded with a joint clarification and summary of the lesson outcomes, followed by a closing prayer. Due to time constraints, the researcher again had to end the learning session, and the remaining material was scheduled to be continued in the following meeting.

b. Third Meeting

The learning activity in Cycle I, third meeting, was conducted similarly to the first and second meetings. The researcher, acting as the teacher in collaboration with the Arabic language subject teacher, once again prepared the necessary materials and carried out both the initial and core learning activities. These included reviewing previously taught material and continuing content left unfinished in the second meeting. The teacher directed students to continue taking notes.

Once the students finished taking notes, the researcher resumed the explanation. Due to some students not paying attention, the teacher occasionally gave warnings or asked questions related to the conversation topic to regain their focus. The teacher then gave students the opportunity to ask questions, which showed an increased level of enthusiasm from the students during this session.

After the pre-test session, the teacher asked a few students to practice the conversation and subsequently administered a post-test in the form of essay questions, allotted 20 minutes. Once all students received the test, they were instructed to complete it without referring to textbooks or notes. This approach aimed to measure their actual comprehension at the end of Cycle I.

During the post-test, the researcher observed that some students were noisy, anxious, and attempted to copy from their peers. These issues were addressed by the teacher through verbal warnings, urging students to work independently. The classroom became noisy again once several students completed their tests. The lesson concluded with clarification and a summary of the material, followed by reminders to review the lesson at home. The session ended with a closing prayer.

Tbale 2: Student Learning Outcomes – Cycle I

No	Student Code	Gender	Pre-Test	Post-Test	Category
1	R1	M	70	80	Fair
2	R2	F	78	85	Good
3	R3	F	70	76	Poor
4	R4	F	55	65	Poor
5	R5	F	70	80	Fair
6	R6	M	60	75	Poor
7	R7	M	70	85	Fair
8	R8	M	50	70	Poor
9	R9	F	60	70	Poor
10	R10	M	78	88	Good
11	R11	F	55	70	Poor
12	R12	M	75	80	Fair
13	R13	M	75	78	Fair
14	R14	F	70	78	Poor
15	R15	M	70	85	Fair
Total			1006	1165	

No Student Code	Gender	Pre-Test	Post-Test	Category	
		Average Score	67	78	Poor

From the table 2 above, it can be observed that the lowest pre-test score was 50 and the lowest post-test score was 65. The highest pre-test score was 78 and the highest post-test score was 88. The average pre-test score was 67, while the average post-test score increased to 78. Despite the improvement, student comprehension remained in the “Poor” category. Based on the observations and reflections from Cycle I, the researcher concluded that it was necessary to continue the study to Cycle II in order to achieve the desired learning improvements.

3. Observation Stage

Throughout the learning process, the researcher assessed and observed student engagement using prepared observation sheets. Together with the Arabic language teacher, the researcher took field notes for evaluation purposes. Several issues were identified, including:

- Many students were still inattentive and uninterested in the teacher’s explanations, resulting in a lack of understanding of the conversation (Muhawarah) material.
- Although students showed enthusiasm and positive responses during Cycle I, some continued chatting with their peers during the lesson.
- Some students still lacked confidence during learning activities, likely because they were not accustomed to active participation. Previously, they were passive listeners. The researcher also felt that the teaching had not yet been optimally guided.

4. Reflection Stage

In this stage, the researcher planned improvements for the issues identified in Cycle I to be addressed in Cycle II. The improvement plans included:

- Enhancing students’ confidence by awarding additional points to those who actively ask or answer questions.
- Encouraging students through praise and positive reinforcement, along with firmer classroom management.
- The researcher would improve instructional delivery to reduce off-task behavior and increase student focus during lessons.

Based on the observations and reflections from Cycle I, both the researcher and the Arabic language teacher agreed to proceed to Cycle II in order to achieve the intended learning outcomes stated at the beginning of the research.

Cycle II

1. Planning Stage

- The planning for Cycle II was carried out by taking the following aspects into consideration:
The teacher should be more optimal in guiding the learning process.
- To enhance students’ confidence and courage, the teacher awarded additional points to students who actively asked and answered questions and were able to directly practice the material.
- Motivation was given to students who were still indifferent to the learning process by providing praise, positive reinforcement, and a firmer approach.
- Learning tools were prepared, including the Lesson Plan (RPP) and its improvements.
- Observation sheets were prepared, and evaluation tools in the form of conversation texts were created for the students.

2. Implementation Stage

- First and Second Meetings

Cycle II aimed to improve and refine the learning activities conducted in Cycle I, with each meeting lasting 2 x 45 minutes. As in Cycle I, before starting the lesson, the teacher prepared the previously designed Lesson Plan (RPP) and observation sheets for each session. However, unlike Cycle I, in this cycle the teacher also prepared a laptop and speakers.

After ensuring that all students were present, the teacher began the lesson by greeting the class and leading a prayer. The teacher then took attendance to confirm full participation in Cycle II. Students were informed of the indicators and materials to be learned and were encouraged to be more active and enthusiastic. The material in Cycle II remained the same as that in Cycle I, but in this cycle, the teacher emphasized not only theoretical understanding but also practical application.

The teacher then motivated the students by reading out the results from the previous cycle and announcing that extra points would be awarded to those who actively participated and paid attention, aiming to increase students' engagement, focus, and learning outcomes.

Using a laptop and speakers, the teacher explained the material and played audio examples of conversations. Students were asked to observe and note their findings during the listening session. After completing the lesson, students were given time to ask questions.

The session concluded with a clarification and summary of the lesson, followed by a closing prayer. The researcher observed that students were more enthusiastic and responded positively to the learning process using the Muhawarah method. However, the lesson was not completed due to time constraints and continued in the second meeting.

In the second meeting of Cycle II, the learning activities followed the same pattern. The researcher, acting as the teacher in collaboration with the Arabic language teacher, prepared the session, conducted preliminary and core learning activities, reviewed previously taught material, and continued content not completed in the first meeting.

The teacher then distributed handouts to all Grade XI students for translation exercises. The students were assigned to find the translation of the given dialogue. Before starting, the teacher explained the task clearly so that students could discover and understand unfamiliar words on their own. This self-discovery method was expected to enhance long-term retention compared to teacher-centered delivery.

As before, the session concluded with clarification and a summary of the material, ending with a prayer. In this second meeting of Cycle II, the researcher again observed a high level of enthusiasm and positive student response to the Muhawarah method. However, due to limited time, the lesson was continued in the third meeting.

b. Third Meeting – Cycle II

The third meeting of Cycle II was carried out similarly to the previous meetings. The researcher, acting as the teacher in collaboration with the Arabic language subject teacher, prepared the necessary materials and conducted both the preliminary and core learning activities. These included reviewing previously taught materials and continuing the content that was not completed in the first meeting.

The teacher invited several students to practice the dialogues that had been assigned earlier. Each student was asked to write and translate the dialogue, which remained consistent with the topic of conversation. After sufficient explanation and practice, the teacher administered a **post-test** lasting 20 minutes to assess the students' understanding of the dialogue material.

The session concluded with the teacher and students collaboratively summarizing the material covered, followed by words of motivation to keep students enthusiastic about learning and making the best use of their time. The lesson ended with a prayer and greetings.

Table 3: Learning Outcomes – Cycle II

No	Student Code	Gender	Pre-Test	Post-Test	Category
1	R1	M	85	90	Good
2	R2	F	80	85	Good
3	R3	F	85	85	Good
4	R4	F	80	80	Good
5	R5	F	85	92	Good
6	R6	M	80	80	Good
7	R7	M	80	85	Good
8	R8	M	85	74	Fair
9	R9	F	85	75	Good
10	R10	M	85	98	Good
11	R11	F	80	70	Fair
12	R12	M	85	85	Good
13	R13	M	80	80	Good
14	R14	F	80	77	Fair
15	R15	M	80	95	Good
Total			1235	1251	
			82	83	Good

There was a clear improvement in student comprehension between Cycle I and Cycle II. In Cycle I, the lowest pre-test score was 50 and the lowest post-test score was 65. The highest pre-test score was 78, and the highest post-test score was 88. The average scores were 67 (pre-test) and 78 (post-test), which fell under the “Fair” category.

In Cycle II, however, the lowest pre-test score rose to 80, and the lowest post-test score was 70. The highest scores were 85 (pre-test) and 98 (post-test). The average pre-test and post-test scores increased to 82 and 83 respectively, indicating that students’ performance had improved to the “Good” category.

This progression confirms the effectiveness of the Muhawarah method in enhancing students’ Arabic language speaking skills.

3. Observation Stage

Based on the observation results during the learning process in Cycle II, several improvements in students’ understanding were identified, including:

- Improved student comprehension was evident in the students’ learning outcomes. This can be seen in Table 4.7, where the lowest pre-test score was 80 and the lowest post-test score was 70, while the highest pre-test score was 85 and the highest post-test score was 98. The average pre-test score was 82, and the average post-test score was 83.
- The classroom atmosphere became more orderly and conducive. Students were able to concentrate better during the learning process using the Muhawarah (dialogue) method. This was largely due to the teacher’s announcement that additional points would be awarded to students who actively participated and paid attention during the lesson.
- The teacher’s guidance and motivation were more effective, making students more engaged and responsive to the learning process. This success was attributed to the teacher’s use of varied instructional strategies, including playing Arabic dialogue recordings for students to listen to and analyze.

4. Reflection Stage

The reflections conducted by the researcher and the Arabic language teacher after Cycle II resulted in the following conclusions:

- a. Students' understanding of Arabic language **lessons significantly increased**, fulfilling the researcher's initial expectations.
- b. Nearly all students achieved the Minimum Mastery Criteria (KKM), which indicates that the objectives set at the beginning of the study were successfully met.
- c. The strategy of group work and awarding additional points to students who asked and answered questions proved to be highly effective in boosting students' confidence and willingness to participate.
- d. The use of the Muhawarah (dialogue) method was proven to be very suitable and effective for this classroom context.

Based on the above reflections, which demonstrated notable improvements in students' comprehension during Arabic language learning through the Muhawarah method, it was concluded that the goals of the study had been successfully achieved. Therefore, the research did not proceed to the next cycle.

Overview of the Improvement in Arabic Language Skills Before and After the Implementation of the Muhawarah (Dialogue) Method in Cycle I and Cycle II

Table 4: Learning Outcomes Before and After Applying the Muhawarah (Dialogue) Method in Cycle I and Cycle II

Average Score	Cycle I	Cycle II
Pre-test	67	82
Post-test	78	83
Good	2	12
Fair	6	3
Poor	7	–
Final Score Average	72.5	82.5

The table above shows that the average final score of students in Cycle I was 72.5, with 2 students categorized as "Good," 6 as "Fair," and 7 as "Poor." Meanwhile, in Cycle II, the average score increased to 82.5, with 12 students in the "Good" category, and none in the "Poor" category. These results indicate that the implementation of the Muhawarah (dialogue) method in the learning process significantly improved the students' ability to speak Arabic.

DISCUSSION

1. Analysis of Results

The findings of this study indicate a clear improvement in students' Arabic speaking skills following the implementation of the Muhawarah (dialogue) method. This was evident in both the qualitative observations and the quantitative data gathered during Cycles I and II. In Cycle I, the average pre-test score was 67 and the post-test score was 78, placing overall student performance in the Fair category. While some students (13.3%) reached the Good category, nearly half remained in the Poor category (46.7%), suggesting that the teaching strategies employed had not yet fully addressed students' needs in oral language development.

Several challenges were identified through classroom observations: a lack of student focus, continued off-task behavior, and limited student confidence in participating verbally. These findings align with earlier studies by Hasyim (2019) and Tohir (2017), who found that conventional grammar-based instruction often inhibits students' willingness to speak Arabic. The

researchers responded by enhancing lesson delivery, increasing student engagement through praise and point incentives, and incorporating audio-visual aids in Cycle II.

In Cycle II, the impact of these improvements was substantial. The average pre-test score increased to 82, and the post-test score to 83, with 80% of students now categorized as Good and none in the Poor category. This significant shift indicates that the Muhawarah method—when applied with consistency, audio support, and positive reinforcement—can effectively foster not only comprehension but also fluency and learner confidence.

This result supports Maimun's (2024) findings, which showed enhanced vocabulary and speaking confidence among students exposed to dialogue-based instruction. Similarly, Ulfah et al. (2024) and Handayani & Asrofi (2023) reported that Muhawarah-based learning led to a marked increase in oral proficiency, with over 78% and 90% of students respectively reaching competence thresholds.

The transformation in classroom behavior was equally notable. In Cycle II, students demonstrated heightened enthusiasm, focus, and participation. The structured nature of the dialogues allowed for repeated practice in a realistic and meaningful context, in line with Syahidin's (2020) assertion that dialogic teaching encourages spontaneous speech and deeper language internalization.

Moreover, the learning environment became more conducive to active learning. The shift from passive listening to interactive dialogue positioned students at the center of the learning process—consistent with communicative language teaching principles. As observed in Sriwahyuni & Razaq (2023), such a shift is essential in promoting meaningful oral communication in Arabic.

The final comparative analysis between Cycles I and II reveals an increase in the final average score from 72.5 to 82.5. This improvement confirms the effectiveness of the Muhawarah method in enhancing students' Arabic speaking skills at MA NW Dasan Lian. It also validates the central hypothesis of this study: structured dialogue enhances oral proficiency more effectively than traditional methods.

2. Comparison with Previous Studies

The findings from this study align closely with existing research on the effectiveness of dialog-based learning in Arabic instruction. As previously discussed, the improvement in students' average scores from Cycle I (pre-test: 67, post-test: 78) to Cycle II (pre-test: 82, post-test: 83) supports similar outcomes observed in Ulfah et al. (2024), where 78.2% of Arabic education students showed improved oral proficiency after being taught with the Muhawarah method. This consistency reinforces the claim that structured dialogue can serve as an effective pedagogical strategy for promoting speaking skills.

Moreover, the increased confidence and active participation reported in Cycle II reflect patterns noted in Maimun (2024), who emphasized the role of interactive conversation in increasing students' engagement and vocabulary retention. The findings also echo those of Handayani and Asrofi (2023), where over 90% of students reached the minimum competence standard after engaging in role-play-based Muhawarah, highlighting the method's applicability across various educational settings.

However, this study contributes new insights by applying the Muhawarah method within a formal madrasah (Islamic school) context—MA NW Dasan Lian—which remains underrepresented in existing literature. Unlike studies focused on pesantren (boarding schools) or higher education institutions, this research addresses the specific pedagogical needs and curriculum constraints of formal secondary education in Indonesia, where oral skills are often neglected.

3. Implications of Findings

The results have both practical and theoretical implications. Practically, this study provides empirical support for integrating the Muhawarah method into Arabic language instruction in formal education settings. It demonstrates that structured dialogue, when reinforced with audio materials, active participation incentives, and motivational strategies, can bridge the gap between passive grammar-based instruction and communicative language competence.

Theoretically, the study underscores the validity of communicative language teaching (CLT) principles within Islamic educational contexts. By engaging students in realistic and repeated use of Arabic through structured conversation, the Muhawarah method aligns with Fauzi (2018) and Syahidin (2020) who emphasized that interaction-based strategies foster language acquisition more effectively than passive learning models.

This research also reinforces the broader understanding that student-centered instruction, especially in language learning, promotes not only better comprehension but also long-term language retention and learner autonomy. These findings are particularly relevant for curriculum developers, Arabic language teachers, and educational policymakers seeking to reform Arabic teaching methodologies in madrasah settings.

4. Limitations of the Study

Despite its contributions, this study is not without limitations. First, the sample size consisted of only 15 students, limiting the generalizability of the findings to other schools or broader educational contexts. Second, while the study employed a classroom action research (CAR) design to improve pedagogical practice, the absence of a control group prevents a rigorous causal attribution to the Muhawarah method alone.

Third, although the researcher collaborated closely with the Arabic language teacher, observer bias may still have influenced data interpretation during classroom observations. Furthermore, external factors such as students' prior exposure to Arabic, differences in learning motivation, and home environments were not controlled and may have impacted the outcomes.

Finally, the research was conducted over two short cycles; a longer implementation period could have provided deeper insights into the sustainability and longitudinal effects of the Muhawarah method.

5. Partial Conclusions

From the data and reflections gathered over two learning cycles, it is evident that the Muhawarah method significantly enhanced students' Arabic speaking skills at MA NW Dasan Lian. The consistent increase in test scores, improved classroom participation, and student enthusiasm all point to the method's effectiveness. However, given the study's contextual limitations, these results are best interpreted as preliminary yet promising. They suggest that with careful planning, appropriate teacher support, and learner motivation, dialog-based strategies like Muhawarah can transform passive learners into confident speakers. These conclusions lay the groundwork for broader investigations into dialogical approaches to Arabic education in madrasah environments. The subsequent section will provide a final summation of the study's outcomes and offer recommendations for future research and practice.

CONCLUSION

This study set out to determine whether the Muhawarah method could improve Arabic speaking skills among students at MA NW Dasan Lian. The key findings reveal a significant increase in students' performance between Cycle I and Cycle II. In Cycle I, the average post-test score was 78, categorized as "Fair," whereas in Cycle II, the average rose to 83, placing students in the "Good" category. This improvement confirms the research hypothesis that structured dialog

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enhances speaking competence. The implications of these findings are both theoretical and practical. Theoretically, the study supports communicative language teaching (CLT) approaches in Arabic education, emphasizing the importance of interaction in second-language acquisition. Practically, it demonstrates that dialog-based instruction can be effectively applied in formal Islamic schools, offering a model for Arabic teachers to foster active learning and student engagement. Nonetheless, the study is limited by its small sample size and short implementation period. The absence of a control group also restricts the generalizability of the results. Future studies are recommended to use mixed-method approaches, include larger and more diverse populations, and examine long-term impacts of dialog-based learning. In closing, this research confirms that the Muhawarah method not only improves students' Arabic speaking abilities but also enhances their motivation and classroom participation. It contributes valuable insights to Arabic language pedagogy in Indonesian Islamic secondary schools and encourages further exploration of dialog-based methodologies.

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