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Enhancing Arabic Speaking Skills: A Study on Instructional Design, Implementation, and Assessment

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Abstract

Effective teaching and learning of speaking skills are vital for achieving proficiency in any language, particularly in Arabic, where precise verbal communication is essential. This study investigates the design, implementation, and evaluation of Arabic speaking skills instruction at Institut Agama Islam Negeri Metro, aiming to identify best practices and areas for improvement. The research addresses three key questions: how lecturers prepare and comprehend their teaching plans, the effectiveness of various learning designs and strategies, and the challenges students encounter in mastering speaking skills. A qualitative approach was employed, involving 30 interviews with lecturers and observations of speaking classes. The data analysis technique was a qualitative data analysis technique from Miles and Huberman include condensation, display, and verification for conclusion. Findings indicate significant variability in lecturer preparation, with some relying heavily on curriculum materials and others primarily on the syllabus, leading to discrepancies in instructional quality. The design of learning plans also varies, with proactive and reactive approaches affecting the coherence of the teaching process. In implementation, inconsistencies were found in the use of multimedia resources and the emphasis on practical speaking activities, resulting in gaps in student engagement and practice opportunities. Challenges faced by students, particularly in vocabulary and fluency, highlight the need for a more integrative teaching approach that combines grammar, vocabulary, and real-life communication tasks. The study concludes that improving Arabic speaking skills instruction at Institut Agama

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Islam Negeri Metro requires enhanced lecturer preparation, diverse teaching methods, and more effective assessment strategies. Addressing these issues could significantly improve instructional quality and student outcomes in Arabic language proficiency.

Keywords: Arabic speaking skills; language proficiency; instructional design; teaching strategies; lecturer preparation

Introduction

Effective teaching and learning of speaking skills are crucial for achieving proficiency in any language, particularly in Arabic, where expressive and accurate verbal communication is essential. The teaching of speaking skills at Institut Agama Islam Negeri Metro faces several challenges, including limited opportunities for students to practice real-life conversations in Arabic. Many students struggle with speaking fluency due to a lack of vocabulary and confidence. Additionally, traditional teaching methods often focus more on grammar than on interactive speaking activities. Students are less engaged in active communication and experience speaking anxiety in real-world situations. This study explores various dimensions of speaking skills instruction at Institut Agama Islam Negeri Metro, focusing on three primary areas: the design of speaking skills learning, the implementation of these designs in practice, and the evaluation of learning outcomes. The research questions guiding this investigation address how lecturers prepare for and understand their teaching plans, the effectiveness of different learning designs and implementation strategies, and the challenges students face in mastering speaking skills. By examining these aspects, this study aims to identify best practices and areas for improvement in teaching Arabic speaking skills, thereby enhancing both instructional quality and student outcomes.

The literature on language teaching emphasizes the importance of comprehensive preparation and understanding of learning plans for effective instruction. According to Brown, meticulous preparation by lecturers can significantly impact teaching effectiveness.¹ This thorough preparation ensures alignment with educational standards and facilitates a more robust learning experience. Conversely, a lack of preparation may result in gaps in instruction and misalignment with learning objectives.²

¹ Courtney Preston, "University-Based Teacher Preparation and Middle Grades Teacher Effectiveness," *Journal of Teacher Education* 68, no. 1 (January 20, 2017): 102–16, <https://doi.org/10.1177/0022487116660151>.

² Louisa Moats, "What Teachers Don't Know and Why They Aren't Learning It: Addressing the Need for Content and Pedagogy in Teacher Education," *Australian Journal of*

Abdulhafid et. al., found a marked improvement in students' conversational skills after engaging in role-playing activities during lessons, resulting in enhanced proficiency and confidence in Arabic conversation.³ Fadilah and Innayati conduct their result that *muhadhoroh* is a learning activity aimed at improving public speaking skills in Arabic and boosting the confidence of the students.⁴ This study distinguishes itself by focusing on a comprehensive approach to enhancing Arabic speaking skills through the integration of instructional design, implementation, and assessment at I Institut Agama Islam Negeri Metro. Unlike Abdulhafid et al., who primarily emphasized the use of role-playing to improve conversational proficiency, this research explores a broader range of instructional strategies. while Fadilah and Innayati concentrated on *muhadhoroh* as a method for public speaking enhancement, this study incorporates various interactive techniques and evaluates their overall impact on both communication skills and student confidence.

In terms of learning design, various approaches and methodologies play a crucial role in shaping effective language instruction. The humanistic approach, which focuses on personal growth and emotional support, and the communicative approach, which emphasizes practical communication skills, are both prominent in language education.⁵ The integration of these approaches into teaching practices can cater to different learning objectives and student needs. Additionally, the use of diverse materials and methods, such as reading texts and audio recordings, aligns with input-based learning theories that stress the importance of comprehensible input for language acquisition.⁶

The implementation of teaching practices, including the consistency of motivational strategies and the use of multimedia resources, also impacts learning outcomes. Mayer highlights the benefits of multimedia learning, which engages multiple senses and provides contextualized language use.⁷ Effective

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Learning Difficulties 19, no. 2 (July 3, 2014): 75–91, <https://doi.org/10.1080/19404158.2014.941093>.

³ Karima Aboubakr Salem Abdulhafid et al., "Improve ³¹ of Arabic Speaking Skills among Non-Arabic Students through Role-Play Activities," *International Journal of Arabic Research in Progressive Education and Development* 13, no. 1 (March 14, 2024), <https://doi.org/10.6007/IJARPED/v13-i1/20760>.

⁴ Farid Fadilah and Nurul Latifatul Innayati, "Efforts to Improve Arabic Speaking Skills Through Muhadhoroh Activities at the Al Ukhuwah Sukoharjo Islamic Boarding School," *Al-Afkar, Journal For Islamic Studies* 7, no. 1 (2024): 343–51.

⁵ Rebecca L. Oxford, Roberta Z. Lavine, and David Crookall, "Language Learning Strategies, the Communicative Approach, and Their Classroom Implications," *Foreign Language Annals* 22, no. 1 (February 1989): 29–39, <https://doi.org/10.1111/j.1944-9720.1989.tb03139.x>.

⁶ Ana Pellicer-Sánchez et al., "Young Learners' Processing Of Multimodal Input And Its Impact On Reading Comprehension," *Studies in Second Language Acquisition* 42, no. 3 (July 15, 2020): 577–98, <https://doi.org/10.1017/S0272263120000091>.

⁷ Ruofei Zhang and Di Zou, "A State-of-the-Art Review of the Modes and Effectiveness of Multimedia Input for Second and Foreign Language Learning," *Computer Assisted Language*

teaching requires balancing theoretical instruction with ample opportunities for practical application, as emphasized by Richards.⁸

Researchers use a qualitative approach for all activities in this study. Qualitative research is research that tries to interpret phenomena or symptoms found by researchers, whose symptoms cannot be analyzed using statistical calculations but instead use interpretive analysis of the data found. The study involved three lecturers from the Arabic learning program at Institut Agama Islam Negeri Metro. The lecturers had at least ten years of teaching experience in Arabic language education. Responses provided insights into the thoroughness of their preparation, the use of learning plans as instructional tools, and the aspects of learning design considered. Data on lecturer activities during the learning process were collected to understand how speaking skills are taught and practiced. The data collection process for this study involved both interviews and observations, focusing on three key areas such as speaking skills learning design, learning implementation, and learning evaluation. Interviews were conducted with lecturers and students to gain insights into the strategies and approaches used in designing speaking skills lessons, exploring the integration of communicative activities, role-play, and other interactive techniques. Observations during classroom sessions allowed for a closer examination of how these designs were implemented, highlighting real-time teaching methods, student participation, and the effectiveness of instructional tools. Lastly, data on learning evaluation was gathered through interviews and analysis of assessment practices, focusing on how speaking skills are measured, including both formative and summative assessments, as well as feedback mechanisms that help students improve their proficiency.

This included analysing how lecturers motivate students, use audiovisual media, and provide opportunities for practice. Student activities and their engagement in learning were also examined, focusing on their motivation, vocabulary use, and ability to apply learned material. The study explored how speaking skills are evaluated by lecturers. This involved assessing the evaluation methods used, such as oral tests, and examining students' performance in various aspects of speaking skills, including fluency, vocabulary, grammar, and real-life application.

Learning 35, no. 9 (December 8, 2022): 2790–2816, <https://doi.org/10.1080/09588221.2021.1896555>.

⁸ Arjan de Graaf, Hanna Westbroek, and Fred Janssen, "A Practical Approach to Differentiated Instruction: How Biology Teachers Redesigned Their Genetics and Ecology Lessons," *Journal of Science Teacher Education* 30, no. 1 (January 2, 2019): 6–23, <https://doi.org/10.1080/1046560X.2018.1523646>.

Findings and Discussion

Speaking Skills Learning Design

1. Lecturer Preparation Before Teaching

One of the lecturers' efforts to get maximum learning results is that lecturers must have careful preparation before teaching. Lecturers must be able to design learning that covers all aspects of education, such as approaches, objectives, materials, methods, media, and learning procedures. The data on the above 3 points will be detailed in the following table 1:

Table 1, Lecturer Preparation Before Teaching

Aspects	Alternative Answer	Frequency
Teaching Preparation	Reading the Curriculum	2,3
	Reading the Syllabus	1,2,3
	Reading compulsory books for college students	2,3
	Doing nothing because they are experienced	-

The data derived from the questionnaire illustrates varying levels of preparation among lecturers before teaching the speaking skills course. Specifically, the data indicates that out of the lecturers surveyed, two engage in comprehensive preparation by reading the curriculum, syllabus, and sourcebooks or compulsory books for students. This indicates a thorough approach, suggesting that these lecturers aim to align their teaching with both institutional standards and the specific content that students are expected to master.⁹ The inclusion of the curriculum in their preparation indicates an effort to ensure that the course objectives are met, while the syllabus provides a framework for course delivery, and the sourcebooks offer specific content and context.

In contrast, one lecturer reported only reading the syllabus. This more limited approach to preparation may suggest a reliance on the structure provided by the syllabus alone, possibly underestimating the importance of understanding the broader curriculum and the specific content in the sourcebooks. This could imply a focus on delivering the course as outlined without necessarily ensuring that the instruction fully aligns with the intended learning outcomes or with the broader educational goals of the program.¹⁰

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⁹ Shengrong Meng, "Enhancing Teaching and Learning: Aligning Instructional Practices with Education Quality Standards," *Research and Advances in Education* 2, no. 7 (July 2023): 17–31, <https://doi.org/10.56397/RAE.2023.07.04>.

¹⁰ John Biggs, "Enhancing Teaching through Constructive Alignment," *Higher Education* 32, no. 3 (October 1996): 347–64, <https://doi.org/10.1007/BF00138871>.

Conversely, those who prepare less may struggle to address the nuances of the course material, potentially leading to gaps in student understanding.

2. Lecturer's Understanding of Learning Plan

The learning design must be outlined as a learning plan, which is needed to direct, control, and facilitate the achievement of the desired learning objectives. In this regard, questionnaire answers were obtained from lecturers who made and understood the function of learning plan, as seen in Table 2.

Table 2, Lecturer's Understanding of learning plan

Aspects	Alternative Answer	Frequency
Learning Plan Creation	Yes	2
	Not	1
Learning Plan Function	As a guide for the learning process	3
	As a material for improvement in the future	-
	As a report material	3

The data presented in the table highlights a significant difference in the approach of lecturers toward the preparation and use of the Learning Plan, in the teaching of speaking skills. Specifically, it is observed that two out of the three lecturers created the learning plan before the learning process, using it as both a guideline for instruction and as report material. This proactive approach to learning plan creation is indicative of a structured and systematic teaching methodology, where the lecturer not only plans the course content in advance but also aligns it with the desired learning outcomes and institutional requirements.¹¹

The creation of a learning plan before the learning process allows lecturers to outline clear objectives, select appropriate teaching strategies, and anticipate potential challenges in the classroom. It serves as a roadmap for the course, ensuring that the teaching process is coherent, consistent, and aligned with the broader curriculum.¹² Moreover, using the learning plan as report material reflects a commitment to accountability and transparency, as it provides a documented framework of what was intended to be taught and how it was implemented.

¹¹ Gesa Ruge, Olubukola Tokede, and Linda Tivendale, "Implementing Constructive Alignment in Higher Education – Cross-Institutional Perspectives from Australia," *Higher Education Research & Development* 38, no. 4 (June 7, 2019): 833–48, <https://doi.org/10.1080/07294360.2019.1586842>.

¹² Mary B. Eberly, Sarah E. Newton, and Robert A. Wiggins, "The Syllabus as a Tool for Student-Centered Learning," *The Journal of General Education* 50, no. 1 (2001): 56–74, <https://doi.org/10.1353/jge.2001.0003>.

On the other hand, the data indicates that one lecturer did not create the learning plan before the learning process but instead produced it afterward, primarily to fulfil reporting requirements when requested. This reactive approach to learning plan creation may suggest a less structured teaching methodology, where the course is delivered without a pre-established framework.¹³ While the lecturer may have an implicit understanding of the course content, the absence of a formal learning plan during the learning process could lead to inconsistencies in delivery and potential misalignment with the intended learning outcomes. Furthermore, the post-hoc creation of the learning plan might limit its effectiveness as a tool for reflection and continuous improvement, as it becomes a mere formality rather than a meaningful part of the teaching process.¹⁴

The variation in the timing of learning plan creation among lecturers could have important implications for the quality of instruction and student learning experiences. Lecturers who prepare an learning plan in advance are likely to offer a more organized and focused learning environment, whereas those who do not may inadvertently create a less structured and potentially less effective learning experience.¹⁵

3. Aspects of the learning design of speaking skills used by lecturers (approaches, objectives, materials, methods, media, learning procedures)

The data on the design aspects of speaking skills learning were obtained from the questionnaire answers, as shown in Table 3 below.

Table 3, Aspects of Speaking Skills Learning Design

Aspects	Alternative Answer	Frequency
Approach	Humanistic Approach	3
	Communicative Approach	-
	Engineering Approach	-
Purpose	Students are skilled in communicating using Arabic in daily life	2

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¹³ Matthew James Capp, "The Effectiveness of Universal Design for Learning: A Meta-Analysis of Literature between 2013 and 2016," *International Journal of Inclusive Education* 21, no. 8 (August 3 16 17): 791–807, <https://doi.org/10.1080/13603116.2017.1325074>.

¹⁴ Kenneth E. Fernandez, "Evaluating School Improvement Plans and Their Affect on Academic Performance," *Educational Policy* 25, no. 2 (March 24, 2011): 338–67, <https://doi.org/10.1177/0895904809351693>.

¹⁵ Abdellah Ibrahim Mohammed Elfeky, Thouqan Saleem Yakoub Masadeh, and Marwa Yasien Helmy Elbaly, "Advance Organizers in Flipped Classroom via E-Learning Management System and the Promotion of Integrated Science Process Skills," *Thinking Skills and Creativity* 35 (March 2020): 100622, <https://doi.org/10.1016/j.tsc.2019.100622>.

	Skilfully bringing out the potential of the language that every student has	-
	Skilled in using Arabic expressions fluently and with the right intonation.	1
	Everything exists	-
Material	Using reading text	3
	Using movie stories	-
	All used	-
Method	Lingual audio method	3
	Metode <i>qawa'id wa tarjamah</i>	-
Media	Visual media such as reading text, etc	3
	Audio visual media such as Arabic videos, etc	-
	Audio media such as Arabic recordings, etc	3
Learning Procedure	Material delivery (20%), practice (50%), analysis (30%)	-
	Material delivery (40%), exercises (30%), analysis (30%)	-
	Presentation of material (50%), exercise (30%), analysis (20%)	3

The data presented on the learning approaches and methodologies used by lecturers in teaching speaking skills highlights a range of instructional strategies and objectives, reflecting different pedagogical philosophies and their implementation in the classroom. This discussion explores the implications of these strategies, particularly focusing on the humanistic and communicative approaches, the formulation of learning objectives, and the use of materials, methods, and media in the instruction of Arabic speaking skills.

The data indicates that two lecturers employed a humanistic approach in courses such as *Al-Hiwar* and *Al-Ta'bir Al-Muwajjah*, while the communicative approach was used in the *Al-Ta'bir Al-Hurr* course. The humanistic approach to language learning emphasizes the personal growth and emotional well-being of students, aiming to foster a supportive environment where learners feel safe to express themselves and take risks in using the target language.¹⁶ This approach aligns with the views of Rogers, who emphasized the importance of creating a nurturing learning environment that caters to the needs and experiences of the learner.

¹⁶ Qatip ³⁴fi, "Humanistic Approach in Teaching Foreign Language (from the Teacher ⁴⁵spective)," *European Scientific Journal, ESJ* 13, no. 35 (December 31, 2017): 194, <https://doi.org/10.19044/esj.2017.v13n35p194>.

In contrast, the communicative approach, which was applied in the *Al-bir Al-Hurr* course, focuses on practical communication skills, emphasizing the ability to use language effectively and appropriately in real-life situations.¹⁷ This approach is rooted in the work of scholars like Canale and Swain, who argued that communicative competence—encompassing grammatical, sociolinguistic, discourse, and strategic competencies—should be the primary goal of language instruction.¹⁸ The use of different approaches in different courses suggests that lecturers tailor their strategies based on the specific objectives and content of each course.

All lecturers used reading texts as the core material, with students expected to understand and then orally express the text's content. This method, supplemented by Arabic audio recordings, aligns with the lingual audio method (*m'iyyah syafaniyah*), a technique that combines listening and speaking activities to enhance language acquisition. The consistent use of this method suggests a shared belief in its effectiveness for developing speaking skills, as it engages multiple language skills simultaneously and provides a model for correct pronunciation and intonation.¹⁹

The use of lingual audio media, including reading texts and recordings, further supports this method, offering students exposure to authentic language use and aiding in the development of listening and speaking skills. This approach is consistent with the principles of input-based language learning theories, such as those proposed by Krashen, who argued that comprehensible input is essential for language acquisition.²⁰

Learning Implementation

1. Lecturer Activities in the Learning Process

In learning speaking skills, lecturers play an essential role in helping students master them. Ideally, lecturers in speaking skills courses can become motivators and facilitators in learning. The role of lecturers in Arabic speaking

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¹⁷ Richard C. Helt, "Developing Communicative Competence: A Practical Model 1," *The Modern Language Journal* 66, No. 3 (September 20, 1982): 255–62, <https://doi.org/10.1111/J.1540-4781.1982.Tb06986.X>.

¹⁸ Ihor Halian et al., "Communicative Competence in Training Future Language and Literature Teachers," *Revista Amazonia Investiga* 9, no. 29 (May 18, 2020): 530–41, <https://doi.org/10.34069/AI/2020.29.05.58>.

¹⁹ Amany A. Alsabbagh and Al-Shaimaa M. Al-Rashidy, "The Effectiveness of Using Animated Storytelling Technique for Developing Speaking Skill," *International Journal of Instructional Technology and Educational Studies* 4, no. 2 (April 1, 2023): 44–62, <https://doi.org/10.21608/ihites.2023.246956.1167>.

²⁰ Lester Loschky, "Comprehensible Input and Second Language Acquisition," *Studies in Second Language Acquisition* 16, no. 3 (September 7, 1994): 303–23, <https://doi.org/10.1017/S0272263100013103>.

skills courses is illustrated by the lecturers' ³ activities in the learning process listed in the following table 4:

Table 4, ³ Lecturer Activities in the Learning Process

Aspects	Frequency				
	0	1	2	3	4
Explain the objectives at the beginning of the learning activity	0	0	0	0	3
Teaching the material in the order listed in the syllabus	0	0	0	0	3
Provides a general overview of the material to be taught	0	0	0	0	3
Always motivate students to speak fluently without fear of being wrong	0	0	1	2	0
Using audio-visual learning media	0	0	3	0	0
Provides plenty of time for student speaking practice	0	0	0	1	2
Correcting student speaking mistakes after students finish speaking/ not reprimanding student mistakes when students are practicing speaking	0	0	0	0	3
Providing speaking skills material with factual themes	0	0	1	2	0
Learning is not only in the classroom	0	1	2	0	0
Providing opportunities for students to ask questions	0	0	0	0	3
Using Arabic in every learning process	0	0	2	1	0
Bring in guest lecturers who are experts in Arabic	3	0	0	0	0
Taking students to places where they will talk during speaking practice	3	0	0	0	0
Divide students into small groups to increase opportunities for students to practice speaking	0	0	0	3	0
Choosing a speaking theme that students are interested in	0	0	0	3	0
In the learning process, the practice of speaking is more than explaining theory	0	0	1	2	0
Speaking practice focuses on the aspect of conveying ideas and fluency, not on the aspect of <i>qawai'd</i>	0	0	0	3	0

The discussion of lecturer activities in the learning process reveals various approaches and their effectiveness in teaching speaking skills, particularly in the context of learning Arabic. The findings suggest a diverse range of practices among lecturers, with certain areas requiring more consistent application to optimize student outcomes.

One key aspect highlighted is the importance of motivating students to speak fluently without fear of making mistakes. The data shows that while some lecturers regularly encourage them, others do so less consistently. According to Brown, creating a supportive environment where students feel comfortable making errors is crucial for language acquisition, as it reduces anxiety and promotes risk-taking, which are essential for developing speaking skills.²¹ Mayer emphasizes the significance of multimedia learning, noting that it can enhance understanding and retention by engaging multiple senses and providing contextualized language use, which is particularly beneficial for language learners.²²

Furthermore, the data suggests that while lecturers are generally consistent in correcting students' speaking mistakes and encouraging questions, they are less consistent in providing opportunities for students to practice and using factual themes in speaking activities. Swain underscores the importance of output in language learning, suggesting that producing language helps learners process language forms and functions, which aids in developing fluency and accuracy.²³

The lecturers' practices, while showing promise, indicate areas for improvement, particularly in the consistent application of communicative approaches, increased use of audiovisual media, and greater emphasis on practical speaking activities. These adjustments could lead to more effective language learning outcomes and better preparation for students in real-world language use.

2. Student Activities in the Learning Process

In the learning process, students must also strive to develop their potential to speak Arabic. They must continue to train themselves to become active, innovative, creative, and varied communicators in Arabic. The PBA Institut Agama Islam Negeri Metro study program students' role is illustrated by

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²¹ Qianqian Teng, "Using Communicative Language Teaching Method to Reduce High School Students' Anxiety about Speaking English," *International Journal of Education and Humanities* 10, no. 1 (August 17, 2023): 234–37, <https://doi.org/10.54097/ijeh.v10i1.11160>.

²² Zhang and Zou, "A State-of-the-Art Review of the Modes and Effectiveness of Multimedia Input for Second and Foreign Language Learning."

²³ Kees de Bot, "The Psycholinguistics of the Output Hypothesis," *Language Learning* 46, no. 3 (September 27, 1996): 529–55, <https://doi.org/10.1111/j.1467-1770.1996.tb01246.x>.

their activities ³ in learning Arabic speaking skills, as shown in the following table 5.

³ Table 5, Student Activities in the Learning Process

Aspects	Frekwuensi				
	0	1	2	3	4
Have a strong motivation to speak Arabic	0	5	13	10	0
Listening to the lecturer's explanation	0	0	0	15	13
Understanding Arabic texts	0	0	0	0	28
Watch Arabic-language movies	28	0	0	0	0
Asking about Arabic vocabulary or word order	0	0	8	20	0
Practice expressing ideas	0	0	0	28	0
Fluent speech	0	17	8	3	0
Speak with the right intonation	0	17	8	3	0
Speak to the editor / good wording	0	17	8	3	0
Have adequate Arabic vocabulary	15	10	3	0	0
Active, innovative, creative, varied speaking in Arabic	20	5	0	3	0
Always develop material according to the situation	0	0	10	18	0

The discussion surrounding student activities in the Arabic language learning process reveals several significant challenges that impact their ability to develop strong speaking skills. The findings indicate varying levels of motivation among students, which is crucial for language acquisition. According to Gardner, motivation is a key determinant of success in learning a second language.²⁴ The presence of a significant number of students with fluctuating or weak motivation suggests that the teaching methods and materials used may not fully engage all learners, thereby hindering their progress.

One of the central issues highlighted is the lack of exposure to diverse language inputs, such as Arabic films. The exclusive reliance on Arabic reading texts and recordings may limit students' ability to engage with the language in a more dynamic and ³³lturally relevant context. Krashen argues that comprehensible input, which includes exposure to language in various forms and contexts, is essential for language acquisition.²⁵ By not incorporating multimedia resources like films, students may miss opportunities to experience

¹² ²⁴ A.-M. Masgoret and R. C. Gardner, "Attitudes, Motivation, and Second Language Learning: A Meta-¹²sis of Studies Conducted by Gardner and Associates," *Language Learning* 53, no. 1 (March 10, 2003): ³⁵–63, <https://doi.org/10.1111/1467-9922.00212>.

²⁵ Robin Scarcella and Leroy Perkins, "Shifting Gears: Krashen's Input Hypothesis," *Studies in Second Language Acquisition* 9, no. ³ (October 7, 1987): 347–53, <https://doi.org/10.1017/S0272263100006720>.

the language in more authentic and engaging ways, which could inspire greater motivation and provide richer linguistic input.

The issue of limited vocabulary is another significant barrier to students' ability to speak Arabic actively, creatively, and effectively. Wilkins famously stated, "Without grammar, very little can be conveyed; without vocabulary, nothing can be conveyed."²⁶

The findings also suggest that students' prior experiences with Arabic learning, which involved memorizing texts rather than engaging in creative language production, may have contributed to their current difficulties. Swain posits that language production (output) is crucial for language learning, as it forces learners to process language at a deeper level, thereby enhancing their ability to use it effectively. The lack of opportunities for students to create and manipulate language in various forms may explain why they struggle to develop material according to actual situations or natural conditions.

3. Aspects of Difficulties for Students to Master Speaking Skills

An overview of students' difficulties in mastering Arabic speaking skills can be seen in the following table 6.

Table 6, Aspects of Difficulties for Students to Master Speaking Skills

Aspects	Alternative Answer	Frequency
Aspects of students' difficulty mastering speaking skills	a. Convey ideas/thoughts	-
	b. Smooth	-
	k. Techniques/Rules	2
	d. <i>Mufradat</i>	12
	e. All (abcd)	14
Sum		28

The challenges faced by students in mastering speaking skills in Arabic, as highlighted in the data, reflect broader issues in second language acquisition that require careful consideration. Among the 28 students surveyed, only 2 attributed their inability to speak Arabic to a lack of understanding of *tarakib* (sentence structure) or *qawa'id* (grammar), while 12 students identified a lack of vocabulary as the primary barrier. The remaining 14 students struggled with multiple aspects of speaking skills, including conveying ideas, fluency, grammar, and vocabulary mastery.

The significant emphasis on vocabulary as a critical factor aligns with Wilkins' assertion that "without vocabulary, nothing can be conveyed."²⁷ Vocabulary is foundational to language use, and its inadequacy can severely limit students' ability to express them. This finding suggests that vocabulary acquisition strategies in the curriculum may need to be revisited and enhanced to support more effective language learning. Vocabulary learning should go beyond rote memorization to include methods that promote active use in various contexts, thus reinforcing retention and practical application.

For the 14 students who reported difficulties across multiple indicators of speaking skills, the issue appears to be more complex. Their struggle with fluency, idea conveyance, grammar, and vocabulary suggests that the learning process might be fragmented, lacking an integrative approach that helps students develop these skills simultaneously. According⁵⁰ to Richards, communicative language teaching should focus on developing *the ability to use language for* meaningful communication, which requires a balance between form (grammar and vocabulary) and function (using language to convey meaning).²⁸ If students are not consistently exposed to opportunities to practice these skills in tandem, they may find it challenging to achieve the level of proficiency required for fluent communication.

The⁵ challenges students face in mastering Arabic speaking skills highlight *the need for a more comprehensive and integrative approach to language* teaching. Addressing vocabulary acquisition, grammar, and fluency in a holistic manner, and providing ample opportunities for meaningful communication practice, are essential steps toward helping students achieve greater proficiency in speaking Arabic.

4. Lecturer's Views on Efforts to Improve Teaching Methods

The lecturer's views on efforts to improve teaching methods will be presented in the following table 7:

Table 7. Lecturer's Views on Efforts to Improve Teaching Methods

Aspects	Alternative Answer	Frequency
Efforts to Improve Teaching Methods	Read various resources related to learning methodologies	1
	Discussion with lecturers of the same course	-
	Participate in various discussions, seminars,	2

²⁷ Shanjida Halim and Tanz²⁶ Halim, "Usefulness and Learnability in Teaching Vocab²⁶y to ESL/EFL Students," *Global Research in Higher Education* 2, no. 1 (January 28, 2019): 65, <https://doi.org/10.22158/grhe.v2n1p65>.

²⁸ Hanna TEKLIUK, ³⁹ommunicative Language Teaching," *Humanities Science Current Issues* 4, no. 30 (2020): 215–19, <https://doi.org/10.24919/2308-4863.4/30.212602>.

workshops, etc.	
Studying at a higher level	-
Sum	3

In educational practice, the continuous improvement of teaching methods is essential for enhancing student outcomes and maintaining the relevance of academic programs. The statement provided highlights two primary approaches that lecturers use to enhance their teaching skills: active participation in professional development activities such as discussions, seminars, and workshops, and individual study through reading various methodological sources.

The fact that 2 out of the 3 lecturers involved in teaching speaking skills opted to participate in discussions, seminars, and workshops suggests a strong inclination towards collaborative and interactive forms of professional development. This preference aligns with contemporary educational theories that emphasize the importance of social learning and professional communities of practice. According to Wenger, communities of practice are crucial for professional development, as they allow individuals to engage with peers, share knowledge, and reflect on their teaching practices in a supportive environment.²⁹ By participating in these activities, lecturers can not only stay updated with the latest trends in teaching methodologies but also receive feedback from colleagues, which is essential for refining their instructional strategies.

The high interest of lecturers in participating in discussions, seminars, and workshops as a means of improving their teaching methods reflects a recognition of the value of collaborative professional development. While individual study remains an important component of professional growth, the preference for interactive learning opportunities underscores the importance of social engagement in the ongoing improvement of teaching practices.

Learning Evaluation

1. Lecturer Activities in the Arabic Speaking Skills Evaluation Process

One aspect of implementing the learning model is evaluation. Evaluation is necessary to determine whether the desired goals have been achieved. It is also used²² as a determinant of follow-up in learning. Lecturers, as facilitators, are obliged to play an active role in the learning evaluation process. The following table illustrates an overview of lecturer activities in the speaking skills evaluation process.

²⁹ Jennifer L. Cuddapah and Christine D. Clayton, "Using Wenger's Communities of Practice⁴⁷ to Explore a New Teacher Cohort," *Journal of Teacher Education* 62, no. 1 (January 27, 2011): 62–75, <https://doi.org/10.1177/0022487110377507>.

Table 8, Lecturer Activities in the Arabic Speaking Skills Evaluation Process

Aspects	Frequency			
	1	2	3	4
The evaluation is carried out in the form of an oral test	0	0	0	3
Develop questions based on learning objectives	0	0	0	3
Develop questions based on the material studied	0	0	0	3
Develop questions according to real and natural activities	0	0	3	0
Develop questions that develop students' potential language skills	0	0	1	2
Lecturers analyse the delivery of ideas	0	0	0	3
Lecturer analyses students' fluency in speaking Arabic	0	0	0	3
Analyse the word structure expressed by students in understanding the social context in which, when and with whom the language is used.	0	0	0	3
Analyse the use of vocabulary used by students in accordance with the social context in which and to whom the language is used.	0	0	0	3
Lecturers analyse the truth of the sounds expressed by students	0	0	0	3

The evaluation of speaking skills in a foreign language, such as Arabic, is a complex process that requires careful consideration of various linguistic and pedagogical factors. According to the statement provided, lecturers have implemented a thorough evaluation system that includes oral tests. This evaluation method is aligned with best practices in language assessment, where oral proficiency is often measured through direct interaction and real-time analysis of student performance.

Lecturers' efforts to evaluate speaking skills by developing questions based on instructional objectives and analysing key aspects of students' oral performance demonstrate a commitment to comprehensive assessment. Specifically, the evaluation criteria mentioned are all critical components of communicative competence. By focusing on these elements, lecturers aim to assess not only the students' ability to speak Arabic but also their overall communicative effectiveness in real-life contexts.

2. Student Activities in the Arabic Speaking Skills Evaluation Process

In addition to lecturers, students also play an active role in the learning evaluation process. Students' achievement towards the speaking skill indicator

can be known by evaluation. An overview of student activities in the learning evaluation process can be seen in the following table 9:

Table 9, Student Activities in the Speaking Skills Evaluation Process Arabic

Aspects	Frequency			
	1	2	3	4
Answering questions verbally	3	20	5	0
Answer questions based on learning objectives	2	18	8	0
Answer questions based on the material studied	3	11	14	0
Answering questions according to real and natural activities	14	12	2	0
Answering questions that develop students' potential language skills	10	13	3	0
Analyse the delivery of ideas	0	23	5	0
Analysing fluency in Arabic	0	0	18	10
Analyse the word structure expressed by students in understanding the social context in which, when and with whom the language is used.	0	21	7	0
Analyse the use of vocabulary used by students in accordance with the social context in which and to whom the language is used.	0	24	4	0
Analysing the truth of sounds expressed by students	0	9	19	0

The data shows that 8 students can answer questions based on learning objectives, whereas 18 cannot. This discrepancy indicates that a large number of students are struggling to connect their knowledge to specific learning goals. This challenge aligns with findings by Anderson et al., who emphasize that aligning instruction with learning objectives is crucial for student success.³⁰ Regular feedback and formative assessments could improve students' ability to meet these objectives.

In terms of applying learned material to real-life scenarios, only 2 students are proficient, while 26 are unable to perform this task. This suggests that students may struggle with practical application, which is vital for deeper understanding and retention of knowledge. According to Bransford et al., authentic learning experiences help students integrate and apply knowledge more effectively.³¹ The analysis of students' ability to evaluate language skills

³⁰ A. Cain, J. Grundy, and C.J. Woodward, "Focusing on Learning through Constructive Alignment with Task-Oriented Portfolio Assessment," *European Journal of Engineering Education* 43, no. 4 (July 4, 2018): 569–84, <https://doi.org/10.1080/03043797.2017.1299693>.

³¹ Slaviša Radović et al., "Strengthening the Ties between Theory and Practice in Higher Education: An Investigation into Different Levels of Authenticity and Processes of Re- and de-

shows varied results. While 18 students can analyse fluency and 19 can analyse sound accuracy, many are less adept at analysing word structure and vocabulary. This discrepancy reflects the complexity of language acquisition, which involves mastering multiple components. To address these issues, educators should employ a range of strategies to enhance language analysis skills, such as explicit instruction and practice in these areas.

The challenges in mastering Arabic speaking skills can be attributed to both linguistic and non-linguistic factors. Research indicates that language learning difficulties are common among non-native speakers, often stemming from differences in language structure and cultural context. Consistent and natural speaking practice is recommended to overcome these difficulties and improve proficiency.

Conclusion

The study emphasizes that effective preparation, including reading curricula, syllabi, and sourcebooks, aligns with institutional standards and ensures the fulfilment of learning objectives. A significant finding is the variation in the creation and use of learning plans, where proactive lecturers develop structured plans to guide their teaching, contrasting with those who adopt a reactive approach, leading to potential misalignment with learning goals. Additionally, the use of both humanistic and communicative approaches in teaching Arabic demonstrates a tailored strategy for different learning contexts. However, challenges persist, particularly in student engagement and vocabulary acquisition, underscoring the need for more integrative and media-rich teaching methods to improve speaking proficiency.

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