



Developing Kitab al-Mu'in al-Mubin-Based Teaching Materials to Enhance Arabic Speaking Skills among Beginner Learners

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Abstract

Arabic speaking instruction for beginner learners often faces a persistent gap between grammatical knowledge and oral communicative performance. Many learners are able to recognize vocabulary and understand Arabic rules, yet they still struggle to apply them accurately and confidently in spoken interaction. This study aims to describe the development of Kitab al-Mu'in al-Mubin-based teaching materials and examine their effectiveness in enhancing Arabic speaking skills among beginner learners. The study employed a research and development design supported by quantitative and qualitative approaches. It was conducted at Al-Bahjah Islamic Boarding School, Cirebon, West Java, Indonesia, involving students from the second level of the tafaquh program. Data were collected through interviews, questionnaires, and tests. The developed material integrated vocabulary support, functional grammar, introductory models, and applied oral examples to help learners connect linguistic knowledge with speaking practice. The effectiveness test involved an experimental group and a control group, each consisting of 45 students. The results showed that the experimental group achieved a higher mean score than the control group, with 84.7778 compared to 57.8889. The independent sample t-test indicated a significant difference between the two groups, with $t = 15.229$, $df = 88$, and $\text{Sig. (2-tailed)} = .000$. These findings demonstrate that Kitab al-Mu'in al-Mubin-based teaching materials significantly improve beginner learners' Arabic speaking skills. The study contributes to Arabic language pedagogy by offering a contextual model that integrates vocabulary, grammar, and guided oral practice in pesantren-based Arabic instruction.

Keywords: Arabic speaking skills; beginner learners; Islamic boarding school; *Kitab al-Mu'in al-Mubin*; teaching materials.

Introduction

Arabic speaking skill occupies a central position in Arabic language education because it represents the learner's ability to transform linguistic knowledge into meaningful oral communication.¹ In the context of Arabic as a foreign language, speaking is not merely the production of sounds or memorized expressions, but an integrated competence involving vocabulary selection, grammatical accuracy, fluency, confidence, and the ability to respond appropriately in real communicative situations.² Recent studies on Arabic speaking instruction indicate that many learners are able to recognize vocabulary and understand grammatical rules, yet they often struggle to employ them spontaneously in oral interaction.³ This gap shows that Arabic speaking instruction cannot rely only on memorization, explanation, or passive reception of grammatical knowledge.⁴ It requires teaching materials that guide learners from knowing linguistic forms to using them in contextualized speech.⁵

The problem becomes more visible among beginner learners, especially in Islamic boarding school settings, where Arabic is learned not only as a school subject but also as a medium for religious understanding and daily communication.⁶ Beginner learners frequently face difficulty in constructing

¹ Puti Zulharby, Yumna Rasyid, and Nuruddin Nuruddin, "The Characteristics of Teaching Material Arabic Speaking Skills in Higher Education," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (2019): 194–213, <https://doi.org/10.24042/albayan.v11i2.5175>.

² Sutaman Sutaman and Suci Ramadhanti Febriani, "Optimizing Arabic Speaking Skills Based on Integration of Learning Theory Framework in Higher Education," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (2021): 75–89, <https://doi.org/10.15408/a.v8i1.20423>.

³ Abdallah Hussein El-Omari and Hussein Mohammad Bataineh, "Problems of Learning Arabic by Non-Arabic Speaking Children: Diagnosis and Treatment," *Journal of Language Teaching and Research* 9, no. 5 (2018): 1095–100, <https://doi.org/10.17507/jltr.0905.25>.

⁴ Tulus Musthofa and Faiq Ilham Rosyadi, "Actualization of Behavioral Theory in Learning Arabic Speaking Skills at the Madrasah Aliyah Level," *Universal Journal of Educational Research* 8, no. 12A (2020): 7343–49, <https://doi.org/10.13189/ujer.2020.082518>.

⁵ Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 127–44, <https://doi.org/10.29240/jba.v3i1.764>.

⁶ Suci Ramadhanti Febriani et al., "Design of Arabic Learning for Senior High School in the 21st Century," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (2020): 1–21, <https://doi.org/10.24042/albayan.v12i1.5886>.

correct Arabic sentences because their knowledge of vocabulary, morphology, and syntax is not always accompanied by sufficient oral practice.⁷ In many traditional learning environments, grammar books remain important sources of Arabic knowledge, but some materials present limited daily examples, limited communicative tasks, and insufficient scaffolding for learners who need to speak Arabic in everyday contexts.⁸ This condition may lead students to know Arabic rules theoretically while still feeling hesitant, anxious, or inaccurate when they are required to speak.⁹ Therefore, Arabic teaching materials for beginners should not only explain rules but also provide structured models, repeated examples, and practical speaking activities that connect grammar with real-life expression.¹⁰

Studies on Arabic teaching materials increasingly emphasize the need to move from grammar-centered resources toward communicative and functional materials.¹¹ This does not mean that grammar should be removed from Arabic instruction, because Arabic grammar remains essential for accuracy, meaning, and textual comprehension.¹² Rather, grammar needs to be repositioned as a functional resource that supports communication, instead of becoming an isolated learning objective.¹³ In this perspective, effective Arabic speaking materials should combine vocabulary, grammar, sentence patterns, and contextual oral tasks in a gradual sequence.¹⁴ Such integration is particularly important for beginner

⁷ Febriani et al., "Design of Arabic Learning for Senior High School in the 21st Century."

⁸ Sahkholid Nasution and Akmal Walad, "The Effectiveness of Constructivism-Based Arabic Textbook in Higher Education," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 63–84, <https://doi.org/10.29240/jba.v6i1.3572>.

⁹ Mohamad Sarip, "Students' Needs of Arabic Speaking Material Using the Integrated Local Wisdom in the 21st-Century Skills Model," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 2 (2022): 1053–60, <https://doi.org/10.35445/alishlah.v14i2.1899>.

¹⁰ Muhammad Ainur Roziqi, "Development of Pictorial Textbook for Arabic Speaking Skill in Islamic Studies Program," *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 2, no. 3 (2019): 217–30, <https://doi.org/10.22219/jiz.v2i3.10161>.

¹¹ Ibtelal Mahmoud Aburezeq, "The Impact of Flipped Classroom on Developing Arabic Speaking Skills," *The Asia-Pacific Education Researcher* 29, no. 4 (2020): 295–306, <https://doi.org/10.1007/s40299-019-00483-z>.

¹² Nurul Wahdah et al., "Peer Teaching Method to Support the Students' Learning Motivation in Arabic Speaking Skills during the Covid-19 Pandemic," *Ijaz Arabi Journal of Arabic Learning* 5, no. 2 (2022): 573–82, <https://doi.org/10.18860/ijazarabi.v5i2.11660>.

¹³ Miatin Rachmawati, Fitria Nugrahaeni, and Lailatul Mauludiyah, "Improving Arabic Speaking Skill through Mind Mapping Strategy," *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 1 (2020): 31–44, <https://doi.org/10.22219/jiz.v3i1.10967>.

¹⁴ Apri Wardana Ritonga et al., "Ta'lim Maharah al-Kalam 'Ala Asas al-Tsaqafah Bi Istikhdam Kitab al-'Arabiyyah Bayna Yadayk Fi Marhalah al-Mutawassithah," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021): 1–22, <https://doi.org/10.29240/jba.v5i1.1942>.

learners, who need simple linguistic input, clear sentence models, and opportunities to practice expressions that are close to their daily activities.¹⁵

Recent research also shows that contextual and communicative materials can support learners' confidence, participation, and speaking performance.¹⁶ Needs-based Arabic speaking materials have been found important because learners require content that is relevant to their cultural environment, communicative needs, and learning level.¹⁷ Contextual and locally grounded Arabic learning further suggests that Arabic instruction becomes more meaningful when learning materials are connected with students' real-life experiences, classroom interaction, and authentic use of language.¹⁸ Similarly, the development of beginner-level Arabic speaking materials should prioritize interactive engagement rather than merely presenting information.¹⁹ These findings strengthen the argument that teaching materials for Arabic speaking should be designed through systematic development, learner needs analysis, expert validation, and classroom try-out.²⁰

Within this broader discussion, *Kitab al-Mu'in al-Mubin* offers a relevant pedagogical case for developing Arabic speaking materials that connect vocabulary, grammar, and guided oral expression.²¹ In this article, the book is positioned as a contextual teaching material designed to help beginner learners

¹⁵ Mahfuz Rizqi Mubarak et al., "Zoom Cloud Meeting: Media Alternatif Dalam Pembelajaran Maharah Kalam Di Tengah Wabah Virus Corona (Covid-19)," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 2 (2020): 211–26, <https://doi.org/10.29240/jba.v4i2.1445>.

¹⁶ Kamarulzaman Abdul Ghani, Ahmad Sabri Noh, and Nurul Iman Ahmad Bukhari, "Linguistic Features Differences in Arabic Textbooks Used at Islamic Schools in Malaysia," *KEMANUSIAAN: The Asian Journal of Humanities* 28, no. 1 (2021): 151–69, <https://doi.org/10.21315/kajh2021.28.1.7>.

¹⁷ Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (2018): 141–60, <https://doi.org/10.29240/jba.v2i2.552>.

¹⁸ Noza Aflisia, Rini Rini, and Ahmad Fikri, "Integration of Local Wisdom in Arabic Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (2019): 356–73, <https://doi.org/10.24042/albayan.v11i2.4719>.

¹⁹ Mochammad Firdaus, "Problems in Expressing Arabic Language of Indonesian Students at Khartoum International Institute for Arabic Language," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 2, no. 1 (2019): 35–52, <https://doi.org/10.22219/jiz.v2i1.7588>.

²⁰ Akla Akla, "Arabic Learning by Using Hybrid Learning Model in University," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (2021): 32–52, <https://doi.org/10.24042/albayan.v13i1.7811>.

²¹ Zaky Anwar and Lailatul Mauludiyah, "Informal Methods for Improving Students' Senior High School Arabic Language Skills," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 2 (2022): 205–16, <https://doi.org/10.15408/a.v9i2.25661>.

apply Arabic vocabulary and grammatical rules in oral communication.²² The need for such material is closely related to the common problem that Arabic learners often know vocabulary and grammar but still face difficulty transforming them into fluent and accurate speech.²³ For this reason, beginner-level Arabic speaking materials need to provide lexical support, introductory models, contextual sentence patterns, and applied examples that help learners practice simple Arabic conversations according to correct grammatical structures.²⁴

The relevance of this material is strengthened by the institutional context of Islamic boarding school education, where Arabic learning is closely connected with religious studies, classroom interaction, and language-environment practices. Previous studies have examined the development of Arabic speaking materials using communicative, local-wisdom-based, pictorial, constructivist, technology-mediated, language-environment, and informal learning approaches. These studies demonstrate that systematically developed materials and learning models can improve student engagement, speaking confidence, communicative competence, and classroom participation. However, limited attention has been given to the development of Arabic speaking materials rooted in a pesantren-based text that integrates daily verbs, vocabulary translation, functional grammar, and applied oral examples for beginner learners. This study addresses that gap by examining the development of *Kitab al-Mu'in al-Mubin*-based teaching materials and their contribution to improving Arabic speaking skills among beginner learners.

Accordingly, this article aims to describe the development process of *Kitab al-Mu'in al-Mubin*-based teaching materials and to examine their effectiveness in enhancing Arabic speaking skills among beginner learners. The study is expected to contribute to Arabic language pedagogy by offering a model of teaching material development that connects grammar, vocabulary, and oral

²² Kasmantoni Kasmantoni, Noza Aflisia, and Isma Muhammad Atiyah, "Arabic Practice in the Language Environment | Mumarasah Al-Lughah al-'Arabiyyah Fi Bi'ah Lughawiyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (2022): 470–85, <https://doi.org/10.24042/albayan.v14i2.12514>.

²³ Umar Faruq et al., "Quality Improvement Arabic Education with Transformation of Arabic Learning Media," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (2022): 406–20, <https://doi.org/10.24042/albayan.v14i2.13868>.

²⁴ Azkia Muharom Albantani and Imam Fitri Rahmadi, "Mobile Devices for Arabic Learning in Junior High Schools: The Teacher's Perspective," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 2 (2020): 191–207, <https://doi.org/10.24042/albayan.v12i2.6385>.

expression in a structured and contextual manner. It also contributes to Islamic boarding school education by showing how locally developed Arabic materials can support beginner learners in moving from passive linguistic knowledge toward confident and accurate Arabic speaking practice.

Method

This study employed a research and development (R&D) design supported by quantitative and qualitative approaches. The R&D design was selected because the study aimed not only to examine Arabic speaking instruction, but also to develop, validate, revise, and test *Kitab al-Mu'in al-Mubin*-based teaching materials for beginner Arabic learners. In educational research, R&D is commonly used to produce, refine, and evaluate instructional products through systematic stages of needs analysis, design, development, implementation, and evaluation.²⁵ Design and development research is also appropriate when a study focuses on producing a learning product and examining its practical usability in a real educational setting.²⁶

The study was conducted at Al-Bahjah Islamic Boarding School, Cirebon, West Java, Indonesia, particularly in the *tafaqquh* program. This site was selected because Arabic is learned not only as a formal subject but also as a supporting language for Islamic studies and daily language practice. The research focused on beginner learners who needed support in applying Arabic vocabulary and grammatical rules in oral communication. A mixed-method orientation was used because the study required qualitative data to understand learner needs and quantitative data to measure the effectiveness of the developed product.²⁷

The participants were students from the second level of the *tafaqquh* program. The study involved an experimental group that learned using *Kitab al-Mu'in al-Mubin*-based teaching materials and a control group that did not use the

²⁵ Walter R. Borg and Meredith D. Gall, *Educational Research: An Introduction*, 5th ed. (New York: Longman, 1989).

²⁶ Rita C. Richey and James D. Klein, *Design and Development Research: Methods, Strategies, and Issues* (Mahwah, NJ: Lawrence Erlbaum Associates, 2007).

²⁷ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Thousand Oaks, CA: SAGE Publications, 2018).

developed material. The comparison between the two groups was intended to examine whether the developed material contributed positively to students' Arabic speaking skills. This type of group comparison is suitable when a study aims to test the effect of an instructional intervention on measurable learning outcomes.²⁸

The development procedure consisted of four main stages. First, a preliminary study was conducted to identify students' difficulties in applying Arabic vocabulary and grammar in speaking practice. Second, the teaching material was designed by organizing vocabulary, functional grammar, introductory explanations, and applied oral examples into a beginner-oriented learning sequence. Third, the material was validated by experts to examine content suitability, grammatical accuracy, linguistic clarity, and relevance to speaking-skill development. Fourth, revisions were made based on expert feedback before the material was implemented in classroom try-out. These stages reflect the logic of educational design research, which combines practical problem solving with systematic product development and empirical evaluation.²⁹

Data were collected through interviews, questionnaires, and tests. Interviews were used to obtain qualitative information about students' learning difficulties and the need for more practical Arabic speaking materials. Questionnaires were used to measure students' responses toward the developed material, especially its clarity, usefulness, attractiveness, and relevance to oral expression. Tests were used to measure students' Arabic speaking achievement and to compare the results between the experimental and control groups. Combining these instruments allowed the study to capture both the learning process and the measurable outcomes of material implementation.³⁰

The qualitative data from interviews and classroom observations were analyzed descriptively by identifying recurring themes related to students'

²⁸ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 8th ed. (London: Routledge, 2018).

²⁹ Susan McKenney and Thomas C. Reeves, *Conducting Educational Design Research*, 2nd ed. (London: Routledge, 2019).

³⁰ John W. Creswell and Vicki L. Plano Clark, *Designing and Conducting Mixed Methods Research*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2018).

speaking difficulties, material needs, classroom practice, and learner responses. The quantitative data from questionnaires were analyzed using percentage and mean scores to describe students' responses toward the developed material. The test results were analyzed by comparing the mean scores of the experimental and control groups. An independent sample *t*-test was used to examine whether the difference between the two groups was statistically significant. This analysis was suitable because the study compared two independent groups after the implementation of a specific instructional product.³¹

Ethically, the study was conducted in an educational setting and used students' responses only for academic purposes. The participants' data were presented collectively rather than individually. The purpose of the study was not to rank students personally, but to evaluate the pedagogical contribution of *Kitab al-Mu'in al-Mubin*-based teaching materials in supporting beginner learners' Arabic speaking development. In educational research, this ethical orientation is important because the evaluation of learning products should support instructional improvement, learner confidence, and responsible use of participant data.³²

Results and Discussion

The results of this study are presented in three main areas: the preliminary needs analysis, the development of *Kitab al-Mu'in al-Mubin*-based teaching materials, and the effectiveness of the developed materials in enhancing Arabic speaking skills among beginner learners. The preliminary study revealed that students' difficulties in Arabic speaking were not caused only by limited vocabulary, but also by the absence of structured teaching materials that connected vocabulary, grammar, and oral practice. Several problems were identified in the Arabic learning process, including weak instructional design, limited teacher innovation, lack of realistic daily examples in traditional grammar books, grammar exercises that were not directed toward communicative

³¹ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 10th ed. (New York: McGraw-Hill Education, 2019).

³² Joseph A. Maxwell, *Qualitative Research Design: An Interactive Approach*, 3rd ed. (Thousand Oaks, CA: SAGE Publications, 2013).

objectives, and the requirement for students to speak Arabic without sufficient preparation in basic grammatical patterns.

These findings indicate that beginner learners needed teaching materials that could function as a bridge between grammatical knowledge and spoken Arabic practice. The problem was not that students did not learn grammar, but that grammar was not sufficiently transformed into usable oral patterns. This condition supports the view that Arabic speaking materials should provide clear models, contextual expressions, repeated practice, and communicative tasks rather than presenting language rules in isolation.³³

The development of *Kitab al-Mu'in al-Mubin* was carried out as a response to these instructional needs. The material was developed from *Kitab Kalimat al-Af'al al-Yaumiyyah* and reorganized into a beginner-oriented speaking resource. The development process included a preliminary study, material planning, product try-out, and final revision. The material was designed to help students understand Arabic vocabulary, recognize basic grammatical structures, and apply them in simple oral expressions. The thesis data show that the developed book was intended as a practical method for beginner learners in learning Arabic speaking skills.

The product contained vocabulary support, basic grammar orientation, and applied sentence examples. These components were important because the learners needed not only lexical meaning but also guidance on how vocabulary could be inserted into correct Arabic structures. The teaching material therefore attempted to integrate vocabulary, grammar, and speaking practice in one learning sequence. This structure is consistent with the characteristics of effective Arabic speaking materials, which should be practical, contextual, and directed toward oral communication.³⁴

³³ Musthofa and Rosyadi, "Actualization of Behavioral Theory in Learning Arabic Speaking Skills at the Madrasah Aliyah Level."

³⁴ Zulharby, Rasyid, and Nuruddin, "The Characteristics of Teaching Material Arabic Speaking Skills in Higher Education."

The try-out involved two groups. The experimental group consisted of 45 students from the second level of the *tafaqquh* program who had studied *Kitab al-Mu'in al-Mubin*. This group included 25 male students and 20 female students. The control group also consisted of 45 students, including 25 male students and 20 female students, who had not studied the developed book. After the try-out, the book was evaluated again, especially in terms of chapter organization and exercise implementation, so that the material could be improved for future learning use.

The questionnaire results showed that most students responded positively to the use of *Kitab al-Mu'in al-Mubin*. The questionnaire focused on students' perceptions of the book as a teaching material, its role in helping them understand basic Arabic grammar, its usefulness in identifying vocabulary meanings, the relevance of applied models, the ease of exercises, and its contribution to speaking confidence and grammar application in oral communication. The overall student response suggests that the book was perceived as suitable for beginner learners because it helped them connect language forms with speaking practice.

The effectiveness test showed a clear difference between the experimental and control groups. The experimental group obtained a mean score of 84.7778, with a standard deviation of 7.22649, while the control group obtained a mean score of 57.8889, with a standard deviation of 9.38379. The mean difference between the two groups was 26.8889, indicating that students who learned through *Kitab al-Mu'in al-Mubin* achieved higher speaking-related performance than those who did not use the developed material.

Table 1. Group Statistics of Students' Arabic Speaking Achievement

Group	N	Mean	Standard Deviation	Standard Mean	Error
Experimental group	45	84.7778	7.22649	1.07726	
Control group	45	57.8889	9.38379	1.39885	

The independent sample *t*-test further confirmed the significance of this difference. Levene's test produced $F = 2.141$ and $\text{Sig.} = .147$, indicating that the assumption of equal variances was acceptable. The *t*-test result showed $t = 15.229$, $df = 88$, $\text{Sig. (2-tailed)} = .000$, with a 95% confidence interval between 23.38016 and 30.39761. Since the calculated *t* value was greater than the table value of 1.66235, the difference between the two groups was statistically significant.

Table 2. Independent Sample T-Test Result

Statistical Component	R
Levene's F	2.141
Levene's Sig.	.147
<i>t</i> value	15.229
df	88
Sig. (2-tailed)	.000
Mean Difference	2.68889
Std. Error Difference	1.76558
95% CI Lower	2.38016
95% CI Upper	3.39761

These findings demonstrate that *Kitab al-Mu'in al-Mubin*-based teaching materials had a positive and significant effect on beginner learners' Arabic speaking skills. The higher mean score of the experimental group suggests that

structured material combining vocabulary, grammar, and applied speaking models can support learners in developing more accurate and confident oral expression.

The findings show that the development of *Kitab al-Mu'in al-Mubin* addressed a practical gap in Arabic speaking instruction: the gap between knowing Arabic rules and using them orally. Beginner learners often study vocabulary and grammar separately, but they still struggle to produce correct and meaningful Arabic sentences in real communication. The preliminary findings in this study confirm this problem, especially in relation to the limited availability of realistic daily examples and speaking-oriented grammar exercises. This supports previous research arguing that Arabic teaching materials must be developed according to learners' needs, levels, and communicative purposes.³⁵

The first important contribution of the developed material lies in its integration of vocabulary and grammar into guided oral practice. Rather than treating grammar as an abstract subject, the material repositioned grammar as a tool for speaking. This is important because beginner learners need sentence models before they can independently produce correct Arabic expressions. The result is in line with studies emphasizing that Arabic speaking materials should include practical examples, appropriate linguistic levels, and activities that help learners move from recognition to production.³⁶

The second contribution is the contextual orientation of the material. The development of *Kitab al-Mu'in al-Mubin* responded to the specific needs of learners in an Islamic boarding school environment, where Arabic is closely connected with religious learning and daily communication. Materials that are contextually close to learners' environment tend to be more meaningful because they allow students to connect classroom learning with their communicative needs. This finding is consistent with research on local-wisdom-based Arabic

³⁵ Syaifullah and Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab."

³⁶ Noza Aflisia and Hazuar Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 (2020): 111–30, <https://doi.org/10.29240/jba.v4i1.1380>.

materials, which highlights the importance of cultural relevance and learner context in Arabic speaking instruction.³⁷

The positive questionnaire responses also suggest that students did not perceive the book merely as additional reading material, but as a learning aid that helped them understand vocabulary meanings, recognize grammatical patterns, and practice oral expression. This is important because beginner learners often require scaffolding before they can speak confidently. The material's Indonesian vocabulary support and applied examples helped reduce the distance between Arabic forms and students' comprehension. In this sense, the book provided both linguistic support and psychological support for speaking practice.

The statistical findings strengthen this interpretation. The experimental group outperformed the control group by a substantial mean difference of 26.88889 points. This result suggests that students who learned with the developed material had better preparation in applying vocabulary and grammar to speaking-related tasks. The significant *t*-test result also confirms that the difference was not accidental, but statistically meaningful. This supports previous studies showing that systematically designed Arabic learning materials and instructional models can improve Arabic learning outcomes.³⁸

The findings also indicate that Arabic speaking development requires more than exposure to a language environment. Although language regulations and Arabic-speaking expectations are useful, learners still need structured materials that show them how to speak. A language environment without sufficient instructional scaffolding may lead to hesitation, inaccurate sentence construction, or mechanical memorization. This study therefore suggests that speaking-oriented materials should provide a gradual path from vocabulary comprehension to sentence formation and then to oral use.

³⁷ Sarip, "Students' Needs of Arabic Speaking Material Using the Integrated Local Wisdom in the 21st-Century Skills Model."

³⁸ Nasution and Walad, "The Effectiveness of Constructivism-Based Arabic Textbook in Higher Education."

Compared with previous studies on Arabic speaking instruction, this study offers a specific contribution by presenting a pesantren-oriented material model rooted in daily vocabulary, functional grammar, translation support, and applied oral examples. Previous studies have examined communicative materials, pictorial textbooks, constructivist textbooks, flipped classrooms, peer teaching, and technology-mediated speaking instruction.³⁹ However, this study emphasizes the development of a locally adapted book that prepares beginner learners to apply grammar and vocabulary in simple spoken Arabic. This makes the material relevant for Islamic boarding schools and similar institutions where Arabic is learned as both a religious and communicative language.

Theoretically, the findings contribute to Arabic language pedagogy by strengthening the argument that speaking materials should integrate three elements: lexical access, grammatical awareness, and oral production. Practically, the findings indicate that *Kitab al-Mu'in al-Mubin*-based materials can be used as a companion resource for beginner Arabic learners, especially in institutions where students are expected to speak Arabic but still need structured preparation. The study also implies that teachers should not only require students to speak Arabic, but should provide graded examples, contextual drills, and meaningful oral tasks that make speaking achievable.

Nevertheless, the findings should be interpreted within the context of the study. The participants came from specific educational settings, and the test focused on the effectiveness of the developed material in that context. Future studies may expand the implementation to other pesantren, compare different learner levels, or examine long-term retention and spontaneous speaking performance. Even so, the present findings show that *Kitab al-Mu'in al-Mubin*-based teaching materials offer a promising model for helping beginner learners move from passive knowledge of Arabic vocabulary and grammar toward confident and accurate oral communication.

³⁹ Aburezeq, "The Impact of Flipped Classroom on Developing Arabic Speaking Skills."

Conclusion

This study concludes that *Kitab al-Mu'in al-Mubin*-based teaching materials are effective in enhancing Arabic speaking skills among beginner learners. The findings show that the developed materials successfully addressed a central problem in Arabic speaking instruction: the gap between students' knowledge of vocabulary and grammar and their ability to use both in oral communication. By integrating vocabulary support, functional grammar, introductory models, and applied speaking examples, the materials helped learners move gradually from linguistic recognition to oral production. The effectiveness of the materials was demonstrated by the higher achievement of the experimental group compared with the control group, with a mean score of 84.7778 compared to 57.8889. The independent sample *t*-test also confirmed a statistically significant difference between the two groups, with $t = 15.229$ and Sig. (2-tailed) = .000. These results indicate that structured and contextual teaching materials can significantly support beginner learners in developing more accurate, confident, and meaningful Arabic speaking performance.

The main contribution of this study lies in its development of a pesantren-oriented Arabic speaking material model that connects daily vocabulary, grammatical awareness, and guided oral practice. *Kitab al-Mu'in al-Mubin* is not only useful as a companion material for vocabulary and grammar learning, but also as a pedagogical bridge that enables beginner learners to apply Arabic forms in simple communicative contexts. This study suggests that Arabic speaking instruction in Islamic boarding schools should not rely solely on language regulations, memorization, or grammar explanation, but should provide graded examples, contextual sentence patterns, repeated oral exercises, and meaningful speaking tasks. However, this study was limited to one institutional context and one level of beginner learners. Future research may expand the implementation to other pesantren, compare different learner levels, examine long-term speaking retention, and analyze learners' spontaneous oral performance after using *Kitab al-Mu'in al-Mubin*-based materials.

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