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Textbook-Driven Oral Proficiency: Assessing Auto Drill Ngomong Arab Sehari-Hari

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Abstract

Keywords: Textbook Application, Auto Drill Textbook, Maharah Kalam, Effectiveness	The development of speaking skills (maharah al-kalam) in Arabic is a crucial component of effective communication and successful language acquisition. However, in many educational settings, including SMP Islam Az-Zahra 2 Poligon Palembang, traditional instructional approaches have limited students' opportunities to actively practice speaking, relying heavily on grammar-translation methods. This study aims to evaluate the implementation and effectiveness of the Auto Drill Ngomong Arab Sehari-Hari textbook in enhancing students' Arabic speaking skills. Specifically, the study addresses three key objectives: (1) to assess the state of Arabic language instruction prior to the textbook's implementation, (2) to examine the changes in teaching and learning practices following its adoption, and (3) to measure the effectiveness of the textbook in improving students' speaking proficiency. The research adopts a mixed-methods approach, combining qualitative data from classroom observations, teacher and student interviews, and document analysis with quantitative data from pre-test and post-test scores. Findings indicate a notable shift toward more interactive and student-centered learning after the textbook's
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introduction. Quantitatively, students' average speaking performance improved by 29.57 points, indicating a substantial enhancement in their oral proficiency. This study concludes that the Auto Drill Ngomong Arab Sehari-Hari textbook is an effective and practical tool for developing maharah al-kalam, especially in secondary-level Arabic instruction. Its structured, context-based drills provide learners with meaningful opportunities for practice, ultimately contributing to improved communicative competence. These findings have implications for curriculum development, suggesting that targeted drill-based resources can significantly improve language learning outcomes.

Abstrak

Kata Kunci:

Aplikasi Buku
Ajar, Auto
Drill, Maharah
Kalam,
efektivitas

Pengembangan keterampilan berbicara (maharah al-kalam) dalam bahasa Arab merupakan aspek penting dalam komunikasi yang efektif dan perolehan bahasa yang sukses. Namun, dalam banyak konteks pembelajaran, termasuk di SMP Islam Az-Zahra 2 Poligon Palembang, pendekatan pengajaran tradisional yang berfokus pada tata bahasa dan terjemahan masih mendominasi, sehingga membatasi kesempatan siswa untuk berlatih berbicara secara aktif. Penelitian ini bertujuan untuk mengevaluasi penerapan dan efektivitas buku teks Auto Drill Ngomong Arab Sehari-Hari dalam meningkatkan keterampilan berbicara siswa dalam bahasa Arab. Secara khusus, penelitian ini mengangkat tiga tujuan utama: (1) menilai kondisi pembelajaran bahasa Arab sebelum penerapan buku tersebut, (2) mengkaji perubahan proses pembelajaran setelah penggunaan buku, dan (3) mengukur efektivitas buku dalam meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan pendekatan campuran (mixed methods), dengan menggabungkan data kualitatif melalui observasi kelas, wawancara guru dan siswa, serta analisis dokumen, dan data kuantitatif dari hasil pre-test dan post-test. Hasil penelitian menunjukkan adanya pergeseran signifikan menuju pembelajaran yang lebih interaktif dan berpusat pada siswa setelah penggunaan buku tersebut. Secara kuantitatif, kemampuan berbicara siswa mengalami peningkatan rata-rata sebesar 29,57 poin. Penelitian ini menyimpulkan bahwa buku Auto Drill Ngomong Arab Sehari-Hari merupakan media yang efektif dan praktis dalam mengembangkan maharah al-kalam, khususnya di jenjang pendidikan menengah. Pola latihan kontekstual yang terstruktur dalam buku ini memberikan kesempatan bermakna bagi siswa untuk berlatih, sehingga berkontribusi nyata terhadap peningkatan kompetensi komunikatif mereka.

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Introduction

The development of speaking skills, or *maharah al-kalam*, in Arabic holds a central place in the acquisition of the language (Mukmin & Susanti, 2016). These skills enable learners to articulate thoughts, ideas, and emotions effectively, which is essential for communication in Arabic. As emphasized by Mahmud Kamil al-Naqah, speaking skills are fundamental in foreign language education, particularly in Arabic, as they are integral to engaging in everyday discourse (Hady, 2019). Therefore, mastering *maharah al-kalam* is considered a critical goal in Arabic language education, especially at the school level, where students begin to develop their foundational linguistic abilities.

To achieve this goal, the use of an effective teaching resource, such as a textbook, plays a crucial role (Imron et al., 2023). A well-designed textbook should not only present material in a coherent and systematic manner but also engage students in a way that enhances their language acquisition. It should provide a structured approach to teaching, incorporating exercises that reinforce speaking practice and promote fluency (Darong & Niman, 2025). The textbook must be equipped with content that is both relevant and stimulating to ensure students are motivated to improve their speaking skills. In this regard, a textbook that focuses on repetitive and contextual conversation exercises could be an invaluable tool for enhancing *maharah al-kalam*.

However, in practice, challenges persist in Arabic language teaching, especially when it comes to engaging students in speaking activities. Many students still find Arabic intimidating and difficult, which, combined with monotonous teaching methods and materials, leads to a lack of interest and motivation in learning the language. Based on preliminary observations and interviews with teachers at SMP Islam Az-Zahra 2 Poligon Palembang, it was found that most students struggled to express their ideas or opinions orally in Arabic. They were passive in class activities and lacked confidence when asked to speak in front of the class or engage in simple conversations. The primary cause of this issue was the conventional teaching methods used, which did not

actively involve students in the learning process. The focus was more on mastering grammar and translating texts, with a dominant reliance on lecture-based methods and the use of worksheets (LKS) that failed to foster oral proficiency. The limited speaking practice provided did not encourage students to consistently and contextually engage in speaking activities.

In light of these challenges, the implementation of the Auto Drill Ngomong Arab Sehari-Hari textbook (Sunarko et al., 2023), which utilizes a repetitive conversation drill method, could provide a solution. This book emphasizes structured and contextualized speaking exercises, encouraging consistent practice that could address the passive learning environment and lack of speaking confidence observed in the students.

Several studies have examined the effectiveness of textbooks in improving Arabic speaking skills. (Zulhannan et al., 2025) evaluated the *Al-Arabiyyah Bainal Yadaik* textbook, highlighting its integration of linguistic, communicative, and cultural competencies, which significantly promotes communicative competence through practical dialogues, role-playing, and authentic materials. However, its limitations included a lack of feedback mechanisms and a traditional focus on cultural themes. (Mahmudi et al., 2023) explored the *Al-Muhadastah* textbook, which was developed to address students' struggles with learning Arabic speaking skills, finding that its use significantly improved students' speaking proficiency, with pre-test and post-test results showing a notable increase in scores. (Yasin et al., 2023) further developed the *Al-Muhadastah Al-Yaumiyyah* textbook, focusing on interactive exercises and topics adapted to students' language abilities. The study confirmed that the textbook led to an improvement in students' Arabic speaking skills, with significant gains in test scores post-implementation. However, the *Auto Drill Arabic* textbook has not been widely utilized in educational institutions, especially in formal settings such as schools. This gap in its application necessitates further investigation into its potential impact on improving speaking skills in Arabic language education.

Therefore, the aim of this study is to address the existing gap in the literature by examining the implementation and effectiveness of the Auto Drill Arabic textbook in the teaching of *maharah al-kalam* at SMP Islam Az-Zahra 2 Poligon Palembang. The research seeks to answer the following questions: (1) How was Arabic language learning conducted prior to the use of the Auto Drill Arabic book in *maharah al-kalam* at SMP Islam Az-Zahra 2 Poligon Palembang? (2) How has Arabic language learning changed within the introduction of the Auto Drill Arabic book in *maharah al-kalam* at SMP Islam Az-Zahra 2 Poligon Palembang? (3) What is the effectiveness of using the Auto Drill Arabic book in teaching *maharah al-kalam* at SMP Islam Az-Zahra 2 Poligon Palembang? This study aims to provide valuable insights into the potential of Auto Drill Arabic as a teaching resource, offering a comprehensive evaluation of its contribution to the improvement of speaking skills in Arabic education.

Method

This study adopts a mixed-methods approach, utilizing an exploratory sequential design (Rohayati et al., 2024) to examine the impact of the *Auto Drill Arabic* book on teaching *maharah al-kalam* at SMP Islam Az-Zahra 2 Poligon Palembang. The exploratory sequential design consists of two phases: the first phase involves qualitative data collection and analysis to gain in-depth insights into the research problem, followed by the second phase, where quantitative data is collected and analyzed to expand on the qualitative findings. This approach allows for a comprehensive understanding of the research problem by integrating both qualitative depth and quantitative breadth.

In the qualitative phase, data were collected through observations, interviews, and documentation (Hidayah et al., 2021). Observations provided insights into how students engaged with the learning materials and participated in speaking activities. Interviews with both teachers and students were conducted to explore their perspectives on the learning process before and after the use of the *Auto Drill Arabic* book. Additionally, documentation, such as lesson plans and teaching materials, was analyzed to understand the teaching methods

employed before the intervention. The qualitative data were then analyzed using Miles and Huberman's model (Wasilah et al., 2024), which involves three key stages: data reduction, data display, and conclusion drawing.

The quantitative phase involved the administration of pre-test and post-test assessments to measure students' speaking abilities before and after the introduction of the *Auto Drill Arabic* book. The collected data were analyzed using statistical tests, including normality tests (SHAPIRO & WILK, 1965), homogeneity tests (Thompson, 2015), and inferential statistics such as t-test to assess the significance of changes in students' speaking skills. By integrating the exploratory sequential design with both qualitative analysis using Miles and Huberman's model and quantitative methods, this study provides a robust and comprehensive evaluation of the *Auto Drill Arabic* book's effectiveness in teaching Arabic speaking skills.

Result and Discussion

Arabic Language Learning Before the Use of the Auto Drill Arabic Book in Maharah al-Kalam

Before the introduction of the *Auto Drill Arabic* book in the Arabic language learning process at SMP Islam Az-Zahra 2 Poligon Palembang, significant challenges were observed, especially in students' ability to speak Arabic (*maharah kalam*). Based on initial observations and interviews with the teacher, many students struggled to express their ideas and thoughts in Arabic, often feeling passive during lessons and lacking confidence when asked to speak, even in simple conversations. As one teacher stated, "Many students are reluctant to speak in Arabic. When asked to present a simple sentence, they freeze or resort to using their mother tongue." This lack of confidence was largely attributed to the traditional teaching method in use, which primarily focused on grammar mastery and text translation. The method heavily relied on lecture-based teaching and the use of worksheets (*Lembar Kerja Siswa*), which limited opportunities for active speaking practice. The students had few chances to

engage in contextual speaking exercises, which are crucial for developing speaking fluency.

Additionally, the lack of specialized teaching media for enhancing *maharah kalam* further exacerbated the issue. According to the teacher, “We do not have a dedicated tool or textbook that focuses on improving speaking skills. Everything is still focused on grammar rules and written exercises.” This gap in resources contributed to students' low performance in speaking activities and their overall lack of motivation to engage with the subject. Students were not provided with sufficient opportunities to practice speaking in real-world scenarios, and many of them did not feel adequately prepared to use Arabic in daily conversations. The reliance on traditional methods also led to a lack of interactivity and engagement, as most classroom activities were passive, with students being mere recipients of information rather than active participants in dialogue or discussions.

Moreover, some fundamental difficulties in language acquisition, such as recognizing Arabic letters and properly pronouncing them, were also hindering students' progress in speaking. As one student, Alifah, shared, “I often find it hard to pronounce certain letters in Arabic, and because we don't get to speak much, I feel embarrassed when I make mistakes in front of my friends.” These issues were largely driven by students' lack of interest and motivation to learn Arabic, compounded by a lack of engaging and interactive methods in the classroom. Many students still struggled with Arabic pronunciation and forming meaningful vocabulary, which made it challenging for them to communicate effectively in Arabic. These challenges were further amplified by the absence of interactive learning tools that could stimulate students' interest in language learning.

The teacher's interviews revealed a mixed response from students. While some students demonstrated enthusiasm and absorbed the material well, others faced significant challenges with vocabulary and pronunciation. The teacher explained, “Some students quickly grasp the grammar rules, but they struggle

with speaking because they don't have enough practice using the language in real contexts." Many students felt insecure about their speaking abilities due to their limited vocabulary and lack of consistent speaking practice. As one student mentioned, "I feel nervous speaking in Arabic because I know I will make mistakes and forget the words. It's hard to keep up with the lesson when I don't feel confident." The traditional teaching methods, particularly the lecture-based approach, were not sufficient to foster an environment conducive to active speaking practice. This lack of interaction further hindered students' speaking skills and contributed to their overall disengagement with the subject.

In light of these issues, there was a clear need for an alternative teaching tool that could provide structured, engaging, and consistent speaking practice. As one teacher expressed, "We need a tool that makes learning speaking fun and engaging, so students can practice more often." The introduction of the *Auto Drill Arabic* book was seen as a potential solution. It was expected that this book, with its focus on repetition and real-world conversations, could provide students with the necessary opportunities to practice speaking in a more engaging and interactive way. Teachers expressed a willingness to experiment with this new media to improve student participation and interaction. As the teacher concluded, "I am excited to try this book, as it offers the type of structured speaking practice our students need. We hope it can bring more life and energy to the classroom."

Changes in Arabic Language Learning within the Use of the Auto Drill Arabic Book in Maharah al-Kalam

The implementation of the *Auto Drill Arabic* book in the Arabic language learning process at SMP Islam Az-Zahra 2 Poligon Palembang brought notable changes in both the approach and the students' engagement with the subject, particularly in developing *maharah al-kalam* (speaking skills). The research was conducted over three consecutive sessions, and the entire process was divided into three stages: preparation, implementation, and closure. During the

preparation phase, the researcher prepared essential teaching materials, such as the Lesson Plan (RPP), observation sheets for both students and teachers, and pre-test and post-test questionnaires. The research aimed to evaluate the impact of this book on improving students' speaking skills through structured practice and its overall effectiveness in enhancing classroom participation.

During the implementation phase, the teacher administered a pre-test to assess the students' speaking abilities before using the *Auto Drill Arabic* book. The next step was the introduction of the book into the learning process, where students were provided with the book's materials, which included repetitive drills and situational dialogues in Arabic. The book's method focused on engaging students with everyday conversations, which allowed them to practice Arabic actively. This was followed by a post-test to evaluate the improvements in the students' speaking abilities. Throughout the sessions, students were encouraged to engage in group discussions, perform role-plays, and present their dialogues in front of the class. The results from the post-test indicated a significant improvement in students' speaking skills compared to the pre-test, highlighting the book's positive impact.

The learning process within the framework of *Auto Drill Arabic* focused on several key stages, including preparation, core activities, and evaluation. In the preliminary phase, the teacher started with a warm-up session, creating a positive and engaging environment by greeting students and explaining the significance of Arabic speaking skills. Motivational strategies were employed to emphasize the importance of mastering Arabic for daily communication. Following this, the teacher introduced the topic of conversation (e.g., *ta'aruf* or introductions), and students were divided into small groups to discuss and role-play specific scenarios in Arabic. This process allowed students to practice pronunciation, sentence structure, and the correct use of vocabulary in real-life contexts, thus making their learning more relevant and engaging.

In the core phase of the lesson, the teacher used the *Auto Drill Arabic* book to guide the students through structured dialogues and practical exercises.

Students were asked to analyze and discuss various cases in small groups, practicing their speaking through repetitive drills. The teacher walked around the classroom, providing guidance and support where necessary. Students actively engaged in discussions, corrected each other's mistakes, and performed role-plays in front of the class. These activities allowed them to apply the vocabulary and phrases they learned from the book, encouraging peer interaction and collaborative learning. As one student commented during the session, "I feel more confident speaking now that I have something to follow, like the dialogues in the book. I know what to say next in the conversation."

After completing the role-playing exercises, the teacher facilitated a post-discussion where students reflected on the difficulties they encountered and the progress they made during the lesson. The teacher provided feedback and assessed their performances based on their participation and fluency during the presentations. This approach encouraged students to see the value of practicing Arabic in a collaborative and non-judgmental setting, which boosted their confidence and engagement in subsequent sessions.

In the closing phase, the teacher conducted a brief evaluation to gauge the students' understanding and assess their progress in speaking. The evaluation involved both oral and written tests, where students were required to answer questions and demonstrate their ability to apply the new vocabulary and sentence structures they had learned. This was followed by a discussion of the next topic and the assignment of homework, encouraging students to continue practicing outside the classroom. The teacher concluded the lesson by providing positive reinforcement and motivating students to use Arabic in their daily lives, thus reinforcing the importance of continuous practice.

In the evaluation phase of the *maharah kalam* learning process, the assessment focused on measuring students' progress and understanding of the material taught using both test and non-test techniques. The tests included oral assessments, written exams, and practical demonstrations. During oral assessments, students were asked questions either during the lesson or at the end

to test their ability to speak and respond in Arabic. These questions were directly related to the materials taught, such as *ta'aruf* (introductions) and vocabulary learned during the lessons. Written tests consisted of questions where students were required to write answers, assessing their comprehension and ability to apply grammar and vocabulary in written form. Additionally, practical assessments were conducted, where students demonstrated their speaking skills in real-life scenarios through role-play exercises or by responding to questions in Arabic. This comprehensive evaluation method allowed the teacher to assess the development of the students' speaking skills in various contexts.

To measure the effectiveness of the learning process, essay-type questions and objective-type questions were used in the evaluation. Essay questions required students to provide detailed written answers, such as explaining, comparing, or discussing the material in their own words, which assessed their understanding and ability to articulate ideas clearly in Arabic. On the other hand, objective questions, such as true/false, matching, and multiple-choice questions, were used to test specific factual knowledge and understanding. The use of both types of questions ensured a well-rounded evaluation, examining students' speaking, writing, and comprehension skills. The assessment results, including both oral and written responses, provided a clear indication of the improvements in students' speaking abilities and highlighted areas for further development, contributing to the overall evaluation of the *Auto Drill Arabic* book's effectiveness in enhancing *maharah kalam* in Arabic language learning.

Changes in Arabic Language Learning within the Use of the Auto Drill Arabic Book in Maharah al-Kalam

The introduction of the Auto Drill Arabic book into the Arabic language learning process at SMP Az-Zahra 2 Poligon Palembang significantly impacted students' speaking skills (*maharah kalam*). To evaluate its effectiveness, pre-tests and post-tests were administered to assess the improvement in students' speaking abilities. The tests, consisting of 10 essay questions, were given to 23

students, including 12 female and 11 male participants. The results demonstrated a noticeable improvement in the students' scores after utilizing the Auto Drill Arabic book, which was designed to provide structured, repetitive speaking practice. The comparison between pre-test and post-test scores indicated a substantial increase in students' speaking proficiency, confirming the effectiveness of the book in enhancing their communication skills in Arabic.

Tabel 1 presents the combined results of the students' pre-test and post-test

No	Name	Pre-test Score	Post-test Score
1	Alif Algifari Aqso	40	65
2	Alifah	50	85
3	Aqilah	95	100
4	Arasy	75	95
5	Athifa	70	100
6	Bintang	85	90
7	Farid	90	85
8	Haniah	60	85
9	Ilham	60	95
10	Juna	50	95
11	Kahfiatthayya	65	70
12	Muhammad Alverro	30	85
13	Muhammad Apriansyah	60	100
14	Muhamad Ramadhan	65	90
15	Muhammad Zaki	45	90
16	Nabila Zahrah	55	80
17	Putri Amelia	60	80

18	Rahma Maharani	75	90
19	Syarifatul	45	75
20	Tanisha	45	80
21	Wiwi	55	95
22	Zafina	25	95
23	Carla	45	100
Means		58,47	88.04

From the comparison of the pre-test average score (58.47) and the post-test average score (88.04), the increase of 29.57 points indicates that the Auto Drill Arabic book has a significant positive effect on students' speaking skills. The results demonstrate that the implementation of this book effectively enhanced students' proficiency in *maharah kalam*, confirming the success of this learning intervention.

To further validate the findings, normality tests were conducted using SPSS to ensure that the data from both the pre-test and post-test were normally distributed. The results of the Kolmogorov-Smirnov and Shapiro-Wilk tests showed that both sets of data followed a normal distribution, with significance values greater than 0.05 (Pre-test: 0.118 and Post-test: 0.154). This indicates that the data met the assumptions of normality, allowing for the use of parametric statistical methods in further analysis.

Tabel 2 presents the results of the normality tests

Test	Statistic	df	Sig.
Pre-test	0.118	23	0.2
Post-test	0.154	23	0.169

With normality confirmed, homogeneity tests were also conducted to ensure the consistency of variance across the data. The results from the Levene test for homogeneity showed a significance value of 0.775 (greater than 0.05),

indicating that the variance of the pre-test and post-test scores was homogeneous. This confirms that the data was reliable and consistent for further statistical analysis.

Tabel 3 presents the results of the homogeneity test

Test Type	Sum of Squares	df	Mean Square	Sig.
Between Groups	1450.072	7	207.153	0.775
Within Groups	5521.667	15	368.111	
Total	6971.739	22		

Finally, the paired sample t-test was conducted to test the hypothesis and determine if the difference between the pre-test and post-test scores was statistically significant. The results showed a significance value of 0.000, which is less than 0.05, indicating a significant difference between the pre-test and post-test scores. This confirms that the Auto Drill Arabic book was effective in improving students' maharah kalam.

Tabel 4 presents the results of the paired sample t-test

Paired Samples Test	t	df	Sig. (2-tailed)
Pre-test vs. Post-test	-7.84	22	0.0

In the context of language acquisition, many studies have highlighted the limitations of traditional teaching methods, particularly those that focus on grammar and written exercises rather than speaking skills. (Kloepper, 2017; Shadiev et al., 2023) argue that traditional methods often fail to engage students in active speaking practice, a challenge observed at SMP Islam Az-Zahra 2 Poligon Palembang before the introduction of the Auto Drill Arabic book. In this

study, students' lack of confidence in speaking Arabic and their passive involvement in lessons were identified as significant barriers, which resonate with findings from (Hanh, 2020), who found that the passive learning environment in language learning inhibited students' speaking abilities. This lack of speaking practice is consistent with (Sato, 2024), who found that students' reluctance to speak often stems from a lack of engaging speaking opportunities, resulting in heightened anxiety when asked to communicate in the target language.

The introduction of the Auto Drill Arabic book, with its structured and repetitive drills focused on situational dialogues, aligns with research advocating for interactive learning tools in language acquisition. (Glenn, 1972; Ky Nhan, 2024; Richards, 1985) emphasized the importance of using contextual speaking exercises, such as role-plays, to improve speaking confidence and fluency. Similarly, the results of this study showed significant improvements in students' speaking abilities after incorporating the Auto Drill Arabic book, which reflects the findings of (Kos, 2025; Poehner & Leontjev, 2023; Washington-Nortey et al., 2022), who stressed the importance of peer interaction and collaborative learning in enhancing language skills. By engaging in group discussions and role-playing exercises, students were able to practice pronunciation, sentence structures, and vocabulary in meaningful contexts, significantly improving their communication skills.

Additionally, motivation is a crucial factor in language learning, as highlighted by (Pawlak, 2016). The enthusiasm of the teachers and the engaging nature of the Auto Drill Arabic book helped motivate students to actively participate in speaking activities. As students expressed in the study, "I feel more confident speaking now," demonstrating the positive impact of increased motivation on language learning, which echoes (Nguyen et al., 2010) research on motivation in second language acquisition. The interactive nature of the Auto Drill Arabic book allowed students to overcome the fear of making mistakes, a common challenge in language learning (Rajendran et al., 2025).

The significant improvement in students' speaking skills, evidenced by the increase in their post-test scores, aligns with previous studies that have explored the effectiveness of structured speaking practice. (de Jong & Perfetti, 2011; Yoshimura & MacWhinney, 2007) found that students who engaged in regular speaking exercises showed notable improvement in fluency and vocabulary retention. The substantial increase in the pre-test and post-test scores in this study further supports the effectiveness of the Auto Drill Arabic book in enhancing speaking proficiency.

In conclusion, the results of this study align with broader research on language acquisition, indicating that interactive tools like the Auto Drill Arabic book play a crucial role in improving students' speaking skills. The positive outcomes observed in this study suggest that such tools are essential in overcoming the limitations of traditional language teaching methods and fostering a more engaging and effective learning environment for developing speaking proficiency.

Conclusion

The implementation of the Auto Drill Arabic book in the Arabic language learning process at SMP Islam Az-Zahra 2 Poligon Palembang has proven to significantly improve students' speaking skills (*maharah kalam*). The pre-test and post-test results demonstrated a notable increase in students' speaking proficiency, with an average improvement of 29.57 points. This improvement reflects the effectiveness of structured, repetitive speaking practice facilitated by the Auto Drill Arabic book, which provided students with opportunities to engage in real-world conversations and practice pronunciation, vocabulary, and sentence structure. The findings indicate that the introduction of this book has enhanced student participation, boosted confidence, and fostered a more interactive and engaging learning environment.

Based on the positive outcomes of this study, it is recommended that schools incorporate more interactive learning tools like the Auto Drill Arabic

book into their curricula to address the challenges of language acquisition, particularly in developing speaking skills. Teachers should also focus on creating a more dynamic and engaging classroom environment that encourages student interaction and active participation. Furthermore, future research could explore the long-term effects of using such tools on students' language proficiency and investigate the potential of combining various interactive resources to further improve language learning outcomes.

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