

Drill Based Speaking Skills: A Linguistic Review of Arabic Language Learning

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Abstract

Speaking skills is an essential aspect of Arabic language proficiency that directly reflects students' communicative skills. In the context of Arabic language learning, the development of Speaking skills often faces various obstacles, such as a lack of intensive speaking practice and suboptimal learning methods. This study aims to explore the effectiveness of applying the drill method in improving Speaking skills in grade XI students at Madrasah Aliyah Nurul Haq Semurup. This study was designed quantitatively using a quasi-experimental approach, which is a study conducted by comparing the experimental group before and after receiving treatment. The instruments used to obtain data were pre-test and post-test. The population in this study was all 11th grade students at Nurul Haq Semurup Islamic High School in the 2025 academic year, with a sample of 15 students. The data collection techniques were observation, tests, and documentation. Then, the data analysis technique used 4 data tests, namely: normality test, homogeneity test, hypothesis test, and n-gain test. Based on the data analysis, the results of the t-test that had been carried out showed that the significance value (Sig.2-tailed) was 0.000 or less than < 0.05 . Based on the above description, it can be concluded that H_0 is rejected or H_1 is accepted, so that there is a significant effect on the application of the drill method in improving students' s

Keywords: Speaking Skills, Drill Method, Arabic Language Learning



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Introduction

Arabic can be defined as a language that originated, grew, and developed in Arab countries in the Middle East. On the one hand, Arabic is the language of religion, the language of unity for Muslims around the world. Arabic is a language that cannot be separated from Islam. It is often referred to as the language of Islam. In addition, this language is also said to be the language of the Quran, because the Quran is written in that language (Pane, 2018). Arabic is also the second international language after English. Arabic is the language used by Arab nations when communicating in their daily lives (Kosim, 2021). Proficiency in Arabic is not only about mastering the Arabic language, but also mastering its skills. In Arabic, maharah is divided into four categories, namely: Istima' (listening), Kalam (speaking), Qira'ah (reading), and Kitabah (writing) (Hilmi, 2021). One of the four maharah that will be the focus of this discussion is kalam (speaking).

Etymologically, kalam (speaking) refers to words, conversation, and discussion. According to Arabic grammar experts, kalam is a deliberately constructed utterance that conveys meaning. In other words, kalam is intended to convey a complete meaning. Maharah kalam in Indonesian is known as speaking skills, and in English it is known as speaking skills. The definition of speaking (kalam) in a terminological perspective is to pronounce Arabic sounds correctly and accurately. Maharah kalam

(speaking skills) is the ability to pronounce articulated sounds or words to express, convey, and communicate thoughts and feelings to the listener (Al-ghozali & Sholikhah, 2021).

Maharah kalam is a basic skill that Arabic learners must master in order to be able to speak Arabic well and correctly in accordance with the applicable language rules. Maharah kalam in the context of Arabic is one of the fundamental skills in Arabic, so everyone who learns Arabic must master it. However, most people experience difficulties in speaking Arabic due to factors such as a lack of confidence in speaking Arabic, a lack of vocabulary, and so on (Bariyah & Muassomah, 2019). In addition, Maharah al-kalam in Arabic is also the ability to express feelings that come to mind in correct and clear sentences (Syamaun, 2016). A person's Arabic speaking skills can be seen from the accuracy of their expressions in accordance with the rules of nahwu and shorrof. So speaking skills play an active role in developing Arabic.

In teaching, one method that can be used to teach maharah kalam is the drill method. Muhaimin believes that this form of training method can be realized through various technical forms, namely: inquiry technology (group work) and independent learning technology (Elly et al., 2013). The use of a good drill method, supported by the students' willingness to continuously develop their knowledge, will yield satisfactory results. It is not easy for students to understand these language skills, but if they are given continuous assignments or exercises, they will develop a desire and sense of responsibility, and their understanding of language will increase. From the above description, it can be seen that with continuous and serious practice and strong willingness, this method, with the relationship between the use of the drill method and language skills (speaking Arabic), students can become more skilled and will be able to develop well (Makruf, 2022).

Also in Arabic language learning, the drill method plays a very important role in developing speaking skills. By repeating exercises over and over again, students or santri can improve their proficiency in expressing themselves verbally in Arabic. This method provides an opportunity for students to continuously practice and improve their pronunciation, vocabulary, and grammar. In addition, the drill method in maharah kalam does not only focus on the individual aspect of speaking skills, but also creates an environment that supports interaction between teachers and students. Active communication between teachers and students, both in class and in internal and external pesantren activities, enriches the students' learning experience and helps them apply the Arabic language skills they have learned in real-life situations.

Previous research was conducted by Zulkifli at Madrasah Aliyah Alkhairaat in Gorontalo City. The strategy of developing students' maharah al-kalam in Muhadatsah lessons using the drill method is quite practicable. However, very few students are able to speak Arabic and master maharah al-kalam due to several hindering factors, including: the limited number of subject teachers and the lack of Arabic language use among teachers (Paputungan, 2020). Previous research was conducted by Lesmana at SMK Negeri 6 Bandung. The effectiveness of learning using the drill method improved, the learning outcomes of students using the drill method improved in each cycle, and the implementation of the drill model by teachers in the learning process improved in each cycle (Lesmana et al., 2016). Previous research was conducted by Maulidatul and Yahfizham at MAS Al Mukhlisin Tanjung Tiram. The Effect of the Drill Method on Students' Maharah Kalam Skills in Arabic Language Learning. This study used pre-tests and post-tests, and the results proved that the use of the drill method was effective in improving students' maharah kalam skills and increasing their enthusiasm for learning Arabic (Khoirur & Yahfizham, 2025).

Based on a review of the literature, research on the application of the drill method to improve writing skills still shows mixed and incomplete results. This can be seen in studies by Zulkifli (2020), Lesmana et al. (2016), and Khoirur & Yahfizham (2025). These three studies show that although the drill method has been proven effective in improving writing skills and student learning outcomes, there is still a gap between theory and practice in the field, especially in relation to implementation barriers such as limited teacher resources and an unsupportive learning environment. Therefore, this study needs to

be conducted to provide empirical evidence on the effectiveness of applying the drill method in improving the writing skills of grade XI students at MAS Nurul Haq Semurup.

Thus, this study focuses on the application of the drill method specifically at MAS Nurul Haq Semurup for grade XI students, with a focus on improving writing skills in the context of Arabic language learning at the upper secondary level. This research fills the gap in previous research by presenting empirical evidence regarding the effectiveness of the drill method in an educational institution setting that has not been studied before, so that the results of this study can provide practical contributions to the development of more effective and relevant Arabic language learning strategies at the 11th grade level.

In this context, researchers have not found that this method is used at MAS Nurul Haq. Based on initial observations, the Arabic language learning process at this school still relies on conventional methods, such as lectures and written exercises, which emphasize theoretical understanding rather than speaking practice. This has an impact on students' limited speaking abilities. Many students show difficulty in expressing their ideas orally in Arabic, both in terms of fluency, incorrect pronunciation, and low confidence when speaking in front of the class. In addition, although students have a high interest in learning Arabic due to the importance of this language in religious and academic contexts, they tend to be less accustomed to actively using Arabic in everyday communication.

From the above introduction, it can be concluded that the application of the drill method in maharah kalam at MAS Nurul Haq has not become a routine activity, but an integral part of the continuous learning process. This is reflected in a learning approach that provides time and space for students to continue to hone their speaking skills intensively. Thus, the end result is that students are expected to not only gain a deep understanding of the Arabic language, but also be able to use these skills flexibly and confidently in everyday communication.

Methods

This type of research is quantitative research, which is defined as a systematic investigation of phenomena by collecting data that can be measured using statistical, mathematical, or computational techniques. Quantitative research is mostly conducted using statistical methods used to collect quantitative data from research studies. Thus, in quantitative research, as the name implies, the use of numbers is required in many aspects, from data collection, interpretation of the data, to the presentation of the results (Arikunto, 2006). Nana Sudjana and Ibrahim add that quantitative research is research based on assumptions, then variables are determined, and subsequently analyzed using valid research methods, especially in quantitative research (Sudjana & Ibrahim, 2001).

In research, the quasi-experimental research method is a quantitative method used when researchers want to conduct experiments to find the effect of independent variables on dependent variables under controlled conditions. In experimental research, there are four main factors, namely hypotheses, independent variables, dependent variables, and subjects. This study uses an experimental research design in the form of a pre-experimental design. The research design is a one-group pretest-posttest design. In this design, there is a pretest before the treatment is given and a posttest after the treatment is given. Thus, the results of the treatment can be determined more accurately because they can be compared with the conditions before the treatment was given. This design was used as the objective to be achieved in order to determine "The application of the drill method in improving the writing skills of class XI MAS Nurul Haq Semurup". The following table shows the One Group Pretest-Posttest Design (Sugiyono, 2019).

Table 1.
Research Design

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Description:

O₁: Pre Test

O₂: Post Test

X: Treatment

This research was conducted at MAS Nurul Haq Semurup. Located in the village of Pasar Semurup, Air Hangat subdistrict, Kerinci district, Jambi province. This research was conducted in the odd semester of the 2025 academic year. This research was conducted from July to September 2025. The population is not merely the number of subjects studied, but includes all the characteristics or traits possessed by those subjects (Amin et al., 2021). A sample is a small number within a population that is considered to represent it. Thus, a sample is part of the existing population, so that sampling must use certain methods based on existing considerations (Wahyudi, 2022). The population in this study was all 15th grade students at MAS Nurul Haq Semurup.

This study has two variables, namely independent variables and dependent variables. Independent variables are variables that influence changes or the emergence of dependent variables. The dependent variable is a variable that is influenced or becomes a result of the independent variable (Ningsih et al., 2021). Therefore, in this study, there are two variables: the independent variable is the drill method, and the dependent variable is the improvement in writing skills at the Aliyah level.

The data collection technique used was observation, which is a technique of systematic observation or recording of the phenomena being investigated, and tests as data collection instruments, which are a series of questions or exercises used to measure knowledge. The tests used in this study were to measure knowledge. The tests used were short-answer written tests and documentation. Documentation is the search for data on matters or variables contained in records, transcripts, books, newspapers, magazines, minutes, and so on (Tohirin, 2012).

Data analysis techniques include the following: Normality Test. The use of parametric statistics requires that the data for each variable to be analyzed must be normally distributed. Therefore, before hypothesis testing is carried out, a data normality test will be conducted first. Homogeneity test, which aims to see whether the two subjects have homogeneous variance or not. Hypothesis testing, which is carried out to determine whether there is an effect of the drill method on students' writing skills, is done with a hypothesis test. The N-gain test is the difference between the posttest and pretest scores. Gain indicates an increase in students' understanding after participating in the learning process, while N-gain is a test used to determine value judgments.

Results and Discussions

1. Results

Descriptive statistics can be defined as a method used to collect or present data so that it can provide clear information. By using descriptive statistics, researchers can easily understand the data obtained because it is presented concisely and neatly. In this study, the researcher analyzed the mean, median, and mode calculations using the EXCELL application.

This study was conducted over four meetings. Before the learning process began, a pretest was administered to assess the students' command of Arabic vocabulary prior to the application of the drill method in the experimental class. After the treatment was given, the researcher then conducted a posttest to determine its effect on students' speaking skills. The research instruments used were oral and written tests consisting of 10 questions, which had been validated by Arabic language experts and subject teachers.

This study was conducted using an experimental class research design that applied the drill method during classroom learning. The sample group used in this study was an experimental group of 15 students. There were 10 questions used in the test given to the students. In accordance with the research instruments determined by the researcher, the assessment indicators used were 3 achievement indicators, namely pronunciation, context, grammar, and fluency.

Table 2.
Statistical data test results

	N	Range	Min.	Max.	Mean	Std.deviation
Pretest_eksperimen	15	4	60	80	6,97	1,387
Posttest_eksperimen	15	3	70	100	8,20	941
Valid N	15					

2. Discussions

Normality test results. After conducting the research, the research data was tested. In this case, the normality test was performed using the Lilliefors test. The results of the normality test calculations are summarized in the following table:

Table 3
Pretest Normality Test Using the Drill Method

No	class	Number of students	Lcount	L _{table}	description
1	Experiment	15	0,149	0,220	Normal

Based on Table 3, the results in the experimental class show that $L_{count} < L_{table}$. This means that the pretest results are normally distributed. Meanwhile, the posttest normality test results can be seen in the following table:

Table 4
Posttest Normality Test Using the Drill Method

No	class	Number of students	Lcount	L _{table}	description
1	Experiment	15	0,184	0,220	normal

Table 4 shows that the experimental class has $L_{count} < L_{table}$. This indicates that the posttest results in the experimental class are normally distributed. The overall data for the normality test results of the pretest and posttest are presented in the appendix.

The homogeneity test is used to assess the difference in variance between two or more groups. The calculation of data homogeneity in this study used the Fisher test, whereby the research subjects were declared homogeneous if $F_{count} < F_{table}$ measured at a significance level of 0.05. The results of the homogeneity test for the pretest can be seen in the following table:

Table 5
Homogeneity Test for Pretest and Posttest Using the Drill Method

No	class	Number of students	Fcount	F _{table}	description
1	Experiment	15	2,17	2,48	Homogeneous

Based on Table 5, $F_{count} < F_{table}$, namely $2.17 < 2.48$, which means that the distribution is homogeneous. For complete data, see the appendix.

Hypothesis testing aims to determine whether the drill method of learning has a significant effect on students' writing skills. This will reveal whether the research hypothesis is accepted or rejected. The results of the post-test hypothesis testing can be seen in the following table:

Table 6
Hypothesis Testing After Using the Drill Method

class	N	average	Tcount	Ttable	description
Experiment	15	82	8,26	2,04	H1accepted

Based on Table 6, the results of the test conducted with a two-sample t-test obtained $T_{hitung} = 8.26$ and $T_{tabel} = 2.04$, so it can be seen that $T_{hitung} > T_{tabel}$ at a significance level of 0.05. This means that hypothesis H1 is accepted, so it can be concluded that there is an effect of the drill method on students' writing skills.

The N-Gain test aims to determine the improvement in students' language skills obtained from the pretest and posttest scores in the sample class. The improvement that occurred before and after learning, or the difference between the pretest and posttest scores, can be seen in the following table:

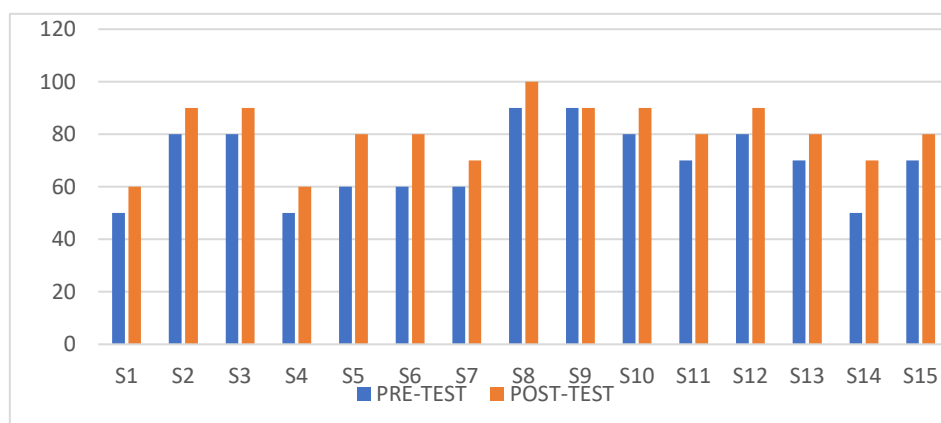
Table 7
Average N-gain After Using the Drill Method

No	class	N-gain	criteria
1	experiment	0,43	moderate

Before conducting the research, a pretest was conducted to assess the students' initial abilities. The pretest questions given to students consisted of ten essay questions. Based on the table above, it can be seen that the average N-gain in the experimental class was 0.43, which was less effective. For complete data, please refer to the appendix.

The test questions are instruments that are appropriate for Arabic language learning materials and have been tested for validity and reliability. The results of the item analysis related to the validity test of the instrument showed that out of the 10 questions tested, 8 questions were classified as valid. Similarly, the reliability test showed that the reliability of the questions was high. The results of the pretest and posttest question validation showed an average of 74.71 for the pretest and posttest questions. This means that the questions were in line with the indicators.

After the instrument validation stage was completed, the research process continued. The results of the pretest and posttest scores can be seen in the following figure:



Based on the average pretest and posttest scores, the experimental class that received treatment showed improvement. This means that the drill method had an effect on improving students' writing skills. After testing validity and reliability, the normality test and homogeneity test were conducted using the Lilliefors test to determine the normality and homogeneity of the class. Then, hypothesis testing and N-gain testing were conducted.

Based on the tests conducted to show the average pretest score of 69.33 and the posttest score of 80.66. Next, a homogeneity test was conducted, which showed that the class had a homogeneous variance. Then, a two-sample t-test was conducted, yielding a t-count of 8.5 and a t-table of 2.04, so that it can be seen that the t-count > t-table at a significance level of 0.05. This means that hypothesis H1 is accepted. It can therefore be concluded that the drill method has an effect on students' writing skills.

Conclusion

The learning process using the drill method is carried out in three main stages, namely preparation, implementation, and evaluation. In the preparation stage, the material taught focuses on vocabulary, expressions, and sentence patterns related to the theme of التسوق (shopping). In the implementation stage, students are trained using repetition techniques in the form of memorization, pronunciation, and speaking practice using simple sentences. Meanwhile, in the evaluation stage, students are tested through speaking practice without text and are given spontaneous questions to measure their fluency and understanding in responding in Arabic. The results of the study show that most students in the experimental class experienced an increase in fluency, accuracy in vocabulary use, and confidence in communication. Thus, the Drill method can be considered an effective learning strategy for improving students' speaking skills, especially in the context of teaching Arabic at the secondary school level.

Based on data analysis and discussion of research data regarding the effect of the Drill method on improving writing skills as seen from the learning process of grade XI MAS Nurul Haq students on the subject matter, as indicated by the average difference test using the t-test, the calculated value was 8.5 and the table value was 2.04. Because tcount > ttable at a significance level of 0.05, it can be concluded that the drill method has an effect on improving students' writing skills.

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