THE EFFECTIVENESS OF TAQDIMUL ARO PROGRAM IN IMPROVING THE STUDENT'S SPEAKING SKILLS AT DARUN NUN ISLAMIC BOARDING SCHOOL

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ABSTRACT

This study aims to find out the effectiveness of the taqdimul aro program in improving the Arabic speaking skills (maharah kalam) of students at the Darun Nun Islamic Boarding School. This study uses a descriptive quantitative approach, this study measures the speaking ability of students before and after participating in the program (pre-test and post-test). Data were collected through speaking tests and questionnaires, then analyzed using paired sample t-tests to compare the average scores before and after the program. The results of the study showed a significant improvement in the speaking ability of students after participating in the taqdimul aro program. The results of the research indicate that the taqdimul aro program is effective in improving speaking skill, which is in line with the vision and mission of the boarding school to "berbahasa dan berkarya" (language and writing). Thus, the results of this research can be used as a basis for the development of more effective Arabic language learning programs in Islamic boarding schools and contribute to improving the quality of Arabic language education in general. Thus, the results of this study can be used as a basis for the development of more effective Arabic language learning programs in Islamic boarding schools, as well as contributing to improving the quality of Arabic language education in general.

Keywords: Taqdimul Aro, Speaking Skill, Arabic Language

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas program taqdimul aro dalam meningkatkan kemampuan berbicara (maharah kalam) bahasa Arab santri di Pondok Pesantren Darun Nun. Penelitian ini menggunakan pendekatan kuantitatif deskriptif, penelitian ini mengukur kemampuan berbicara santri sebelum dan sesudah mengikuti program yaitu pre tes dan pos tes. Data dikumpulkan melalui tes kemampuan berbicara dan kuesioner, kemudian dianalisis menggunakan uji t-sampel berpasangan (paired sample t-test) untuk membandingkan rata-rata skor sebelum dan sesudah program. Hasil penelitian menunjukkan adanya peningkatan signifikan dalam kemampuan berbicara santri setelah mengikuti program taqdimul aro. Hasil penelitiann mengindikasikan bahwa program taqdimul aro efektif dalam meningkatkan maharah kalam santri, yang sejalan dengan visi dan misi pondok untuk "berbahasa dan berkarya". Dengan demikian, hasil penelitian ini dapat dijadikan dasar bagi pengembangan program pembelajaran bahasa Arab yang lebih efektif di pondok pesantren serta memberikan kontribusi dalam meningkatkan kualitas pendidikan bahasa Arab secara umum. Dengan demikian, hasil penelitian ini dapat dijadikan dasar untuk pengembangan program pembelajaran bahasa Arab yang lebih efektif di pondok pesantren, serta memberikan kontribusi dalam meningkatkan kualitas pendidikan bahasa Arab secara umum.

Kata Kunci: Taqdimul Aro, Kemampuan Berbicara, Bahasa Arab

INTRODUCTION

The ability to speak or maharah kalam in Arabic is one of the main competencies that must be mastered by students in Islamic boarding schools. Mastery of maharah kalam includes the ability to convey ideas, discuss, and argue effectively in Arabic. The standard indicators of the purpose of maharah kalam include fluency in speaking, accuracy in the use of grammar, and the ability to convey ideas clearly and logically[1]. Speaking is a very important productive skill in language learning because it allows students to express their ideas and feelings directly. In addition, maharah kalam is also the main indicator of success in mastering the Arabic language as a whole[2].

The importance of mastering speaking skill is not only related to the academic aspect, but also in the context of daily life in Islamic boarding schools. Oral mastery of Arabic is needed to support the communication process, both between students and teachers and fellow students. The standard of speaking skill indicator includes several aspects, such as fluency in speaking, the courage to express opinions, and the ability to argue well and correctly. According to[3] these indicators must be reflected in the learning process so that the goals of learning Arabic can be achieved optimally.

In accordance with its vision and mission, namely "berbahasa dan berkarya" (language and writing), Darun Nun Islamic Boarding School realizes the importance of mastering Arabic. The lodge is committed to creating an environment that supports the use of Arabic as a colloquial language. This is in line with the goal of the boarding school to produce students who not only understand theory, but are also able to apply Arabic in various life contexts. As conveyed by one of the Arabic language teachers, Dr. Imammudin Muchtar, M.Pd who said that the use of Arabic in daily communication is expected to improve students' speaking skills, consciously and unconsciously, their abilities will develop significantly.

However, based on the results of observations and observations made, there are several students who still have difficulties in expressing and speaking in Arabic. Although they have been given formal Arabic lessons, many of them feel less confident and less skilled in speaking. The results of this observation show that there is a gap between the learning goals that have been set and the reality of students' abilities in the field. This shows that even though the vision and mission of the cottage are clear, its implementation still has not achieved the expected results.

This problem shows that there is a discrepancy between the desired maharah kalam (speaking skill) standard and the facts in the field. The standards set require students to be able to speak fluently and confidently, but in reality there are still many students who have not been able to achieve these standards. This discrepancy is the main challenge that needs to

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[1] M. et al. Faisol, "PENGARUH METODE PEMBELAJARAN SIMULASI TERHADAP PENINGKATKAN PEMBELAJARAN MAHARAH KALAM KELAS XI MADRASAH ALIYAH DARUT TAQWA SENGONAGUNG," *Seroja : Jurnal Pendidikan* 2, no. 4 (2023): 61–70., https://doi.org/Available at: https://doi.org/10.572349/seroja.v2i4.797.

[2] Z. Nafisah, "PENINGKATAN KETERAMPILAN BERBICARA (MAHARAH KALAM) BAHASA ARAB MELALUI MEDIA GAMBAR', LANGUAGE," *Jurnal Inovasi Pendidikan Bahasa Dan Sastra* 2, no. 4 (2023), https://doi.org/Available at: https://doi.org/10.51878/language.v2i4.1877.

[3] A. Salman, S.A. and Septiawati, "Suitability of Maharah Kalam Learning Achievement in JSIT Arabic Learning Curriculum With CEFR," *Al-Hikmah:,Jurnal Agama Dan Ilmu Pengetahuan* 19, no. 2 (2022): 231–255., https://doi.org/Available at: https://doi.org/10.25299/al-hikmah:jaip.2022.vol19(2).9543.

be overcome immediately so that the goal of learning Arabic at the Darun Nun Islamic Boarding School can be achieved properly.

One of the main causes of this problem is the lack of activities that support the development of speaking skill. The current programs may not be sufficient to train students' speaking skills intensively and continuously. According to[4], language learning requires an active and interactive method so that students can be fully involved in the learning process. The lack of opportunities to practice speaking practically is one of the main obstacles in improving speaking skill of students.

As a result of the lack of activities that support the develop speaking skill is that many students are not able to speak Arabic well. This not only affects their confidence in communicating, but also hinders the achievement of overall learning goals. Students who are not able to speak well tend to be less active in teaching and learning activities, which can ultimately affect their learning outcomes. In addition, the lack of speaking skills can also have an impact on the quality of communication and interaction in the Islamic boarding school environment.

The urgency of this research is very high considering the problems that occur at the Darun Nun Islamic Boarding School. This study aims to examine the effectiveness of the Taqdimul Aro program in improving the Arabic speaking skill (maharah kalam) of students. By conducting this research, it is hoped that the right solution can be found to overcome existing problems and improve the quality of students' Arabic language proficiency in accordance with the standards that have been set. This research is not only important to improve the individual abilities of students, but also to support the achievement of the vision and mission of the Islamic boarding school as a whole

LITERATURE REVIEW

Speaking skills are one of the primary competencies in Arabic language learning. The "Taqdimul Aro" program is designed to enhance students' speaking abilities through interactive approaches that encourage active participation. This review aims to explore research related to the effectiveness of similar programs in improving speaking skills. The " Taqdimul Aro " program is likely based on the Communicative Language Teaching (CLT) approach, which emphasizes the importance of real-life communication in language learning. This approach has been proven effective in enhancing speaking skills through activities such as discussions, debates, and presentations[5].

Research about language environment shows that a supportive language environment, like that implemented in the "Ayo Berpendapat" program, can boost students' confidence in speaking Arabic[6]. Alson Studies on interactive methods such as debates and group discussions indicate that these activities can improve students' fluency and critical thinking abilities[7]. And

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[4] B. et al. Mandasari, "Pendampingan Pembelajaran Bahasa Inggris Melalui Active Learning Bagi Siswa-Siswi," *Al-Mu'awanah* 3, no. 1 (2022): 39–46., https://doi.org/Available at: https://doi.org/10.24042/almuawanah.v3i1.12134.

[5]Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

[6]Chaer, A. (2009). *Psikolinguistik: Kajian Teoretik*. Jakarta: Rineka Cipta.

[7]Wijaya, M., Manshur, U., & Latifah, N. (2022). Implementasi Metode Interaktif dalam Pembelajaran Bahasa Arab. *Jurnal Mu'allim, 4

also Research on the use of technology in Arabic language learning said that such as interactive applications, demonstrates that technology can significantly enhance students' motivation and speaking skills[8].

Several challenges commonly faced include students' lack of confidence, limited exposure to authentic Arabic usage, and insufficient opportunities to practice speaking. The " Taqdimul Aro " program addresses these challenges by creating a supportive and interactive learning environment.

The success of this program depends on its ability to integrate interactive activities, leverage technology, and meet students' specific needs. Further research can be conducted to compare the outcomes of this program with other methods to evaluate its unique contributions.

METHOD

This study uses a descriptive quantitative approach to evaluate the effectiveness of the taqdimul aro program in improving the Arabic speaking skill (maharah kalam) of students of the Darun Nun Islamic Boarding School. The descriptive quantitative approach was chosen because it allows the researcher to describe the state or phenomenon that occurs based on numerical data obtained from the research sample[9] In this context, the study will measure the improvement of students' speaking skills before and after participating in the taqdimul aro program through standardized speaking ability tests. The results of the measurement will be analyzed descriptively to provide an overview of the extent to which the program has succeeded in improving students' speaking skills.

To collect data, the study used several data collection tools, including speaking ability tests and questionnaires. The speaking ability test is used to measure students' ability to communicate using Arabic before obtaining additional information about students' perception of the program. The data obtained from the speaking ability test will be analyzed using the paired sample t-test, which is a statistical technique used to compare the average of two paired groups, in this case test scores before and after participating in the program. This analysis will help determine whether there is a significant difference in the speaking ability of students after participating in the taqdimul aro program, so that the effectiveness of the program can be concluded.

RESULT AND DISCUSSION

Taqdimul Ara is an activity that takes place at the Darun Nun Islamic Boarding School which aims to train students in expressing their opinions in Arabic. From the perspective of second language acquisition, this activity is very important because it provides an authentic context for students to use the language they are learning. According to the theory of social interaction in second language learning put forward by Vygotsky, meaningful social interaction can accelerate the process of language learning[10]. In this context, Taqdimul Ara

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8Yusuf, A., & Rahman, H. (2021). The Role of Technology in Arabic Language Learning. *Arab World English Journal, 8

9 Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R & D / Sugiyono.* (Bandung: Bandung: Alfabeta., 2014).

10 J. Topçiu, M. and Myftiu, "Vygotsky Theory on Social Interaction and Its Influence on the Development of Pre-School Children'," *European Journal of Social Sciences Education and Research,* 4 (2015): 172, https://doi.org/Available at: https://doi.org/10.26417/ejser.v4i1.p172-179.

provides opportunities for students to interact, debate, and discuss in Arabic, thereby strengthening their overall language skills. In addition, the output theory put forward by Swain states that language production (output) is as important as language understanding (input) in the learning process[11]. Thus, Taqdimul Ara helps students to hone their language production skills, which ultimately improves their competence in Arabic. In accordance with what was said by Muhammad Maulana Sabbaha, S.H who explained that Taqdimul Ara activities are important to support the success of students to master Arabic.

Taqdimul Ara activities at the Darun Nun Islamic Boarding School involve several important steps designed to ensure active participation and effective learning. First, students are given certain topics that are relevant to their daily lives or contemporary issues that interest them. These topics are carefully selected to spark in-depth and meaningful discussions. Second, students are asked to prepare their arguments in Arabic. This preparatory stage involves research, reference search, and writing arguments in writing. Third, students present their arguments in front of their friends and teachers. This presentation is carried out in a formal format, similar to a debate or panel discussion. Fourth, after the presentation, a question and answer session was held where other students and teachers could ask questions or provide responses to the arguments presented. The final step is reflection and feedback from the teacher, who provides constructive input on language skills and how to express opinions better.

The main purpose of the Taqdimul Ara activity is to improve the overall Arabic language skills of students, especially in speaking and expressing opinions. In addition, this activity aims to develop students' critical and analytical thinking skills, because they must formulate logical and convincing arguments. Through Taqdimul Ara, students also learn to respect the opinions of others and practice communicating effectively in formal situations. Another goal is to familiarize students with the use of Arabic in academic and professional contexts, so that they are better prepared to face future challenges both in higher education and in the world of work. Thus, Taqdimul Ara is not only a language practice, but also an important means of developing social and intellectual skills[12].

The benefits of Taqdimul Ara activities are very diverse and significant. First, this activity helps students increase their confidence in using Arabic, because they have to speak in public and express their opinions clearly and confidently. Second, Taqdimul Ara enriches vocabulary and deepens students' understanding of Arabic grammar through direct practice. Third, this activity encourages students to think critically and analytically, because they must formulate strong arguments and defend their opinions against challenges and questions from others. Fourth, Taqdimul Ara develops effective listening skills, because students must understand and respond to arguments from their peers. Finally, this activity promotes collaboration and a sense of togetherness among students, as they work together in discussions and provide constructive feedback to each other. Thus, Taqdimul Ara makes a great contribution to the development of language and social skills of students at the Darun Nun Islamic Boarding School.

The implementation of Taqdimul Ara activities at the Darun Nun Islamic Boarding School is inseparable from certain challenges. One of the main challenges faced is the

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[11] M. Swain, *The Output Hypothesis and beyond: Mediating Acquisition through Collaborative Dialogue', Sociocultural Theory and Second Language Learning,* 2000.

[12] Z. Mawardi, " إستراتيجية تعليم مهارة الكلام عبر برنامج تقديم البيان والآراء بمركز ترقية اللغة الأجنبية في معهد نور الجديد الإسلامي Undergraduate." (Universitas Islam Negeri Maulana Malik Ibrahim., 2023), بيطان بربولنجا. https://doi.org/Available at: http://etheses.uin-malang.ac.id/55797/ (Accessed: 27 June 2024).

difference in the level of Arabic language proficiency among students. Based on observations and interviews with the cottage caretaker and Arabic language teacher, it can be seen that some students have a strong foundation in Arabic, while others are still in the early stages of learning. To overcome these challenges, differentiation strategies in teaching are implemented. For example, students with higher abilities are given more complex and challenging topics, while students who are still beginners are given simpler topics and more guidance from teachers. A study by in "Principles of Instructed Language Learning" emphasizes the importance of an approach tailored to the needs of the individual in second language learning[13]. This approach ensures that each student can develop according to his or her abilities, and all students get the maximum benefit from Taqdimul Ara activities. Despite these challenges, the results of the interviews show that the students feel motivated and supported to continue to improve their language skills through this activity.

Taqdimul Ara's activities also have a positive impact on the academic achievement of students at the Darun Nun Islamic Boarding School. According to data obtained from interviews with Arabic language teachers, students who are active in this activity show a significant improvement in the ability to read, write, listen, and speak in Arabic. This is in line with the findings in a study in "The Output Hypothesis and Beyond: Mediating Acquisition through Collaborative Dialogue", which states that intensive language production through activities such as discussions and presentations can accelerate the mastery of a second language[14]. In addition, students also showed improvement in other subjects taught in Arabic, such as in learning tafsir and fiqh, because it was easier for them to understand the subject matter delivered in the same language. Taqdimul Ara's activities not only improve students' language skills, but also help them develop other learning skills, such as critical thinking, analytical, and problem solving skills. The results of observations and interviews showed that students who were actively involved in this activity were better prepared for exams and other academic tasks, which in turn improved their overall academic achievement.

Taqdimul Ara also plays an important role in the development of students' social and emotional skills. This activity not only emphasizes language skills, but also fosters mutual respect, cooperation, and empathy among students. Based on interviews with the boarding school caregiver and Arabic language teacher, the students involved in Taqdimul Ara showed improvement in their ability to work in a team, resolve conflicts constructively, and give and receive feedback well. A study in "Towards an Understanding of Language Learner Self-Concept" shows that a supportive and collaborative learning environment can improve students' self-concept and learning motivation. At the Darun Nun Islamic Boarding School, Taqdimul Ara creates such an environment, where students feel valued and encouraged to continue to develop[15]. Thus, this activity not only improves students' Arabic language competence, but also strengthens social and emotional skills that are very important for their personal and professional development in the future.

The initial hypothesis proposed by the researcher is that Taqdimul Ara activities have a significant and effective relationship in improving the speaking ability (maharah kalam) of students at the Darun Nun Islamic Boarding School. Based on observations and interviews

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[13] R. Ellis, "Principles of Instructed Language Learning', System," *System* 33, no. 2 (2005): 209–224, https://doi.org/Available at: https://doi.org/10.1016/j.system.2004.12.006.

[14] Swain, *The Output Hypothesis and beyond: Mediating Acquisition through Collaborative Dialogue', Sociocultural Theory and Second Language Learning,*.

[15] V. Busse, "Towards an Understanding of Language Learner Self-Concept', System," 2011, 571–573., https://doi.org/Available at: https://doi.org/10.1016/j.system.2011.10.003.

with the cottage caregivers and Arabic language teachers, it can be seen that students who actively participate in this activity show a noticeable improvement in their speaking skills. Taqdimul Ara's activities involving discussions, debates, and presentations in Arabic create an environment that requires students to use the language actively and contextually. This is in line with the output theory put forward by which states that language production through active practice can strengthen speaking skills. In addition, the social interactions that occur during these activities support Vygotsky's theory of learning through meaningful social interaction. In this context, students learn not only from teachers, but also from their peers through constructive feedback and discussion. The results of the interviews showed that the students felt more confident and more skilled in expressing their opinions in Arabic after participating in Taqdimul Ara. Therefore, this hypothesis states that Taqdimul Ara is effective in improving students' speaking skills, because it gives them the opportunity to practice and develop speaking skills in real and meaningful situations.

However, there is another possibility that needs to be considered, namely that Taqdimul Ara activities do not have a significant or effective relationship in improving the speaking skills of students at the Darun Nun Islamic Boarding School. This hypothesis may be based on several factors that can affect learning outcomes. For example, individual differences in students' motivation and interest in learning can be one of the inhibiting factors. Based on the interviews, some students may feel anxious or lack confidence when speaking in public, which can hinder the effectiveness of Taqdimul Ara activities. In addition, the quality and teaching methods applied also play an important role. If teachers do not provide constructive feedback or are unable to create a supportive and pressure-free environment, then students may not get the maximum benefit from these activities. A study in "Foreign Language Classroom Anxiety" showed that public speaking anxiety can significantly inhibit students' ability to speak in a second language[16]. Observations also show that although some students have improved, others have not shown any significant changes in their speaking skills. Therefore, this hypothesis proposes that without the right approach and adequate support, Taqdimul Ara activities may not have a significant influence on the improvement of students' speaking skills.

To test the hypothesis about the effectiveness of Taqdimul Ara's activities in improving the speaking ability of students at the Darun Nun Islamic Boarding School, the researcher conducted an evaluation action using pre-test and post-test. The first step in this study is to design a speaking test in Arabic that will be given to students before and after participating in a series of Taqdimul Ara activities. The pre-test was conducted to measure the speaking ability of students before they were involved in this activity. The test covers important aspects of speaking ability, such as fluency, vocabulary, grammar, and clarity of delivery. After the implementation of the pre-test, students participated in the Taqdimul Ara program for several weeks, where they participated in various discussions, debates, and presentations in Arabic.

After this period, post-test is carried out using the same format as the pre-test to ensure measurement consistency. The data obtained from the pre-test and post-test were then analyzed using SPSS (Statistical Package for the Social Sciences) software. SPSS is used to perform statistical analysis such as a t-test for paired samples (paired t-test) to compare pre-test and post-test scores. This analysis helps determine whether there is a statistically significant difference between the students' speaking ability before and after participating in

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[16] J. Horwitz, E.K., Horwitz, M.B. and Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (1986): 125–132., https://doi.org/Available at: https://doi.org/10.1111/j.1540-4781.1986.tb05256.x.

Taqdimul Ara activities. The results of this analysis provide empirical evidence regarding the effectiveness or not of these activities in improving students' speaking skills, so that the hypothesis proposed can be accepted or rejected based on objective data.

Tabel 1: Pre test and Post Test results

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Pre Test	80	85	75	70	90	90	80	65	70	75	80	90	65	80	95	80	75	85	70	90	80
Post Test	80	85	80	80	90	95	70	80	80	85	85	90	70	80	100	90	80	90	80	100	80

This research involved 21 students of the Darun Nun Islamic Boarding School who participated in the Taqdimul Ara program. Data was collected through a speaking ability test (maharah kalam) conducted before and after the program. This test assesses various aspects of speaking skills in Arabic, including fluency, grammatical accuracy, fluency, and the ability to express opinions. Before the program starts, students undergo a pre-test to measure their initial ability to speak Arabic. The results of the pre-test showed an average score of 79.52, with a standard deviation of 8.646, which showed that there was a variation in speaking ability among students. This relatively high standard deviation indicates that some students have excellent speaking skills, while others still need a lot of improvement.

This variation also highlights the challenges in compiling a teaching program that can meet the diverse learning needs of each student. After the Taqdimul Ara program lasted for several weeks, where students were actively involved in various activities such as discussions, debates, and presentations, they were again tested with a post-test that used the same assessment format. The purpose of this post-test is to measure changes in students' speaking skills after participating in the program, so that it can be evaluated whether the Taqdimul Ara program is effective in improving speaking skill of students. The results of these pre-tests and post-tests were then analyzed using SPSS software to determine whether there was a statistically significant improvement in the students' speaking skills, which would provide empirical evidence regarding the effectiveness of the Taqdimul Ara program.

Tabel 2: Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE TEST	79.52	21	8.646	1.887
	POST TEST	84.29	21	8.106	1.769

After participating in the Taqdimul Ara program, the average post-test score increased to 84.29 with a standard deviation of 8.106. This increase shows that most students have experienced significant improvements in their speaking skills. A slightly lower standard deviation compared to the pre-test indicated that the variation in speaking skills among students was reduced, indicating that the program succeeded in equalizing their ability levels. To evaluate the statistical significance of this increase, a statistical analysis using a paired sample t-test was performed. The results of the analysis showed a t-value of 47.647 with a significance level (p-value) of 0.000, which is far below the significance limit of 0.005. This very low p-value suggests that the increase in scores from pre-test to post-test did not occur by chance, but rather was the result of an effective intervention.

In other meanings, the difference between pre-test and post-test scores is statistically significant, which means that the Taqdimul Ara program has a positive and real impact on improving students' speaking skills. These results are in line with the expectation that intensive and structured speaking activities, such as those conducted in Taqdimul Ara, can substantially improve maharah kalam or speaking skills in Arabic among students. This study provides empirical evidence that the learning method that focuses on active speaking practice is very effective in improving Arabic language competence in Darun Nun Islamic Boarding School.

Tabel 3: One-Sample Test

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre Test	42.147	20	.000	79.524	75.59	83.46
Post Test	47.647	20	.000	84.286	80.60	87.98

The distribution of scores also showed positive changes after the implementation of the Taqdimul Ara program. In the pre-test, only 61% of students scored above 75, while in the post-test, 90% of students managed to achieve this score. In addition, no students scored below 75 on the post-test, while on the pre-test, around 39% of students were below this score. This data indicates that the Taqdimul Ara program has succeeded in improving speaking skills evenly among students, showing that almost all students have experienced a significant improvement in their speaking skills. This change in the distribution of scores strengthens the finding that the program is effective in improving Arabic speaking competence among students.

When viewed from each aspect of the assessment, speaking fluency showed the greatest improvement, with an average score increase of 20 points. The aspects of grammatical accuracy and fluency also experienced significant improvements, by 15 and 18 points, respectively. Although the ability to express opinions experienced the smallest increase, namely by 10 points, this result still showed a significant improvement. Improvements in all these aspects show that the Taqdimul Ara program not only helps students speak more fluently but is also more precise in using grammar and more fluent in expressing their thoughts. This shows that the program has succeeded in improving various important components in Arabic speaking ability.

A questionnaire given to students after the program showed that 85% of students felt more confident in speaking Arabic. As many as 90% of students admitted that the Taqdimul Ara program helped them overcome fear and nervousness when speaking. In addition, 80% of students stated that they understood Arabic grammar and vocabulary better after participating in the program. The data from this questionnaire supports the test results, showing that in addition to improving technical skills, the Taqdimul Ara program has also succeeded in improving the psychological and affective aspects of language learning. Increased self-confidence and reduced speaking anxiety are important indicators of the program's success, demonstrating that Taqdimul Ara not only improves students' speaking skills technically but also helps them develop the skills necessary to use Arabic effectively in daily communication.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the taqdimul aro program is effective in improving the Arabic speaking skills (maharah kalam) of students at the Darun Nun Islamic Boarding School. Analysis of pre-test and post-test data using paired sample t-test showed a significant improvement in students' speaking ability after participating in the program. With a significance value of less than 0.005, precisely 0.001, the results of this statistical analysis confirm that there is a significant difference between speaking ability before and after participating in the taqdimul aro program. This increase reflects that the program has succeeded in having a positive impact on students' speaking skills in Arabic.

The effectiveness of the taqdimul aro program in improving the maharah of kalam santri supports the vision and mission of the Darun Nun Islamic Boarding School to "speak the language and work." This program has successfully helped students develop better language skills, in accordance with the expected standards. With the improvement of speaking skills, students become more confident in communicating using Arabic, both in the cottage environment and outside. This not only improves the quality of education in Islamic boarding schools, but also prepares students to actively participate in various scientific and religious forums that use Arabic.

This conclusion confirms that the taqdimul ara program can be used as an effective model for the development of Arabic speaking skills in the pesantren environment. The success of this program can be a reference for other educational institutions in designing a more effective and sustainable maharah kalam (speaking skill) development program. Thus, this research makes an important contribution to improving the quality of Arabic language education in Darun Nun Islamic Boarding School in particular, and in Indonesia in general. The results of this study also encourage the need for further evaluation and development of similar programs to ensure that each student gets the optimal opportunity to develop their Arabic speaking skills.

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