

## Implementation of *Biah lughawiyah* in Improving Arabic Speaking Skills at the Makkah Madinatul Qur'an Tahfidzul Qur'an Islamic Boarding School

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**ABSTRACT.** The purpose of this study is to examine how *bi'ah lughawiyah*, or the language environment, functions in improving Arabic speaking skills at Pondok Pesantren Tahfidzul Qur'an Makkah Madinatul Qur'an. This research employed a descriptive qualitative approach, a type of research method aimed at describing and explaining a phenomenon in depth. Data were collected through observation, interviews, and documentation. The results of the study indicate that *bi'ah lughawiyah* was implemented through various programs, such as daily conversation habituation, structured muhadatsah (conversation practice), communicative assignments, and the use of Arabic as the medium of instruction in boarding school activities. The language environment was proven to enhance students' confidence, fluency, and accuracy in speaking Arabic. Discipline, teacher role modeling, and various learning media were identified as supporting factors for the success of the program. Meanwhile, the obstacles encountered included limited initial vocabulary and differences in teachers' educational backgrounds and abilities. Overall, this study found that *bi'ah lughawiyah* is an effective method for improving Arabic speaking proficiency in the Islamic boarding school environment.

**Keywords:** *Bi'ah Lughawiyah, Arabic Language Environment, Arabic Speaking Skills, Maharab al-Kalam, Arabic Education.*



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### INTRODUCTION

Arabic is one of the most important international languages in Islamic education, particularly in Islamic boarding schools (*pesantren*). As the language of the Qur'an, hadith, and classical Islamic literature, Arabic functions as an essential tool for communication and for understanding Islamic teachings comprehensively. Therefore, mastering Arabic is a crucial skill for students (*santri*) studying in Islamic boarding schools. Among the four language skills reading, writing, speaking, and listening speaking skills (*maharab al-kalam*) hold a particularly significant role because they reflect the students' ability to actively use Arabic in real communication (Richards, 2017; Nation, 2022). The ability of students to communicate, interact with their surroundings, understand religious literature through discussion, and use Arabic in daily life is closely interconnected. Good speaking skills are expected to support academic activities, religious

practices, and social interaction among students and teachers in Islamic boarding schools. However, many students still face difficulties in speaking Arabic confidently and fluently. One of the primary causes of this problem is the lack of an environment that actively supports the use of Arabic in everyday life (Macaro, 2018; Derakhshan et al., 2020).

In many cases, students rarely practice speaking Arabic because there is no strong language environment that encourages its consistent use. As a result, students often feel afraid of making mistakes, lack confidence, and have limited vocabulary. Arabic learning frequently emphasizes theoretical knowledge and grammatical rules rather than communicative practice. This condition leads to a situation in which students may study Arabic for years yet remain unable to communicate orally in a meaningful way (Thornbury, 2017; Torkey, 2019). Speaking skills are essential because language is fundamentally a tool for communication. Without the ability to speak, students cannot fully participate in discussions, express their ideas, or engage in meaningful interactions. In the context of Islamic boarding schools, speaking Arabic is not only an academic requirement but also a practical necessity. Students are often expected to use Arabic during lessons, religious discussions, and daily conversations. Therefore, the development of speaking skills must become a central focus of Arabic language instruction (Richards, 2017).

One method considered effective for improving Arabic language proficiency, particularly speaking skills, is the concept of *bi'ah lughawiyah*, or language environment. This concept emphasizes the creation of an atmosphere and environment that encourages students to actively use Arabic in various activities, both formal and informal. A language environment enables students to learn by listening, understanding, and using Arabic naturally in their daily lives (Hanifa, 2018; Alrabai, 2022). The implementation of *bi'ah lughawiyah* involves more than simply requiring students to speak Arabic. It requires the integration of language use into everyday activities such as conversations, announcements, classroom instruction, and extracurricular programs. Through continuous exposure and practice, students gradually develop familiarity with the language. This process helps them acquire vocabulary, improve pronunciation, and gain confidence in speaking (Nation, 2022).

Through the application of *bi'ah lughawiyah*, students are expected to develop greater motivation to learn Arabic, expand their vocabulary, and improve their speaking fluency and confidence. Moreover, they gain continuous language experience through the consistent use of Arabic in daily interactions, making the learning process more effective and meaningful. A supportive environment also helps students feel more comfortable when speaking, as mistakes are viewed as a natural part of the learning process (Derakhshan et al., 2020). Motivation plays a significant role in language learning success. When students are surrounded by an environment that consistently uses Arabic, they are more likely to feel encouraged to participate. The presence of peers and teachers who actively use Arabic can create a positive atmosphere that fosters engagement and enthusiasm. This environment reduces anxiety and helps students develop a more positive attitude toward learning Arabic (Alrabai, 2022).

One Islamic educational institution that emphasizes both Qur'anic memorization and Arabic mastery is Pondok Pesantren Tahfidzul Qur'an Makkah Madinatul Qur'an. In this institution, students are not only required to memorize the Qur'an but are also encouraged to develop their Arabic language skills. The boarding school recognizes the importance of Arabic speaking ability and therefore implements various programs based on the concept of *bi'ah lughawiyah*.

These programs include the use of Arabic as a medium of communication in certain activities, the establishment of daily conversation habits, and the organization of supporting activities designed to create an Arabic-speaking environment. For example, students may be required to use Arabic during specific hours, participate in conversation sessions, or engage in language-based extracurricular activities. Such programs provide students with opportunities to practice speaking in real-life contexts. The success of *bi'ah lughawiyah* implementation depends greatly on the role of teachers and boarding school administrators. Teachers serve as language

models, and their consistency in using Arabic significantly influences students' language behavior. When teachers actively use Arabic in communication, students are more likely to follow their example. Therefore, teacher competence and commitment are essential factors in creating an effective language environment (Macaro, 2018).

Discipline and consistency are also important in maintaining a language environment. Rules regarding language use must be clearly communicated and consistently enforced. Without consistency, students may revert to using their native language, reducing the effectiveness of the program. Regular monitoring and reinforcement help ensure that students remain engaged in using Arabic. In addition, the use of various learning media can enhance students' interest and participation in language activities. Visual aids, audio materials, and interactive activities can make language learning more engaging and enjoyable. Media can also provide additional language input, helping students improve their listening and speaking skills simultaneously (Torky, 2019).

Despite its potential benefits, the implementation of *bi'ah lughawiyah* also faces several challenges. Not all students have the same educational background in Arabic, which means that some students may struggle more than others when beginning their studies. Differences in prior knowledge can create gaps in language ability, making it difficult to implement a uniform language policy. Lack of confidence is another major obstacle. Many students feel anxious about speaking Arabic because they are afraid of making mistakes or being corrected by others. This anxiety can hinder participation and slow language development. Therefore, teachers must create a supportive atmosphere where students feel comfortable practicing their language skills (Derakhshan et al., 2020). Limited vocabulary is also a common challenge. Students who lack sufficient vocabulary may struggle to express their ideas, leading to frustration and reduced motivation. Vocabulary development must therefore be integrated into language activities, allowing students to acquire new words in meaningful contexts (Nation, 2022).

Another challenge is the variation in teachers' Arabic proficiency. Not all teachers may have the same level of fluency or confidence in using Arabic. This variation can affect the consistency of language use within the institution. Professional development and training programs can help improve teachers' language skills and ensure more effective implementation of *bi'ah lughawiyah* (Richards, 2017). To ensure the optimal implementation of a language environment, careful planning and continuous evaluation are necessary. Planning involves setting clear goals, designing appropriate programs, and preparing necessary resources. Evaluation helps identify strengths and weaknesses, allowing improvements to be made over time. Continuous assessment ensures that the language environment remains effective and relevant to students' needs (Alrabai, 2022).

In addition to formal evaluation, feedback from students and teachers can provide valuable insights into the effectiveness of language programs. This feedback can help identify challenges and suggest possible solutions. By involving all members of the school community, the language environment can be continuously improved.

Therefore, the purpose of this study is to examine how *bi'ah lughawiyah* is implemented at Pondok Pesantren Tahfidzul Qur'an Makkah Madinatul Qur'an and to determine its effectiveness in improving students' Arabic speaking skills. This study aims to provide a comprehensive understanding of the role of language environments in Arabic language learning.

The results of this study are expected to contribute to the development of innovative methods for teaching Arabic in Islamic boarding schools. By identifying effective strategies and potential challenges, this research can help educators design more effective language programs. Furthermore, this study may serve as a reference for other Islamic educational institutions seeking to create effective and sustainable language environments. Ultimately, the creation of a strong language environment is essential for developing students' speaking skills. Through consistent practice, supportive instruction, and meaningful interaction, students can gradually develop the confidence and ability needed to communicate effectively in Arabic. In this way, Arabic learning becomes not only an academic subject but also a living language used in daily life.

## METHOD

This study employed a qualitative research method using a case study design because the phenomenon under investigation represents a unique and meaningful context. Qualitative research is understood as a naturalistic inquiry that focuses on understanding social phenomena in depth through rich data collection techniques such as in-depth interviews, observation, and documentation. The primary objective of qualitative research is to obtain a deep understanding of meaning from the perspective of participants and the natural setting in which the phenomenon occurs (Creswell, 2014). In this study, the central meaning explored is the concept of *biah arabiyah* (Arabic language environment), particularly how it is formed and experienced in everyday learning activities.

More specifically, the researcher aimed to understand how the learning process occurs naturally within the environment and how language acquisition may take place implicitly or in hidden forms. This hidden learning process occurs when students are continuously exposed to Arabic in their daily interactions, enabling them to learn not only through formal instruction but also through observation and participation in the surrounding community. Such an environment allows students to learn by listening, observing others communicating, and gradually practicing the language in authentic contexts. This perspective aligns with the qualitative approach, which emphasizes meaning-making and contextual understanding of human behavior (Merriam & Tisdell, 2016).

The case study design was chosen because it allows the researcher to explore a bounded system in depth, whether the case involves an individual, group, institution, or community with distinctive characteristics. Case study research is particularly suitable for investigating complex social and educational settings where contextual conditions are highly relevant to the phenomenon being studied (Yin, 2018). In this research, the case under investigation is the Arabic language environment within the boarding school context.

The study was conducted at Pondok Pesantren Tahfidzul Qur'an Makkah Madinatul Qur'an located in Pringkuku, Pacitan, East Java. This site was selected because it provides a structured Arabic-speaking environment that supports both formal and informal learning processes. Through observations, interviews, and document analysis, the researcher sought to capture the natural dynamics of the Arabic language environment and to understand how the *biah arabiyah* contributes to students' language learning experiences in a holistic and meaningful way.

## RESULT AND DISCUSSION

### General Description of the Implementation of *Bi'ah lughawiyah* at Pondok Pesantren Tahfidzul Qur'an Makkah Madinatul Qur'an

The results of this study indicate that Pondok Pesantren Tahfidzul Qur'an Makkah Madinatul Qur'an has implemented *bi'ah lughawiyah* (language environment) as part of an intensive Arabic language learning strategy. The implementation is not limited to classroom instruction but is integrated into the daily activities of the students (*santri*). This language environment is realized through a series of structured programs such as *mubadatsah* (conversation practice), *ta'allum mufradat* (vocabulary learning), *tasji'ul lughab* (language encouragement), the habituation of greetings and simple conversations, and the use of Arabic as a medium of instruction in selected boarding school activities.

The structured daily schedule of the boarding school strongly supports the language habituation process. Based on field observations, interactions among students, especially in the morning and after Qur'an memorization (*halaqah tahfidz*), were often dominated by simple Arabic conversations. Although not all students were able to speak fluently, the existence of rules requiring the use of Arabic at certain times encouraged them to communicate without fear of making mistakes. This finding is consistent with the concept of language immersion, which emphasizes that consistent exposure to the target language can significantly improve speaking

ability (Nkomo, 2017; Setiyadi & Sukirlan, 2016). Teachers (*ustadz*) and dormitory supervisors (*musyrif*) also played active roles as language models. They not only provided instructions in Arabic but also corrected sentence structures and introduced new vocabulary directly in daily interactions. Therefore, *bi'ab lughawiyah* existed not only as a formal program but also as an integral part of daily life in the boarding school. Previous studies have shown that teacher modeling and consistent language exposure are critical components in the development of second-language speaking skills (Widodo, 2018; Suryani et al., 2020).

The implementation of *bi'ab lughawiyah* in this boarding school reflects a communicative approach in language learning, where language is not only studied as a subject but also practiced as a tool for communication. Students are encouraged to use Arabic naturally in various contexts, which supports the development of communicative competence. Continuous exposure and interaction allow students to internalize language patterns more effectively than through traditional grammar-focused instruction (Alrabai, 2016). Furthermore, the language environment helps create a supportive learning atmosphere. Students become accustomed to hearing Arabic expressions in everyday situations, which gradually improves their listening comprehension and speaking ability. This continuous exposure reduces language anxiety and increases students' confidence in using Arabic. Such findings are consistent with research indicating that language environments play a crucial role in reducing speaking anxiety and improving language performance (Derakhshan et al., 2021). Overall, the implementation of *bi'ab lughawiyah* at the boarding school demonstrates that language learning can be more effective when integrated into daily routines. The environment encourages students to practice consistently, which is essential for developing speaking proficiency.

#### **Implementation of the *Muhadatsah* Program and Its Impact on Speaking Skills**

The *muhadatsah* program is the core activity for developing speaking skills. Based on interviews with language instructors, *muhadatsah* sessions were conducted at least twice a week using various methods such as pair work, small group discussions, and role-play activities. Conversation topics were adapted to students' daily experiences, including morning activities, school routines, self-introduction, object descriptions, and simple dialogues related to everyday needs. Observations showed a significant improvement in students' willingness to speak. At the beginning of the program, many students hesitated, paused frequently, and mixed Arabic with Indonesian. However, after three to four weeks of practice, noticeable improvements in fluency were observed. Students began to use simple expressions such as *kayfa haluk* (how are you), *uridu an adbbab* (I want to go), and *aina al-kitab* (where is the book) more naturally in conversations.

From a pedagogical perspective, *muhadatsah* encourages students to apply grammatical knowledge such as *nabwu* and *sharaf* in practical contexts. This aligns with communicative language teaching principles, which emphasize the importance of meaningful interaction in language learning (Namaziandost et al., 2019). Speaking practice in authentic contexts is considered more effective than passive learning methods because it allows learners to actively construct meaning and develop communicative competence. The *muhadatsah* program also fosters interaction among students, which is an important factor in language acquisition. Interaction allows learners to negotiate meaning, receive feedback, and adjust their language use accordingly. These processes contribute significantly to the development of speaking skills (Sato & Ballinger, 2016).

In addition, role-play activities provided opportunities for students to simulate real-life situations. This helped students become more confident in expressing themselves in Arabic. The interactive nature of *muhadatsah* made learning more engaging and meaningful, which increased student motivation. Therefore, *muhadatsah* can be considered a key component of *bi'ab lughawiyah* because it provides structured opportunities for students to practice speaking regularly.

#### **Vocabulary Habituation (Ta'allum Mufradat) and Its Influence on Speaking Fluency**

Speaking ability is strongly influenced by vocabulary mastery. At this boarding school, students were required to learn new vocabulary every day through both formal and informal

activities. Vocabulary lists were displayed on boards in various areas of the school, and each day focused on a specific theme such as bedroom items, body parts, mosque-related vocabulary, food, or daily activities. After learning new vocabulary, students were assigned to create simple sentences and practice them in daily interactions. This strategy helped students connect new vocabulary with its practical use. Observations showed that students who consistently participated in vocabulary learning activities were better able to construct spontaneous sentences than those who did not.

Vocabulary knowledge is widely recognized as a fundamental component of speaking ability. Without sufficient vocabulary, learners struggle to express their ideas effectively. Vocabulary learning provides the linguistic resources necessary for communication and supports the development of fluency (Agustín-Llach, 2019). As students' vocabulary increased, they became able not only to name objects and activities but also to construct simple statements and questions. This development indicates that vocabulary learning plays a crucial role in improving speaking skills. The integration of vocabulary learning into daily activities also made learning more meaningful. Students were able to use new words immediately, which reinforced their understanding and retention. This approach is consistent with research showing that contextualized vocabulary learning is more effective than memorization alone (Zhang & Graham, 2020).

### **The Use of Arabic in Formal and Informal Activities**

One of the defining features of *bi'ab lughawiyah* in this boarding school is the use of Arabic as a medium of communication in certain activities. Arabic was used in morning assemblies, instructions, introductions, announcements, and interactions between teachers and students. Although not all activities were conducted entirely in Arabic, the frequent use of the language provided strong exposure for students.

Interviews with students revealed that hearing Arabic expressions and instructions daily helped them understand sentence structures and pronunciation. Students reported that they became more familiar with "living Arabic" rather than only the formal Arabic found in textbooks. In addition to formal activities, Arabic was also used in informal contexts such as dormitories, dining areas, and sports fields. Dormitory supervisors monitored language use to encourage students to practice consistently. This monitoring was intended not as punishment but as motivation for students to continue improving their language skills.

Such practices align with the concept of immersion learning, where language is acquired through continuous exposure and meaningful interaction (García & Kleyn, 2016). Immersion environments provide learners with opportunities to practice language in authentic contexts, which enhances language acquisition. The consistent use of Arabic in both formal and informal settings contributed significantly to students' speaking development. Continuous exposure helped students become more comfortable using Arabic and reduced their dependence on their native language.

### **Changes in Students' Speaking Ability**

Based on observations conducted over several weeks, improvements were identified in three main aspects of the students' Arabic speaking ability: confidence, fluency, and accuracy. These three aspects developed gradually as students became more accustomed to using Arabic in their daily interactions within the *bi'ab lughawiyah* environment. The improvement was not instantaneous but occurred through repeated exposure and continuous practice in both formal and informal settings. The consistent use of Arabic in conversation activities encouraged students to actively participate and gradually reduced their hesitation when speaking.

In terms of confidence, students who were initially shy and reluctant to speak began to show greater willingness to express their ideas, even when using simple and limited sentence structures. This development was particularly evident during group *muhadatsah* sessions, where students interacted with their peers in structured conversational activities. At the beginning of the observations, many students avoided speaking and relied heavily on their native language.

However, over time they became more comfortable using Arabic, even if their sentences were not yet grammatically perfect. The supportive environment helped students understand that making mistakes was a natural part of the learning process, which reduced their anxiety and encouraged participation. Increased confidence is widely recognized as an important factor in speaking development because it motivates learners to engage more actively in communication (Han & Wang, 2021).

Improvements were also observed in students' fluency. Initially, many students spoke with frequent pauses and hesitations as they searched for appropriate vocabulary and sentence structures. Their speech was often fragmented, consisting of isolated words rather than complete sentences. However, after several weeks of consistent practice, students began to demonstrate smoother speech patterns. They became capable of connecting two or three simple sentences within a single conversational context, allowing them to convey their ideas more clearly. The reduction in long pauses indicated that students were becoming more familiar with commonly used vocabulary and expressions. This gradual development of fluency suggests that repeated practice in meaningful contexts helps learners internalize language patterns and retrieve them more efficiently during communication.

In addition to confidence and fluency, improvements were also observed in terms of accuracy. Teachers reported that basic grammatical errors gradually decreased over time, particularly in areas such as pronoun usage (*dhamir*) and present tense verb forms (*fi'il mudhari'*). At the beginning of the program, students frequently made errors in sentence construction and often mixed Arabic with Indonesian. Through continuous practice and corrective feedback from teachers and supervisors, students began to produce more accurate sentences. The corrections provided during daily interactions helped students recognize and avoid repeating the same mistakes. This finding suggests that consistent feedback, combined with frequent practice, contributes significantly to the development of grammatical accuracy.

Overall, the improvement in students' speaking ability appeared to result primarily from consistent language practice rather than from theoretical instruction alone. Although classroom learning provided an important foundation, it was the daily use of Arabic in communication that enabled students to develop their speaking skills more effectively. This supports the view that language skills develop through active use and social interaction, where learners continuously practice and refine their language abilities in real communicative contexts (Sato & Ballinger, 2016). The successful implementation of *bi'ah lughawiyah* in the boarding school was supported by several important factors. One of the main supporting factors was the commitment of teachers and boarding school administrators. Teachers played an active role not only in teaching Arabic but also in modeling its use in daily communication. They consistently used Arabic when giving instructions, interacting with students, and conducting language activities. In addition, teachers regularly corrected students' mistakes and introduced new vocabulary during conversations. This active involvement helped create an environment in which Arabic was used naturally and consistently.

Another important factor was the enforcement of language discipline. The boarding school established rules requiring students to use Arabic at specific times and in certain areas. These rules helped students develop the habit of speaking Arabic on a regular basis. Although some students initially found it challenging to follow these rules, consistent enforcement gradually helped them adapt to the language environment. Over time, speaking Arabic became a routine activity rather than an unfamiliar task. The availability of learning media also contributed to the effectiveness of the language environment. Vocabulary boards, grammar posters, and Arabic slogans were displayed throughout the boarding school, providing constant exposure to the language. These visual aids served as reminders and references that students could use during conversations. The presence of such media helped reinforce vocabulary learning and supported students in constructing sentences more easily.

Student motivation was another significant supporting factor. Many students expressed a desire to continue their studies in the Middle East, which motivated them to improve their Arabic skills. This long-term goal encouraged them to participate actively in language activities and to persist despite difficulties. Motivation is widely recognized as a key factor in language learning success, as motivated learners are more likely to engage in practice and overcome challenges (Alrabai, 2016). Despite these supporting factors, several challenges were identified in the implementation of *bi'ab lughawiyah*. One of the main challenges was the variation in students' initial language abilities. Some students entered the boarding school with little or no prior knowledge of Arabic, which made it difficult for them to participate fully in conversation activities. These students often required additional support and guidance to keep up with their peers.

Limited vocabulary was another significant challenge. Students with insufficient vocabulary found it difficult to express their ideas, which sometimes led to frustration and reduced participation. Even when students understood the meaning of a conversation, they often struggled to find the appropriate words to respond. This limitation highlighted the importance of continuous vocabulary development as part of the language program. Fear of making mistakes also affected some students' willingness to speak. Some students were hesitant to participate in conversations because they were afraid of being laughed at or corrected by their peers. This fear sometimes prevented them from practicing their speaking skills, which slowed their progress. Creating a supportive and non-judgmental environment was therefore essential for encouraging students to speak more freely.

Another challenge was the demanding schedule of the *tahfidz* program. Since memorizing the Qur'an was the primary focus of the boarding school, students often had limited time for language practice. Balancing the demands of the *tahfidz* program with language learning activities required careful planning and coordination. Despite this limitation, teachers attempted to integrate language practice into daily activities whenever possible. These challenges indicate that language programs must be flexible and responsive to students' needs. Providing additional vocabulary support, offering encouragement, and creating a supportive environment can help address these challenges and improve the effectiveness of the language program.

Overall, the findings of this study indicate that *bi'ab lughawiyah* is highly effective in improving students' Arabic speaking skills. The language environment created natural and meaningful learning situations that supported language development. Students were able to practice Arabic in authentic contexts, which helped them develop confidence, fluency, and accuracy simultaneously. Continuous exposure and consistent practice were key factors in this improvement. The language environment ensured that students encountered Arabic regularly and had opportunities to use it in communication. This combination of exposure and practice is essential for language acquisition, as it allows learners to internalize language patterns and develop communicative competence. Therefore, *bi'ab lughawiyah* can be understood not only as a teaching method but also as a language culture that supports ongoing language development. By encouraging students to use Arabic in their daily lives, the language environment helps them develop confidence, establish habits, and improve their language competence. In this way, *bi'ab lughawiyah* provides a sustainable approach to language learning that extends beyond the classroom and becomes an integral part of students' daily experiences.

From the discussion above, it can be clarified by the following table:

**Table 1 Result of Implementation of *Bi'ah lughawiyah* in Improving Arabic Speaking Skills at the Makkah Madinatul Qur'an Tahfidzul Qur'an Islamic Boarding School**

No	Discussion Section	Main Findings	Impact on Speaking Skills
1	General Description of <i>Bi'ah lughawiyah</i> Implementation	Arabic was integrated into daily activities through structured programs and language rules.	Students practiced Arabic consistently in daily life.
2	Muhadatsah Program	Regular conversation practice using dialogues, pair work, and role-play.	Improved speaking fluency and participation.
3	Vocabulary Habituation (Ta'allum Mufradat)	Daily vocabulary learning with contextual sentence practice.	Increased vocabulary and speaking fluency.
4	Use of Arabic in Formal and Informal Activities	Arabic was used in classes, dormitories, and daily interactions.	Increased exposure and speaking confidence.
5	Changes in Students' Speaking Ability	Improvements in confidence, fluency, and accuracy through continuous practice.	Overall improvement in speaking ability.

The findings indicate that the implementation of *bi'ah lughawiyah* at Pondok Pesantren Tahfidzul Qur'an Makkah Madinatul Qur'an created a structured language environment that supported consistent Arabic practice in daily activities. Programs such as muhadatsah, vocabulary habituation, and the use of Arabic in formal and informal contexts contributed significantly to the development of students' speaking skills. Continuous exposure and regular interaction helped improve students' confidence, fluency, and accuracy simultaneously.

## CONCLUSION

Based on the results of the study entitled "*The Implementation of Bi'ah lughawiyah in Improving Arabic Speaking Skills at Pondok Pesantren Tahfidzul Qur'an Makkah Madinatul Qur'an*," it can be concluded that the implementation of an Arabic language environment has a significant impact on improving the students' speaking skills. The *bi'ah lughawiyah* established through various programs such as structured *muhadatsah* (conversation practice), daily vocabulary habituation, the use of Arabic in both formal and informal activities, and the role modeling of teachers (*ustadz*) and supervisors (*musyrif*) has successfully created an active, natural, and continuous language learning atmosphere. The students demonstrated improvement in fluency, confidence in speaking, and accuracy of language structure. Intensive and consistent exposure to Arabic encouraged students to communicate without fear of making mistakes and enhanced their ability to construct sentences independently. A supportive environment also strengthened students' motivation to continue practicing and developing their language proficiency.

Although several obstacles were found, such as differences in students' initial abilities, limited basic vocabulary, and the demanding *tahfidz* (Qur'an memorization) program, these challenges did not reduce the effectiveness of the *bi'ah lughawiyah*. With proper management, this program proved to be an effective strategy for developing *maharah al-kalam* (speaking skills) in the boarding school environment. Overall, the implementation of *bi'ah lughawiyah* at Pondok Pesantren Tahfidzul Qur'an Makkah Madinatul Qur'an can be considered successful in improving students' Arabic speaking skills and is recommended as a model for language development in other Islamic educational institutions.

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