



Enhancing arabic speaking skills through the chain story technique at Islamic boarding school

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ABSTRACT

Background: *Mahārah al-kalam* (Arabic speaking skills) learning at DIS Islamic Boarding School is a program implemented to enhance students' proficiency in Arabic, particularly at the Language Center. Students at the boarding school come from diverse educational backgrounds, including elementary, middle, and high school levels, with some having no prior exposure to Arabic. This diversity often leads to difficulties in mastering the language. To address this, the boarding school employs the chain story technique, a method designed to facilitate effective and accurate Arabic speaking skills. This study aims to explore the implementation of *Mahārah al-kalam* learning using the chain story technique at DIS Islamic Boarding School. **Methods:** This research adopts a qualitative descriptive approach through field research (Field Research). Data were collected using observation, interviews, and documentation techniques. The research subjects included teachers and students at DIS Islamic Boarding School. **Findings:** The study reveals that the chain story technique significantly enhances students' Arabic speaking skills. Students are provided with vocabulary (*mufrodat*) exercises every Tuesday, Wednesday, Friday, Saturday, and Sunday. *Mahārah al-kalam* activities are conducted weekly on Saturdays, followed by evaluations on Sundays to assess students' progress. The technique not only improves speaking skills but also integrates listening, reading, and writing abilities, creating a comprehensive and engaging learning environment. **Conclusion:** The chain story technique proves to be an effective method for improving *Mahārah al-kalam* learning, fostering students' confidence and proficiency in Arabic. Its integration of multiple language skills and interactive approach makes it a valuable tool for language education in Islamic boarding schools. **Novelty/Originality of this article:** This study highlights the innovative application of the chain story technique in Arabic language learning, particularly in the context of Islamic boarding schools. It provides new insights into how interactive and creative methods can address the challenges of teaching Arabic to students with diverse educational backgrounds.

KEYWORDS: *Mahārah al-kalam*; chain story technique; Arabic speaking skills; Islamic boarding school; language learning.

1. Introduction

Language serves as a fundamental key to acquiring knowledge. It can also be understood as a medium for communication and the primary tool that binds individuals together, enabling them to interact effectively (Beahm et al., 2021). Through language, individuals can convey meanings and intentions, ensuring that the information and messages they communicate to their interlocutors or those around them are understood appropriately.

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In contemporary society, language plays a crucial role in human adaptation to the evolving times. Mastering multiple languages facilitates interaction and enhances efficiency in achieving desired outcomes. Proficiency in various languages also allows individuals to access information more easily (Hossain, 2024). At present, language experts are not only engaged in linguistic studies but also extend their expertise to other scientific fields, including linguistic theory and practice. Consequently, individuals become increasingly aware of the significance of spoken communication in their daily interactions.

Studying the Arabic language is particularly significant, especially for Muslims worldwide. Beyond Indonesia, Islamic communities regard Arabic as a fundamental linguistic component, as it serves as the primary medium for understanding the Quran and Hadith (Sapitri et al., 2025). In Indonesia, although Arabic is not classified as a national foreign language, it holds strong religious significance, given that the majority of Indonesians are Muslims. Thus, the development of Arabic language education in Indonesia is essential, necessitating structured learning programs from early childhood education to higher education level (Mutmainah, 2014).

In learning Arabic, students must employ appropriate methods to enhance their language skills. Arabic language proficiency is categorized into several key skills, namely *mahārah al-kalām* (speaking skills), *mahārah al-istimā'* (listening skills), *mahārah al-qirā'ah* (reading skills), and *imla'* (writing skills). These skills form the foundation of Arabic language acquisition, with *mahārah al-kalām* being one of the most essential components. Among these, *mahārah al-kalām* is considered a fundamental skill that students must acquire, as it represents the ultimate goal of foreign language learning.

Mahārah al-kalām, or speaking skills, refers to the ability to articulate thoughts and ideas effectively to conversation partners. In Arabic language learning, this skill aims to enable students to communicate orally in Arabic with fluency and coherence. Speaking is essentially a system of audible and visible symbols used by humans to express their thoughts and fulfill their communicative needs (Alpinah, 2020).

Students often face challenges in learning Arabic, particularly in understanding the material presented by teachers (Sari et al., 2017). Many students experience boredom and disengagement, leading to monotonous classroom interactions. To address these issues, teachers must implement effective solutions, such as creating an engaging learning environment. One such strategy is the use of the "chain story technique," which fosters students' confidence in speaking Arabic in front of the class.

A preliminary observation involved interviews with SS along with JZ the deputy head and Arabic language teacher, and RH., an Arabic language instructor at the same institution. The interviews provided insights into the implementation of *mahārah al-kalām* using the chain story technique. The findings from these interviews revealed that already integrated the chain story technique in its Arabic speaking skill curriculum. This method involves providing students with a brief story in Arabic, which is then whispered from one student to another in sequence until the final student articulates the entire story in Arabic. This technique has proven to be effective in enhancing students' *mahārah al-kalām* skills. Given that DIS Islamic Boarding School specializes in Tahfidz and language education, the institution accommodates students from diverse educational backgrounds, including those from primary and secondary schools and those with no prior exposure to Arabic-focused environments. The implementation of *mahārah al-kalām* fosters students' cognitive development and aids them in achieving proficiency in spoken Arabic. Based on these considerations, the author is interested in further exploring the process of *mahārah al-kalām* learning through the chain story technique.

2. Methods

2.1 Research type, location, and period

This study employs a qualitative descriptive research method with a field research approach. Qualitative research methodology is utilized to explore the actual conditions of

the research setting. Furthermore, it enables the researcher to obtain in-depth and comprehensive data from authentic sources (Tegor et al., 2020). In this study, the researcher conducts direct field research at the designated research location to gather data related to the teaching of *mahārah al-kalām* using the chain story technique at DIS Islamic Boarding School. The collected data will then be analyzed and described to illustrate the implementation of *mahārah al-kalām* instruction. This study adopts a descriptive approach to provide a detailed representation of the subject matter.

This research was conducted at Bekasi Regency and the selection of this location is based on its unique implementation of Arabic language instruction, where students are required to develop their Arabic speaking skills. The diverse backgrounds of the students, some of whom come from elementary or middle schools with no prior Arabic proficiency, pose a challenge for the instructors. Consequently, the teachers at DIS Islamic Boarding School employ the chain story technique to facilitate the learning process of *mahārah al-kalām*.

2.2 Research object and collection technique

The research object refers to the subject or activity being investigated within the study. It represents a specific aspect selected by the researcher for in-depth analysis, leading to conclusive findings (Mukhtazar, 2020). The focus of this research is the implementation of *mahārah al-kalām* instruction using the chain story technique. Data collection techniques are a crucial step in research, as the primary goal is to obtain relevant and valid data (Sugiyono, 2013). Without an appropriate data collection technique, researchers may fail to acquire standardized data.

2.2.1 Observation, interview, and documentation

According to SH, observation is a complex process that integrates various biological and psychological functions, with observation and memory being the two most crucial aspects. Generally, observation is a data collection technique that involves systematic monitoring and recording of phenomena occurring in the research setting. Observation is categorized into two types participant observation, where the researcher actively engages in the observed activities, and non-participant observation, where the researcher remains an independent observer without direct involvement.

In this study, the researcher utilized non-participant observation, allowing for an independent analysis of *mahārah al-kalām* instruction through the chain story technique. An interview is a method of gathering information through direct interaction, facilitating an exchange of ideas and perspectives on a particular topic (Sugiyono, 2013). Interviews can be structured or unstructured and may be conducted in person or through digital communication platforms. In this study, the researcher employed an unstructured interview technique, allowing for a more flexible and open-ended discussion. Rather than following a rigid questionnaire, the researcher formulated a general framework to guide the conversation (Immanuel et al., 2025).

Interviews were conducted with SS to obtain insights into the implementation of *mahārah al-kalām* instruction using the chain story technique. Additionally, interviews were held with deputy head, RH., FMI, and AW, who are Arabic language instructors. The researcher also conducted interviews with several students to gain a comprehensive understanding of their learning experiences. The documentation involves collecting, selecting, processing, and storing information relevant to the study. This technique serves as a means of verifying and supporting research findings through factual evidence (Mengist et al., 2020). Collected materials include photographs, excerpts, newspaper articles, and other references that substantiate the study. Proper organization and storage of these documents ensure their accessibility for future use. The credibility of research findings is enhanced when supported by concrete documentation of observations and interviews.

2.3 Data analysis techniques

Data analysis is the process of systematically organizing and interpreting data obtained from interviews, field notes, and other materials to make them comprehensible (Sugiyono, 2013). This study applies the Miles and Huberman data analysis model, which includes the following stages. First, data reduction involves summarizing, selecting, and focusing on essential information while discarding irrelevant details (Sugiyono, 2013). By streamlining the collected data, researchers can present a clearer and more structured analysis. In this study, data reduction was applied to refine and condense information on *mahārah al-kalām* instruction using the chain story technique. Then, once the data is reduced, the next step is data presentation. In qualitative research, data can be displayed in various forms, such as textual narratives, diagrams, category relationships, and charts. According to Miles and Huberman, the most commonly used formats in qualitative research are textual descriptions and conceptual diagrams. In this study, the researcher presents data in the form of a general overview of the Islamic boarding school, the *mahārah al-kalām* instructional process using the chain story technique, as well as its strengths and weaknesses.

For analysis, the data culminates in drawing conclusions based on the interpreted findings. Preliminary conclusions remain tentative and subject to modification if further evidence contradicts initial interpretations. However, if subsequent data collection supports the early conclusions, they are deemed credible (Sugiyono, 2013). The final conclusions aim to answer the research questions, though qualitative studies allow for flexibility as findings may evolve based on field observations.

Last, data validity refers to the process of verifying the authenticity and reliability of research findings. In qualitative research, validity testing is crucial to counter claims that qualitative methods lack scientific rigor. This study employs triangulation, which integrates multiple data collection methods, sources, and timeframes to ensure data consistency and credibility (Sugiyono, 2013). The researcher utilized both methodological and source triangulation. Methodological triangulation involved collecting data through observation and interviews to comprehensively examine *mahārah al-kalām* instruction using the chain story technique. Meanwhile, source triangulation was achieved by gathering information from various respondents, including teachers and students.

3. Results and Discussion

3.1 Teaching *mahārah al-kalām* using the chain story technique

Based on the research conducted by the author, field data were obtained regarding the teaching of *mahārah al-kalām* using the chain story technique at DIS Islamic Boarding School. The data collection process involved observation, interviews, and documentation. *Mahārah al-kalām* is an essential learning component that must be mastered by students in Arabic language education. The primary function of language is to facilitate communication between individuals. Therefore, many scholars assert that *mahārah al-kalām* is the core of Arabic language learning. Students are expected to communicate fluently in Arabic, both directly and indirectly, with fellow learners and even with native speakers. This explanation underscores the significance of *mahārah al-kalām* in equipping students to speak Arabic proficiently and accurately.

In Islamic boarding schools or institutions that mandate Arabic proficiency, appropriate teaching techniques play a crucial role in facilitating students' comprehension and retention of material. One effective method for enhancing speaking skills in Arabic is the chain story technique. In this study, the researcher conducted an interview with JZ the vice principal and Arabic language instructor. The researcher inquired about the implementation of *mahārah al-kalām* using the chain story technique at the institution. JZ provided the following explanation

"DIS Islamic Boarding School is a language-based institution where students are required to use two languages: Arabic and English. Consequently, mahārah al-kalām is implemented to train students in speaking Arabic fluently. This learning program is conducted once a week, every Saturday."

Another interview was conducted with RH an Arabic language teacher, regarding *mahārah al-kalām* and the chain story technique. She stated:

"Although the implementation of mahārah al-kalām aims to help students speak Arabic fluently, some students still struggle. During the learning process, teachers at this boarding school face difficulties, including students' weak basic speaking skills, limited Arabic vocabulary retention, and boredom during lessons. Therefore, the chain story technique is applied to enhance students' speaking abilities. Teachers provide continuous guidance and step-by-step instruction to help students grasp the material. To strengthen students' Arabic vocabulary, they are given daily mufradāt (vocabulary) lessons after the Maghrib prayer, except on Mondays and Thursdays. On Sundays, students undergo evaluations to assess their progress."

A further interview was conducted with N, a student at DIS Islamic Boarding School, to gather her perspective on *mahārah al-kalām* and the chain story technique. She stated:

"Memorizing Arabic vocabulary, practicing mahārah al-kalām, and using the chain story technique help us improve our Arabic speaking skills. This technique makes learning more enjoyable because it combines study with engaging activities."

Another interview was held with AW, a security officer and Arabic language teacher at DIS Islamic Boarding School. He explained:

"The primary goal of implementing the chain story technique is to facilitate students' speaking skills. Before engaging in the chain story activity, students must first memorize the mufradāt provided by their teacher. This ensures that during the lesson, they already understand the vocabulary relevant to the story. The chain story texts align with the previously memorized mufradāt, reinforcing vocabulary retention and application."

Language learning focuses on four key competencies: reading, writing, listening, and speaking (Hidayah et al., 2023). Among these, speaking (*kalām*) is a fundamental skill that students must master. In teaching *mahārah al-kalām*, instructors at DIS Islamic Boarding School do more than just deliver material. Solely providing explanations can lead to student fatigue and disengagement. The program consists of only two classes—one for male and one for female students—and sessions are held in open areas such as the pavilion or the schoolyard rather than in conventional classrooms.

The reason for having only one class for male and female students each is the relatively small number of students. New students are not left behind in their learning, as lessons are frequently reviewed. The *mahārah al-kalām* curriculum aligns with the mufradāt memorized daily. Mastery of extensive mufradāt is crucial, as it directly influences students' ability to communicate effectively in Arabic (Musyafaah et al., 2023).

Vocabulary lessons (mufradāt) take place daily after the Maghrib prayer, except on Mondays and Thursdays. Each session introduces five new vocabulary words. Students are not only required to memorize these words but also to write and read them. This approach enhances their proficiency in *mahārah al-kalām*, *mahārah qirā'ah* (reading skills), and *mahārah kitābah* (writing skills). Regular vocabulary memorization strengthens students' memory retention and language comprehension.

The *mahārah al-kalām* program is conducted once a week on Saturdays after the Isha prayer in the pavilion. The learning process emphasizes two-way communication between speakers and listeners, utilizing the *mahārah al-kalām* daily journal. When students practice

speaking Arabic, their instructors monitor and provide corrective feedback if pronunciation errors occur (Yasin et al., 2024). The daily journal contains material that has been practiced during *mahārah al-kalām* sessions. This method trains students in both speaking and writing skills. After all students complete their oral reading exercises, an instructor demonstrates proper pronunciation, accent, and intonation, allowing students to emulate and integrate these skills into their daily conversations.

The chain story technique is particularly beneficial in *mahārah al-kalām* instruction, as it mitigates students' difficulties, boredom, and lack of motivation. During *mahārah al-kalām* activities, students must memorize and pronounce words correctly. Some students initially experience anxiety and hesitation when required to speak. To address this, the chain story technique is applied. Students are divided into groups and provided with a short text. The first student whispers the story to the second, the second to the third, and so on. The last student then recites the reconstructed story to the entire class, and the final version is written on the board. These short texts are tailored to the *mufradāt* previously memorized by students.

Next, the students were divided into several groups, and each group came forward to practice. The first step in using the chain story technique is as follows: the first student memorizes a text randomly selected by the students, then whispers it to the second student, who in turn whispers it to the third student, and so on until the last student narrates what they have understood. A representative from the group then writes the final story on the board. This activity not only helps students speak Arabic but also trains their memory, speaking, writing, and memorization skills. The chain story technique makes students active, innovative, creative, effective, and engaged. With the numerous skills gained from this learning technique, students find it easier to achieve the desired learning objectives, and it assists teachers in addressing students' difficulties in understanding the material (Nurhalimah, 2020).

During the closing activity, the teacher provided feedback to the students regarding the material used for the chain story. The students were then assigned tasks to memorize and understand the text related to the material used in the *Mahārah al-kalam* (speaking skill) session with the chain story technique, in preparation for the evaluation activity. The session concluded with a closing greeting.

The second observation was conducted on Sunday, in the female students' class. The teacher carried out an evaluation to measure the students' potential and progress in *Mahārah al-kalam*, assessing whether the chain story technique had been helpful. The evaluation activity began at 8:50 PM and ended at 9:50 PM. It started with the teacher greeting the students and leading them in a collective prayer before the evaluation began.

The evaluation process was similar to the regular *Mahārah al-kalam* sessions, with the difference being that students were assessed on their teamwork, pronunciation, courage in speaking loudly, and ability to write the results of the material obtained during the chain story activity.

During the main activity, the teacher invited the students to read together a short story text that had been used in the previous week's *Mahārah al-kalam* session. The teacher then called each group to come forward. As usual, the students were given a paper containing a short story text. They practiced it with their group members and wrote the results of what they heard from their peers on the board.

The closing activity involved the teacher appreciating the students for their maximum effort in the *Mahārah al-kalam* session using the chain story technique on the topic of daily life (*yaumiyātunā*). The evaluation activity ran smoothly, and the students felt happy. The teacher then invited the students to say "*Alhamdulillah*" to conclude the session, followed by a closing greeting.

The third observation, in the male students' class during the *Mahārah al-kalam* session, which started at 8:50 PM and ended at 10:10 PM. The teacher began the session by greeting the students and leading them in a prayer before learning. The teacher then greeted the students by saying "*Lailatuka sa'īdah?*" (Good evening), to which the students responded, "*Sa'īdah mubārakah*" (Good evening to you too). The teacher asked about their well-being

by saying, "*Kaifa ḥālukum jamī'an?*" (How are you all?), and the students responded in unison, "*Alhamdulillah bikhair*" (*Alhamdulillah, we are well*). Next, the teacher checked attendance and concluded the opening by motivating the students.

After the opening, the teacher invited the students to recite the vocabulary (*mufrodat*) they had memorized before the session. The main activity in the *Mahārah al-kalam* session involved using the chain story technique to discuss the topic of professions (*almihnah*). The first step taken by the teacher was to create a short story based on the vocabulary provided to the students, which they had memorized during the vocabulary session (Ritonga et al., 2022). The teacher wrote the short story on the board, and the students copied it into their notebooks. The students were then asked to read it aloud clearly and confidently.

Next, the students were divided into several groups, and each group came forward to practice. The first step in using the chain story technique is as follows: the first student memorizes a text randomly selected by the students, then whispers it to the second student, who in turn whispers it to the third student, and so on until the last student narrates what they have understood. A representative from the group then writes the final story on the board. This activity not only helps students speak Arabic but also trains their memory, speaking, writing, and memorization skills.

During the closing activity, the teacher provided feedback to the students regarding the material used for the chain story. The students were then assigned tasks to memorize and understand the text related to the material used in the *Mahārah al-kalam* session with the chain story technique, in preparation for the evaluation activity. The session concluded with a closing greeting.

The fourth observation was conducted on Sunday, in the male students' class. The teacher carried out an evaluation, which began at 8:50 PM and ended at 9:50 PM. The session started with the teacher greeting the students and leading them in a collective prayer before the evaluation began. During the main activity, the teacher invited the students to read together a short story text that had been used in the previous day's *Mahārah al-kalam* session. The teacher then called each group to come forward. As usual, the students were given a paper containing a short story text. They practiced it with their group members. The application of the chain story technique followed the same procedure as in the regular *Mahārah al-kalam* sessions held every Saturday. The students then wrote the results of what they heard from their peers on the board.

The closing activity involved the teacher appreciating the students for their maximum effort in the *Mahārah al-kalam* session using the chain story technique on the topic of professions (*almihnah*). The evaluation activity ran smoothly, and the students felt happy. The teacher then invited the students to say "*Alhamdulillah*" to conclude the session, followed by a closing greeting.

Based on the observations conducted by the researcher, the implementation of *Mahārah al-kalam* learning using the chain story technique has been very helpful for the students. This technique creates a fun learning atmosphere and increases the students' enthusiasm. This proves that the application of the chain story technique motivates and fosters students' enthusiasm during learning.

The reason for this is that students are guided to speak fluently. If the teacher only focuses on delivering material by providing texts for students to memorize and recite, especially since *Mahārah al-kalam* sessions are held at night, students may feel bored, tired, unfocused, and sleepy. Additionally, students who are new to the program may find it difficult, making the learning process ineffective.

Therefore, the teachers at this institution apply the chain story technique to facilitate students' learning in *Mahārah al-kalam*. Not only does this technique help students, but it also trains their memory, speaking skills, and writing skills. When students practice the chain story technique in groups, they not only train their memory but also their courage. For example, students are required to convey the short story they heard from their group members, which trains them to speak confidently and loudly. They then write the story on the board. This shows that the chain story technique not only makes learning enjoyable but

also trains students in speaking, listening, and writing skills. In addition to the chain story technique, the teachers also use vocabulary (*mufrodat*) exercises.

By memorizing vocabulary daily, students master a wide range of Arabic vocabulary, which makes it easier for them to communicate. Mastering vocabulary allows students to express themselves without struggling to find the right words. The vocabulary provided to students is aligned with the *Mahārah al-kalam* lessons. For example, if students are given vocabulary related to classroom objects for one or two weeks, the teacher will create a short story related to classroom objects for the *Mahārah al-kalam* session. The combination of vocabulary, *Mahārah al-kalam*, and the chain story technique helps students become proficient in speaking Arabic.

3.1.1 Evaluation of *Mahārah al-kalam* learning using the chain story technique.

In every learning process, teachers conduct evaluations to improve future lessons. Evaluations are essential as they help teachers assess students' understanding of the material and the effectiveness of the techniques applied at the pesantren. Learning evaluation is a process to determine the value of learning and teaching. Through evaluation, teachers can measure the effectiveness of their teaching and identify areas for improvement (Idrus, 2019). The evaluation conducted by the teachers during the observation involved listening and writing tests. In the listening test, students listened to material conveyed by their peers during the chain story activity and wrote down what they heard. The data were processed and analyzed to provide a comprehensive picture of the evaluation of *Mahārah al-kalam* learning using the chain story technique. The results of the data analysis regarding the evaluation of *Mahārah al-kalam* learning using the chain story technique.

The evaluation conducted by the teachers at DIS Islamic Boarding School involved listening and writing tests. In the listening test, students were required to listen to material conveyed by their peers during the chain story activity (Sukarno, & Jinabe, 2024). This test assessed students' listening skills. By mastering the daily vocabulary and understanding the material presented by the teacher in *Mahārah al-kalam* sessions, students found it easier to comprehend the short stories.

The writing test required students to write down what they heard from their peers during the chain story activity. By regularly practicing writing during vocabulary sessions and *Mahārah al-kalam* lessons, students improved their writing skills. These assessments served as a measure of students' mastery of the material and their progress with the chain story technique. The purpose of this learning evaluation was to determine the effectiveness and efficiency of the learning system.

Regarding lesson planning, does not use lesson plans or *syllabi*. However, the absence of these tools does not hinder the smooth implementation of *Mahārah al-kalam* learning using the chain story technique. Through the chain story technique, students practice speaking, listening, reading, and writing skills. Additionally, it helps students build courage and overcome the fear of making mistakes when speaking (Fitri et al., 2023). In a journal by Yohanes Ehe Lawotan, it is explained that the chain story technique is an alternative solution to develop and improve students' speaking skills (Ramadani et al., 2022). This highlights the importance of integrating speaking skills with other language skills, such as listening, reading, and writing. Teachers can help students develop these four skills and make them aware that the fear of making mistakes in speaking is unfounded (Lawotan, 2018).

From the above explanation, it can be concluded that teaching techniques are essential in addressing students' learning difficulties. The chain story technique applied at DIS Islamic Boarding School is one of the solutions used by the teachers to facilitate students' speaking skills (Hanfah et al., 2023). The researcher's interest in studying *Mahārah al-kalam* learning using the chain story technique at DIS Islamic Boarding School stems from the unique teaching methods employed by the teachers. The chain story technique makes learning enjoyable for students and enhances their speaking abilities.

3.2 Strengths and weaknesses of *mahārah al-kalam* learning using the chain story technique

The strengths and weaknesses of *Mahārah al-kalam* learning using the chain story technique are evident in the learning process. Students who have not mastered Arabic vocabulary may find it difficult to speak Arabic, while those who have memorized a wide range of vocabulary find it easier to learn *Mahārah al-kalam* (Jabat & Taufiq, 2024). The strength of using the chain story technique in *Mahārah al-kalam* learning is that it helps students achieve the goal of mastering speaking skills.

Before the implementation of the chain story technique at DIS Islamic Boarding School, students faced various challenges, such as difficulty and boredom during *Mahārah al-kalam* sessions. Therefore, the teachers adopted the chain story technique. Students feel entertained while practicing speaking using this technique, as it resembles a game (Aini et al., 2024). One weakness of using the chain story technique in *Mahārah al-kalam* learning is that it requires a significant amount of time, and the allocated learning time may not always be sufficient. The researcher obtained this information from an interview with JZ, a teacher and administrator.

"The strength of Mahārah al-kalam learning using the chain story technique is that it helps students achieve the goal of mastering Arabic speaking skills. However, one weakness is that it requires a significant amount of time, and the allocated learning time may not always be sufficient." (JZ)

According to the researcher, the strengths and weaknesses of *Mahārah al-kalam* learning using the chain story technique to support the implementation of *Mahārah al-kalam* learning, DIS Islamic Boarding School assigns several students as "*Jasus Lughah*" (language spies) daily. These students monitor and record those who do not use Arabic or proper language. The *Jasus* then report the names of the violators to the language department, which subsequently calls the students to impose sanctions based on their violations. The presence of *Jasus Lughah* at DIS Islamic Boarding School is not intended to pressure students regarding language use. Instead, it aims to motivate students to master Arabic, develop a sense of responsibility, and build confidence in memorizing daily vocabulary. In this research, the researcher analyzed data obtained from three sources: observation, interviews, and documentation. The data were processed and analyzed to provide a comprehensive picture of the strengths and weaknesses of *Mahārah al-kalam* learning using the chain story technique.

The strengths of *Mahārah al-kalam* learning using the chain story technique include: the learning process is more structured and engaging, positive interactions occur between students and teachers, the atmosphere becomes joyful, and learning is effective. However, there are also weaknesses, such as the need for a significant amount of time, the teacher's need for precision in applying the technique, and the difficulty students may face with longer sentences in the chain story (Nurwahyuni et al., 2021).

From the above explanation, the researcher concludes that every learning process has its strengths and weaknesses. The strengths of *Mahārah al-kalam* learning using the chain story technique include motivating students to listen, making learning more effective, creating a joyful atmosphere, and enhancing students' creativity. The weaknesses include the teacher's need for precision in assessment, the requirement for significant time, and the difficulty students may face with longer sentences.

4. Conclusions

The implementation of the chain story technique in *Mahārah al-kalam* learning, has proven effective in enhancing students' Arabic speaking skills. This technique creates an engaging and interactive learning environment, fostering students' enthusiasm and motivation. By integrating listening, speaking, reading, and writing skills, it provides a comprehensive approach to language learning, enabling students to practice Arabic in a

structured yet creative manner. The combination of daily vocabulary memorization (*mufrodat*) and the chain story technique further strengthens students' linguistic competence, allowing them to express themselves more confidently and accurately.

Evaluations through listening and writing tests demonstrate significant student progress in comprehending and reproducing Arabic texts. The listening test assesses students' ability to capture and relay information accurately, while the writing test evaluates their proficiency in transforming spoken language into written form. These assessments highlight the technique's effectiveness in developing both receptive and productive language skills. Positive feedback from students and teachers further underscores its ability to create a dynamic and enjoyable learning atmosphere.

However, the technique is not without challenges. Its time-intensive nature may not always align with class schedules, and it requires careful planning to ensure engagement and effectiveness. Despite these limitations, the benefits—such as improved speaking skills, enhanced memory, and increased confidence—outweigh the drawbacks. To optimize its implementation, teachers can integrate technology, such as digital storytelling tools, and participate in regular training to refine their skills. Future research should also explore the long-term impact of the technique and its applicability in diverse educational contexts.

In conclusion, the chain story technique is a valuable tool for enhancing *Mahārah al-kalam* learning. Its ability to engage students, develop multiple language skills, and create a positive learning environment makes it an effective strategy for teaching Arabic speaking skills. By addressing its challenges and incorporating the recommendations outlined above, educators can further improve Arabic language instruction and help students achieve their learning goals.

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Author Contribution

The author has contributed substantially to this research. Contributions included study conceptualization, data collection, analysis, and interpretation. The drafting and revision of the manuscript were conducted collaboratively, with all authors reviewing and approving the final version for submission.

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