



Optimizing Maharah Kalam through the Question-and-Answer Method: An Analysis of Learning Interactions at MTs Negeri 2 Rembang

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Abstract

Speaking proficiency (mahārah kalām) is an essential component of Arabic language learning, as it relates to students' ability to use the language for communication. However, Arabic language instruction in madrasahs continues to face several challenges, including students' limited confidence in speaking, restricted vocabulary mastery, and insufficient opportunities for direct communicative practice. This study aims to analyze the implementation of the question-and-answer method in mahārah kalām learning, identify students' responses, and examine the strengths and limitations of this method among seventh-grade students at MTs Negeri 2 Rembang. This research employed a qualitative approach using a field research design. Data were collected through observation, interviews, and documentation, and were analyzed through the stages of data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation techniques. The findings reveal that the question-and-answer method was implemented through three stages of learning activities, namely the introductory stage, core learning activities, and closing activities, involving active interaction between teachers and students through the use of simple Arabic expressions. Students demonstrated positive responses toward this method, as it enhanced their participation, speaking confidence, and opportunities for oral practice. Nevertheless, several challenges remained, including limited self-confidence, inadequate vocabulary acquisition, differences in students' language abilities, and the need for extended instructional time. This study indicates that the question-and-answer method can serve as an alternative communicative learning strategy to support the development of mahārah kalām in Arabic language education.



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A. Introduction

The ability to communicate in Arabic is a fundamental competency that needs to be developed in modern Arabic language education, particularly within Islamic educational institutions such as madrasahs (Nisa et al., 2022; Raswan et al., 2025; Sulaikho et al., 2023). Arabic is no longer viewed solely as a religious language for understanding the Qur'an, hadith, and Islamic scholarly literature, but also as a language of knowledge and international communication (Hidayat, Irwansyah, et al., 2024; Muttaqin et al., 2025). The current development of foreign language education emphasizes that language learning should not be limited to the mastery of linguistic components, such as vocabulary and grammatical structures, but should be oriented toward the ability to use language functionally across various communicative contexts (Hidayat, Hasanah, et al., 2024; Syakir Hidayat et al., 2024). However, the reality of Arabic language instruction in many educational institutions still reveals a gap between theoretical knowledge acquisition and practical language proficiency, particularly in speaking skills (*mahārah kalām*) (Akhirudin et al., 2024; Ulfah et al., 2024). Many students can comprehend grammatical rules and recognize vocabulary, yet they continue to encounter difficulties expressing ideas orally in Arabic (Hidayat, Rahman, et al., 2024; Saad et al., 2025; Sari et al., 2021). This condition indicates that developing productive language skills requires instructional strategies that provide continuous opportunities for interaction and communicative practice (Tamilselvi et al., 2025).

From the perspective of second language acquisition, speaking proficiency represents a complex ability involving linguistic, cognitive, social, and affective dimensions (Hidayat, Nukman, et al., 2024). Speaking in a foreign language requires not only knowledge of language structures but also the ability to select appropriate vocabulary, construct messages spontaneously, and demonstrate the confidence to engage in communication despite limitations in language competence (Qiu & Xu, 2023). Recent studies in the field of second language acquisition emphasize that opportunities for language production (language output) and meaningful interaction play a crucial role in developing learners' communicative competence (Gass & Mackey, 2014). In the context of Arabic language learning, this principle highlights the need for students to gain direct experience using Arabic through classroom-based communicative activities. When learning processes remain predominantly focused on teacher explanations, written exercises, and memorization, students' opportunities to develop speaking fluency are limited. Therefore, instructional approaches that foster interactive learning environments are essential, enabling students not only to understand Arabic as a linguistic system but also to use it effectively for communication.

The issue of low Arabic proficiency among madrasah students has become an important concern requiring further academic attention. Various studies have demonstrated that Arabic language learners frequently encounter challenges, including limited vocabulary mastery, insufficient communicative practice, low motivation to learn, and anxiety when using the target language (Khotijah et al., 2022; Mustamin et al., 2022; Omar, 2025). Affective factors, such as fear of making mistakes and lack of self-confidence, often lead students to remain silent rather than attempt to communicate in Arabic (Cheng-Lin, 2019; Özçelik, 2025). This condition indicates that *mahārah kalām* learning does not merely involve the transfer of linguistic knowledge; it also requires establishing a supportive learning environment that fosters students' willingness to communicate. Horwitz et al.

(1986) and Özçelik (2025) explain that foreign language anxiety can influence students' participation in communicative activities and hinder the development of speaking competence. Therefore, instructional strategies that promote active interaction between teachers and students represent an important alternative for overcoming these barriers.

One instructional strategy that is highly relevant to the development of speaking competence is the question-and-answer method (Lase et al., 2026; Najahah & Qomariyah, 2023). This method positions teacher-student interaction as the central component of the learning process through activities that involve question formulation, message comprehension, response construction, and the oral delivery of answers (Priyanto & De Kock, 2021; Salim & Agustina, 2024). In Arabic language learning, the question-and-answer method provides students with opportunities to produce language directly, thereby improving speaking fluency, accuracy, and confidence. From the perspective of social constructivist theory, learning occurs through processes of interaction and meaning negotiation between individuals and their social environment (Vygotsky, 1978). Through carefully designed questions, teachers can provide linguistic stimuli while gradually facilitating students' development of communicative abilities. Furthermore, the question-and-answer method enables teachers to conduct immediate assessments of students' abilities, both in conceptual understanding and in their capacity to use Arabic in communicative situations. Accordingly, this method has significant potential as a pedagogical approach for supporting communication-oriented Arabic language learning.

Previous research has demonstrated that interaction-based learning strategies contribute positively to the development of foreign language speaking skills. Communicative language teaching approaches emphasize that the effectiveness of language learning is strongly influenced by the quality of interaction occurring throughout the teaching and learning process. Students who are given greater opportunities to engage in communication tend to demonstrate better speaking development than those who primarily receive instruction based on theoretical explanations (Chen et al., 2023; Nunan, 2015). Studies on classroom interaction have also revealed that teacher questioning plays a significant role in directing students' attention, encouraging language production, and enhancing learner engagement during the learning process (Doiz & Lasagabaster, 2023; Walsh, 2013). Nevertheless, most studies on classroom interaction strategies have been conducted in the context of English as a foreign language learning, while research specifically examining the implementation of the question-and-answer method to optimize Arabic mahārah kalām at the Madrasah Tsanawiyah level remains relatively limited. This limitation highlights the need for further investigation into how the question-and-answer method is implemented in Arabic language learning contexts in madrasahs and how it influences teacher-student interaction.

Based on research in communicative language learning, classroom interaction is a fundamental component in the development of learners' language competence. However, within the context of Arabic language education in madrasahs, verbal interaction between teachers and students remains an area requiring further exploration. Previous studies have predominantly focused on the use of learning media, the development of instructional materials, or the implementation of specific teaching methods to improve general Arabic learning outcomes. Meanwhile, studies specifically analyzing interaction mechanisms through the

question-and-answer method in developing *mahārah kalām* remain relatively scarce. This issue is significant because speaking skills differ from other language skills, as their success depends heavily on the intensity of communicative practice, the quality of feedback, and students' opportunities to produce language directly. Research on teacher-student interaction indicates that question types, response patterns, and feedback strategies influence students' engagement in language learning activities (Yang et al., 2025). Therefore, investigating the question-and-answer method in Arabic language learning is of considerable academic relevance, as it may provide deeper insights into how simple classroom interactions can improve students' speaking abilities.

Beyond the gap in research focus, methodological gaps also remain evident in studies on *mahārah kalām* learning. Many previous studies have employed quantitative approaches to measure improvements in speaking proficiency scores before and after instructional interventions, yet have provided limited explanations of the learning processes underlying these improvements. A qualitative approach is therefore necessary to achieve a deeper understanding of learning phenomena, particularly regarding how teachers formulate questions, how students respond, and which factors facilitate or hinder the method's effectiveness. This approach aligns with the perspective that language learning is a complex social process that cannot be fully understood solely by measuring outcomes but also requires analysis of the interactional activities occurring throughout the learning process. Within the context of Madrasah Tsanawiyah, such an investigation is particularly significant because students at this educational level are still developing their foundational Arabic language skills and therefore require instructional strategies that foster confidence and motivation to communicate. Accordingly, this study seeks to address the existing research gap regarding the practical implementation of the question-and-answer method as an instrument for developing Arabic speaking skills.

Theoretically, this study is grounded in communicative language teaching theory, which conceptualizes language use as a process of social interaction rather than merely the mastery of linguistic structures. The communicative approach emphasizes that language learning should provide learners with opportunities to use language in situations involving meaningful purposes and specific communicative objectives (Sadigova, 2023). Within this framework, the question-and-answer method can be viewed as a form of communicative activity that facilitates information exchange, meaning negotiation, and direct language production. Furthermore, interaction theory in second language acquisition explains that interaction enables learners to receive comprehensible input while simultaneously encouraging them to produce more effective language output (Lee et al., 2019; Loewen & Sato, 2018). Based on these theoretical perspectives, this study assumes that the more intensively students participate in Arabic question-and-answer activities, the greater their opportunities to develop speaking competence. Therefore, the conceptual proposition of this research is that implementing a structured, communicative question-and-answer method can enhance student engagement and optimize *mahārah kalām* in Arabic language learning.

The novelty of this study lies in its examination of the question-and-answer method not merely as a technique for delivering instructional content but as an interactional strategy that develops students' Arabic communicative competence

in context. This study proposes that the success of mahārah kalām learning is determined not solely by the instructional methods or materials employed, but also by the quality of the communicative relationships established between teachers and students throughout the learning process. Unlike previous studies that have primarily emphasized the effectiveness of instructional methods based on language proficiency test outcomes, this research focuses on the interaction process, students' responses, and the learning dynamics that emerge during the implementation of the question-and-answer method. This perspective is essential because speaking development is a process that requires continuous practice, confidence building, and repeated communicative experiences. Therefore, this study is expected to contribute to the advancement of Arabic language teaching methodology, particularly by designing more interactive, communicative, and responsive instructional strategies for madrasah-level learners.

Based on the aforementioned discussion, this study aims to analyze the implementation of the question-and-answer method to optimize mahārah kalām in Arabic language learning at Madrasah Tsanawiyah, identify the forms of interaction between teachers and students during the learning process, and explore students' responses to this method. Furthermore, this study seeks to examine the strengths and limitations of the question-and-answer method as a strategy for developing Arabic-speaking skills in the context of madrasah education. Theoretically, this research is expected to enrich research on interaction-based Arabic language learning by providing deeper insights into the relationships among questioning strategies, classroom communication, and the development of mahārah kalām. In practice, the findings are expected to serve as a reference for Arabic language teachers in selecting and developing instructional strategies to enhance students' participation and confidence in using Arabic. In addition, this study may provide valuable input for educational institutions in designing Arabic language instruction that is more communicative and oriented toward authentic language use.

B. Method

This study employed a qualitative approach with a case study design. The qualitative approach was selected because it aims to provide an in-depth description of the process of implementing the question-and-answer method in mahārah kalām learning, students' responses toward the implementation of the method, and its strengths and limitations in Arabic language instruction. Through this approach, the researcher seeks to understand learning phenomena naturally, based on the actual conditions in the field, without manipulating the research setting or participants.

The research was conducted at MTsN 2 Rembang, involving Arabic language teachers and seventh-grade students who participated in mahārah kalām learning activities as research subjects. The participants were selected using purposive sampling, based on the consideration that they were directly involved in the learning process implementing the question-and-answer method.

Research data were collected through three techniques: observation, interviews, and documentation. Observations were conducted to directly examine the learning process, including the introductory, core, and closing stages of instruction, teacher-student interactions, and students' learning activities throughout the method's implementation. Semi-structured interviews were

conducted with Arabic language teachers and several students to obtain information on the implementation of the question-and-answer method, students' responses, and the supporting and inhibiting factors in the learning process. Meanwhile, documentation was used to complement the research data, including instructional materials, activity photographs, attendance records, and other relevant documents.

Data validity was ensured through source triangulation and technique triangulation. Source triangulation was conducted by comparing information obtained from teachers and students. In contrast, technique triangulation was carried out by comparing findings from observations, interviews, and documentation to obtain more valid and reliable data.

Data analysis was conducted using the interactive model developed by Miles, Huberman, and Saldaña (2020), consisting of four stages: data collection, data condensation, data display, and conclusion drawing and verification. During the data condensation stage, the researcher selected, focused on, and simplified the collected data to align with the research objectives. Subsequently, the data were presented descriptively to facilitate the identification of patterns and relationships among the findings. The final stage involved drawing conclusions based on research findings that were continuously verified throughout the research process, resulting in credible conclusions regarding the implementation of the question-and-answer method in mahārah kalām learning at MTsN 2 Rembang.

C. Findings and Discussion

Implementation of the Question-and-Answer Method in *Mahārah Kalām* Learning

Based on the results of observations and interviews conducted during Arabic language learning in the seventh grade at MTs Negeri 2 Rembang, it was found that the question-and-answer method was implemented as one of the instructional strategies used by teachers to develop students' speaking skills (*mahārah kalām*). The implementation of this method was carried out through communicative activities between teachers and students, using oral questions as the primary stimulus in the learning process. Through these activities, students had opportunities to comprehend questions, construct responses, and deliver answers directly in Arabic, according to their respective language abilities. The findings indicate that the question-and-answer method was implemented across three main stages of the learning process: the introductory stage, core learning activities, and closing activities. These three stages demonstrated a systematic sequence of instructional activities, beginning with student preparation, continuing with speaking practice activities, and concluding with an evaluation of students' understanding of the learning materials.

1. Introductory Stage of Learning

At the introductory stage, the teacher began the learning process by delivering greetings and checking students' readiness before introducing the Arabic language materials. The teacher ensured the classroom environment was conducive to learning and conducted an initial engagement activity by connecting prior learning materials to the topic to be discussed. During the engagement activity, the teacher posed several simple questions about previously learned material. These questions were intended to assess students' initial understanding and to prepare them to participate in subsequent learning activities. Students were given opportunities to

provide initial responses in Arabic according to their individual abilities. In addition to conducting the initial engagement activity, the teacher also motivated students to participate actively in the learning process. The teacher emphasized the importance of confidence in using Arabic and encouraged students not to be afraid of making mistakes when speaking. At this stage, interaction between teachers and students began to develop through simple questions and students' verbal responses.

2. Core Learning Activities

During the core learning stage, the question-and-answer method was implemented as the main activity in mahārah kalām learning. The teacher delivered oral questions related to the themes or learning materials being discussed. These questions were presented directly to students, either individually or in groups. Based on classroom observations, the teacher adjusted the questions to students' proficiency levels. At the initial stage, the teacher presented simple questions on vocabulary recognition (*mufradāt*) and on understanding the meanings of specific words or expressions. Subsequently, the teacher posed questions that required students to construct simple sentences in Arabic.

Throughout the question-and-answer activities, students were required to provide oral responses. Some students responded immediately, while others needed additional time to understand the questions and formulate appropriate answers. When students encountered difficulties, the teacher provided guidance, repeated questions, offered example responses, or provided additional explanations on appropriate Arabic language usage. In addition to assisting students in constructing responses, the teacher provided corrections for errors identified during the learning process, particularly in pronunciation, vocabulary use, and sentence structure. After receiving guidance from the teacher, students were given opportunities to revise their answers and to practice using Arabic expressions correctly. The observation results indicate that the core learning stage involved two-way communication. The teacher acted as a provider of linguistic stimuli through questioning, while students responded orally as a form of direct Arabic language practice.

3. Closing Stage of Learning

During the closing stage, the teacher conducted a review of the learning materials together with students. The teacher encouraged students to recall the material discussed by posing several brief questions on the topic. In addition to reviewing the lesson, the teacher conducted a brief evaluation to assess students' understanding of the material presented. The evaluation was conducted through oral questions directed at several students. Students were required to respond in Arabic as a final speaking practice activity within the learning process. Based on the observation results, the teacher used the closing stage to identify students' responses to the learning materials and assess their ability to provide oral answers. This evaluation activity was the final component of implementing the question-and-answer method in mahārah kalām learning.

4. Implementation Patterns of the Question-and-Answer Method in Mahārah Kalām Learning

Based on the overall learning process, the implementation of the question-and-answer method shows a gradual progression in communication between teachers and students. The teacher initiates the communication process by posing

questions, after which students provide oral responses. When students encounter difficulties, the teacher provides assistance and corrective feedback to help them construct appropriate responses. The sequence of the question-and-answer method implementation in mahārah kalām learning is summarized in Table 1 below.

Table 1. Stages of the Question-and-Answer Method Implementation in Mahārah Kalām Learning

Learning Stage	Teacher Activities	Student Activities
Introduction	Providing greetings, conducting an initial engagement activity, delivering motivation, and presenting preliminary questions related to previously learned materials.	Preparing themselves for the learning process and responding to the initial questions provided by the teacher.
Core Activities	Delivering oral questions, guiding students in constructing answers, providing assistance, and correcting the use of Arabic language during the learning process.	Answering questions, constructing oral responses, correcting errors, and practicing Arabic speaking skills.
Closing Activities	Summarizing the learning materials and conducting evaluations through oral questioning activities.	Participating in evaluations, answering questions, and providing final responses regarding the learning process.

Forms of Teacher-Student Interaction in Mahārah Kalām Learning

The observation results indicate that implementing the question-and-answer method in mahārah kalām learning fosters direct interaction between teachers and students throughout the learning process. These interactions are reflected in oral communication activities in which teachers pose questions in Arabic, and students provide immediate spoken responses. The communication process develops gradually in line with the learning materials and students' levels of Arabic proficiency. During the learning process, interaction does not merely occur as one-way communication from teachers to students, but develops into a two-way communication process involving active student participation. Teachers play a role in facilitating interaction by posing questions, providing opportunities for students to respond, and offering clarification on students' answers. Meanwhile, students act as active participants, responding to questions, expressing learning difficulties, and engaging in Arabic communication practice. Based on the observation results, the forms of interaction identified in the implementation of the question-and-answer method comprise three main types: teacher-to-student, student-to-teacher, and student-to-student.

1. Teacher-to-Student Interaction

Teacher-to-student interaction represents the most dominant form of interaction identified during mahārah kalām learning. In this interaction pattern, the teacher initiates communication by posing questions about the learning materials. These questions are delivered directly in Arabic with difficulty levels adjusted to students' language abilities. Based on the observations, the teacher

initiated the question-and-answer activities by presenting simple questions related to vocabulary (mufradāt) and basic comprehension of the learning materials. After students demonstrated the ability to respond to basic questions, the teacher posed follow-up questions requiring them to construct sentences or provide more complete Arabic expressions. Throughout this process, the teacher provided opportunities for students to answer questions individually. The selected students then delivered oral responses in front of the teacher and their classmates. When errors occurred in pronunciation, vocabulary usage, or sentence construction, the teacher provided corrections and examples of appropriate Arabic expressions. The observation results demonstrate that teacher-to-student interaction through the question-and-answer method made the learning process more structured, as teacher-generated questions served as stimuli that encouraged students to use Arabic actively. The teacher also adjusted the question format when students had difficulty formulating responses.

2. Student-to-Teacher Interaction

In addition to teacher-initiated interaction, this study also identified student-to-teacher interaction during the learning process. This interaction occurred when students were given opportunities to ask questions, request explanations, or express difficulties encountered during learning activities. Based on the observations, several students asked questions regarding the meanings of specific vocabulary, Arabic pronunciation, and the appropriate use of sentence structures. When students had difficulty understanding the material or constructing responses, the teacher provided additional explanations using simple examples related to the topic. The teacher also encouraged students to practice the Arabic expressions that had been explained. Through this activity, students revised their previous responses based on the teacher's guidance. This interaction demonstrates that learning occurs not only through information transmission from teachers but also through students' responses and emerging learning needs.

3. Student-to-Student Interaction

Another form of interaction identified in mahārah kalām learning is student-to-student interaction. This interaction occurred during question-and-answer activities with peers, either with seatmates or in small groups. These activities were conducted to provide students with opportunities to practice using Arabic directly before delivering responses in front of the class. Based on the observations, students engaged in simple communication practices, exchanging questions and answers aligned with the learning themes. These activities provided opportunities for students to practice the vocabulary and sentence structures they had learned within a more comfortable learning environment. During group activities, some students with stronger Arabic skills assisted peers who had difficulty understanding questions or constructing responses. Meanwhile, students with limited language proficiency gained opportunities to practice Arabic through peer support and collaborative learning. Overall, student-to-student interaction demonstrates that the question-and-answer method not only occurs between teachers and students but also extends into a broader communicative activity involving all classroom members. The three forms of interaction identified in the implementation of the question-and-answer method are summarized in the following table.

Table 2. Types of Interaction in the Implementation of the Question-and-Answer Method

Types of Interaction	Description of Findings
Teacher-Student	The teacher delivers questions related to the learning materials, students provide oral responses, and the teacher offers guidance and corrective feedback regarding students' responses.
Student-Teacher	Students express difficulties, ask questions, and request explanations regarding the appropriate use of Arabic language.
Student-Student	Students engage in communication practice through paired or group question-and-answer activities to directly practice the use of Arabic.

Students' Responses toward the Question-and-Answer Method

Based on the results of interviews and observations conducted during seventh-grade Arabic language learning at MTs Negeri 2 Rembang, most students responded positively to the implementation of the question-and-answer method in mahārah kalām. These positive responses were reflected in students' engagement throughout the learning activities, particularly when teachers posed oral questions and provided opportunities for students to respond in Arabic. The observation results indicate that the question-and-answer method provides greater opportunities for students to become directly involved in the learning process. Students were not only positioned as recipients of information from the teacher but also as active participants required to respond to the questions posed. This activity was demonstrated when students listened to teachers' questions, understood their meaning, selected appropriate vocabulary, constructed answers, and delivered oral responses.

1. Students' Active Participation in Learning Activities

The observation results demonstrate that implementing the question-and-answer method enhanced students' involvement in mahārah kalām learning activities. When teachers posed questions, students showed attentiveness by listening carefully and attempting to answer to the best of their abilities. Several students actively responded to questions provided by the teacher, both when questions were addressed individually and when they were directed to groups. Students who had previously tended to be passive gained opportunities to participate through simple questions tailored to their language abilities. In addition to responding to teachers' questions, students engaged in learning activities, such as repeating answers, improving pronunciation, and attempting to construct Arabic sentences with the guidance provided. These activities indicate that students participated more actively in the learning process than in learning situations that emphasize only listening to teacher explanations.

2. Students' Opportunities for Arabic Speaking Practice

The findings indicate that the question-and-answer method provides students with opportunities to practice Arabic speaking skills directly. During the learning process, students were able to produce spoken language in response to teachers' questions. Based on the observations, students practiced speaking through various activities, including answering questions about learning materials, naming specific vocabulary items, and constructing simple Arabic sentences. These activities were

conducted gradually according to students' language proficiency levels. The speaking opportunities provided through the question-and-answer method encouraged students to use Arabic more frequently during the learning process. Students were not only learning language structures theoretically but also applying Arabic in classroom communication activities.

3. Students' Motivation and Engagement in Learning

Based on interview and observation results, students demonstrated relatively good engagement during learning activities that used the question-and-answer method. Learning activities that involved direct communication encouraged students to pay closer attention to the learning process and to follow the teacher's instructions. Several students showed enthusiasm when they were given opportunities to answer questions. They attempted to respond to difficulties with vocabulary and sentence construction. Meanwhile, students who were unable to provide immediate answers still participated by observing their peers' responses and listening to the teacher's explanations. The interview results indicate that students perceived the question-and-answer method as providing a different learning experience because it allowed them to use Arabic directly. Students also reported that question-and-answer activities helped them become more accustomed to listening to and pronouncing Arabic during the learning process.

4. Students' Challenges in Participating in the Question-and-Answer Method

Although most students responded positively to the question-and-answer method, the findings also revealed several challenges they experienced during Arabic-speaking activities. The first challenge was related to limited vocabulary mastery. Some students had difficulty providing answers because they lacked sufficient vocabulary to construct appropriate responses to teachers' questions. This condition resulted in some students needing more time to answer. The second challenge concerned students' ability to construct Arabic sentences. Some students understood the questions but still had difficulty formulating appropriate oral responses. Furthermore, some students lacked confidence when speaking in front of teachers and classmates. Several students hesitated to answer due to concerns about making pronunciation or Arabic usage mistakes. This condition indicates that some students still require encouragement and guidance from teachers to develop greater confidence and willingness to participate in communicative activities. Overall, the findings indicate that students' responses toward the implementation of the question-and-answer method in mahārah kalām learning were generally positive. This method provided students with opportunities to participate more actively in the learning process, practice Arabic speaking skills, and engage in classroom communication activities. However, several students continued to experience challenges with language proficiency and with psychological readiness to use Arabic orally.

Table 3. Students' Responses toward the Question-and-Answer Method

Observed Aspects	Research Findings
Learning Participation	Students became more actively involved in the learning process and provided responses to teachers' questions.
Speaking	Students gained opportunities to directly practice Arabic

Opportunities	through question-and-answer activities.
Learning Motivation	Students demonstrated engagement and attention throughout the learning activities.
Students' Challenges	Some students experienced limitations in vocabulary mastery, difficulties in constructing sentences, and a lack of confidence when speaking.

Supporting and Inhibiting Factors in the Implementation of the Question-and-Answer Method

Based on the results of observations and interviews conducted during mahārah kalām learning in the seventh grade at MTs Negeri 2 Rembang, it was found that the implementation of the question-and-answer method was influenced by several supporting factors and challenges encountered throughout the learning process. These factors were related to classroom interaction conditions, student readiness, students' Arabic language proficiency, and time management during instructional activities. The findings indicate that the question-and-answer method was successfully implemented through the involvement of both teachers and students in the learning process. Teachers facilitated learning activities by posing questions, providing opportunities for students to respond, and offering assistance when students encountered difficulties. Meanwhile, students contributed by providing responses and participating in Arabic-based communicative activities. On the other hand, implementing the question-and-answer method also encountered several challenges that undermined the effectiveness of the learning process. These challenges were primarily associated with differences in students' Arabic proficiency levels, limited vocabulary mastery, students' confidence levels, and the need for extended instructional time during question-and-answer activities.

1. Supporting Factors in the Implementation of the Question-and-Answer Method

Based on the research findings, several factors supported the implementation of the question-and-answer method in mahārah kalām learning. The first supporting factor was the presence of direct interaction between teachers and students throughout the learning process. This interaction enabled active communication through question-and-answer activities conducted in Arabic. The teacher provided questions related to the learning materials and offered students opportunities to respond directly. When students had difficulty answering, the teacher provided guidance and support to ensure they remained engaged in the learning process. The teacher's role in providing instructional support was an important factor in the successful implementation of the question-and-answer method. The second supporting factor was the availability of opportunities for students to engage in direct speaking practice. Through question-and-answer activities, students had opportunities to use Arabic in oral responses. These activities were conducted through teacher-generated questions and student-to-student communication. The third supporting factor was students' involvement during the learning process. Students participating in question-and-answer activities demonstrated engagement by listening to questions, providing answers, correcting mistakes, and attempting to use Arabic expressions as outlined in the learning materials.

2. Inhibiting Factors in the Implementation of the Question-and-Answer Method

In addition to supporting factors, the findings also revealed several challenges in implementing the question-and-answer method in mahārah kalām learning. The first challenge concerned differences in students' Arabic language abilities. Each student had varying levels of language proficiency, particularly in vocabulary mastery and sentence construction. Students with stronger vocabulary knowledge tended to comprehend questions more easily and provide immediate responses. Conversely, students with limited vocabulary required more time to understand questions and formulate appropriate answers. These differences in language ability caused the question-and-answer process to progress at varying speeds among students. The second challenge was related to limited vocabulary mastery among some students. Several students understood the questions posed by the teacher but had difficulty selecting appropriate words to express their responses. As a result, some students provided relatively simple answers or required additional assistance from the teacher. The third challenge concerned students' lack of confidence when speaking Arabic. Some students remained hesitant to answer questions orally due to concerns about making mistakes in pronunciation or sentence construction. This condition indicates that certain students still required additional encouragement and support from teachers to participate actively in question-and-answer activities. Another challenge was the limitation of instructional time. Implementing the question-and-answer method requires more time because teachers need to give students opportunities to respond, listen carefully to their answers, and provide corrections regarding Arabic language usage. This situation becomes particularly challenging when the number of students is relatively large, and each student requires sufficient opportunities to practice speaking. Overall, the findings indicate that the implementation of the question-and-answer method in mahārah kalām learning was supported by teacher-student interaction, opportunities for speaking practice, and teacher guidance throughout the learning process. However, implementing this method also posed several challenges, including differences in students' language abilities, limited vocabulary, low confidence, and the need for extended instructional time.

Table 4. Supporting and Inhibiting Factors of the Question-and-Answer Method

Factors	Findings
Supporting Factors	Direct teacher-student interaction, opportunities for Arabic speaking practice, student involvement in learning activities, and teacher guidance when students experience difficulties.
Inhibiting Factors	Differences in students' Arabic language proficiency, limited vocabulary mastery, lack of confidence in speaking, and the need for longer instructional time.

Overall, the findings demonstrate that the question-and-answer method was implemented through direct communication activities between teachers and students in mahārah kalām learning. This method provided students with opportunities to practice Arabic speaking skills, increased their participation in learning activities, and fostered a more active classroom environment for interaction. Nevertheless, the implementation of the question-and-answer method

continued to face several challenges, particularly related to students' basic Arabic proficiency, limited vocabulary, and confidence in speaking Arabic.

The findings indicate that implementing the question-and-answer method in mahārah kalām learning at MTs Negeri 2 Rembang established a more interactive learning process through active engagement between teachers and students. This finding demonstrates that Arabic-speaking skills cannot be sufficiently developed solely through mastery of linguistic theories, such as vocabulary and grammar, but require opportunities for students to use the language directly in communicative activities. Within the context of second language learning, active language use is an essential component of developing communicative competence because learners need to experience the processes of understanding, producing, and refining language through interaction.

These findings are consistent with the fundamental principles of Communicative Language Teaching (CLT), which conceptualizes language as a means of communication rather than merely a system of linguistic rules (Khasanova & Mirzayeva, 2023; Sadigova, 2023). The communicative approach emphasizes that language learning should provide students with opportunities to use language in meaningful situations so that communicative competence can develop gradually (Littlewood, 1981). In the context of Arabic language learning, the question-and-answer method is a form of communicative activity because students are not only exposed to teacher explanations but also actively participate in language production through their responses.

Furthermore, the findings reinforce the perspective that interaction is a crucial component in second language acquisition. Long (1996), through the Interaction Hypothesis, explains that interaction provides learners with opportunities to negotiate meaning when encountering difficulties in understanding or producing language. In this study, the question-and-answer process enabled students to experience such situations as they were required to comprehend teachers' questions, select appropriate vocabulary, and construct responses in Arabic.

Therefore, the implementation of the question-and-answer method serves not only as an instructional technique but also as a communicative practice environment that helps students connect their language knowledge to authentic language use. This finding demonstrates that a simple learning strategy can contribute to the development of mahārah kalām when it is designed within a structured interactional framework.

One significant finding of this study is the emergence of a two-way interaction pattern between teachers and students throughout the learning process. Teachers did not merely act as transmitters of instructional content but also served as communication facilitators who provided stimuli through questions, offered opportunities for students to respond, and provided assistance when students encountered difficulties.

This finding indicates that the quality of classroom interaction is closely related to the development of students' speaking abilities. In language learning, teachers play an essential role in creating an environment that enables students to use the target language actively. Cancino (2020) and Walsh (2011) explain that effective classroom interaction occurs when teachers manage communication in ways that provide learners with meaningful opportunities to engage in language use.

In this study, the questions posed by the teacher served as stimuli that prompted students to produce Arabic-language responses. This process is consistent with Swain (2005) concept of pushed output, which suggests that learners need to be encouraged to produce language in order to recognize the limitations of their linguistic competence and attempt to improve it. When students attempted to answer teachers' questions, they were not merely recalling previously learned vocabulary but also organizing linguistic elements into meaningful and comprehensible forms of communication.

Furthermore, the provision of assistance and corrective feedback by teachers throughout the learning process indicates scaffolding. From the perspective of social constructivism, learning develops through interaction with individuals who possess greater knowledge or competence, enabling learners to achieve abilities that they could not previously perform independently (Vygotsky, 1978). Therefore, the teacher's role in the question-and-answer method is crucial to supporting students' gradual development of speaking competence.

The findings also demonstrate that students responded positively to the implementation of the question-and-answer method, as it provided greater opportunities to participate in the learning process. Students were not merely passive recipients of teachers' explanations but actively engaged in understanding questions, formulating answers, and delivering oral responses. Student engagement represents an essential aspect of language learning because speaking competence develops through repeated language use. Ellis (2017) explains that language learning activities providing learners with opportunities to use the target language actively can support the development of communicative competence. Within the context of this study, question-and-answer activities created opportunities for students to engage in direct speaking practice, allowing the learning process to extend beyond mere comprehension of instructional materials.

These findings also underscore the importance of affective factors in foreign language learning. Speaking ability is influenced not only by cognitive aspects but also by students' willingness, confidence, and emotional readiness to communicate. Horwitz et al. (1986) explain that foreign language anxiety may cause learners to hesitate in using the target language due to fear of making mistakes.

In this study, although some students still hesitated when speaking, the implementation of the question-and-answer method created a learning environment that encouraged them to use Arabic. This indicates that gradual communicative activities can help develop students' confidence in using Arabic. Although the findings demonstrate that the question-and-answer method contributes positively to mahārah kalām learning, this study also identified several challenges in its implementation. The main challenges were related to differences in students' Arabic proficiency levels, limited vocabulary, lack of confidence, and the need for extended instructional time.

Differences in students' abilities represent a common phenomenon in foreign language learning. Each student possesses different learning experiences, vocabulary knowledge, and linguistic competencies, which consequently influence their responses to communicative activities. Ellis (2017) explains that the effectiveness of language learning activities is influenced by the alignment between task characteristics and learners' abilities. In this study, students with stronger vocabulary mastery responded more quickly than those with limited language

resources. This condition demonstrates that implementing the question-and-answer method requires supporting strategies to ensure that all students have equal opportunities to participate.

Teachers need to adjust the difficulty level of questions, provide sufficient response time, and offer linguistic support to students experiencing difficulties. Through these adaptations, the question-and-answer method can be implemented more inclusively and effectively accommodate students with varying levels of language proficiency.

Theoretically, this study reinforces the perspective that the development of Arabic-speaking proficiency is closely associated with the intensity of interaction and opportunities for language use. These findings support second-language acquisition theories that position interaction and language production as essential components of the development of communicative competence (Long, 1996; Swain, 2005). Practically speaking, this study has implications for Arabic language teachers: the question-and-answer method can serve as an alternative instructional strategy to enhance student engagement. However, its implementation requires effective classroom management, adequate vocabulary support, and adjustment of question difficulty levels according to students' abilities.

Therefore, this study confirms that the question-and-answer method has potential as a communicative learning strategy for optimizing mahārah kalām. At the same time, the effectiveness of this method depends on the quality of classroom interaction, students' readiness, and teachers' ability to manage the learning process effectively.

D. Conclusion

Based on the findings and discussion, it can be concluded that the implementation of the question-and-answer method to optimize mahārah kalām in Arabic language learning for seventh-grade students at MTs Negeri 2 Rembang was carried out through three instructional stages: the introductory stage, core learning activities, and closing activities. The implementation involved active interaction between teachers and students using simple Arabic expressions. This method created a more communicative learning environment and provided students with opportunities to practice speaking, respond to questions, and use Arabic directly in classroom communication activities. Students' responses to the question-and-answer method were positive, as indicated by increased participation, greater confidence in answering questions, and active involvement throughout the learning process. Nevertheless, several challenges were identified, including limited vocabulary mastery, differences in students' Arabic language proficiency, and a lack of confidence among some students when speaking Arabic. The question-and-answer method enhanced student participation, enabled teachers to assess students' understanding directly, and supported the development of Arabic-speaking skills through communicative activities. However, implementing this method requires effective time management and appropriate instructional support strategies that account for students' diverse abilities. Theoretically, this study contributes to research on interaction-based Arabic language learning by highlighting the importance of communicative practice for developing mahārah kalām. Practically, this research provides implications for Arabic language teachers in developing more communicative and student-centered

instructional strategies. Future studies may expand this research by quantitatively examining the effectiveness of the question-and-answer method, developing variations of questioning techniques, or integrating this method with digital learning media to enhance the quality of classroom interaction and Arabic speaking proficiency.

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