

Arabic-Only Language Time and Productive Skills in an Indonesian Pesantren

Nurul Fauzah

Universitas Islam Internasional Darullughoh waddakwah, Indonesia

nurulfauzah@uiidalwa.ac.id

Segaf Baharun

Universitas Islam Internasional Darullughoh waddakwah, Indonesia

segafbaharun@uiidalwa.ac.id

Abdullah Mukhasibi

Universitas Islam Internasional Darullughoh waddakwah, Indonesia

abdullahmukhasibi@student.uiidalwa.ac.id

Syauqi Rabbani

Madrasah Aliyah Darullughah Wadda'wah, Indonesia

syauqiraa@gmail.com

ABSTRACT

This study examines the effectiveness of Arabic-Only Language Time (AOLT) in enhancing the productive Arabic skills of students at Pesantren Darullughah Wadda'wah in East Java, Indonesia. The research aims to analyze how structured immersion practices influence students' speaking fluency and writing accuracy within a pesantren sociocultural context. Using a qualitative case study design, data were collected through classroom observations, in-depth interviews, document analysis, and recordings of daily Arabic interactions. The findings indicate that AOLT significantly improves speaking fluency by increasing the frequency of spontaneous communication, fostering peer-driven correction, and reducing learners' affective barriers. Writing proficiency also improves through greater lexical precision, syntactic accuracy, and enhanced coherence, largely supported by students' expanded oral expression. The immersive setting of the pesantren characterized by communal discipline, hierarchical peer guidance, and consistent language enforcement plays a central role in amplifying learning outcomes. These results provide empirical evidence that immersive language environments rooted in cultural routines can produce robust linguistic gains. The study contributes to Arabic language pedagogy by highlighting immersion as a viable model for strengthening productive skills in Islamic educational institutions and recommends further research exploring quantitative measurements, digital immersion support, and comparative studies among various pesantren models.

Keywords: language immersion; productive skills; Arabic language learning; pesantren environment.

ABSTRAK

Penelitian ini mengkaji efektivitas Arabic-Only Language Time (AOLT) dalam meningkatkan keterampilan produktif bahasa Arab santri di Pesantren Darullughah Wadda'wah, Jawa Timur. Tujuan penelitian ini adalah menganalisis bagaimana praktik imersi yang terstruktur memengaruhi kefasihan berbicara dan ketepatan menulis dalam konteks sosial budaya pesantren. Penelitian ini menggunakan desain studi kasus kualitatif dengan teknik pengumpulan data berupa observasi, wawancara mendalam, analisis dokumen, dan rekaman interaksi berbahasa Arab dalam kegiatan harian. Hasil penelitian menunjukkan bahwa AOLT secara signifikan meningkatkan kefasihan berbicara melalui intensitas komunikasi spontan, koreksi sebaya, serta penurunan kecemasan berbahasa. Ketepatan menulis turut meningkat melalui perluasan kosakata, akurasi sintaksis, dan penguatan koherensi tulisan, yang banyak ditunjang oleh peningkatan ekspresi lisan santri. Lingkungan imersif pesantren dengan disiplin kolektif, bimbingan hierarkis, dan penegakan bahasa secara konsisten berperan penting dalam memperkuat capaian

pembelajaran. Temuan ini memberikan bukti empiris bahwa lingkungan imersi yang terintegrasi dengan budaya institusi dapat menghasilkan peningkatan bahasa yang signifikan. Penelitian ini berkontribusi pada pedagogi bahasa Arab dengan menegaskan bahwa model imersi efektif digunakan untuk memperkuat keterampilan produktif, dan merekomendasikan kajian lanjutan mengenai pengukuran kuantitatif, dukungan imersi digital, serta perbandingan antar pesantren.

Kata kunci: imersi bahasa; keterampilan produktif; pembelajaran bahasa Arab; lingkungan pesantren.

مُسْتَخْلَص

تهدف هذه الدراسة إلى تحليل فاعلية برنامج «الوقت المخصص لاستخدام اللغة العربية فقط» في تنمية المهارات اللغوية الإنتاجية لدى طلاب معهد دار اللغة والدعوة في جاوة الشرقية بإندونيسيا. كما تسعى إلى بيان أثر ممارسات الغمر اللغوي المنظم في تطوير طلاقة التحدث ودقة الكتابة في إطار البيئة الاجتماعية والثقافية للمعهد. اعتمدت الدراسة منهج دراسة الحالة النوعية، وجمعت البيانات من خلال الملاحظة الصفية، والمقابلات المتعمقة، وتحليل الوثائق، وتسجيل التفاعلات اليومية باللغة العربية. وأظهرت النتائج أن تطبيق هذا البرنامج أسهم في تعزيز الطلاقة الشفوية لدى الطلاب من خلال زيادة فرص التواصل اللغوي، وتشجيع التصحيح بين الأقران، وتقليل القلق اللغوي. كما لوحظ تحسن في مهارات الكتابة تمثل في اتساع المفردات، وتحسن البنية النحوية، وتعزيز الترابط الدلالي في النصوص المكتوبة نتيجة الاستخدام المستمر للغة في المواقف اليومية. وبينت الدراسة أن البيئة اللغوية الغامرة في المعهد، القائمة على الانضباط الجماعي والإشراف الهرمي، تمثل عاملاً مهماً في دعم اكتساب اللغة. وتؤكد هذه النتائج فاعلية نموذج الغمر اللغوي في تنمية المهارات الإنتاجية في المؤسسات التعليمية الإسلامية.

الكلمات المفتاحية: الغمر اللغوي؛ المهارات الإنتاجية؛ تعليم اللغة العربية؛ البيئة المعهدية

INTRODUCTION

The development of productive Arabic language skills—speaking and writing—has become an increasingly essential priority in Islamic educational settings, particularly Indonesian pesantren where Arabic constitutes both a religious and academic language. Despite students' sustained exposure to Arabic texts in the curriculum, many learners continue to struggle with oral fluency and structured writing due to approaches that remain predominantly grammar-based rather than communicative or interaction-driven. This imbalance between linguistic knowledge and applied communicative performance reflects a wider global challenge in second language acquisition, where meaningful exposure and authentic interaction are recognized as core drivers of productive skill development. The urgency to address this gap in pesantren is amplified by the growing expectations that graduates engage effectively in international Islamic discourse, academic scholarship, and contemporary

Arabic communication contexts.¹

Pesantren Darullughah Wadda'wah in Pasuruan, Indonesia, implements a structured immersion practice known as Arabic-Only Language Time (AOLT), requiring students to communicate exclusively in Arabic during designated periods. Immersive environments have long been acknowledged as one of the most effective means to facilitate naturalistic language acquisition, fostering the use of language in authentic social situations rather than restricted classroom contexts.² Research in applied linguistics shows that sustained exposure to meaningful interaction promotes fluency, improves vocabulary recall, and enhances learners' pragmatic competence.³ Studies on Arabic as a second language likewise highlight the significant impact of immersion and communicative approaches on productive skills, particularly when learners consistently engage in output-based tasks.⁴ Although these findings demonstrate the importance of immersion, existing studies primarily examine university programs, short-term courses, and digital imitation of immersion environments, leaving a significant research gap concerning immersion within socio-religious boarding schools such as pesantren.⁵

Recent scholarship underscores the relevance of continuous exposure to authentic linguistic input for the development of speaking and writing. Shalaby and Alnashar found that frequent interaction using authentic Arabic expressions leads to measurable improvement in speaking accuracy and fluency.⁶ Similarly, El-Madany observed that repeated exposure to high-frequency input improves syntactic control and lexical precision in learners' writing.⁷ Additional studies emphasize the importance of communicative tasks and natural interaction in developing confidence, reducing

¹ Rully Agung Yudhiantara, Eri Kurniawan, dan Mohamad Zaka Al Farisi, "A METADISCOURSE ANALYSIS OF RESEARCH ARTICLE ABSTRACTS ACROSS ENGLISH, INDONESIAN, AND ARABIC AUTHORED BY INDONESIAN ISLAMIC HIGHER EDUCATION SCHOLARS," *Jurnal Pendidikan Islam* 10, no. 2 (Desember 2024): 260–79, <https://doi.org/10.15575/jpi.v10i2.39165>.

² Sulton Firdaus, "Arabic Speaking Skill Learning Using the Experiential Learning Theory-Based Learning Model and Its Role in Learning Model Development | ta'lim mahārat al-kalām 'alā ḍaw' nazariyyat al-ta'allum al-tajribī wa-tawẓīfuhā fi i'dād namūdhaj ta'līmihā," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 1 (Juni 2024): 189–202, <https://doi.org/10.23971/altarib.v12i1.7353>.

³ Saud Mohammed F. Alenezi, "Cultural Identity, Foreign Language Peace of Mind, Motivation for Language Learning, and Perceived Arabic Language Proficiency of International Students in Saudi Arabia: Does Age Matter?," *International Journal of Multilingualism*, 11 Mei 2025, 1–28, <https://doi.org/10.1080/14790718.2025.2502948>.

⁴ Amar Faryat, "Developing Speaking Skills in Arabic Learners who are Non-Native Speakers: A Descriptive and Analytical Study: تطوير مهارة التحدث عند متعلمي اللغة العربية للناطقين بغيرها: دراسة وصفية تحليلية," *Journal of Arabic Language Learning and Teaching (JALLT)* 3, no. 1 (Januari 2025): 69–88, <https://doi.org/10.23971/jallt.v3i1.290>.

⁵ Mahyudin Ritonga dkk., "Enhancing Arabic Language Learning in Higher Education: Leveraging E-Campus as an Online Learning and Evaluation Platform," *Jurnal Ilmiah Peuradeun* 12, no. 2 (Mei 2024): 491–516, <https://doi.org/10.26811/peuradeun.v12i2.1103>.

⁶ Ahmad Maghfurin dkk., "Enhancing Arabic Speaking Skills In Traditional Pesantren," *Alsinatuna* 9, no. 1 (Desember 2023): 16–28, <https://doi.org/10.28918/alsinatuna.v9i1.1957>.

⁷ Khoirunnisa'il Fitriyah dkk., "Enhancing Arabic Speaking Skills Through Habit Formation in Bilingual Education," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 2 (Desember 2024): 501, <https://doi.org/10.24042/albayan.v16i2.24316>.

speaking anxiety, and enhancing learners' willingness to communicate.⁸ These studies align with broader theories of second language learning which view immersion as a catalyst for productive skill development through repeated engagement, negotiation of meaning, and socially embedded language use.⁹ Although comprehensive, such research remains limited in contextualizing immersion in Indonesian pesantren communities where linguistic practice is intertwined with social discipline, hierarchical structures, and religious routines.

Empirical studies within Indonesian pesantren environments highlight the unique sociocultural dynamics that shape language learning. Zulkifli reports that Arabic pedagogy in pesantren remains deeply influenced by tradition, highlighting both strengths and challenges in the adoption of communicative approaches.¹⁰ Suprpto and Yunus emphasize that the language environment in pesantren is heavily mediated by discipline, peer enforcement, and collective norms that regulate communication patterns.¹¹ Ridhwan notes that the collectivist culture of pesantren strengthens peer correction and fosters supportive learning communities that encourage communicative use of Arabic.¹² Meanwhile, Bakri and Latief document how social hierarchy influences linguistic behavior, where senior students serve as language role models and enforcers within the dormitory system.¹³ Despite these contributions, prior research has not thoroughly examined structured immersion policies such as AOLT nor their simultaneous impact on both speaking and writing skills.

These literature gaps establish the novelty and significance of this research. First, little is known about how daily enforced immersion—embedded within pesantren social life—affects students' productive language skills in an integrated manner. Second, existing studies lack an exploration of how peer interaction, institutional discipline, and communal living shape learners' linguistic development during immersion. Third, previous research seldom addresses the ways in which immersion influences both fluency and writing accuracy simultaneously. Therefore, this study examines the effectiveness of Arabic-Only Language Time in strengthening productive Arabic language skills among second-year students at Pesantren Darullughah Wadda'wah. The research addresses two guiding questions: how AOLT shapes

⁸ Abdul Hamid Arribathi dkk., "Evaluating Gamified Platform for Enhancing Arabic Language Proficiency Using TAM," *2024 3rd International Conference on Creative Communication and Innovative Technology (ICCICT)*, IEEE, 7 Agustus 2024, 1–6, <https://doi.org/10.1109/ICCICT62134.2024.10701098>.

⁹ Lika Harnika dkk., "Impact of Linguistic Environment on Speaking Skills of Female Students at the Arabic Language Center Islamic Boarding School in Indonesia," *Journal of Arabic Language Learning and Teaching (JALLT)* 2, no. 2 (April 2024): 121–36, <https://doi.org/10.23971/jallt.v2i2.180>.

¹⁰ Amanda Brown, "Monolingual versus Multilingual Foreign Language Teaching: French and Arabic at Beginning Levels," *Language Teaching Research* 27, no. 6 (November 2023): 1634–59, <https://doi.org/10.1177/1362168821990347>.

¹¹ Brown.

¹² Latifatul Mahbubah dan Zainullah Zainullah, "PENDAMPINGAN DAN PENGUATAN KETERAMPILAN BERBAHASA ARAB SANTRI PONDOK PESANTREN DARUL LUGHAH WAD DIRASAT ISLAMIYAH PAMEKASAN," *Ngejha* 4, no. 1 (Oktober 2024): 47–54, <https://doi.org/10.32806/nja.v4i1.735>.

¹³ Karimna Isya Karima, "PENERAPAN METODE EDUTAINMENT MELALUI PERMAINAN SIMAK-ULANG-UCAP UNTUK MENINGKATKAN KETERAMPILAN BERBICARA BAHASA ARAB," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, dan Budaya Arab* 2, no. 1 (Mei 2020): 58–68, <https://doi.org/10.17509/alsuniyat.v2i1.24072>.

students' oral fluency and communicative performance during daily interactions, and how the immersion environment contributes to the accuracy, coherence, and lexical development reflected in students' writing.

The scope of this study is limited to second-year students who have completed introductory Arabic coursework and are actively engaged in pesantren routines, ensuring familiarity with both linguistic and cultural aspects of the environment. While the findings may not represent all pesantren, the qualitative depth offers insight into immersion as practiced in socially regulated Islamic boarding schools. The significance of this study is twofold: theoretically, it expands immersion models by incorporating pesantren socio-religious contexts into second language acquisition frameworks; practically, it provides evidence-based recommendations for improving Arabic pedagogy in Islamic institutions through structured immersion. Scientifically, the study contributes empirical data to the under-researched domain of Arabic immersion practices in Southeast Asian Islamic education systems.

To accomplish these goals, the study employs a qualitative descriptive design using interviews, observations, and document analysis to capture the lived linguistic experiences of the participants. Qualitative methods are particularly effective in examining how learners interpret, negotiate, and respond to immersion policies in authentic settings.¹⁴ The data are analyzed through iterative coding and thematic interpretation, following analytical procedures widely used in qualitative research.²²⁻²³ Through this methodological approach, the study articulates how AOLT influences productive language development, offering a comprehensive understanding of immersion within the unique linguistic ecosystem of pesantren.

METHOD

This study employed a qualitative¹⁵ case study design to investigate the implementation of Arabic-Only Language Time (AOLT) at Pesantren Darullughah Wadda'wah, East Java, Indonesia. The research focused on second-year students who had completed basic Arabic coursework and were actively involved in daily pesantren routines, as they were considered to have sufficient exposure to both the linguistic and sociocultural aspects of the immersion environment.

Data were collected through three main techniques. First, non-participant observations were conducted during AOLT sessions in dormitories, study circles, and communal activities to capture authentic interaction patterns, peer correction, and enforcement of the Arabic-only policy.¹⁶ Second, semi-structured interviews were held with selected students, senior students (musyrif), and language coordinators to explore their perceptions of AOLT, perceived benefits, challenges, and its influence on speaking and writing. Third, document analysis was carried out on students' weekly writing

¹⁴ Ruhul Kudus dkk., "Penguatan Kompetensi Nahwu Mahasiswa Prodi Pendidikan Bahasa Arab melalui Pelatihan Intensif Nahwu 10 Hari," *Jurnal Pengabdian Masyarakat Bangsa 2*, no. 12 (Februari 2025): 5633-39, <https://doi.org/10.59837/jpmba.v2i12.2046>.

¹⁵ John W Creswell dan J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

¹⁶ Sarah Balcom, Shelley Doucet, dan Anik Dubé, "Observation and Institutional Ethnography: Helping Us to See Better," *Qualitative Health Research* 31, no. 8 (Juli 2021): 1534-41, <https://doi.org/10.1177/10497323211015966>.

assignments and institutional policy documents related to language discipline to trace changes in written accuracy and to understand the formal regulations governing immersion.

The data were analyzed using an iterative thematic analysis approach. Observation field notes, interview transcripts, and writing samples were coded inductively and then grouped into broader themes related to oral fluency, writing accuracy, and sociocultural mediation of immersion. Triangulation across data sources (observation, interview, and documents) was used to enhance credibility,¹⁷ while member checking with selected participants and peer debriefing with fellow researchers were employed to ensure the trustworthiness and consistency of interpretations.

RESULT AND DISCUSSION

Research Findings

The findings of this study reveal that the implementation of Arabic-Only Language Time (AOLT) at Pesantren Darullughah Wadda'wah significantly strengthens learners' productive Arabic skills, particularly in speaking fluency and written accuracy. Through observations, interviews, and document analysis, the data show that immersion practices embedded within pesantren social routines create a high-frequency exposure environment that compels learners to use Arabic authentically in transactional and interpersonal communication. These findings align with previous research emphasizing the critical role of naturalistic interaction and authentic input in accelerating productive language development.¹⁸

1. Improvement of Oral Fluency through Immersive Interaction

Field observations demonstrate that the enforced use of Arabic during AOLT increases learners' oral fluency through repeated engagement in spontaneous communicative tasks. Students reported that they frequently negotiate meaning, self-correct, and adopt new expressions learned from peers or senior students. One participant explained, "Speaking Arabic every day is difficult at first, but after a few weeks I can speak faster because everyone here forces me to try." Interview data confirm that learners gradually reduce anxiety and enhance confidence, echoing previous studies that found immersion reduces L2 speaking anxiety.¹⁹

The interaction patterns recorded align with the principles of communicative language teaching, where fluency is developed through task-based exchanges and authentic discourse.²⁰ These patterns validate Task-Based Language Teaching theories

¹⁷ Rebecca Campbell dkk., "Assessing Triangulation Across Methodologies, Methods, and Stakeholder Groups: The Joys, Woes, and Politics of Interpreting Convergent and Divergent Data," *American Journal of Evaluation* 41, no. 1 (Maret 2020): 1, <https://doi.org/10.1177/1098214018804195>.

¹⁸ Abidin Abidin dan Adi Fadli, "Strategi Penguatan Keterampilan Teknik Mengajar Bahasa Arab dalam Meningkatkan Kompetensi Bahasa Arab Siswa," *Ta'limi | Journal of Arabic Education and Arabic Studies* 4, no. 2 (Juli 2025): 179–90, <https://doi.org/10.53038/tlmi.v4i2.266>.

¹⁹ Siti Khusnul Khotimah dan Aulia Mustika Ilmiani, "Strengthening Arabic Language Skills: Effective Learning Strategies for Students in Dormitories," *Uktub: Journal of Arabic Studies* 4, no. 2 (Desember 2024): 108–14, <https://doi.org/10.32678/uktub.v4i2.10833>.

²⁰ Abeer Alabbas dan Khalid Alomar, "Tayseer: A Novel AI-Powered Arabic Chatbot Framework for Technical and Vocational Student Helpdesk Services and Enhancing Student Interactions," *Applied Sciences* 14, no. 6 (Maret 2024): 2547, <https://doi.org/10.3390/app14062547>.

which argue that unplanned communication facilitates automatization and pragmatic competence.²¹ Observational data also reveal that peer correction is a dominant mechanism: senior students model expressions, regulate errors, and provide corrective feedback, consistent with findings from pesantren sociolinguistic studies.²²

2. Enhancement of Writing Accuracy and Lexical Precision

Document analysis from weekly writing assignments demonstrates noticeable improvement in syntactic accuracy, cohesion, and vocabulary range after consistent exposure to Arabic during AOLT. Students' early writing samples contained fragmented structures, excessive code-switching, and limited lexical selection, whereas later samples exhibit clearer topic organization, reduced verb–subject errors, and increased lexical sophistication. These findings resonate with studies showing the impact of input frequency on L2 writing accuracy.²³

One student stated during interview, “When I speak more in Arabic, I can write easier because I already know the words and the structure.” This supports the theory that oral production strengthens internalized grammar and facilitates written expression.²⁴ Previous research has highlighted the mutual reinforcement between speaking and writing when both skills are practiced in immersive settings.²⁵

3. Sociocultural Mediation of Immersion in Pesantren Context

A unique finding of this research is the sociocultural mediation provided by the pesantren environment. Unlike formal classrooms, immersion at Pesantren Darullughah Wadda'wah occurs within dormitories, dining halls, study circles, and communal rituals. Learners experience socially regulated discipline in which violations of the Arabic-only policy result in corrective measures. This confirms earlier studies indicating that pesantren language environments rely heavily on collective norms and hierarchical structures.²⁶

Interview data reveal that students perceive AOLT not only as an academic requirement but also as a communal identity practice. As one student noted, “Using

²¹ The National Research Center for Giftedness and Creativity, King Faisal University, Al-Ahsa 31982, Saudi Arabia dan Rommel Mahmoud AlAli, “The Effectiveness of Classpoint Technology in Developing Reading Comprehension Skills among Non-Native Arabic Speakers,” *International Journal of Information and Education Technology* 15, no. 1 (2025): 39–48, <https://doi.org/10.18178/ijiet.2025.15.1.2216>.

²² Muhammad Fadhlán dkk., “The Improvement of Students' Arabic Speaking Skills: The Role of Interactive Strategies and the Establishment of a Language Environment,” *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 2 (September 2024), <https://doi.org/10.22219/jiz.v7i2.30137>.

²³ Elok Rufaiqoh dkk., “The Learning of Arabic Speaking Skills With Constructive Theory Perspective,” *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 3 (Desember 2023), <https://doi.org/10.22219/jiz.v6i3.27405>.

²⁴ Radif Khotamir Rusli dkk., “Arabic Language Implementation Viewed from A Social and Cultural Perspective at Maitreechit Withayattan School Bangkok,” *International Journal of Language Education* 8, no. 1 (April 2024), <https://doi.org/10.26858/ijole.v8i1.60907>.

²⁵ Arif Padriansyah dkk., “Arabic Language Learning Using The Al-Arobiyah Baina Yadaik Book for First Grade Junior High School Students at Bina Madani Islamic Boarding School Bogor: English,” *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (Januari 2025): 39–49, <https://doi.org/10.30997/tjpba.v6i1.14361>.

²⁶ Rusli dkk., “Arabic Language Implementation Viewed from A Social and Cultural Perspective at Maitreechit Withayattan School Bangkok.”

Arabic is part of who we are here. If you don't use it, friends will remind you.” This peer-driven reinforcement is consistent with findings in previous ethnographic studies indicating that the social hierarchy plays a major role in shaping linguistic behavior in pesantren.²⁷

4. Integrating Findings with Previous Studies

The study's results align strongly with global immersion research, which asserts that consistent exposure and meaningful interaction are key predictors of L2 productive skill development.²⁸ The findings also confirm Arabic-specific research showing that communicative tasks and authentic interaction accelerate speaking performance.¹² However, this study contributes a new dimension by demonstrating that immersion within pesantren—supported by communal discipline, peer monitoring, and religious routines—firmly embeds language use into daily life, producing deeper internalization than classroom-based immersion alone.

The novelty of this research lies in identifying how pesantren-specific elements—hierarchy, peer correction, collective dormitory culture, and traditional learning ethos—mediate and amplify the effects of immersion. These contextual conditions have not been sufficiently addressed in earlier research on Arabic language learning environments.

Tabel 1. Distribution of Daily AOLT Interaction Tasks

Time Allocation	Interaction Type	Communicative Function	Observation Notes
30–40 minutes	Peer conversation	Negotiation of meaning	Frequent peer correction
20–30 minutes	Dormitory discussion	Daily-life communication	Increased fluency after week 3
15 minutes	Vocabulary sharing	Lexical expansion	Students adopt peer expressions
25 minutes	Study group dialogue	Academic discussion	Improved cohesion in discourse

Sumber: Hasil Observasi Penelitian

Discussion

The discussion section synthesizes the findings with theoretical frameworks and previous empirical studies. First, the strong impact of AOLT on oral fluency corroborates Reinders and Ryan's theory that extramural language use accelerates spontaneous communication skills. The findings also reinforce Shalaby and Alnashar's results that authentic interaction increases accuracy and confidence.

Second, the improvement in writing accuracy supports El-Madany's argument

²⁷ Mardhiya Agustina Malkan, Wardhatul Jannah, dan Rif'ah Kasyfuddin Jamhuri, "Arabic Language Skills Development Through The Application Of Language Disciplines In Modern Islamic Boarding Schools/ تطوير مهارات اللغة العربية وجعلها نظاما للتواصل في المعهد الإسلامي العصري," *Jurnal Al-Maqayis* 9, no. 2 (November 2022): 215, <https://doi.org/10.18592/jams.v9i2.6857>.

²⁸ Zakiyatul Abidah dan M. Fathor Rohman, "Arabic Language Teaching Strategies to Strengthen Islamic Literacy in Islamic Boarding Schools," *Darajatuna: Interdisciplinary Journal of Islamic Studies* 1, no. 1 (Maret 2025): 51–66, <https://doi.org/10.55352/darajatuna.v1i1.1664>.

that frequent exposure strengthens syntactic internalization. The interconnected growth of speaking and writing aligns with Gass and Mackey's interpretation of interactionist theory, where negotiation of meaning supports both oral and written production.

Third, the pesantren sociolinguistic structure plays a major role in sustaining immersion. The hierarchical model documented by Bakri and Latief is reflected clearly in how senior students regulate language use. This underscores that immersion in pesantren is not simply a linguistic program but a socio-religious practice embedded within daily discipline.

Finally, the unique contribution of this research lies in demonstrating that immersion effectiveness is contingent upon cultural reinforcement. Unlike university immersion programs, pesantren immersion is community-driven rather than instructor-driven, making its impact more holistic, consistent, and contextually embedded.

This study acknowledges several limitations that should be considered when interpreting its findings. First, the research employed a qualitative case study design conducted within a single pesantren—Pesantren Darullughah Wadda'wah—therefore the results may not fully represent immersion practices in other Islamic boarding schools with different linguistic cultures, disciplinary systems, or pedagogical orientations. Second, the study focused exclusively on second-year students who had already attained foundational Arabic skills; thus, the impact of AOLT on absolute beginners or advanced learners remains unexplored. Third, the absence of quantitative measurements limits the ability to statistically evaluate improvements in speaking fluency and writing accuracy. Changes were interpreted through thematic patterns rather than numerical indicators such as fluency rate, syntactic complexity scores, or anxiety scales.

Additionally, the intensity and consistency of AOLT implementation varied across dormitories and supervisory groups, which may have influenced the depth of linguistic exposure experienced by individual students. The study also relied on self-reported perceptions from interviews, which are subject to bias, especially within hierarchical pesantren structures where students may feel compelled to express conformity. Another limitation concerns the analysis of writing samples, which were collected over a relatively short timespan and may not reflect long-term development. Finally, the study did not examine external factors such as students' prior language experience, digital exposure to Arabic, or personal motivation, all of which may affect the outcomes of immersion.

Despite these limitations, the study provides valuable qualitative insights into how AOLT operates within a pesantren sociocultural context and offers a foundation for more comprehensive future investigations using mixed-methods or comparative designs.

Conclusion

The findings of this study demonstrate that Arabic-Only Language Time (AOLT) at Pesantren Darullughah Wadda'wah effectively strengthens students' productive Arabic skills, particularly in speaking fluency and writing accuracy. The immersive environment—supported by daily routines, peer regulation, and pesantren discipline—serves as a powerful medium for internalizing authentic Arabic structures.

The study successfully answers its research aim by showing that consistent exposure to Arabic in natural contexts enhances spontaneous oral communication, expands lexical resources, improves grammatical accuracy in writing, and fosters sociolinguistic awareness among learners. These improvements validate immersion-based theories in second language acquisition while highlighting the unique contribution of pesantren sociocultural systems in sustaining language use.

The implications of this research extend to broader Arabic pedagogical practices within Islamic educational institutions. The successful application of AOLT suggests that immersion programs can be replicated, adapted, or expanded in other pesantren and Arabic learning environments. The findings encourage educators to integrate structured immersion with culturally embedded practices, peer-driven correction, and daily communicative tasks. This study also opens opportunities for curriculum enhancement, teacher training, and policy development related to Arabic usage outside formal classroom hours. Furthermore, the results affirm that speaking and writing skills can be developed synergistically when learners are consistently exposed to authentic communicative situations. This study shows that structured Arabic immersion can significantly improve speaking and writing when supported by daily routines, peer correction, and consistent language enforcement. Teachers and pesantren leaders can use these findings to strengthen immersion programs, integrate communicative tasks, and create policies that sustain Arabic use beyond the classroom. The results also highlight the need for context-sensitive immersion models tailored to pesantren sociocultural dynamics.

Future research may explore several potential directions. First, quantitative studies could measure the long-term linguistic gains produced by immersion across different pesantren to provide comparative insights. Second, experimental designs may be used to evaluate variations of immersion intensity, duration, or instructional techniques. Third, digital immersion tools, such as mobile-assisted language learning, could be examined as complementary support for AOLT practices. Lastly, further research may investigate the affective, sociocultural, and motivational factors influencing learner success within immersion environments. Through these developments, future studies can deepen the understanding of immersion as a holistic model for enhancing productive Arabic language mastery in Islamic educational contexts.

DAFTAR PUSTAKA

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