



OPTIMIZING ARABIC SPEAKING SKILLS BASED ON INTEGRATION OF LEARNING THEORY FRAMEWORK IN HIGHER EDUCATION

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Abstract

This study aimed to investigate the implementation of the learning theory framework on learning Arabic speaking skills and explore the supporting factors of successful speaking skills instruction at the Ar-Raayah College of Arabic Language (STIBA) Sukabumi. This study used a descriptive qualitative approach with a case study research method. The data were collected by interviews and documentation. Data analysis included data collection, data classification, display data, and conclusion based on Milles and Huberman's theory. The results showed that the implementation of the learning theory in speaking skills instruction was found in a) learning speaking skills based on the theory of behaviorism by establishing a learning environment, memorizing vocabulary method, Arabic language competitions, and the application of conversations in daily activities; b) learning based on cognitive theory which is done by discussion and *qawaid and tarjamah* method, c) learning speaking skills based on the constructivism theory which implemented cooperative learning, contextual learning, language games, and song methods. The study also revealed that factors that support the successful learning of Arabic speaking skills are internal and external factors, such as self-motivation, language environment, teachers and native speakers, and adequate learning facilities.

Keywords: *behaviorism, cognitivism, constructivism, language acquisition, speaking skills*

Introduction

Language is one of the tools of international communication and to exchange ideas.¹ On this basis, various strategies have been developed to facilitate the process of language acquisition and learning of the Arabic language. This indicates that the need

¹ Clinton Robinson and Tú Anh Thị Vũ, "Literacy, Languages and Development in Africa: A Policy Perspective", *International Review of Education*, Vol. 65, No. 3, 2019, 443–70.

to learn the language in the twenty-first century is a requirement in the education.² Communication requires productive skills in particular speaking skills to exchange information verbally.³ Several studies revealed that oral communication is the most commonly used form of communication by humans.⁴ Therefore, it is of paramount importance that the teacher improve the student's speaking skills and develop studies of learning theory through foreign language learning.

In developing language teaching, various approaches have emerged in order to facilitate students in the learning process. There are learning theories based on behavioral, cognitive and constructive.⁵ Language learning process can apply a variety of methods according to goals of the learning process. The behavioral theory holds that learning changes the student's behavior from being unable to become able, from lack of understanding to understanding, and the teacher's task is to control the learning environment. The change approaches the desired goal, and the teacher who gives the student gifts that have been able to show meaningful changes while being offer negative reinforcement to students who are unable to show a change in meaning.⁶

According to learning theory, learners are strongly influenced by events in their environment.⁷ Learning activities occur when there is a change in behavior based on the stimulus-response model, the process of responding to events that come from outside. The stimulus and response processes consist of several components such as encouragement by which the student feels an urgent need, motivation for giving the student a stimulus that can give a response, student's response to the stimulus, and reinforcement to the learner.⁸

The cognitive theory describes that learning process is based on the person through the interaction process.⁹ According to this theory, knowledge is built in a person through a process of continuous interaction with the environment. This process is not run separately, but rather by a comprehensive and continuous process. Chomsky explains that humans have a natural predisposition to learn a language.

² Ranbir Singh Malik, "Educational Challenges in 21St Century and Sustainable Development", *Journal of Sustainable Development Education and Research*, Vol. 2, No. 1, 2018, 9.

³ Teemu Valtonen, et al. "TPACK Updated to Measure Pre-Service Teachers' Twenty-First Century Skills", *Australasian Journal of Educational Technology*, Vol. 33, No. 3, 2017, 15–31.

⁴ Sri Muniarty Samand, Zalili Sailan, and Asrun Lio, "Analysis On The Relationship Of Extrovert-Introvert Personality And Students' Speaking Performance In English Study Program Of Halu Oleo University", *Journal of Language Education and Educational Technology (JLEET)*, Vol. 4, No. 1, 2019.

⁵ Pranowo, *Teori Belajar Bahasa*, (Yogyakarta: Pustaka Belajar, 2014).

⁶ Elvia Baby Shahbana, Fiqh kautsar Farizqi, and Rachmat Satria, "Implementasi Teori Belajar Behavioristik dalam Pembelajaran", *Jurnal Serunai Administrasi Pendidikan*, Vol. 9, No. 1, 2020, 24–34.

⁷ Aleidine J. Moeller and Theresa Catalano, "Foreign Language Teaching and Learning", *International Encyclopedia of the Social & Behavioral Sciences: Second Edition*, 2015, 327–32.

⁸ Muh. Rodhi Zamzami, "Penerapan Reward and Punishment Dalam Teori Belajar Behaviorisme", *Ta'limuna*, Vol. 4, No. 1, 2015, 1–20.

⁹ Sultan, "Teori Belajar Kognitif Dan Implikasinya Dalam Pembelajaran Bahasa Arab", *Al-Lisan: Jurnal Bahasa (e-Journal)*, Vol. 4, No. 2, 2019, 180–98.

Humans are born equipped with a language acquisition device (LAD) that captures only language waves, or a language absorption device.¹⁰

Meanwhile, constructivist learning theory holds that the learning process is the meaning of knowledge.¹¹ Hence, past learning theories can be combined to accelerate language learning outcomes. The constructivists show that learning is the meaning of knowledge. Meanwhile, temporary knowledge is always changing. Since everything is temporary, humans must give meaning to reality. In terms of learning it is the process of meaning new information.¹²

Regarding indicators of learning theory, several studies explored deeply related to learning theory and language learning. Zamzami believes the behaviorism-based learning model can provide reinforcement in the learning process.¹³ implementation of a learning theory can be an alternative for developing comprehensive language skills.¹⁴ The construction of learning theory can be internalized through the language curriculum¹⁵. Tamer also suggests that there is a cognitive and constructive implementation in learning writing skills.¹⁶ Although the existing research has explained the description of the implementation of one learning theory, they have not discussed the part of integrating the application of learning theory simultaneously in the process of learning speaking skills. Meanwhile, the practice of applying constructivism theory has been developed through teaching materials.¹⁷ In addition, other studies suggest various learning techniques based on constructivism theory indicators. Meanwhile, the study explores approaches, methods and techniques in the development of second language studies. The implementation of teaching and contextual learning in Islamic education in the religious school¹⁸, as well as on the part

¹⁰ Mufidatul Ilmi Muyassarrah, "Teori Tentang Belajar Dan Penerapannya Dalam Pembelajaran Bahasa Arab", *Prosiding Konferensi Nasional Bahasa Arab I "Kreativitas dan Inovasi dalam Pembelajaran Bahasa Arab di Indonesia"*, 2016, 245–56.

¹¹ M Abdul Hamid, Danial Hilmi, and Syaiful Mustofa, "Pengembangan Bahan Ajar Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa", *Arabi : Journal of Arabic Studies*, Vol. 4, No. 1, 2019, 100–114.

¹² Ervina Nur Fauzia, "Penerapan Teori Konstruktivisme Dalam Pembelajaran Bahasa Indonesia Pada Siswa SMP Negeri 8 Yogyakarta", *Pend. Bahasa Dan Sastra Indonesia-S1*, Vol. 7, No. 5, 2018, 515–25.

¹³ Zamzami, "Penerapan Reward and Punishment Dalam Teori Belajar Behaviorisme".

¹⁴ Qismat M Zahawi, "The Implementation of Constructivism in Teaching Reading to Kurdish EFL Students at Salahaddin", *LASJ*, No. 78, 2019, 1–31.

¹⁵ A Delbio and M Ilankumaran, "Theories, Techniques, Methods and Approaches of Second Language Acquisition: A Psychological Perspective", *International Journal of Engineering & Technology*, Vol. 7, No. 3.6, 2018, 192.

¹⁶ Tamer Mohammad Al-jarrah et al., "The Application of Metacognition, Cognitivism, and Constructivism in Teaching Writing Skills", *European Journal of Foreign Language Teaching*, Vol. 3, No. 4, 2019, 199–213.

¹⁷ Hamid, Hilmi, and Mustofa, "Pengembangan Bahan Ajar Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa".

¹⁸ Rosniati Hakim, Mahyudin Ritonga, and Wetti Susanti, "Implementation of Contextual Teaching and Learning in Islamic Education at Madrasah Diniyah", *Journal of Adv Research in Dynamical & Control Systems*, Vol. 12, No. 2, 2020, 26–32.

of the educational media can improve students 'cognitive understanding of students' language.¹⁹

Based on previous research, this study explains three different topics of discussion; the implementation of learning speaking skills based on the theory of behaviorism, cognitivism and constructivism. However, this study examines three integrated learning theories. Previous studies showed that there is a need for fundamental studies on the implementation of learning theory in learning speaking skills. Therefore, this study aims to explore the implementation of learning theories in learning speaking skills and to explain factors affecting the successful learning at STIBA Ar-Raayah Sukabumi, Indonesia.

Method

This research utilized a qualitative descriptive approach through a case study. The qualitative research examined and analyzed the learning strategies for speaking skill and the factors affecting the success of the speaking skills learning process at STIBA Ar-Raayah. It is based on descriptions of words and language in some natural contexts with different scientific methods.²⁰ The case study method focused on implementation the learning theory framework for speaking skills. There was something unique to be learned from the implementation of learning theory during this lesson. This phenomenon can be explored and interpreted as a comprehensive unit in every strategy and teaching of the speaking skills.

The research participants were the students of STIBA Ar-Raayah. The data were collected through in-depth interview and documentation. A random sampling technique was used in interviews, where everyone has the same opportunity to be chosen as informants. The interviews were to collect data on strategies for teaching speaking skill and factors affecting the learning. Documentation is used to collect information about classroom management and the learning process from lesson plans and academic guidance books.

This study used ten question topics which were developed into 40 items for student interviews. This interview aimed to explore information related to the implementation of learning theory and the factors that affect students' speaking skills in teaching Arabic. There were 40 questions on various topics, such as strategies for teaching, language acquisition, and factors supporting the success of teaching speaking skills.

¹⁹ Michael T. Ullman and Jarrett T. Lovelett, "Implications of the Declarative/Procedural Model for Improving Second Language Learning: The Role of Memory Enhancement Techniques", *Second Language Research*, Vol. 34, No. 1, 2018, 39–65.

²⁰ Peter Charles Taylor, *Contemporary Qualitative Research*, Handbook of Research on Science Education, Volume II, 2015.

The analytical technique was based on triangulation data. The data were reduced by selecting and sorting the details that support the research topic. The researchers used the following steps in the data analysis process:²¹

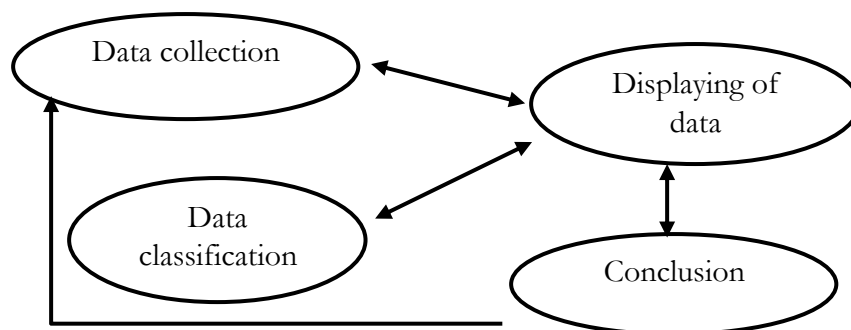


Figure 2. Method of data analysis

Qualitative data analysis is a continuous, repeated and continuous effort based on Milles Hubberman's theory in Figure 2.²² It shows several steps in the data analysis are described as follows. The researchers collected data from in-depth interviews and information from documents, and the collected it through written documentation on the website and articles describing the phenomenon of teaching speaking skills at STIBA Ar-Raayah. In classifying data, the researchers reduced data related to cases and classified them as coding. In the classification of data, the researchers focused on the data related to the strategy of teaching the speaking skills and the factors affecting the success of learning. Last but not least, the data were subtracted and then displayed in data presentation. Presentation of data is the process of displaying and processing it, which includes the process of definition, classification, organization, and explanation in a systematic, objective and comprehensive manner, and finally, explanations emerge. The last step researchers concluded the results according to the researcher's classification and according to their interpretation.

Result and Discussion

Learning speaking skills at STIBA Ar-Rayaah applies various strategies. This indicates that the application of learning speaking skills can be analyzed through the construction of various learning theories. Learning strategies were applied through internal and outdoor classes. The learning process can provide experiences for students to accelerate speaking skills. The application of speaking skill strategies will be categorized based on learning theory constructs that is relevant to the indicators and characteristics of the learning theory as the following points.

²¹ Robert K. Yin, "Case Study Research Design and Methods", Third Edition, *Applied Social Research Methods Series*, Vol. 5, 2002.

²² Matthew B. Miles and Michael Huberman, *Analisis Data Kualitatif*, (Jakarta: UI Press, 1992).

Implementation of Behaviorism Theory

The implementation of learning Arabic speaking skills applied a language environment. STIBA Ar-Rayah requires teachers, students and employees to utilise Arabic as the language of everyday conversation. Through interaction and habituation, students' speaking skills improve and provide opportunities for language acquisition. There were of sanctions for students who do not follow the rules, such as memorizing vocabulary. The process of strengthening the environment and the teachers' competence serves to strengthen students' understanding in producing Arabic, because behavior theory requires a supervisor in the learning process.²³

The form of stimulus and response from the language environment can accelerate the students' speaking proficiency. Only 3 months of adaptation period for new students who are allowed to apply mixed languages (Arabic and Indonesian). It is intended for the language orientation period. As of the informants explained that:

“Although there is compulsion at the beginning of language habituation in everyday environment” (Interview 4th, Sb).

Based on the information, there was compulsion at the beginning of the process speaking Arabic. However, they believe this habit will train the speaking skills. The application of the language environment is not only in formal classrooms during the learning process but also in non-formal activities, such as conversations in dormitories, talking with teachers and friends.

In addition, the implementation of behaviorism-based learning theory was enacted through the habituation of speech (*kultum*) after prayer. For example, student takes turns providing *kultum* material for 10-15 minutes. The delivery of the cult is in Arabic. This shows a strong commitment from all elements of the university to implement Arabic as a daily language. The cult is held every day except on Friday due to the Friday sermon. Through the delivery of *kultum*, students practice delivering Arabic material. Thus, their productive skills can be improved continuously. Through this activity, the process of acquiring language is carried out through listening and training productive abilities in the form of speaking Arabic.

The application of learning speaking skills also used a competition strategy. Language competitions are held regularly. Kaseh informed that language competitions provide opportunities for students to measure their ability in speaking skills, especially in debate competitions.²⁴ Debate competitions are held internally and externally on campus. This shows that the speaking skills of Ar-Rayaah students are a reflection of a successful speaking learning strategy. This is marked by their ability to win Arabic language competitions at both the national and international levels. One of the outputs is that students are able to win the debate competition at the Southeast Asia level.

²³ Umar, “Analisis Konstruktif Teori Belajar Behaviorisme Dalam Proses Pembelajaran Di Sekolah”, *EL-Mubbib: Jurnal Pemikiran Dan Penelitian Pendidikan Dasar*, Vol. 2, No. 1, 2018, 41–52.

²⁴ Kaseh Abu Bakar and Nur Adibah Alias, “Arabic Debate and World-Readiness”, *International Journal of West Asian Studies*, Vol. 9, No. 1, 2017, 93–106.

Based on the development of strategies in the implementation of learning speaking skills based on behaviorism theory, a stimulus and response for students' language acquisition and their language productivity are very important. This provides encouragement for students to improve speaking competence in classrooms and outdoors. The main thing that is in the spotlight is the use of Arabic for 24 hours as an option for foreign language development at STIBA Ar-Raayah.

Implementation of Cognitivism Theory

The application of learning cognitive theory-based speaking skills is characterized by the application of the discussion method. The process of introducing Arabic sentence structures in class uses discussion. The existence of instructors to exemplify the correct expressions through native speakers provides an experience for students to acquire language naturally.

In addition, the implementation of the *qawaid wa tarjamah* strategy was also developed to overcome students' difficulties in interpreting vocabulary. The implementation of the discussion process applies both in the classroom and outside the classroom. If there are students who make mistakes in producing language, then they discuss to correct their mistakes. As Habib revealed, peer review process encourages students to correct pronunciation and vocabulary errors in speaking.²⁵ The one informant described that:

“The teacher provides direct practice then learns the theory. This will facilitate understanding of the theory for students. Speaking practice is as much as 75% compared to theory mastery”. (Interview 1st, Ms).

Based on this statement, discussion and practice are the strategies in learning speaking skills. This is in accordance with the statement that language is a habit of exchanging information.²⁶ The discussion activities between teachers and students can be illustrated by the following figure.

Figure 2. Implementation Discussion Class



²⁵ Florence Martin et al., “Award-Winning Faculty Online Teaching Practices: Course Design, Assessment and Evaluation, and Facilitation”, *Internet and Higher Education*, Vol. 42, 2019, 34–43.

²⁶ Habib Maulana Maslahul Adi, “Teori Belajar Behaviorisme Albert Bandura Dan Implikasinya Dalam Pembelajaran Bahasa Arab”, *Lisanuna: Jurnal Ilmu Bahasa Arab dan Pembelajarannya*, Vol. 10, No. 1, 2020, 22.

Based on Figure 2, the discussion learning process with the teacher becomes a strategy in speaking sentence constructs correctly. There is learning *qawaid wa tarjamah* such as the use of *male* and *female* pronouns known as *muannats* and *mudzakar* in Arabic. The discussion process helps strengthen student understanding in producing language from the grammar. This gives an idea of the quality of students' Arabic production even though it is used in everyday pronunciation. As one informant stated that:

"The learning process uses active Arabic, all written sentence structures are taught for speaking skills using Arabic". (Interview 3rd, My)

Based on this statement, the discussion learning process becomes an option in the learning. The discussion process also starts from easy topics to more difficult levels. As the theory illustrates that it reduces the level of anxiety and worry for language learners.²⁷ With the *qawaid wa tarjamah* strategy, students can explore information related to oral language productivity.

Implementation of Constructivism Theory

The learning process of speaking skills based on constructivism theory applies several learning strategies. *First*, the collaborative learning process which serves to equalize students' Arabic language skills. For example, one dormitory consists of several groups to discuss material that has not been understood in the classroom. The other strategy to improve students' language proficiency was by putting them into some groups consisted of 5-6 people from mixed classes. For example, in one group there is a leader and several members. The process of implementing collaborative learning provides opportunities for students to responsible for language productive errors. If there are things that are still not understood, seniors can provide direction for the development of their language quality. There is language intervention from teachers and seniors when there is something wrong when speaking, such as phonology and choosing the right vocabulary. On that basis, teachers and other friends will fix spontaneously and correction becomes the basis for improvement in foreign language learning.²⁸

Second, the implementation of contextual learning also serves to encourage speaking proficiency. Students apply contextual based themes from the activities they experience. Thus, contextual learning helps students construct Arabic with their respective conditions.²⁹ For example, describing the condition of the family and daily activities.

²⁷ Uril Bahrudin and Suci Ramadhanti Febriani, "Implementation of Krashen's Theory in Language Acquisition Stephen", *International Journal of Innovation, Creativity and Change*, Vol. 13, No. 8, 2020, 821–31.

²⁸ Kim McDonough and Masatoshi Sato, "Promoting EFL Students' Accuracy and Fluency through Interactive Practice Activities", *Studies in Second Language Learning and Teaching*, Vol. 9, No. 2, 2019, 379–395.

²⁹ Shenghui Cindy Huang, "Language Learning Strategies in Context", *Language Learning Journal*, Vol. 46, No. 5, 2018, 647–659.

Third, the implementation of language games and song methods to help students construct vocabulary into one sentence which is used as song lyrics. This allows them to practice creativity and critical thinking to compose again with the correct sentence structure. Based on this strategy, students learn independently and try to win competitions together.³⁰

The implementation of learning theories framework in learning speaking skills impacts the learning output of students, they can speak as a native speaker. It is obtained by the integration of the various learning strategies and the presence of tutors from abroad. This integration allows students to be creative in communication. It also reduces the level of anxiety in speaking when the activity is being performed normally. Anxiety can be reduced with good classroom management.³¹ On this basis, productive skills are highly concerned with students' language acquisition through native speakers who teach Arabic to motivate students and assist them in discovering and producing Arabic as is the case with native speakers. Repetition of language is important for educators, including native speakers.³² As Skinner's theory of motivational response, it can be seen through the implementation of speaking skills learning strategies at STIBA Ar-Raayah.³³

Through the implementation of speaking skills learning strategies, students can improve their abilities gradually. These steps start from language acquisition, meaning of sentence and intense language production. Through the construction of a variety of different strategies, the applied learning theory can be utilized in the development of speaking skills in learning system.

Factors affecting the success of learning speaking skills

1) Human Resources

There are several factors that influence the success of the speaking skill obtained from native language teachers. Students and teachers apply foreign languages fully in their learning, so that language acquisition occurs to the maximum extent, as one of informants explained that:

“The percentage of native speaking teachers is 30% compared to teachers who come from Indonesia. All native speakers use Arabic in explaining the subject matter, except for Indonesian lessons. Native speakers also use fusha language, so I can observe the right structure and vocabulary in speaking.” (Interview 1st, Ms).

³⁰ Ratmo, “Youtube Media : A Challenge to Develop Grammar Learning Activities”, *Proceeding Humanis Universitas Pamulang*, 2018, 298–310.

³¹ Arifka Mahmudi et al., “Classroom Management and Arabic Learning Process Based on Multiple Intelligences in Elementary School”, *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, Vol. 6, No. 2, 2019, 222–237.

³² Olga Muranova, “New Media and Perennial Problems in Foreign Language Learning and Teaching”, *CALICO Journal*, Vol. 34, No. 3, 2016, 380–383.

³³ Elvi Triwahyuni et al., “Peranan Konsep Teori Behavioristik B. F. Skinner Terhadap Motivasi Dalam Menghadiri Persekutuan Ibadah”, 2019, <https://doi.org/10.31219/osf.io/kunsh>.

Based on the statement, the presence of native speakers as teachers provides a positive dimension for language acquisition opportunities as well as in producing language. The role of native speakers is very effective in supporting language acquisition and refining students' productive skills in foreign languages.³⁴ The diversity of native speakers in the form of intonation and vocabulary selection also provides knowledge in Arabic pronunciation accents as a means of language practice in the learning environment As described by another informant that:

“The native speakers from Saudi Arabia, Egypt, Sudan and Komuro. “(Interview 2nd, Iw)

Variation of the language used by the teacher also has an impact on language acquisition. Besides, interaction and applying dialogue with native speakers has an impact on students' acquisition of natural language.³⁵ The efficiency of teaching also has a positive effect on the success of students' speaking skills.³⁶

The current faculty members come from inside and outside the country and they are all experienced and proficient in their fields. Although some of the lecturers are native speakers, they are still committed to the curricula in Arabic language teaching and educational activities. They often ask easy questions to motivate students to express their opinions in Arabic. Additionally, students receive direct speech in their native language.

The assessment technique is done through oral and written tests to determine the students' proficiency and proficiency in the Arabic language. Before entering STIBA Ar-Raayah, students do not take a placement test. This has an effect on the good learning atmosphere. Within three months, new students can actively speak Arabic. Some of the most common forms of errors are phonemic errors, vocabulary and structural errors. Although some errors routinely occur, this can be minimized by student and teacher responses to justify these errors.

For students who still do not speak Arabic to the fullest extent will be given a chance to have direct interaction by native speakers. One form of teacher intervention revealed that:

“The teacher monitors language errors if there are errors in speeches or in communicating in daily activities, students also ask the teacher for several questions about the structure of the spoken sentence.” (Interview 1st, Ms).

Based on the previous statement, the teacher has an important role in improving speaking skills that are correct and according to the accent of native speakers. If there are still errors or productive language errors, students receive additional private classes coordinated by the teacher. At first, all of these activities

³⁴ Sibel Çağatay, “Examining EFL Students’ Foreign Language Speaking Anxiety: The Case at a Turkish State University”, *Procedia - Social and Behavioral Sciences*, Vol. 199, 2015, 648–656.

³⁵ Mabruroh, “al-Biah al-Lughawiyah al-'Arabiyah fi Ta'lim al-Lughah al-'Arabiyah li ghair al-Nathiqin biha”, *Alfażuna: Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban*, Vol. 2, No. 1, 2017.

³⁶ Marina Gladkova et al., “Development of Communicative Competencies of Students in the Context of Blended Learning”, *Amazonia Investiga*, Vol. 8, No. 18, 2019, 313–322.

made students feel bored and forced, but when it becomes a regular process, it will please them.

Through the activities, STIBA Ar-Raayah has been able to compete in all parts of Southeast Asia, with 99% of the students who graduated from STIBA Ar-Raayah can speak the Arabic language like native speakers. Students' language skills are very good, as indicated in debate competition in Southeast Asia. This is supported by appropriate language facilities, such as classrooms, library, language labs, and computer.

Full support for students can help them cope with language anxiety. Research shows that anxiety is one of the most common emotions in second language acquisition (SLA).³⁷ Therefore, support is needed to make students more proficient in order to reduce anxiety during the process of acquiring Arabic as a foreign language. Ways to overcome anxiety about acquiring Arabic at Raya Sukabumi University include correction and motivation by teachers, seniors and peers. Although at first new students cannot speak actively, for at least three months students can speak well. This is supported by a linguistic environment, not only in learning in the classroom, but during daily activities using the Arabic language.

2) *Language environment*

The implementation of learning speaking skills begins from an easier level to a more difficult level. One of the informants stated that:

“The language environment can be in the form of conversations in class and outside the classroom using Arabic, then spontaneous questions from the teacher and light debates related to learning topics.” (Interview 1st, Ms).

Based on environmental factors, the process of achieving the success of learning speaking skills will be faster. As previously mentioned, a language environment can provide comprehensive input to a foreign language.³⁸ The purpose of creating the Arabic language environment is nothing but to introduce students and train them to apply communicative Arabic language interactions, through a conversation practice. As it is known that one of the characteristics of presenting materials is to use more dialogue, do more imitation and memorize terms, present one sentence in one position, focus more on speech, use more language in communication and use language labs, give rewards for positive responses, and support language pay more attention to the language rather than the language's content.³⁹

³⁷ Dan P. Dewey, R. Kirk Belnap, and Patrick Steffen, “Anxiety: Stress, Foreign Language Classroom Anxiety, and Enjoyment during Study Abroad in Amman, Jordan”, *Annual Review of Applied Linguistics*, Vol. 38, 2018, 140–161.

³⁸ Aisha Abdullahi Ibrahim and Mukhtar Hamisu, “Appraising Second Language Acquisition Theory and English Language Teaching and Learning in Nigeria”, *Journal of Science Technology And Education*, Vol. 7, No. 3, 2019, 258–262.

³⁹ A. Budiman, “Behaviorism in Foreign Language Teaching”, *English Franca*, Vol. 1, No. 2, 2017, 101–114.

3) *The Facilities*

The facilities are one of the determinants of student success. Several appropriate international standard facilities have also been developed at STIBA Ar-Raayah. Classrooms are designed for students and equipped with high-quality educational facilities and aids. Based on the documentation, it is known that:

“The campus facilities such as large and magnificent mosque, dormitory with complete facilities and infrastructure, student canteen, sports field, multipurpose hall, language and computer laboratory. (Accessed on the website www.arraayah.ac.id)

An educational resource center acts as support for student learning resources, such as providing media and learning tools and developing learning tools. This facility consists of a library and a language lab. In addition to means of improving cognitive and psychomotor domains, there is a need to increase students' sentimentality in the spiritual field of STIBA Ar-Raayah. It is one of the places to learn the skill of communicating in the Arabic language, and it is the mosque that is used as a place for group prayer. The learning facilities also have a positive impact on the development of students' foreign languages.⁴⁰ As learning media can encourage the success of students' language skills.⁴¹ Therefore, the needs of the students can be supported through the appropriate facilities at STIBA Ar-Raayah.

Conclusion

In summary, this paper argued that: 1) the implementation of the theory of learning in the learning of speaking skills are; a) learning speaking skills based on theory of learning behaviorism is the establishment of a learning environment, memorizing vocabulary method, Arabic language competitions and the application of conversations in daily activities; b) learning based on cognitive learning theory are discussion and *qawaid and tarjamah* method, c) learning speaking skills based on the theory of learning constructivism is cooperative learning, contextual learning, language games and song methods; 2) Factors that support the successful learning of Arabic speaking skills are internal and external factors, such as self-motivation, language environment, teachers and native speakers as well as adequate learning facilities. The results of this study indicate that teaching the Arabic language based on language learning theory can improve the quality of students' Arabic language skills through the presence of stimuli and responses from each individual that integrate with the encouragement of the student's experience and the rules of cognitive linguistic competence and construct the language. On this basis, this study recommends further research to test the effectiveness of each teaching method in the implementation learning theory.[]

⁴⁰ Jen Scott Curwood, Jayne C. Lammers, and Alecia Marie Magnifico, “From Research to Practice: Writing, Technology”, *Advances in Research on Teaching*, Vol. 27, 2017, 121–141.

⁴¹ Wildana Wargadinata et al., “Mediated Arabic Language Learning for Arabic Students of Higher Education in COVID-19 Situation”, *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, Vol. 3, No. 1, 2020.

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