

UTILIZATION OF THE BOOK HADĪŚ KULLA YAUM IN ARABIC CONVERSATION HABITUATION AT AL-LATHIFIYAH BOARDING SCHOOL

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Abstract

This study aims to examine the utilization of the book *Hadīś Kulla Yaum* in the Arabic conversation habituation program and its contribution to the development of students' speaking skills. The research employed a qualitative, descriptive case study design to obtain an in-depth understanding of the implementation of Arabic conversation habituation in the Islamic boarding school environment. This study was conducted at Al-Lathifiyah Islamic Boarding School, located in Brati District, Grobogan Regency, Central Java, Indonesia. The data were collected through observation, interviews, and documentation involving the head of the boarding school, Arabic teachers, conversation supervisors, and students participating in the Arabic habituation program. The data were analyzed using the interactive analysis model of Miles and Huberman, consisting of data reduction, data display, and conclusion drawing. The findings reveal that the utilization of the book *Hadīś Kulla Yaum* contributes significantly to the improvement of students' Arabic speaking skills through several habituation strategies, including routine conversation practice, repetitive vocabulary pronunciation exercises, contextual vocabulary use, sentence construction practice, spontaneous communication, two-way interaction, the creation of a supportive language environment, and scheduled Arabic language use. The results indicate improvements in speaking fluency, pronunciation accuracy, vocabulary mastery, confidence, spontaneous responses, and consistency in using Arabic in daily communication. Furthermore, the study found that the program's success is strongly supported by the boarding school's communicative environment, which encourages students to practice Arabic in real-life interactions actively. Therefore, the utilization of *Hadīś Kulla Yaum* through communicative habituation can be considered an effective approach to supporting the development of Arabic-speaking skills in Islamic boarding school settings.

Keywords

Conversation; Hadīś Kulla Yaum Book; Islamic Boarding School; Language Habituation; Speaking Skills.



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INTRODUCTION

The availability of relevant and engaging learning materials is essential in supporting effective Arabic language instruction. One potential medium is a conversational Arabic textbook designed in a contextual and communicative manner (Siti Maesaroh et al., 2025). However, in many Islamic boarding schools, Arabic language learning still tends to focus heavily on grammatical mastery and theoretical understanding, while students' speaking competence in real communication contexts remains relatively low. This condition creates an academic problem in which students can understand linguistic rules but experience difficulties expressing ideas fluently and confidently in daily Arabic conversations. Among various teaching resources, the book "*Hadīs Kulla Yaum*" by Damiri Fadhil emerges as an appealing option for stimulating conversation skills. This book presents daily Arabic dialogues in a format that is easy for students to understand and apply. The conversations are structured based on real-life situations, which helps students grasp contextual meaning while encouraging them to use Arabic in their everyday interactions actively (Nurazizah Amir, 2022).

An innovative approach to Arabic language habituation involves using textbooks that integrate content relevant to everyday conversational contexts. The book "*Hadīs Kulla Yaum*" serves as one such resource, combining hadith narratives with daily conversational dialogues that can be used as practice exercises. This integration is expected to enhance both language comprehension and the internalization of hadith values within students' daily communication practices. Such a method not only fosters linguistic habituation but also strengthens the Islamic dimension of Arabic language learning (Nawawi et al., 2025). In the context of Al-Lathifiyah Islamic Boarding School, Brati, Grobogan, the implementation of Arabic conversation habituation through this book becomes an important strategy to overcome students' limited speaking proficiency. Based on preliminary observations, some students still face difficulties in maintaining active Arabic communication outside formal classroom activities due to limited vocabulary mastery, lack of confidence, and inconsistent language practice (Iswantir et al., 2022). Therefore, the habituation program is designed to encourage students to use Arabic continuously in their daily interactions within the boarding school environment.

Furthermore, "*Hadīs Kulla Yaum*" is characterized by its contextual material, practical conversations, and accessible language, which provide dialogues closely aligned with students' daily needs. These include interactions such as greeting friends, asking for directions, inquiring

about time, and other common exchanges within the Islamic boarding school environment. This type of material design is particularly important because, in Arabic language learning, situational and contextual content is more effective in improving students' speaking competence than abstract or purely theoretical material. This aligns with language learning principles that emphasize the importance of meaningful input and contextual practice in enhancing speaking skills (Hafizh et al., 2023). Therefore, the use of the book "Hadīs Kulla Yaum" within an active Arabic language habituation program through conversation is an important area for study. This research specifically examines how the book is implemented in Arabic conversation habituation activities at Al-Lathifiyah Islamic Boarding School, analyzes its contribution to improving students' speaking abilities, and identifies the obstacles and solutions encountered during implementation.

Several studies published in the last five years have examined Arabic language habituation programs, conversational learning, and the use of teaching materials in Islamic boarding schools. Research conducted by Arianto (2022) found that Arabic conversation habituation programs significantly improved students' motivation, mastery of contextual vocabulary, and speaking fluency through daily, continuous practice. However, this study mainly focused on the effectiveness of conversation habituation methods without examining the role of specific textbooks as the primary learning medium. Furthermore, research by Yeniati Ulfah and Anyes Lathifatul Insaniyah (2023) revealed that systematic daily conversation activities contributed positively to students' confidence and active participation in Arabic communication. Nevertheless, the study emphasized communicative practice patterns and did not explore the integration of contextual Islamic teaching materials within the habituation process. Similarly, Muhammad Farhan Bahrūn (2024) highlighted that structured Arabic conversation programs in Islamic boarding schools were effective in enhancing students' spontaneous speaking abilities and communicative interaction. Despite these findings, the research remained limited to the pedagogical implementation of conversation activities and did not specifically analyze the contribution of a particular textbook in supporting the habituation process.

Other studies have focused more specifically on the utilization of Arabic teaching materials and textbooks. Research conducted by Moh. Supriyadi (2022) examined the use of the textbook *Al-Muhādaṣah Al-'Arabiyyah* by K.H. A. Ghazali Salim as an instructional tool to improve students' speaking skills in Islamic boarding schools. The study concluded that dialogue-based materials helped students practice practical communication more effectively. However, the research

concentrated only on the instructional function of the textbook in classroom learning and did not investigate its implementation within a broader daily language habituation program. In addition, Barika Salma (2024) analyzed the linguistic and pedagogical aspects of the book *Hadīs Kulla Yaum / Daily Conversation*. She found that it features contextual dialogue structures and accessible conversational expressions suitable for Arabic learners. Nevertheless, the study was limited to textual and linguistic analysis and did not examine how the book was practically implemented in supporting students' daily Arabic communication habits. Therefore, across these five previous studies, most researchers have focused either on conversation habituation methods or on textbook analysis, without integrating both into a single comprehensive study.

Based on previous studies, this research offers a distinct novelty by specifically examining the use of the book *Hadīs Kulla Yaum* by Damiri Fadhil as the primary medium in an Arabic conversation habituation program at Al-Lathifiyah Islamic Boarding School, Brati, Grobogan. The research gap lies in the absence of studies that comprehensively connect contextual hadith-based teaching materials with systematic daily conversation habituation practices in Islamic boarding school environments. Unlike previous studies that mainly discussed either the effectiveness of conversation habituation or the linguistic structure of textbooks, this study analyzed how the integration of hadith-based dialogue materials within daily speaking activities contributes simultaneously to improving students' speaking competence, communication confidence, contextual vocabulary mastery, and the internalization of Islamic values in everyday interaction (Muhammad Farhan Bahrūn, 2024). Thus, the novelty of this research lies in its focus on the synergy between contextual Islamic teaching materials and practical language habituation as a unified strategy for strengthening students' communicative competence and linguistic character in Arabic learning.

In addition, the theoretical foundation of this study is strengthened by contemporary theories of communicative language learning and habituation-based language acquisition, as outlined in several primary academic sources published within the last decade. According to *Teaching and Learning Second Language Listening and Exploring Psychology in Language Learning and Teaching*, language acquisition develops more effectively when learners are exposed to meaningful communicative input and are consistently involved in authentic interaction practices (Vandergrift & Goh, 2012). This perspective emphasizes that language learning should not merely focus on grammatical knowledge, but also on learners' ability to use language functionally in real

communication contexts. Similarly, Teaching and Researching Speaking explains that speaking competence can be improved through repetitive communicative practice, exposure to contextual dialogue, and the creation of supportive language environments that encourage spontaneous interaction (Hughes, 2011). These theories support the implementation of daily conversation habituation activities in Islamic boarding schools as an effective strategy for strengthening students' communicative competence.

Furthermore, the concept of habituation in language learning is closely related to sociocultural and interactionist learning theories. Second Language Acquisition for Children explains that language mastery is strongly influenced by social interaction, repeated exposure, and meaningful practice within learners' environments (Destri Wahyuningsih, 2018). In the context of Islamic boarding schools, the presence of a language environment is an essential factor in encouraging students to naturally internalize vocabulary, sentence structures, and communication patterns through daily interaction. Meanwhile, Key Issues in Language Teaching emphasizes that contextual teaching materials play a crucial role in supporting communicative language learning because learners tend to acquire speaking skills more effectively when instructional content is directly related to their real-life experiences and social situations (Richards, 2015). Therefore, the use of the book "*Hadīs Kulla Yaum*" as a context-based, dialogue-based teaching material is theoretically relevant to the development of active Arabic-speaking habits among students.

From an Islamic perspective on language education, integrating religious values into language learning materials is also considered important for shaping students' linguistic character and moral awareness. Understanding the Basic Concepts of Arabic Language Learning, Arabic language instruction in Islamic educational institutions should integrate linguistic competence with Islamic values to create meaningful, character-oriented learning (Abdul Wahab Rosyidi, 2011). In line with this view, the book "*Hadīs Kulla Yaum*" offers not only conversational exercises but also hadith-based moral messages that can simultaneously strengthen students' spiritual and communicative development. Thus, the theoretical framework of this study confirms that integrating contextual dialogue materials, communicative habituation practices, and Islamic values can be an effective approach to improving students' Arabic-speaking competence within the Islamic boarding school environment.

Based on the academic problems and research gaps identified in previous studies, this study aims to systematically examine the utilization of the book "*Hadīs Kulla Yaum*" by Damiri Fadhil

within the Arabic conversation habituation program at Al-Lathifiyah Islamic Boarding School, Brati, Grobogan. Specifically, this research seeks to describe the implementation patterns of the book in students' daily conversational activities, analyze the extent to which the book contributes to improving students' Arabic speaking skills, and identify the challenges and supporting factors encountered during the habituation process. In addition, this study investigates how integrating hadith-based dialogue materials into the habituation program supports the internalization of Islamic values in students' daily communication practices. Therefore, this research not only focuses on the linguistic aspects of Arabic learning but also examines the relationship between the development of communicative competence and Islamic character formation through contextual language habituation activities in the Islamic boarding school environment.

The significance of this study can be viewed from both theoretical and pragmatic perspectives. Theoretically, this research is expected to enrich the discourse on Arabic language learning studies, particularly in the fields of communicative language habituation and the use of Islamic-oriented teaching materials in speaking instruction. This study also contributes to the development of theories on contextual language learning, the language environment (*biah lugawiyah*), and the integration of religious values into communicative Arabic learning practices. Pragmatically, the findings of this study are expected to provide empirical references for Arabic language teachers, Islamic boarding school administrators, and curriculum developers in designing more effective conversation habituation programs through contextual and value-based teaching materials. Furthermore, this study may serve as a practical model for implementing Arabic-speaking habituation programs in Islamic educational institutions, particularly to improve students' speaking competence, confidence, consistency in language use, and the internalization of Islamic values in everyday communication activities.

METHOD

The research method employed in this study is a qualitative approach with a descriptive case study design, as the study aims to gain an in-depth understanding of the phenomenon of utilizing the book *Hadīs Kulla Yaum* within the Arabic conversation habituation program in the Islamic boarding school environment (Nassaji, 2015). This approach was chosen because it can describe social realities and learning processes in a contextual, natural, and holistic manner without manipulating variables (Ulfah, 2023). The study was conducted at Al-Lathifiyah Islamic Boarding

School, located in Brati District, Grobogan Regency, Central Java, Indonesia, as the boarding school actively implements an Arabic conversation habituation program using the book *Hadīs Kulla Yaum* to support students' development of Arabic speaking skills in daily dormitory activities.

The data in this study consist of qualitative data, including information on the implementation process of the conversation habituation program, the use of the "Hadīs Kulla Yaum" book, and students' responses and the development of their speaking skills. The data sources comprise primary data obtained directly from teachers, language coordinators, and students, as well as secondary data in the form of activity documents, habituation schedules, and learning materials (Chand, 2025). The data collection methods in this study include observation, interviews, and documentation. Observation was conducted at Al-Lathifiyah Islamic Boarding School Brati, Grobogan, from January 24 to February 14, 2026, to observe the implementation of the Arabic conversation habituation program using the book *Hadīs Kulla Yaum*. The informants consisted of the head of the Islamic boarding school, Arabic teachers, conversation supervisors, and students participating in the Arabic habituation program. Documentation was used to support and validate the research data. The selection of these methods is based on the need to obtain factual, in-depth, and contextual data, enabling a comprehensive understanding of the phenomenon while enhancing data validity through source and technique triangulation (Muhamad Solehudin et al., 2024).

The data analysis technique in this study employs the interactive analysis model proposed by Matthew B. Miles and A. Michael Huberman, which consists of data reduction, data display, and conclusion drawing/verification conducted continuously throughout the research process (Huberman, 1994). In this study, data reduction involved selecting observation results, interview transcripts, and documentation related specifically to the implementation of the Arabic conversation habituation program using the book *Hadīs Kulla Yaum* at Al-Lathifiyah Islamic Boarding School Brati, Grobogan. The researcher focused on data on conversational practice, students' participation, teachers' and supervisors' roles, and the use of hadith material in daily communication activities within the dormitory environment. The selected data were then organized and presented descriptively to identify recurring patterns, similarities, and differences found during the observation period. Furthermore, conclusions were drawn by interpreting how the habituation program contributed to the development of students' Arabic speaking skills and language habits. To ensure data validity, the researcher applied source triangulation by comparing information from teachers, supervisors, and students, and method triangulation through observation, interviews, and

documentation conducted during the field research process (Donkoh & Mensah, 2023).

FINDINGS AND DISCUSSION

Findings

Based on observations, interviews, and documentation conducted at Al-Lathifiyah Islamic Boarding School, Brati, Grobogan, it was found that the use of the book “*Hadīs Kulla Yaum*” in the Arabic conversation habituation program contributed significantly to the development of students’ speaking skills. The conversation habituation program, carried out regularly, not only helps students understand vocabulary and language structures but also builds their confidence and the habit of using Arabic in daily communication. The use of contextual conversational materials in “*Hadīs Kulla Yaum*” makes it easier for students to practice the language directly within the Islamic boarding school environment.

The study's findings indicate that improvements in students’ speaking ability can be observed across various aspects, including fluency, pronunciation accuracy, vocabulary mastery, sentence construction skills, spontaneous responses, social interaction, self-confidence, and consistency in Arabic use. In addition, a supportive language environment, guidance from language mentors, and the scheduled implementation of conversation habituation strengthened the program's success. The research findings regarding the strategies for utilizing *Hadīs Kulla Yaum* and the students’ speaking skill achievements are presented in the following table.

Table 1. Utilization of the Book *Hadīs Kulla Yaum* in Arabic Conversation Habituation at Al-Lathifiyah Islamic Boarding School Brati, Grobogan

| No | Strategy | Achievement |
|----|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1 | Making a habit of engaging in conversation regularly in everyday interactions | The student can speak fairly fluently and can keep a conversation going on familiar topics. |
| 2 | Repetitive practice of Arabic vocabulary pronunciation | Most students can pronounce vocabulary clearly enough to be understood by their conversation partners. |
| 3 | The use of contextual vocabulary from the book <i>Hadīs Kulla Yaum</i> | Students can use simple expressions in everyday communication, such as greetings, asking questions, answering, and responding. |
| 4 | Practice in constructing simple sentences during conversation activities | The students can form simple sentences that are fairly accurate and easy to understand, though there are still minor errors. |
| 5 | Practicing spontaneous conversation in everyday interactions | Students can respond immediately, in line with the conversation's context, without memorizing anything beforehand. |
| 6 | The Implementation of Two-Way | Students can actively engage in social interaction by |

| | | |
|---|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Communication in Islamic Boarding Schools | asking questions, answering, and responding in various communication situations. |
| 7 | A language environment that supports the use of Arabic | The students demonstrated great courage and confidence in speaking Arabic, even though there were still a few minor mistakes. |
| 8 | Implementation of a schedule for the use of Arabic in daily activities | The students actively use Arabic during scheduled activities—particularly on Mondays through Thursdays, as well as on Saturdays and Sundays—and are beginning to get used to using it outside formal settings. |

Source:(Almelhes, 2024)

Based on the research findings, the strategy of regularly practicing conversation at Al-Lathifiyah Islamic Boarding School Brati, Semarang, has a significant impact on students' Arabic-speaking skills. Conversation practice is conducted using the Book "Hadīṣ Kulla Yaum" as the primary material for daily communication exercises. In practice, students are encouraged to use Arabic in various activities, whether in the classroom, the dormitory, or the broader boarding school environment. Continuous practice in conversation helps students become more accustomed to using Arabic in real-life communication. The research results show that most students can speak with a fairly fluent flow and maintain simple conversations on familiar topics. Students also appear more active in using Arabic when interacting with friends and language instructors.

The strategy of repeatedly practicing vocabulary pronunciation also positively impacts students' pronunciation skills. During conversation practice, students not only read dialogues but also practice pronouncing vocabulary directly with their peers and language instructors. This repetition helps students become more accustomed to Arabic pronunciation. Based on the research results, most students can pronounce Arabic vocabulary quite clearly and in a way understandable to their conversation partners. However, there are still some influences of their native language in certain pronunciations. However, these pronunciation errors do not hinder communication because the conversation partners can still understand the students' intended meaning.

The use of contextual vocabulary from the "Hadīṣ Kulla Yaum" book is one of the key strategies for developing proficiency in Arabic conversation. The vocabulary used in the book is directly related to the students' daily activities, making it easier to understand and apply in communication. The research results show that students can use simple expressions such as greetings, asking questions, answering, asking for help, and responding in various communication situations. Using material relevant to daily life helps students remember vocabulary more easily and use it spontaneously in conversation. Thus, students' vocabulary mastery develops gradually

through direct language practice.

Strategies for practicing the construction of simple sentences in conversation activities also help develop students' grammar skills. In conversation activities, students are encouraged to formulate simple questions and answers using basic sentence patterns in Arabic. Research findings indicate that most students can construct simple sentences that are fairly accurate and understandable to their conversation partners. Although some minor errors in applying language rules were still observed, communication generally proceeded smoothly. This ability develops when students practice using the language more often, rather than merely studying grammar theory.

In addition, practicing spontaneous conversation in daily interactions helps students develop the ability to respond immediately. During conversation-habituation activities, students are encouraged to answer questions or offer responses without memorizing them beforehand. Research findings indicate that the majority of students can respond appropriate to the context of the ongoing conversation. This ability demonstrates that students are beginning to understand the content of conversations and provide answers spontaneously. This practice helps improve students' language reflexes, allowing communication to flow more naturally.

The implementation of two-way communication in the boarding school environment also serves as a strategy that supports the development of students' speaking skills. In various daily activities, students not only listen but also actively ask questions, answer, and respond in Arabic. Research findings indicate that students can actively engage in social interactions across various communicative situations. This ability is clearly evident when students interact with peers, language mentors, and teachers during daily activities. The boarding school environment, which supports the use of Arabic, provides students with broader opportunities to practice their speaking skills continuously. A language environment that supports the use of Arabic also helps increase students' confidence in speaking. Research findings indicate that most students demonstrate a high level of confidence in using Arabic, even though minor errors still occur. Students appear more confident during conversations because the boarding school environment provides a supportive learning atmosphere and does not place undue pressure on them regarding their mistakes. Guidance from the supervisor and language instructors also helps students feel more comfortable learning and actively using Arabic.

Implementing a schedule for Arabic use in daily activities helps improve consistency in language use within the boarding school environment. Students are required to use Arabic in certain

activities, such as daily conversation sessions, group discussions, and other language-related activities. Research findings indicate that most students are quite active in using Arabic during scheduled activities. In fact, some students have begun using Arabic outside formal activities, such as when casually conversing with friends in the dormitory. This situation indicates that the language acquisition process is progressing gradually and is becoming an integral part of students' daily lives.

Based on the findings of this study, it can be concluded that the utilization of the Book *Hadīs Kulla Yaum* in Arabic Conversation Habituation at Al-Lathifiyah Islamic Boarding School, Brati, Grobogan has made a significant contribution to the development of the students' speaking skills. The implementation of various habituation strategies, such as routine conversation practices, vocabulary pronunciation exercises, the use of contextual materials, sentence construction practice, spontaneous response training, two-way communication, the creation of a language environment, and the scheduling of Arabic language use, has been proven to support the gradual and sustainable improvement of students' communicative competence. The research findings indicate development in speaking fluency, pronunciation accuracy, vocabulary mastery, sentence construction ability, social interaction skills, self-confidence, and consistency in the use of Arabic in daily activities. Thus, habit formation based on the Utilization of the Book *Hadīs Kulla Yaum* in Arabic Conversation Habituation at Al-Lathifiyah Islamic Boarding School Brati, Grobogan can be viewed as an effective approach to supporting the development of Arabic-speaking skills in a boarding school environment.

Discussion

The discussion of research on the use of the *Hadīs Kulla Yaum* book in the habituation of Arabic conversation at Al-Lathifiyah Islamic Boarding School Brati, Grobogan shows that consistent language habituation contributes significantly to the development of students' speaking skills. Based on the results of observations, interviews, and documentation, it was found that the utilization of the *Hadīs Kulla Yaum* book not only helps students understand Arabic vocabulary and sentence patterns, but also forms the habit of communicating in Arabic in their daily lives (Masuram & Sripada, 2020). These findings can be associated with the behaviorist theory proposed by B.F. Skinner, which emphasizes that language learning can develop through processes of habituation, repetition, and continuous stimulus-response practice. In the context of this research, the daily conversation practices serve as a form of stimulus that encourages students to become accustomed to actively using Arabic in social interactions (Muhammad Sya'dullah Fauzia et al., 2022).

In the context of this study, the everyday conversation practices serve as a stimulus that encourages students to become accustomed to actively using Arabic (Solehudin et al., 2024). Using the *Hadīṣ Kulla Yaum* book as conversational material reinforces language habits, as students repeatedly repeat the vocabulary, expressions, and communication patterns used in daily interactions. This can be seen in the students' ability to speak fairly fluently, provide spontaneous responses, and maintain simple conversations in various communication situations (Solehudin & Hanifansyah, 2021). Thus, the habituation process implemented in the Islamic boarding school environment is highly relevant to behaviorist concepts, which emphasize the importance of practice and reinforcement in language acquisition.

In addition, the findings of this study are also in line with the theory of Communicative Language Teaching (CLT) developed by Dell Hymes Fragmentado, which emphasizes that the primary goal of language learning is the ability to use language in real communication contexts (Fragmentado, 2010). Utilizing the *Hadīṣ Kulla Yaum* book, which contains contextual conversations, has helped students understand how to use language in everyday situations within the Islamic boarding school environment. The students not only memorize vocabulary or language rules, but are also able to use simple expressions such as greetings, asking questions, answering, and responding spontaneously in daily communication (Basir, 2024). This indicates that a language learning process based on real communication is more effective in developing speaking skills compared to learning that focuses solely on grammatical theory (Nur Imam Fauzi, 2025).

The implementation of two-way communication in the conversation habituation program at Al-Lathifiyah Islamic Boarding School, Brati, Grobogan, is also in line with the principles of Communicative Language Teaching (CLT), which places interaction as the core of language learning. The students are given opportunities to use Arabic in real situations so that the learning process is not only theoretical, but also contextual and communication (Setiyadi et al., 2025). The use of the *Hadīṣ Kulla Yaum* book, which contains daily expressions, further strengthens the implementation of the communicative approach because the materials used are closely related to the students' communication needs in their everyday lives (Karim, 2024).

The findings of this study are also consistent with the theory of *Contextual Teaching and Learning* (CTL), which emphasizes that learning becomes more meaningful when the material is connected to the real-life context of learners (Miftahul Jannah, 2018). In this study, the vocabulary and dialogues in the *Hadīṣ Kulla Yaum* book are directly related to students' daily activities in the

Islamic boarding school environment, such as greeting friends, asking for help, asking questions, and engaging in other simple conversations. The connection between the learning materials and real-life situations makes it easier for students to understand and remember the Arabic vocabulary. This can be seen in the students' ability to use Arabic expressions spontaneously in their daily activities without having to memorize them formally. The CTL approach has been proven to create more meaningful learning because students can relate the lesson materials to their real-life experiences (Mubarok et al., 2022)

In addition to being consistent with language-learning theories, the findings of this study are also consistent with several relevant previous studies. Research on the implementation of behaviorist theory in language learning shows that habituation, repetitive practice, and positive reinforcement can gradually improve students' language skills (Dr. Kazeem Oluwatoyin Ajape et al., 2023). Other studies on the Communicative Language Teaching (CLT) approach also explain that an active communication environment can enhance students' communicative competence by helping them become accustomed to using language in real contexts (Abu Nawas, 2018). Thus, the findings of the study conducted at Al-Lathifiyah Islamic Boarding School, Brati, Grobogan reinforce previous findings that language learning becomes more effective when it is carried out through communicative habituation, which occurs continuously within a supportive environment.

However, this study also found that several obstacles remain in the implementation of Arabic conversation habituation. Some students still experience difficulties in pronunciation and in constructing simple sentences due to the influence of their mother tongue and their limited vocabulary mastery (Nguyen, 2024). Nevertheless, these errors do not become major communication barriers, as the interlocutors can still understand the intended meaning. From the researcher's perspective, such conditions are a natural part of the second language acquisition process (Khansir, 2012). Language errors actually indicate that the students are actively attempting to use Arabic in real communication (Apresjan, 2024). Therefore, the Islamic boarding school environment should continue to provide opportunities for communicative practice and should not place excessive emphasis on grammatical perfection, so that students' self-confidence can continue to develop.

The researcher argues that the success of Arabic conversation habituation at Al-Lathifiyah Islamic Boarding School, Brati, Grobogan, is not only influenced by the use of the *Hadīṣ Kulla Yaum* book, but also by the strength of the language environment that supports the active use of Arabic (Wekke, 2018). The *Hadīṣ Kulla Yaum* book functions as a medium and source of communication

materials, while the Islamic boarding school environment serves as a practical space that enables the language to be used authentically and continuously (Siregar & Edukasia, 2025). Through the implementation of scheduled Arabic language use, guidance from language supervisors, and a culture of two-way communication, the language learning process becomes more dynamic and applicable (D Selvianiresa, 2017).

Based on the overall discussion, it can be concluded that the use of the *Hadīs Kulla Yaum* book in the habituation of Arabic conversation at Al-Lathifiyah Islamic Boarding School, Brati, Grobogan, is an effective approach for developing students' speaking skills. The habituation process, which is carried out routinely, communicatively, and contextually, has been shown to improve speaking fluency, vocabulary mastery, spontaneous response ability, social interaction, and students' self-confidence in using Arabic. Therefore, language learning based on communicative habituation, supported by an active language environment, can become an effective model for teaching Arabic in Islamic boarding school settings.

CONCLUSION

Based on the findings and discussion, it can be concluded that the use of the book *Hadīs Kulla Yaum* in the Arabic conversation habituation program at Al-Lathifiyah Islamic Boarding School Brati, Grobogan, has significantly contributed to the development of students' Arabic-speaking skills. The implementation of communicative habituation strategies, such as routine conversation practice, repetitive vocabulary pronunciation, contextual language use, sentence construction exercises, spontaneous responses, two-way communication, and the establishment of a supportive language environment, has gradually improved students' speaking fluency, vocabulary mastery, pronunciation accuracy, confidence, and consistency in using Arabic in daily communication. The findings indicate that continuous, context-based language practice within the boarding school environment enables students to develop their communicative competence more effectively. Furthermore, this study demonstrates that the success of Arabic language learning is influenced not only by instructional materials but also by an active and supportive language environment. The book *Hadīs Kulla Yaum* serves as an effective conversational resource because its content is closely related to students' daily lives and communication needs. Through the integration of contextual materials and regular language habituation, students become more confident and accustomed to using Arabic naturally in real-life interactions. Therefore, communicative

habituation, supported by a conducive boarding school environment, can be considered an effective model for improving Arabic-speaking skills in Islamic educational institutions.

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