

Techniques of teaching speaking skills in the context of multiple intelligences

Muhammad Hayyis Taqiyuddin¹, Hani'atul Khoiroh², M. Baihaqi³, Umi Hanifah⁴, Friendis Syani Amrulloh⁵

¹³⁴Sunan Ampel State Islamic University

²⁵ Kiai Abdullah Faqih University, Indonesia

Corresponding E-mail: ¹emhataqiyuuddin@gmail.com ²khoirohhani@gmail.com
³umihanifah@uinsa.ac.id ⁴baihaqi@uinsa.ac.id ⁵friendissyani@gmail.com

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Abstract

This study aims to analyse the application of Arabic speaking skills (mahārah kalām) teaching techniques based on Multiple Intelligences theory in grade 3 Aliyah at the Mambaus Sholihin Islamic Boarding School in Gresik. The approach used is descriptive qualitative with a case study method, while data collection techniques include participatory observation, in-depth interviews, and document analysis. The findings reveal of the study indicate that teachers employ various techniques such as muhādatsah, munāẓarah (debate), muhādharah, the use of vocabulary posters, and mufradāt drills. Each technique is associated with different types of multiple intelligence domains, including linguistic, interpersonal, musical, visual-spatial, and auditory. Students with linguistic and interpersonal intelligence demonstrated active engagement in debates and conversations, while musical and visual intelligence were fostered through song-based instructional techniques and visual media. However, the implementation of these techniques experienced implementation constraints, such as teachers' limited understanding of multiple intelligence theory, limited learning time due to the intensive academic and extracurricular schedule of the boarding school, and limited access to modern learning media. This study recommends the importance of teacher training in applying a multiple intelligences-based approach, the provision of educational resources and learning facilities that accommodate diverse learner characteristics and intelligence profiles, and developing differentiated, adaptive, and inclusive instructional strategies to enhance students' Arabic speaking proficiency.

Keywords: *teaching techniques, speaking skills, multiple intelligences*

Introduction

Arabic language instruction is a core component of the curriculum at Ma'had Mambaus Sholihin, which is unique in its combination of Salafi and modern approaches. The pesantren strives to preserve Islamic heritage while remaining open to contemporary teaching methods. One of the key skills that is emphasised is speaking skills (maharah al-kalam), as this reflects students' ability to express ideas and understand the language in a practical way.

However, teaching speaking skills at this boarding school faces various challenges, particularly the varying abilities of students to participate and speak fluently during lessons. It has been observed that some students show significant progress in oral expression, while others have difficulty participating actively, which ultimately affects their engagement with

the subject matter. This gap in abilities indicates a problem with the teaching techniques used to develop speaking skills, and an in-depth study is needed to understand the root of the problem, especially in an educational environment that combines traditional values and modern approaches.

The Theory of Multiple Intelligences developed by Howard Gardner suggests that each individual has different types of intelligence, and effective learning processes should accommodate these differences.¹ The seven intelligences introduced by Gardner are: linguistic intelligence, logical-mathematical intelligence, spatial intelligence, musical intelligence, kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.²

In the teaching and learning process, there are four language skills that must be mastered, namely listening, speaking, reading, and writing.³ These four skills are divided into two types of abilities, namely receptive abilities (listening and reading) and productive abilities (speaking and writing). In learning productive skills, in addition to understanding the theory, students are also required to be able to practise it.⁴ Therefore, educators need to pay attention to the intelligence potential of each student. For example, students with logical-mathematical intelligence certainly have a different learning approach than students with linguistic or kinesthetic intelligence. Students with kinesthetic intelligence will feel happy if given the opportunity to learn in an open space or through body movements.⁵ The same applies to students with other intelligence potentials.

Therefore, teachers should pay equal attention to the various types of intelligence and learning styles of students, without discrimination. Unfortunately, based on field experience, there is currently no comprehensive data available on the extent to which schools and teachers are able to provide learning services tailored to students' intelligences. If students are only provided with services based on one dominant type of intelligence, there is a concern that they may not receive optimal development of their other intelligences, even though these under-served intelligences could be crucial for their future.

Therefore, a study of teaching techniques for speaking skills based on the theory of multiple intelligences is important for designing a curriculum that meets students' needs, particularly for third-year Aliyah students at Ma'had Mambaus Sholihin, who are in a critical phase of academic achievement and preparation for the next level of education.

Thus, this study aims to identify and describe the application of speaking skill teaching techniques in line with the theory of multiple intelligences, as well as to explore their impact on improving students' speaking abilities. With this understanding, it is hoped that this study can provide practical guidance for teachers in designing speaking skill teaching that suits the diverse needs and abilities of students.

¹ Howard Gardner, *Disciplined Mind: What All Students Should Understand* (Simon & Schuster, 2021).

² Ramon Garavito, *Applying Howard Gardner's Theory of Multiple Intelligences and Framework of Teaching for Understanding to Pedagogical Approaches for Tuba Fundamentals* (The Florida State University, 2024), <https://search.proquest.com/openview/885ee4d73644c1c7c81ff54f125e4a66/1?pq-origsite=gscholar&cbl=18750&diss=y>.

³ Hashim Hameed Hamudi Ali, "The importance of the four English language skills: Reading, writing, speaking, and listening in teaching Iraqi learners," *Humanities & Natural Sciences Journal* 3, no. 2 (2022): 154–65.

⁴ Miftachul Taubah dan Ilzam Dhaifi, "Reseptif Dan Produktif Dalam Bahasa Arab," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 1 (2020): 33–36.

⁵ Sofian Gunawan dkk., "Investigates The Implementation of Kinesthetic Intelligence-based Thematic Learning: A Case Study in Elementary School's Second-Grade," *Equator Science Journal* 1, no. 1 (2023): 1–8.

Method

This study uses a descriptive qualitative approach with a case study method, which aims to reveal teaching techniques for speaking skills based on multiple intelligence theory in grade 3 Aliyah at the Mambaus Sholihin Islamic Boarding School in Gresik. This study emphasises direct observation of the learning process and explores the experiences and responses of teachers. The presence of the researcher is very important in a qualitative approach, as the researcher is directly involved as an active observer, interacting with teachers to gain a deeper understanding. This study was conducted in the 3rd grade of Aliyah Pondok Pesantren Mambaus Sholihin Gresik, selected because this boarding school environment is known for actively using Arabic in daily life and has a language programme that supports the research topic.

Data sources consist of primary and secondary data. Primary data was obtained through observation, interviews, and direct interaction with teachers and students. Secondary data was derived from teaching materials and documentation. Data collection techniques included in-depth interviews to explore teachers' understanding and experiences, participatory observation of teaching and learning activities at the boarding school, and a documentation study that included an analysis of teaching materials and students' learning outcomes.

Data were analysed using the Miles and Huberman model, which includes three stages: data reduction, presentation of data in the form of descriptive narratives, and drawing conclusions and verification. To ensure data validity, source, technique, and time triangulation techniques were used, namely by comparing the results of interviews, observations, and documentation, as well as collecting data at different times to ensure the consistency and stability of the information obtained.

Literature Review

Arabic Speaking Skills

In the process of language teaching and learning, there are four primary skills that learners must master: listening, speaking, reading, and writing.⁶ These four components are theoretically divided into two categories of basic abilities: receptive skills, which include listening and reading, and productive skills, which encompass speaking and writing.⁷ As a part of productive skills, mahārah al-kalām does not merely demand a passive understanding of linguistic theory; rather, it requires learners to actualize their knowledge into real communication practices.⁸ This skill reflects the students' ability to express ideas, thoughts, and emotions orally and functionally.

⁶ Yulius Denny Prabowo, Raymond Wangsa Putra, dan Martinus Maslim, "Chat Application Utilizing Automatic Translation Built on The Microsoft Azure Platform," *Procedia Computer Science* 245 (2024): 1101–10, <https://doi.org/10.1016/j.procs.2024.10.339>.

⁷ Selahattin Yilmaz dan Suzan Kavanoz, "Measuring the effect of receptive and productive vocabulary size on foreign language skills," *Porta Linguarum Revista Interuniversitaria de Didáctica de las Lenguas Extranjeras*, no. 44 (Juni 2025): 29–45, <https://doi.org/10.30827/portalin.vi44.31870>.

⁸ Louise Mullany, "Sociolinguistic Awareness in Business Professionals: Breaking Stereotypes and Language Myths," dalam *Language Awareness in Business and the Professions*, 1 ed., ed. oleh Erika Darics (Cambridge University Press, 2022), 204–24, <https://doi.org/10.1017/9781108696159.015>.

The optimal development of speaking skills relies on the communicative approach, where the primary focus is placed on the practical use of language.⁹ In this ecosystem, students are positioned as active participants in the process of language construction, rather than merely passive recipients of material. Therefore, the effectiveness of teaching speaking skills heavily depends on how teachers design learning techniques capable of facilitating the diverse oral expression capacities of students, both inside and outside the formal classroom.

Theory of Multiple Intelligences

The Theory of Multiple Intelligences developed by Howard Gardner (1983) asserts that every individual possesses unique and distinct potentials and types of intelligence.¹⁰ Consequently, effective learning strategies must be designed in such a way as to accommodate and serve these individual differences, requiring teachers to provide balanced attention to the variations in students' intelligence types without discrimination. Gardner identifies several fundamental types of human intelligence, including verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence.

In the context of language teaching, this theory is highly applicable as it comprehensively integrates the cognitive, affective, and psychomotor domains of learners. Learning that only prioritizes one dominant type of intelligence risks neglecting other potential intelligences that are actually crucial for the students' future.¹¹ Therefore, educators and educational institutions are required to provide facilities, media, and a variety of adaptive and inclusive instructional techniques so that the entire spectrum of students' intelligences can develop optimally.

Theoretical Framework of Environmental Conditioning and Language Habit Formation

The Second Language Acquisition theory and the Natural Approach by Stephen Krashen, which state that the process of acquiring a second language runs optimally when the target language is constantly used within a real communication context to stimulate natural linguistic input and output.¹² Based on this principle, understanding meaning through text or context (comprehensible input) is far more important than the demand for language production at the beginning of the learning phase. When students are consistently exposed to the target language in their environment without intense psychological pressure, vocabulary and sentence structures will be subconsciously absorbed into their long-term memory.

⁹ Aytən Əliyeva, "Xarici dillərin tədrisində interaktiv metodlar," *SCIENTIFIC WORK* 19, no. 10 (Oktober 2025): 44–49, <https://doi.org/10.36719/2663-4619/122/44-49>.

¹⁰ Mindy L. Kornhaber, "The Theory of Multiple Intelligences," dalam *The Cambridge Handbook of Intelligence*, 2 ed., ed. oleh Robert J. Sternberg (Cambridge University Press, 2019), 659–78, <https://doi.org/10.1017/9781108770422.028>.

¹¹ Roman Yavich dan Irina Rotnitsky, "Multiple Intelligences and Success in School Studies," *International Journal of Higher Education* 9, no. 6 (September 2020): 107, <https://doi.org/10.5430/ijhe.v9n6p107>.

¹² AEM (Azerbaijan Science Center) dan Khatira Mammadova, "Steven Krashen's Theory of the Second Language Acquisition," *SCIENTIFIC WORK* 18, no. 11 (November 2024): 81–87, <https://doi.org/10.36719/2663-4619/108/81-87>.

The Behaviorist Approach, which emphasizes that language proficiency is the result of habit formation constructed through mechanical and continuous repetition.¹³ Through intensive practice techniques (drills), the learners' phonetic memory is consistently stimulated to recognize sentence patterns, correct articulation errors, and master proper intonasi. This structured and habituated repetition pattern provides reinforcement for learners to produce words spontaneously and increase self-confidence when speaking.

Third, the ecological-based concept of Linguistic Landscape, which underlines the importance of distributing visual texts in public areas of the educational environment to create a language ecosystem that supports passive-active meaning-making.¹⁴ The exposure to text or visual media strategically placed on daily physical objects acts as a functional linguistic landscape. This approach helps the human brain build spatial and cognitive associations between word spellings, sounds, and the form of real objects naturally without forcing students to perform rigid, conventional memorization.

Result and Discussion

The Implementation of Multiple Intelligences in Arabic Language Learning

The theory of multiple intelligences is a theory related to the cognitive domain, but it does not ignore the affective and psychomotor domains.¹⁵ This is what makes this theory very applicable in teaching speaking skills, or maharah kalam, especially in the third grade of Aliyah Pondok Pesantren Mambaus Sholihin Gresik. When teaching maharah kalam, teachers must go beyond a single type of intelligence and consider the various types of intelligence possessed by each student. This is because a single type of intelligence is insufficient to address the complexity of challenges faced in developing students' speaking skills in an integrated manner.

Therefore, when teaching speaking skills, teachers must be aware of and consider the distinct, unique, and individual characteristics of each student. Every student possesses individual and unique potential to express themselves verbally, and thus, a systematic teaching method that aligns with the various types of intelligence students possess will enable all students to develop.¹⁶ This approach allows all students to achieve optimal benefits in the teaching and learning process of speaking.

Based on the theory of multiple intelligences, students can also be given the freedom to choose a learning style that aligns with their dominant intelligence. In speaking education, this is also important to consider, as each student can enhance and evaluate their communicative abilities in various ways, such as through art,

¹³ Krystyna Pomorska dan Paweł Ostaszewski, "From direct contingencies to derived relations: the ever-developing nature of theory and practice in behavior analysis," *Postępy Psychiatrii i Neurologii* 32, no. 4 (2023): 200–208, <https://doi.org/10.5114/ppn.2023.135529>.

¹⁴ Omar Ibrahim Salameh Alomoush, "English in the Linguistic Landscape of a Northern Jordanian City: Visual Monolingual and Multilingual Practices Enacted on Shopfronts," *English Today* 35, no. 3 (September 2019): 35–41, <https://doi.org/10.1017/S0266078418000391>.

¹⁵ Nurul Anam, "Formulasi Belajar dan Pembelajaran Berbasis Kecerdasan Multiple Intelligences di Lembaga Pendidikan," *Childhood Education: Jurnal Pendidikan Anak Usia Dini* 2, no. 1 (2021): 12–34.

¹⁶ Feby Angel Auralia dan Gusman Lesmana, "Mengoptimalkan Potensi Siswa melalui Pendekatan Multiple Intelligences dalam Pembelajaran," *Jurnal Alwatzikhoebillah: Kajian Islam, Pendidikan, Ekonomi, Humaniora* 11, no. 1 (2025): 236–43.

movement, visuals, and even logic.¹⁷ The teacher's task is to facilitate and motivate students to design learning and self-development goals in accordance with their intelligence style.¹⁸

Formal educational institutions in this case, Islamic boarding schools should provide various facilities and infrastructure to support speaking instruction based on the theory of multiple intelligences, making it easier to support the development of various intelligences. For example, providing visual media and teaching aids or classroom settings that encourage active interaction outside the classroom. Thus, the learning process is not only confined to the classroom but can be integrated into various more practical and applicable activities.

Evaluation in learning speaking skills should be carried out in diverse ways, not only based on writing or memorising speech texts, but also including performative assessments, such as public speaking practice, discussions, or spontaneous interactions. Learning should not be confined exclusively to the classroom but can also be conducted broadly outside the classroom, in more open environments that support interaction among students.

This theory of multiple intelligences has several implications for the learning of speaking skills:

a. Muhādatsah

Based on findings from research conducted at the Mambaus Sholihin Islamic Boarding School, it was identified that muhādatsah (conversation in Arabic) activities have been consistently implemented as a component of the speaking skills development programme for students, especially to support individuals with linguistic intelligence. This activity is held every Tuesday and Friday, with the theme being set two days in advance so that students have enough time to prepare the material to be presented. Muhādatsah is used to help students become accustomed to speaking Arabic fluently, eloquently, and contextually in accordance with the predetermined theme.

¹⁷ Robiatul Munajah dan Asep Supena, "Strategi guru dalam mengoptimalkan kecerdasan majemuk di sekolah dasar," *Muallimuna: Jurnal Madrasah Ibtidaiyah* 7, no. 1 (2021): 15–32.

¹⁸ Pushpraj Singh dan Mata Prasad Singh, *The role of teachers in motivating students to learn*, 2021, <https://www.indianjournals.com/ijor.aspx?target=ijor:tle&volume=11&issue=1&article=006>.



Conversation/ Muhādatsah

This Muhādatsah activity is a practical application of Howard Gardner's Multiple Intelligences theory, in which linguistic intelligence encompasses the ability to understand and produce language, both spoken and written.¹⁹ In this context, muhādatsah serves as a medium through which students can actualise their linguistic potential through direct and interactive speaking practice.²⁰ Furthermore, this activity is closely related to the principles of Stephen Krashen's second language acquisition theory, which emphasises the use of language in real-life communication contexts as a means to naturally increase language input and output.

These findings are also consistent with previous research, such as that conducted by Sulaiman and Priyono, which states that planned muhādatsah activities can improve students' fluency and confidence in communicating in Arabic.²¹ However, in reality, not all students can participate in muhādatsah activities optimally. This study found that even after being given lengthy topics, many students still struggled to produce spontaneous utterances or sentences. This indicates a gap between the designed activities and the actual capacity of students to create language.

Several factors contributing to these challenges include: (1) limited vocabulary and sentence structure mastery, making it difficult for students to express ideas or concepts in Arabic; (2) lack of confidence, especially when required to speak in front of peers or teachers; (3) insufficient practice speaking outside of muhādatsah sessions, resulting in inconsistent language proficiency; and

¹⁹ Muhammad Sulaiman dan Dwi Juli Priyono, "MENINGKATKAN MINAT DAN KEMAMPUAN BAHASA ARAB MELALUI PROGRAM MUHADASA: PENDAMPINGAN SISWA MADRASAH ALIYAH AL HIDAYAH CANDI KUNING II BALI," *Al Busyro: Jurnal Pengabdian Kepada Masyarakat*, 2024, 63–80.

²⁰ Siti Sanah, Odang Odang, dan Yuni Lutfiyani, "Model pengembangan keterampilan berbahasa arab di pesantren," *Ta'lim Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban* 6, no. 2 (2022): 271–93.

²¹ Sulaiman dan Priyono, "MENINGKATKAN MINAT DAN KEMAMPUAN BAHASA ARAB MELALUI PROGRAM MUHADASA."

(4) the absence of formative evaluation, which should be provided by instructors to assess students' speaking ability development on a regular basis.

Based on these findings, the muhādatsah activities that have been conducted so far need to be strengthened both in terms of technical implementation and guidance. One form of development that can be implemented is by adding peer feedback elements to enhance language usage awareness, as well as providing intensive guidance to students who struggle with sentence construction. Additionally, the boarding school can expand language practice opportunities through daily or weekly muhādatsah programmes that are informal and enjoyable, so that language practice is not limited to specific days.

Thus, muhādatsah activities at Pondok Pesantren Mambaus Sholihin have, in principle, become a strategic tool in developing students' speaking skills. However, its effectiveness depends heavily on the continuity of the programme, implementation techniques, teacher guidance, and student motivation. Regular evaluations and continuous innovations are necessary to ensure that these activities have a real impact on the development of students' Arabic speaking skills.

b. Language Debate

Based on research at the Mambaus Sholihin Islamic Boarding School, it was found that the application of al-munāzarah (debate technique) is an effective approach in developing the language skills (maharah kalām) of students, especially when linked to Howard Gardner's theory of multiple intelligences. Debates conducted systematically in the boarding school, especially among selected students in intensive training for language contests, have proven to have a significant impact on the development of language skills, self-confidence, and critical thinking abilities.²²



Munadzarah Ilmiyah

The findings of this study indicate that students with linguistic intelligence demonstrate the highest levels of participation and mastery in debating activities. They are able to present their ideas easily, use appropriate vocabulary, and

²² Arya Wahyu Pratama, "Penerapan Metode Qatar Debate Untuk Meningkatkan maharah kalam anggota Komunitas debat bahasa arab manabir jsa um," *International Conference of Students on Arabic Language* 5 (2021): 406–16, <https://prosiding.arab-um.com/index.php/semnasbama/article/view/817>.

organise their arguments logically and persuasively. These findings are in line with Gardner's opinion that students with linguistic intelligence will excel in verbal activities such as debates, discussions, and presentations.²³ In field observations, students with this intelligence were seen to be very dominant in presenting arguments, opening mutholaqāt (opening arguments), and closing debates with logical and persuasive answers.

Additionally, interpersonal intelligence is also highly evident in this debate context. Students with high social skills can manage communication dynamics between teams, respond to opponents' arguments calmly and structurally, and maintain harmony in their delivery even in a competitive atmosphere. These skills reflect the ability to interact and understand others' emotions and responses, the core of interpersonal intelligence according to Gardner's theory.²⁴

Meanwhile, students who master logical-mathematical intelligence demonstrate excellence in the analytical aspects of debate. They are more careful in assessing the validity of arguments, can systematically construct premises and conclusions, and are skilled at detecting the logical weaknesses of opponents. This critical thinking ability is essential in the context of debate, as debate is not merely about speaking but also about strategising and responding to objections with strong arguments.

Although the results are relatively encouraging, the study also found issues in the implementation of the debate method, particularly the limited number of students allowed to participate in debate training. Only a few have the opportunity to be trained and participate in official debate forums. This risks limiting the equitable development of maharah kalām among students, especially those with great potential who have not yet been facilitated.

According to Ustadz Iqbal, Head of the Arabic Language Department at the boarding school, 'Students who participate in debate activities show a significant improvement in terms of courage in expressing themselves, word choice, and the ability to respond to arguments quickly.' This is evidenced by one student named Husain, who acknowledged that, "Debate helps me think faster in Arabic and teaches me to construct arguments more sharply." On the other hand, there are also students like Abi who hope more students can be given opportunities, as he expressed, "I want to participate, but only selected students are given the opportunity, so I haven't had the chance yet."

Therefore, Arabic debate is a highly potential approach to improving students' speaking skills, but its implementation needs to be expanded and conducted inclusively so that all students have equal opportunities to develop their linguistic, social, and logical intelligence. Support from the curriculum and active participation from all students, even those who have not yet participated, must be implemented so that the advantages of this debate approach can be felt more widely and evenly.

²³ Kadita Fasih Daswananda dan Achmad Fathoni, "Penerapan Media Pop-Up Book untuk Meningkatkan Kecerdasan Verbal Linguistik Siswa di Sekolah Dasar," *Didaktika: Jurnal Kependidikan* 13, no. 001 Des (2024): 875–86.

²⁴ Daswananda dan Fathoni, "Penerapan Media Pop-Up Book untuk Meningkatkan Kecerdasan Verbal Linguistik Siswa di Sekolah Dasar."

c. Muhādharah

The muhādharah technique is one of the successful learning methods in improving students' speaking skills (mahārah kalām), especially in boarding schools that combine formal education with the cultural aspects of student life.

This technique encompasses various forms of oral presentation, such as public speaking, storytelling, hosting events, and singing. All these forms are systematically practised through weekly sessions known as muhādharah lughawiyyah, which involve active student participation in spoken Arabic. In the process, not only pronunciation and sentence structure are trained, but also expression, emotional control, and public speaking skills are developed.

One of the language instructors, Ustadz Syarif, explained in an interview:

'This muhādharah technique is indeed beneficial for students to build confidence in speaking. Not only in terms of language, but also psychologically and in terms of speaking style on stage. I have personally witnessed children who were initially shy transform into fluent speakers after participating in muhādharah.'

This finding also reinforces Howard Gardner's (1983) theory of Multiple Intelligences, which states that effective learning is learning that activates the various intelligences present in students. In the muhādharah technique, several intelligences play a dominant role:

1. Linguistic Intelligence (Verbal-Linguistic Intelligence)

These students have a high ability to choose vocabulary, compose communicative sentences, and organise messages in a logical and persuasive manner. They are skilled at composing speeches or narratives, applying rhetorical language styles, and are able to correct their own mistakes.

2. Interpersonal Intelligence (Social Intelligence)

This is evident in students' ability to read audience responses, adjust volume and speaking speed, and use appropriate eye contact and body language. Muhādharah activities encourage students to build relationships with their audience and improve two-way communication.

3. Musical Intelligence

Especially in singing Arabic songs or reciting poetry, which requires mastery of intonation, pitch, and rhythm. This practice prepares students to distinguish the distinctive sound patterns and stress patterns of the Arabic language.

4. Visual-Spatial Intelligence

This intelligence is evident in facial expressions, body posture, and body positioning during performances. In narratives and speeches, students with this intelligence can add persuasion and dramatic emphasis to visual expressions.

One student, Husein, shared his experience:

"At first, I was very afraid to perform. But since there's a rotation every week, I eventually got used to it. Now I actually enjoy being asked to perform, especially when the story includes funny dialogue in Arabic."

This mūhādharah technique differs from traditional lecture or memorisation techniques, as it provides real-life experiences and authentic communicative situations. Students are not passive recipients of knowledge but active participants in the language-building process. This aligns with the communicative approach, which focuses on the functional use of language.

Based on the researcher's observations, students showed improvements in confidence, discipline, and creativity after regularly participating in muhādharah. They practised composing texts, correcting pronunciation, and developing their own storytelling styles beyond the text.

Above all, this task encourages healthy competitive spirit, where students compete among themselves to do their best in front of their peers and teachers. Some students even creatively develop their own rhetorical and narrative delivery styles without using written content.

However, this study also found problems and limitations. Not all students learn optimally through this approach, especially students with intrapersonal or kinesthetic intelligence. They experience tension when performing in front of an audience, or do not believe that this approach suits their learning style.

Therefore, the researchers suggest alternative approaches that take into account variations in intelligence, such as small group tasks, role-playing simulations, or independent writing.

d. Posters

Posters are a useful tool for strengthening students' vocabulary and supporting the natural and gradual development of speaking skills (mahārah al-kalām). Arabic word or sentence posters displayed in every student activity room, including bathrooms, kitchens, dining halls, classrooms, and other common areas, provide continuous language stimulation within the boarding school environment. Words such as 'مصباح' (lamp), "باب" (door), 'كرسي' (chair), and others are strategically placed on the objects themselves. This provides a contextual and immersive learning experience, where students constantly see, read, and eventually understand the meaning of the displayed words.

The popularity of this technique stems from its strong connection to Howard Gardner's theory of Multiple Intelligences. Specifically, this poster approach stimulates two common types of intelligence: linguistic intelligence and visual-spatial intelligence. In terms of linguistic intelligence, students are encouraged to expand their vocabulary through non-traditional means, namely continuous visual contact with texts relevant to daily life. When Arabic words are displayed in the students' living environment and daily activities, acquisition becomes more natural and does not create the pressure associated with traditional memorisation approaches. This makes learners more open to receiving language input without intense mental effort, thereby accelerating language learning.

At the same time, from a visual-spatial intelligence perspective, posters allow students to connect written words with their actual visual representations. This procedure builds cognitive connections between word spelling, word sound (if

learned alongside audio), and word meaning, supported by the presence of the physical object where the word is displayed. These spatial connections are important in the cognitive process because the human brain is wired to more easily store spatial and contextual information. Thus, this technique provides adequate support for long-term vocabulary learning, which will be used automatically in oral communication.

Empirically, based on field observations, students who are intensively exposed to vocabulary displayed around the boarding school area demonstrate improved speed in producing words and sentences when speaking. The process of word production becomes more spontaneous because the vocabulary they see daily is stored in their long-term memory. Facilitator instructors also observed that learners began using the displayed words in daily communication, even in informal contexts, such as when joking, giving instructions to peers, or responding to questions during class activities. These observations indicate that the poster approach has a transfer effect, or the ability of students to use passively acquired language input in contexts that actively involve them.

The most likely reason for this success is that the poster technique offers unconscious yet continuous language exposure. With this technique, students are not consciously forced to memorise, but repeatedly and naturally see and absorb the language around them. This condition supports the language learning principle upheld by Stephen Krashen's Natural Approach, which states that understanding language through input texts is more important than initial production. This means that students must first understand meaning through context before they can actively produce language, and the poster technique provides more than enough space to achieve this.

Additionally, feedback from teachers and students reinforces the effectiveness of this technique. One teacher, Ustadz Fajar, stated that:

‘The poster technique makes it easier for students to remember vocabulary without having to memorise it continuously, as they see it every day in their daily environment.’

This statement highlights the influence of visual frequency on students' memory and communication readiness. Another study conducted by a student, Hussein, presented his experience:

‘At first, I didn't pay attention to the words, but over time I became accustomed to them and could speak directly using those words.’ This testimony reflects the internalisation of vocabulary through natural, unconscious repetition, which has a significant impact on students' confidence in speaking Arabic. This ability forms the foundation for developing good mahārah kalām.

This finding is also in line with several previous studies. Wuriy Handayani's research highlights that visual texts distributed in learning environments can create a language ecosystem that supports passive-active learning.²⁵ Meanwhile, Taufiq Akbar's linguistic landscape research identifies that exposure to the target language in public areas of educational institutions positively influences students' attitudes towards language and learning. In this context, the

²⁵ Wuriy Handayani, “Multimodal, Semiotika dan Terjemahan Slogan Pendidikan Sekolah Dasar: Visual dan Pesan Verbal dalam Pandangan Islam,” *JURNAL KEMUHAMMADIYAHAN DAN INTEGRASI ILMU* 1, no. 2 (2023): 84–99.

poster approach can be positioned as a functional linguistic landscape, rather than an aesthetic one.²⁶

However, there are important considerations to note when implementing this technique. One limitation is the limited range of word types presented. If posters only feature nouns (isim) without contextual sentences or everyday expressions, students may struggle to develop the ability to construct complete sentences. Therefore, it is recommended to add functional sentences, such as commands, prohibitions, greetings, or polite expressions commonly used in spoken communication.

The implications of these findings are far-reaching, both theoretically and practically. From a theoretical perspective, the linguistic poster technique enhances our understanding of how visual linguistic input can impact the process of communicative competence in a foreign language.²⁷ This technique reinforces the constructivist approach to language learning, where students learn not only from teachers but also from their environment. Practically, this technique is relatively inexpensive, easy to implement, and can be adapted to the needs of local Islamic boarding schools.

Considering the results obtained, it is recommended that this technique be further developed and integrated into Arabic language learning programmes in Islamic boarding schools in a more systematic manner. Posters should be designed to be attractive, colourful, and accompanied by illustrations to support students' visual understanding. Additionally, the content of the posters can be updated periodically to remain relevant and capture students' attention. Arabic language teachers can also involve students in the creation of posters, thereby fostering active learning that strengthens students' ownership of the language they are learning.

e. Mufrodat Drill

The results of this study prove that the mufrodat drill technique is one of the significant strategies in the mahārah kalām learning process, which contributes greatly to improving vocabulary mastery and sentence construction skills. This technique is routinely applied every night after the Isha prayer, in a conducive atmosphere with the full attention of the students.

The drill is conducted by one of the teachers who steps forward to the students' assembly, then recites the list of vocabulary, styles, and memorised phrases with clear intonation and pronunciation, followed simultaneously by all the students. Additionally, the teacher provides examples of vocabulary usage in sentence form, ensuring that students not only memorise words individually but also understand their context and usage patterns within proper Arabic sentence structure.

In an interview, the teacher, as head of the Arabic language department, stated:

²⁶ Taufiq Akbar dan M. Sjafei Andrijanto, "Poster Tiga Bahasa untuk Meningkatkan Motivasi Belajar-Mengajar," *Darma Cendekia* 1, no. 1 (2022): 16–22.

²⁷ Hanifatul Wahda, Ma'rifatul Laili, dan Nurul Arifiyanti, "Dampak Media Visual terhadap Motivasi dan Pemahaman Bahasa Inggris Murid SDN Gili Barat," *Journal of Linguistics and Social Studies* 1, no. 1 (2024): 20–32.

‘Memorising vocabulary alone is not enough. So I provide sentence examples to the children so they understand how to arrange those words into sentences. Thus, they do not merely imitate but can be creative in speaking.’

The active involvement of the students in reciting such exercises ensures that this approach is not merely mechanical practice but has become part of the boarding school's culture in learning Arabic. The students gain the ability to recognise sentence patterns, correct intonation, and alter sentence structure according to context, which are the most essential skills in mastering mahārah kalām.

In the context of Howard Gardner's Multiple Intelligences theory (1983), this drill technique activates several of Gardner's primary intelligences, namely:

1. Linguistic Intelligence (Verbal-Linguistic Intelligence)

This exercise activates verbal memory capacity, the ability to connect words and meanings, and builds skills in connecting words to form meaningful sentences.²⁸

2. Auditory Intelligence

This is manifested in students' ability to listen and imitate the sounds of words accurately.²⁹ Intensive daily repetition serves to build phonetic memory strength and correct pronunciation errors.³⁰

3. Intrapersonal Intelligence

Some students admit to repeating the exercises on their own before or after class as a form of personal reflection and internalisation of vocabulary.³¹

A student, Maulana, shared his experience:

‘I remember most when doing exercises like this together. Especially when I hear the teacher giving funny examples, it makes me remember better. Sometimes I imitate the examples and modify them a little to make them my own style.’

This technique aligns with the Behaviourist approach, which focuses on habit formation through repetition.³² Reinforcement in the form of direct corrections from the teacher and peer participation motivates the students to pronounce correctly and become more confident when speaking.

Based on the researcher's observations, this exercise creates a participatory and disciplined learning environment, where students come prepared and enthusiastic to practise and memorise new vocabulary. The exercise content is updated every night based on the weekly theme, making the words learned more contextual and relevant.

²⁸ Nila Sari Dewi dkk., “IMPLEMENTASI KECERDASAN BERBAHASA (VERBAL-LINGUISTIK) BAGI PEBELAJAR,” *Khidmah: Jurnal Pengabdian Masyarakat* 2, no. 2 (2024): 77–81.

²⁹ Nila Sari Dewi dkk., “The Implementation Of Linguistic Intelligence In Teaching Speaking Through Audio-Visual,” *Journal on Education* 5, no. 4 (2023): 11106–15.

³⁰ Hani’atul Khoiroh, “Thariqah Sam’iyyah Syafawiyah (Auditory-Oral Method) untuk Meningkatkan Creative Thinking dalam Pembelajaran Maharah al-Kalam,” *JALIE: Journal of Applied Linguistics and Islamic Education* 8, no. 02 (2024): 309–24.

³¹ Ahmad Sahnan, “Stimulating english verbal linguistic intelligence of early childhood,” *Indonesian Journal of Islamic Early Childhood Education* 6, no. 2 (2021): 184–90.

³² Benjamin Gardner dan Phillippa Lally, “Habit and Habitual Behaviour,” *Health Psychology Review* 17, no. 3 (Juli 2023): 490–96, <https://doi.org/10.1080/17437199.2022.2105249>.

This study also found that vocabulary exercises have a long-term effect on language capacity, particularly in terms of fluency in speaking and the courage to use new words in muhādharah or daily dialogue.³³

However, this technique also has drawbacks, one of which is the lack of visualisation or real-world context for some students with visual-spatial or kinesthetic intelligence. They find it easier to understand meanings through images, movements, or direct practice rather than through verbal repetition alone.

Therefore, some teachers have tried combining drills with supporting media, such as picture boards or simple games (language games) during playtime.

The conclusion of this study states that the mufrodat drill technique is one of the most important in Arabic language learning in Islamic boarding schools, particularly in developing mahārah kalām. In addition to expanding students' vocabulary, this technique also strengthens their ability to understand sentence structure and its contextual use.³⁴

To maximise the application of this technique, the researcher recommends: Providing variations in the number of forms and their use in real-life situations. Adding simple visual media to enhance meaning association. Allowing students to take turns leading exercises to instil a sense of responsibility and communicative competence. Academically, this study is a valuable contribution to Multiple Intelligences-based teaching methodology and functional language learning, which can serve as a model for foreign language teaching in other academic settings, particularly those based on communities and boarding schools.

Conclusion

Based on the research findings, it may be concluded that the implementation of the Arabic speaking skills teaching model based on the theory of Multiple Intelligences in the 3rd grade of Aliyah at Pondok Pesantren Mambaus Sholihin Gresik contributes positively to the development of students' speaking skills. Techniques such as muhādatsah, munāẓarah, muhādharah, the use of posters, and vocabulary drills contribute significantly to aligned with students' dominant intelligence profiles, such as linguistic, interpersonal, musical, visual-spatial, and auditory. The use of these varied strategies contributes not only to the enhancement of students' speaking abilities but also fosters self-confidence and learning motivation and interest in learning. However, the implementation of these techniques continues to encounter several challenges, such as insufficient teacher understanding of the concept of multiple intelligences, limited learning time, and inadequate supporting facilities for learning. Therefore, continuous teacher training, the provision of adequate learning media, and educational policies that support a multiple intelligences-based approach are recommended to ensure that the process of learning Arabic speaking skills can be more effective, effective, systematic, and comprehensive.

³³ Aulia Sifa Putri Anggraini, "Efektivitas Metode Drill Dan Kegiatan Muhadatsah Muhadhoroh Untuk Meningkatkan Kecakapan Berbahasa Arab," *Journal of Arabic Teaching, Linguistic and Literature* 3, no. 1 (2023): 58–66.

³⁴ Arindi Faizatul Laili, Mochamad Hasyim, dan Hasan Syaiful Rizal, "Peningkatan Hafalan Mufradat Melalui Metode Drill Di Madrasah Diniyah Al-Hidayah Gempol Pasuruan," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2022): 139–51.

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