



# The Role of Learning Motivation and Social Interaction in Enhancing Students' Speaking Skills: Managerial Perspectives in Educational Management

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## ABSTRACT

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This study examines the role of learning motivation and social interaction in enhancing eighth-grade students' Arabic language acquisition, with a focus on speaking skills. The purpose of this research is to explore how intrinsic and extrinsic motivation impact students' persistence, practice enthusiasm, and confidence in using Arabic in everyday contexts. Additionally, the study investigates how social interaction within the classroom influences language learning, particularly through communication dynamics. A learning management perspective is used to assess how classroom organization, activity planning, teaching strategies, and the use of time and media affect language acquisition. Using a mixed-methods approach, data were collected through surveys, interviews, and classroom observations. The findings reveal that intrinsic motivation, such as curiosity and personal satisfaction, as well as extrinsic factors, like recognition and social support, significantly enhance Arabic language acquisition. Furthermore, social interaction through activities like role-play and group discussions fosters authentic practice and reduces anxiety. The study concludes that combining motivation, social interaction, and effective learning management leads to improved oral communication skills, promoting more natural, argumentative, and emotionally engaging speech.

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## INTRODUCTION

Effective communication in Arabic is vital for students in Islamic educational environments, particularly in madrasahs. Mastery of *Maharah Kalam* (speaking skills) is crucial not only for academic success but also for the personal development of students in building confidence, social interaction, and practical

language use. Arabic proficiency is central to the development of communication skills that students will use in their daily lives and future careers. Studies have shown that motivation and social interaction are key drivers of success in language acquisition (Zahro, n.d.; Buhun & Nasution, 2021). Given the role of language skills in social integration and professional advancement, this research is vital for informing educational practices that can enhance language learning. Thus, understanding how motivation and social interaction influence *Maharah Kalam* is essential for improving both language proficiency and students' confidence in Arabic.

Despite the acknowledged importance of speaking skills in Arabic, many students still face significant challenges in mastering *Maharah Kalam*, particularly at the junior high school level. These challenges often stem from insufficient motivation to practice speaking, limited opportunities for meaningful social interaction, and a lack of effective classroom strategies to encourage active language use. As a result, students may struggle with fluency, vocabulary acquisition, and overall confidence in speaking Arabic. While many studies focus on different aspects of language learning, the relationship between learning motivation, social interaction, and their combined effect on speaking skills has not been sufficiently explored in the context of Islamic schools, particularly in the MTs setting.

In many madrasahs, students often demonstrate enthusiasm for learning Arabic but struggle to develop speaking skills due to a lack of authentic practice opportunities. Although formal instruction focuses on grammar and vocabulary, students face difficulty applying these in real-life conversations. Furthermore, social dynamics in the classroom, such as peer interactions and teacher-student communication, significantly affect students' confidence and willingness to speak. In particular, the lack of a safe and supportive environment for speaking, where students can freely express themselves without fear of judgment, hinders their language development. As such, understanding how motivation and social interaction contribute to *Maharah Kalam* is crucial for creating a learning environment conducive to skill enhancement.

Previous research has highlighted the importance of motivation in language acquisition. Intrinsic motivation, such as curiosity and personal satisfaction, and extrinsic motivation, such as rewards and social recognition, are both critical in enhancing language learning outcomes (Ristiyani et al., 2025; Alfi & Mizan, 2025). Additionally, studies have found that social interaction plays a pivotal role in language acquisition. Interaction with peers and teachers provides opportunities for authentic language practice and immediate feedback, essential components of effective language learning (Inovasi et al., 2025). While these studies provide valuable insights, they often isolate motivation or social

interaction as separate factors without addressing their combined influence on language learning, especially in a structured educational setting like a madrasah.

The gap in the existing research lies in the integration of motivation and social interaction as simultaneous factors influencing *Maharah Kalam*, particularly in junior high school students. For example, studies such as those by Indah Sri Ningsih (2023) and Thasya & Mufidah (2021) highlight the influence of vocabulary mastery and peer interaction but fail to consider the role of motivation as an independent variable. Furthermore, Rina Ristiyani et al. (2025) focus on small-group interactions in a different context (MAS Tahfidz), but the potential impact of larger classroom dynamics and teacher-led interactions remains underexplored. This research aims to fill this gap by exploring how both motivation and social interaction work together in a real classroom setting, offering a more holistic view of how to improve Arabic speaking skills.

This study offers a novel approach by integrating both motivation and social interaction in the context of Arabic language acquisition in a modern MTs setting. Unlike previous research, which either focuses on one aspect (e.g., motivation or peer interaction) or applies different methodologies, this study combines both qualitative and quantitative data to provide a more comprehensive analysis. The use of classroom observation, in-depth interviews, and a multi-level analysis allows for a deeper understanding of how these factors interplay. By addressing this gap, the study contributes new insights into effective language teaching strategies that can be applied in similar educational contexts, thereby enhancing the *Maharah Kalam* of students.

The primary research question of this study is: How do learning motivation and social interaction influence the development of *Maharah Kalam* in eighth-grade students? Preliminary arguments suggest that both intrinsic and extrinsic motivation, when coupled with active social interaction in the classroom, significantly enhance students' speaking proficiency. The study posits that a motivated student, who is encouraged by social support and peer interactions, will likely exhibit greater persistence and enthusiasm in language practice. This research contributes to the field by offering concrete strategies for educators to design learning environments that foster both motivation and interaction, leading to improved Arabic speaking skills among students in the MTs context.

## RESEARCH METHOD

This research employs a qualitative approach with a deep case study design to comprehensively explore the role of learning motivation and social interaction in the development of *Maharah Kalam* (Arabic speaking skills) among 8th-grade students at MTs Al-Hidayah. A case study design is particularly

suitable for this study as it allows for an in-depth examination of the phenomenon within a specific context, focusing on the subjective experiences of students and their interaction within the learning environment. This approach is chosen to capture the complex and dynamic factors that contribute to the students' speaking abilities in Arabic.

The research will be conducted at MTs Al-Hidayah, specifically targeting 8th-grade students. The selection of this school is due to its strong Arabic language program, structured curriculum, and well-defined syllabus. MTs Al-Hidayah was chosen because it provides an environment rich in Arabic learning activities, which are crucial for exploring how motivation and social interaction influence students' speaking skills. Furthermore, 8th-grade students were selected as they are at a developmental stage where language learning and social interactions in the classroom are particularly significant.

Data collection will involve three key techniques: in-depth semi-structured interviews, participatory observation, and document study. In-depth interviews will be conducted with 10-15 students, selected based on varying speaking abilities, to gain insights into their motivation for learning Arabic and their social interactions in the classroom. Participatory observation will take place over a four-week period during Arabic speaking lessons, allowing the researcher to directly observe the dynamics of student-teacher and peer interactions. This observation will provide valuable context to the interview data. Additionally, a document study will be conducted to analyze the curriculum, syllabus, and relevant scientific literature related to Arabic language teaching, providing a deeper understanding of the teaching strategies and curricular framework in place at MTs Al-Hidayah.

For data analysis, the researcher will follow the Miles and Huberman model, which includes data reduction by organizing key themes, presenting the data in narrative matrices and important quotations, and validating the findings through member checking and triangulation of sources. This analytical process ensures the credibility and reliability of the research, providing a comprehensive view of the factors influencing the development of *Maharah Kalam* in students at MTs Al-Hidayah.

## RESULT AND DISCUSSION

### **The Role of Learning Motivation on the *Maharah Kalam***

Learning motivation plays a crucial role in improving eighth-grade Islamic junior high school (MTs) students' Arabic speaking skills by encouraging persistence in practicing Arabic, building self-confidence, and overcoming nervousness. Moderate to high levels of motivation in MTs students typically arise from a combination of intrinsic and extrinsic factors, both of which can be

managed through appropriate learning management. Teachers, as classroom managers, play a strategic role in creating a conducive learning environment, guiding students' interests, and facilitating speaking activities relevant to their development.



**Figure 1. The Relationship between Intrinsic Motivation and the Power of Speech**

Intrinsic motivation arises from within students, for example, the desire to become a preacher or continue studying in the Middle East. This personal drive encourages students to practice speaking independently and actively participate in class discussions. Within the context of motivation management, teachers can facilitate these aspirations by designing goal-oriented learning, providing presentation opportunities, or assigning them responsible roles in language activities. Curiosity also serves as a powerful driving force when students feel interested in exploring Arabic language material, enabling them to actively engage in dialogues, presentations, and communicative exercises without relying on external encouragement. Classroom management that provides space for free exploration and the provision of challenging materials is an important part of learning management that supports this curiosity.

Personal satisfaction is another form of intrinsic motivation that helps students enjoy the learning process, for example, when they are able to pronounce long sentences or use new vocabulary in dialogue. Teachers can manage small student successes through positive feedback, tracking progress, and providing opportunities for repeated practice, so that this satisfaction becomes a long-term motivational booster. Similarly, personal goals, such as the desire to become a preacher or continue their studies, encourage students to consistently practice speaking Arabic daily. In student management, teachers can direct these goals through individualized learning plans, progress monitoring, and developing a classroom culture that supports students' long-term vision. Personal challenges also serve as a source of motivation when students feel satisfied with overcoming difficulties, such as applying the rules of grammar and grammar in spontaneous dialogue. Teachers' managerial practices of assigning

challenging yet measurable tasks help students build mental resilience and quick thinking skills. At, all of these forms of intrinsic motivation are part of the learning management, which emphasizes the habit of daily dialogue, verse presentations, and group discussions, resulting in significant improvements in students' fluency and confidence in speaking.

Extrinsic motivation, on the other hand, comes from external factors such as teacher praise, simple rewards, or the use of interactive digital media. Through technology-based learning management, teachers can integrate animated videos, audio-visual applications, and speaking practice platforms to foster student enthusiasm. This strategy has been proven to increase participation in eighth-grade Islamic junior high school (MTs) students to a high level. Rewards and recognition are forms of motivation that teachers can manage as positive reinforcement, for example through praise, certificates, or class appreciation. This encourages students to strive to perform well in dialogues, presentations, and Arabic language competitions. In classroom management, such rewards can increase student discipline and pride.

Social pressure is also a source of motivation, such as parental expectations, teacher reprimands, or competition with peers. By managing healthy classroom interactions, teachers can redirect social pressure into positive reinforcement, for example by creating healthy competition or collaborative group work. Rewards or rewards, both material and non-material, are often used as a strategy to reinforce behavior in learning. In the context of student management, teachers need to regulate the frequency and form of rewards to ensure they remain effective without diminishing students' learning independence. Furthermore, motivation in the form of avoiding punishment can motivate students to practice their kalam skills to avoid reprimands or negative consequences. This practice must be managed through fair and proportional classroom management, so that punishment does not create excessive fear but fosters a sense of discipline.

Overall, both intrinsic and extrinsic motivation play a significant role in improving the ability to speak Arabic, and all forms of motivation require systematic management through learning, classroom, and student management. Integrating motivation with communicative classroom management has been shown to encourage active participation, increase speaking confidence, and foster sustainable learning habits that significantly improve Arabic speaking skills.

### **Social Interaction in Learning *Maharah Kalam*: Classroom Communication**

The role of social interaction in learning the *Maharah Kalam* (Islamic recitation) is crucial because it reveals the dynamics of classroom communication

that create a collaborative learning environment for eighth-grade students of Islamic Junior High Schools (MTs). Through group discussions, paired dialogues, and peer presentations, students gain real-life speaking practice that reduces nervousness, enriches contextual vocabulary, and fosters spontaneous responses to direct feedback. From a learning management perspective, these activities provide teachers with space to regulate the flow of interactions, facilitate collaboration, and ensure that each student receives an equitable opportunity to practice.

The dynamics of social interaction build collective confidence, as students correct each other's pronunciation, sentence structure, and intonation, making the communication process more lively than monologue learning. Through effective classroom management, teachers can identify obstacles such as shyness or dominance of certain students and address them through role rotation strategies, allocation of speaking time, and equitable assignments. As a result, the dynamics of classroom communication accelerate the holistic mastery of *Maharah Kalam*.

In paired dialogue activities, students practice guided conversations and spontaneous dialogue as key forms of social interaction. Through classroom management, teachers can create a safe space for students to practice, provide direct feedback, and arrange pairs so that students of varying abilities complement each other. Paired dialogues allow for quick correction of pronunciation and structure, thus helping students build fluency and confidence in speaking. Strategically managing dialogue pairs, such as weekly rotations or level-based assignments, is part of interaction management that reinforces the development of Arabic.

Group discussions create richer dynamics as students exchange opinions on relevant topics such as daily life or Islamic topics. These activities foster oral argumentation, appropriate vocabulary selection, and active listening skills. Within the framework of learning management, teachers regulate group sizes, assign tasks, and guide interactions to prevent them from being dominated by any single student. Effective discussion management helps reduce speaking anxiety while increasing students' confidence in expressing their opinions in Arabic. Through these management strategies, group discussions become an effective means of developing contextual vocabulary and argumentative speaking skills.

Role-play activities provide students with authentic communication experiences by acting out real-life situations, such as those involving a seller and a buyer or a doctor and a patient. This activity allows students to speak spontaneously while practicing emotional expression, intonation, and gestures. From a classroom management perspective, the teacher sets the scenario, assigns

roles, and manages practice time so that each student receives equal speaking experience. With good learning management design, role-playing creates a fun learning atmosphere, reduces shyness, and enriches functional vocabulary. As a result, students become more confident in facing real-life communicative situations and show significant improvements in their speaking fluency.

Presentations and question-and-answer sessions are forms of social interaction that train students to construct coherent oral narratives and respond spontaneously to audience questions. This activity requires students to organize ideas, use correct sentence structure, and manage the pressure of public speaking. Implementing this activity requires time management, role management, and planned turn-taking by the teacher. Through direct feedback from peers and the teacher, students correct deficiencies in real time, develop two-way communication skills, and enhance intonation clarity. The application of appropriate classroom management in this activity ensures that speaking skills are improved evenly and consistently throughout.

Overall, social interaction is not just a natural process in learning to speak, but a system that must be managed through learning management, classroom management, and strategic interaction arrangements. When teachers effectively manage these social dynamics, students experience an effective, enjoyable, collaborative learning space that strongly supports optimal mastery of the kalam language.

## **Discussion**

The research results indicate that learning motivation plays a significant role in improving the mastery of Arabic language (kalam) in eighth-grade Islamic Junior High School (MTs), primarily through intrinsic motivations such as curiosity, personal satisfaction, and long-term goals related to religious understanding or interest in further study (Sain, Huda, & Habibu, 2024). This finding aligns with Self-Determination theory (Veronika & Zaini, 2024) which asserts that internal motivation strengthens persistence and performance in learning Arabic. This alignment suggests that intrinsic motivation forms a stable psychological foundation for the development of speaking skills. Consequently, teachers need to create an atmosphere that fosters students' natural interest so that kalam development can occur consistently without relying on external pressure.

Extrinsic motivation was also found to contribute to increased student participation in kalam practice (Halisoh & Sain, 2024). Factors such as recognition, social pressure, gifts, and the avoidance of punishment can encourage students to perform and practice (Holid, 2025). This finding aligns with research by (Hasanah, Munawwaroh, & Hasanah, 2024), which

demonstrated increased speaking confidence through external reinforcement. However, this study found that the impact of extrinsic motivation tends to be temporary and weakens when not supported by intrinsic motivation. This difference arises because the value environment at emphasizes religious awareness and long-term goals, making intrinsic motivation a dominant factor. Consequently, schools need to balance external reinforcement with strategies for fostering internal values and interests to ensure more sustainable learning outcomes.

Regarding social interaction, this study found that pair dialogues, group discussions, role-plays, and presentations provide authentic practice spaces that accelerate the development of kalam mastery. This finding is consistent with Vygotsky's theory and the study of (Dakir, Niwati, & Subaida, 2022), which states that collaborative interaction enriches spontaneous responses, intonation, and vocabulary mastery. In this study, social interaction not only improved speaking fluency but also strengthened students' self-confidence through peer support (Sain et al., 2024). However, several obstacles, such as shyness and dominance among certain students, were identified, which have not been widely explored in previous research. This indicates that classroom social dynamics can serve as both a driver and a barrier to kalam development (Veronika & Zaini, 2024).

These findings also confirm that the effectiveness of social interaction is highly dependent on the teacher's ability to manage the classroom (Maisuroh & Jamil, 2024). Management strategies such as role rotation, providing balanced speaking time, and facilitating feedback have been shown to increase equitable participation and reduce student awkwardness. This study expands on previous literature by adding the dimension of classroom management as a determining factor in the success of kalam learning. The implication is that social interaction cannot simply be presented as a learning method but must be systematically managed to provide equal opportunities for all students to develop (Mukarromah, 2025).

Overall, this study shows that the combination of strong learning motivation and well-managed social interactions results in more optimal development of Islamic theology than when the two factors exist separately (Kholifatunnisak, 2024). These findings reinforce the understanding that the success of Arabic language learning in Islamic junior high schools (MTs) cannot be separated from the synergy between psychological, social, and managerial aspects. The implication is that teachers and schools need to design a holistic learning approach, encompassing strengthening motivation, managing interactions, and instilling the religious values characteristic of madrasahs. With this synergy, the improvement of Islamic theology skills can be more comprehensive, stable, and relevant to the learning needs.

## CONCLUSION

This study shows that learning motivation and social interaction play a significant role in the development of students' mastery of kalam (kalam) in eighth-grade students at Al-Hidayah Islamic Junior High School (MTs). Intrinsic motivation such as curiosity, personal satisfaction, long-term goals, and personal challenges proved to be the primary driving force behind students' persistence, courage, and consistency in practicing speaking. Extrinsic motivation through rewards, social reinforcement, gifts, and the avoidance of punishment also contributed to the initial drive for students' courage in practicing kalam, albeit more temporarily. Social interactions in the form of pair dialogues, group discussions, role-plays, and presentations accelerated kalam mastery through authentic practice, direct feedback, and peer support. The primary lesson of this study is that developing kalam skills requires not only learning methods but also strengthening motivation and systematically managing social interactions. In terms of scientific contribution, this study broadens perspectives on the simultaneous relationship between motivation and social interaction and adds the dimension of classroom management as a crucial factor in Arabic language learning at the MTs level.

This study has several limitations that require consideration. This study was conducted at a single location, with a limited coverage of eighth-grade students. Therefore, variations in gender, age, language ability, and social background were not comprehensively captured. The qualitative case study approach also limits the generalizability of the findings, as the data emphasizes depth over breadth. Therefore, further research is needed involving more schools, with a more balanced gender and age distribution, and using survey methods or a mixed approach to produce a broader and more representative picture. These more comprehensive research results are crucial for formulating Arabic language learning policies that are more effective, targeted, and adaptive to student diversity.

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