



AHALLIYAH

Jurnal Bahasa Arab dan Pengajarannya

e-ISSN: 3047-4377

Available online at <https://journal.unisad.ac.id/index.php/ahalliyah>

Email: ahalliyah@unisad.ac.id

The Relationship Between Vocabulary Mastery and Arabic Speaking Skill: A Systematic Literature Review (SLR)

Hubungan Penguasaan Mufrodlat dengan Kemampuan Berbicara Bahasa Arab dalam Konteks (SLR)

Author Name

Author Affiliation

Nur Alisa

Universitas Islam As'adiyah Sengkang

Rudi

Universitas Islam As'adiyah Sengkang

Syamsuddin Semmang

Universitas Islam As'adiyah Sengkang

Besse Mutmainnah

Universitas Islam As'adiyah Sengkang

Hamzah Harun Al-Rasyid

Universitas Islam Negeri Alauddin Makassar

Corresponding Author: lisapink150302@gmail.com

Abstract

Students' Arabic speaking ability remains relatively low, largely attributed to limited vocabulary (*mufrodlat*) mastery. This condition leads to difficulties in spontaneously constructing sentences, reduced communication confidence, and an inability to use Arabic actively in daily interactions. This research explores the interconnectedness of *mufrodlat* proficiency and Arabic speaking capabilities among students, while also categorizing the distinct variables influencing these two domains in the pedagogical setting. A qualitative descriptive library research design was implemented to anchor the study. The empirical and theoretical evidence was harvested using documentation techniques and a literature review targeting various scholarly instruments, such as books, indexed journals, and relevant preceding literature. To interpret the data, content analysis was employed by systematically reviewing, comparing, and decoding various theoretical structures and prior research conclusions. The ultimate outcomes indicate that lexical mastery serves as a critical determinant strongly linked to students' spoken Arabic performance. Students with good vocabulary mastery tend to speak more fluently, communicate with greater confidence, and construct sentences more accurately. Conversely, limited vocabulary constitutes the primary obstacle to oral communication fluency. Ultimately, this research demonstrates that proactive, communicative, and continuous lexical learning significantly advances students' Arabic speaking performance. This evidence

Article History

Received: 15 March 2026 | Revised: 9 April 2026 | Accepted: 27 April 2026

highlights the pivotal role of shifting Arabic teaching methodologies toward an integrated model that pairs vocabulary retention with spontaneous communication exercises. Therefore, this framework functions as a reference for teachers, scholars, and syllabus designers in upgrading the quality of Arabic language pedagogy.

Keywords: Arabic speaking ability, content analysis, library research, systematic literature review, vocabulary mastery.

Abstrak

Kemampuan berbicara bahasa Arab peserta didik masih tergolong rendah, yang sebagian besar disebabkan oleh terbatasnya penguasaan mufrodat. Implikasi dari kondisi ini menstimulasi kesulitan bagi peserta didik dalam memformulasikan ujaran secara spontan, menurunkan efikasi diri dalam berinteraksi, serta menghambat aktualisasi bahasa Arab secara aktif di lingkungan sehari-hari. Oleh karena itu, urgensi kajian ini ditujukan untuk mengevaluasi korelasi substantif antara penguasaan mufrodat dan kemahiran berbicara bahasa Arab siswa, serta menguraikan elemen-elemen sosiopedagogis yang mengintervensi kedua variabel tersebut dalam konteks pembelajaran. Desain penelitian ini mengimplementasikan metode Systematic Literature Review (SLR) dengan corak kualitatif deskriptif. Akuisisi data direalisasikan melalui teknik dokumentasi dan eksplorasi pustaka dari berbagai khazanah ilmiah, seperti buku instruksional, berkala ilmiah bereputasi, artikel, dan hasil penelitian terdahulu yang koheren. Tahap akhir analisis data dalam studi ini bersandar pada teknik analisis isi (content analysis). Secara operasional, instrumen ini diterapkan melalui reduksi, komparasi, dan interpretasi terhadap konseptualisasi teori serta temuan-temuan faktual yang bersumber dari khazanah kepustakaan ilmiah sebelumnya. Hasil kajian menunjukkan bahwa penguasaan mufrodat memiliki hubungan yang erat dengan kemampuan berbicara bahasa Arab peserta didik. Peserta didik dengan penguasaan kosakata yang baik cenderung lebih lancar berbicara, lebih percaya diri dalam berkomunikasi, dan lebih mudah menyusun kalimat secara tepat. Sebaliknya, keterbatasan mufrodat menjadi hambatan utama dalam kelancaran komunikasi lisan. Dapat diikhtisarkan bahwa peningkatan penguasaan mufrodat secara aktif, komunikatif, dan berkesinambungan berkontribusi signifikan terhadap peningkatan kemampuan berbicara bahasa Arab peserta didik.

Kata-kata Kunci: analisis isi, kemampuan berbicara bahasa Arab, penguasaan kosakata, penelitian pustaka, systematic literature review.

Introduction

Arabic serves as an international lingua franca that plays an essential role in contributing to the development of sociolinguistics, as well as educational, religious, social, and cultural institutions. It is spoken by millions of people across various countries and acts as an official language in numerous international forums (Thohir, 2025). The position of Arabic within the dynamics of Muslim life is fundamental, as it constitutes the linguistic foundation for the holy texts of the Qur'an, Hadith, and various Islamic references across generations, encompassing both classical manuscripts and modern literature. Consequently, Arabic language learning has been progressively implemented across all academic levels, ranging from primary and secondary education to higher education institutions. Arabic instruction is directed not only toward the ability to comprehend written texts but also toward employing the language actively in daily communication (Di et al., 2025).

As one of the primary domains of language proficiency, speaking skill (*maharah al-kalam*) functions not only as a major indicator of language mastery efficiency but is also identified as the most challenging material for students in Arabic language pedagogy. Through speaking, ideas, perceptions, affective aspects, and informative messages can be directly disseminated to other parties via oral communication media (Noureddine & Research, 2024). This skill is the ultimate benchmark of a person's success in mastering a foreign language because speaking demands the simultaneous integration of vocabulary, sentence structures, and pronunciation within a brief period. However, in practice, learning processes that focus solely on theory without providing opportunities for active speaking practice often cause students to encounter profound difficulties in communicating using Arabic (Muradi, 2022).

Vocabulary (*mufrodat*) mastery stands as one of the most fundamental elements in Arabic language learning. It serves as the building block for sentence construction, a tool for understanding conversations, and a medium for expressing ideas both orally and in writing. The acquisition of an adequate quantity and

quality of vocabulary significantly contributes to the escalation of students' self-efficacy and semantic articulation accuracy, enabling them to comprehend spoken interactions easily and express opinions in Arabic with greater confidence. Conversely, limited vocabulary mastery often becomes the primary obstacle to students' oral proficiency, as they face difficulties selecting the appropriate words to use during communication (Umam, 2022). This condition demonstrates that vocabulary mastery and speaking ability are two closely intertwined aspects of the Arabic language acquisition process.

The phenomenon of low Arabic speaking ability resulting from limited vocabulary mastery is still widely prevalent across various educational institutions. Students who theoretically comprehend grammatical rules are often unable to speak fluently due to an insufficient vocabulary repository to construct spontaneous sentences. Low self-confidence, a lack of speaking practice, and unvaried learning methods further aggravate this condition (Sadri, 2024). This situation indicates that the complications surrounding Arabic speaking ability cannot be separated from the issues of students' vocabulary mastery (Eky Achmad Basim et al., 2022).

Several prior studies have examined the systematic correlation between vocabulary mastery and *maharah al-kalam* proficiency. Abusyairy et al. (2023) identified a positive relationship between vocabulary capacity and students' *maharah al-kalam* performance at the vocational secondary education level. Suhadi and Fahrurozi (2024) also discovered a highly significant correlation between Arabic vocabulary capacity and speaking skills. Nonetheless, these previous studies were generally empirical with field research settings limited to specific education levels and contexts. Consequently, they have not provided a comprehensive and holistic theoretical overview of how the relationship between these two variables is explained across different theoretical perspectives and cross-contextual research findings. This gap establishes the urgent need for a systematic and profound literature review concerning the relationship between vocabulary mastery and Arabic speaking ability.

Therefore, the strategic position of this study relies on the utilization of a Systematic Literature Review (SLR) design as an instrument to map, construct, and synthesize the wealth of scientific findings and theoretical formulations within a heterogeneous Arabic learning ecosystem. Departing from prior research that generally examines only a single specific population, this study attempts to build a broader and more comprehensive understanding of the interconnectedness between vocabulary mastery and speaking ability based on a cross-source and cross-contextual analysis. The theoretical framework deployed encompasses language acquisition theory, communicative competence theory, and various relevant empirical research outcomes (Almelhes, 2024).

Based on the aforementioned background, this research is oriented toward analyzing the interconnectedness between vocabulary mastery and students' Arabic oral articulation competence within an instructional setting. This study aims to map the achievements of vocabulary mastery, evaluate *maharah al-kalam* performance, and test the significance of the correlation between these variables by anchoring them against theoretical frameworks and prior empirical comparisons. Explanatorily, the outcomes of this research are projected to offer conceptual and practical contributions to the reconstruction of Arabic learning strategies, particularly in escalating speaking proficiency through the intensification of lexical mastery.

In a linguistic context, vocabulary (*mufrodāt*) is defined as a collection of Arabic words actualized as a medium to assimilate information and express intentions both orally and in writing during communicative activities. Vocabulary mastery constitutes the foundational cornerstone of Arabic language acquisition because lexical items function as the structural building blocks of sentences and the primary instruments for conveying meaning (Harere & Jallad, 2023). Arabic vocabulary instruction does not merely prioritize the cognitive capacity for rote memorization; rather, it encompasses the ability to comprehend word meanings, usage, pronunciation, and contextual application in daily interactions. Proficient vocabulary mastery effectively aids students in deciphering written texts, spoken

conversations, and various Arabic instructional materials with greater ease (Hasanah et al., 2023).

Furthermore, vocabulary mastery exhibits a tight interconnectedness with other complementary language proficiencies, such as auditory comprehension, reading literacy, and writing. Students equipped with an extensive vocabulary repository tend to internalize learning materials more effortlessly and display greater self-confidence when deploying the Arabic language. This condition accentuates that lexical strength is a pivotal element underwriting successful foreign language acquisition. Conversely, restricted vocabulary mastery frequently operates as the primary impediment for students in dynamically internalizing and utilizing Arabic.

To mitigate these constraints, vocabulary instruction can be executed through diverse pedagogical methodologies, including memorization techniques, conversational methods, educational language games, and the deployment of interactive, stimulative learning media. In this framework, educators act as primary facilitators and essential agents of transformation who assist students in anchoring vocabulary through repetitive practice and contextual sentence usage. The implementation of a communicative approach in vocabulary pedagogy effectively stimulates students to recall and employ *mufrodāt* more fluidly within their daily environments.

Parallel to lexical acquisition, speaking proficiency in Arabic (*maharah al-kalam*) represents an individual's capability to articulate cognitive structures, ideas, and emotional responses orally. Speaking skills stand as a fundamental pillar within language learning instruments due to their active, productive contribution to communication. This capability does not solely revolve around the psychological courage to speak; it comprehensively encompasses articulatory precision, appropriate lexical selection, conversational fluency, and syntactic accuracy (Gentala & Dasar, 2025).

Arabic speaking proficiency is transformed primarily through intensive and continuous practice. Students require an accommodative instructional environment to habituate the utilization of Arabic as a daily tool of interaction. To optimize its pedagogical efficacy, the instruction of this skill must integrate practical activities, including conversational drills, interactive dialogues, debates,

presentations, and other two-way communication models. The ultimate objective of this structured training scheme is to equip students with the verbal performance capacity required to formulate spontaneous and responsive utterances.

Empirically, Arabic speaking proficiency is influenced by several simultaneous elements, including vocabulary mastery, grammatical competence, motivation levels, self-confidence, and the overall classroom environment. Among these variables, vocabulary acquisition operates as a critical primary predictor. A deficient vocabulary store directly implies an inability to formulate verbal utterances and express concepts orally. Consequently, speaking performance remains heavily contingent upon the level of vocabulary mastery possessed by the students (Prodi et al., 2022).

Consequently, vocabulary mastery and Arabic speaking ability maintain an inextricably close relationship within the language learning nexus. Vocabulary serves as the baseline for oral communication, given that every conversational exchange requires words to transmit a message. Students with robust vocabulary mastery find it substantially easier to construct sentences, comprehend dialogues, and articulate opinions fluently. A wide vocabulary range also mitigates foreign language anxiety and bolsters student self-confidence within the domain of *maharah al-kalam* (Abusyairy et al., 2023).

The operational link between vocabulary mastery and speaking performance is clearly reflected in how accurately and representatively students implement their lexical repertoire during oral communication. Students with limited vocabulary usually encounter friction when projecting their thoughts because they lack the precise words required for the context. This deficiency causes the communication process to become fragmented and ineffective. Furthermore, low vocabulary mastery often triggers negative affective states, such as the fear of making mistakes and a severe deficit in self-confidence, which discourages students from actualizing their oral skills (M. Alagrami & M. Eljazzar, 2023).

Ultimately, an Arabic pedagogical framework that emphasizes progressive and sustained vocabulary reinforcement yields a positive trajectory for students'

speaking enhancement. Employing communicative and interactive learning methods ensures that students can effortlessly comprehend and bridge vocabulary into daily conversations. This strong theoretical and empirical interdependence indicates that enriching a student's vocabulary repository yields a positive, direct influence on the overall development of their Arabic speaking proficiency.

Research Method

This study implements a desk-based research design (library research) managed through a qualitative descriptive Systematic Literature Review (SLR) paradigm. An SLR constitutes a research design executed through the comprehensive examination of documented literature relevant to the research object, such as Scopus-indexed scientific journals. The qualitative descriptive approach is applied based on the research objective, which aims to present an analytical, systematic, and objective description regarding the urgency of lexical mastery toward students' oral communication performance, as well as to analyze the relationship between vocabulary mastery and Arabic speaking ability based on existing theoretical frameworks and prior scientific conclusions. The SLR approach is utilized specifically to extract a profound understanding regarding the theoretical foundations of vocabulary (*mufrodāt*) mastery and Arabic speaking skills (*maharah al-kalam*). The examination of diverse scientific sources is conducted systematically to enable the researcher to identify the correlation between both variables based on expert consensus and previous research findings. Consequently, this study does not employ direct field data collection but focuses strictly on analyzing data sourced from scientific literature (Suhadi & Fahrurrozi, 2024).

The SLR design in this study categorizes data sources into two groups: primary data and secondary data. Primary data serves as the main analytical foundation, extracted directly from key literature, theoretical essays, and original academic manuscripts sourced from core reference pillars. These encompass theoretical literature on Arabic language pedagogy, scientific journals focusing on

vocabulary and *maharah al-kalam*, and empirical comparisons from prior studies correlating vocabulary retention with oral communication performance. Meanwhile, secondary data functions as an explanatory instrument to reinforce analytical rigidity, extracted from supporting scientific articles, pedagogical policy documents, research reports, and other associative references. To guarantee academic accountability, all data materials are rigorously selected through strict parameters of relevance, content validity, and thematic linearity with the object of study.

Data collection in this research applies documentation and library study techniques. The documentation approach is implemented through the codification of various textual documents that record the dynamics of vocabulary mastery and oral proficiency (*maharah al-kalam*). This data corpus is extracted from theoretical textbooks, scientific journals, academic articles, and empirical comparisons of previous research sharing thematic linearity. Furthermore, the library study is actualized through in-depth reading, conceptual understanding, variable identification, and critical synthesis of theories and research findings relevant to the focus of the study. The data collection process is executed systematically to ensure the researcher obtains comprehensive information regarding the relationship between students' vocabulary mastery and Arabic speaking ability.

The data interpretation process in this SLR study applies the content analysis method. This approach is actualized to dissect, conceptualize, and construct meaning from the diverse literature underlying the focus of the study. The gathered data corpus is subsequently codified into specific thematic clusters, including the taxonomy of vocabulary mastery, the theoretical constructs of Arabic speaking ability (*maharah al-kalam*), and the correlative synthesis bridging both variables. The analysis is conducted by thoroughly reading various data sources, identifying critical information, comparing expert opinions, and drawing conclusions based on the literature review outcomes. The successfully assembled data corpus is then systematically organized and presented through a qualitative

descriptive approach to generate theoretical explanations that are transparent, coherent, and highly accessible.

Results and Discussion

1. Arabic Vocabulary Mastery Level as a Lingual Foundation for Students

Lexical competence or vocabulary mastery constitutes a crucial aspect of Arabic language pedagogy due to its position as a foundational instrument for internalizing meaning while simultaneously actualizing the language in dynamic verbal interactions. *Mufrodat* serves as the core structural component used in reading, writing, listening, and speaking activities. Students equipped with robust vocabulary mastery can comprehend Arabic instructional materials more effortlessly and express ideas or opinions with greater fluency. Furthermore, vocabulary mastery operates as a key indicator in determining an individual's overall language proficiency level, given that language skills cannot be effectively stimulated without the support of an adequate vocabulary repository (Ishkewy et al., 2022).

Students' *mufrodat* mastery levels can be identified through their capability to recognize, understand, memorize, and implement Arabic vocabulary across various learning situations. The ability to recognize *mufrodat* is apparent when students can decipher the meaning of words heard or read. The ability to understand *mufrodat* is reflected in students' accuracy in interpreting word meanings according to the context of a sentence. Memorization capability is evidenced by students' cognitive retention of previously learned vocabulary, while the ability to use *mufrodat* is demonstrated through students' skills in constructing sentences and engaging in basic Arabic communication (Guellil et al., 2024).

In-classroom practices frequently reveal variations in *mufrodat* mastery levels among individual students. Some students master vocabulary rapidly due to high learning interest, consistent review habits, and strong intrinsic motivation to learn Arabic. Conversely, other students continue to encounter profound friction in memorizing and deploying vocabulary due to a lack of practice, low self-

confidence, and minimal Arabic usage in daily interactions. These discrepant capabilities lead to diverse vocabulary mastery levels, necessitating in-depth measurement and systematic analysis.

Empirically, students' *mufrodat* acquisition is driven by closely intertwined internal and external factors. On the internal spectrum, variables that yield significant contributions include interest levels, motivational structures, cognitive retention capacity for new words, and individual learning readiness. External factors are represented by teaching methodologies, instructional media, the classroom climate, and the practical intensity of Arabic usage in daily environments. Active and communicative learning designs initiated by educators contribute positively toward accelerating students' comprehension and long-term memory retention regarding Arabic vocabulary. Moreover, the presence of representative and engaging learning media acts as a catalyst to trigger students' interest in *mufrodat*, systematically boosting pedagogical productivity and efficacy (Jarrar, 2022).

Measuring students' *mufrodat* mastery levels can be executed through various forms of learning evaluation. Written assessments can be deployed as instruments to evaluate students' capacity to construct word meanings, perform lexical translation, and complete sentence gaps with accurate vocabulary. Meanwhile, oral examinations are utilized as parameters to assess students' applicable capabilities in pronunciation and vocabulary articulation directly within simple interpersonal communication. Systematic observation during the instructional process also assists teachers in gauging the extent to which students comprehend and utilize *mufrodat* during classroom communication. The results of these evaluations serve as a base to determine students' vocabulary mastery levels more objectively (Uriawan et al., 2025).

Students' ability to master *mufrodat* exerts a substantial influence on overall Arabic learning success. Students with high vocabulary mastery tend to comprehend Arabic texts more easily, participate more actively in speaking, and display greater confidence throughout the learning process. Conversely, students

with low Arabic vocabulary mastery face crucial constraints in assimilating instructional substances. This phenomenon correlates linearly with a deficit in their performance to produce adaptive utterances when interacting in the target language. This condition emphasizes that *mufrodāt* mastery stands as a primary determinant shaping the development of students' language skills (Alherran, 2026).

Analyzing students' vocabulary mastery capacity is essential to map the real-world map of Arabic lexical competence within classroom dynamics. The practical utility of this analysis lies in its function as a reflective instrument for educators to formulate more effective instructional policy directions. Theoretically, the articulation of this research is projected to enrich the treasury of Arabic learning model developments that prioritize communicative-contextual aspects and remain student-centered, thereby ensuring the maximum attainment of instructional objectives (Rahmatan et al., 2026).

2. The Relationship Between Vocabulary Mastery and Students' Arabic Speaking Ability

Table 1. *The Relationship Between Vocabulary Mastery and Arabic Speaking Ability*

No.	Vocabulary Mastery Indicators	Impact on Speaking Ability
1.	Capable of recognizing vocabulary	Easier comprehension of oral prompts and questions
2.	Capable of understanding word meanings	Higher precision in responding to conversational turns
3.	Capable of memorizing vocabulary	Fluency in spontaneous sentence construction
4.	Capable of using vocabulary in sentences	Active participation and high self-confidence in speaking
5.	Low vocabulary mastery	Syntactic friction, frequent pauses, and fragmented speech
6.	High vocabulary mastery	Effective, fluid, and target-like communication

Source: Processed Primary Data, 2026

The relationship between *mufrodat* mastery and Arabic speaking ability occupies a strategic position as an essential component in language acquisition that demands intensive and systematic attention. Vocabulary serves as the core foundation in the communication process, as an individual cannot transmit ideas, thoughts, or emotions without an adequate command of words. Arabic speaking proficiency heavily relies on the quantity and quality of vocabulary possessed by students. A broader vocabulary mastery systematically expands a student's capacity to construct sentences, comprehend speech, and articulate opinions fluently and accurately (Muzaffar, 2025).

Arabic speaking proficiency or *maharah al-kalam* does not merely revolve around psychological courage; it encompasses the capability to select appropriate words, arrange sentence structures correctly, and deploy accurate pronunciation. Vocabulary mastery plays an instrumental role in supporting all these aspects since words form the primary raw material of oral communication. Students with a rich vocabulary store find it easier to respond to conversations, deliver arguments, and comprehend spoken Arabic. On the other hand, vocabulary limitations frequently cause students to encounter severe speaking friction, feel less confident, and experience foreign language anxiety regarding making errors during communication (Makinuddin et al., 2025).

Phenomena in Arabic language classrooms demonstrate that numerous students still face major communication barriers due to low *mufrodat* mastery. This condition is evident when students theoretically understand grammatical rules (*qawa'id*) but remain unable to mobilize them in daily conversations. Difficulties in recalling vocabulary, a lack of speaking practice, and a minimal Arabic-speaking environment operate as prominent factors dampening students' oral proficiency. This situation clarifies that *mufrodat* mastery maintains an inextricably close tie with speaking skills, given that lexicon is the primary engine of oral interaction.

The operational link between vocabulary mastery and Arabic speaking ability is observable through students' capacity to deploy vocabulary precisely during interaction. Students with proficient *mufrodāt* mastery are typically more active in speaking, faster at processing questions, and more fluid in delivering answers in Arabic. These indicators prove the existence of a linear and positive correlation between vocabulary quantity and Arabic speaking fluency. Consequently, a deficit in vocabulary mastery directly correlates with students' inability to arrange phrases systematically, which ultimately degrades oral spontaneity due to word-retrieval failure (Putri, 2025).

Structured and continuous vocabulary instruction yields a significant path toward upgrading students' speaking performance. Utilizing communicative learning methods, conversational drills, language games, and habituating Arabic usage within daily routines assist students in retaining and utilizing vocabulary more effectively. In this configuration, teachers act as primary facilitators in cultivating an academic environment that nurtures students' verbal performance through the enrichment and consolidation of Arabic vocabulary. Active and interactive learning patterns ensure that students become accustomed to deploying vocabulary in real-world communication (Adam et al., 2025).

Analyzing the interaction between *mufrodāt* capability and Arabic oral performance is essential to measure the extent to which the independent variable linearly influences the dependent variable. The research findings provide an objective overview of the implications of vocabulary size on students' verbal articulation capacity. The empirical findings from this study can also be utilized as a tactical reference for teachers in designing instructional strategies that stimulate speaking skills through lexicon intensification. Ultimately, this research is directed to offer concrete contributions to the reformation of Arabic pedagogical methodologies that prioritize two-way communication and align with learners' contextual needs (Sopian, 2025).

Conclusion

Based on the systematic review regarding the relationship between vocabulary mastery and Arabic speaking proficiency, it can be concluded that vocabulary (*mufrodat*) mastery maintains an inextricably close relationship with students' oral communication performance (*maharah al-kalam*) within the Arabic language learning framework. Vocabulary serves as the fundamental cornerstone of communication, given that words are mobilized to comprehend, structure, and articulate thoughts orally. Students equipped with an adequate vocabulary repository tend to speak Arabic more fluently, display higher self-confidence, and construct precise sentences with greater ease. Furthermore, an extensive vocabulary range aids students in processing spoken turns and responding to interactions more effectively. Arabic oral proficiency is governed not merely by psychological courage, but heavily by students' ability to mobilize the vocabulary used in daily interactions. Conversely, a deficit in *mufrodat* mastery frequently causes students to encounter severe friction when projecting opinions, organizing sentences, and understanding Arabic speech. This study also demonstrates that progressive, communicative, and continuous vocabulary instruction yields a significant trajectory for students' speaking enhancement. Theoretically, this study reinforces the scholarly foundation regarding the interconnectedness of vocabulary acquisition and oral performance by synthesizing cross-contextual findings. Practically, it offers a tactical reference for educators and curriculum designers to restructure Arabic pedagogical strategies toward communicative models anchored in lexical intensification.

Based on these research findings, several recommendations are put forward for future scholarly inquiries. First, future researchers are encouraged to execute empirical quantitative or experimental investigations to precisely measure the effect size of vocabulary mastery on Arabic speaking skills at specific educational levels. Second, subsequent studies should scrutinize the effectiveness of specialized vocabulary learning models such as educational language games, digital media integration, or project-based approaches in driving oral proficiency. Lastly, expanding the research scope to encompass diverse educational

institutions is highly recommended to obtain a more comprehensive, macro-level overview concerning the dynamics between these two variables across various Arabic language acquisition contexts in Indonesia.

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