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The Application of Chain Drill Techniques in Arabic Language Learning to Improve Students' Speaking Skills

Aditya Fitrah[1*], Eva Lathifah Fauzia[2], Ade Arip Ardiansyah[3]
[1,2,3] *UIN Sunan Gunung Djati Bandung, Indonesia*
**Corresponding E-mail: adityafitrah867@gmail.com*

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Abstract
This research explores the impact of the chain drill method on enhancing Arabic speaking skills in seventh-grade students at MTsN 2 Kota Bandung throughout the 2024–2025 academic year. Even with the increasing focus on communicative competence in Arabic teaching, numerous students still find it challenging to create coherent, meaningful spoken sentences. This study seeks to fill this gap by investigating if structured repetition via chain drill activities can meaningfully improve students' speaking skills. A quasi-experimental design was utilized, consisting of an experimental group and a control group, with both groups containing 27 students. Classroom observations and speaking tests were utilized to gather data, with assessments conducted as pre-test and post-test. An independent samples t-test was utilized to analyze the data and assess the significance of group differences. The results from the pre-test showed similar initial proficiency levels (M = 52.30 for the experimental group and M = 51.20 for the control group). Post-intervention, the experimental group demonstrated a significant enhancement (M = 80.50), surpassing the control group (M = 70.23), with the difference being statistically significant ($p < 0.05$). These results indicate that the chain drill method effectively improves students' Arabic speaking skills by encouraging repetitive practice, reinforcing sentence formation, and fostering active participation. This research adds to the educational advancement of teaching the Arabic language by offering empirical data on the effectiveness of drill-based methods in enhancing oral skills within classroom environments.

Keywords: Arabic Language Learning, Chain Drill Technique, Speaking Skills

مستخلص البحث

تهدف هذه الدراسة إلى استقصاء فاعلية تقنية التدريب المتسلسل (*Chain Drill*) في تنمية مهارة التحدث باللغة العربية لدى طلاب الصف السابع في MTsN 2 Kota Bandung خلال العام الدراسي ٢٠٢٤/٠٢٥. فعلى الرغم من تزايد الاهتمام بتنمية الكفاءة التواصلية في تعليم اللغة العربية، ما زال العديد من الطلاب يواجهون صعوبات في إنتاج جمل شفهية مترابطة وذات معنى. وتسعى هذه الدراسة إلى معالجة هذه الفجوة من خلال تحليل مدى قدرة التدريبات المتابعة والمنظّمة على تحسين الأداء الشفهي لدى المتعلمين. استخدمت الدراسة المنهج شبه التجريبي، حيث شملت مجموعة تجريبية وأخرى ضابطة، يضم كل منهما ٢٧ طالباً. جُمعت البيانات من خلال الملاحظات الصفية واختبارات التحدث التي أُجريت قبلياً وبعدياً. وتم تحليل البيانات باستخدام اختبار (*t*) لعينة مستقلة لقياس دلالة الفروق بين المجموعتين. أظهرت نتائج الاختبار القبلي تقارب مستوى الكفاءة الأولية بين المجموعتين (بمتوسط ٥٢.٣٠ للمجموعة التجريبية و ٥١.٢٠ للمجموعة الضابطة). وبعد تطبيق المعالجة التجريبية، حققت المجموعة التجريبية تحسناً كبيراً (بمتوسط ٨٠.٥٠)، متفوقةً بذلك على المجموعة الضابطة (بمتوسط ٧٠.٢٣)، مع وجود فروق دالة إحصائياً عند مستوى دلالة أقل من ٠.٠٠٥. وتدل هذه النتائج على أن تقنية التدريب المتسلسل فعّالة في تنمية مهارة التحدث باللغة العربية من خلال تعزيز الممارسة التكرارية، وتقوية البنية التركيبية للجمل، وتشجيع المشاركة النشطة في عملية التعلّم. وتُسهم هذه الدراسة في تطوير الجوانب البيداغوجية لتعليم اللغة العربية من خلال تقديم دليل تجريبي حول جدوى

استخدام الأساليب التدريبية القائمة على التكرار في تنمية الكفاءة الشفوية في السياقات الصفية.

الكلمات المفتاحية: تعليم اللغة العربية، تقنيات التدريب المتسلسل، مهارة الكلام

Introduction

Proficiency in spoken Arabic is vital for non-native learners, as it is the primary channel of communication in language-learning contexts (Mahmudah et al., 2025). Nevertheless, Arabic language classrooms often rely on teacher-centered approaches and lack instructional variety, which restricts opportunities for active student engagement. Consequently, learners often struggle to produce spoken language effectively. To address this issue, communicative strategies that emphasize direct oral practice have been widely recommended (Alhamzah & Amrulloh, 2025; Khotimah et al., 2024). One such strategy is the chain drill technique, based on the audiolingual method and emphasizing controlled, repetitive practice to strengthen speaking skills. Observations conducted in class VII of MTsN 2 Kota Bandung revealed that students' speaking abilities were adversely affected by several challenges. Chief among these were the scarcity of diverse teaching methods, the prevalence of lecture-based instruction with little student involvement, and students' limited competence in producing spoken Arabic. Furthermore, some instructors demonstrated an inadequate grasp of techniques to enhance students' communicative and contextually relevant speaking skills.

This study proposes implementing the chain drill method in Arabic language instruction to address these challenges. The approach facilitates the development of students' active communication skills by providing structured opportunities for turn-taking in a systematic question-and-answer format (Maranto, 2024). This method is believed to create an engaging learning environment, bolster students' confidence in speaking, and gradually improve their mastery of Arabic vocabulary and sentence construction (Ni'am et al., 2023).

Numerous past studies have demonstrated the efficacy of the chain drill method in enhancing speaking abilities across different languages and proficiency levels. Nuh (2023) noted a rise in Indonesian language abilities among fifth graders at SDN 144 Longat using the drill technique. Mochtar (2021) indicates that the experimental class students at SMPN 1 Bahandang attained an average score of 72.08 in English-speaking skills, which is greater than the control class's score of 58.75. This conclusion is supported by (Lubis, 2022), who demonstrates that the drill method significantly influences students' English speaking abilities, as indicated by a T-count value that surpasses the T-table value (3.16 > 1.76). In Arabic, Khaerunnisa (2025) found an increase in students' speaking skills at Al-Ghafari High School in Bandung, with the average score of the experimental class increasing from 58.15 to 77.22, while the control class only reached 66.61. This is in line with (Khoinur & Yahfizham, 2025), who showed a post-test average score of 78 for students in class X at MAS Al Mukhlishin Tanjung Tiram, which was higher than that of the control class. These

findings confirm that the chain drill technique is effective in improving speaking skills across various language-learning contexts and tasks.

Previous research has predominantly examined the use of chain-drill techniques in Indonesian and English language learning, whereas studies investigating their effectiveness in Arabic instruction at Madrasah Tsanawiyah remain limited. This study seeks to implement chain drill techniques in Arabic language instruction to evaluate their impact on enhancing students' speaking skills at MTs Negeri 2 Kota Bandung, while also contributing to the repertoire of communicative and contextually oriented teaching strategies at this educational level.

Methods

This research employs a quantitative method, emphasizing statistical evaluation to analyze numerical information and validate research hypotheses (Sugiyono, 2020). The method was chosen to assess variations between pre-test and post-test outcomes and to identify the impact of the chain-drill technique on students' ability to speak Arabic. A quasi-experimental design was utilized, featuring an experimental group and a control group, yet lacking complete randomization (Anantasia & Rindrayani, 2025). A nonequivalent control group design was specifically employed to assess learning outcomes between the two groups using pre-test and post-test measures (Sugiyono, 2020).

During the implementation stage, the control group underwent traditional teaching, whereas the experimental group was instructed with the chain drill method. This technique is rooted in the audiolingual method, which emphasizes repetitive oral practice and the sequential presentation of structured language patterns among students (Manda & Hermansyah, 2022; Pratiwi & Simorangkir, 2022). Students in the seventh grade at MTsN 2 Kota Bandung, in two concurrent courses during the 2024–2025 school year, served as the study's subjects. The experimental group was one class, and the control group was the other. There were about 20 pupils in each lesson. The study's focus was Arabic-speaking abilities, which were assessed using several metrics, including fluency, precise pronunciation, mastery of vocabulary, and correct use of sentence structure (Sanjaya & Hidayat, 2021). The study was carried out in May and June of 2025. Preparing research instruments, administering pre-tests to both groups, administering the chain drill technique to the experimental group over four meetings, administering post-tests, and analyzing test results were the various stages of the research activities.

Three primary methods were used in this study's data collection. Initially, student participation and activity during the learning process were documented by observation. Second, pre-test and post-test results were compared to assess students' speaking abilities before and after the intervention. Third, documentation, which gathers supporting information including field notes, grade lists, and images of educational activities (Machali, 2021). Classroom observation sheets, oral test instruments based on speaking skill indicators, and other supporting materials, such

as activity images and student grade records, are among the tools used to gather data. Students are asked to respond to questions or participate in discussions on predetermined subjects during the oral exam.

Both qualitative and quantitative data analysis were done. Using Miles and Huberman's interactive approach, qualitative data from observation and documentation were examined through the phases of data reduction, narrative and tabular data presentation, and tentative conclusions (Saleh, 2017). Using a variety of statistical tests, such as normality tests (Kolmogorov-Smirnov & Shapiro-Wilk), homogeneity tests (One-Way ANOVA), and hypothesis testing (Paired T-Test or Independent T-Test), quantitative data analysis concentrated on students' pre-test and post-test outcomes. The Wilcoxon nonparametric test is used when the data are not normally distributed. Additionally, the success of employing the chain drill technique to develop Arabic-speaking skills is assessed by measuring improvements in students' abilities using the N-Gain computation (Machali, 2021).

Result and Discussion

1. The Chain Drill Technique in Language Teaching: Principles, Procedures, and Effectiveness

The *Chain Drill Technique* is a structured language teaching strategy derived from the Audiolingual Method, which emphasizes habit formation through repetition and pattern practice. This technique is widely used to develop students' speaking skills, particularly in foreign language learning contexts where learners require continuous exposure to sentence structures and pronunciation models. Through repetitive oral drills, students gradually internalize linguistic patterns, leading to improved fluency and accuracy in speech production. Previous studies indicate that drill-based instruction remains relevant, especially for beginner learners who need systematic guidance in mastering target language structures (Vidhiasi, 2022).

The implementation of the *Chain Drill Technique* follows a systematic sequence of instructional steps. The process begins with *modeling*, where the teacher introduces the target sentence or dialogue pattern, ensuring clarity in pronunciation, structure, and meaning. This is followed by *initiation*, in which the teacher directs a question to a student to initiate interaction. The *response* stage requires the student to answer based on the provided model, focusing on accuracy and fluency. Subsequently, in the *chain interaction* phase, the student passes the same question to another peer, creating a continuous communicative loop. Throughout the activity, *repetition and reinforcement* occur naturally, strengthening language retention and automaticity. The teacher then provides *feedback and correction* to address linguistic errors, and the session concludes with a *closure* phase involving evaluation and reinforcement of learning outcomes. This structured sequence ensures both controlled practice and active student participation in the learning process.

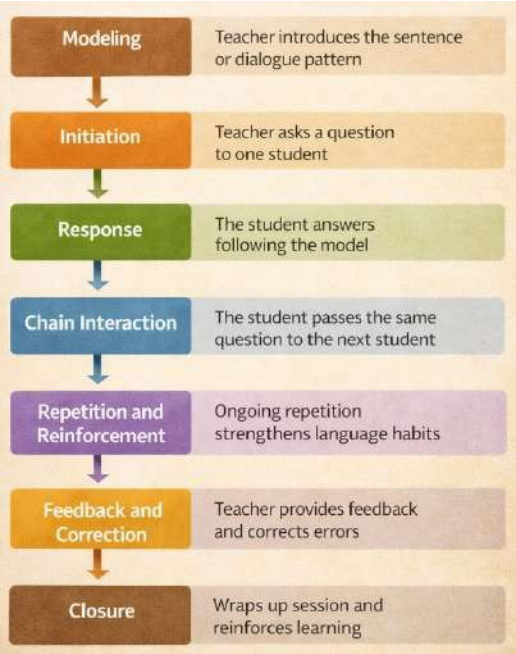

Figure 1. Steps of Chain Drill Technique

Research confirms that the Chain Drill Technique is effective in enhancing speaking skills. Research experiments indicate that students instructed with this method achieve notably better post-test scores than those educated through traditional techniques. For instance, Permana et al. found a statistically meaningful difference between the experimental group and the control group, indicating that chain drills positively impact students' speaking skills (Permana et al., 2018). Likewise, Anggraini stated that employing this method greatly improves students' speaking skills via organized and repetitive verbal exercises (Anggraini, 2018).

Moreover, the success of the Chain Drill Technique stems from its capacity to foster an interactive and stimulating educational setting. By involving all students in a continuous chain of communication, the technique promotes active participation and reduces anxiety in speaking activities. It also provides equal opportunities for practice, which is essential for developing communicative competence. Research findings highlight that such interactive drills not only improve linguistic accuracy but also increase learners' confidence and motivation in using the target language (Elisa et al., 2023)

The *Chain Drill Technique* represents an effective pedagogical approach for enhancing speaking skills in language classrooms. Its structured steps ranging from modeling to closure facilitate systematic practice and reinforce language acquisition through repetition and interaction. Supported by empirical studies, this technique contributes significantly to improving fluency, pronunciation, and learner confidence. Therefore, it can be considered a practical and evidence-based strategy for language teachers seeking to optimize students' oral proficiency in foreign language learning contexts.

2. Students' Initial Arabic Speaking Competence Before the Use of the Chain Drill Technique

A pre-test was given to both the experimental and control groups to determine the students' starting level of Arabic speaking proficiency prior to applying the Chain Drill technique. The tool consisted of five spoken questions aimed at assessing students' proficiency in Arabic (Siregar et al., 2024). An identical scoring rubric was utilized for both the pre-test and post-test to guarantee measurement reliability (Anantasia & Rindrayani, 2025). The interpretation of students' scores was based on the following assessment criteria.

Table 2. Score Interpretation

Score	Interpretation
100 – 80	Excellent
79 – 70	Good
69 – 60	Fair
59 - 50	Low
0 - 49	Very Low

A preliminary test was carried out to evaluate students' speaking abilities prior to implementing the chain-drill method in Arabic language instruction. The outcomes of the pre-test in the experimental group are as follows:

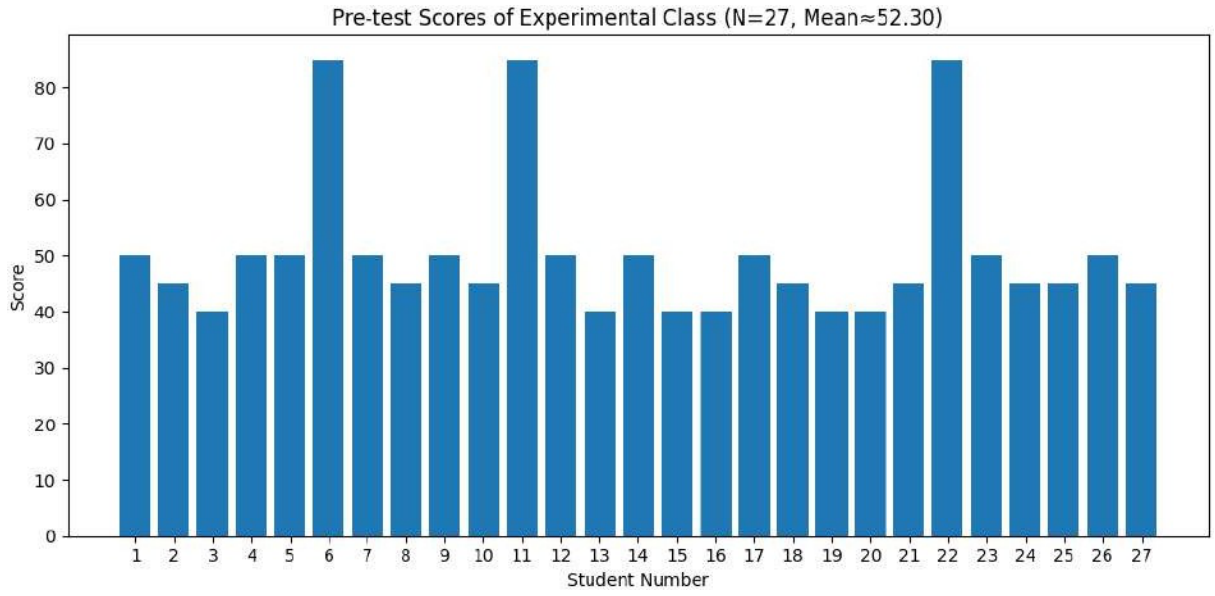

Figure 2. Pre-test Scores for the Experimental Class

The results of the control class's pre-test scores are as follows:

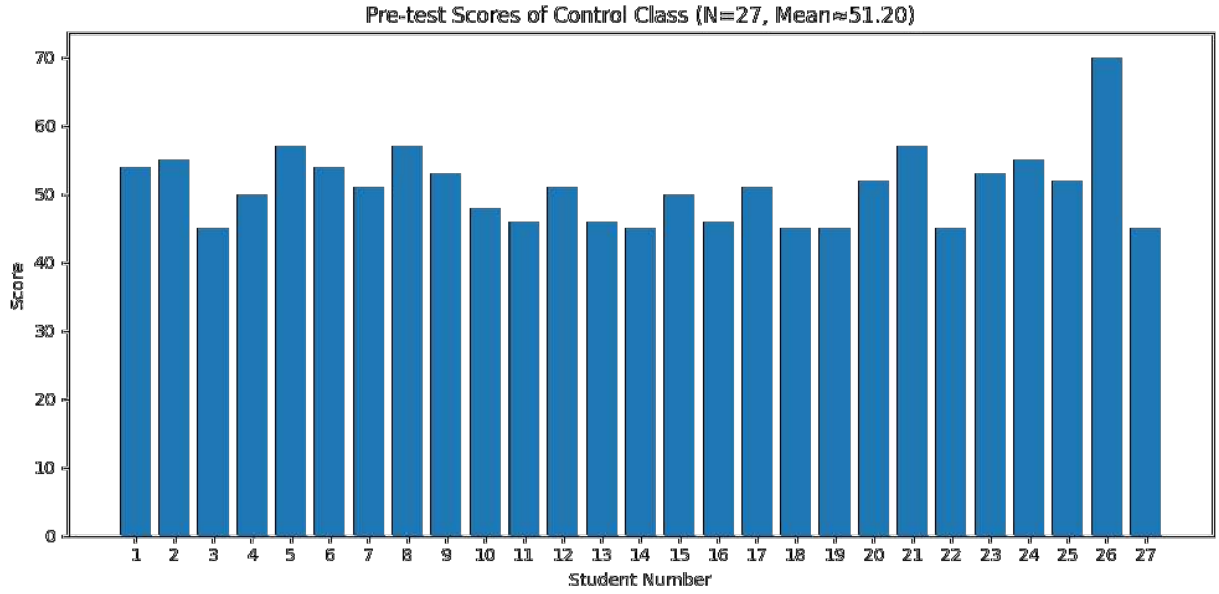

Figure 3. Control Class Pre-test Scores

After the pre-test, statistical tests were conducted to obtain an overview of the students' initial speaking skills. This analysis aimed to determine the mean, median, minimum, maximum, and distribution of the initial data obtained by the students. The results of the analysis are presented in the following table:

Table 3. Descriptive Statistical Tests of the Pre-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental class	27	40	75	52.30	9.918
Pre-test Control class	27	45	73	51.20	9.215
Valid N (listwise)	27				

As shown in the table above, the experimental group achieved an average pre-test score of 52.30, in contrast to the control group's score of 51.20, with both scores categorized as low. These results indicate that students' initial Arabic-speaking abilities in both classes were low and comparable, making them suitable for the treatment.

Following a descriptive analysis as the initial step of data processing, the subsequent stage involved conducting a normality test. This examination was conducted to assess if the sample data originated from a population with a normal distribution. The information examined in this assessment included the average scores from the pre-test.

Table 4. Pre-test Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experiments Class	.167	27	.052	.951	27	.227
Pre-test Control Class	.215	27	.003	.929	27	.065

Based on the Shapiro-Wilk test (recommended for samples < 50), both groups show normal distributions, as the p-values are> 0.05 (Experimental = 0.227; Control = 0.065). Although the Kolmogorov-Smirnov test indicates non-normality in the control group (Sig. = 0.003), the Shapiro-Wilk test is preferred. Therefore, the pre-test data for both groups are normally distributed.

After confirming normality, a homogeneity test was performed to evaluate the equality of variances between the two groups. This step is essential to ensure that any observed differences are not influenced by unequal group variances (Machali, 2021). The analysis was performed using the pre-test scores as the basis for comparison.

Table 5. Pre-test Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Pre-test Results	**Based on Mean**	.070	1	53	.793
	Based on Median	.126	1	53	.724
	Based on Median and with adjusted df	.126	1	52.761	.724
	Baseddon the trimmed mean	.049	1	53	.825

According to Levene's Test for homogeneity of variance applied to the pre-test data, the significance values for each method (mean, median, median with adjusted degrees of freedom, and trimmed mean) were all above 0.05: 0.793, 0.724, 0.724, and 0.825, respectively. These findings suggest that the variances of the experimental and control groups are consistent. Thus, it can be inferred that the pre-test scores of the two groups show similar variance, satisfying the homogeneity criterion necessary for subsequent statistical evaluation.

3. Students' Initial Arabic Speaking Competence After the Use of the Chain Drill Technique

A post-test was given to both the experimental and control groups to assess students' Arabic speaking proficiency after the Chain Drill technique was implemented. The tool comprised five verbal tasks aimed at evaluating students' Arabic speaking abilities. A uniform scoring rubric was utilized for both the pre-test and post-test to guarantee measurement reliability (Anantasia & Rindrayani, 2025).

A post-test was conducted to determine students' speaking skills before implementing sequential training in Arabic language learning (Khaerunnisa, 2025). The results offthe post-test in the experimental class are as follows:

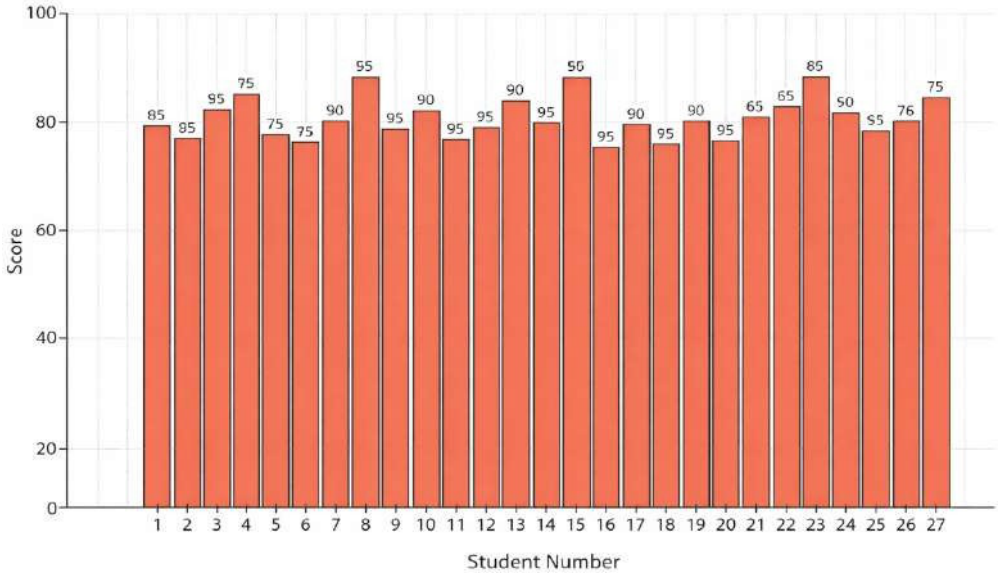

Figure 3. Post-test Scores for the Experimental Class

The post-test scores for the control class are as follows:

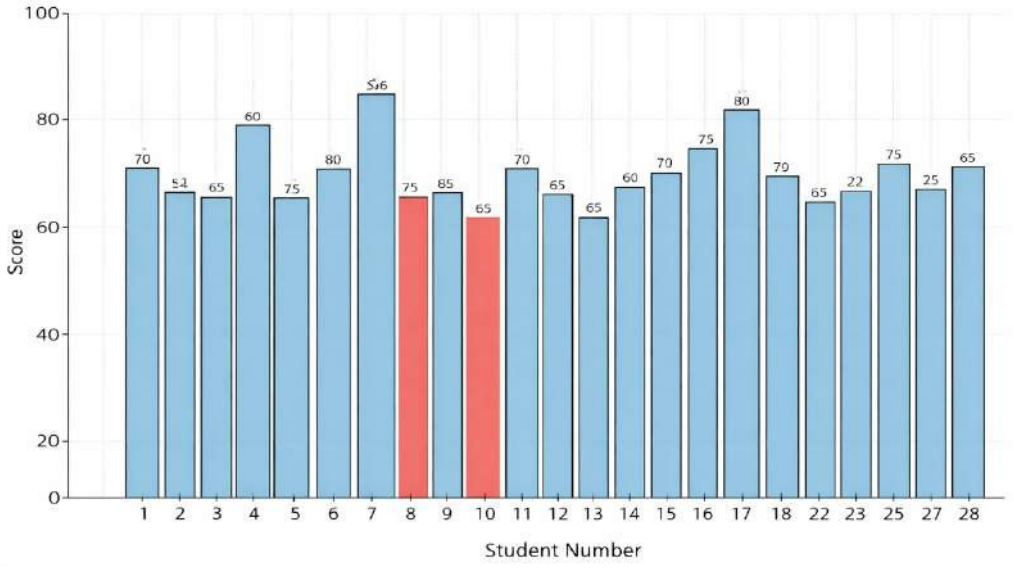

Figure 4. Post-test Scores for the Control Class

Following the treatment for the experimental group, a post-test was administered to assess the improvement in students' speaking abilities (Khoinur & Yahfizham, 2025). This post-test employed the identical instrument as the pre-test to

ensure consistency in evaluation. The data obtained was then analyzed descriptively to provide an initial overview of the post-test results.

Table 7. Descriptive Statistical Test of Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	27	75	88	80.50	4.85
Control	27	55	78	70.23	5.60
Valid N (listwise)	27				

The analysis following the test showed that the experimental group (n = 27) obtained scores ranging from 75 to 88, with a mean of 80.50 and a standard deviation of 4.85. On the other hand, the control group (n = 27) achieved scores between 55 and 78, with a mean of 70.23 and a standard deviation of 5.60. The results show that the experimental group outperformed the control group, backed by the higher average score. Additionally, the significantly reduced standard deviation in the experimental group suggests a more consistent performance than that of the control group.

To analyze the data in more detail, a normality test was conducted to determine if the post-test scores for both groups exhibited a normal distribution (Isnaini et al., 2025). Conducting this procedure is essential to determine the suitable statistical method for further analysis. When data exhibit a normal distribution, parametric tests can be applied; otherwise, nonparametric methods are required. In this research, normality testing was performed utilizing SPSS version 27.

Table 8. Post-test Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Post-test experimental	.137	27	.200	.954	27	.274
Post-test control	.188	27	.015	.948	27	.195

According to the Shapiro-Wilk normality test, the post-test data from both the experimental and control groups follow a normal distribution. This is shown by a significance value of 0.274 for the experimental group and 0.195 for the control group, both exceeding 0.05.

After confirming that the data is normally distributed, the next step is to test for homogeneity. The data used in this test is the post-test score.

Table 9. Post-test Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Post-test Results	Based on Mean	.002	1	54	.964
	Based on Median	.030	1	54	.862
	Based on Median and with adjusted df	.030	1	53.508	.862
	Based on the trimmed mean	.005	1	54	.946

The Levene's test for homogeneity of variance applied to the post-test data yielded p-values greater than 0.05 across all estimation methods—mean (0.964), median (0.862), adjusted median (0.862), and trimmed mean (0.946). These results indicate that the experimental and control groups possess homogeneous variances, thereby satisfying the assumptions required for conducting parametric analyses.

Subsequently, a comparative analysis was performed. Given that the pre-test and post-test datasets both conformed to the normality assumption, a parametric approach was adopted, specifically employing an independent samples t-test to evaluate differences between the experimental and control groups, with the following outcomes:

Table 10. Paired T-Test for the Experimental Class

					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	**Before being given treatment – after being given treatment**	-19.074	11.010	2.119	-23.430	-14.719	-9.002	26	.000

The results of the Paired t-test for the experimental group show a significant enhancement in student performance following the treatment. The average difference between pre-test and post-test results is –19.074, accompanied by a standard deviation of 11.010 and a standard error of 2.119, indicating a steady rise in scores after the intervention. The t-value of 9.002 with 26 degrees of freedom and a significance value of 0.000 indicates that this enhancement is statistically significant. Additionally, the 95% confidence interval for the mean difference, which spans from –23.430 to –14.719, excludes any value close to zero, strengthening the assertion that the treatment resulted in a significant and dependable positive impact on student outcomes.

These results indicate that the treatment used has a statistically significant impact on enhancing the measured results. The outcomes for the control group are displayed in the following manner:

Table 11. Paired T-test for the Control Class

					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test – Post-test	-8.929	8.857	1.674	-12.363	-5.494	-5.335	27	.000

The paired t-test results for the control group revealed a mean difference of −8.93, with a standard deviation of 8.86. The two-tailed p-value was 0.000, which falls below the 0.05 threshold, signifying a statistically significant difference between the scores of the pre-test and post-test. The determined t-value was −5.335 with 27 degrees of freedom, and the 95% confidence interval extended from −12.363 to −5.494. These results indicate that a considerable enhancement took place in the control group as well, resulting in the dismissal of the null hypothesis and verifying a substantial difference between the two assessments.

Overall, the t-test analysis shows that both the experimental and control groups experienced significant changes between the pre-test and post-test. To further evaluate the magnitude of improvement in students' Arabic speaking skills following the implementation of the chain drill technique, an N-gain analysis was conducted. This approach quantifies the level of learning improvement and assesses the effectiveness of the treatment, as presented below:
After the chain drill technique was applied to the experimental class, improvements in students' speaking skills were measured using pre-test and post-test scores. To determine the effectiveness of this technique in improving speaking skills, an analysis of N-gain values expressed as percentages was conducted.

Table 13. N-Gain Test for the Experimental Class

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain _Skor	27	17	1.00	.6216	.19663
N-Gain _Persen	27	16.67	100.00	62.1594	19.66272
Valid N (listwise)	27				

Based on the table, the adjusted average N-gain percentage was 62.16% with a standard deviation of 19.66%. The lowest value was 16.67%, while the highest value reached 100%. Based on the criteria for interpreting N-gain values, this average falls into the "effective" or "moderate to high" range (56%–75%). This shows that the chain drill technique significantly improved students' speaking skills in the experimental class, though the degree of improvement varied.

These results suggest that the chain drill method effectively boosts students' speaking abilities, evident from the steady progress seen in the pre-test and post-test scores of the experimental group.

Table 14. Control Class N-Gain Test

	N	Minimum	Maximum	Mean	Std. Deviation
N-Gain_Skor	28	-50	.63	.1867	.24048
N-Gain_Persen	28	-50.00	62.50	18.6736	24.04838
Valid N (listwise)	28				

The descriptive statistics indicate that the mean N-gain in the control group was 18.67%, with a standard deviation of 24.05. The N-gain values ranged from −50.00% to 62.50%, suggesting that the overall improvement in students' learning outcomes was relatively limited, with some students even showing a decline in performance.

Given that the average N-gain did not exceed 40%, the result is classified as "ineffective" based on the established effectiveness criteria. This implies that the instructional approach implemented in the control group did not substantially improve students' speaking skills. These findings contrast with those observed in the experimental group, which used the chain-drill technique.

Furthermore, the comparison of N-gain scores between the two groups reveals a notable difference in the level of improvement. An independent samples t-test was performed on the post-test scores of both groups to statistically confirm this difference.

Tabel 15. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		f	Sig.	t	df	Sig. (2-Tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test	**Equal variances assumed**	.003	.956	4.838	53	.000	9.722	2.009	5.692	13.753
	Equal variances not assumed.			4.840	52.981	.000	9.722	2.009	5.693	13.751

The Independent Sample Test results presented in the table indicate that Levene's test for equality of variances has a significance value of 0.956, which greatly surpasses the 0.05 threshold, affirming that the assumption of equal variances is valid for the post-test scores. Based on this premise, the t-test shows a t value of 4.838 with 53 degrees of freedom and a p-value of 0.000, indicating a statistically significant difference between the two groups. A mean difference of 9.722, along with a standard

error of 2.009, indicates a significant effect size. Additionally, the 95% confidence interval spans roughly from 5.692 to 13.753, validating that the identified difference in post-test means holds both statistical significance and practical relevance.

4. Discussion

The results show that students' initial Arabic-speaking skills in both groups were low, with an average pre-test score of 52.30 for the experimental group and 51.20 for the control group. This condition indicates that students experience difficulties with Arabic speaking skills because their initial abilities are generally still low before they receive appropriate learning interventions (Maidarlis et al., 2023; Mubarroq & Udin, 2025). The equality of the average scores between the two groups indicates good initial ability homogeneity, which provides a valid basis for the experimental treatment. This low initial ability also underscores the urgency of applying more effective learning techniques to improve students' Arabic-speaking skills (Mahmudi et al., 2024).

The normality test results indicate that the pre-test data in both groups were normally distributed, with p-values of 0.227 and 0.065 for the experimental and control groups, respectively, both exceeding the $\alpha = 0.05$ threshold. This condition justifies the use of parametric statistical techniques, which are considered more robust for detecting group differences (Suciani et al., 2022). The Shapiro–Wilk test further confirms that the data are normally distributed and that the sample is appropriate for subsequent analysis.

The homogeneity-of-variance test using Levene's Test on the pre-test data also indicated that all significance values based on the mean (0.793), Median (0.724), adjusted Median (0.724), and trimmed mean (0.825) were greater than 0.05. This finding indicates that the variances between the experimental and control groups were homogeneous, satisfying the assumptions of parametric analysis and minimizing potential bias from unequal variances.

After implementing the chain-drill technique, the post-test outcomes showed a distinct disparity between the two groups. The experimental cohort ($n = 27$) attained scores ranging from 60 to 90, with a mean of 77.22 and a standard deviation of 7.382. In contrast, the control group ($n = 28$) achieved scores between 60 and 75, yielding a mean of 66.61 and a standard deviation of 5.101. The results indicate that the experimental group achieved superior learning outcomes compared to the control group after the intervention.

The normality test for the post-test data showed that both groups met the assumption of normal distribution, with p-values of 0.274 for the experimental group and 0.195 for the control group. Similarly, the homogeneity test confirmed that the post-test variances were homogeneous, as all significance values exceeded 0.05 (mean = 0.964; median = 0.862; adjusted median = 0.862; trimmed mean = 0.946). These findings support the validity of applying parametric statistical analysis to interpret the post-intervention data.

The results of the paired-samples t-test indicated a mean difference of −19.074, along with a standard deviation of 11.010 and a standard error of 2.119. The 95% confidence interval varied from −23.430 to −14.719, with a t-value of −9.002, 26 degrees of freedom, and a significance level of 0.000 (< 0.05). This shows a statistically significant difference between the results of the pre-test and post-test after the treatment.

Furthermore, the N-gain analysis revealed that the experimental group achieved an average improvement of 62.16% (SD = 19.66), with scores ranging from 16.67% to 100%, indicating "effective" performance according to N-gain criteria. This suggests that the chain drill technique substantially improved students' speaking skills, despite variations influenced by factors such as initial ability, motivation, and participation (Nailah et al., 2025). In contrast, the control group showed a lower average N-gain of 18.67% (SD = 24.05), with values ranging from −50.00% to 62.50%, indicating limited and inconsistent improvement. The presence of negative gains further suggests that the instructional approach in the control group was less effective in facilitating learning progress (Chindi, 2023).

Finally, the independent-samples t-test on the post-test scores yielded a p-value of 0.000 (< 0.05), confirming a statistically significant difference between the experimental and control groups. This finding demonstrates that implementing the chain drill technique had a meaningful impact on students' learning outcomes (Ardiansyah et al., 2022). Overall, the technique proved effective in enhancing student engagement, fostering interactive learning, and supporting structured and repetitive speaking practice, thereby reinforcing its value as a communicative approach in Arabic language instruction (Adam & Fitriani, 2023; Lubis, 2022).

Conclusion

The results of this research indicate that the chain drill method is successful in improving Arabic-speaking abilities in seventh-grade learners. This conclusion is substantiated by the average N-gain score, which lies in the effective range, and by the statistically significant difference in post-test outcomes between the experimental and control groups, as verified by the independent-samples t-test. The technique facilitates structured and repetitive speaking practice, enabling students to develop their oral proficiency more systematically. Despite these positive outcomes, variations in the degree of improvement among students were observed, suggesting that individual differences play a role in learning effectiveness. This highlights the need for more adaptive instructional strategies that accommodate diverse learner characteristics. For future research, it is recommended that the implementation of the chain drill technique be extended over a longer duration and integrated with other instructional methods or learning media to optimize and equalize learning outcomes. Additionally, further studies may explore its application to other language skills, such as listening and reading, to evaluate its broader impact on overall Arabic language proficiency.

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