



## Improving Speaking Skills Through Peer Teaching Based on Behavioral Light Skinner

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### Abstract

*Improving speaking skills in Arabic language learning is not only limited to the use of conventional methods, but can be more optimal by applying the Peer Teaching method based on B.F. Skinner's Behavioral theory. The purpose of this study is to interpret the improvement of speaking skills through the Peer Teaching method based on Behavioral Light Skinner. The object of this study was the students of the Darul Lughoh boarding school at the Darussalam Islamic Boarding School, Blokagung. This study uses a qualitative method with a case study approach. The source of informants in this study were students of the Darul Lughoh boarding school, Darussalam Islamic Boarding School, Blokagung. Data collection techniques in this study were carried out through observation, interviews, and documentation studies. The data analysis technique in this study used the interactive technique of the Miles and Huberman model, which consists of three main stages, namely data reduction, data presentation, and drawing conclusions. The results of this study concluded that improving speaking skills through the Peer teaching method based on Behavioral Light Skinner, namely accelerating vocabulary and sentence structure mastery, increasing retention and understanding of speaking concepts, positive feedback models increasing self-confidence.*

**Keywords:** Word 1; word 2; word 3; word 4; word 5 (Include at least 3 to 5 keywords)

## A. Introduction

Improving speaking skills in Arabic language learning does not only rely on conventional methods, but can be more effective by using the Peer Teaching method based on Skinner's Behavioral Light theory. Conventional methods in learning speaking skills in Arabic language learning are often one-way and provide less opportunity for students to practice actively.(Rufaiqoh dkk., 2023). Meanwhile, the Peer Teaching method, based on Skinner's Behavioral Light theory, emphasizes interaction-based learning, repetition, and positive reinforcement, which allows learners to practice more and get direct feedback from peers(Smith, 2023). Research by (Rusli dkk., 2021) shows that Peer Teaching-based learning can improve speaking skills because learners are more comfortable in communicating with peers than with teachers. Thus, the Peer Teaching method based on Skinner's Behavioral Light theory is more effective in improving speaking skills than conventional methods because it provides greater opportunities for learners to practice actively, interact, and receive feedback from peers.

Research on improving Arabic speaking skills through Peer teaching method based on behavior light skinner has been conducted by researchers. Speaking skills through Behavioral Light Skinner-based Peer Teaching method has been done because this approach is considered more effective in building confidence, active involvement, and positive reinforcement in the learning process than conventional methods(Prince, 2025). Research shows that Peer Teaching can improve speaking skills by giving learners the opportunity to practice directly in a more comfortable and supportive environment(Bowyer & Shaw, 2021). Thus, Skinner's Behavioral Light-based Peer Teaching method is effective in improving speaking skills by building confidence, active engagement, and positive reinforcement in a supportive learning environment.

This study aims to understand how the implementation of the Peer Teaching method can improve Arabic speaking skills based on Skinner's Behaviorism theory, as this theory emphasizes the importance of repetition, positive reinforcement, and social interaction in the learning process. By understanding the implementation of this method, it can be known its effectiveness in improving students' speaking skills.

Research (Rufaiqoh dkk., 2023) shows that Peer Teaching allows learners to be more active in speaking and receive feedback directly from peers, which is in accordance with the principle of positive reinforcement in Skinner's Behaviorism theory. Thus, the implementation of Peer Teaching method based on Skinner's Behaviorism theory is effective in improving Arabic speaking skills because it emphasizes repetition, positive reinforcement, and social interaction that encourages learners to practice more actively and receive feedback.

The improvement of speaking proficiency through Peer teaching method based on Skinner's Behavioral Light produces field data in accelerating the mastery of vocabulary and sentence structure, increasing retention and understanding of speaking concepts, positive feedback model increases self-confidence. The Peer Teaching method based on B.F. Skinner's Behavioral theory is effective in improving speaking proficiency due to the principles of repetition, positive reinforcement, and more intensive social interaction(Hidayat, 2023). In the learning process, learners are more active as they not only passively receive the material, but also teach it to peers, which reinforces their own understanding. Studies show that direct interaction in peer-based learning accelerates vocabulary acquisition and sentence structure comprehension as learners correct each other and provide examples in real contexts(Stošić & David Guillén-Gámez, 2024). Thus, the Peer Teaching method based on B.F. Skinner's Behavioral theory is proven to be effective in improving speaking proficiency through repetition, positive reinforcement, and social interaction that accelerates vocabulary acquisition, sentence structure understanding, and increases learner retention and confidence.

## **B. Methods**

The object of this research is the students of Darul Lughoh dormitory in Darussalam Blokagung Islamic Boarding School, which applies the use of Arabic language in daily communication. This environment supports Skinner's Behavioral Light-based Peer Teaching method, because students are accustomed to learning through peer interaction in formal and non-formal activities. The learning system in this dormitory also prioritizes positive reinforcement, where students get appreciation or direct

correction from their peers to improve their speaking skills. In addition, the existence of a tiered habituation system helps students to be more confident and fluent in speaking through continuous practice. With a homogeneous background of students and high motivation in learning Arabic, this research can obtain more valid and representative data.

This research uses a qualitative method with a case study approach, which aims to deeply understand the application of Skinner's Behavioral Light-Based Peer Teaching in improving students' speaking skills. This approach was chosen because it allows researchers to thoroughly explore phenomena in a natural context, focusing on interactions between students in the learning process. The source of informants in this study are the students of Darul Lughoh Dormitory of Darussalam Blokagung Islamic Boarding School, which was chosen because of their intensive learning environment in using Arabic. The students in this dormitory actively apply the peer teaching method in their daily communication, both in academic and non-academic activities, so they are the right subjects to understand the effectiveness of this learning strategy.

Data collection techniques in this study were carried out through observation, interviews, and documentation studies. Observation is used to directly observe the interaction of santri in applying the peer teaching method, while interviews are conducted to explore the experiences, challenges, and effectiveness of this method from the perspective of santri. The documentation study completes the data by reviewing the rules, policies, and learning materials used in the dormitory as support for the peer teaching-based learning process. The data analysis technique in this study uses the interactive technique of the Miles and Huberman model, which consists of three main stages, namely data reduction, data presentation, and conclusion drawing. Data reduction is done by filtering and selecting relevant information from observations, interviews, and documentation. The data that has been reduced is then presented in the form of narrative descriptions or tables to make it easier to understand and analyze. The final stage is conclusion drawing, where patterns found in the data are analyzed to gain an in-depth understanding of the effectiveness of Skinner's Behavioral Light-Based Peer Teaching in improving students' speaking skills.

### **C. Result and Discussion**

Arabic language learning with Skinner's Behavioral Light-based peer teaching method emphasizes the active role of learners in teaching material to peers with a positive reinforcement-based approach and habituation. Behavioral Light theory developed from B.F. Skinner's operant conditioning principle states that behavior can be formed through stimulus and response, with positive reinforcement as the main factor in increasing the effectiveness of learning (Schlinger, 2022). In the context of Arabic language learning, this method allows students who are superior in language acquisition to guide their peers, thus creating a more interactive and collaborative learning environment. A study conducted by (Fauzi dkk., 2022) showed that the peer teaching method can improve students' concept understanding and communication skills due to social interactions that enrich the learning experience. In addition, research conducted by (Zhang dkk., 2022) revealed that peer teaching-based learning not only improves academic outcomes but also strengthens students' learning motivation. In its implementation, the teacher acts as a facilitator who provides direction and feedback to ensure learning effectiveness. Thus, peer teaching-based Arabic language learning in Skinner's theoretical framework can create a more active, independent, and positive reinforcement-oriented learning experience in forming Arabic language habits. The following is a documentation of Arabic language learning activities using peer teaching method based on Skinner's Behavioral Light:

#### **Accelerate Vocabulary and Sentence Structure Mastery**

Skinner's Behavioral Light-based Peer Teaching method encourages students to use and repeat vocabulary and sentence patterns in various contexts, accelerating their understanding and application. Arabic language learning is no exception. Skinner's Behavioral Light-based Peer Teaching method emphasizes repetition, reinforcement, and gradual habituation (shaping) in learning speaking skills (Eubank, 2021). In this way, students actively use and repeat vocabulary and sentence patterns in various communication situations. Skinner's operant conditioning principle also ensures that correct speaking behavior is reinforced through positive peer feedback, thus

accelerating natural language comprehension and application (Sikhwari & Thenga, 2025). Research (Latifi dkk., 2021) that students learn more effectively through interaction with peers. In the context of Skinner's Behavioral Light-based Peer Teaching, students who are given positive reinforcement (praise, tokens, or verbal reinforcement) are more motivated to use and repeat the language in different contexts. Thus, Skinner's Behavioral Light-based Peer Teaching Method which emphasizes repetition, reinforcement, and gradual habituation allows students to actively use and repeat vocabulary and sentence patterns in various contexts, thus accelerating the understanding and application of speaking skills through positive feedback from peers. The peer teaching method for Arabic speaking skills is presented in the following figure:

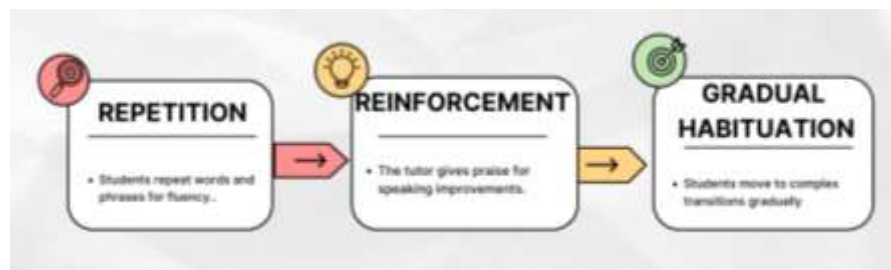


Figure: Peer Teaching Method for Arabic Speaking Skills

The figure illustrates the stages in the peer teaching method to improve speaking skills based on Skinner's Behavioral Light principle, which emphasizes positive reinforcement and gradual habituation. The process begins with repetition, where students recite words and phrases to improve speaking fluency. Next, the reinforcement stage occurs when peer tutors give praise or encouragement for improvements made by students, in accordance with Skinner's theory which emphasizes that positive responses can accelerate the learning process. Finally, in the gradual habituation stage, students start practicing speaking in more complex conversations gradually, so that their language skills develop naturally and confidently. This model shows how peer teaching can optimize speaking learning through positively reinforced habit formation (Sutaman & Febriani, 2021).

### **Improving Retention and Understanding of Speaking Concepts**

The principle of repetition and reinforcement in Skinner-based learning makes it easier for students to remember and understand speaking concepts better. Especially if it is combined with Peer Teaching method. The principle of repetition and reinforcement in Skinner-based learning is based on operant conditioning theory, where reinforced behaviors tend to be repeated more often and maintained in the long run (Fauzi dkk., 2022). In the context of speaking learning, consistent repetition helps students remember and understand concepts better, while positive reinforcement (praise, rewards or feedback) increases their motivation to keep practicing. When this principle is combined with Peer Teaching, the interaction between students provides more opportunities to practice speaking in a more comfortable and supportive atmosphere, thus accelerating the improvement of speaking skills. Based on Skinner's theory, positive reinforcement in the form of verbal feedback or rewards accelerates the formation of correct speaking habits (Munatri, 2024). In Peer Teaching, students not only receive reinforcement from the teacher but also from peers, which strengthens their confidence in speaking. Thus, the principle of repetition and reinforcement in Skinner-based learning makes it easier for students to remember and understand speaking concepts better. Especially if it is combined with the Peer Teaching method. The following is a picture of the Skinner-based Arabic language learning cycle:

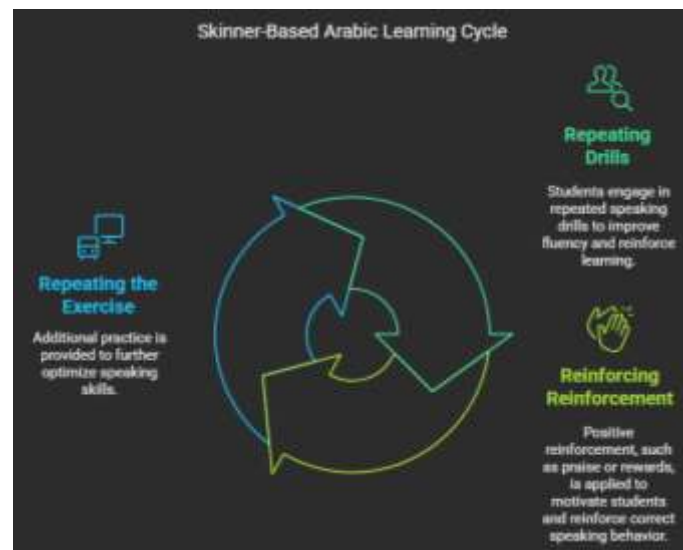


Figure . Skinner-Based Arabic Learning Cycle

The figure depicts the Skinner-Based Arabic Learning Cycle, which is based on B.F. Skinner's operant conditioning theory, where positive reinforcement is used to shape and improve speaking skills. The cycle consists of three main stages that repeat continuously. First, Repeating Drills, where students engage in repeated speaking drills to improve fluency and reinforce learning. Next, Reinforcing Reinforcement, where positive reinforcement, such as praise or rewards, is applied to motivate students and reinforce correct speaking behavior. Finally, Repeating the Exercise, which serves as additional practice to further optimize speaking skills. This cycle keeps repeating itself, creating a conducive learning environment and based on gradual habituation, so that students' Arabic language skills can develop effectively and sustainably(Yusuf dkk., 2023).

### **Positive Feedback Model Boosts Self-Confidence**

Peer Teaching based on positive reinforcement (praise, verbal rewards) is proven to increase students' confidence in public speaking. Peer Teaching based on positive reinforcement, such as praise and verbal rewards, plays a role in shaping students' confidence because it provides a psychological boost that motivates them to speak more often(Zubair, 2024). According to Skinner's Operant Conditioning theory,



behaviors that receive positive reinforcement are more likely to be repeated (Arifin & Humaedah, 2021). In the context of public speaking, students who receive positive feedback from peers feel more valued and motivated to speak without fear of mistakes. Research on the Effect of Positive Reinforcement on Self-Confidence. Study by (Naqiyah dkk., 2024) found that verbal praise and rewards from teachers or peers increased students' confidence and active participation in class, including in public speaking activities. Thus, Peer Teaching based on positive reinforcement, such as verbal praise and rewards, significantly increases students' confidence in public speaking by creating a supportive environment and motivating them through positive feedback from peers. The following figure explains the pros and cons of peer teaching with positive reinforcement:

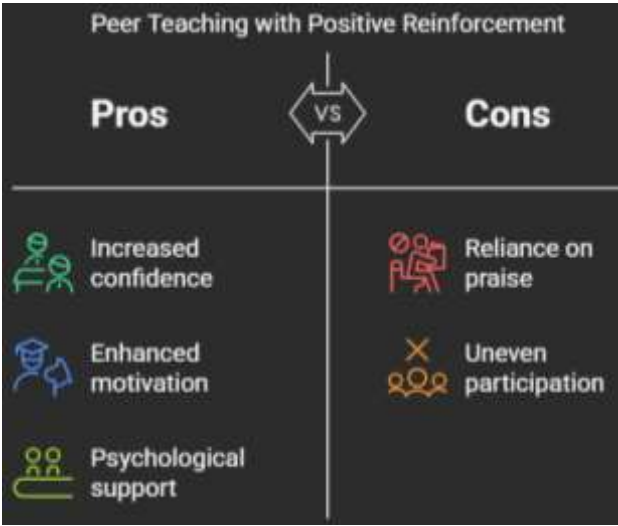


Figure. Peer Teaching Method With Positive Reinforcemen

The figure presents an analysis of the pros and cons of the peer teaching method with positive reinforcement in learning. In terms of pros, this method can increase students' confidence as they get the opportunity to teach the material to their peers, which reinforces their understanding. In addition, positive reinforcement such as praise and appreciation can increase motivation, encouraging students to be more active in learning. This method also provides psychological support, where students feel more

comfortable learning with peers compared to direct instruction from the teacher. However, there are some cons (challenges) in its implementation. One is the reliance on praise, where students may only be motivated when positively reinforced and lack intrinsic drive. In addition, there is the potential for uneven participation, where students who are more confident tend to be more active, while students who are shy or lack mastery of the material may play less of a role in the learning process. Therefore, implementing peer teaching with positive reinforcement requires a balanced strategy so that the benefits can be optimally felt by all students (Baltzersen, 2024)

#### **D. Conclusion**

Arabic language learning with Skinner's Behavioral Light-based peer teaching method has been proven effective in improving students' speaking skills through the principles of repetition, positive reinforcement, and gradual habituation (shaping). With the active role of students in teaching the material to peers, this method creates an interactive and collaborative learning environment, where students gain a deeper understanding and confidence in speaking. The support of Skinner's operant conditioning theory and Vygotsky's zone of proximal development (ZPD) concept suggests that social interaction and positive feedback accelerate the formation of correct language habits. Although this method has challenges such as reliance on positive reinforcement and uneven participation, proper implementation strategies can maximize its benefits. Thus, Skinner's Behavioral Light-based peer teaching method makes a significant contribution in improving Arabic speaking competence actively, effectively, and sustainably.

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