



**IMPROVING ARABIC SPEAKING PROFICIENCY (*MUHĀDATSAH*)
USING INTERACTIVE-COMMUNICATIVE INSTRUCTION**

Novy Maryani^{1*}, Isop Syafei², Abdul Kosim³
¹²³ UIN Sunan Gunung Djati Bandung, Indonesia

Article Information

Article History:

Received : 15-Januari-2024
Revised : 12-Maret-2024
Accepted : 25-Juni-2024
Published : 30-Juni-2024

Keywords:

Arabic proficiency;
Interactive learning;
Communicative instruction;
Language acquisition;
Muhādatsah

Articles Available Online:



ABSTRACT

This research delves into the efficacy of interactive-communicative learning methodologies in enhancing Arabic speaking proficiency, particularly within the realm of Muhādatsah (conversation). Interactive-communicative learning underscores direct learner interaction, fosters active communication, and furnishes an authentic educational environment. It is a potentially superior alternative to conventional learning techniques for bolstering Arabic speaking proficiency. The research amassed qualitative and quantitative data through classroom observations, interviews, and speaking proficiency assessments. Participants, comprising students with varying degrees of Arabic speaking skills in a tertiary education setting, were segmented into two groups: an experimental cohort exposed to interactive-communicative learning and a control cohort following traditional pedagogical approaches. The outcomes evinced a marked enhancement in Arabic speaking proficiency among learners engaging with interactive-communicative instruction vis-à-vis the control group. Those in the experimental cohort exhibited more pronounced advancements in vocabulary acquisition, sentence construction, and oral fluency, alongside a heightened confidence in Arabic communication. These findings suggest that interactive-communicative learning holds promise as a pragmatic strategy for ameliorating Arabic speaking aptitude. They underscore the significance of integrating genuine, contextualized learning experiences to facilitate learners' linguistic competence development. Subsequent research endeavors could explore techniques to enhance the efficacy of interactive-communicative learning within Arabic language education contexts.



Copyright:

© 2024 by the author(s).

This open-access article is distributed under the terms and conditions of the Creative Commons Attribution-ShareAlike (CC BY-SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

CORRESPONDING AUTHOR:

Novy Maryani

Departement of Arabic Education,
UIN Sunan Gunung Djati Bandung,
Jl. Soekarno-Hatta Gedebage Kota Bandung, Jawa Barat-Indonesia.
Email: novymaryani88@gmail.com

How to Cite:

Maryani, N., Syafei, I., & Kosim, A. (2024). Improving Arabic Speaking Proficiency (Muhādatsah) Using Interactive-Communicative Instruction. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 8(1), 18–33. <https://doi.org/10.15575/jpba.v8i1.34894>

INTRODUCTION

Increasing one's ability to speak Arabic, primarily through *Muhādatsah* (interactive-communicative instruction), is critical to modern language education (Nirwansyah, 2021). By strongly emphasizing dynamic engagement and real-time communication, this approach creates an atmosphere where students actively participate in insightful discussions and exchanges. Through interactive activities, including role-plays, conversations, and group projects, Muhādatsah fosters cultural awareness and self-assurance in spoken Arabic and improves language proficiency (Nur, 2017). This introduction examines how this cutting-edge teaching method can significantly enhance student learning and hasten learners' acquisition of Arabic speaking fluency.

Arabic language learning in *Madrasah Tsanawiyah* (MTs) undeniably enriches the understanding of Islam and deepens the richness of Arabic culture (Saepurrohman & Nurhayati, 2020). Amid the dynamics of education, it is essential to recognize that the ability to speak (*Muhādatsah*) in Arabic is the main cornerstone of effective communication (Hermawan, 2018). However, often, significant challenges arise in improving this speaking proficiency in the world of education (Lesiana et al., 2023; Pitura, 2022). Limitations in learning time, lack of direct teacher-student interaction, and lack of learning methods emphasizing speaking practice can be significant obstacles to teaching-learning (Ahmed, 2018). Therefore, in-depth research is needed to explore effective learning methods to strengthen Arabic speaking skills in *Madrasah Tsanawiyah* (MTs).

The problem is the lack of active interaction in the learning process, resulting in students' inability to communicate orally in Arabic (Hastang & R., 2023). It is an obstacle in developing Arabic speaking skills at *Madrasah Tsanawiyah* (MTs) Al-Muqowwamah. In this context, effective solutions are needed to improve student interaction and communication in learning Arabic. In these circumstances, learning becomes less effective because students struggle to practice speaking skills. Practical and strategic steps should be taken to enrich students' learning experience so that they have a more significant opportunity to practice speaking and interacting in Arabic with the necessary confidence and skills. Thus, efforts to improve student interaction and communication can be essential in increasing the effectiveness of Arabic language learning at MTs Al-Muqowwamah.

One solution that can be adopted is using interactive-communicative learning methods to overcome these challenges. This approach creates a dynamic learning environment where students can actively participate in communication. This method allows teachers to present challenging learning activities and engage students directly, allowing them to interact and speak in Arabic more confidently. Through this approach, students at MTs Al-Muqowwamah will have a more significant opportunity to develop their speaking skills naturally and effectively, as they will become accustomed to communicative situations that are real and relevant to daily life. Thus, the use of interactive-communicative learning methods is expected to improve the quality of Arabic language learning at MTs Al-Muqowwamah and prepare students with the skills they need to succeed in communicating in Arabic.

Some relevant previous studies include research conducted by Muradi which states that the communicative approach in Arabic language learning must have creative elements to increase interest and motivation to learn, as well as create situations that support communication goals that are in accordance with the needs and interests of students towards

Arabic (Muradi, 2014); Noza Aflisia states that the communicative approach is the main goal so that students can communicate competently in various social and functional situations using the Arabic language they learn, besides that the research on communicative Arabic teaching materials must be designed and implemented in Arabic language learning in order to be effective learning (Aflisia & Hazuar, 2020); Sadat's research states that the communicative approach is an approach to the idea that the ability to use language in communication is the goal that must be achieved in language learning (Sadat, 2018); Arsyad in his research mentions the purpose of communicative learning is so that learners can communicate with the target language studied whenever and wherever which is in accordance with the nature of language learning (Arsyad, 2019); Ahmad Rifai said the communicative approach has a view of learning Arabic language students or people who follow the Arabic language learning program are no longer just learning the rules of nahwu or grammar, mastering mufradat or words and speech in accordance with native speakers, but further than that, he must try to gain the ability to use the Arabic language he learns as a means of communication (Rifa'i, 2021).

This study investigates how effective interactive-communicative learning improves Arabic speaking skills (*Muhādatsah*) in Madrasah Tsanawiyah (MTs) Al-Muqowwamah. More specifically, this study aims to analyze the impact of interactive-communicative learning on students' ability to speak Arabic, evaluate the level of student involvement in interaction-based learning and communication, identify factors that affect the effectiveness of interactive-communicative learning in the context of MTs Al-Muqowwamah, and develop recommendations for the development of interactive-communicative-based learning to improve Arabic speaking skills at MTs Al-Muqowwamah. This research offers a new contribution to developing Arabic language learning methods in MTs Al-Muqowwamah by integrating an interactive-communicative approach. The novelty of this study lies in the approach adopted, which pays attention to student interaction and promotes active communication in Arabic language learning. It is hoped that the results of this research can provide valuable insights for education practitioners in improving the quality of Arabic language learning in the Al-Muqowwamah MTs environment.

METHOD

This study investigates the effectiveness of interactive-communicative learning methods in improving Arabic speaking skills (*muhādatsah*) in MTs Al-Muqowwamah. This method was chosen because it successfully stimulates students' active participation in the learning process, which is believed to strengthen their communication skills in the target language. This study uses a quasi-experimental design with a pre-test and post-test control group design. The experimental group will learn through interactive-communicative methods, while the control group will receive conventional learning. This approach was chosen to compare the direct influence of different learning methods on improving Arabic speaking skills among students. The participants of this study are grade VIII students at MTs Al-Muqowwamah who have diverse levels of Arabic speaking ability. Participants were randomly selected and divided into two groups: the experimental group and the control group. The main research instrument used was the Arabic speaking ability test before and after the learning intervention. This test evaluates students' ability to express ideas and

communicate in Arabic orally. In addition, classroom observation is also carried out to observe the interaction between teachers and students during the learning process.

The research procedure involves several stages. First, a pre-test will be given to both groups to assess their initial Arabic speaking ability. Then, the experimental group will receive interactive-communicative learning over time, while the control group will receive conventional learning. After the intervention, a post-test test will be given to both groups to assess their improvement in speaking skills. In addition, observation data will also be analyzed to evaluate the effectiveness of interactive-communicative learning methods. The collected data will be analyzed using descriptive and inferential statistical methods, such as the t-test or ANOVA test, to compare the average pre-test and post-test scores between the experimental and control groups. In addition, a qualitative analysis will be conducted on the observation data to gain further insights into the interaction between teachers and students during learning.

This research is expected to provide a better understanding of the effectiveness of interactive-communicative learning methods in improving Arabic speaking skills in the upper secondary education environment and provide valuable recommendations for developing more effective curricula and learning practices in the future.

RESULT AND DISCUSSION

Interactive-Communicative Approach in Language Learning

An interactive-communicative approach is a framework that views social interaction and communication as key elements in language learning (Irudayasamy et al., 2018). This theory emphasizes that the practical language learning process occurs through the active involvement of students, teachers, and relevant situations. In this approach, learning not only involves the absorption of material by students but also involves intense interaction between students and teachers and between students and each other (Suhendi & Purwarno, 2018). These interactions allow students to use language in real life in various contexts, thus helping them understand and master the language better. Teachers play a crucial role in this approach by facilitating the student learning process (Kessler, 2018). They create an environment that supports, motivates, and encourages students to participate actively in communicative activities. In an interactive-communicative approach, mistakes are considered a natural part of learning and are used as opportunities to improve students' understanding (Dos Santos, 2020).

The interactive-communicative strategy aims to provide pupils with solid language skills and confidence to handle real-world conversation (Kimario & Mtana, 2023). With this method, students learn grammar principles and language structure in addition to being taught how to use language appropriately and in relevant contexts for day-to-day conversation (M. Kassem, 2019). This allows them to develop the ability to speak, listen, read, and write effectively in various social and cultural contexts (Haesum et al., 2023). The role of the teacher in this approach is to create a supportive learning environment that encourages students to interact with each other and apply language in various practical situations (Songsingchai et al., 2019). Instructors serve as role models for pupils, enabling them to communicate effectively and clearly. As a result, the interactive-communicative method equips students to actively utilize the language in daily situations, in addition to helping them to understand it conceptually (Nggawu & Thao, 2023). Students are inspired to participate

in the language learning process because of the lively and entertaining learning environment this produces.

In this approach, students are encouraged to actively participate in various activities involving language skills, such as speaking, listening, reading, and writing (Fu'adah & Maghviroh, 2023). They are guided to understand language structure and use language practically in various communicative situations (Kenza Tacarraoucht et al., 2022). Activities such as role-playing, group discussions, collaborative projects, and real-life-based tasks provide opportunities for students to interact and communicate with others in relevant contexts (Tuyen & Hoai An, 2019). Through role-playing, for example, students can experience how to use language in realistic situations and practice it directly. Group discussions allow them to share ideas, opinions, and experiences, thus improving their speaking and listening skills (Mustofa et al., 2020). Collaborative projects and real-life-based assignments provide an authentic context for applying language skills in everyday activities.

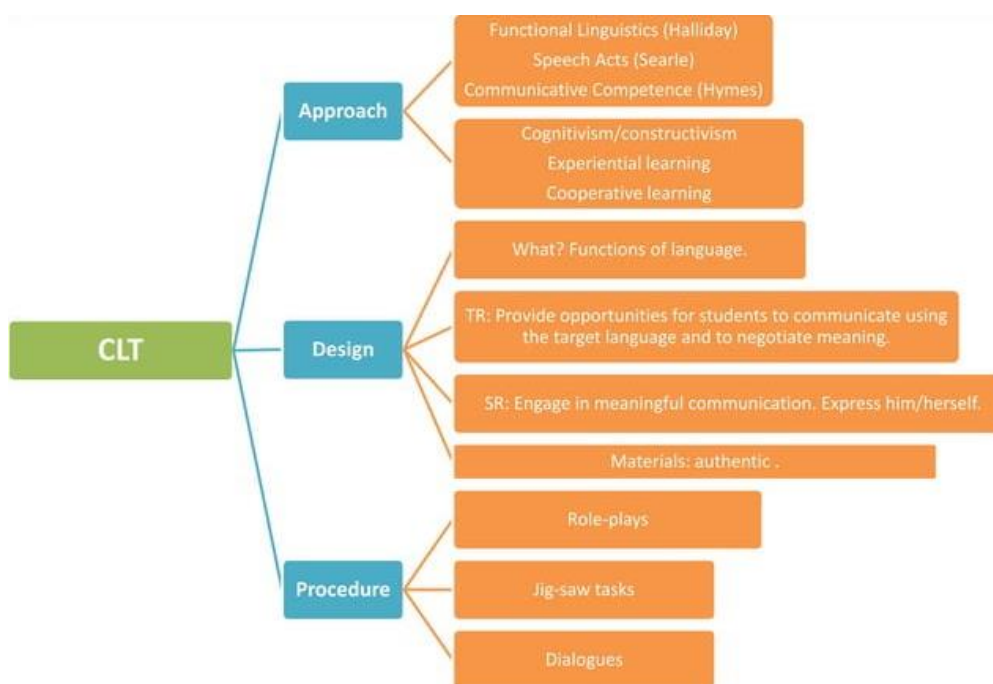


Figure 1. Interactive Communicative Language Learning

The main goal of the interactive-communicative approach is to produce students who master the language theoretically but are also able to use the language effectively in real-life situations (Aprianto & Zaini, 2019; Obenza & Mendoza, 2021). Thus, students must become competent and experienced language users in various communicative contexts. They learn about structure and grammar and are trained to interact and communicate with others with the confidence and necessary skills (Kaharuddin, 2018). Through this approach, students can develop the ability to express their ideas, ideas, and emotions clearly and effectively in various situations, from informal conversations to formal presentations. In addition, they are also taught to understand the nuances of language and culture associated with their use in various contexts. Thus, the interactive-communicative approach not only aims to improve students' language proficiency but also to prepare them to adapt well to different real-life situations

that involve the use of language, be it at work, at school, or in everyday interactions (Astriana & Sulistyarningsih, 2020).

Table 1.
Aspects Closely Related to the Communicative Approach

No.	Related Aspects	Meaningfulness in a Communicative Approach
1.	Language Theory	The communicative approach based on language theory states that language is a system for expressing meaning, emphasizing the semantic and communicative dimensions rather than the grammatical characteristics of language. Therefore, language interaction and communication must be highlighted, not language knowledge (Amer & Al-Rababah, 2020).
2.	Learning Theory	The learning theory suitable for this approach is the theory of scientific second language acquisition. This theory assumes that the learning process is more effective if the language is taught naturally, so the language learning process is more effective through direct communication in the language being learned.
3.	Purpose	The primary needs of students in learning a language are related to the need to communicate, so the general purpose of language learning is to develop students' ability to communicate (competence and communicative performance).
4.	Syllabus	The syllabus must be arranged per the learning objectives and objectives formulated, and the materials selected must follow the students' needs.
5.	Activity Type	Learning Indonesian with a communicative approach exposes learning to real communication situations, such as exchanging information, negotiating, or other activities.
6.	The Role of Teachers	Teachers only act as communication process facilities, assignment, and text participation, and they need analysts, counselors, and learning process managers in this learning.
7.	Student Role	In this learning, learners (read: students) play the role of givers and receivers, negotiators, and interactors so that students master not only the forms of language but also their forms and meanings in the context in which they are used.
8.	The Role of Materials	In this learning, the material must be compiled and presented in a supporting role to improve language proficiency and honest communication. (Qasserras, 2023)

Objective Conditions of *Muhādatsah* Learning at MTs Al-Muqowwamah

At MTs Al-Muqowwamah, several problems affect the objective conditions of *muhādatsah* learning. One of the main problems is the lack of adequate facilities to support *muhādatsah* learning. Limited classrooms and a lack of audiovisual equipment hinder teachers' ability to create interactive and engaging learning environments for students. The lack of reading materials and other relevant resources limits students' ability to expand their vocabulary and learning context.

Another problem that affects the objective conditions of *muhādatsah* learning is the lack of training and support for teachers in implementing practical learning approaches. Many teachers may not be fully trained in using learning methods that emphasize interaction and active communication, so they may face difficulties in designing and managing learning activities that suit the needs of students. The lack of training and professional development opportunities can also hinder innovation in teaching practices.

In addition, students' low motivation in learning *muhādatsah* is also a problem that needs to be overcome. A lack of understanding of the importance of speaking in Arabic and a lack of opportunities to practice in a natural context may reduce students' interest in learning *muhādatsah*. This can result in low participation in classroom activities and a decrease in overall learning outcomes. Therefore, schools must identify effective strategies to increase student motivation and foster their interest in *muhādatsah* learning.



Figure 2. Proses Pembelajaran *Muhādatsah*

Source form: <https://mtsalmuqowamah.com/index.php?id=galeri&kode=3>

Analysis of students' abilities in *Arabic muhādatsah* before applying the interactive-communicative learning method

Before applying the interactive-communicative learning method, the researcher made observations that included qualitative and quantitative aspects of data collection. Qualitatively, the researcher observed the interaction between teachers and students during the *Muhādatsah* learning process. This includes observation of teachers' teaching strategies, such as instructional approaches, types and frequencies of activities carried out, and student responses to the learning. Qualitative observation also includes content analysis of conversations between teachers and students, including evaluation of communication quality, vocabulary use, sentence structure, and fluency in Arabic.

Meanwhile, the researcher recorded data related to the student's oral test results in the quantitative aspect before applying the interactive-communicative learning method. This quantitative data includes assessing students' Arabic speaking ability based on pre-established criteria, such as appropriate vocabulary, correct sentence structure, fluency in speaking, and level of confidence in communicating. The results of this test were measured using a pre-agreed assessment scale, and the quantitative data generated was used to statistically analyze the level of achievement of students' Arabic-speaking proficiency.

By combining these two approaches, researchers can comprehensively understand students' Arabic speaking proficiency before applying interactive-communicative learning methods. Qualitative observations provide in-depth insights into the learning process and interactions between teachers and students. In contrast, quantitative data from oral test results provide a more measurable picture of students' overall level of speaking proficiency. Thus, this approach allows researchers to obtain relevant and accurate information that can be the basis for planning and implementing more effective interactive-communicative learning methods.

Table 1.
Results of Quantitative Evaluation of Oral Tests for Muhādatsah Learning Before Using Interactive-Communicative Learning Methods

No	Value	Number of Students	Percentage
1	100	1	3%
2	80	6	18%
3	60	11	33%
4	40	10	30%
5	20	2	6%
6	0	0	0%
Number of Students		30	
Average		56	
Complete (%)		18	
Incomplete (%)		12	

From the data above, it is known that the results of the quantitative oral test evaluation of *muhādatsah* learning before using the interactive-communicative learning method showed that the number of students who achieved a score above the KKM or completed the same level was 18 students (54%), while the score below the KKM or not completed was 12 students (36%). From the data analysis, it can be concluded that before applying the interactive-communicative learning method, the results of the oral test evaluation qualitatively show that most students have not reached the set standards (KKM). Of the 30 students evaluated, only 18, or 54%, scored above the KKM or could have mastered Arabic speaking proficiency. Meanwhile, another 12 students, or about 36%, still scored below the KKM, indicating that they had not reached the expected level of proficiency in Arabic conversation. This analysis suggests the need to improve the previous learning approach, considering that most students have not achieved the desired competency standard in Arabic speaking proficiency. It highlights the importance of adopting more effective learning methods and following student needs, such as interactive-communicative learning methods. Thus, this data provides a solid basis for considering changes in learning approaches to improve student learning outcomes in Arabic-speaking proficiency.

Table 2.
Results of Qualitative Evaluation of Oral Tests for Muhādatsah Learning Before Using Interactive-Communicative Learning Methods

Value	Number of Students
A	0
B	10
C	11
D	9
Number of Students	30
Highest Score	B
Lowest Score	D

From the data above, it is known that the results of the test or the results of the evaluation of the oral test qualitatively learn *muhādatsah* before using the interactive-communicative learning method, namely the highest score of B and the lowest score of D. From the analysis of the data, it can be observed that before applying the interactive-communicative learning method, the results of the oral test evaluation qualitatively showed significant variations in student achievement of scores. The highest score achieved is B, while the lowest score is D. This indicates a large gap between students' highest and lowest speaking skills. In this context, despite achieving the highest score of B, some students still obtain the lowest score, namely D. This indicates the need to improve consistency and uniformity in Arabic speaking proficiency among students. While some students have achieved relatively high levels, some still have not reached the expected standards, suggesting that previous learning approaches may not fully meet their learning needs.

Therefore, this data analysis highlights the importance of more inclusive and effective learning methods like interactive-communicative ones. This approach may help reduce the gap between the highest and lowest achievers in Arabic speaking proficiency by providing more opportunities for all students to participate in learning and improve their communication skills equally actively. Thus, using interactive-communicative learning methods can be considered a positive step in improving the quality of learning and student learning outcomes in Arabic-speaking proficiency.

Analysis of students' abilities in Arabic *muhādatsah* after applying the interactive-communicative learning method

After the researcher understands the students' abilities in *muhādatsah*, the next step is to make observations by applying interactive-communicative learning methods. Observations were made directly in the classroom during learning sessions, where researchers observed interactions between teachers and students and between students during learning activities. The interactive-communicative learning method emphasizes students' active participation, using the target language in real-life situations, and direct interaction between students to create a learning environment that supports the development of Arabic speaking proficiency.

During the learning sessions, researchers observed various activities in the context of interactive-communicative learning. It includes role-playing, group discussions, real-life situation simulations, and other communicative activities to facilitate direct student interaction. The researcher also paid attention to students' responses to the learning method, including the level of engagement, comfort in using Arabic, and confidence in communicating.

In addition, the researcher also recorded the teaching strategies used by teachers in applying interactive-communicative learning methods. That includes an instructional approach, activity design, student support, and efforts to create an inclusive and supportive learning environment. These observations help researchers understand how interactive-communicative learning methods are implemented in classroom practice and their impact on students' Arabic speaking proficiency. By making these observations, researchers can collect relevant and accurate data on the effectiveness of interactive-communicative learning methods in improving students' Arabic speaking proficiency. These observations also help researchers identify the strengths and weaknesses of the learning approaches used and provide a solid basis for recommendations for further improvement or development in implementing more effective learning methods.

Table 3.
Results of Quantitative Evaluation of Oral Tests for *Muhādatsah* Learning After Using Interactive-Communicative Learning Methods

No	Value	Number of Students	Percentage
1	100	10	30%
2	80	12	36%
3	60	6	18%
4	40	2	6%
5	20	0	0%
6	0	0	0%
Number of Students		30	
Average		81	
Complete (%)		100%	
Incomplete (%)		0	

From the data above, it is known that the results of the quantitative oral test evaluation of *muhādatsah* learning before using the interactive-communicative learning method showed that the number of students who achieved a score above the KKM or completed the level was 30 students (100%), while the score below the KKM or not completed was two students (6%). The data showed the results of the quantitative evaluation of oral tests related to *muhādatsah* learning before applying the interactive-communicative learning method. Based on the data, it can be seen that out of 30 students evaluated, all, or 100%, achieved a score above the KKM or can be considered to have mastered Arabic speaking proficiency. That shows the success in attaining the competency standards set earlier in the speaking aspect. However, it should be noted that two students, or about 6%,

are still getting grades below the KKM or have not reached the expected standards. Although this percentage is relatively small, some students still need additional support in improving their Arabic speaking skills. Therefore, although the overall evaluation results show a high success rate, paying particular attention to students who still need extra help to achieve the desired proficiency level is crucial.

Table 4.
Results of Qualitative Evaluation of Oral Tests for *Muhādatsah* Learning After Using Interactive-Communicative Learning Methods

Nilai	Jumlah Siswa
A	12
B	17
C	1
D	0
Jumlah Siswa	30
Nilai Tertinggi	A
Nilai Terendah	C

From the data above, it is known that the results of the quantitative oral test evaluation of *muhādatsah* learning before using the interactive-communicative learning method showed that the number of students who achieved a score above the KKM or completed the level was 30 students (100%), while the score below the KKM or not completed was two students (6%). The data showed the results of the quantitative evaluation of oral tests related to *muhādatsah* learning before applying the interactive-communicative learning method. Based on the data, it can be seen that out of 30 students evaluated, all, or 100%, achieved a score above the KKM or can be considered to have mastered Arabic speaking proficiency. This shows success in achieving the competency standards set earlier in speaking. However, it should be noted that two students, or about 6%, are still getting grades below the KKM or have not reached the expected standards. Although this percentage is relatively small, some students still need additional support in improving their Arabic speaking skills. Therefore, although the overall evaluation results show a high success rate, paying particular attention to students who still need extra help to achieve the desired proficiency level is crucial.

Discussion

The evaluation of the effectiveness of interactive-communicative instructional methods in enhancing Arabic speaking proficiency reveals promising results. Students engage actively in language production through structured communicative activities and direct interaction, improving their speaking skills. This method fosters a dynamic learning environment where learners are encouraged to express themselves authentically, facilitating a deeper understanding and internalization of Arabic language structures and vocabulary. The interactive nature of the instruction promotes meaningful communication, allowing students to apply linguistic knowledge in real-life contexts, which is crucial for proficiency development.

A comparative analysis of the progress of Arabic speaking proficiency among the experimental group, which received interactive-communicative instruction, and the control group, subjected to conventional teaching methods, sheds light on the efficacy of the former. The experimental group demonstrates significant advancements in speaking proficiency, including vocabulary usage, sentence structure, fluency, and confidence levels. Conversely, the control group exhibits comparatively slower progress, highlighting the superiority of interactive-communicative instruction in facilitating language learning and skill acquisition.

The qualitative and quantitative data analysis comprehensively examines language proficiency indicators, including vocabulary usage, sentence structure, fluency, and confidence levels in Arabic communication. Qualitative analysis delves into the richness and appropriateness of language use, providing insights into the depth of linguistic competence developed through interactive-communicative instruction. Meanwhile, quantitative analysis quantifies the extent of improvement in each proficiency aspect, offering measurable evidence of the effectiveness of the instructional approach.

From the quantitative oral test evaluation results before implementing the interactive-communicative learning method, it can be seen that most students have not reached the set standard (KKM). Out of 30 students evaluated, only 18, or 54%, achieved. From the results of the quantitative oral test evaluation before applying the interactive-communicative learning method, it can be seen that most students have not yet reached the set standard (KKM). Out of the 30 students evaluated, only 18, or 54%, scored above the KKM, while the other 12 students, or about 36%, still scored below the KKM. The analysis of this data indicates an urgent need to improve the learning approach used previously, as the results show that most students have not achieved the desired competency standards in Arabic speaking proficiency. Therefore, adopting interactive-communicative learning methods is appropriate for improving students' learning outcomes.

From the qualitative oral test evaluation results before applying the interactive-communicative learning method, it was seen that there were significant variations in students' grade achievements. Although the highest achievement was a "B," some students still obtained the lowest grade, a "D." This indicates the need to improve consistency and uniformity in Arabic-speaking proficiency among students. The interactive-communicative learning approach is expected to reduce the gap between the highest and lowest achievers, allowing all students to actively and equally participate in learning.

The quantitative oral test evaluation data show that all students achieved scores above the KKM, signifying success in achieving the previously set competency standards. However, two students still scored below the KKM, indicating that some students needed additional help improving their Arabic speaking proficiency. Although the overall results show high success, special attention must still be given to students who need extra support.

From the qualitative oral test evaluation data before the implementation of the interactive-communicative learning method, it was seen that the results showed variations in grade attainment between students, with the highest grade being A and the lowest grade being C. These differences indicate the existence of diversity in Arabic speaking ability among students. Therefore, paying attention to these variations in lesson planning and providing appropriate support to students' needs to improve their speaking proficiency is essential.

In addition, 12 students scored above the KKM, while the other 12 students, or about 36%, still scored below the KKM. The analysis of this data indicates an urgent need to improve the learning approach used previously, as the results show that most students have not achieved the desired competency standards in Arabic speaking proficiency. Therefore, adopting interactive-communicative learning methods is appropriate for improving students' learning outcomes.

From the qualitative oral test evaluation results before applying the interactive-communicative learning method, it was seen that there were significant variations in students' grade achievements. Although the highest achievement was a "B" grade, some students still obtained the lowest grade, a "D." It indicates the need to improve consistency and uniformity in Arabic-speaking proficiency among students. The interactive-communicative learning approach is expected to reduce the gap between the highest and lowest achievers, allowing all students to actively and equally participate in learning.

The quantitative oral test evaluation data show that all students achieved scores above the KKM, signifying success in achieving the previously set competency standards. However, two students still scored below the KKM, indicating that some students needed additional help improving their Arabic speaking proficiency. Although the overall results show high success, special attention must still be given to students who need extra support.

From the qualitative oral test evaluation data before the application of the interactive-communicative learning method, it is seen that the results show variations in grade attainment between students, with the highest grade being A and the lowest grade being C. These differences indicate the existence of diversity in Arabic speaking ability among students. Therefore, paying attention to these variations in lesson planning and providing appropriate support to students' needs to improve their speaking proficiency is essential.

CONCLUSION

In conclusion, this study provides valuable insights into the effectiveness of interactive-communicative instruction in enhancing Arabic speaking proficiency, particularly in the context of *Muhādatsah* (conversation). The findings demonstrate significant improvements in vocabulary usage, sentence structure, fluency, and confidence among students who underwent interactive-communicative instruction compared to those in the control group. These results underscore the importance of integrating communicative activities that promote authentic interaction in Arabic language teaching. Moreover, the study highlights the psychosocial benefits of such instructional approaches, as evidenced by the increased confidence levels among learners. Future research should explore additional factors that may influence the effectiveness of interactive-communicative instruction, such as learner characteristics, duration of instruction, and specific teaching strategies.

Moreover, longitudinal studies could provide insights into the long-term impact of these instructional methods on Arabic language proficiency development. Additionally, comparative studies examining the effectiveness of interactive-communicative instruction across different proficiency levels and learning contexts would contribute to a more comprehensive understanding of its applicability and effectiveness. Overall, this study contributes to the ongoing discourse on innovative language teaching methodologies and underscores the importance of communicative approaches in improving Arabic speaking proficiency.

ACKNOWLEDGMENT

We want to express our sincere gratitude to the entire academic community of MTs Al-Muqowwamah for the support, guidance, and cooperation provided throughout the research process. Without the contributions and collaboration from various parties, this research would not have been realized effectively. We appreciate the encouragement, thoughts, and valuable guidance from all involved in this project. Additionally, we extend special appreciation to the authors who have contributed their energy, thoughts, and time from the beginning until the completion and publication of this research. Their hard work and dedication have been the mainstay of the success of this study. We thank the journal's editorial team, Ta'lim al-'Arabiyyah, for allowing us to publish this research. We are deeply grateful for the review, feedback, and guidance the editors and reviewers provided during publication. We genuinely value all the support and assistance various parties provide in implementing this research. May this good collaboration continue in the future. Thank you for all the contributions given.

AUTHOR CONTRIBUTIONS STATEMENT

[NM] served as the manuscript's primary researcher and author. [IS] was the supervisor, guiding research methodology and proofreading the manuscript. [AK] contributed as a research assistant, responsible for data collection and analysis.

REFERENCES

- Aflisia, N., & Hazuar, H. (2020). Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif. *Arabiyatuna: Jurnal Bahasa Arab*, 4(1), 111–130. <https://doi.org/10.29240/jba.v4i1.1380>
- Ahmed, Md. K. (2018). Pedagogy in Speaking: Challenges Addressed by Teacher-Student in the ESL Context. *International Journal of Applied Linguistics and English Literature*, 7(3), 97–107. <https://doi.org/10.7575/aiac.ijalel.v.7n.3p.97>
- Amer, A. B., & Al-Rababah, I. H. M. (2020). Communicative Competence By Learners of Arabic as a Second Language (the Writing Skill as a Model). *Journal of Social Sciences (COES&RJ-JSS)*, 9(1), 95–111. <https://doi.org/10.25255/jss.2020.9.1.95.111>
- Aprianto, D., & Zaini, N. (2019). The Principles of Language Learning and Teaching in Communication Skill Developments. *VELES Voices of English Language Education Society*, 3(1), 45–61. <https://doi.org/10.29408/veles.v3i1.1281>
- Arsyad, M. H. (2019). Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa. *Shaut al Arabiyyah*, 7(1), 13–30. <https://doi.org/10.24252/saa.v1i1.8269>
- Astriana, D. & Sulistyaningsih. (2020). Implementing Communicative Language Teaching Approach at Innovative Learning Center Sidoarjo. *JournEEL (Journal of English Education and Literature)*, 2(2), 45–53. <https://doi.org/10.51836/journeel.v2i2.142>
- Dos Santos, L. M. (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms. *Journal of Education and E-Learning Research*, 7(2), 104–109. <https://doi.org/10.20448/journal.509.2020.72.104.109>
- Fu'adah, S., & Maghviroh, N. (2023). At-Thariqah Al-Ittishaliyah (Communicative Method) Wa Tathbiqaha Fi Ta'lim Al-Lughah Al-'Arabiyyah. *Lahjah Arabiyyah: Jurnal Bahasa*

- Arab Dan Pendidikan Bahasa Arab*, 4(1), 44–57.
<https://doi.org/10.35316/lahjah.v4i1.44-57>
- Haesum, L. K. E., Hejlesen, O. K., & Udsen, F. W. (2023). An Interactive Communication Model for Self-Care—Regardless of Health Literacy: Protocol for a Quasi-Experimental Study. *JMIR Research Protocols*, 12, e37673.
<https://doi.org/10.2196/37673>
- Hastang, H., & R., A. (2023). Analysis of Arabic Language Learning Difficulties Among Students in the Qawaid Al-Lughah Al-Arabiyyah Materials. *Didaktika: Jurnal Kependidikan*, 17(1), 31–42. <https://doi.org/10.30863/didaktika.v17i1.5052>
- Hermawan, A. (2018). *Pembelajaran Keterampilan Berbahasa Arab dengan Pendekatan Komunikatif – Intraktif*. Alfabeta.
- Irudayasamy, J., Antonette Hankins, C., & March, M. (2018). Creating a Web-Based Communicative Learning Environment Through Interactive Blogs: English Language Acquisition. *Arab World English Journal (AWEJ), Special Issue* (4), 260–271.
<https://doi.org/10.2139/ssrn.3226709>
- Kaharuddin, A. (2018). The Communicative Grammar Translation Method: A Practical Method to Teach Communication Skills of English. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 4(2), 232–254.
<https://doi.org/10.24252/Eternal.V42.2018.A8>
- Kenza Tacarraoucht, Zano, K., & Zamorano, A. (2022). Team Games-Language Learning Model in Improving Students’ Speaking and Listening Skills Viewed from Creativity. *Journal of Language and Literature Studies*, 2(1), 53–61.
<https://doi.org/10.36312/jolls.v2i1.711>
- Kessler, G. (2018). Technology and the Future of Language Teaching. *Foreign Language Annals*, 51(1), 205–218. <https://doi.org/10.1111/flan.12318>
- Kimario, R., & Mtana, N. J. (2023). Task-Based Learning (TBL) Approach: An Effective Method for Improving English Language Communication Skills in Public Primary Schools in Morogoro Municipality, Tanzania. *Asian Journal of Education and Social Studies*, 44(3), 46–56. <https://doi.org/10.9734/ajess/2023/v44i3965>
- M. Kassem, H. (2019). The Effect of Communication Strategy Instruction on Saudi EFL Learners’ Strategy Use, Speaking Proficiency and Self-Efficacy. *Journal for the Study of English Linguistics*, 7(1), 21–44. <https://doi.org/10.5296/jsel.v7i1.14649>
- Muradi, A. (2014). Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 1(1), 29–48.
<https://doi.org/10.15408/a.v1i1.1129>
- Mustofa, N. H., Rifa’i, A., & Muttaqin, I. (2020). Ta’lim Mahārah Al-Kalām Khārij Al-Fasl ‘Ala Dlaui Al-Madkhal Al-Itthishālī. *Ta’lim al-‘Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 4(1), 61–74. <https://doi.org/10.15575/jpba.v4i1.8228>
- Nggawu, L. O., & Thao, N. T. P. (2023). The impact of Communicative Language Teaching (CLT) Approach on Students’ Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups. *International Journal of Language Education*, 7(3), 393–413. <https://doi.org/10.26858/ijole.v7i3.50617>
- Nirwansyah. (2021). Educated Spoken Arabic (ESA) in the Teaching of Arabic in Indonesia: *International Conference on Technology and Educational Science*, 540, 103–107.
<https://doi.org/10.2991/assehr.k.210407.221>

- Nur, H. (2017). Penerapan Metode Muhadatsah Dalam Meningkatkan Hasil Belajar Maharah Kalam Peserta Didik. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah Dan Keguruan*, 20(2), 177–187. <https://doi.org/10.24252/lp.2017v20n2i4>
- Pitura, J. (2022). Developing L2 Speaking Skills in English-Medium EFL Higher Education. *Innovation in Language Learning and Teaching*, 16(2), 118–143. <https://doi.org/10.1080/17501229.2021.1884688>
- Qasserras, L. (2023). Systematic Review of Communicative Language Teaching (CLT) in Language Education: A Balanced Perspective. *European Journal of Education and Pedagogy*, 4(6), 17–23. <https://doi.org/10.24018/ejedu.2023.4.6.763>
- Rifa'i, A. (2021). Kajian Filosofi Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab. *Revorma: Jurnal Pendidikan Dan Pemikiran*, 1(1), 60–74. <https://doi.org/10.62825/revorma.v1i1.1>
- Sadat, A. (2018). Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab. *Al-Afidah: Jurnal Pendidikan Bahasa Arab Dan Pengajarannya*, 2(1), 1–17. <https://doi.org/10.52266/al-afidah.v2i1.161>
- Saepurrohman, A., & Nurhayati, S. L. (2020). Istikhdām Uslūb Al Ghinā Fī Ta'lim Al Mufradāt Al 'Arabīyyah Li Tarqiyati Qudrah Al Talāmīdz 'Alā Alhiwār Al 'Arabī. *Ta'lim al-'Arabīyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 3(2), 175–193. <https://doi.org/10.15575/jpba.v3i2.7715>
- Songsiengchai, S., Kewara, P., & Prabjandee, D. (2019). Preparation Program for Enhancing Communicative Language Teaching Ability. *International Journal of Education, Psychology and Counseling*, 4(1), 318–332. <https://doi.org/10.35631/IJEPC.4310028>
- Suhendi, A., & Purwarno, P. (2018). Constructivist Learning Theory: The Contribution to Foreign Language Learning and Teaching. *KnE Social Sciences*, 3(4), 87–95. <https://doi.org/10.18502/kss.v3i4.1921>
- Tuyen, L. V., & Hoai An, H. (2019). Task-based Language Teaching: Task-based Speaking Activities Used in EFL Classrooms at Tertiary Level. *International Journal on Studies in English Language and Literature*, 7(5), 1–19. <https://doi.org/10.20431/2347-3134.0705001>