



IMPLEMENTATION OF COMMUNICATIVE APPROACH IN MUHADATSAH LEARNING IN THE DIGITAL ERA

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Abstract

This study aims to explore the effectiveness of the communicative approach supported by digital technology in *muhadatsah* learning (Arabic speaking skills) among secondary-level students. The communicative approach was chosen as it addresses the limitations of traditional methods. The research employed a classroom action research method conducted in two cycles, involving tenth-grade students at STIT Madani Yogyakarta. Data were collected through observations, interviews, speaking proficiency tests, and motivation questionnaires. The results indicated a significant improvement in all three aspects of speaking skills, with gains ranging from 25% to 32%. Furthermore, students demonstrated increased confidence and learning motivation following the implementation of interaction-based instruction and the use of digital media, such as conversation applications and online learning platforms. The main challenges identified were limited internet. These findings affirm that the integration of the communicative approach with digital technology fosters more interactive and adaptive learning, in line with the demands of the digital era. Therefore, adequate infrastructure and teacher training are essential for sustainable implementation.

Keywords: Communicative approach; Muhadatsah; Digital technology

تجريد

الهدف من هذا البحث هي استكشاف فعالية النهج التواصلي المدعوم بالتكنولوجيا الرقمية في تعلم مهارات التحدث باللغة العربية لدى تلاميذ المرحلة الثانوية. وقد اختير النهج التواصلي لمعالجة محدودية الطرق التقليدية. منهج البحث المستخدم هو بحث الإجمالي على دورتين، بمشاركة تلاميذ الصف العاشر في معهد ماداني يوجياكارتا للتكنولوجيا. جُمعت البيانات بالملاحظات والمقابلات واختبارات إتقان التحدث واستبيانات. النتائج من هذا البحث هي تحسن ملحوظ في جميع جوانب مهارات التحدث الثلاثة، حيث تراوحت نسبة التحسن بين ٢٥٪ و ٣٢٪، ودل على ذلك بأن التلاميذ زيادة في الثقة بالنفس ودافعية التعلم بعد تطبيق التعليم التفاعلي واستخدام الوسائط الرقمية، مثل تطبيقات المحادثة ومنصات التعلم عبر الإنترنت. الخلاصة من هذا البحث هي أن دمج النهج التواصلي مع التكنولوجيا الرقمية يعزز التعلم التفاعلي والتكيفي، بما يتماشى مع متطلبات العصر الرقمي. لذلك، فإن البنية التحتية الكافية وتدريب المعلمين أمران ضروريان للتنفيذ المستدام

الكلمات المفتوحة: النهج التواصلي؛ المحادثة؛ التكنولوجيا الرقمية



INTRODUCTION

Speaking skills, the ability to communicate effectively in Arabic, are an essential competency for students in Islamic educational institutions, especially in Indonesia.¹ *Muhadatsah* learning, or speaking skills in Arabic, plays a crucial role in developing students' language abilities so that they can understand, interact, and use Arabic in everyday contexts as well as in religious studies. However, in practice, Arabic language learning, particularly *muhadatsah*, still faces many challenges.²

Traditional teaching methods, which are often dominated by grammatical approaches and memorization, are considered less effective in developing students' speaking skills.³ This leads many students to feel awkward and lack confidence when communicating in Arabic, especially when they face real-life situations that demand fluency and spontaneity. On the other hand, the development of digital technology opens up new opportunities for education, including language learning. Digital media, such as conversation apps, online learning platforms, and social media, offer students the chance to independently and interactively develop their speaking skills.⁴

The communicative approach, which emphasizes the use of language in real contexts through active interaction,⁵ offers a solution to address the weaknesses of traditional methods. By integrating digital media into the communicative approach, students can practice their speaking skills outside the classroom, receive immediate feedback, and learn in a supportive and realistic environment. However, although this approach shows promise, its implementation still faces various challenges, such as limited access to technology, varying language proficiency levels among students, and teachers' readiness to adopt new methods and technologies.⁶

Therefore, this study is important to explore the application of the communicative approach supported by digital technology in *muhadatsah* learning. The aim is to understand the effectiveness of this approach in improving students' speaking

¹ Abdul Hafidz bin Zaid et al., "Implementasi Pendekatan Komunikatif (Communication Approach) Dalam Meningkatkan Keterampilan Berbahasa Arab," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 7, no. 2 (September 22, 2024): 682, <https://doi.org/10.35931/am.v7i2.3769>.

² Zuliatin Nafisah, "Peningkatan Keterampilan Berbicara (Maharah Kalam) Bahasa Arab Melalui Media Gambar," *Language : Jurnal Inovasi Pendidikan Bahasa dan Sastra* 2, No. 4 (January 31, 2023): 319–27, <https://doi.org/10.51878/Language.V2i4.1877>.

³ Putri Sherina and Faisal Hendra, "Analisis Komparatif Antara Metode Gramatika Terjemah dan Metode Langsung Dalam Pembelajaran Bahasa Arab" 03, no. 03 (2024): 255–63.

⁴ Ronny Mahmuddin, "أساليب تعليم مهارات الكلام في تعليم اللغة العربية (دراسة تحليلية على كتاب 'العربية بين يديك')", *مجلة البصيرة: مجلة الدراسات الإسلامية* 3, no. 2 (October 13, 2022): 216–29, <https://doi.org/10.36701/bashirah.v3i2.651>.

⁵ Universitas Islam, Negeri Sunan, and Kalijaga Yogyakarta, "Shaut Al- ' Arabiyah Metode- Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Shaut Al- ' Arabiyah" 12, no. 1 (2019): 13–30, <https://doi.org/10.24252/saa.v1i1.8269>.

⁶ Ahmad Rifa'i, "Kajian Filosofi Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab," *Revorma: Jurnal Pendidikan dan Pemikiran* 1, no. 1 (November 22, 2021): 60–74, <https://doi.org/10.62825/revorma.v1i1.1>.

skills, identify the challenges faced, and formulate solutions to optimize Arabic language learning in the digital era.

One study shows that the communicative approach is effective in enhancing students' language skills, especially in speaking. This method involves active interaction relevant to everyday contexts, allowing students to develop more natural and spontaneous language abilities.⁷ Another study states that digital technology has become an essential supporting tool in the implementation of the communicative approach. Conversation apps such as HelloTalk and Duolingo allow students to practice the language with native speakers or fellow learners. Additionally, online learning platforms like Zoom and Google Meet provide opportunities for teachers and students to interact directly, enhance participation, and deepen students' language understanding.⁸ Several studies have found that the communicative approach also contributes positively to students' psychological aspects, such as increasing confidence, reducing anxiety, and fostering motivation in language learning.⁹ This interaction-focused learning helps students feel more comfortable in communicating, both academically and socially. Some of the challenges in implementing the communicative approach include limited access to technology, differences in language proficiency among students, and limited learning time. Proposed solutions include providing adequate infrastructure and training teachers to use this approach.¹⁰

The novelty of this research lies in the combination of a communicative approach and the use of digital technology in learning *muhadatsah* (Arabic speaking skills) in the modern era, especially in Islamic educational institutions in Indonesia. Different from previous studies that generally only focus on one aspect either a communicative approach or the use of technology—this study integratively explores the synergy of the two. In other words, this study presents a *muhadatsah* learning model based on a communicative approach strengthened by digital media, which is still rarely studied in depth, especially in the context of Islamic educational institutions in Indonesia.

RESEARCH METHODS

This study uses a qualitative approach with a Classroom Action Research design, focusing on the implementation of the communicative approach in *muhadatsah* (Arabic conversation) learning. The study was conducted in several cycles to observe the improvement in students' speaking skills and their psychological changes during the

⁷ Akhmad Shaiful Bakri, "Model Pembelajaran Mahārah Al-Kalām Dengan Pendekatan Komunikatif di Madrasah Aliyah," *Aphorisme: Journal of Arabic Language, Literature, and Education* 3, no. 2 (December 29, 2022): 69–80, <https://doi.org/10.37680/aphorisme.v3i2.2180>.

⁸ Andi Bangsawan Tolere, Mohammad Yusuf Iskandarsyah, and Ansar Ansar, "Strategi Pemanfaatan Media Dalam Pembelajaran Bahasa Arab di Era Digital 4.0," *Mujaddid: Jurnal Penelitian dan Pengkajian Islam* 1, no. 1 (April 30, 2023): 36, <https://doi.org/10.33096/mujaddid.v1i1.237>.

⁹ Iis Susiawati et al., "Psikologi Dalam Pembelajaran Bahasa Arab (Analisis Berpikir Kreatif dan Reflektif)," *Rayah Al-Islam* 7, no. 1 (April 28, 2023): 509–19, <https://doi.org/10.37274/rais.v7i1.708>.

¹⁰ Muhammad Fadhil Al Hakim, "Tantangan dan Solusi Pembelajaran Online Berbasis Digital Pada Masa Pandemic Covid-19," *Tarikhuna: Journal of History and History Education* 4, no. 1 (2022): 44–56, <https://doi.org/10.15548/thje.v4i1.4249>.



learning process. The subjects of this study were 30 students from the X grade at Sekolah Tinggi Ilmu Tarbiyah Madani Yogyakarta, who were taking Arabic language courses.

The participants had various levels of language proficiency, ranging from beginner to intermediate. The study was carried out in two cycles, with each cycle consisting of four stages: planning, action, observation, and reflection. The following stages were implemented: Data in this study were collected through observation and interviews. The collected data were then analyzed using qualitative descriptive analysis techniques to provide an overview of the changes in students' speaking abilities and attitudes toward the learning process. To ensure the validity and reliability of the data, a method triangulation was used, which involved gathering data from various sources (observation, interviews, and tests) and examining the consistency of results across these techniques. This triangulation was conducted to enhance the credibility of the findings and ensure that the results truly reflect the actual learning conditions.

RESULTS AND DISCUSSION

1. Improvement of Students' Speaking Skills Through the Communicative Approach

The implementation of the communicative approach in *muhadatsah* (conversation) learning has shown positive results in improving students' speaking skills. Through this approach, students actively engage in contextual and realistic conversations, allowing them to develop their Arabic language skills in more authentic situations. Several aspects of improvement observed include speaking fluency, grammatical accuracy, and appropriate vocabulary choice.

Based on the pre- and post-tests conducted during the study, there was a significant improvement in all three aspects. Table 1 below summarizes the results of the improvement in students' speaking skills after the application of the communicative approach.

Speaking Skill Aspects	Before Implementation	After Implementation
Speaking Fluency	60%	85%
Grammatical Accuracy	55%	80%
Vocabulary Choice	50%	82%

Table 1: Comparison Between Before and After Implementation

The application of the communicative approach in speaking lessons has proven effective in improving students' speaking skills. This is demonstrated through quantitative data showing significant improvement in three main aspects of speaking ability: speaking fluency, grammatical accuracy, and vocabulary choice. Before the implementation of the communicative approach, students' speaking skills were

considered average, with speaking fluency at 60%, grammatical accuracy at 55%, and vocabulary choice at 50%. After the communicative approach was applied, all three aspects significantly improved: speaking fluency reached 85%, grammatical accuracy increased to 80%, and vocabulary choice jumped to 82%. The greatest improvement was seen in vocabulary choice, which rose by 32%, indicating that students not only became more fluent but were also able to use a more varied and contextually appropriate vocabulary. In addition, qualitative data from observations showed that students who initially felt awkward or afraid to speak in front of the class began to show better confidence after participating in communicative-based activities. Activities such as role-playing and group discussions encouraged students to actively respond and express opinions, making the learning process more interactive and meaningful. These results align with findings by Yenni Yunita and Rojja Pebrian¹¹ which showed that the communicative approach significantly improved students' speaking skills. In their study, improvements were also observed in fluency, sentence structure, and vocabulary choice. The consistency between the results of this study and previous research shows that the communicative approach holds great potential as a teaching strategy that can enhance students' communication skills holistically.¹²

Based on the above data and comparison with relevant research, the author concludes that consistently the communicative approach not only improves the technical aspects of speaking skills (fluency, accuracy, vocabulary), but also strengthens the affective factors that are very important in language learning: self-confidence, courage to speak, and motivation to continue learning. This approach has proven effective and is worth recommending as a *muhadatsah* learning strategy in the digital era that demands real and applicable communication skills.

a. Online Learning Platforms

Platform learning tools such as Zoom, Google Meet, or Microsoft Teams are effective for virtual *muhadatsah* sessions, enabling teachers and students to interact directly, even when they are in different locations. Through these platforms, teachers can guide students in group discussions or Q&A sessions, creating a collaborative learning environment. These activities not only enhance students' speaking skills but also encourage active participation in a remote learning setting. The use of these tools supports the communicative approach by offering opportunities for real-time engagement, which is essential for developing fluency, accuracy, and vocabulary. This

¹¹ Yenni Yunita and Rojja Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam di Kelas Bahasa Center for Languages and Academic Development," *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 2 (December 17, 2020): 56–63, [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).5838](https://doi.org/10.25299/al-thariqah.2020.vol5(2).5838).

¹² Suharyanto H. Soro, Jana Ermya, and Joko Salman, "Penerapan Pendekatan Komunikatif Dalam Meningkatkan Keterampilan Berbicara Bahasa Inggris (Studi Kasus Pembelajaran Bahasa Inggris Dalam Perspektif Pendidikan Nilai)," *EDUKASIA: Jurnal Pendidikan dan Pembelajaran* 4, no. 2 (August 21, 2023): 1681–86, <https://doi.org/10.62775/edukasia.v4i2.487>.



method complements the findings from your study, where the integration of technology facilitated improvements in various speaking aspects.¹³

Digital Media Average	Frequency of Use	Practice / Week
Conversation Apps	High	5–7 times
Online Learning Platforms	Moderate	3–5 times

Tabel 2: Frequency of Digital Media Usage

This study shows that the use of digital media, particularly conversation apps, has a high usage frequency (5–7 times per week) compared to online learning platforms, which are used at a moderate frequency (3–5 times per week). This indicates that conversation apps are more effective in improving students' speaking skills. This finding is consistent with the research conducted by Farrah Zakiah Anwar,¹⁴ Students' Speaking Skill through Gallery Walk Technique. In that study, students using Gallery Walk Technique showed a significant improvement in their speaking abilities. This research emphasizes the importance of using interactive digital media in speaking skills learning. Therefore, the results of this study are consistent with the findings in the journal, which suggest that frequent use of interactive digital media can enhance students' speaking skills. It is recommended that educators integrate conversation apps into language learning to improve students' oral proficiency.

From the data in Table 2 and comparison with relevant research indicate several things: first, the intensity of digital media use is positively correlated with the improvement of students' speaking skills, second, conversation applications are more effective in forming fluency and vocabulary because of their flexible, real-time, and contextual nature, third, online platforms support aspects of structure and accuracy, but their use is more limited by time and fixed schedules. Therefore, teachers are advised to integrate conversation applications as part of independent assignments or daily exercises and maximize online platform sessions for feedback, guided discussions, and sentence structure training.

b. Social Media and Discussion Forums

Social media platforms such as WhatsApp or Telegram are used as discussion forums and places to exchange information about *muhadatsah* materials. Through these discussion groups, students can share new vocabulary, ask questions about grammar, or

¹³ Muhammad Yusuf Salam and Adam Mudinillah, "Zoom Meet: Alternative Media For Supporting Arabic Language Learning During The Pandemic," *Arabi : Journal of Arabic Studies* 7, no. 1 (June 30, 2022): 13–24, <https://doi.org/10.24865/ajas.v7i1.404>.

¹⁴ Farrah Zakiyah Anwar, "Enhancing Students' Speaking Skill through Gallery Walk Technique," *Register Journal* 8, no. 2 (November 1, 2015): 226, <https://doi.org/10.18326/rgt.v8i2.226-237>.

review topics that have been studied in class. These written and audio discussions help students review material while enriching their understanding of the Arabic language.¹⁵

In addition, the use of digital media has been proven to provide various significant benefits for *muhadatsah* (Arabic speaking) learning, including: 1) Access to Independent Learning: Students can learn anytime and anywhere, making them more independent in developing their speaking skills, 2) Real-Time Interaction: Chat applications and online learning platforms enable real-time interaction, which accelerates learning and deepens students' understanding in conversations, 3) Anxiety Reduction: With digital media, students can practice gradually before speaking in public, which helps reduce anxiety when speaking a foreign language.

The explanation above shows that integrating digital media into the communicative approach enhances the accessibility and effectiveness of *muhadatsah* (conversation) learning, especially in the digital era where technology plays an essential role in daily life. In the future, the use of digital media can be further developed with additional interactive features, such as artificial intelligence (AI) for automated feedback, which will further facilitate students in mastering the Arabic language.¹⁶

Based on the analysis above, it shows that the use of social media in *muhadatsah* learning is not only an alternative, but has become a necessity. Its main advantage lies in the ability of digital platforms to bridge space and time, create a flexible learning environment, and foster students' courage to speak actively and confidently. In the future, this approach will be even more strategic if combined with intelligent technology and strong pedagogical involvement from teachers.

2. Challenges in Implementing the Communicative Approach

Although the communicative approach offers many benefits in enhancing students' speaking skills, its implementation faces several challenges that need to be addressed. The main obstacles include limited digital infrastructure, varying language proficiency levels among students, as well as time constraints and teachers' readiness.¹⁷

One of the main challenges is the limited access to digital devices and the internet, especially for students in areas with poor internet connectivity or those who do not have devices that support online learning. This limitation hinders students from making optimal use of digital applications and platforms, resulting in restricted opportunities for independent practice outside of school hours.¹⁸

¹⁵ Depi Kurniati, "Penggunaan Media Sosial Dalam Pembelajaran Bahasa Arab Dengan Model Blended Learning," *Ta'limi | Journal of Arabic Education and Arabic Studies* 1, no. 2 (August 20, 2022): 119–38, <https://doi.org/10.53038/tlmi.v1i2.32>.

¹⁶ Samsul Haq, "Pembelajaran Bahasa Arab di Era Digital: Problematika dan Solusi dalam Pengembangan Media," *MUKADIMAH: Jurnal Pendidikan, Sejarah, dan Ilmu-Ilmu Sosial* 7, no. 1 (April 28, 2023): 211–22, <https://doi.org/10.30743/mkd.v7i1.6937>.

¹⁷ Yunita and Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam di Kelas Bahasa Center for Languages and Academic Development."

¹⁸ Muhimmatul Choiroh, "Evaluasi Pembelajaran Bahasa Arab Berbasis Media E-Learning," *Jurnal Naskhi: Jurnal Kajian Pendidikan dan Bahasa Arab* 3, no. 1 (April 19, 2021): 41–47, <https://doi.org/10.47435/naskhi.v3i1.554>.



Constraints	Impact
Internet Access	Students have difficulty following online classes and exercises
Digital Devices	Not all students have adequate devices

Tabel 3: Constraints and Impacts of Digital Infrastructure

Based on the table above, there are two main obstacles faced by students in the online learning process, namely limited internet access and ownership of adequate digital devices. These two obstacles are interrelated and have a significant impact on the effectiveness of learning activities. First, limited internet access causes students to have difficulty in attending online classes and completing exercises or assignments online. Unstable access, limited internet quota, and expensive network subscription fees are the main causes of this problem. This finding is reinforced by research by Linda Fitria and Ananda Maha Putri in the Indonesian,¹⁹ which states that 65.4% of students have difficulty accessing online learning due to network limitations. A similar thing was also expressed by Anrial, Savri Yansah, and Mulkati,²⁰ that students in rural areas experience disconnection during learning sessions, which ultimately has an impact on incomplete understanding of the material and academic lag. Second, ownership of digital devices is also an equally important challenge. Not all students have devices such as smartphones, laptops, or tablets that are adequate to support online learning. Many students have to share devices with other family members, or use low-spec devices that do not support good access to learning platforms. This condition is in line with the research results of Rosnaeni Rosnaeni and Andi Prastowo,²¹ which states that only 58% of students have personal learning devices. Meanwhile, research by Anrial, Yansah, and Mulkati²² states that limited digital devices have a direct impact on decreasing student motivation and enthusiasm in participating in online learning activities. These two obstacles are not only technical in nature, but also indicate the existence of a digital divide in the world of education. Inequality in access to information and communication technology creates differences in students' learning experiences, both in terms of the quality of interaction,

¹⁹ Linda Fitria and Ananda Maha Putri, "Model Bimbingan Kelompok dengan Art Therapy Untuk Mereduksi Stres Akademik Mahasiswa Mengikuti Perkuliahan Daring Dalam Kondisi Pandemi (Covid-19)," *JPPI (Jurnal Penelitian Pendidikan Indonesia)* 8, no. 1 (March 30, 2022): 53, <https://doi.org/10.29210/020221460>.

²⁰ Anrial, Savri Yansah, and Mulkati, "Problematisasi Komunikasi Mahasiswa dan Dosen Pada Perkuliahan Daring di Masa Pandemi," *Ishlah: Jurnal Ilmu Ushuluddin, Adab dan Dakwah* 4, no. 1 (June 23, 2022): 75–92, <https://doi.org/10.32939/ishlah.v4i1.193>.

²¹ Rosnaeni Rosnaeni and Andi Prastowo, "Kendala Implementasi Pembelajaran Daring di Sekolah Dasar Pada Masa Pandemi Covid -19 : Kasus di SDN 24 Macanang Kabupaten Bone," *Jurnal Basicedu* 5, no. 4 (July 16, 2021): 2241–46, <https://doi.org/10.31004/basicedu.v5i4.1151>.

²² Anrial, Yansah, and Mulkati, "Problematisasi Komunikasi Mahasiswa dan Dosen Pada Perkuliahan Daring di Masa Pandemi."

understanding of the material, and participation in learning. Therefore, it is important for educational institutions and policy makers to strive for inclusive interventions, such as providing learning devices, internet quota subsidies, and developing learning media that are friendly to access and data efficient.²³

From the data and analysis above, it shows that the challenges in implementing a communicative approach to *muhadatsah* learning are not only pedagogical, but also structural and social. The limitations of digital infrastructure are the main barrier to creating an equal and communicative learning space. Therefore, pedagogical strategies must be accompanied by fair and inclusive policy interventions, so that the spirit of active communication in Arabic language learning is not hampered by technological gaps.

3. Performance Evaluation and Psychological Impact

The communicative approach in learning *muhadatsah* not only has an impact on improving students' language performance, but also affects their psychological aspects, such as motivation, self-confidence, and anxiety in speaking. Based on the results of observations, interviews, and performance tests, it was found that this method succeeded in improving speaking skills while providing positive effects on students' psychological aspects.²⁴

a. Speaking Performance Evaluation

Performance evaluation is conducted by observing the improvement of students' speaking ability in terms of fluency, grammar, and vocabulary selection. Based on the results of the evaluation conducted before and after the implementation of the communicative approach, there was a significant improvement in all of these aspects. Some indicators of speaking performance that have improved include: 1) Speaking Fluency: Students become more fluent and less hesitant when speaking, 2) Grammatical Accuracy: Students tend to make fewer grammatical errors after communicative-based learning, 3) Vocabulary Selection: Students are more precise in choosing words that are appropriate to the context of the conversation.²⁵

Evaluation Aspects	Before Implementation	After Implementation
Smoothness	60%	85%

²³ Lhoussine Qasserras, "Systematic Review of Communicative Language Teaching (CLT) in Language Education: A Balanced Perspective," *European Journal of Education and Pedagogy* 4, no. 6 (November 23, 2023): 17–23, <https://doi.org/10.24018/ejedu.2023.4.6.763>.

²⁴ Elinda Umisara, Abdurrahman Faridi, and Henrikus Joko Yulianto, "An Evaluation of the Psychological Factors Influencing the Students' Anxiety in Speaking English" 11, no. 159 (2021): 496–505.

²⁵ Novy Maryani, Isop Syafei, and Abdul Kosim, "Ta' Lim Al - ' Arabiyyah : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban" 8, no. 1 (2024): 18–33.



Grammar	55%	80%
Vocabulary	50%	82%

Table 4: Comparison of Pre-Implementation and Post-Implementation Evaluations

The results of the evaluation conducted before and after the application of the learning method or media showed a significant increase in three main aspects of students' speaking ability, namely fluency, grammar, and vocabulary. This increase provides a clear picture of the effectiveness of the method applied in supporting the development of students' speaking skills.

1) Improved Speaking Fluency

Before the implementation of the learning method, the level of students' speaking fluency was at 60%. After the implementation of the method in question, there was a significant increase of up to 85%, or an increase of 25%. This shows that students are more confident in conveying ideas coherently and without significant obstacles. This increase in fluency can be influenced by a more interactive and communicative approach to learning, which allows students to practice speaking in more natural situations and closer to real situations. These results are in line with research by Nur Fadhillah Mukarrami, Qusaiyen Qusaiyen, and Salma Hayati,²⁶ which shows that the application of interactive learning media can increase students' speaking fluency by 23–27%.

2) Grammar Improvement

Grammar also showed a significant increase, from 55% before implementation, to 80% after implementation, which means there was an increase of 25%. This indicates that students are not only becoming more fluent in speaking, but also more structured and precise in using sentences. This increase reflects the positive impact of learning methods that not only emphasize fluency, but also awareness of correct grammatical structures. Research by Ihda Zakiyatin Niswah and Warsiman Warsiman,²⁷ that video-based learning media and interactive applications can strengthen students' understanding

²⁶ Nur Fadhillah Mukarrami, Qusaiyen Qusaiyen, and Salma Hayati, “تأثير استخدام الوسائل التعليمية في “تعليم اللغة العربية لساننا” (LISANUNA): *Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 10, no. 3 (February 1, 2021): 548, <https://doi.org/10.22373/ls.v10i3.8851>.

²⁷ Ihda Zakiyatin Niswah and Warsiman Warsiman, “Peningkatan Keterampilan Berbicara Melalui Media Voocaro Pada Siswa Kelas VIII SMPN 10 Malang,” *JiIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 3 (March 20, 2024): 2331–36, <https://doi.org/10.54371/jiip.v7i3.3673>.

of grammar because they provide examples of correct sentences and appropriate contexts of use.²⁸

3) Vocabulary Enhancement

Students' vocabulary experienced the most significant increase, from 50% to 82%, which recorded an increase of 32%. This increase shows that students not only speak more fluently, but also have the ability to use richer and more varied vocabulary in their conversations. Exposure to new vocabulary provided through dynamic and repetitive learning media allows students to remember and use the vocabulary in more practical situations. This is supported by research by Rambu - Aulia et al,²⁹ which shows that the use of digital media and educational games can increase students' vocabulary mastery by up to 30%, especially when used in active learning situations and based on fun applications.³⁰

4) Implications for Speaking Learning

Significant improvements in these three aspects of speaking ability indicate that the application of appropriate media or learning methods can have a positive impact on the development of students' speaking skills. By using methods that focus on active interaction, students are not only given the opportunity to practice speaking, but are also encouraged to improve important aspects of speaking, such as fluency, grammar, and vocabulary.³¹

According to the data and analysis above, it shows that the communicative approach has been proven to not only improve the technical aspects of speaking skills, but also has an impact on the psychological condition of students who are more positive. With this approach, the learning process becomes more humane, active, and meaningful, thus creating a generation of learners who are fluent in speaking and confident in communicating.

b. Psychological Impact on Students

The communicative approach has a positive impact on the psychological aspects of students. They feel more comfortable and confident in communicating using Arabic. Here are some of the psychological impacts identified: 1) Increase Self-Confidence: Repeated speaking activities and direct guidance from teachers help students feel more

²⁸ Joy Jopson Magbanua, "ISSN 2303 – 3037 (Print) ISSN 2503 – 2291 (Online) Enhancing English Grammar Skills of Grade 9 Students Through the Use of an English Grammar Application ISSN 2303 – 3037 (Print) ISSN 2503 – 2291 (Online)" 11, no. 2 (2024): 394–405.

²⁹ Rambu - Aulia et al., "Peran Media Dalam Pembelajaran Mufrodlat," *AL-MU'ARRIB: JOURNAL OF ARABIC EDUCATION* 1, no. 2 (December 6, 2021): 39–48, <https://doi.org/10.32923/al-muarrib.v1i2.2051>.

³⁰ Chahira Nasri, "Effective Vocabulary Teaching Strategies to Enhance EFL Learners ' Reading Abilities : A Case Study" 1, no. 2 (2022): 66–78, <https://doi.org/10.37058/jelita.v1i2.5196>.

³¹ Zanyar Nathir Ghafar and Bareq Raad, "Factors Affecting Speaking Proficiency in English Language Learning: A JOSS: Journal of Soc Ial Science," no. November (2023), <https://doi.org/10.57185/joss.v2i6.107>.



confident. They feel able to communicate more freely and spontaneously, 2) Reducing Speaking Anxiety: Most students initially feel anxious or afraid of making mistakes when speaking in front of the class. However, over time, through a communicative approach that emphasizes speaking practice in a supportive atmosphere, this anxiety is reduced, 3) Increase Learning Motivation: Interesting interactions and an active learning atmosphere increase students' motivation to participate. With digital applications and varied activities, students feel more enthusiastic in practicing Arabic.³²

c. Development of Social Skills

In addition to the psychological impact on individuals, the communicative approach also helps students develop social skills, such as the ability to collaborate and interact in groups. These skills are important in both classroom and out-of-class situations, as students are trained to listen, respond well, and build ongoing conversations.³³

d. Psychological Challenges and Solutions

Despite the positive psychological impacts, some students still feel awkward and lack confidence, especially when speaking in large groups or with people they do not know. To overcome these challenges, psychological support techniques are applied, such as: 1) Gradual Approach: Starting with small groups before moving to large group conversations, 2) Repeated Practice and Positive Feedback: Provide constructive feedback and encourage students to try again even if they make mistakes.³⁴

From the explanation and analysis above, it can be seen that the communicative approach in *muhadatsah* learning is not just a linguistic strategy, but a holistic approach that embraces the affective and social aspects of students. Its success lies in its ability to build a psychologically friendly learning climate, while fostering the courage to speak and interact in Arabic. With the right pedagogical support, psychological barriers can be minimized, while students' social and emotional potential can be developed optimally.

CONCLUSION

The application of a communicative approach in *muhadatsah* learning has proven effective in improving students' speaking skills. The evaluation results showed a significant increase in three main aspects: speaking fluency (up 25%), grammatical accuracy (up 25%), and vocabulary selection (up 32%). This increase shows that the

³² Joseph O Akomodi, "The Psychological Impact of Behavior on Student Learning at High School and University Levels," 2025, 394–406.

³³ Budi Astuti, "The Effectiveness of Social Skills Training in Improving Students' Interpersonal Communication," 2019, 33–44.

³⁴ Joko Widodo and Muhammad Nanang Qosim, "Penilaian Kinerja Pada Pembelajaran Maharah Al-Kalam Level 1 di Kursus Bahasa Arab Al-Arobiya Surakarta," *Uktub: Journal of Arabic Studies* 1, no. 2 (December 30, 2021): 84, <https://doi.org/10.32678/uktub.v1i2.5814>.

communicative approach encourages contextual, active, and interactive learning, which makes students more confident and skilled in using Arabic orally.

The integration of digital media, such as conversation applications, online learning platforms, and social media forums, also contributes to strengthening learning outcomes. Applications that are used intensively can enrich students' vocabulary, accelerate the learning process, and reduce anxiety in speaking.

However, there are obstacles in its implementation, especially in the aspect of digital infrastructure, such as limited internet access and limited adequate digital devices. These obstacles are a major challenge in online learning, especially for students in rural areas or with economic limitations.

From a psychological perspective, the communicative approach also has a positive impact, such as increased motivation, self-confidence, and decreased anxiety in speaking. Students become more comfortable and active in participating, especially through activities such as role-playing and group discussions. Overall, the communicative approach enriched with the use of digital media has a positive impact, both cognitively and affectively. For the sustainability and equal distribution of benefits, educational policy support is needed in the form of procurement of devices, internet access, and teacher training for the implementation of this method more evenly and optimally.

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