

Communicative Approach for Arabic Speaking Skill Based on Pesantren Needs

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Abstract

Arabic speaking instruction in pesantren is often constrained by a grammar-centered paradigm that limits learners' communicative competence despite Arabic's functional role in daily religious and educational practices. Purpose: This study aims to construct a communicative language teaching design for Arabic speaking skills based on pesantren needs, drawing on Finocchiaro and Brumfit's communicative framework. Methods: A qualitative research design employing a systematic literature review was conducted. Data were collected through staged identification, screening, and critical analysis of scholarly sources, including books and peer-reviewed articles, and analyzed using descriptive-interpretive techniques. Findings: The study identifies six pedagogical procedures for communicative Arabic instruction: presentation of short dialogues, oral drills, question-answer practice, contextual Arabic expression discussion, rule awareness, and performance-based evaluation. These procedures collectively emphasize meaning-oriented interaction, fluency development, and contextualized language use within pesantren environments. Implications: The proposed

model offers a structured communicative framework for Arabic speaking instruction in pesantren, though its applicability remains conceptual and requires empirical validation across diverse institutional settings. Originality: This study synthesizes Finochairo and Brumfit's communicative theory into a pesantren-specific instructional design, contributing a context-sensitive model for Arabic speaking pedagogy.

Keywords: *communicative approach, arabic, speaking skill, pesantren, pedagogy.*

INTRODUCTION

Developing effective communication skills in Arabic is a crucial objective in Arabic language education. However, achieving this competence has proven to be a persistent difficulty for many learners, as it requires not only mastery of linguistic structures but also the ability to use the language meaningfully in real communicative contexts.¹

For Arabic language learners, communicative competence often remains underdeveloped due to limited opportunities for authentic language use. This challenge is more pronounced when instruction emphasizes grammatical knowledge over practical speaking and interaction skills, resulting in learners who understand rules but struggle to communicate fluently.

These challenges are particularly evident in Islamic boarding schools (pesantren), where Arabic plays an important role in religious learning and daily activities.² Despite the strong presence of Arabic in the curriculum, students frequently encounter obstacles in developing effective oral communication skills, making communicative proficiency an ongoing concern in pesantren-based Arabic language education.³

One pedagogical approach that has been widely explored to enhance students' speaking skills in Arabic, particularly in *muhādatsah* learning, is the communicative approach.⁴ This approach is considered relevant in pesantren contexts, where Arabic is not only a subject of study but also a language expected to be used in daily religious and educational activities.

The communicative approach emphasizes the practical use of language for meaningful communication, rather than a focus on grammatical structures.⁵ In the context of Arabic learning, communicative approach emphasizes the functional use of Arabic in meaningful and authentic situations, rather than concentrating solely on

¹ Minatullah Minatullah et al., "Implementation of Communicative Method as an Effort to Increase the Student's Arabic Language Ability (Case Study at SDI Surya Buana Malang)," *Maharaat: Jurnal Pendidikan Bahasa Arab* 2, no. 1 (2019): 1, <https://doi.org/10.18196/mht.2115>.

² Titi Fitri et al., "BAHASA, PENDIDIKAN, DAN AGAMA DALAM PEMBELAJARAN BAHASA ARAB," *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 6, no. 1 (2025): 38–54, <https://doi.org/10.35316/lahjah.v6i1.38-54>.

³ Zahra Atika Mappiara et al., "Isu Dan Problematika Dalam Pembelajaran Maharah Kalam," *AL-KILMAH* 2, no. 1 (2023): 48–61, <https://doi.org/10.58194/alkilmah.v2i1.1847>.

⁴ Muhammad Syafii Tampubolon and Rahmad Ilahi, "IMPLEMENTATION OF COMMUNICATIVE APPROACH IN MUHADATSAN LEARNING IN THE DIGITAL ERA," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab* 13, no. 1 (2025): 1–16, <https://doi.org/10.24952/thariqahilmiah.v13i1.13789>.

⁵ Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge University Press, 2001).

grammatical rules and vocabulary acquisition. In *muhādatsah* instruction, this orientation enables students to practice Arabic as a tool for interaction, fostering the development of communicative competence alongside linguistic knowledge.

By engaging students in communicative activities that simulate real-life interactions within the pesantren environment such as daily conversations, religious discussions, and social exchanges, learners are encouraged to actively participate in speaking practices. This experiential learning process allows students to develop their speaking skills in a practical, contextual, and meaningful manner, aligning closely with the communicative goals of Arabic language education in Islamic boarding schools.

Several previous studies have examined the effectiveness of the communicative approach in enhancing students' speaking proficiency. The findings indicate that this approach contributes to higher levels of learner motivation,⁶ promotes active participation in classroom activities,⁷ and supports the integrated development of the four language skills—listening, speaking, reading, and writing—within the language learning process.⁸

Additionally, a study investigated the implementation of an intensive Arabic language curriculum based on the communicative approach in a female Islamic boarding school in Indonesia. The program was designed to enhance students' speaking and reading abilities, and the results revealed both the advantages and limitations of applying the communicative approach in this educational context.⁹

Similarly, another study examined the instructional methods employed by lecturers at the Centre for Foundation Studies, International Islamic University Malaysia, in teaching Arabic speaking skills. The results indicated that students favored a communicative-oriented approach that enables them to practice oral language use and receive constructive feedback, which in turn supports the improvement of their speaking proficiency.¹⁰

The studies above show that the application of a communicative approach in language learning has more positives than negatives. In its application, the communicative approach has succeeded in improving second language skills. In this case, pesantren as one of the institutions that learn a second language, requires the concept of using a communicative approach for students.

⁶ Fredson da Luz, "The Relationship between Teachers and Students in the Classroom: Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning," *Master's Theses and Projects*, May 1, 2015, <https://vc.bridgew.edu/theses/22>.

⁷ Mohammad Abraham Akbar Eisenring and Margana Margana, "THE IMPORTANCE OF TEACHER – STUDENTS INTERACTION IN COMMUNICATIVE LANGUAGE TEACHING (CLT)," *PRASASTI: Journal of Linguistics* 4, no. 1 (2019): 1, <https://doi.org/10.20961/prasasti.v4i1.17052>.

⁸ Abdul Hafidz Zaid, "Pendekatan Komunikatif Dalam Pengajaran Bahasa Arab (Pengalaman Pondok Modern Darussalam Gontor)," *At-Ta'dib* 7, no. 2 (2012): 2, <https://doi.org/10.21111/at-tadib.v7i2.77>.

⁹ Frida Akmalia et al., "Intensive Course: The Alternative Program for Teaching Arabic Speaking and Reading Skills at an Islamic Boarding School/al-Daurah al-Mukatsafah: Al-Barnamij al-Badil Li Ta'lim Maharah al-Kalam Wa al-Qira'ah Fi al-Ma'had," *Arabiyyatuna : Jurnal Bahasa Arab* 5, no. 1 (2021): 113, <https://doi.org/10.29240/jba.v5i1.2306>.

¹⁰ Sueraya Che Haron, "The Teaching Methodology of Arabic Speaking Skills: Learners' Perspectives," *International Education Studies* 6, no. 2 (2012): 2, <https://doi.org/10.5539/ies.v6n2p55>.

Therefore, this study will explain the design of language teaching based on a communicative approach through several general procedures for teaching communicative language developed by experts such as Finochairo and Brumfit based on the needs of students in pesantren which is expected to add innovation in the development of Arabic, especially in speaking skills. Adopting a communicative approach, which aims to develop learners' ability to use the target language effectively in real-life situations, can be particularly beneficial for students in pesantren.

The author chose the theory from experts Finochairo and Brumfit because it is proven to be able to develop the Arabic speaking skills of students in Islamic boarding schools, especially in muhadatsah activities as evidenced by research by Tamam et al.¹¹ This study aims to contribute additional insights to the existing body of research on communicative approaches in second language learning, particularly in the development of Arabic speaking skills. The findings of this research are expected to enrich scholarly knowledge and serve as a reference for the practical implementation of communicative approaches in Arabic language instruction.

METHOD

This study adopts a qualitative research design employing a literature review approach. A literature study involves systematic activities such as collecting scholarly sources, reading and documenting relevant materials, and analyzing research findings.¹² This approach is selected to enable the identification and critical analysis of key concepts and theoretical perspectives related to the implementation of communicative approaches in teaching Arabic speaking skills, particularly within the context of pesantren education.

This study employs a qualitative descriptive approach aimed at exploring information and data related to the implementation of the communicative approach in Arabic language teaching within Islamic boarding schools. The research is conducted through an in-depth examination of relevant literature, with an emphasis on developing a comprehensive conceptual understanding rather than collecting quantitative data. Data sources consist of secondary materials, including books, scholarly journal articles, and scientific documents that are directly related to the research focus.

Data were collected through a systematic literature search conducted in several stages. First, relevant sources were identified using keywords such as *communicative approach*, *Arabic speaking skills*, and *pesantren*. The selected literature was then screened

¹¹ Muhammad Ibnu Tamam et al., "Desain buku panduan muhadatsah berbasis pendekatan komunikatif untuk santri di Pesantren Daarul Uluum Bantarkemang Bogor," *Tawazun: Jurnal Pendidikan Islam* 18, no. 1 (2025): 167–92, <https://doi.org/10.32832/tawazun.v18i1.19142>; Muhammad Ibnu Tamam et al., "Applying Kitab 'Abbir Lughataka! Based on Communicative Approach in Muhādatsah Usbū'īyyah Program at Pesantren Daarul Uluum Bogor," *AL-WIJDÂN Journal of Islamic Education Studies* 10, no. 2 (2025): 403–23.

¹² Mestika Zed, *Metode Penelitian Kepustakaan* (Yayasan Pustaka Obor Indonesia, 2008), 3.

to ensure its alignment with the research focus, particularly studies that address the teaching of Arabic speaking skills through a communicative approach. Subsequently, the content of the selected sources was critically analyzed to examine the application of the communicative approach in pesantren settings and its relevance to the development of Arabic speaking competence. The data obtained from the literature review were analyzed descriptively. In addition, perspectives from previous studies were considered to strengthen the arguments and support the recommendations proposed in this research.

RESULT AND DISCUSSION

Sociolinguistic and Pedagogical Characteristics of Arabic Language Learning In Pesantren

1. Characteristics of Pesantren Students

Students in pesantren possess distinctive characteristics that differentiate them from learners in formal or general educational institutions. Santri typically live in a residential learning environment where academic activities are closely intertwined with religious practices, daily routines, and communal life. This setting shapes students' learning habits, discipline, and motivation, including in the learning of Arabic.

From a linguistic perspective, santri are generally exposed to Arabic from an early stage, particularly through religious texts, prayers, and classical Islamic literature. However, this exposure does not automatically translate into communicative speaking competence. Many santri demonstrate passive knowledge of Arabic, especially in reading and grammar while experiencing difficulties in expressing ideas orally.¹³ This gap highlights the need for instructional approaches that address students' communicative needs rather than focusing solely on structural mastery.

Within the framework of Communicative Language Teaching (CLT), understanding learner characteristics is essential. The communicative approach views learners as active participants who construct meaning through interaction. Therefore, the communicative teaching of *muḥādatsah* in pesantren must be designed in accordance with santri's cognitive, social, and religious backgrounds to ensure meaningful and contextualized language use.

2. Linguistic Culture Within the Pesantren Environment

Pesantren represent a unique linguistic ecosystem characterized by the coexistence of multiple languages, including Arabic, English, Indonesian, and local languages. Arabic holds a prestigious position as the language of Islamic knowledge and religious

¹³ M. Hadi Sutiyo, "Peran Kompetensi Bahasa Arab Dalam Meningkatkan Pemahaman Mendalam Santri Terhadap Al-Qur'an Dan Hadits," *Akademika: Jurnal Manajemen Pendidikan Islam* 6, no. 2 (2024): 280–95, <https://doi.org/10.51339/akademika.v6i2.3088>.

authority, while English is increasingly introduced as a global communication tool.¹⁴ Indonesian and local languages, meanwhile, dominate informal interactions.

This multilingual environment shapes a specific linguistic culture in which Arabic is often associated with formal, religious, or academic contexts rather than everyday communication. As a result, students may perceive Arabic as a “sacred” or “textual” language, which can create psychological barriers to using it spontaneously in spoken interaction.

The communicative approach seeks to transform this linguistic culture by repositioning Arabic as a functional means of communication. Through communicative activities that mirror daily pesantren life—such as dormitory conversations, classroom discussions, and peer interactions—Arabic can be normalized as a living language. In this sense, CLT aligns well with efforts to cultivate a more dynamic and interaction-oriented linguistic culture within pesantren.

3. Language Discipline System in Pesantren

One prominent feature of pesantren education is the implementation of a structured language discipline system. Many pesantren enforce language policies that require students to use Arabic or English within designated zones or periods. This system is often supported by regulations, monitoring mechanisms, and sanctions for violations.

From a pedagogical standpoint, language discipline plays a crucial role in creating a supportive environment for language practice.¹⁵ However, if not accompanied by appropriate instructional strategies, such discipline may lead to mechanical language use, anxiety, or superficial compliance rather than genuine communicative competence.

Integrating the communicative approach into the language discipline system allows discipline to function as an enabler rather than a constraint. CLT emphasizes meaningful interaction, feedback, and fluency development. When language rules are combined with communicative muḥādatsah activities—such as role-plays, problem-solving tasks, and peer conversations—students are more likely to internalize Arabic as a practical communication tool rather than merely an institutional obligation.

4. Arabic Communicative Needs in Daily Activities

In contemporary pesantren, students are increasingly required to develop communicative competence in both Arabic and English. Arabic is essential for

¹⁴ Akhiril Pane, “URGENSI BAHASA ARAB; BAHASA ARAB SEBAGAI ALAT KOMUNIKASI AGAMA ISLAM,” *Komunikologi: Jurnal Pengembangan Ilmu Komunikasi Dan Sosial* 2, no. 1 (2018), <https://doi.org/10.30829/komunikologi.v2i1.5452>.

¹⁵ Hasan Hasan, “Peran Lingkungan Bahasa (Language Environment) Dalam Penguasaan Bahasa Arab Di Lembaga Pendidikan,” *Pelita: Jurnal Studi Islam Mahasiswa UIN Dalwa* 1, no. 2 (2024): 216–25, <https://doi.org/10.38073/pelita.v1i2.1842>.

religious discourse, classical text comprehension, and formal communication within the pesantren, while English is often used in academic programs, international engagement, and modern knowledge access.

Santri's daily communicative needs include delivering announcements, participating in discussions, interacting with teachers and peers, and engaging in extracurricular activities.¹⁶ These communicative demands necessitate speaking skills that are functional, context-sensitive, and flexible across languages.

The communicative approach responds directly to these needs by prioritizing language use over language knowledge. In muḥādatsah instruction, communicative tasks can be designed to reflect real bilingual or multilingual situations commonly encountered in pesantren life. Such integration not only enhances speaking proficiency but also prepares students to navigate the linguistic realities of modern pesantren education effectively.

The Influence of Pesantren Scholarly Traditions on Language Learning

Pesantren education is deeply rooted in long-standing scholarly traditions, including the study of classical Islamic texts (*kitab kuning*), teacher-centered instruction, and strong reverence for authority and knowledge transmission. These traditions have significantly shaped Arabic language instruction, often emphasizing reading comprehension, grammatical analysis, and translation.

While these practices contribute positively to students' linguistic accuracy and textual understanding, they may limit opportunities for active oral communication. The communicative approach does not seek to replace pesantren traditions but rather to complement them by addressing areas that have received less emphasis, particularly speaking skills.

By integrating CLT with pesantren scholarly traditions, muḥādatsah instruction can bridge classical knowledge and contemporary communicative competence. Arabic speaking activities grounded in religious themes, ethical discussions, and pesantren life contexts allow students to practice oral communication while remaining aligned with pesantren values and intellectual heritage.

Language Teaching Design For Speaking Skill Through a Communicative Approach Based On Pesantren Needs

Speaking skill constitutes a central component of Arabic language proficiency, particularly within the pesantren context where Arabic is expected to function not only as an academic subject but also as a medium of daily communication. However, traditional instructional practices in pesantren have tended to emphasize grammatical

¹⁶ Marfiatu Rohmah, "Implementasi Kegiatan Ekstrakurikuler Muḥadharah dalam Meningkatkan Motivasi dan Percaya Diri Santri Putri Pondok Pesantren Darul A'Mal Metro" (masters, IAIN Metro, 2025), <https://repository.metrouniv.ac.id/id/eprint/11127/>.

analysis and text comprehension, which, although valuable, often provide limited opportunities for students to practice oral communication.¹⁷

A communicative approach offers a pedagogical framework that aligns with the functional language needs of santri. By prioritizing meaningful interaction, fluency development, and contextual language use, this approach addresses the gap between students' passive linguistic knowledge and their ability to communicate orally. Designing language instruction based on communicative principles therefore becomes essential in responding to the real communicative demands of pesantren life.

Effective language teaching design must be grounded in a clear understanding of learners' needs.¹⁸ In pesantren, students engage in various communicative situations that require spoken Arabic, such as daily conversations in dormitories, classroom discussions, religious activities, public announcements, and formal speeches. These contexts reflect both informal and formal language use, each requiring different levels of fluency and accuracy.

Needs-based design ensures that speaking instruction is relevant and meaningful. By mapping communicative functions commonly used in pesantren settings such as greeting, requesting, explaining, advising, and presenting teachers can develop speaking activities that reflect authentic language use. This needs-oriented perspective is consistent with the communicative approach, which views language learning as the acquisition of communicative competence rather than the mastery of isolated linguistic forms.

Communicative Language Teaching (CLT) provides several core principles that guide the design of speaking instruction. These include the use of authentic or semi-authentic tasks, learner-centered interaction, emphasis on meaning over form, and the integration of fluency and accuracy.¹⁹ In the pesantren context, these principles must be adapted to align with institutional culture, discipline, and religious values.

In muḥādatsah instruction, CLT encourages the use of role-plays, information-gap activities, discussions, and problem-solving tasks that simulate real-life situations within the pesantren environment. Grammar and vocabulary are not neglected but are introduced as supporting elements that facilitate communication. This approach allows students to develop confidence and spontaneity in speaking while maintaining linguistic appropriateness.

On the other hand, scholars such as Finochairo and Brumfit have proposed a set of general procedures for communicative language teaching that outline the instruction of language functions such as making suggestions particularly for beginner

¹⁷ Suci Ramadhanti et al., *DINAMIKA PEMBELAJARAN BAHASA ARAB DI INDONESIA Masa Kolonial hingga Masa Modern*, 1st ed. (Literasi Nusantara Abadi Grup, 2025).

¹⁸ Punaji Setyosari, *Desain Pembelajaran* (Bumi Aksara, 2020).

¹⁹ Muhammad Yusuf Salam and Yovan Luksinanto, "A Comprehensive Review of Communicative Language Teaching (CLT) in Modern Classrooms," *Lingeduca: Journal of Language and Education Studies* 3, no. 1 (2024): 58–70, <https://doi.org/10.70177/lingeduca.v3i1.1338>.

learners at the early junior high school level.²⁰ These procedures were later expanded by Harmer, who emphasized the importance of continuity in communication as a core principle in communicative language teaching.

Finochairo and Brumfit propose several sequential stages in the process of communicative language learning, which serve as a practical framework for implementing communicative language instruction; presenting a brief dialogue before motivating students based on the context, dialogue function, and prior knowledge; oral instruction, both group and individual; questions and responses pertaining to the subject and context of the dialogue; questions and answers concerning the students' unique experiences that are connected to the dialogue theme; a discussion of a single expression or structure from outside the dialogue in the form of a brief dialogue; student understanding and contemplation of the principles that underlie structural or functional forms; introductory speech or interpretative exercise; oral production exercises, from supervised to unrestricted; short discussions from modules or instructional texts; providing written homework tasks, if any; and verbal assessment of learning.²¹

From the many procedures above, the researcher shortened the stages of the procedure by experts to six procedures that were adjusted to the needs of students in pesantren. The procedures for learning Finochairo and Brumfit language selected by the researcher include: Presentation of short dialogues (تَقْدِيمُ الْحَوَارِ), Presentation of oral exercises (الْعَمَلِيَّةُ الْأَسْئَلَةُ وَالْجَوَابُ), Practice of question and answer (التَّدْرِيبُ الشَّفَوِي), Discussion of Arabic expressions (مُنَاقَشَةُ التَّعْبِيرَاتِ), Understanding of Arabic rules (اكتِشافُ القَوَاعِدِ) and also Practice/Evaluation (التَّقْوِيمِ). And the explanation from each procedures is as follows:

1. Presentation of short dialogues (تَقْدِيمُ الْحَوَارِ)

This stage serves as the initial exposure to communicative language use. Short dialogues are presented to introduce learners to meaningful language in context. In Arabic speaking instruction, these dialogues reflect authentic situations relevant to students' daily lives, particularly within the pesantren environment, such as greetings, classroom interactions, or dormitory conversations. The primary focus at this stage is comprehension and familiarization with language functions rather than grammatical analysis. Through listening and repetition, learners begin to internalize pronunciation, intonation, and basic communicative patterns.

²⁰ Ahmad Muradi, "PENDEKATAN KOMUNIKATIF DALAM PEMBELAJARAN BAHASA ARAB," *ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 1 (2014): 29–48, <https://doi.org/10.15408/a.v1i1.1129>.

²¹ Mary Finocchiaro and Christopher Brumfit, *The Functional-Notional Approach: From Theory to Practice* (Oxford University Press, 1983).

The primary objective of this stage is to initiate learning through authentic examples of language use in everyday communicative contexts. The teacher introduces short dialogues that are appropriate to the topic and learners' proficiency levels, which function as models for imitation and the development of speaking skills. Instruction begins with the presentation of a dialogue that reflects a realistic communicative situation. To enhance learner engagement, the teacher connects the dialogue to its communicative purpose, the targeted language function, and students' personal experiences, thereby establishing a meaningful and relevant context for learning.

2. Presentation of oral exercises (التدريب الشفوي)

Following the presentation of the dialogue, students engage in oral practice conducted both individually and in groups. This stage focuses on enabling learners to develop control over pronunciation, intonation, and sentence structure through repeated practice. Students are given opportunities to rehearse the dialogue in pairs or small groups, allowing them to actively apply the language introduced. During this process, the teacher provides guidance and corrective feedback as needed. Such oral exercises play a crucial role in enhancing students' fluency and accuracy in spoken language.

Oral exercises aim to reinforce learners' ability to produce spoken language accurately and fluently.²² These activities include repetition, substitution, and controlled practice, allowing students to manipulate language forms introduced in the dialogue. In line with communicative principles, oral drills are not purely mechanical but are designed to maintain meaningful contexts. This stage helps learners build confidence in speaking while developing correct pronunciation and basic sentence structure.

3. Practice of question and answer (عملية الأسئلة والجواب)

The teacher subsequently poses questions related to the topic and communicative situation presented in the dialogue, encouraging students to connect the content to their own experiences. This question-and-answer activity is intended to confirm learners' comprehension of the meaning, function, and communicative purpose of the dialogue, while also fostering deeper engagement with the topic. At this stage, the teacher asks questions concerning the characters, events, and implied meanings within the dialogue. Such interaction not only ensures students' understanding of the dialogue and its context of use but also stimulates critical thinking and analytical engagement with the language.

²² Adriana Carolina Lara Velarde et al., "Communicative activities to enhance oral production in the EFL classroom," *Ciencia Digital* 6, no. 1 (2022): 6–26, <https://doi.org/10.33262/cienciadigital.v6i1.1952>.

At this stage, learners engage in interactive question-and-answer activities to encourage spontaneous oral production. Students respond to questions related to the dialogue or real-life situations, promoting active participation and two-way communication. This procedure supports the development of communicative competence by enabling learners to express ideas, clarify meaning, and respond appropriately in spoken Arabic. Interaction between teachers and students, as well as among peers, is strongly emphasized.

4. Discussion of Arabic expressions (مناقشة التعبيرات)

At this stage, the teacher introduces additional relevant expressions or language structures that extend beyond those presented in the main dialogue. These expressions are explored through brief supplementary dialogues designed to broaden students' understanding of language use across various communicative situations. The focus of this stage is to examine the linguistic structures embedded in the dialogue in greater depth. The teacher selects key expressions or grammatical forms and discusses their communicative functions within context. This process supports learners in developing a clearer understanding of language rules and their practical application in communication.

This stage focuses on exploring the meaning, function, and appropriate use of Arabic expressions encountered in the dialogue. Rather than translating word-for-word, learners are guided to understand expressions in terms of their communicative purpose, such as making requests, offering suggestions, or expressing opinions. In the pesantren context, this discussion helps students recognize culturally appropriate expressions and enhances their pragmatic competence in spoken Arabic.

5. Understanding of Arabic rules (اكتشاف القواعد)

At this stage, students are guided to independently identify the underlying rules governing the use of the language expressions or structures being learned. This process involves reflecting on how language functions across different contexts, enabling learners to develop an intuitive understanding of language use. The purpose of this stage is to facilitate learners' discovery of language rules through exploration rather than direct explanation. Students are given opportunities to observe patterns within the dialogue and formulate their own conclusions, thereby fostering critical and analytical thinking skills.

Grammar instruction at this stage is conducted inductively. Learners are encouraged to discover grammatical patterns and rules based on the language used in the dialogues and activities. This approach aligns with CLT principles, where grammar serves as a support for communication rather than the main focus of instruction. By understanding rules through use, students can apply grammatical knowledge more effectively in speaking situations.

6. Practice/Evaluation (التقويم)

The final stage involves oral evaluation, in which the teacher assesses students' ability to apply the language that has been learned. This evaluation may take the form of question-and-answer sessions, short presentations, or discussions, with an emphasis on students' communicative effectiveness and appropriateness in spoken language. The primary objective of this stage is to measure learners' oral proficiency. Through interviews or brief presentations, the teacher is able to provide immediate feedback, which supports students' ongoing development of speaking skills.

This stage involves communicative practice and evaluation of learners' speaking performance. Activities may include role-plays, short presentations, or simulated real-life interactions relevant to pesantren life. Evaluation focuses not only on accuracy but also on fluency, comprehensibility, and appropriateness of language use. This stage provides feedback to learners and teachers, ensuring continuous improvement in speaking skills and reinforcing the overall objectives of communicative language teaching.

Overall, the communicative language learning procedures proposed by Finocchiaro and Brumfit emphasize several key principles, including active learner participation, the use of meaningful contexts, a variety of instructional activities, and the central role of interaction. Learners are encouraged to engage actively in all stages of the learning process, while instructional materials are closely connected to students' real-life experiences. A wide range of activities is employed to support the development of integrated language skills, and ample opportunities are provided for interaction between students and teachers as well as among peers.

Through these procedures, communicative language learning is designed to involve learners in authentic and relevant language use, with a strong focus on fluency and active participation in the communication process. Together, these procedures form a systematic and communicative framework for Arabic speaking instruction. By integrating meaningful interaction, contextual language use, and inductive grammar learning, the Finocchiaro and Brumfit model effectively supports the development of speaking skills, particularly when adapted to the linguistic and cultural context of pesantren.

CONCLUSION

A language teaching design for speaking skills based on a communicative approach and pesantren needs is expected to produce learners who are not only linguistically competent but also communicatively confident. Students are anticipated to demonstrate improved fluency, increased willingness to speak, and greater ability to use Arabic appropriately in various pesantren contexts. Furthermore, this design contributes to the modernization of Arabic language instruction in pesantren without

undermining its traditional values. By harmonizing communicative pedagogy with pesantren culture, speaking instruction becomes more relevant, effective, and responsive to the evolving educational landscape in pesantren.

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