

INCREASING THE CONFIDENCE OF PSBA UNZAH GENGONG STUDENTS THROUGH DIRECT PRACTICE-BASED ARABIC MUHADASAH WITH A COMMUNICATIVE APPROACH

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ABSTRACT

This study aims to analyze the muhadrasah Arabic direct practice with communicative approach or communicative language teaching in students of the Center for Foreign Language Studies of Islamic University Zainul Hasan Genggong. Of the four Arabic skills that are no less important are speaking skills. This skill is a major component in learning a foreign language. The application in learning Arabic is very much but the most interesting is learning with a communicative approach because students are not only trained to memorize but are trained to speak actively. Qualitative approach and case studies are research methods in this article the subjects of this study are Arabic teachers, Director of the Center for Foreign Language Studies, and students accompanied by observations in everyday learning on campus. The result is that communication-based language teaching methods are able to increase students' self-confidence and active involvement. Although there are still some vocabulary that has not been mastered, students still dare to get used to communicating everyday. This combination of games and methods creates a more lively and interesting learning atmosphere. Therefore, this method is very suitable for use in teaching Arabic.

Keywords: *Active Learning, Arabic Language, Communicative Approach, Speaking Skills*

INTRODUCTION

Language is one of the most important communication tools. Because with language, a person is able to understand the intentions of the interlocutor. Language skills are the ability to use language as a means of communication both orally and in writing, receptive, namely listening (al-istima) and reading (al-qiro'ah) and productive, namely writing (Al-kitabah) and speaking (al-kalam). While speaking skills is one of the major achievements desired in a foreign language learning including learning Arabic. And the teaching and learning process in a foreign language will be easier if teachers and learners are actively involved in communicating with each other in the foreign language learned. Because in speaking activities have a close and specific mutual relationship between the speaker and the listener. And the ability to speak in Arabic is based on the ability to listen, listen and also mastery of vocabulary (Aman et al., 2023).

In the process of learning Arabic, there are four main skills that must be mastered by the learner, namely the skills of listening (istimā'), speaking (kalām), reading (qirā'ah), and writing (kitābah) after mastering the four components of these skills, then other learning will run optimally. However, there are many problems that arise in learning Arabic, including Arabic language learners who consider that learning Arabic is difficult and boring. With this difficulty, it is a challenge for education observers and Arabic teachers to determine the right teaching method so that there is a pleasant Arabic learning

atmosphere. Mastery of these four skills will contribute to the effectiveness of learning and application of the Arabic language (Baroroh & Rahmawati, 2020). In fact, Arabic is a very important language for Muslims, not only as a religious language, but also as an international communication language that has been recognized by the United Nations.

Of the four skills above, it is no less important in mastering the Arabic language is *maharotul kalam* is one of the important skills that must be mastered by students in learning Arabic. In addition, these skills are also the main focus and ultimate goal in learning foreign languages (Baroroh & Rahmawati, 2020). According to him, speaking skills are the main component in the curriculum for learning foreign languages. In addition, most foreign language learning practitioners consider speaking proficiency to be a key goal in their programs. *Maharah kalam* is a fundamental aspect in Arabic language learning that plays a role in honing students' ability to communicate orally in Arabic. Learning speaking skills related to aspects of rules, vocabulary, and pronunciation. In learning *maharah kalam*, educators need to use the right method or approach to support an effective learning process. The use of appropriate methods can help students connect the knowledge they acquire with life experiences and realities, so that education becomes more relevant and meaningful (Imron et al., 2023).

There are so many methods or applications in Language Teaching in general such as lecture methods, students tend to passively just listen to the teacher's explanation without any element of practice. Though they need to be trained to speak, write, read to be more pro-active in learning. If the media and methods are in accordance with the willingness of students, learning will not be boring and achieve the right goals, and if the reasoning is only contextual, rote, not endless communication, then the learning is getting narrower and not the right direction (Kevin Ramadhan et al., n.d.). As learning approaches evolve, new strategies emerge that emphasize the importance of hands-on practice in a real context. Contextual teaching and learning can increase the activeness, courage, and confidence of learners in using a foreign language (Hasnah, 2019). Hands-on practice is not only a method, but also a means of building a supportive and communicative learning environment.

Belief in yourself is a very influential element of psychology towards language learning. The concept of self-efficacy explains that belief in one's own abilities can encourage active involvement in the learning process. Students who have self-confidence are more likely to dare to speak and are willing to take risks in communicating. This is in line with the view that affective factors, such as motivation and self-confidence, are key in the success of learning a second language (Ida Nur Fadhilah & Akit Jauhari, 2025).

The resulting gap is the lack of self-confidence among PSBA students in communicating in Arabic. This is due to the fact that they are only equipped with memorized *muhadatsah* (conversations) without adequate daily practice on campus, and their basic comprehension of Arabic is still minimal. This lack of self-confidence, often accompanied by anxiety and fear of making mistakes, becomes the main psychological factor hindering students' active engagement in using the language. Therefore, this study is presented with a direct practice approach for PSBA students of Zainul Hasan Genggong Islamic University, applying the Communicative Language Teaching (CLT) approach. CLT focuses on communication as the main goal in the learning process and has proven effective in building students' courage and increasing their self-confidence in speaking Arabic. In CLT,

students actively acquire knowledge through real social interactions such as question-and-answer sessions, presentations, and discussions, and are involved in classroom activities based on collaborative learning (in groups) instead of working independently (Pendas, 2025).

In this case, the researcher also adjusts to the student handbook which is in the form of “KALAMUNA”. This book contains various examples of conversation examples in schools, canteens, at universities, about languages, daily activities etc. Furthermore, students are directed to carry out practice by matching the theme of the muhadasah theme contained in the book. Therefore, this book can be applied to communicative language teaching (CLT) methods that also emphasize language learning through involvement in real social interactions, such as speaking, delivering presentations, and discussing.

From the explanation given by the previous researcher, the researcher wanted to show how the learning process of maharah kalam by using Communicative Language Teaching (CLT) approach in the institution. so that students can be active and use the Arabic language well, which is easy to understand, and teachers can convey the material in a simpler and more practical way through the methods and teaching materials used. Therefore, the researchers chose the title of this study with the aim to determine the ability of maharah kalam with Communicative Language Teaching (CLT) approach in PSBA UNZAH, as well as to evaluate its effectiveness. Therefore, the findings of this study are expected to contribute to curriculum development, with a focus on communicative language teaching that can support teachers in a more efficient, interactive, and appropriate way to teach Arabic to students.

RESEARCH METHODS

Based on the observations of researchers, this study applies a qualitative approach through case studies. The selection of this method is based on the aim to understand in depth the implementation process of the Communicative Language Teaching method in the development of students' speaking skills, as well as mastery of vocabulary and the use of words in Arabic appropriately in everyday communication. The Focus of this research is more on the experience, practice of muhadaah, daily habits on campus, as well as the dynamics of learning takes place using this approach. This research was conducted at the Center for Foreign Language Studies of Islamic University zainul hasan genggong academic year 2024-2025. On the one hand, the institution is an excellent program on the UNZAH genggong campus.

The subject of this study is Arabic Language teachers to assess learning outcomes, especially in institutions that focus on foreign languages. Heads of Foreign Language Study institutions and students who take an active role in the communicative teaching and learning process. Data were obtained through observation, in-depth interviews, and document recording. Observations were made to see directly the interaction and application of Communicative Language Teaching methods. Interviews serve to explore the experiences and views of coaches, teachers, and students regarding the implementation of Communicative Language Teaching methods. Meanwhile, the recording of documents serves as an adjunct to support the data that has been collected.

In this study, the researcher plays the role of the main tool responsible for collecting, interpreting and analyzing information. The process of data analysis is done in a

descriptive qualitative way, namely by reducing the data, presenting information, and draw conclusions based on the patterns seen from the data (Nicmanis, 2024). Thus, the existence of a Foreign Language Study Center supported by an environment that uses the language and students who actively communicate in Arabic makes PSBA UNZAH the right location to research the application of communicative language teaching methods in Arabic learning. Especially in the aspect of improving the memorization of muhadasah and the practice of daily Arabic conversation. From this, it is desirable to gain a clear understanding of the ways in which communicative language teaching methods are applied, as well as see the reactions and experiences of students, mentors and teachers related to the application of these methods.

RESEARCH RESULTS AND DISCUSSION

Basic Concepts Of Communicative Language Teaching

Communicative language teaching methods aim to (a) make communicative competence the goal of Language Teaching, and (b) develop procedures for teaching all four language skills that recognize the interdependence of language and communication. Language learners in learning environments that use communicative language teaching techniques learn and practice the target language through interaction with each other and with instructors, learning the "original text" (written in the target language for purposes other than language learning), and through the use of language both in and out of the classroom.

Students share their personal experiences with friends, and instructors teach topics outside of traditional grammar areas to improve language skills in different types of situations. This method also encourages students to add their personal experiences to the language learning environment, and to focus on learning experiences in addition to learning the target language. According to the CLT, the goal of language education is the ability to communicate in the target language.

This is in contrast to previous views where grammatical competence is generally placed as a top priority. CLT also focuses on the role of the teacher 2As a facilitator rather than an instructor. Furthermore, this technical approach is a non-methodical system that does not use a series of textbooks to teach the target language, but rather the development of good oral or verbal skills prior to advanced reading and writing learning.

The steps of the communicative language teaching method are as follows :

- a. A brief dialogue presentation or several mini-dialogues, beginning with a motivation (linking the dialogue situation to experiences the student may have had) and a discussion of the function and situation — the person, role, setting, topic, and level of informality or formality demanded by the function and situation. (At the initial level, where all students understand the same native language, motivation can be best given in their native language).
- b. Oral exercises for each utterance of the dialogue segment to be presented on that day (repetition of the whole class, half class, group, individual) are usually given by your model. If using mini dialogs, do the same exercise.
- c. Questions and answers based on the topic of the dialogue and the situation itself. (Wh question - or reverse question).

- d. Questions and answers are related to the student's personal experience but centered on the theme of dialogue.
- e. Study one of the basic communicative expressions in a dialogue or one of the structures that indicate its function. You need to provide some additional examples of the communicative use of such expressions or structures with familiar vocabulary in short unambiguous utterances or dialogues. (using images, simple real objects, or dramatizations) to clarify the meaning of such expressions or structures.
- f. Discovery of generalizations or rules underlying existence or functional structure by students. It should include at least four things: its oral and written form (constituent elements, for example, "What about + verb + -ing?"); its position in speech; its formality or informality in speech; and in the case of its structure, function and grammatical meaning.
- g. Oral recognition and interpretation activities (two to five depending on the level of learning, the student's language knowledge and related factors).
- h. Oral production activities-evolving from guided communication activities towards freer communication activities.
- i. Copy a dialog or mini-dialog or module if it is not in the class text.
- j. Examples of written homework assignments, if given.
- k. Evaluation of learning (only verbal), e.g., "How Would you ask your friend to...? And how would you ask me to...?"

Advantages Of Teaching Communicative Languages

The advantages of the communicative language teaching method (CLT) are as follows:

- a. The CLT method takes a holistic approach.
- b. This method not only focuses like traditional methods that only focus on structure and grammar, but leads to the communicative dimension of language.
- c. CLT provides an element of motivation and vitality during classroom learning.
- d. CLT prioritizes a student-centered approach so as to bridge student interests.
- e. Increase the active involvement of students in the teaching and learning process because students are required to listen well to the reading from the teacher and immediately follow it aloud. And after memorizing, the teacher asks to practice them in pairs.
- f. In a world where communication and information technologies are developing so fast, this method can offer a good fit in the world of Education.
- g. Provide students with communicative learning that can be used in everyday life and know the sentence structure used in speaking according to their need to communicate.
- h. The CLT method makes students creative in using language by finding their own appropriate language context(Karim et al., 2024).

Game-based learning maharah kalam

The environment of Foreign Language Study Center universitasl islam zainul hasan genggong not only serves as a place to learn and teach students from various fields of study programs but more than that, students are honed in the ability to converse using Arabic well as intensive and continuous language coaching. The use of Arabic as a medium

of communication in a variety of daily activities, both in casual interactions between students and in official discussions, shows the implementation of a communicative language teaching approach that emphasizes the significance of using the language in real situations.

In this way, students not only learn language forms conceptually, but are also trained to think, speak, and convey thoughts in an active and relevant way (Aziza & Muliansyah, 2020). In addition to language development, students are also guided to dive into classical Islamic literature which is an important component of this language Program, supported by an understanding of tools such as *nahwu* and *sharaf*. In this way, the language learning process takes place in harmony with the mastery of Islamic knowledge, to support the achievement of overall educational goals and focuses on mastering communicative language skills and deep scientific understanding (Hilyatus Shofuro et al., 2025).

Based on the results of research and observation that students are taught creatively in learning *maharoh kalam* khususnya that is by performing a song every vocabulary that is practiced in the form of conversation. This method is very effective to emphasize creativity and not boring. One of the lecturers who taught Arabic named mahfudz said “ When I just told to memorize the *muhadasah* from the book *kalamuna* is very boring, then I changed it to a fun game if students like to learn Arabic one of them is when they talk about school right on the vocabulary “ *نظر* “ then the students sing *nadhoru* songs or *mentasrif nadhoru* songs so enthusiastic students are very happy and maximum learning.

This suggests that the game approach can serve as a tool for students to improve their vocabulary, as well as in students ' speaking skills that go hand in hand with the use of communicative language teaching methods. Similarly, the results of interviews to students of Foreign Language Courses Program named Nayla that learning *muhadasah* with the game can hone and train Arabic vocabulary carefully and be able to identify *fiil Madhi* into other *shigot shigot sekain* it can also add proficiency and insight into Arabic vocabulary and increasingly embedded in the brain. The game also gave me and my friends a boost and made us feel entertained. This activity is very useful, because from here I can get to know the meaning of words, how they are used, and also practice my speaking skills. That way, it shows that the use of vocabulary learning through games can encourage students to continue to develop their vocabulary mastery in an active and fun way.

The following is a documentation of notes on activities in the form of games that show that communicative language teaching methods that are integrated through games can improve students ' vocabulary and grammar mastery in an active and fun way.



Description: Figure 1 the students do murojaa'ah memorization and direct practice of vocabulary that has been memorized Figure 2 the students produce madding Arabic which is intregated in the development of muhadasan Arabic-based communicative language teaching.

The results of this study are in line with several theories that reveal that the use of communicative methods in learning has a major effect on students ' vocabulary mastery. As students are able to express the memorized vocabulary is also able to combine in the book "Kalamuna" as an impact that can increase muhadasah Arabic and dare to shamelessly express Arabic without fear of wrong. If you are afraid of being wrong, it will be difficult for students to develop in Arabic conversation.

CLT approach and strategy

At the Center for Foreign Language Studies of Islamic University Zainul Hasan Genggong, the implementation of CLT begins with developing a curriculum that emphasizes active communication as the core of the teaching and learning process. The curriculum is designed to facilitate verbal interaction and mastery of the Arabic language through real situations. Activities such as role-playing, dialogue simulations, and group discussions are used to help students practice speaking and listening better. For example, in role-playing students often face situations such as shopping, ordering food at a restaurant, or making a reservation at a hotel. These activities help students understand and apply vocabulary and phrases in contexts directly related to everyday life.

Conversation simulation is an important part in the application of the CLT approach. In this activity, students are invited to interact with classmates or teachers using Arabic, focusing on fluent and precise speaking skills. These simulations are designed to reflect real situations in everyday life, so that students can practice using the language in conditions similar to their environment. In addition, group discussions also provide opportunities for students to express opinions, debate, and share ideas in Arabic, which simultaneously helps them hone their speaking and listening skills.

Learning Arabic In Context

The results showed that teaching muhadasah Arabic with a contextual approach and using Communicative Language Teaching methods have a positive impact on students ' ability to master and apply Arabic vocabulary. The results of an interview with one of the coaches of the Arabic Language Center for Foreign Language Studies named ustadzah Hannan explained “ in this PSBA we have many qualified Arabic lecturers and are able to apply this method well because if it is only driven by memorization, the quality of students will decrease and will not develop when we explain well the application of CTL to lecturers during meetings, the lecturers strongly agree that this application is able to train students to dare to speak in a campus environment not just memorizing. The goal is that students are able to confidently speak actively in canteens, campuses, courtyards, mosques etc.and are able to strengthen the memory of Arabic vocabulary well. Muhadasah themes that we prepare such as about language, dishes, in canteens, holidays, sick, at universities etc. Fortunately, this application works as expected so they can get used to talking to their peers every day. For example, when learning begins, for example, a meeting about the cafeteria when the question and answer they can answer the example

of a lecturer asking questions “أي طعام تريد أن تشتري ؟ ” they answer without being guided “أريد رزا مقلية وشيئا باردا” In my opinion, this shows that they really understand and are able to use the muhadasah in their daily lives, not just memorizing and repeating the muhadasah, “he said.

Based on the observations, students showed an increase in the active use of conversational Arabic. They are also more confident in speaking Arabic because they understand how to use words appropriately according to the appropriate context. In an interview with Lina, one of the students of PSBA Class A said “ ” When I studied Arabic at PSBA, I felt a significant change. In the beginning, I found it difficult to understand and remember Arabic conversations because I relied only on memorization. However, now we are getting directions to use the muhadasah in daily activities in dormitories and schools. Thus, I not only know the meaning of the words in each theme of goodwill, but also understand when and how it should be used. The findings of this study are in line with the theory that the learning process will have more meaning if students can relate the contents of the lesson to the situation that occurs in everyday life (Aisyah et al., n.d.).

Communicative Language Skills

Findings from the study indicate that the use of Communicative Language Teaching methods in dormitories helps develop students ' language communication skills. The results of an interview with Ustadzah Hanna, who is one of the mentors of the Center for Foreign Language Studies, show that “we deliberately create an environment that encourages students to use Arabic in various circumstances, such as when greeting friends, discussing, or asking for help. We hope that they not only understand the rules of the language, but also be able to apply them in everyday life. ” This method is in line with the principles of communicative language teaching, where learning focuses not only on memorization, but also on relevant and meaningful language practice. “when I watch them communicate with their friends, I see their pure speech development and understanding of each other. And that makes me think maybe this came about because of the use of Arabic that is applied every day in drama. So that they can express their opinions well and confidently.” It also states. This shows that the use of communicative language teaching methods can help students in developing their language skills communicatively.

The results of the observations showed that language teaching provided by lecturers of the Center for Foreign Language Studies through the Communicative Language Teaching method proved to be effective in helping and encouraging students to develop communicative interaction skills. In an interview with sister Qoimuddin, a student of the second semester of Pai study program, she stated, "I was once asked by ustadzah to explain the material presented by my friend during the activity, and Alhamdulillah, I began to be able to explain in Arabic. "The activities carried out here really help me in various aspects, especially in learning the Arabic language. I feel very helped by programs such as muhawarah, muhadasah, deliberations on islam, as well as various other activities. It makes me feel more confident when I speak. I am also more motivated to keep learning, because every day I have the opportunity to practice. The activities held are very interesting and never boring. This makes me feel more confident to speak and express my opinion in Arabic. Thus, the application of Communicative Language Teaching methods in religious programs, such as discussions, presentations, and various other exercises,

proved effective in improving students ' communication skills. The findings from this study support several theories that suggest that the use of Communicative Language Teaching methods has a significant impact on students ' communicative speaking skills (Febriani et al., 2024).

Below is documentation on learning Arabic at the Center for the study of Foreign Languages, which is part of the religious program. This record shows that the use of communicative language teaching methods has succeeded in proving students ' skills in speaking Arabic well.



Description: Pictures 1 and 2 show students practicing and getting used to speaking Arabic well and correctly

Communicative language teaching methods applied in the dormitory proved to have a positive impact on students ' ability to speak communicatively. This is in accordance with the results of interviews and observations of the director of PSBA, Ustadz Mahfudz, who said, "Alhamdulillah, we see a very good development of the students, especially in terms of their ability to speak in Arabic. In class, or on campus. we do accustom them to communicate using Arabic every day, in Islamic-related deliberations, group discussions, and everything they want to convey must use Arabic, both on campus and off campus." Today, many students are more confident in correctly conveying their ideas in accordance with the rules of the language, circumstances and the person being spoken to. This shows that they are able to speak Arabic better, especially since they practice speaking Arabic every day in the campus environment.

The results of an interview with a sister named zakiyah, who is a 2nd semester PBA study program student and also a PSBA student, showed that she felt more confident when speaking in Arabic. She confesses that although it is quite difficult at first, especially since she is a beginner, over time, it becomes more fun. Every day, we get used to using the Arabic language in everyday conversation, including speaking practice through small dialogue and goodwill. In the campus environment, we are often invited to talk in Arabic, even for small things. If there is a vocabulary that we do not know yet, we are immediately given a lesson or record it to remember. On campus, the lecturers also encouraged us to dare to speak, even though we were still stammering. For me, this experience was very interesting. Although there is still a lot to learn, daily use makes me even more courageous and used to it. In this way, it can be said that the use of Communicative Language Teaching

methods can encourage students to be more confident in speaking Arabic actively and interactively. This is in accordance with several theories that suggest that the use of Arabic in everyday communication has a major impact on students' speaking skills (Nuriyana Shofia & Sujito, n.d.).

CONCLUSION

Based on the findings of the study that has been done, it can be concluded that the use of Communicative Language Teaching methods in Arabic conversation in the book of kalamuna at the Center for Foreign Language Studies at the Islamic University of Zainul Hasan Genggong has a great influence on the development of three main aspects, namely the mastery of muhadasah in the book of kalamuna practiced daily and then developed with a variety of vocabulary related to the local environment. The communicative language teaching method is able to encourage students to be more confident and active. Students are able to communicate well even though there are some vocabulary that they do not know but are able to dare to get used to daily communication. The combination of language games with this method produces students who are really active and not boring. So this method is very suitable in the application of muhadasah Arabic. This is also in line with the UNZAH PSBA program with the vision of making foreign languages as everyday languages, and practiced on campus and able to bring students to step into the international arena.

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