



DEVELOPMENT OF THE COMMUNICATIVE ARABIC POCKET BOOK TO SUPPORT THE DAURAH 'ARABIYYAH ACTIVITIES AT THE PPTI TARUSAN KAMANG AGAM

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ABSTRAK

Pengembangan keterampilan berbicara dalam pembelajaran bahasa Arab masih menjadi tantangan yang berkelanjutan di pesantren tradisional, di mana tradisi pedagogis cenderung mengutamakan penguasaan tata bahasa daripada kompetensi komunikatif lisan. Kesenjangan ini terlihat jelas di PPTI Tarusan Kamang Agam, di mana Buku Saku Mufradat Yaumiyyah yang digunakan selama ini tidak memiliki dialog kontekstual, tugas berbicara terbimbing, maupun dukungan audio yang diperlukan untuk praktik komunikatif secara intensif. Penelitian ini menggunakan desain *Research and Development* (R&D) dengan model 4D (*Define, Design, Develop, Disseminate*), yang dibatasi hingga tahap pengembangan, untuk menghasilkan Buku Saku Bahasa Arab Komunikatif yang mengintegrasikan kosakata tematik, dialog situasional, tugas berbicara terbimbing, dan materi audio berbasis kode QR dalam kerangka *self-access learning*. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan angket. Validasi oleh ahli media, ahli materi, dan ahli pendidikan menghasilkan rata-rata skor keseluruhan sebesar 90,5%, sementara uji praktikalitas yang dilakukan terhadap dua puluh peserta didik menghasilkan skor 92,5%, keduanya berkategori "Sangat Baik." Hasil tersebut menegaskan bahwa Buku Saku Bahasa Arab Komunikatif ini valid dan praktis sebagai media pendukung program Daurah 'Arabiyyah, sekaligus membuktikan bahwa media cetak portabel yang diperkaya dengan fitur digital sederhana dapat secara efektif mendukung praktik berbicara bahasa Arab secara mandiri di lingkungan pesantren non-formal dengan keterbatasan teknologi.

Kata Kunci: Penelitian dan Pengembangan; Pembelajaran Komunikatif; Buku Saku; Media Pembelajaran.

ABSTRACT

Speaking skill development in Arabic language learning remains a persistent challenge in traditional pesantren, where pedagogical traditions tend to prioritize grammatical mastery over oral communicative competence. This gap is particularly evident at PPTI Tarusan Kamang Agam, where the existing Mufradat Yaumiyyah pocket book lacks the contextual dialogues, guided speaking tasks, and audio support necessary for intensive communicative practice. This study employed a Research and Development (R&D) design using the 4D model (Define, Design, Develop, Disseminate), limited to the development stage, to produce a Communicative Arabic Pocket Book integrating thematic vocabulary, situational dialogues, guided speaking tasks, and QR code-based audio materials within a self-access learning framework. Data were collected through observation, interviews, documentation, and questionnaires. Validation by media, material, and educational experts yielded an overall average score of 90.5%, while the practicality test administered to twenty students produced a score of 92.5%, both classified as "Very Good." These results confirm that the Communicative Arabic Pocket Book is valid and practical as a supplementary medium for the Daurah 'Arabiyyah program, and demonstrate that portable printed media enhanced with minimal digital features can effectively support independent Arabic speaking practice in non-formal, low-technology pesantren environments.

Keywords: Research and Development; Communicative Learning; Pocket Book; Learning Media.



INTRODUCTION

Arabic is one of the world's oldest languages belonging to the Semitic language family, and it continues to exist to this day (السيدة & غنيم, 1990). At present, Arabic holds a distinguished position as both an international language and the language of religion. According to World Info, Arabic serves as the official language in 22 countries and as the mother tongue in 11 countries, with approximately 109.66 million native speakers and about 374.9 million speakers worldwide (Novita et al., 2024). Arabic is not merely a means of communication among nations but also functions as the official language of Islam, enabling Muslims to understand their holy book, the Qur'an, more profoundly. As stated in Surah Yusuf (12:2):

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

“Indeed, We have sent it down as an Arabic Qur'an so that you may understand”

In Indonesia, Arabic is one of the most popular foreign languages to learn. The Muslim community in the country shows great enthusiasm for deepening their understanding of Islamic teachings through mastering the Arabic language (Safitri & Arie, 2022). Consequently, many Islamic schools and educational institutions include Arabic in their curricula to enable students to use the language effectively and communicatively (Pakihun et al., 2021). The learning process focuses not only on grammar and linguistic structures but also on developing the four language skills listening, speaking, reading, and writing, (cari yang terbaru) along with an understanding of the linguistic and cultural characteristics of Arabic (Kurniadi, 2023).

Speaking skill (maharah al-kalam) is one of the core competencies in learning Arabic (Faidah, 2022), as it serves as the main tool for expressing ideas, emotions, and needs directly and clearly (الشنطي, 2021). This skill does not merely involve transmitting messages but also organizing meaning so that the listener can understand accurately, thereby enhancing communication effectiveness. Therefore, the development of speaking skills is crucial, especially within learning approaches that emphasize communicative and practical methods.

The improvement of speaking skills can be effectively achieved through the use of appropriate instructional media. According to Daryanto, as cited by Intan Nurhasna, instructional media encompass everything used to convey lesson content and to stimulate students' attention, interest, thoughts, and emotions in the learning process (Nurhasana, 2021). The media used must align with the needs of learning activities, as this will create an effective and efficient educational atmosphere. When the media correspond to students' needs, they can optimally comprehend the material presented by the teacher (Sapriyah, 2019). Conversely, inappropriate media may lead to confusion, disinterest, or even frustration, ultimately hindering the learning process and mastery of speaking skills.

The Institut Pendidikan Islam Tarusan Kamang (Islamic Education Institute of Tarusan Kamang) is a salafiyah-based educational institution focusing on traditional methods of Arabic instruction, particularly in grammar and religious text comprehension. Although students exhibit strong reading skills, their speaking proficiency remains weak. Therefore, the institution initiated the Daurah Arabiyah (Arabic Course) program, which

aims to enhance students' speaking skills through various communicative activities such as daily conversations and group discussions.

Currently, the *Mufradat Yaumiyyah* (Daily Vocabulary) booklet is used as a learning medium, yet it has proven ineffective in helping students improve their speaking skills. This is due to its limited, non-contextual, and monotonous content, as well as its unappealing design that fails to fully meet students' needs and interests. Consequently, students have shown low engagement with the booklet during learning sessions.

To overcome this issue, the development of a Communicative Arabic Pocket Book is proposed to support the implementation of communicative learning methods that emphasize active interaction among students. According to Ikhwati, as cited by Amrini Syufyani and Siti Khairatun Nisa, the communicative approach emphasizes communication between students, positions them as active participants, and promotes independent interaction in learning. (Shofiyani & Nisa, 2023) The proposed pocket book is designed to provide practical, contextual, and easily accessible materials, including situational dialogues, thematic vocabulary, and interactive audiovisual content. This approach is expected to bridge the gap between theoretical knowledge and fluent speaking ability. As a result, students will not only acquire passive knowledge of the language but will also be able to use Arabic actively and effectively in various communicative contexts, both formal and informal. Based on this background, this study aims to develop a Communicative Arabic Pocket Book as an effective learning medium to enhance students' speaking skills at the Institut Pendidikan Islam Tarusan Kamang.

METODE PENELITIAN

The present study employed a Research and Development (R&D) design, which aims to create a new product or enhance an existing one (Sugiono, 2019). The researchers adopted the 4D model as the guiding framework for the R&D process. This model was originally developed by Sivasailam Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974, and it comprises four stages: Define, Design, Develop, and Disseminate (Riani Johan et al., 2023). However, this study was limited to the development stage, focusing on producing a feasible and usable prototype of the designed product.

During the define stage, the researchers conducted a series of activities to identify the existing problems and user needs related to the previous pocket book. These activities included observation, interviews, and documentation to gather comprehensive data. In the design stage, the researchers created a new product prototype tailored to address the identified needs and improve the learning experience.

In the development stage, the prototype underwent a validation and trial process. The validation involved three expert reviewers, each specializing in content, media, and pedagogy, to ensure the product's quality and appropriateness. Following expert validation, a field trial was conducted with 20 students from Ma'had al-Tarbiyah al-Islamiyyah Tarusan Kamang to obtain practical feedback on the pocket book's usability and effectiveness in the learning context.

Following the completion of the validity and practicality assessment stages, the data collected from respondents were quantitatively analyzed employing a Likert-scale approach to determine the degree of agreement and perception toward the developed

instructional pocket book.

Table 1. Result Scores

Description	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The percentage results of the product's validity and practicality tests were adjusted according to the following achievement level and qualification criteria:

Table 2. Standards of Achievement Levels and Qualifications

Level of Achievement	Qualification
Strongly Agree	81% - 100%
Agree	61% - 80%
Neutral	41% - 60%
Disagree	21% - 40%
Strongly Disagree	< 20%

The Communicative Arabic Pocket Book is considered suitable for use in the teaching process if the percentage of validity and practicality tests ranges between 61% and 100% (Noviatami et al., 2024). Accordingly, the resulting data consist of qualitative and quantitative data, which are analyzed using categorical evaluation criteria to determine the level of the product's effectiveness.

RESULT AND DISCUSSION

This study was conducted as a research and development (R&D) project aimed at producing a Communicative Arabic Pocket Book to support the Daurah Arabiyah program at PPTI Tarusan Kamang. The main objective was to develop a learning medium that could enhance students' communicative competence in Arabic, particularly in speaking. The study also sought to examine students' responses and evaluate the feasibility of the developed product, based on assessments by content experts, media experts, and feedback from the students themselves.

The research employed the 4D development model (Define, Design, Develop, Disseminate). In the Define stage, the researchers identified existing problems and needs associated with previously used learning media. During the Design stage, the pocket book was planned and structured to meet students' needs and the objectives of the Daurah Arabiyah program. In the Develop stage, the initial product was validated by three experts in relevant fields curriculum content, educational media, and teaching methods and tested with the students to obtain feedback on usability, engagement, and practical effectiveness. Although the Disseminate stage was not fully implemented in this study, it provides a

framework for future distribution and broader use of the pocket book.

The results showed that the Communicative Arabic Pocket Book is highly suitable as a supplementary educational medium, especially for enhancing speaking skills. Student feedback indicated a high level of satisfaction, demonstrating that the pocket book effectively promotes active participation and meaningful communication. This study highlights the importance of developing learning media that are linguistically accurate, contextually relevant, and pedagogically effective, providing a valuable tool for supporting Arabic language learning within the Daurah Arabiyah program.

Condition and Limitations of Previous Learning Media: The Mufradat Al-Yaumiyyah Pocket Book

Before the development, the learning media used by students at PPTI Tarusan Kamang was the Mufradat Yaumiyyah Pocket Book (Daily Vocabulary). This pocket book contains basic Arabic vocabulary organized thematically into seventeen topics related to daily activities, such as in the classroom, at home, at the market, and in public places, as well as general topics including numbers, colors, directions, and verbs. Each vocabulary item is accompanied by simple example sentences to help students understand word meanings and basic usage, making the book suitable for beginners in Arabic learning.

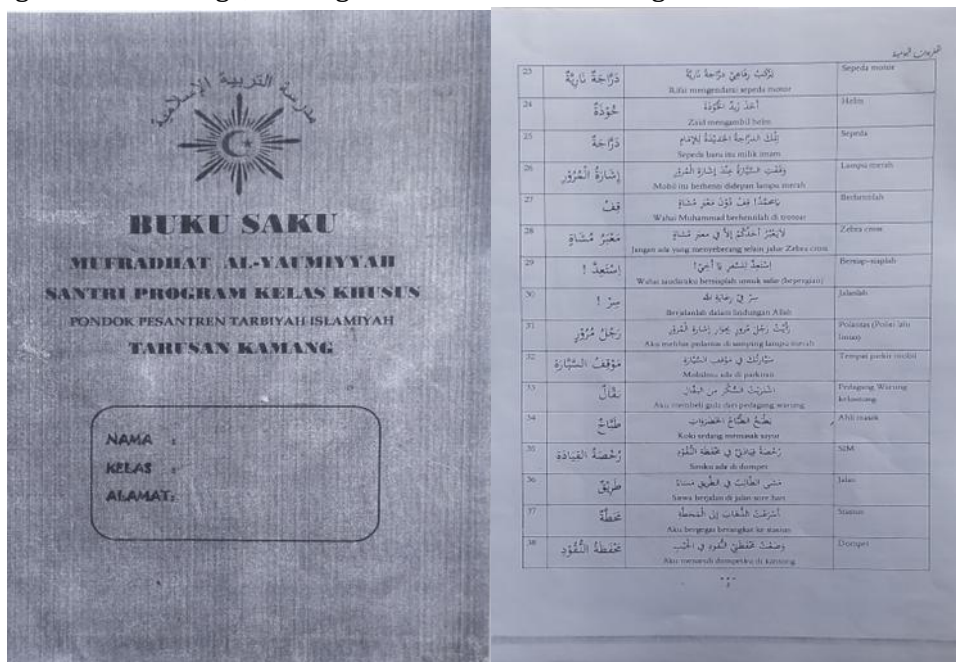


Figure 1. The Mufradat Yaumiyyah Pocket Book used previously.

In terms of content, the book helps students recognize and understand vocabulary used in functional sentences for daily communication. However, its use is still limited to passive vocabulary mastery. Students mainly focus on memorizing words and understanding their meanings, with minimal opportunities to practice speaking. The absence of conversational exercises, role-playing activities, and interactive dialogues limits students' development of speaking skills, which are central to the objectives of the Daurah Arabiyah program.



From a pedagogical perspective, the learning media does not fully support a communicative language teaching approach. The Daurah Arabiyah program emphasizes active communication, social interaction, and contextual language use, yet the pocket book does not provide sufficient activities that encourage students to use vocabulary in real communicative situations. As a result, students tend to remain passive and experience difficulties in applying vocabulary in oral communication.

In addition, the book has limitations in terms of design and technical features. Its simple visual appearance, lack of illustrations, and monochromatic layout may reduce students' learning motivation. Moreover, the book does not include audio support, QR codes, or interactive features to assist pronunciation and listening practice. These limitations reduce the book's practicality and effectiveness as a learning medium, particularly for developing oral communication skills.

Design of the Communicative Arabic Pocket Book

The Communicative Arabic Pocket Book was developed as an innovative learning medium to support students' speaking skills in Daurah Arabiyah activities at PPTI Tarusan Kamang. This pocket book is designed to provide an engaging, practical, and contextually relevant resource that encourages active use of Arabic in daily communication, in accordance with communicative language teaching principles.

The overall structure and organization of the pocket book content are presented in Figure 2. The material is divided into two main groups. The first group consists of core Arabic language materials, including the Arabic alphabet, pronouns, morphological and lexical forms, demonstrative and relative pronouns, adverbs of time and place, prepositions, numbers, and question words. These topics are arranged systematically to build students' foundational understanding of Arabic grammar, vocabulary, and sentence structure. The second group comprises 21 topics related to students' daily life activities, enabling students to apply vocabulary and expressions in real-life communication contexts.

محتويات الكتاب Daftar Isi			
ج	كلمة التصدية	٢١	الأرقام
د	معلومات صاحب الكتاب	٢٢	الباقي: الأنشطة اليومية
هـ	دليل استخدام الكتاب	٢٣	الإستيعاظ
ط	محتويات الكتاب	٢٧	الأضواء والصلوات
١	الباقي الأول: اللغة العربية الأساسية	٣١	الإستيعاظ
٢	الحروف الهجائية	٣٥	إرتداء زي المدرسة
٣	الضمائر	٣٩	القطر
٤	التصريف اللغوي	٤٣	التعارف
٥	التصريف الإصطلاحي	٤٨	السؤال عن الحضور
٦	أشياء الإحارة	٥٢	التعليم في الصف
٧	الأشياء المتوسطة	٥٨	الدراسة الجماعية
٨	ظرف المكان	٦٣	الساعة
٩	ظرف الزمان	٦٩	استغارة الشيء
١٠	حرف الجر	٧٢	التسوق في المتصف
١١	أدوات الإستيعاظ	٧٧	خارج الفصل
		٨٢	طبخ الطعام
		٨٨	ممارسة الرياضة
		٩٣	بلاوة القرآن وحفظه
		٩٦	المسابقة
		٩٩	مشاهدة الأفلام
		١٠٤	الرحلة
		١٠٩	تنظيف الغرفة
		١١٤	الإتصال بالوالدين
		١١٩	سيرة النبي

Figure 2. Table of contents and sample of the initial themes in the Communicative Arabic Pocket Book.



From a visual design perspective, the Communicative Arabic Pocket Book features an attractive cover that reflects the learning environment of PPTI Tarusan Kamang, as shown in Figure 3. The cover is designed to create psychological closeness and increase students' motivation by presenting familiar educational settings. In addition, as illustrated in Figure 4, visual images are also placed at the beginning of chapters and daily activity topics to provide contextual introductions before students engage with vocabulary and dialogues. These illustrations depict common daily activities, such as waking up or studying, helping students understand the context of language use, stimulate interest, and support comprehension. The integration of cover design and contextual illustrations strengthens students' engagement and facilitates a smoother transition from visual understanding to active language use.



Figure 3. Cover of the Communicative Arabic Pocket Book



Figure 4. Chapter and daily activity opening illustrations.

Examples of vocabulary presentation and dialogue practice are illustrated in Figure

5. Each topic is presented through a step-by-step format, beginning with relevant vocabulary lists followed by simple dialogues that demonstrate natural language use in practical situations. The inclusion of illustrative visuals helps students understand context, meaning, and usage simultaneously, supporting active participation and comprehension.

الإستيقاظ
Bangun Tidur

الترجمة	المفردات / الجملة المفيدة
Bangunlah	قوم.. قوم.. استيقظ
Saya heran	إني أعجب
Bagaimana mungkin	كيف لك
Saya mengantuk	أنا نعسان
Apakah kamu begadang tadi malam?	هل سهوت البارحة؟
Apa yang telah kamu lakukan?	ماذا فعلت؟
Lihatlah	انظر
Terlambat	متأخرًا
Begadang	سهو

كتاب اللغة العربية الأساسية

Tidur	نام
Bangun tidur	استيقظ
Naik, berdiri, bangun	قام
Pergi	ذهب
Bersiap-siap	استعد
Jangan lupa	لا تنس
Kamar tidur	غرفة النوم
Tempat tidur	سرير

كتاب اللغة العربية الأساسية

الحوار

الترجمة	الحوار
Hamzah: Bangun... bangun... bangun haikal, lihatlah jam, sudah jam empat setengah pagi	خزوة: قوم.. قوم.. استيقظ يا علي، انظر إلى الساعة، إنها الساعة الرابعة واليصف صبحًا
Ali: Baiklah, saya akan bangun	علي: حسنا، سأستيقظ
Hamzah: Saya heran, bagaimana mungkin kamu masih tidur sampai jam segini?	خزوة: إني أعجب، كيف لك أن تنام إلى هذه الساعة؟
Ali: saya mengantuk	علي: تحدث نعسانًا
Hamzah: Apakah kamu begadang tadi malam?	خزوة: هل سهوت البارحة؟

كتاب اللغة العربية الأساسية

Ali: Ya, saya begadang tadi malam

Hamzah: Apa yang kamu lakukan kemarin?

Ali: Saya belajar untuk ujian sampai larut malam

Hamzah: Baiklah ... Ayo, bangun Kita akan pergi sholat subuh di masjid

Ali: Baiklah, saya akan bersiap dengan cepat

Hamzah: Jangan lupa bersihkan tempat tidurmu sebelum pergi

Ali: Oke

علي: نعم، سهوت البارحة

خزوة: ماذا فعلت البارحة؟

علي: درستُ للإمتحان حتى وقت متأخر

خزوة: حسنا... هيا قوم سنذهب لصلاة الصبح في المسجد

علي: حسنا، سأستعد بسرعة

خزوة: لا تنس تنظيف سريرك قبل الذهاب

علي: حسنا

كتاب اللغة العربية الأساسية

Figure 5. Examples of vocabulary and conversation

From a technical and pedagogical perspective, the pocket book is designed to be compact and portable, allowing flexible use inside and outside the classroom. It integrates QR codes linked to audio recordings for vocabulary and dialogues, supporting pronunciation and listening practice. Pedagogically, the book emphasizes contextual and interactive learning through dialogues and situational activities, integrating listening, speaking, reading, and writing skills to support communicative competence. Overall, this design addresses the limitations of the previous learning media and effectively supports the development of students' speaking skills in Daurah Arabiyah activities.



Results of the Validation and Practicality Test

After the design phase of the Communicative Arabic Pocket Book was completed, validation and practicality tests were conducted to evaluate its feasibility and effectiveness as a learning medium. This stage aimed to assess the suitability of the content, language, presentation, and usability of the pocket book in supporting Daurah Arabiyah activities. The results of these tests indicate whether the developed product is appropriate for practical implementation in enhancing students' Arabic speaking skills.

Validation Test Results

The validation test was conducted to assess the feasibility of the Communicative Arabic Pocket Book based on content, language, presentation, and technical criteria. Three experts were involved in the validation process: a media expert, a subject matter expert, and an educational expert, each evaluating aspects related to their expertise. The results of this validation determine the overall suitability of the pocket book as a learning medium to support students' Arabic speaking skills in Daurah Arabiyah activities.

Validation Results by Media Expert, The Communicative Arabic Pocket Book was evaluated by a media expert to examine the quality of its visual and technical aspects, including layout, illustrations, ease of use, and supporting features such as QR codes and audio.

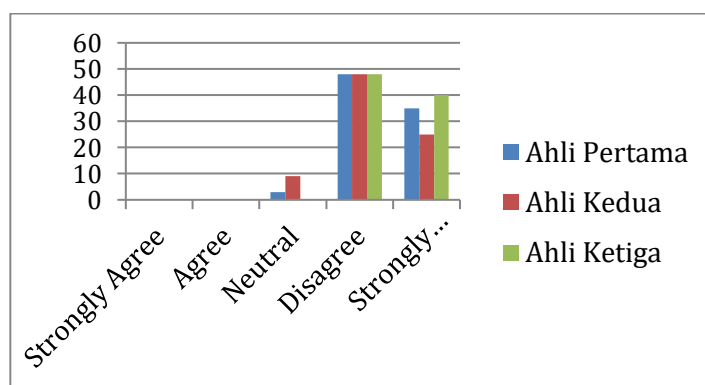


Figure 6. the results of the media expert validation

Figure 6 shows that the Communicative Arabic Pocket Book achieved a high level of media feasibility. The first media expert awarded 3 points in the "Sufficient" category, 48 points in the "Good" category, and 35 points in the "Very Good" category, with a total score of 86. The second expert gave 9 points for "Sufficient," 48 points for "Good," and 25 points for "Very Good," resulting in a total score of 82. For the audio aspect, the third expert, Mrs. Rita Fabrianta, assigned 48 points in the "Good" category and 40 points in the "Very Good" category, with a total score of 88. Overall, the combined score from the three experts was 256 points, with an average score of 85.33, which falls into the "Very Good" category based on Table 2. These findings indicate that the Communicative Arabic Pocket Book meets media quality standards and is suitable for use in the trial stage.

Validation Results by Material Expert, The validation by a material expert was conducted to evaluate the quality and suitability of the Communicative Arabic Pocket Book in terms of learning content. The assessment focused on vocabulary accuracy, grammatical correctness, sentence structure, completeness of dialogue materials, and the relevance of

topics to students' daily life contexts. This evaluation aimed to ensure that the pocket book supports communicative-based learning and effectively enhances students' speaking skills (maharah al-kalam). The results of the material expert validation are presented.

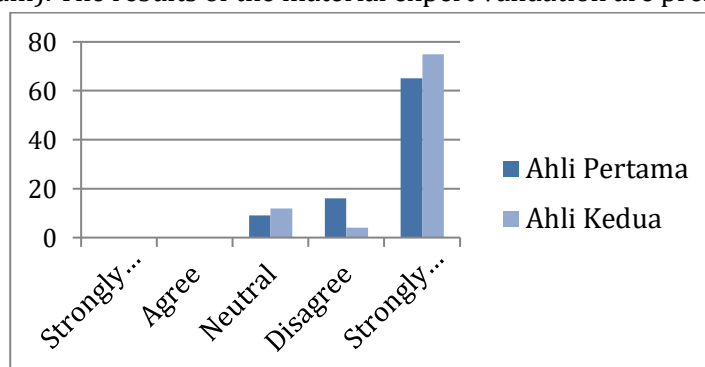


Figure 7. the results of the material expert validation

Based on Figure 7, the validation results from two material experts indicate that the Communicative Arabic Pocket Book meets high content quality standards. The first expert awarded 9 points in the "Sufficient" category, 16 points in the "Good" category, and 65 points in the "Very Good" category, resulting in a total score of 90. The second expert gave 4 points for "Sufficient," 12 points for "Good," and 75 points for "Very Good," with a total score of 91. The combined score from both experts was 181 points, with an average score of 90.5 (90.5%), which falls into the "Very Good" category based on the criteria in Table 2. These results indicate that the Communicative Arabic Pocket Book is suitable for practical use and effectively supports Daurah Arabiyah activities in terms of content quality.

Validation Results by educational Expert, The validation by an educational expert was conducted to evaluate the pedagogical quality and practical applicability of the Communicative Arabic Pocket Book in supporting Daurah Arabiyah activities. The assessment focused on the suitability of learning objectives, clarity of instructions, alignment with communicative language teaching principles, integration of the four language skills, and feasibility of classroom implementation. The results of the educational expert validation are presented in Figure 8.

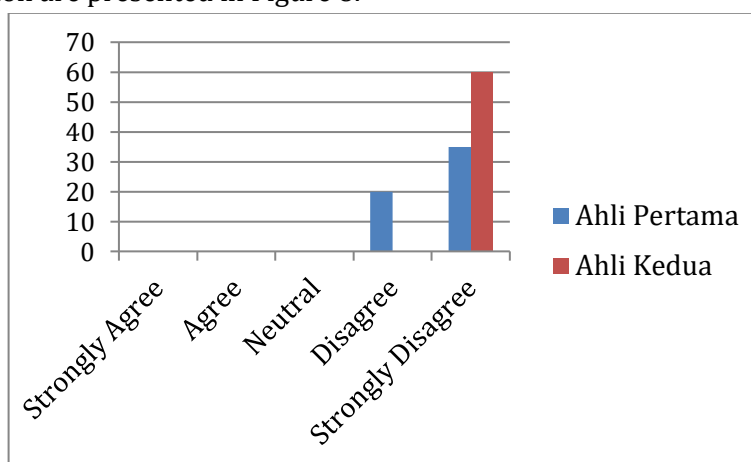


Figure 8. the results of the educational expert validation

Based on Figure 8, the validation results from the educational expert indicate that the Communicative Arabic Pocket Book demonstrates a high level of pedagogical feasibility. The expert awarded 6 points in the “Sufficient” category, 18 points in the “Good” category, and 66 points in the “Very Good” category, resulting in a total score of 90. According to the criteria in Table 2, this score falls into the “Very Good” category. These results indicate that the Communicative Arabic Pocket Book is pedagogically appropriate and feasible for use in Daurah Arabiyah activities, as it supports communicative learning, encourages active student participation, and effectively integrates language skills in a meaningful and contextual manner. Following the validation processes carried out by the media, material, and educational experts, Table 3 presents a summary of the overall validation results of the Communicative Arabic Pocket Book.

Table 3. Validation Results of the Communicative Arabic Pocket Book

Expert Type	Validation Score (%)	Validity Level
Media Expert	85.3	Strongly Agree
Material Expert	90.5	Strongly Agree
Educational Expert	95.8	Strongly Agree
Average	90.5	Strongly Agree

Based on the results presented in Table 3, the validation conducted by the media, material, and educational experts indicates that the Communicative Arabic Pocket Book has achieved a high level of validity. The media expert rated the product at 85.3%, the material expert at 90.5%, and the educational expert at 95.8%, resulting in an overall average score of 90.5%, which falls into the “Very Good” category. These results confirm that the pocket book meets established standards in terms of content accuracy, pedagogical effectiveness, technical features, and usability. Therefore, the Communicative Arabic Pocket Book is considered valid and suitable for implementation in the Daurah Arabiyah program to support the development of students’ speaking skills.

Practicality Test

The practicality test of the Communicative Arabic Pocket Book was conducted with twenty students from grades seven to twelve at PPTI Tarusan Kamang. This test aimed to evaluate the usability, clarity, and suitability of the pocket book as a supporting medium for Daurah Arabiyah activities. Students used the pocket book during learning activities and completed a questionnaire to assess its practicality. The results of the students’ responses are presented in Table 4.

Table 4. Results of Students’ Practicality Test Responses

No	Name	1	2	3	4	5	Jumlah
1	Chyntia Dwi Andini	0	0	3	1	8	53
2	Fikri Haikal	0	0	4	1	7	51

No	Name	1	2	3	4	5	Jumlah
3	Tiara Ulfah Muslimah	0	0	1	0	11	58
4	Amirah Husna	0	0	2	0	10	56
5	Azkiatul Masyarah	0	0	4	0	8	52
6	Komiko Fatih Ilham	0	0	0	2	10	58
7	Nadya Nur Izzati	0	0	2	1	9	55
8	Syokie Zidan Fajrie	0	0	2	0	10	56
9	Dzakwan Rezkqi Almafit	0	0	1	2	9	56
10	Alkausar Akram Ziyad	0	0	0	2	10	58
11	Rika Sumalia	0	0	2	1	9	44
12	Rizky Mubarok	0	0	2	2	8	54
13	Arini Alfalatifa	0	0	2	0	10	56
14	Naila regina Putri A	0	0	2	1	9	55
15	Aisyanda Naura	0	0	0	2	10	58
16	Ainul Afifah	0	0	0	1	11	59
17	Arifa Hafizah	0	0	2	3	7	54
18	Juni Shandika	0	0	1	2	9	56
19	Muhammad Iqbal Mulya	0	0	2	2	8	54
20	Luthfi Didin Rahman	0	0	1	1	10	44
Jumlah keseluruhan							1110

Based on the previous data, the researchers analyzed the data using the following formula to calculate the mean score of the Communicative Arabic Pocket Book's practicality:

$$P = \frac{\sum x}{n}$$

$$P = \frac{1110}{1200} \times 100\%$$

$$1200$$



$P = 92,5\%$

Based on the data obtained, the researchers analyzed the students' responses using a standard calculation formula. According to the results of the practicality test conducted through student questionnaires, the Communicative Arabic Pocket Book received an average score of 92.5%. This high score indicates that the product falls within the 'Very Good' category and is suitable for use as a supporting medium in Daurah Arabiyah activities. Consequently, this pocket book can be considered an effective tool for enhancing students' speaking skills (maharah al-kalam) in Arabic, providing both practical guidance and contextualized learning experiences that actively engage students in using the language.

CONCLUSIONS

This study resulted in the development of a Communicative Arabic Pocket Book. The validation test yielded an average score of 90.5%, placing it in the "Very Good" category, while the practicality test showed an average score of 92.5%, also indicating a "Very Good" rating. Based on these results, this product is considered an effective learning medium to support students' speaking skills in Daurah Arabiyah activities. For future development, it is recommended to further enhance this product into an interactive digital medium and to test it on a larger scale, so that the research findings become more comprehensive and representative. It is recommended to develop an interactive digital version of the Communicative Arabic Pocket Book with audio and interactive exercises to enhance students' speaking skills. Further studies should involve a larger and more diverse group of students to validate its effectiveness, and evaluate the long-term impact on oral proficiency in real-life communicative contexts.

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