

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 'Arabiyah, 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 major languages and holds an important position both internationally and within Islamic civilization (Abdullahi et al., 2023). As one of the six official languages of the United Nations and the primary medium of Islamic scholarship, Arabic continues to attract growing academic interest globally (N. Azizah et al., 2025). Nevertheless, Arabic language learning in many non-Arab countries continues to face considerable challenges, particularly in developing learners' oral communication skills for authentic situations (Baroroh et al., 2020). In Indonesia, Arabic is widely taught in Islamic educational institutions such as pesantren, madrasah, and Islamic higher education institutions, reflecting its long historical development and continuing educational relevance (N. L. Azizah et al., 2024). Therefore, Arabic language learning is expected to develop listening, speaking, reading, and writing skills in a balanced manner, accompanied by relevant social, cultural, and intercultural competencies (Kurniadi, 2023).

From the perspective of Communicative Language Teaching, the success of language learning is measured not only by grammatical mastery, but also by the ability to use language accurately and fluently in authentic interaction (Kamaliah & Rahmati, 2025). In this context, speaking skills (maharah al-kalam) occupy a central position because they enable learners to express ideas, feelings, and intentions directly. Recent studies in Arabic language education emphasize that speaking ability is one of the primary indicators of successful foreign language learning, as it requires the integration of vocabulary, grammatical structures, pronunciation, and learners' confidence in real-time communication (Rufaiqoh et al., 2023). However, in many Arabic language learning practices, instruction still tends to emphasize grammar, translation, and reading comprehension rather than oral communication. As a result, learners often possess passive language knowledge but remain unable to use it actively in conversation. They frequently hesitate, rely on their first language, or produce only limited utterances.

The development of speaking skills is closely related to the use of practical, contextual, and engaging instructional media. Appropriate media can enhance motivation, sustain attention, enrich language input, and provide broader practice opportunities (Auliya & Smith, 2024). In line with the principles of multimedia learning, learners tend to understand material more effectively when verbal information is supported by relevant visual and audio elements (Mayer, 2020). Furthermore, the self-access learning approach highlights the importance of instructional materials that allow learners to practice independently outside the classroom (Roy & Gandhimathi, 2025). Conversely, monotonous, non-contextual, and communicatively inadequate materials can reduce participation and limit language production.

These problems are particularly evident in traditional pesantren, where the pedagogical orientation traditionally prioritizes grammatical mastery and classical text comprehension over oral communicative competence. Learners in such institutions commonly demonstrate a significant gap between receptive and productive language skills, yet targeted instructional media designed specifically for intensive speaking programs in this context remain largely undeveloped. This condition is educationally urgent because traditional pesantren possess a distinct learning culture, social dynamic, and curricular structure that differ substantially from formal school or university settings, meaning that media developed for mainstream contexts cannot be directly transferred without careful pedagogical and contextual adaptation.

This gap is apparent at PPTI Tarusan Kamang Agam, a traditional pesantren with a strong tradition in Arabic language education, particularly in grammatical mastery and classical text interpretation. While this orientation plays a crucial role in maintaining scholarly continuity, it simultaneously necessitates the development of learners' oral communicative competence in response to contemporary pedagogical demands. Within the planned implementation of the Daurah 'Arabiyyah program, an intensive Arabic learning initiative emphasizing conversational practice and collaborative interaction, the existing Mufradat Yaumiyyah (Daily Vocabulary) pocket book remains insufficient as a supporting learning medium. Although it functions as a vocabulary reference, it does not provide contextualized dialogue, structured speaking tasks, pronunciation guidance, or audio-based learning support, thereby limiting its effectiveness in fostering active speaking competence in an intensive learning environment.

Several previous studies have investigated the development of Arabic language learning media. Shofiyani and Nisa developed a communicative Arabic pocket book to support maharah al-kalam and reported its validity and practicality (Shofiyani & Nisa, 2023). Salamah and Wibisono demonstrated the effectiveness of QR code-based Arabic learning media through development and validation procedures (Salamah & Wibisono, 2024). Digital instructional media have also been confirmed to enhance student engagement through interactive and technology-based resources (Kasmainsi et al., 2024), and audio-visual media have contributed to more effective Arabic learning experiences (Haq et al., 2024). However, these studies share three critical limitations. First, they were primarily conducted in formal classroom settings (madrasah or university) and therefore do not account for the distinct pedagogical culture of traditional pesantren. Second, their focus was either on general vocabulary development or broad language skills, without specifically addressing sustained and structured speaking practice within intensive non-formal programs. Third, none of these studies has examined how portable printed materials integrated with QR code-based audio can operationalize self-access learning principles in low-technology, non-formal intensive environments — a pedagogically distinct condition that characterizes most traditional pesantren settings. Collectively, these limitations reveal a substantive gap: the field lacks a theoretically grounded, context-sensitive, and empirically validated media model for intensive maharah al-kalam programs in traditional pesantren

contexts.

Therefore, the present study offers a novel contribution through the integration of communicative pocket-book design designed specifically for the Daurah 'Arabiyah program at PPTI Tarusan Kamang Agam. The learning media integrates thematic vocabulary, situational dialogues, guided speaking tasks, pronunciation support, and QR code-based audio materials to facilitate both in-class and independent speaking practice within a self-access learning framework. Unlike previous studies that focused on either classroom-based media or isolated digital tools in formal educational settings, this study offers a theoretically informed and institutionally contextualized approach to media development for intensive Arabic speaking programs in traditional pesantren. The expected scientific contribution of this study is twofold: first, it provides an empirically validated model of communicative and portable learning media for intensive speaking programs; and second, it advances understanding of how self-access learning principles can be operationalized within the unique pedagogical culture of traditional pesantren to bridge the persistent gap between receptive and productive Arabic language competence.

METHOD

The present study employed a Research and Development (R&D) design, which aims to create a new product or enhance an existing one (Sugiyono, 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 PPTI Tarusan Kamang Agam 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 'Arabiyyah program at PPTI Tarusan Kamang Agam. 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 'Arabiyyah 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.

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 Agam 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.

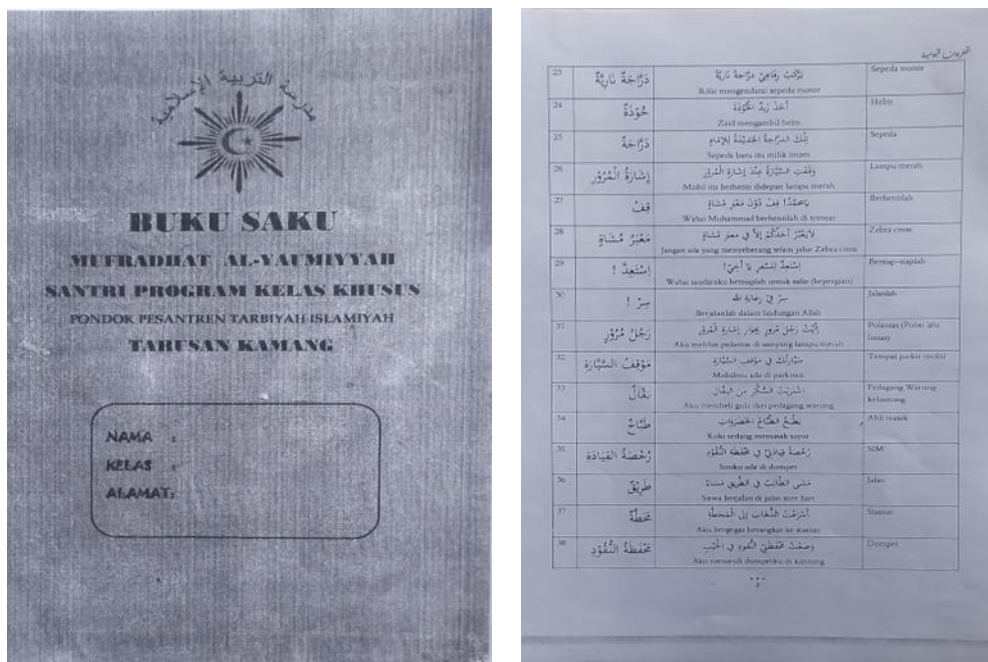


Figure 1. The Mufradat Yaumiyyah Pocket Book used previously.

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 ‘Arabiyyah program.

From a pedagogical perspective, the learning media does not fully support a communicative language teaching approach. The Daurah ‘Arabiyyah 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 'Arabiyyah activities at PPTI Tarusan Kamang Agam. 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.

From a visual design perspective, the Communicative Arabic Pocket Book features an attractive cover that reflects the learning environment of PPTI Tarusan Kamang Agam, 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.

محتويات الكتاب	
Daftar Isi	
ج	كلمة التصديةر
د	معلومات صاحب الكتاب
هـ	دليل استخدام الكتاب
ط	محتويات الكتاب
١	الباب الأول: اللغة العربية الأساسية
٢	الحروف الهجائية
٤	الضماير
٦	التصريف القوي
١٢	التصريف الإضطلاجي
١٥	أشياء الإشارة
١٦	أشياء الموضلة
١٧	ظرف المكان
١٨	ظرف الزمان
١٩	حرف الجر
٢٠	أدوات الإنشطار
٢١	الأرقام
٢٢	الباب الثاني: الأنشطة اليومية
٢٣	الإستيعاط
٢٧	الوضوء والصلوة
٣١	الإستيعتام
٣٥	إرتداء زي المدرسة
٣٩	القطر
٤٣	التعارف
٤٨	المسائل عن الحاسوب
٥٢	التعليم في الصف
٥٨	المذاكرة الجماعية
٦٣	الشاعة
٦٩	استعارة الشئ
٧٢	التسوق في المتصف
٧٧	خارج الفصل
٨٢	طبخ الطعام
٨٨	تمارسه الرياضة



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	متأخرا
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	حمزة: قوم.. قوم.. استيقظ يا علي، انظر إلى الساعة، إنها الساعة الرابعة واليصف صبحا
Ali: Baiklah, saya akan bangun	علي: حسنا، سأستيقظ
Hamzah: Saya heran, bagaimana mungkin kamu masih tidur sampai jam segini?	حمزة: إني أعجب، كيف لك أن تنام إلى هذه الساعة؟
Ali: saya ngantuk	علي: تجت نعسانا
Hamzah: Apakah kamu begadang tadi malam?	حمزة: هل سهوت البارحة؟

كتاب اللغة العربية الأساسية

26

<p>Ali: Ya, saya begadang tadi malam</p> <p>Hamzah: Apa yang kamu lakukan kemarin?</p> <p>Ali: Saya belajar untuk ujian sampai larut malam</p> <p>Hamzah: Baiklah ... Ayo, bangun Kita akan pergi sholat subuh di masjid</p> <p>Ali: Baiklah, saya akan bersiap dengan cepat</p> <p>Hamzah: Jangan lupa bersihkan tempat tidurmu sebelum pergi</p> <p>Ali: Oke</p>	<p>علي: نعم، سهوت البارحة</p> <p>حمزة: ماذا فعلت البارحة؟</p> <p>علي: درست للإمتحان حتى وقت متأخر</p> <p>حمزة: حسنا... هيا قوم سنذهب لصلاة الصبح في المسجد</p> <p>علي: حسنا، سأستعد بسرعة</p> <p>حمزة: لا تنس تنظيف سريرك قبل الذهاب</p> <p>علي: حسنا</p>
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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 'Arabiyyah 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 'Arabiyyah 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 'Arabiyyah 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.

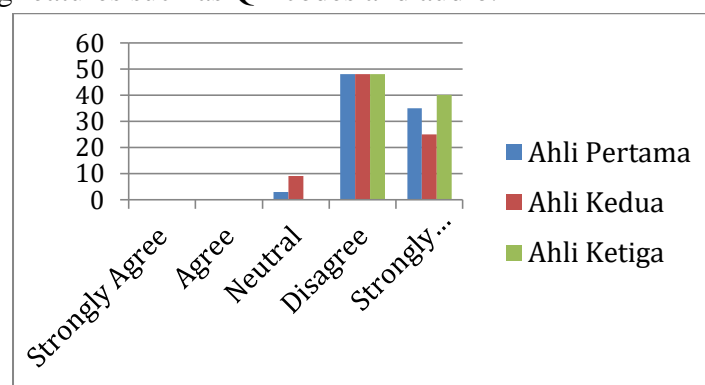


Figure 6. the results of the media expert validation

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 in Figure 7.

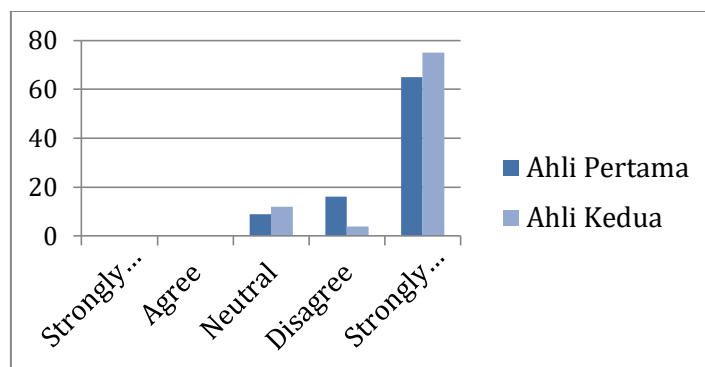


Figure 7. the results of the material expert validation

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 ‘Arabiyyah 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 ‘Arabiyyah 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.

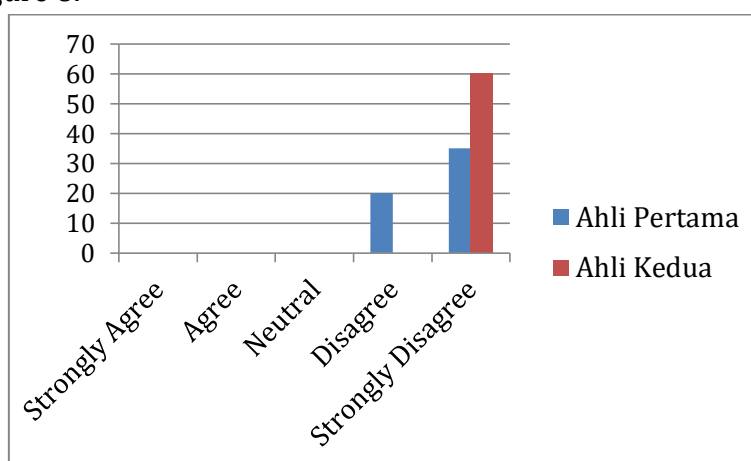


Figure 8. the results of the educational expert validation

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 ‘Arabiyyah 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 ‘Arabiyyah 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 Agam. This test aimed to evaluate the usability, clarity, and suitability of the pocket book as a supporting medium for Daurah ‘Arabiyyah 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

No	Name	Responses					Jumlah
		1	2	3	4	5	
1	Chyntia Dwi Andini	0	0	3	1	8	53
2	Fikri Haikal	0	0	4	1	7	51
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	Syakie Zidan Fajrie	0	0	2	0	10	56
9	Dzakwan Rezkqi Almafrit	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:

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

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

$$P = 92,5\%$$

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 'Arabiyyah 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.

Discussion

The results of this study show that the Communicative Arabic Pocket Book is valid and practical for use in intensive Arabic speaking instruction within a PPTI Tarusan Kamang Agam setting. The validation and practicality scores (90.5% and 92.5%) indicate that the material is generally well accepted by experts and users and aligns with the instructional needs of the Daurah 'Arabiyyah program.

Theoretical Grounding of the Design

The design of the pocket book is rooted in Communicative Language Teaching, where language is viewed primarily as a tool for interaction rather than memorization of forms. In this study, that principle is reflected through the use of situational dialogues, guided speaking activities, and thematic vocabulary that position learners in meaningful communicative contexts. Instead of treating vocabulary as isolated knowledge, the material encourages its use in structured interaction, which gradually supports the development of oral communicative competence. An important feature of the product is the integration of QR code-based audio support. This element adds an auditory dimension to the printed material, allowing learners to access pronunciation models and listening input in a flexible manner. In practice, this combination seems to be particularly relevant in pesantren environments, where structured exposure to spoken Arabic outside classroom interaction is often limited. The design therefore attempts to connect reading input, listening exposure, and speaking practice within a single learning resource.

Comparison with Previous Studies

When viewed alongside previous research, this study does not entirely depart from earlier findings, but rather extends them in a more contextual direction. Communicative pocket book studies have already shown positive results in supporting Arabic learning, although most remain limited to printed formats. On the other hand, QR code-based learning media have been developed in various contexts, yet they are often separated from printed learning materials and rarely designed specifically for speaking development. What distinguishes the present study is the combination of these two approaches into a single learning medium that is tailored for intensive speaking practice in a traditional pesantren context. In this sense, the contribution lies less in the novelty of each component, and more in how these components are integrated to respond to a specific instructional context.

Implications for Self-Access Learning in Pesantren Contexts

Another point that emerges from the findings is the role of the pocket book in supporting independent learning. Because the material is portable and equipped with QR-based audio, learners are not fully dependent on classroom instruction. They can practice speaking and listening outside formal learning sessions, which is important in

intensive programs where learning continues beyond structured class time. This suggests that self-access learning in pesantren settings does not necessarily require fully digital systems. A well-designed printed material, when supported with simple digital features, can still create meaningful opportunities for autonomous language practice. In this way, the pocket book functions as a companion rather than a replacement for classroom instruction.

Limitations and Directions for Future Research

Despite these positive indications, the study is still limited in scope. It was conducted in a single institution with a relatively small number of participants, which means the findings cannot yet be generalized broadly. In addition, this study focused on validity and practicality, without measuring direct improvements in speaking performance. Future studies could examine the effectiveness of this learning medium through experimental designs, involving larger and more diverse pesantren contexts. It would also be useful to explore how sustained use of self-access communicative materials influences long-term speaking development in Arabic learning.

CONCLUSIONS

This study successfully developed a Communicative Arabic Pocket Book to support speaking skill development within the Daurah 'Arabiyyah program at PPTI Tarusan Kamang Agam, a traditional pesantren whose distinct pedagogical culture has been underserved by existing Arabic learning media. Expert validation by media, material, and educational specialists yielded an overall average score of 90.5%, classified as "Very Good," while the practicality test administered to twenty students produced an average score of 92.5%, falling within the same category. These findings confirm that the Communicative Arabic Pocket Book is both valid and practical as a supplementary medium for intensive Arabic speaking programs in traditional pesantren contexts. The integration of thematic vocabulary, situational dialogues, guided speaking tasks, and QR code-based audio support demonstrates that a well-designed printed medium, even when enhanced with only minimal digital features, can effectively operationalize self-access learning principles in low-technology, non-formal educational settings. Future research is recommended to investigate the long-term impact of this medium on students' oral proficiency through experimental designs, and to extend its implementation to larger and more diverse pesantren environments to establish broader applicability

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