Arabic Speaking Skills Learning Model Based on the Communicative Approach of Finocchiaro and Brumfits Theory for Students in Pesantren

Muhammad Ibnu Tamam*, Abdul Wahab Rosyidi, Nuril Mufidah

Master of Arabic Language Education Department, Faculty of Postgraduate, Islamic State University of Maulana Malik Ibrahim, Jalan Raya Ir. Soekarno No.34 Dadaprejo, Pendem, Kec. Junrejo, Kota Batu, Jawa Timur 65324. Indonesia

*Corresponding Author: tamamibnu07@gmail.com

Abstract: Traditional language teaching methods in pesantren, which heavily emphasize grammar and translation, are often ineffective in developing real-world communication skills. The communicative approach offers an alternative by focusing on language use in practical, social contexts to build students' communicative competence, including discourse competence, sociolinguistic abilities, grammatical knowledge, and strategic competence. The aim of this study is to explain the model of a communicative approach on language teaching for speaking skill according to Finocchiaro and Brumfits theory, and to explain procedures that can be applied to students to improve students' language skills. This study uses a qualitative research method with a literature study approach. The results show that communicative approach emphasizes the importance of the ability to communicate effectively in the target language, where learners not only understand the rules of the language theoretically, but can also use the language in real-life situations. Communicative approach is related to students of pesantren who learn a second language, especially Arabic language for their daily activity and its done and can be implemented based on pesantren needs. Thus, the procedures for learning communicative language developed by Finochairo and Brumfit is suitable for a beginner language learning, especially students in pesantren.

Keywords: Communicative Approach, Arabic Speaking Skill, Pesantren

INTRODUCTION

The development of language skills, especially speaking skills, is a crucial aspect in the language learning process. Speaking skills are considered one of the most essential skills for students to master, as they enable effective communication and delivery of speech in various life situations (Holandyah et al., 2022). One approach that has been employed in pesantren to enhance students' Arabic speaking skills is the implementation of the muhadatsah program. This program involves creating a language-rich environment, or *Bi'ah Lughawiyyah*, where students are immersed in Arabic through various activities, such as daily discussions, language competitions, and the study of classical Arabic texts (Setiyadi et al., 2023). According to a study conducted by Munir, the success of learning Arabic as a foreign language often depends on the ability to create an environment that integrates with the participants' lives. The *Bi'ah Lughawiyyah* approach, as implemented in pesantren, has been shown to facilitate this

integration by providing students with a dedicated space to practice and use the language they have learned (Ubaidillah & Mufidah, 2022).

The importance of developing effective communication skills in Arabic has been a longstanding challenge for Arabic language learners, particularly in the context of Islamic boarding schools (pesantren) (Minatullah et al., 2019). One approach that has been explored to improve students' speaking skills is the communicative approach. The communicative approach is an approach that emphasizes the use of language in real-life situations, rather than focusing solely on grammar and vocabulary. This approach encourages students to actively engage in communicative activities that simulate real-world scenarios, enabling them to develop their speaking skills in a practical and meaningful way (Muammar et al., 2020). In the context of Arabic language learning, the implementation of the communicative approach in the *Muhadatsah* (conversation) activities can be an effective strategy to enhance students' speaking skills. According to Kamal Ibrahim Badri on Muradi,

there are five principles that must be considered in teaching foreign languages, including the notion that "language is speaking, not writing" and "language is a habit" (Muradi, 2014).

The communicative approach emphasizes the practical use of language for meaningful communication, rather than a focus on grammatical structures (Richards, 2001). This approach is particularly relevant for teaching Arabic speaking skills (*maharah kalam*) in Islamic boarding schools, as it aligns with the practical needs of the students. Adapting a communicative approach for teaching Arabic speaking skills in the context of Islamic boarding schools requires a thorough understanding of the unique needs and challenges faced by these learners. In most modern Islamic boarding schools in Indonesia, Arabic and English are the second languages that are required to be learned by students in the learning process and for daily communication (Bin Tahir, 2017). With the mandatory use of language for students, making Arabic or English a superior program that is in great demand by students. According to language observers, the application of a communicative approach in learning a second language, especially to improve students' speaking skills has proven to be a new breakthrough and is considered an integral approach (Rosyidi & Ni'mah, 2011). This shows that a communicative approach is effectively applied to students according to the needs of the pesantren.

Several studies have explored the benefits of using the communicative approach in improving students' speaking skills. These studies suggest that the communicative approach can increase students' motivation (da Luz, 2015), encourage active involvement in the learning process (Eisenring & Margana, 2019), and facilitate the simultaneous development of all four language skills (listening, speaking, reading, and writing) (Zaid, 2012). In addition, one study looked at how an intense Arabic language education curriculum was implemented using communicative approach at an Indonesian Islamic boarding school for girls. The program aimed to develop both speaking and reading skills, and the findings highlighted the strengths and weaknesses of this approach (Akmalia et al., 2021). Similarly, another study investigated the teaching methodology used by instructors at the Centre for Foundation Studies, International Islamic University Malaysia, to teach Arabic speaking skills. The findings suggest that students prefer a communicative approach that allows them to apply their learning orally and receive feedback to improve their skills (Haron, 2012).

The studies above show that the application of a communicative approach in language learning has more positives than negatives. In its application, the communicative approach has succeeded in improving second language skills. In this case, pesantren as one of the institutions that learn a second language, requires the concept of using a communicative approach for students. Therefore, this study aims to explain the model of a communicative approach on language teaching for speaking skill according to Finocchiaro and Brumfits theory, and to explain procedures that can be applied to students to improve students' language skills. The position of this research is to add findings about communicative approaches in second language learning, especially Arabic on speaking skills. With this research, it is hoped that it can add scientific information, and can also be used as a reference in the implementation of a communicative approach in learning Arabic.

METHODS

This study uses a qualitative research method with a literature study approach. A literature study is a set of tasks pertaining to the process of gathering library information, reading, documenting, and analyzing research materials (Zed, 2008). This approach was chosen because the purpose of the research is to identify and analyze relevant concepts and theories regarding the application of communicative approaches in teaching Arabic speaking skills, especially in the context of pesantren education. This research is qualitative descriptive. The researcher seeks to explore information and data related to the application of a communicative approach in teaching Arabic in Islamic boarding schools through an in-depth study of relevant literature sources. This research emphasizes a comprehensive understanding of the concept rather than quantitative data collection. The data sources in this study come from secondary literature, in the form of books, journal articles, and scientific documents relevant to the research topic.

Data was collected through systematic literature searches with the following steps: First, identify various relevant sources based on

keywords such as "*communicative approach*", "*Arabic speaking skills*", and "*pesantren*". Furthermore, select literature that is in accordance with the focus of the research, especially those that contribute to the teaching of Arabic speaking skills using a communicative approach. Then, critically analyze the content of the literature to understand how the communicative approach can be applied in pesantren and the relevance of this method to the need to speak in Arabic. The data obtained from the results of the literature study were analyzed descriptively. The validity of the data is guaranteed through source triangulation, which is comparing and confirming the findings of various literatures used. The researcher also considers various points of view from previous researchers to strengthen the arguments and recommendations proposed in this study.

FINDINGS AND DISCUSSION

A Communicative Approach on Language Learning (Definition and History)

The communicative approach for language learning has become one of the popular teaching methods in the last two decades. This approach emphasizes the importance of the ability to communicate effectively in the target language, where learners not only understand the rules of the language theoretically, but can also use the language in real-life situations. In the context of learning a foreign language, the communicative approach is designed to overcome the shortcomings of traditional methods that focus too much on grammar and translation without making room for the natural use of language in everyday communication (Richards, 2006).

The communicative approach, sometimes referred to as Communicative Language Teaching (CLT), places a strong emphasis on communication and engagement as essential components of language acquisition. The main focus of this approach is the student's ability to communicate in the target language in a variety of social contexts. According to Savignon, CLT supports the principle that language is a social communication tool that involves pragmatic functions and interactions between language users (Savignon, 2002). In CLT, the use of language is done in an authentic and meaningful context. Therefore, language learning focuses not only on grammatical structures, but also on the use of language in a variety of real communication situations. Nunan states that this approach introduces the concept of communicative competence, which includes linguistic, pragmatic, and social skills in the use of language (Nunan, 2004).

The communicative approach emerged in the late 1960s to early 1970s in response to criticism of the dominant language teaching methods of the time, such as the Audio-Lingual and Grammar Translation methods. These methods are considered to focus too much on mastering grammatical structure and sentence patterns, but fail to help learners master real communication skills (Richards & Rodgers, 2014). Figures such as Dell Hymes (1972) and Noam Chomsky (1965) had a great influence on the development of the communicative approach. Hymes introduced the concept of communicative competence as the ability not only to produce grammatically correct sentences, but also to fit into a social context. This is in contrast to Chomsky's view which focuses more on linguistic or grammatical competence only. In the 1970s, communicative approaches began to be widely applied in various countries, especially after the emergence of demands for language teaching methods that focus more on the use of language in real communication (Widdowson, 1978).

Objectives and Procedures for The Implementation of The Communicative Approach

According to Canale and Swain, the communicative approach's primary objective is to assist language learners in developing communicative competences, which are comprised of four primary components:
• Grammatical Competence
   The capacity to comprehend and apply the target language's phonological, grammatical, and lexical principles.
• Sociolinguistic Competence
   The capacity to adapt the use of language to different social, cultural, and contextual situations.
• Discourse Competence
   The capacity to connect ideas and sentences in a text coherently and in accordance with the context of the conversation.
• Strategic Competence
   The ability to use communication strategies, such as self-improvement and clarification, to

overcome misunderstandings or language limitations (Canale & Swain, 1980).

Therefore, the communicative method aims to develop students who can utilize language in everyday situations rather than only comprehend its grammatical principles. Effective communication in a range of social and cultural contexts is expected of learners. And in applying a communicative approach, there are several procedures that are commonly carried out by language teachers (Richards, 2006):

• Task-Based Activities

Learning is focused on completing tasks that have clear communication goals. For example, students may be asked to discuss, role-play, or solve problems in the target language. These assignments allow students to use language naturally in relevant contexts.

• Authentic Activities

Activities that use authentic materials, such as news articles, original conversations, or videos, to practice language skills in real contexts. The use of authentic materials helps students get used to the variety of language used in everyday communication situations.

• Interactive Practice

The communicative approach emphasizes the interaction of students and teachers in pairs or group activities. For example, in role-playing or group discussions, students actively participate in the communication process. This interaction allows students to learn from their mistakes and improve their speaking and listening skills in the target language.

• Focus on Language Functions

Instead of focusing learning on grammatical rules, communicative approaches emphasize communication functions, such as asking for information, giving opinions, or expressing consent. It helps students understand that language is not just a set of rules, but a dynamic communication tool.

• Use of Feedback

Teachers provide feedback on students' use of language. This feedback can be either direct or implicit justification, depending on the context of the learning. Teachers often act as facilitators who motivate students to continue speaking and interacting despite language errors.

Language Teaching Design for Speaking Skill Through a Communicative Approach Based on Pesantren Needs

The traditional Islamic boarding schools, or pesantren, in Indonesia have long been recognized as centers of Islamic learning and culture. By establishing a formal and natural language environment, Darussalam Modern Gontor Islamic Institution is one of the Islamic educational establishments that places a high value on language development (Zarkasyi et al., 2022). As these institutions adapt to the digital age, it is crucial to explore how language teaching can be designed to meet the evolving needs of the pesantren community. One key aspect to consider is the role of communicative competence in language learning. Adopting a communicative approach, which aims to develop learners' ability to use the target language effectively in real-life situations, can be particularly beneficial for pesantren students. Pesantrens not only teach religion but also encourage students to engage with the global community, underscoring the importance of language proficiency for both religious and practical purposes (Wekke & Hamid, 2013).

Research has shown that pesantren institutions in Indonesia are actively integrating technology into their language teaching and learning practices (Wekke & Hamid, 2013). This suggests a need to design language curricula that leverage digital tools and resources to enhance communicative competence. When creating frameworks for teaching languages, it's also important to consider the pesantren settings' heavy emphasis on Arabic and Islamic values. These establishments, which are Islamic pesantrens, place a high value on teachings that purify Islam and rid it of error and superstition. Consequently, the cultural and religious identity of the Pesantren group should serve as the foundation for any language education strategy (Umam, 2021).

Communication-oriented language teaching design aims to equip students with language skills that are functional and can be used in a variety of real-life communication situations. This design emphasizes the use of language as a tool for interacting and exchanging ideas. Learning objectives, a syllabus, instructional activities, and the roles of teachers, students, and instructional materials are all included in a communicative language teaching design. The explanation is as follows:

1. Learning Objectives

The learning objectives in the communicative approach are focused on developing students'

communicative competencies (Cloudia Ho, 2020). Communicative competencies include the ability to Use language effectively in real-life contexts, communicate fluently and be understandable to the interlocutor, understand and produce different types of texts, both oral and written, according to specific socio-cultural situations. The goal of this learning is more than just mastering grammar rules, but also involves the ability to use language to interact in authentic situations.

2. Syllabus

Syllabus in a communicative approach is usually function-based and notional (the function of the language and the concept to be conveyed) (Rivera, 2024). This means that the content of the material is arranged based on language functions such as asking for information, giving opinions, or expressing feelings. The focus of the syllabus are identifying students' communicative needs, Integrating various language skills (listening, speaking, reading, writing) in each lesson, and providing a variety of real and meaningful communication situations, so that students are used to using the target language in different contexts.

3. Teaching and Learning Activities

Teaching and learning activities in a communicative approach are very diverse and centered on the active participation of students (Mirzayev & Oripova, 2022). Some of the main characteristics of these activities are: Interactive activities such as role plays, simulations, discussions, language games, group work, and interviews. Communication tasks that encourage students to use the target language in real situations, such as solving problems or expressing their opinions. Focus on the fluency and meaningfulness of communication rather than grammatical accuracy.

4. Roles of Students, Teachers, and Teaching Materials

In a communicative approach, students play the role of active learners who are directly involved in the learning process (Mirzayev & Oripova, 2022). They are expected to take the initiative in using the target language, and engage in tasks that demand real communication, and collaborate with other students to solve problems or achieve specific goals. Students are more responsible for their own learning, with teachers as facilitators. Teachers in a communicative approach act as facilitators and guides (Mochammad Yusron Ubaidillah, 2022). The

role of teachers includes creating a learning environment that allows students to interact in the target language, providing guidance when needed, but not dominating the interaction, and providing feedback that focuses on meaning and fluency of communication. Teachers are more of an observer who assists students in developing their communicative skills, rather than as the primary source of knowledge. Teaching materials in a communicative approach should reflect real-life situations and socio-cultural contexts (Simbolon & Naibaho, 2023). Effective teaching materials include authentic texts (such as news articles, everyday conversations, advertisements, etc.) that are used in real life, activities that support the use of language in meaningful contexts, such as case studies, simulations, and role-playing, and variations in text formats that expose students to different types of discourse, both oral and written. By emphasizing interaction and language use for communication, communicative language teaching aims to equip students to use language successfully in a range of real-life contexts.

Language Teaching Procedures for Speaking Skill Through a Communicative Approach Based on Pesantren Needs

In the rapidly evolving digital landscape, Islamic educational institutions known as pesantren in Indonesia are facing the challenge of adapting their teaching methods to meet the demands of the modern era (Nikmatullah et al., 2023). While pesantren have historically played a pivotal role in shaping the nation's intellectual landscape, there is a growing concern that their traditional approaches may not adequately address the needs of contemporary learners. The rise of globalization and technological advancements has created a pressing need for pesantren to explore innovative language teaching procedures that prioritize a communicative approach, aligning with the unique requirements of their students.

The existing literature highlights the importance of revitalizing the Islamic education system within pesantren to address the challenges of the disruptive digital age (Nikmatullah et al., 2023). Scholars have emphasized the need for pesantren to adapt and restructure their educational practices to meet the social requirements and challenges of the modern world, while still maintaining their core Islamic principles. The inclusion of secular subjects in

the curriculum has been one such approach, as pesantren seek to negotiate the demands of modernity and prepare their students for the professional world (Jajuli et al., 2022). However, the integration of a communicative approach to language teaching within the pesantren context remains a critical area that requires further exploration.

In Muradi's study, Azies and Alwasilah said that there are two reasons why the communicative approach teaching process is challenging (Muradi, 2014). First, all talents can be taught using communicative concepts. Second, the literature on communicative language teaching covers a broad range of exercises and activities. On the other hand, experts like Finochairo and Brumfit have developed some general procedures for communicative language teaching that provide an outline of language function teaching (making suggestions) for early junior high school learning or a beginner, which Harmer continues with communication continuity.

Finochairo and Brumfit outline the following steps for learning communicative language: presenting a brief dialogue before motivating students based on the context, dialogue function, and prior knowledge; oral instruction, both group and individual; questions and responses pertaining to the subject and context of the dialogue; questions and answers concerning the students' unique experiences that are connected to the dialogue theme; a discussion of a single expression or structure from outside the dialogue in the form of a brief dialogue; student understanding and contemplation of the principles that underlie structural or functional forms; introductory speech or interpretative exercise; oral production exercises, from supervised to unrestricted; short discussions from modules or instructional texts; providing written homework tasks, if any; and verbal assessment of learning (Finocchiaro & Brumfit, 1983). And the explanation is as follows:

1. Presentation of a short dialogue preceded by generating student motivation related to the situation, dialogue function, and background experience;

The aim of this stage is to start learning with real examples of the use of language in everyday communication situations. The teacher presents short dialogues that are relevant to the topic and the student's language level. This dialogue serves as a model for students to imitate and develop their speaking skills. The learning procedure begins by introducing a short dialogue describing a real communicative context. The teacher motivates students by relating the dialogue to the situation, the function of the language to be learned, and the student's life experience. This aims to provide a real context that is relevant to students' lives.

2. Group and individual oral training;

After the dialogue is introduced, students are trained orally, both in groups and individually, to practice the dialogue. The focus of this training is to help students master the pronunciation, intonation, and structure of the language used in dialogue on a repetitive basis. This stage is aims to provide opportunities for students to practice the language they have learned through dialogue. Students practice speaking dialogue in pairs or small groups. Teachers can provide guidance and correction. Oral exercises help students improve fluency and accuracy in language.

3. Questions and answers related to the topic and dialogue situation;

The teacher then asks questions that are directly related to the topic and situation in the dialogue. The purpose of this question and answer is to ensure that students understand the meaning and purpose of the communication of the dialogue, as well as deepen their engagement with the topic discussed. The aim of this stage is to ensure students' understanding of the content of the dialogue and the context in which it is used. The teacher asks questions about the characters, events, and implied meanings in the dialogue. This question and answer activity stimulates students to think critically and analyze the language.

4. Questions and answers about students' personal experiences related to the dialogue theme;

At this stage, students are invited to relate the theme in the dialogue to their personal experiences. Teachers ask how students' experiences relate to the themes or situations in the dialogue, which encourages them to use language in a more personal and authentic context. This stage aims to connect the learning material with the real experience of the students. Teachers ask questions that encourage students to share their personal experiences related to the topic of the dialogue. This activity makes learning more meaningful and relevant for students.

5. Discussion of one expression or structure from outside the dialogue in the form of another short dialogue;

The teacher introduces other relevant language expressions or structures, but is outside the main dialogue. These expressions or structures are discussed through different short dialogues, which aim to broaden students' horizons about the use of language in a variety of situations. This stage is aims to analyze the language structure contained in the dialogue in more depth. The teacher chooses one important phrase or structure of language and discusses its function in the context of the dialogue. This activity helps students understand language rules better.

6. Student discovery and reflection on the rules underlying functional or structural expressions;

Students are encouraged to discover for themselves the rules or rules behind the use of the expressions or structures of the language they are learning. This process involves reflecting on the function of language in different contexts, so that students better understand the use of language intuitively. This stage aims to help students discover language rules on their own through the process of exploration. The teacher gives students the opportunity to observe language patterns in dialogue and draw their own conclusions. This activity develops students' critical and analytical thinking skills.

7. Oral introduction or interpretive activity;

At this stage, students are introduced to interpretive activities, such as listening to conversations or spoken texts and then trying to interpret meaning or deduce information from those activities. This activity helps students hone their skills in understanding spoken language. This stage aims to develop listening skills and comprehend spoken language. The teacher presents an oral text (for example, an audio recording) and asks students to understand the content. This activity trains students to focus on the overall meaning rather than just individual words.

8. Oral production activities, ranging from guided to more free;

Students are given the opportunity to produce language orally, starting from guided activities (for example, using teacher-provided guides or scenarios), to more free and creative activities. This activity encourages students to use language spontaneously in a more open context. This stage aims to provide opportunities for students to produce language orally in various forms. Students do activities such as retelling a story, creating a new dialogue, or discussing in a group. Oral production activities help students master the language actively.

9. Copy short dialogues in modules or lesson texts;

Students then copy the short dialogues learned into the module or lesson text. Transcribing this serves as a way to strengthen their memory of the expressions or structures of the language they have learned, as well as being a reference for future students. The aim of this stage is to strengthen students' understanding of written forms of language. Students copy the short dialogue they have learned into a notebook. This activity helps students connect the oral and written forms of the language.

10. Giving written assignments for homework (if any); and

If needed, the teacher assigns written assignments as homework. This assignment usually deals with the use of structures or expressions that have been learned in a written communication situation, so that students can strengthen their skills in written form. This stage is aims to provide additional exercises to produce written language. The teacher gives writing assignments, such as making a summary, writing paragraphs, or answering questions. Writing assignments help students develop writing skills.

11. Verbal evaluation of learning.

The final stage is oral evaluation, where the teacher assesses the student's ability to use the language that has been learned. This evaluation can be done through questions and answers, presentations, or discussions, focusing on students' ability to use language communicatively and effectively. The aim of this stage is to measure students' oral language skills. The teacher conducts an interview or asks the student to give a short presentation. Verbal evaluation provides immediate feedback to students.

Overall, communicative language learning procedures according to Finocchiaro and Brumfit emphasize on; active student engagement, meaningful context, wide range of activities and the importance of interaction. Active student engagement: Students are invited to actively participate in all learning activities. Meaningful context: Learning materials are connected to real student experiences. Wide range of activities: A

wide variety of activities are used to develop all language skills. The importance of interaction: Students are given the opportunity to interact with teachers and peers (تمام et al., 2025). Through this procedure, communicative language learning is designed to engage students in the use of language that is real and relevant to everyday life, with a focus on fluency and active involvement in the communication process.

CONCLUSION

Traditional methods used in pesantren that focus heavily on grammar and translation are considered ineffective for developing real-world communication skills. The communicative approach emphasizes using the language for practical communication in various social contexts. This approach seeks to give students communicative competence, which encompasses discourse competence, sociolinguistic abilities, grammatical knowledge, and strategic competence. Implementing a communicative approach in pesantren requires considering the unique needs and challenges faced by the students. The procedures and design principles for a communication-oriented language teaching program in pesantren settings, these include using task-based activities, authentic materials, interactive practice, focusing on communication functions, and using feedback to improve fluency and communication skills. The procedures for learning communicative language according to Finochairo and Brumfit are made for early junior high school or for a beginner language learning. The procedures of communicative approach is related to students of pesantren who learn a second language, especially Arabic language for their daily activity and its done and can be implemented based on pesantren needs. A several researchers acknowledge the challenges of implementing a communicative approach, but emphasizes its potential to prepare students to use Arabic effectively in real-life situations.

ACKNOWLEDGMENT

Hasil penelitian ini dapat disimpulkan bahwa penerapan LKPD IPA berbasis STM berpengaruh secara signifikan terhadap keterampilan berpikir kritis siswa di SMPN 2 Praya. Berdasarkan hasil yang disimpulkan disarankan kepada praktisi pendidikan atau guru mata pelajaran IPA untuk mempertimbangkan penerapan LKPD IPA berbasis STM ini sebagai salah satu alternatif penerapan pembelajaran yang mengajak siswa untuk aktif selama proses pembelajaran dalam upaya meningkatkan keterampilan berpikir kritis siswa.

REFERENCES

Akmalia, F., Syihabuddin, S., & Nurbayan, Y. (2021). Intensive Course: The Alternative Program for Teaching Arabic Speaking and Reading Skills at an Islamic Boarding School/al-Daurah al-Mukatsafah: al-Barnamij al-Badil Li Ta'lim Maharah al-Kalam wa al-Qira'ah Fi al-Ma'had. *Arabiyatuna: Jurnal Bahasa Arab*, *5*(1), 113. https://doi.org/10.29240/jba.v5i1.2306

Bin Tahir, S. (2017). Multilingual Teaching and Learning at Pesantren Schools in Indonesia. *Asian EFL Journal*, *98*(1), 74–94.

Canale, M., & Swain, M. (1980). THEORETICAL BASES OF COMMUNICATIVE APPROACHES TO SECOND LANGUAGE TEACHING AND TESTING. *Applied Linguistics*, *I*(1), 1–47. https://doi.org/10.1093/applin/I.1.1

Cloudia Ho, Y.-Y. (2020). Communicative language teaching and English as a foreign language undergraduates' communicative competence in Tourism English. *Journal of Hospitality, Leisure, Sport & Tourism Education*, *27*, 100271. https://doi.org/10.1016/j.jhlste.2020.100271

da Luz, F. (2015). The Relationship between Teachers and Students in the Classroom: Communicative Language Teaching Approach and Cooperative Learning Strategy to Improve Learning. *Master's Theses and Projects*. https://vc.bridgew.edu/theses/22

Eisenring, M. A. A., & Margana, M. (2019). THE IMPORTANCE OF TEACHER – STUDENTS INTERACTION IN COMMUNICATIVE LANGUAGE TEACHING (CLT). *PRASASTI: Journal*

of Linguistics, *4*(1), Article 1. https://doi.org/10.20961/prasasti.v4i1.170 52

Finocchiaro, M., & Brumfit, C. (1983). *The Functional-notional Approach: From Theory to Practice*. Oxford University Press.

Haron, S. C. (2012). The Teaching Methodology of Arabic Speaking Skills: Learners' Perspectives. *International Education Studies*, *6*(2), Article 2. https://doi.org/10.5539/ies.v6n2p55

Holandyah, M., Marzulina, L., Erlina, D., Harto, K., Amalia, F., Fridiyanto, F., & Mukminin, A. (2022). Speaking Challenges in a Life Skill Program for Islamic Boarding School Students: A Case Study. *Journal of Language Teaching and Research*, *13*(3), Article 3. https://doi.org/10.17507/jltr.1303.23

Jajuli, J., Wahidin, K., & Fahrudin, A. (2022). Developing The Quality of Traditional Islamic Boarding School Using The Total Quality Management Model. *Asian Social Work Journal*, *7*(6), Article 6. https://doi.org/10.47405/aswj.v7i6.236

Minatullah, M., Fatoni, A., & Thoyyibah, A. (2019). Implementation of Communicative Method as an Effort to Increase the Student's Arabic Language Ability (Case Study at SDI Surya Buana Malang). *Maharaat: Jurnal Pendidikan Bahasa Arab*, *2*(1), Article 1. https://doi.org/10.18196/mht.2115

Mirzayev, A., & Oripova, S. (2022). COMMUNICATIVE METHOD – A NEW APPROACH IN THE PRACTICE OF TEACHING FOREIGN LANGUAGE. *Science and Innovation*, *1*(B6), Article B6.

Mochammad Yusron Ubaidillah. (2022). DESAIN PEMBELAJARAN MAHĀRAH QIRŌ'AH DENGAN PENDEKATAN KOMUNIKATIF DALAM METODE SOROGAN. *Tanfidziya: Journal of Arabic Education*, *2*(01), 11–27. https://doi.org/10.36420/tanfidziya.v2i01. 170

Muammar, M., Suhardi, S., & Mustadi, A. (2020). DEVELOPING COMMUNICATIVE-BASED INSTRUCTIONAL MODEL OF SPEAKING SKILL IN ELEMENTARY SCHOOL. *Al-Bidayah : Jurnal Pendidikan Dasar Islam*, *12*(2), Article 2. https://doi.org/10.14421/al-bidayah.v12i2.588

Muradi, A. (2014). PENDEKATAN KOMUNIKATIF DALAM PEMBELAJARAN BAHASA ARAB. *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *1*(1), 29–48. https://doi.org/10.15408/a.v1i1.1129

Nikmatullah, C., Wahyudin, W., Tarihoran, N., & Fauzi, A. (2023). Digital Pesantren: Revitalization of the Islamic Education System in the Disruptive Era. *Al-Izzah: Jurnal Hasil-Hasil Penelitian*, *0*, 1–14. https://doi.org/10.31332/ai.v0i0.5880

Nunan, D. (2004). *Task-Based Language Teaching*. Cambridge University Press. https://doi.org/10.1017/CBO97805116673 36

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

Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge University Press. https://www.professorjackrichards.com/w p-content/uploads/Richards-Communicative-Language.pdf

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.

Rivera, M. V. (2024). The Communicative Language Teaching Principles of an English Textbook: A Prototype. *Educational Administration: Theory and Practice*, *30*(4), Article 4. https://doi.org/10.53555/kuey.v30i4.2676

Rosyidi, A. W., & Ni'mah, M. (2011). *Memahami konsep dasar pembelajaran bahasa Arab*. UIN-Maliki Press. http://repository.uin-malang.ac.id/1236/

Savignon, S. J. (2002). *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*. Yale University Press. https://www.jstor.org/stable/j.ctt1npsh9

Setiyadi, A. C., Hidayah, N., Wahyudi, M., & Br Maha, M. (2023). Bī'ah Lughawiyah Programs in Arabic Language Learning to Improve Student's Arabic Speaking Skills. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, *7*(1),

29–46.
https://doi.org/10.15575/jpba.v7i1.24173

Simbolon, I., & Naibaho, D. (2023). PENDEKATAN KOMUNIKATIF DALAM PEMBELAJARAN BAHASA INDONESIA. *Jurnal Pendidikan Sosial Dan Humaniora*, *2*(4), 12226–12238.

Ubaidillah, M. N., & Mufidah, N. (2022). Language Environment Control Management Strategy Center for Ma'had Al-Jamiah UIN Maulana Malik Ibrahim Malang. *At-Ta'dib*, *17*(2), Article 2. https://doi.org/10.21111/at-tadib.v17i2.8921

Umam, M. K. (2021). Arabic at the Landmark of al-Irsyad Educational Institution (Competence, Cultural Identity & Religious Attitude). *Al-Irfan : Journal of Arabic Literature and Islamic Studies*, *4*(1), Article 1. https://doi.org/10.36835/al-irfan.v4i1.4280

Wekke, I. S., & Hamid, S. (2013). Technology on Language Teaching and Learning: A Research on Indonesian Pesantren. *Procedia - Social and Behavioral Sciences*, *83*, 585–589. https://doi.org/10.1016/j.sbspro.2013.06.111

Widdowson, H. G. (1978). *Teaching Language as Communication*. OUP Oxford.

Zaid, A. H. (2012). Pendekatan Komunikatif Dalam Pengajaran Bahasa Arab (Pengalaman Pondok Modern Darussalam Gontor). *At-Ta'dib*, *7*(2), Article 2. https://doi.org/10.21111/at-tadib.v7i2.77

Zarkasyi, A. H., Choliq, M., & Samah, S. N. K. B. H. A. (2022). The Language Environment and its Role in Language Acquisition for Students of Class 5 Darussalam Modern Gontor Islamic Institution for Girl. *At-Ta'dib*, *17*(1), Article 1. https://doi.org/10.21111/at-tadib.v17i1.7900

Zed, M. (2008). *Metode Penelitian Kepustakaan*. Yayasan Pustaka Obor Indonesia.

تمام, م. ا., فطرا, م. ن., & الهي, م. م. ك. (2025). المدخل الإتصالي في تعلّم مهارة الكلام اللّغة العربية بناء على احتياجات المعاهد العصرية بإندونيسيا *Shibghoh:* *Prosiding Ilmu Kependidikan UNIDA Gontor*, *3*(1), Article 1.