Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban
Vol 9 No 2 Oktober 2026
Page: 598-607
https://jurnal.stiq-amuntai.ac.id/index.php/al-miyar/index

Enhancing Students' Arabic Speaking Proficiency through a Communicative Arabic Pocket Book: A Pre-Experimental Study

Latif Nurdiansyah[1*], Muhamad Ruli Aulia[2], Hayati[3]

Email: latifnurdiansyah417@gmail.com[1*], mhdruliaulia130902@gmail.com[2], hayati@uinbukittinggi.ac.id[3]

[1,2,3] Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Bukittinggi, Indonesia.

DOI: http://doi.org/10.35931/am.v9i2.7082

Article Info
Received: June 27, 2026
Revised: August 24, 2026
Accepted: September 15, 2026

Correspondence:
Phone: +6281295690165

Abstract: Islamic boarding schools provide important contexts for Arabic language learning. However, students' communicative speaking proficiency may remain limited when instructional practices emphasize grammatical knowledge more than oral communication. This study examined changes in the Arabic speaking proficiency (maharah al-kalam) of seventh-grade students at Al-Irsyad Boarding School Bulaan Kamba following the implementation of a communicative Arabic pocket book. A quantitative pre-experimental study was conducted using a one-group pretest–posttest design without a control group. The participants were 30 male students selected through convenience sampling based on dormitory residence. They participated in three intervention sessions covering daily routines related to ablution and prayer, room cleaning, and breakfast. Data were analyzed using the N-Gain Score and a paired-samples t-test. The normality of the pretest–posttest difference scores was assessed using the Shapiro–Wilk test. The mean speaking score increased from 36.67 on the pretest to 66.58 on the posttest, with a mean N-Gain score of 0.494, indicating moderate improvement. The paired-samples t-test showed a statistically significant difference between pretest and posttest scores ($p < .001$, Cohen's $dz = 4.59$). These findings indicate an improvement in speaking scores following the intervention. However, because the study employed a one-group pretest–posttest design without a control group and involved a limited sample, the results should be interpreted as preliminary evidence rather than definitive proof of the pocket book's effectiveness. The findings provide preliminary empirical evidence for the use of a communicative Arabic pocket book as supplementary material for muhādathah activities in Islamic boarding schools. Further studies using controlled designs are needed to examine whether similar improvements can be replicated in other learning contexts.
Keywords: *Communicative Arabic Pocket Book; Arabic Speaking Proficiency; Islamic Boarding School; Maharah Al-Kalam; Muhādathah*

INTRODUCTION

Arabic language holds a unique position in Indonesia, not only as a foreign language but also as a religious language deeply embedded in the life of the Muslim majority population. Islamic boarding schools (*pesantren*) serve as one of the primary institutions for Arabic language transmission in Indonesia, playing a central role in integrating religious and linguistic education (Hidayatullah, Abdilah, & Khoirurrijal, 2025). Among language skills, speaking proficiency (*maharah al-kalam*) is a key indicator of communicative competence. However, despite long-term exposure to Arabic grammar such as *nahwu* and *sharaf*, many students still struggle to communicate orally in Arabic, indicating a persistent gap between grammatical knowledge and communicative performance (Mufidah, Nurhayati, & Faizah, 2023).

Previous studies report that Arabic learning still faces challenges in contextual language use, coherence, and communicative strategies, resulting in learners who are grammatically competent but weak in spoken communication (Zahrah, Salsabila, Farlyan, Gumay, & Daviza, 2025). In addition, other studies emphasize that

Copyright © 2026, Author et al.
This open access article is distributed under a (CC-BY-SA) License

communicative performance in real interaction is still insufficiently developed in Arabic language instruction (Khotimah, Indriati, & Nasution, 2024).

Although pesantren provide opportunities for Arabic language learning, students may still face difficulties in developing speaking proficiency when instructional activities emphasize grammatical knowledge more than communicative practice (Ritonga, Zulpina, & Darman, 2022). Similar findings show that Arabic language development programs in several pesantren still emphasize structural knowledge rather than communicative practice (Jannah, 2023). In addition, the lack of contextual and interactive teaching materials further constrains speaking development in Islamic boarding schools (Syarofit & Salma, 2025). Arabic speaking instruction in pesantren should incorporate contextual expressions, dialogue practice, and communicative activities to help learners use Arabic in real-life situations (Tamam, Rosyidi, & Mufidah, 2025).

Learning activities such as muḥādaṡah are designed to develop communicative competence. Studies show that muḥādaṡah has a positive impact on speaking proficiency when implemented effectively (Hasyim, 2023). This pattern is consistent with findings beyond the Arabic-language context: communicative activities have similarly been shown to improve students' oral performance in other EFL settings (Owen & Razali, 2018). However, its effectiveness depends on the availability of appropriate learning materials and student vocabulary mastery (Anwar, Noor, Maylinda, & Ahmed, 2025). Other studies also highlight that successful implementation of muḥādaṡah requires structured learning materials that match students' needs (Islami, Rostiana, Ibrohim, Novrizal, & Annas, 2025). Unfortunately, many existing teaching materials are not aligned with students' daily communication contexts, creating a gap between learning content and real communication practice (Ritonga et al., 2022). This condition is further strengthened by limited development of adaptive teaching materials in the digital era (Suyuti & Hamzah, 2025).

Speaking proficiency is defined as the ability to express thoughts, feelings, and information orally using accurate and fluent Arabic in real communicative contexts (Sudrajat, Fatimah, Ridlo, & Raswan, 2025). This skill requires continuous practice in meaningful interaction rather than mere grammatical mastery. Knowing vocabulary and grammatical rules does not necessarily mean that learners can use Arabic effectively in spontaneous communication. Interactive-communicative instruction has been associated with improvements in Arabic speaking proficiency, including vocabulary use, sentence construction, and oral fluency (Maryani, Syafei, & Kosim, 2024). One potential medium for supporting such practice is the pocket book, which provides compact and practical learning materials that students can access independently anytime and anywhere (Shofiyani & Nisa, 2023).

Several studies have developed Arabic learning materials such as context-based conversation books and Arabic-Indonesian pocket dictionaries, which show positive effects on speaking development (Rahmawati & Suliyatun, 2021). These results also align with broader evidence that structured, activity-based interventions can meaningfully improve speaking proficiency across language-learning contexts (Al-khresheh, 2024). Other research also shows that pocket book-based learning materials can improve learning outcomes in muḥādaṡah activities (Meishanti, Rahmawati, & Jannah, 2020). However, three main research gaps remain.

First, a contextual gap exists because most studies have been conducted in formal school settings, whereas pesantren have distinct learning structures characterized by greater autonomy in organizing learning activities (Hidayatullah et al., 2025). Second, a skills gap remains because previous studies have focused more on vocabulary acquisition than on speaking fluency, accuracy, and spontaneous dialogue (Ritonga et al., 2022). Third, a methodological gap exists because many previous studies have focused on product development and validation without empirically examining the effectiveness of the resulting materials in improving students' speaking proficiency (Suyuti & Hamzah, 2025).

Theoretically, the communicative Arabic pocket book is designed to address these gaps through three interrelated mechanisms. First, it embeds essential grammatical foundations within thematic, daily-life conversation units rather than presenting them as isolated rules, allowing students to encounter structure through meaningful use instead of decontextualized drilling. Second, the material is organized around routine activities that santri already perform in the dormitory such as ablution and prayer, breakfast, and tidying the room so that vocabulary and expressions are practiced in settings students immediately recognize and can reuse, which is intended to support accuracy and fluency through repeated, context-anchored exposure rather than memorization alone. Third, the book incorporates QR-code-linked audio and interactive activities (question-and-answer exchanges, short games), which are intended to prompt spontaneous verbal response rather than scripted recitation, thereby targeting the spontaneous-interaction dimension of speaking proficiency that previous pocket-book studies have rarely addressed explicitly.

The communicative Arabic pocket book developed by the researcher in a previous study was validated by experts and tested for readability, demonstrating its feasibility as a learning material (Nurdiansyah, Wahyuni, Hayati, & Sa'adiyah, 2026). However, its effectiveness in improving students' speaking proficiency has not yet

been empirically examined. Therefore, the present study extends the previous research by evaluating students' speaking performance before and after the instructional intervention. This evaluation provides empirical evidence of changes in speaking proficiency following the use of the communicative Arabic pocket book in a pesantren setting.

Therefore, this study aims to examine changes in the Arabic speaking proficiency (*maharah al-kalam*) of seventh-grade students at Al-Irsyad Boarding School Bulaan Kamba following the implementation of a communicative Arabic pocket book.

METHOD

This study employed a quantitative approach using a pre-experimental design, specifically the One Group Pretest–Posttest Design, in which a single group is given a pretest, treatment, and posttest without a control group (Sugiyono, 2022). Because this design lacks a control group, alternative explanations for changes in students' scores, such as testing effects and maturation, cannot be fully ruled out. Therefore, the findings are interpreted as evidence of changes in speaking proficiency following the intervention rather than definitive proof of a causal effect. The study was conducted at Al-Irsyad Boarding School Bulaan Kamba, Kubang Putiah, Agam Regency, during May of the 2025/2026 academic year.

The population consisted of 59 seventh-grade students from classes VIIA and VIIB, comprising 30 male and 29 female students. The sample consisted of 30 male students selected through convenience sampling because they were accessible to the researcher under the boarding school's regulations separating male and female residential areas. Female students were excluded due to these institutional access constraints. Participants were approximately 12–13 years old. Given the access-related basis of sample selection, the findings should be interpreted cautiously and should not be generalized to all pesantren students.

The study involved one independent variable, namely the communicative Arabic pocket book (X), and one dependent variable, namely students' speaking proficiency (Y). Speaking proficiency was assessed through five indicators: fluency, pronunciation accuracy, vocabulary mastery, grammatical accuracy, and spontaneous interaction ability (Sudrajat et al., 2025). Data were collected through an oral test consisting of 10 questions requiring students to respond spontaneously in Arabic. Each response was assessed using a four-point holistic rubric, with scores ranging from 1 (*Kurang*) to 4 (*Sangat Baik*). The rubric evaluated the overall quality of students' responses in terms of fluency, pronunciation, vocabulary, grammatical accuracy, and relevance to the questions. The maximum total score was 40. The total score was converted to a 0–100 scale using the formula: Final Score = (Score Obtained/40) × 100. The same scoring rubric and procedure were used for both the pretest and posttest.

Content validity was assessed by expert validators across 14 aspects, including alignment with speaking indicators, item clarity, linguistic accuracy, and appropriateness for seventh-grade students. Each aspect was rated on a five-point scale, yielding a maximum possible score of 70. The validity percentage was calculated using $P = (\Sigma x/70) \times 100\%$. The instrument was considered suitable for use after minor revisions to several items, which were incorporated before data collection.

Two raters, an Arabic-language instructor and a research assistant, scored the participants using the same rubric. Each rater assessed a separate group of 15 students, meaning that no participant was scored by both raters. Consequently, inter-rater reliability statistics, such as the intraclass correlation coefficient (ICC) or Cohen's kappa, could not be calculated. This limitation is acknowledged, as the use of a shared rubric and the establishment of content validity do not independently demonstrate consistency between raters.

Research permission was obtained from the boarding school administration, and the research activities were conducted under the supervision of the students' *musyrif* (dormitory supervisor). Participants' identities were kept confidential, and the data were reported in aggregate form. Pretest and posttest scores were used to examine changes in students' overall Arabic speaking proficiency following the instructional intervention.

The communicative Arabic pocket book combines foundational Arabic grammar with 21 thematic conversation units. In this study, the treatment focused on three themes relevant to the students' daily dormitory routines: ablution and prayer, breakfast, and tidying the room. The intervention was delivered over three sessions, each lasting 45–60 minutes, using the pocket book as supporting material for oral practice. Activities included question-and-answer drills, short interactive games, and informal exchanges designed to encourage students to use vocabulary and expressions in context and respond orally in Arabic. During the sessions, students practiced relevant vocabulary and expressions and used them in guided oral activities related to each theme. The three themes were selected to connect speaking practice with familiar situations in the students' boarding school environment.

The three-session duration was constrained by the pesantren's fixed daily schedule, which is an important consideration when interpreting the findings. The research procedure comprised three stages: (1) instrument development, validation, and pretest; (2)

treatment through the three *muḥādaśah* sessions; and (3) posttest and data analysis.

Data were analyzed using two statistical techniques. First, the normalized gain (N-Gain) was calculated to assess the magnitude of improvement in students' speaking proficiency. The N-Gain for each student was calculated using the formula g = (posttest score − pretest score)/(maximum possible score − pretest score), where the maximum possible score was 100. The resulting values were categorized as high ($g \geq 0.7$), medium ($0.3 \leq g < 0.7$), and low ($g < 0.3$). Second, a paired-samples *t*-test was conducted to examine whether the differences between pretest and posttest scores were statistically significant at a significance level of $\alpha = 0.05$. Before conducting the paired-samples *t*-test, the normality of the difference scores was assessed using the Shapiro–Wilk test because of the relatively small sample size ($n = 30$).

RESULT AND DISCUSSION

Result

Implementation of the Communicative Arabic Pocket Book

The communicative Arabic pocket book was implemented in three *muḥādaśah* sessions, each lasting 45–60 minutes. The sessions addressed three aspects of daily life familiar to the students: ablution and prayer, room cleaning, and breakfast. The learning activities combined vocabulary introduction, pronunciation practice, question-and-answer exercises, interactive games, and informal conversations. These activities were designed to encourage students to use Arabic expressions in familiar contexts, with the pocket book serving as a reference throughout the learning process. The implementation followed the planned treatment procedure and was completed before the posttest.

First Session: Ablution and Prayer

The first session focused on Arabic vocabulary and expressions related to ablution and prayer. At the beginning of the lesson, the teacher connected the topic to the students' routines before performing prayers. This introduction established a familiar context for learning and helped direct students' attention to the vocabulary and expressions presented in the lesson.

The teacher then asked students to open the relevant section of the pocket book. Vocabulary items were introduced gradually, accompanied by explanations of their meanings and pronunciation models. Students repeated the words collectively and individually to practise their pronunciation. After the vocabulary introduction, the teacher presented simple expressions for asking and answering questions about ablution and prayer, providing students with language models for the subsequent speaking activities.

The next stage involved guided question-and-answer practice. The teacher asked questions based on the material in the pocket book, and students were encouraged to respond using the Arabic expressions they had learned. Initially, they referred to the book to recall vocabulary and sentence patterns. They were then encouraged to formulate answers more independently. The teacher provided corrections when students experienced difficulties with pronunciation or vocabulary selection that could affect the clarity of their responses.

To vary the practice, the teacher introduced a game entitled *"Arrange the Steps of Ablution."* Cards containing pictures or names of the steps of ablution were prepared, and students were asked to arrange them in the correct sequence. They then identified the relevant vocabulary or described the steps using simple Arabic expressions. Follow-up questions about the selected cards encouraged students to move beyond naming individual words and produce oral responses related to the sequence of actions.

The game connected vocabulary learning with a sequence of activities familiar to the students. The cards provided visual cues for identifying the steps, while the follow-up questions required students to express their understanding orally. For these beginner-level learners, the visual and textual supports were used to help them recall vocabulary and construct responses. The activity therefore combined recognition of familiar actions with the use of Arabic expressions, rather than focusing exclusively on memorizing individual words.

Following the game, students practised simple conversations in pairs. One student asked questions about ablution or prayer, while the other responded using the expressions introduced during the lesson. They then switched roles to practise both asking and answering questions. The pocket book provided examples that students consulted when needed, but they were encouraged to express their answers without reading the complete sentences directly from the page.

The first session brought together vocabulary recognition, pronunciation practice, and simple conversational exchanges within a familiar religious context. The teacher guided the activities through explanations, language models, and corrective feedback, while the pocket book provided support for the transition from vocabulary learning to oral practice.

Second Session: Room Cleaning

The second session focused on Arabic vocabulary and expressions related to room cleaning. Unlike the first session, which addressed religious activities, this theme connected Arabic learning with the students' daily routines of maintaining cleanliness and keeping their rooms tidy. The teacher introduced vocabulary related to objects in a room and activities involved in cleaning and organizing the living space.

Students then studied the relevant material in the pocket book. The teacher explained the meanings of the vocabulary items and modelled their pronunciation before students practised saying the words and expressions. The lesson continued with questions about room-cleaning activities. Students were encouraged to respond using the vocabulary and expressions presented in the book. When they had difficulty constructing complete answers, the teacher guided them from identifying individual words toward producing simple expressions.

To reinforce the material, the teacher introduced a game entitled *"What Needs to Be Cleaned?"* Picture cards depicting objects or situations related to room cleanliness, such as floors, beds, tables, and items that needed to be tidied, were prepared for the activity. A student selected a card and identified the corresponding object in Arabic, then produced a simple expression describing an action related to the picture. Other students guessed the object or action based on the oral clues provided.

The game was conducted in turns to give students opportunities to identify vocabulary and respond orally. The teacher referred to the pocket book to maintain consistency between the words used in the game and the learning materials. When students encountered difficulties, the teacher provided additional clues or directed them to the relevant vocabulary before inviting them to formulate their own responses. In this way, the activity combined vocabulary recall with the use of simple expressions to communicate information about familiar objects and activities.

After the game, students practised paired conversations about room cleaning. They asked and answered questions about objects that needed to be cleaned and activities involved in keeping a room tidy. Students then switched roles so that both participants could practise asking questions and providing answers. The pocket book remained available as a reference, particularly when students needed help recalling vocabulary or constructing expressions, but they were encouraged to respond without reading the entire sentence from the book.

The focus of this session extended beyond identifying objects by name. Through the picture-card game and paired conversations, students had opportunities to connect vocabulary with actions, formulate simple responses, and respond to questions from their classmates. These activities placed the vocabulary within a communicative context related to the students' living environment.

By introducing room cleaning as the second theme, the learning activities expanded from religious routines to everyday activities in the boarding school. This variation provided a different context for practising Arabic while maintaining the emphasis on familiar vocabulary and simple spoken interaction.

Third Session: Breakfast

The third session focused on Arabic vocabulary and expressions related to breakfast. The lesson began by connecting the topic with the students' daily breakfast routines in the boarding school. The teacher then directed students to the relevant material in the pocket book, which covered vocabulary related to food, drinks, and breakfast activities.

The teacher modelled the pronunciation of the vocabulary items and explained their meanings. Students practised pronouncing the words before using them in simple expressions. The lesson then continued with question-and-answer activities about breakfast. The teacher asked questions related to the topic, and students were encouraged to respond in Arabic using the vocabulary and expressions they had learned. The pocket book provided a reference when students needed to recall words or sentence patterns, while subsequent practice encouraged them to formulate answers more independently.

To reinforce vocabulary learning, the teacher introduced a game entitled *"Choose and Say."* Picture cards depicting food and drinks relevant to the learning materials were prepared for the activity. Students selected a card, identified the item in Arabic, and used the vocabulary in a simple expression. The teacher extended the activity by asking questions about the selected pictures, requiring students to use the vocabulary in responses rather than simply name the items.

The use of picture cards provided a visual context for recalling vocabulary, while the follow-up questions encouraged students to connect individual words with meaningful expressions. This distinction was relevant to the speaking activities because recognizing a food item did not necessarily require students to construct a spoken response about it. By asking students to use the vocabulary in simple expressions, the activity provided an additional opportunity to practise producing Arabic orally.

After the game, students engaged in paired conversations about breakfast. The activity involved a simple scenario in which two students discussed food and drinks associated with breakfast. One student asked questions, while the other responded using the vocabulary and expressions introduced during the lesson. They then switched roles to practise both sides of the conversation. Students consulted the pocket book when necessary, particularly when they had difficulty recalling vocabulary or formulating responses.

The conversation practice also allowed students to work with the same vocabulary in a different activity. Whereas the game focused on identifying items and responding to questions about pictures, the paired

conversation placed the vocabulary within a short exchange between two speakers. This provided opportunities to practise asking questions, understanding responses, and producing relevant expressions within a familiar daily-life context.

The breakfast theme completed the sequence of three sessions by introducing vocabulary associated with food and mealtime routines. Although the instructional structure remained consistent with the previous sessions, the different themes provided varied contexts for speaking practice. Students therefore worked with Arabic expressions related to religious activities, room cleaning, and breakfast rather than practising vocabulary within a single topic.

Overall, the three sessions integrated thematic learning materials with speaking activities based on familiar aspects of the students' daily lives. Vocabulary introduction and pronunciation practice were followed by question-and-answer exercises, interactive games, and paired conversations. The communicative Arabic pocket book provided language references for these activities, while the different tasks encouraged students to use the material in context. Changes in students' speaking proficiency were subsequently examined by comparing their pretest and posttest results.

Descriptive Statistics

Descriptive statistics for the pretest and posttest scores are presented in table 1.

Table 1. Descriptive Statistics of the Pretest and Posttest Scores

Measure	Mean	Std. Deviation
pretest	36.67	8.10
posttest	66.58	14.00

The descriptive statistics showed an increase in students' Arabic speaking scores from a mean pretest score of 36.67 (SD = 8.10) to a mean posttest score of 66.58 (SD = 14.00), representing an increase of 29.92 points. The posttest scores also showed greater variability than the pretest scores, as indicated by the higher standard deviation. The statistical significance of the difference was examined using a paired-samples t-test.

Normality Test

Because the paired-samples t-test evaluates the mean difference between paired observations, the normality assumption was assessed using the pretest–posttest difference scores rather than the pretest and posttest scores separately. The Shapiro–Wilk test was used to assess normality because it is suitable for relatively small samples (n=30) (Fatih, Lubis, Hsb, Zulpan, & Arikunto, 2026).

Table 2. Normality Test (Difference Scores)

W	df	p
.941	30	.098

The Shapiro–Wilk test yielded a statistic of W = .941 and a p-value of .098. Since the p-value exceeded the .05 significance level, the difference scores did not show a statistically significant departure from normality, indicating that the normality assumption for the paired-samples t-test was satisfied. An examination of standardized difference scores found no extreme outliers exceeding |z| = 3. One case with a standardized score of z = 2.32 was retained because it did not meet the conventional threshold for an extreme outlier

Normalized Gain (N-Gain) Score

The magnitude of improvement in students' Arabic speaking scores was examined using the normalized gain (N-Gain) score. The mean N-Gain score was 0.494, indicating a moderate level of improvement based on the study's classification criteria ($0.3 \le g < 0.7$).

Table 3. Normalized Gain (N-Gain) Score

Category	Score Range	n	(%)
High	$g \ge 0.7$	5	16.7
Moderate	$0.3 \le g < 0.7$	23	76.7
Low	$g < 0.3$	2	6.7
Total		**30**	**100**

The distribution of N-Gain scores showed that 23 students (76.7%) achieved moderate improvement, five students (16.7%) achieved high improvement, and two students (6.7%) achieved low improvement. Thus, most students demonstrated a moderate level of improvement in their Arabic speaking scores, although the magnitude of improvement varied across participants.

Paired Sample T-Test

Table 4. Results of the Paired-Samples *t*-Test

Mean Diff	*D*	*f*			5% CI	ohen's *dz*	*z*	
29.92	.52	25.15	9	.001	7.4, 32.35	*.59*	*.36, 5.82*	

The mean posttest score was 29.92 points higher than the mean pretest score. The paired-samples t-test indicated that this difference was statistically significant, t(29) = 25.15, p < .001, with a 95% confidence interval for

the mean difference (posttest minus pretest) ranging from 27.48 to 32.35. The effect size was very large (Cohen's d_z= 4.59, 95% CI [3.36, 5.82]), indicating a substantial difference between students' pretest and posttest scores. These findings indicate that students' Arabic speaking scores increased following the implementation of the Communicative Arabic Pocket Book, although the one-group design does not establish that the pocket book alone caused the improvement.

Discussion

The findings indicate an improvement in students' Arabic speaking performance following the implementation of the Communicative Arabic Pocket Book. The mean posttest score was 29.92 points higher than the mean pretest score, while the mean N-Gain of 0.494 indicated a moderate level of improvement. These findings suggest that the pocket book may serve as a useful supplementary resource for supporting speaking practice in the pesantren context. However, because the study employed a one-group pretest–posttest design without a control group, the observed improvement cannot be attributed solely to the use of the pocket book. Other factors, including students' familiarity with the assessment and their learning experiences during the intervention, may also have contributed to the results.

The implementation of the pocket book provides a practical context for interpreting these findings. Across the three sessions, students engaged in muḥādaśah activities involving ablution and prayer, room cleaning, and breakfast. The use of familiar daily-life themes provided opportunities for students to practice relevant vocabulary and expressions in meaningful conversational contexts. Question-and-answer activities, games, and paired conversations also encouraged students to use Arabic orally rather than merely recall vocabulary. Nevertheless, the extent to which each activity contributed to the observed improvement was not examined separately in this study.

The use of familiar daily-life themes is consistent with a contextual approach to Arabic language learning, in which language practice is connected to situations that learners may encounter in their everyday lives. Such an approach can provide learners with meaningful contexts for selecting and using appropriate expressions during oral communication. The use of contextual materials in muḥādaśah activities has also been examined in a pesantren setting, with positive outcomes reported in speaking instruction (Prawoto, Erlina, Koderi, & Noor, 2023). However, the present study did not directly compare contextual and non-contextual materials; therefore, the contribution of contextualization to students' improvement cannot be isolated.

Previous research has examined the use of pocket books to support Arabic speaking activities through muḥādaśah training. This approach is relevant to the present study because both studies incorporated pocket books into learning activities intended to develop students' oral Arabic skills. However, the present study differs in its focus on seventh-grade students in a pesantren and its assessment of speaking performance before and after a three-session intervention (Meishanti et al., 2020).

Another relevant study developed an Arabic–Indonesian pocket dictionary to support speaking skills among madrasah students. This work provides a comparison in terms of the use of compact learning materials to facilitate Arabic speaking practice. Unlike a pocket dictionary that primarily provides lexical support, the Communicative Arabic Pocket Book examined in the present study combines grammatical foundations with daily-life conversation themes and QR-code-linked audio. These features are intended to connect language knowledge with contextualized oral practice, although the contribution of each feature to the observed improvement was not examined separately (Rahmawati & Suliyatun, 2021).

Although the overall results indicated improvement, the individual N-Gain scores showed variation in students' progress. Of the 30 students, 23 (76.7%) were in the moderate category, five (16.7%) were in the high category, and two (6.7%) were in the low category. This variation suggests that students may have responded differently to the learning activities. Differences in initial vocabulary knowledge, familiarity with Arabic expressions, and confidence in speaking may help explain these differences, although these factors were not directly measured in the present study. Limited vocabulary has been identified as one of the challenges learners face when developing Arabic speaking skills, providing a possible context for interpreting the variation observed here (Anwar et al., 2025).

The duration of the intervention is another important consideration when interpreting the findings. The pocket book was implemented over three sessions, each lasting approximately 45–60 minutes. Although improvement was observed after this short intervention, Arabic speaking involves several interrelated dimensions, including fluency, pronunciation, vocabulary use, grammatical accuracy, and spontaneous interaction. These dimensions may develop at different rates and may require different forms of instructional support (Sudrajat et al., 2025). Therefore, the observed score improvement should not be interpreted as evidence that all aspects of students' speaking competence had developed equally.

Speaking development also requires repeated opportunities to use language in meaningful interactions. A short intervention may provide initial practice, but it does not establish whether students can maintain or further develop their speaking performance over time.

Continued practice is an important consideration in language learning, supporting the need to view the pocket book as part of an ongoing learning process rather than a stand-alone intervention (Syahed & Salam, 2026). Because the present study did not include a delayed posttest, the persistence of the observed improvement remains unknown.

From a practical perspective, the Communicative Arabic Pocket Book may serve as a supplementary resource for regular *muhādathah* activities in pesantren settings. Its thematic content can support vocabulary review, guided dialogues, and short conversational activities related to students' daily routines. The material can be used under teacher guidance to provide recurring opportunities for oral practice, rather than being limited to a short intervention. However, it should complement, rather than replace, teacher guidance and opportunities for spontaneous communication. The effectiveness of integrating the pocket book into sustained learning activities requires further investigation (Hasyim, 2023).

This study contributes to research on Arabic instructional materials in two ways. First, it examines the implementation of a previously developed Communicative Arabic Pocket Book in a pesantren context, extending earlier work on pocket books for *muhādathah* training to seventh-grade students (Meishanti et al., 2020). Second, it assesses overall speaking performance across five dimensions: fluency, pronunciation accuracy, vocabulary mastery, grammatical accuracy, and spontaneous interaction ability (Sudrajat et al., 2025). This provides a broader perspective than an assessment focused on vocabulary acquisition alone. However, the overall scores do not establish whether each dimension improved to the same extent, and the one-group pretest–posttest design does not establish that the observed changes were caused solely by the pocket book. Further research should examine individual speaking dimensions and use controlled designs to investigate the contribution of the instructional material.

The study also contributes empirical evidence on the implementation of a previously developed instructional product. Whereas the earlier study focused on developing the Communicative Arabic Pocket Book and evaluating its suitability for instructional use, the present study examined students' speaking performance following its implementation. These studies therefore address different but related aspects of instructional material development: product preparation and classroom application. The current findings provide an initial indication of changes in speaking performance, although a controlled study would be needed to establish the extent to which those changes can be attributed to the pocket book (Nurdiansyah et al., 2026).

Several limitations should be considered when interpreting the findings. First, the one-group pretest–posttest design without a control group limits the ability to attribute the observed improvement specifically to the pocket book. Second, the study involved only 30 male students from one pesantren, which restricts the generalizability of the findings to other student populations and educational settings. Third, the intervention consisted of only three sessions, and no delayed posttest was administered to determine whether the improvement was sustained. Finally, two raters assessed separate, non-overlapping groups of 15 students each. Because the raters did not assess the same students, inter-rater reliability could not be established. Although the same rubric was used, this does not demonstrate consistency between raters, an important consideration in speaking assessment (Sureeyatanapas et al., 2024).

Future research could employ controlled or comparison-group designs to examine the contribution of the Communicative Arabic Pocket Book more rigorously. Studies involving larger samples from multiple pesantren, including female students and learners with different levels of Arabic proficiency, would help determine whether the findings are applicable across different learning contexts. Longer interventions and delayed posttests are also needed to examine whether improvements in speaking performance are sustained over time. In addition, having multiple raters assess the same students would allow inter-rater reliability to be evaluated. Future studies could also analyze individual speaking dimensions, students' initial proficiency and confidence, and the contribution of specific material features, including thematic dialogues and QR-linked audio.

CONCLUSION

This study found an improvement in students' Arabic speaking performance at Al-Irsyad Boarding School Bulaan Kamba following the implementation of the Communicative Arabic Pocket Book. The posttest scores were significantly higher than the pretest scores (paired-samples *t*-test, $p < .001$, Cohen's $d_z = 4.59$), with a mean N-Gain of 0.494, indicating a moderate level of improvement. However, given the one-group pretest–posttest design without a control group, these results represent an observed gain associated with the intervention rather than definitive evidence of a causal effect.

The pocket book was implemented through three *muḥādaṡah* sessions using familiar daily-life themes, including ablution and prayer, room cleaning, and breakfast, supported by conversational activities. The findings provide initial empirical evidence concerning the use of the Communicative Arabic Pocket Book following its development and expert validation. They suggest that

structured learning materials connected to students' daily experiences may provide opportunities to practice Arabic speaking in a *pesantren* setting and help connect grammatical knowledge with communicative practice.

The Communicative Arabic Pocket Book has potential as a supplementary resource for regular *muḥādaṡah* activities rather than as a replacement for sustained speaking practice and teacher guidance. Nevertheless, the findings should be interpreted in light of the study's limitations, including the participation of only 30 male students from one *pesantren* and the brief three-session intervention. Further research using controlled designs, longer interventions, and more diverse samples is needed to examine the consistency and generalizability of these findings.

REFERENCES

Al-khresheh, M. H. (2024). The role of presentation-based activities in enhancing speaking proficiency among Saudi EFL students: A quasi-experimental study. *Acta Psychologica*, *243*(104159), 1–10. https://doi.org/10.1016/j.actpsy.2024.104159

Anwar, M., Noor, F., Maylinda, E., & Ahmed, B. M. (2025). Developing Arabic Speaking Skills through Muhadatsah : A Case Study at Al-Marhamah Puteri Islamic Boarding School. *Arabiyatuna: Jurnal Bahasa Arab*, *9*(2), 433–452. https://doi.org/10.29240/jba.v9i2.12720

Fatih, F. Al, Lubis, N. P., Hsb, K. N., Zulpan, & Arikunto. (2026). Konsep Homogenitas dan Normalitas dalam Statistik serta Teknik Pengujiannya. *Educational Journal*, *1*(3), 805–817. https://doi.org/10.63822/b98bqe88

Hasyim, M. (2023). Pengaruh Metode Muhadatsah Terhadap Keterampilan Berbicara Siswa. *Al-Hikmah: Jurnal Studi Islam*, *4*(1), 21–37.

Hidayatullah, A., Abdilah, H. I., & Khoirurrijal. (2025). Permasalahan Dan Tantangan Dalam Penerapan Teknologi Pembelajaran Bahasa Arab Di Sekolah Dan Pesantren. *Qolamuna : Keislaman, Pendidikan, Literasi Dan Humaniora*, *1*(2), 13–22.

Islami, A., Rostiana, I. N., Ibrohim, B., Novrizal, N., & Annas, I. K. (2025). Metode Muhadatsah: Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab di Era Globalisasi di Pondok Pesantren Darunnajah. *Proceedings of the 3rd International Conference on Pesantren (3rd ICOP) 2025*, (May). https://doi.org/10.61159/icop.v2i1.652

Jannah, K. (2023). Problematika Pembelajaran Maharah Kalam Pada Program Pengembangan Bahasa Asing Pondok Pesantren Ngalah Purwosari. *Impressive: Journal of Education*, *1*(2), 62–70. https://doi.org/10.61502/ijoe.v1i2.12

Khotimah, M. H., Indriati, S., & Nasution, S. (2024). Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab : Maharah Istima ' dan Kalam. *NOVATIVE: Journal Of Social Science Research Volume*, *4*(6), 5051–5068. https://doi.org/10.31004/innovative.v4i6.17084

Maryani, N., Syafei, I., & Kosim, A. (2024). Improving Arabic Speaking Proficiency (Muhādatsah) Using Interactive-Communicative Instruction. *Ta ' Lim Al - ' Arabiyyah : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *8*(1), 18–33. https://doi.org/10.15575/jpba.v8i1.34894

Meishanti, O. P. Y., Rahmawati, R. D., & Jannah, R. (2020). Pelatihan Berbahasa Arab Melalui Keterampilan Berbicara (Maharah al-kalam) Metode Muhadatsah menggunakan Pocket Book. *Jurnal Pengabdian Masyarakat Bidang Pendidikan*, *1*(1), 16–23. https://doi.org/10.32764/abdimaspen.v1i1.1037

Mufidah, L. N., Nurhayati, A., & Faizah, B. N. (2023). Analisis Problematika dalam Pembelajaran Bahasa Arab : Pendekatan Linguistik dan Non-Linguistik. *MUHIBBUL ARABIYAH: Jurnal Pendidikan Bahasa Arab*, *3*(2), 55–64. https://doi.org/10.35719/pba.v3i2.113

Nurdiansyah, L., Wahyuni, W., Hayati, & Sa'adiyah, H. (2026). Development Of The Communicative Arabic Pocket Book To Support The Daurah ' Arabiyyah Activities. *Shawtul Arab: Jurnal Pendidikan Bahasa Arab*, *5*(2), 1–16. https://doi.org/10.51192/sa.v5i2.2551

Owen, E. A., & Razali, A. B. (2018). The effect of communicative activities on Libyan secondary school students' speaking performance in Malaysia. *International Journal of Instruction*, *11*(4), 45–60. https://doi.org/10.12973/iji.2018.1144a

Prawoto, A., Erlina, Koderi, & Noor, A. (2023). Muhadatsah Textbooks Based on Contextual

Teaching and Learning in Islamic Boarding School. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, *15*(1), 18–36. https://doi.org/10.24042/albayan.v15i1.7292

Rahmawati, R. D., & Suliyatun, K. (2021). Pengembangan Kamus Saku Arab-Indonesia Untuk Meningkatkan Keterampilan Berbicara Bahasa Arab. *Jurnal Education and Development*, *9*(3), 196.

Ritonga, S., Zulpina, & Darman, I. H. (2022). Pengembangan Bahan Ajar Maharah Kalam Kabupaten Mandailing Natal. *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan*, *16*(4), 1215–1229. https://doi.org/10.35931/aq.v16i4.1058

Shofiyani, A., & Nisa, S. K. (2023). Buku Saku Bahasa Arab Berbasis Metode Komunikatif Untuk Meningkatkan Kualitas Maharoh Kalam. *Jurnal Education and Development*, *11*(2), 310–313. https://doi.org/10.37081/ed.v11i2.4657

Sudrajat, A. E., Fatimah, S. N., Ridlo, U., & Raswan. (2025). Instrumen Evaluasi Maharah Kalam Dalam Pembelajaran Bahasa Arab. *Al-Tadris: Jurnal Pendidikan Bahasa Arab*, *13*(2), 615–641. https://doi.org/10.21274/tadris.2025.13.2.615-641

Sugiyono. (2022). *Metode Penelitan Kualitatif*. Bandung: ALFABETA.

Sureeyatanapas, P., Sureeyatanapas, P., Panitanarak, U., Kraisriwattana, J., Sarootyanapat, P., & O'Connell, D. (2024). The analysis of marking reliability through the approach of gauge repeatability and reproducibility (GR&R) study: a case of English-speaking test. *Language Testing in Asia*, *14*(1), 1–28. https://doi.org/10.1186/s40468-023-00271-z

Suyuti, N. A., & Hamzah, A. A. (2025). Pengembangan Bahan Ajar Bahasa Arab yang Kontekstual dan Berbasis Kurikulum di Era Digital. *Jurnal Riset Rumpun Agama Dan Filsafat*, *4*(2), 218–223. https://doi.org/10.55606/jurrafi.v4i2.5199

Syahed, S. M., & Salam, A. A. (2026). Linguistic Calmness and the Emergence of Arabic Speech Flow. *Farasyah : Journal of Linguistics and Language Education*, *1*(1), 43–53.

Syarofit, M. K., & Salma, R. F. (2025). Pengembangan Kurikulum Bahasa Arab Berbasis Multiple Intelligences di Markaz Arabiyah Pare. *Al-Muarrib: Journal Of Arabic Education*, *5*(1), 43–56. https://doi.org/10.32923/al-muarrib.v5i1.5422

Tamam, M. I., Rosyidi, A. W., & Mufidah, N. (2025). Arabic Speaking Skills Learning Model Based on the Communicative Approach of Finocchiaro and Brumfits Theory for Students in Pesantren. *Jurnal Ilmiah Profesi Pendidikan*, *10*(2), 1460–1469. https://doi.org/10.29303/jipp.v10i2.3306

Zahrah, H., Salsabila, F., Farlyan, M., Gumay, R., & Daviza, T. P. (2025). Keterampilan Bahasa Arab sebagai Kompetensi Komunikatif dalam Pendidikan. *Al-Liqo: Jurnal Pendidikan Islam*, *10*(2), 359–376. https://doi.org/10.46963/alliqo.v10i2.3397