Lughawiyyāt: Jurnal Pendidikan Bahasa dan Sastra Arab
P-ISSN: 2623-2421, E-ISSN: 2654-2579
Volume 9, Nomor 2, October Tahun 2026
Available online at: https://ejournal.uiidalwa.ac.id/index.php/Lughawiyyat/index

The Communicative Approach in Teaching Arabic: Integrating Language Skills to Develop Listening and Speaking Skills in Islamic Boarding Schools (A Case Study at Ittihadul Bayan Islamic Boarding School)

Arya Yudiawan[1*], Sariful Anam[2], Anni Mujahida[3], Muhammad Alief[4], Din haidhar subata[5]

[1,3,4]Universitas Islam Negeri Sunan Kalijaga, Yogyakarta, Indonesia
[2]Universitas Islam Internasional Darullughah Wadda'wah, Pasuruan, Indonesia
[5]Universitas Al-Wasatiyah Tarim, Hadramaut, Yaman

aryayudiawan519@gmail.com[1], asyariful408@gmail.com[2], annimujahida84@gmail.com[3], 24204022011@student.uin-suka.ac.id[4], dinhaidharsubata@gmil.com[5]
*Correspondence

DOI: 10.38073/lughawiyyat.v9i2.4097			
Received: 23 December 2025	Revised: 13 September 2026	Accepted: 23 September 2026	Published: 19 October 2026

Abstract

This study aims to examine the implementation of the communicative approach in Arabic language teaching and its contribution to developing mahārah al-istimā' (listening skills) and mahārah al-kalām (speaking skills) among santri at the Ittihadul Bayan Islamic Boarding School. A qualitative case study design was employed to explore the instructional practices, interaction patterns, and contextual factors shaping the integration of receptive and productive language skills within the pesantren environment. Data were collected through classroom observations, in-depth interviews with teachers and santri, documentation, and assessments of students' performance in listening and speaking activities. The data were analyzed using the Miles, Huberman, and Saldaña framework, which involved data condensation, data display, and conclusion drawing, with source and method triangulation and member checking to strengthen data credibility. The findings reveal that the communicative approach is implemented through thematic dialogues, role-play, language games, communicative drills, information-gap activities, and context-based interactions. These practices provide meaningful opportunities for santri to comprehend spoken Arabic, respond appropriately, express ideas, and participate in

How to Cite this Article
Yudiawan, A., Anam, S., Mujahida, A., Alief, M., & Subata, D. H. (2026). The Communicative Approach in Teaching Arabic: Integrating Language Skills to Develop Listening and Speaking Skills in Islamic Boarding Schools (A Case Study at Ittihadul Bayan Islamic Boarding School). *Lughawiyyat: Jurnal Pendidikan Bahasa Dan Sastra Arab*, *9*(2), 332–351. https://doi.org/10.38073/lughawiyyat.v9i2.4097

Copyright © 2026 The Author(s)
This article is licensed under CC-BY-SA |

spontaneous conversations. The findings also indicate improvements in speaking fluency, listening comprehension, self-confidence, and the consistency of Arabic use in daily interactions. However, implementation is constrained by variations in students' initial language proficiency, limited audio-learning resources, and inconsistent participation in the Arabic-speaking environment. These challenges are addressed through differentiated instruction, accessible technological resources, peer support, and daily muḥādatsah activities. This study highlights the importance of integrating listening input and speaking output through contextualized communicative activities supported by a consistent language environment. The findings provide practical insights for developing adaptive Arabic language instruction in Islamic boarding schools and offer a basis for further research using quantitative and comparative designs to examine learning outcomes across different pesantren contexts.

***Keywords**: Communicative approach, Language skills, Listening skills, Speaking skills, Islamic boarding school.*

Introduction

Arabic language instruction in Indonesia has undergone significant developments across madrasahs and Islamic boarding schools. Nevertheless, teaching practices in many institutions remain strongly influenced by traditional approaches that emphasize grammatical rules (qawā'id) and text translation (Azisi dan Badri 2024). Although these approaches contribute to students' understanding of Arabic linguistic structures, they often provide limited opportunities for learners to use the language in meaningful communicative situations. Consequently, students tend to occupy a relatively passive role in the learning process, with greater attention directed toward linguistic knowledge than practical communication (Samandarov 2023). This condition can also be observed in various Salafi and Khalafi Islamic boarding schools, where students may acquire knowledge of Arabic grammar without developing equivalent competence in oral communication. Such circumstances indicate the need to reconsider instructional practices and establish a stronger connection between linguistic knowledge and the ability to use Arabic in everyday interactions (Ulya, Astina, dan El Qorny 2022).

Arabic language instruction in many Islamic boarding schools continues to prioritize the reading of classical Islamic texts and the study of grammatical and morphological structures (Haryanto, Nafiuddin, dan Huda 2025). While these practices remain important for understanding religious literature, their dominance can restrict the development of practical language competencies, particularly mahārah al-istimā' (listening skills) and mahārah al-kalām (speaking skills). Classroom activities frequently emphasize mufradāt memorization, grammatical explanations, and translation exercises, whereas opportunities for spontaneous conversation and interactive language practice remain limited (Setyaki dkk. 2023). This imbalance creates a distinction between students' knowledge of Arabic and their ability to understand and produce spoken language in actual communicative situations. Consequently, prolonged exposure to Arabic instruction does not necessarily result in proportional development of communicative competence. This problem reflects a pedagogical gap between the intended objectives of Arabic

language education, which include effective communication, and instructional practices that predominantly emphasize linguistic knowledge (Azisi dan Badri 2024).

In response to these challenges, developments in foreign language pedagogy have encouraged the adoption of the Communicative Approach, commonly known as Communicative Language Teaching (CLT), as an alternative to predominantly form-oriented instruction (Samandarov 2023). CLT views language as a means of expressing meaning and establishing communication within specific social contexts. Its instructional principles emphasize meaningful interaction, the negotiation of meaning, learner participation, and the development of communicative competence rather than the exclusive mastery of grammatical structures (Shahi 2022). Previous research has demonstrated the relevance of communicative activities, including dialogues, role-playing, collaborative learning, and classroom interaction, in providing opportunities for learners to develop listening comprehension and oral communication (Tashkent Railway Engineering Institute dan Mirakhmedova 2020). These activities allow students to connect language input with meaningful responses and practice using linguistic expressions in contextual situations. Therefore, the communicative approach offers a relevant pedagogical framework for integrating receptive and productive language skills, particularly listening and speaking, within Arabic language instruction (Shahi 2022).

The application of the communicative approach is particularly relevant to Islamic boarding schools because Arabic occupies an important position in both religious learning and students' daily interactions (Irfan 2022). Unlike learning environments that restrict language practice to scheduled classroom sessions, pesantren provide opportunities for communication through interactions among santri, teachers, and the wider educational community. This environment creates potential for developing communicative competence through continuous exposure to Arabic in different social and instructional situations. Such competence involves not only understanding spoken messages and producing grammatically appropriate utterances but also selecting expressions that correspond to communicative purposes and social contexts (Chalisyah dkk. 2023). Accordingly, the integration of the four language skills, namely listening, speaking, reading, and writing, becomes an important consideration in designing comprehensive Arabic language instruction. Within this integration, listening and speaking have a particularly close relationship because understanding spoken language provides the linguistic input necessary for producing meaningful oral responses (Irfan 2022).

The Ittihadul Bayan Islamic Boarding School represents an educational context in which the development of Arabic language instruction is directed toward more practical and communicative activities. Rather than concentrating exclusively on grammatical explanations, the institution incorporates opportunities for language use into students' learning activities and everyday interactions (Sahana Anggian dkk. 2023). These practices include muḥādatsah sessions, audio-based listening exercises, role-playing, spontaneous conversations, group discussions, and the use of Arabic in informal activities, including deliberations and khitābah. From a pedagogical perspective, these activities provide opportunities for students to receive spoken-language input, interpret

messages, formulate responses, and practice oral expression in different communicative situations. The combination of structured classroom activities and informal language practice also illustrates how the pesantren environment can support the development of receptive and productive language competencies. Previous discussions of Arabic language learning activities further emphasize the importance of creating opportunities for active participation and contextual language use in developing students' communicative abilities (Muflihah, Sholehan, dan Baihaqi 2024).

Despite these opportunities, the implementation of the communicative approach in Islamic boarding schools is not free from pedagogical and institutional constraints (Shamsiddin 2025). Differences in students' initial Arabic proficiency may create difficulties in organizing communicative activities that accommodate learners with varying levels of competence. Limited audio-visual learning resources can also restrict students' exposure to diverse spoken-language models, particularly in listening instruction. Furthermore, the continued reliance of some teachers on conventional teaching practices and students' fear of making linguistic mistakes may reduce active participation in Arabic communication (Zhong, Feng, dan Xu 2024). These challenges suggest that the successful implementation of CLT requires more than the introduction of interactive classroom activities. It also requires instructional adjustments that consider students' linguistic backgrounds, the availability of learning resources, teachers' pedagogical readiness, and the consistency of the language environment. Therefore, differentiated instruction, accessible technological resources, supportive classroom interaction, and structured daily communication activities can serve as complementary strategies for addressing these constraints (Suryanto dan Nikmatillah 2020).

Previous studies have examined the application of communicative approaches in language education, particularly in formal educational institutions. However, the specific dynamics of CLT implementation in Islamic boarding schools require further investigation (Rahmah dan Ammar 2026). This distinction is important because pesantren possess institutional characteristics that differ from conventional schools, including residential learning arrangements, intensive interactions between students and teachers, and established patterns of discipline and communal activities. These characteristics provide opportunities for sustained language exposure beyond formal classroom instruction and may support the integration of communicative activities into students' daily routines (Pemberton 2024). Nevertheless, the existence of a language-rich environment does not automatically ensure the development of communicative competence. The relationship between institutional language practices, instructional strategies, and the development of individual language skills needs to be examined within its actual educational context. Accordingly, this study addresses the contextual and pedagogical gap by investigating how the communicative approach is implemented at the Ittihadul Bayan Islamic Boarding School, particularly in relation to the integration of listening and speaking activities. Its contribution lies in providing an institution-specific account of communicative Arabic language instruction within the distinctive learning environment of an Islamic boarding school.

The development of mahārah al-istimā' and mahārah al-kalām constitutes a central concern in this study because both skills are closely connected in the process of oral communication. Listening enables learners to recognize linguistic expressions, interpret spoken messages, and understand the communicative intentions of other speakers. Speaking, in turn, enables learners to respond, convey ideas, and participate in interpersonal interaction. However, these competencies may remain underdeveloped when instruction focuses predominantly on theoretical knowledge without providing sufficient opportunities for listening exposure, authentic conversation, and constructive feedback (Khalikova Latofat Uktamovn dkk. 2026). The communicative approach provides a conceptual basis for addressing this issue by connecting language input and output through meaningful and interconnected learning activities. Rather than treating listening, speaking, reading, and writing as isolated competencies, this approach encourages their integration within a coherent instructional process (Wahyuni, Ritonga, dan Afrianti 2023). In this regard, examining the relationship between communicative learning activities and the development of listening and speaking skills is essential for understanding how CLT operates within the specific conditions of Islamic boarding school education.

Based on this discussion, the present study aims to examine the implementation of the communicative approach in Arabic language teaching at the Ittihadul Bayan Islamic Boarding School, identify the instructional practices used to integrate language skills, and analyze their contribution to the development of students' mahārah al-istimā' (listening skills) and mahārah al-kalām (speaking skills). It also explores the challenges encountered during implementation and the strategies employed to address them. By focusing on the relationship between classroom instruction, communicative activities, and the pesantren language environment, this study seeks to provide a contextual understanding of how receptive and productive language skills can be developed through communicative pedagogy. The findings are expected to contribute to the development of Arabic language teaching theory and practice, particularly in Islamic boarding schools, while providing practical insights for teachers and educational institutions seeking to design more adaptive, interactive, and contextually relevant communicative learning activities.

Method

This study employed a qualitative research approach with a case study design to obtain an in-depth understanding of the implementation of the communicative approach in Arabic language instruction at the Ittihadul Bayan Islamic Boarding School (Fiantika dkk. 2022). This design was selected because the study focused not only on identifying teaching activities but also on examining how communicative learning practices operate within their actual educational and social context. A case study enables the researcher to investigate the interactions among teachers, students, and the surrounding language environment as an interconnected phenomenon (Kayi-Aydar 2026).

It also provides an opportunity to examine how mahārah al-istimā' (listening skills) and mahārah al-kalām (speaking skills) are integrated into classroom instruction

and daily Arabic communication. Unlike approaches that primarily measure learning outcomes through numerical indicators, this qualitative design emphasizes instructional processes, participants' experiences, and contextual factors that shape language learning. The research was conducted at the Ittihadul Bayan Islamic Boarding School and involved Arabic language teachers (ustadz), students participating in Arabic language learning, and relevant instructional documents. Informants were selected through purposive sampling based on their direct involvement, knowledge, and experience in implementing communicative language learning (Rita Kumala Sari 2023). This selection ensured that the collected data were relevant to the research objectives and reflected the perspectives of participants who experienced the learning process directly.

Data were collected through three primary techniques: direct observation, in-depth interviews, and document analysis (Morse dan Field 1996). These techniques were selected to capture different dimensions of communicative language learning and to reduce dependence on a single source of information. Participant observation focused on examining the implementation of the communicative approach, patterns of oral interaction, teaching strategies, and the integration of mahārah al-istimā' and mahārah al-kalām during classroom instruction and language-related activities within the pesantren environment. Semi-structured interviews were conducted with ustadz, santri, and language program administrators to explore their experiences, perceptions, and challenges in implementing communicative learning. This interview format allowed the researcher to maintain consistency in the main research topics while providing flexibility to investigate issues that emerged during the conversations. Document analysis covered instructional materials, activity reports, audiovisual recordings, and photographs of language-learning activities. These documents were examined to identify evidence of instructional planning and learning practices and to compare documented activities with the information obtained through observation and interviews (Makbul 2021).

The combination of these techniques enabled the researcher to examine both the implementation of communicative activities and the perspectives of those involved. It also addressed a methodological limitation that may arise when studies rely predominantly on interviews or classroom observations without examining supporting instructional documents. Thus, the use of multiple data collection techniques provided a broader empirical basis for interpreting the integration of listening and speaking skills.

The collected data were analyzed using the framework developed by Miles, Huberman, and Saldaña, which comprises three interconnected stages: data condensation, data display, and conclusion drawing and verification (Onwuegbuzie dan Leech 2007). The framework was selected because it supports systematic analysis of qualitative data while allowing the researcher to identify patterns and relationships across different data sources. During data condensation, information from observations, interviews, and documents was selected, organized, coded, and categorized according to the research objectives. The main analytical categories included the implementation of Communicative Language Teaching (CLT), the integration of mahārah al-istimā' and mahārah al-kalām, and the factors influencing santri's communicative competence. This

stage helped distinguish data directly relevant to the research questions from information that did not contribute to the analysis. During data display, the categorized findings were organized into thematic descriptions and examined in relation to one another. This process enabled the researcher to identify recurring patterns, similarities, differences, and relationships among instructional practices and participants' experiences (Bergaus 2015).

In the final stage, conclusions were developed inductively and continuously verified by comparing emerging interpretations with the collected evidence (Onwuegbuzie dan Leech 2007). The analysis therefore did not treat each data source as an isolated account. Instead, it examined the convergence and divergence of evidence to produce a contextual interpretation of how listening and speaking activities were integrated. Compared with analyses that report descriptive findings without explicitly connecting them to analytical categories, this procedure provides a clearer relationship between the research questions, data organization, and interpretation. It also allows the researcher to identify inconsistencies in the evidence rather than assuming that all participants experienced communicative learning in the same way.

To establish data trustworthiness, this study applied source triangulation, methodological triangulation, and time triangulation. These procedures were used to examine the consistency of information and strengthen the credibility of the interpretations. Source triangulation involved comparing information obtained from Arabic language teachers, santri, and instructional documents to identify areas of agreement and differences in their accounts of communicative language learning. Methodological triangulation was conducted by comparing findings from observations, interviews, and document analysis.

This comparison helped determine whether the reported instructional practices were also evident in classroom activities and supporting documents. Time triangulation involved collecting data on different occasions and under varying learning conditions to examine whether the observed patterns remained consistent over time. In addition, member checking was conducted by presenting the researcher's interpretations to informants and asking them to verify whether those interpretations corresponded with their actual experiences. The use of these procedures was important because each data collection technique had particular limitations. Interviews primarily represented participants' accounts, observations captured activities within specific situations, and documents reflected the information recorded or preserved by the institution. Comparing these sources helped reduce the risk of relying on partial or unverified interpretations. This approach also provided a more comprehensive examination of communicative language learning than a single-method investigation could offer. Collectively, triangulation and member checking strengthened the credibility and trustworthiness of the findings while ensuring that the conclusions remained grounded in the empirical conditions of the research setting.

Results and Discussion

Application of the Communicative Approach

The findings indicate that the communicative approach is implemented in Arabic language instruction at the Ittihadul Bayan Islamic Boarding School through various forms of oral interaction between teachers and students. Classroom observations reveal that teachers prioritize direct communication activities, including two-way conversations, contextual dialogues, role-playing, and structured discussions (Cummins 2025). These activities provide students with opportunities to use Arabic for exchanging information, expressing ideas, and responding to different communicative situations. This finding reflects the central principle of Communicative Language Teaching (CLT), which views meaningful interaction as an essential component of language acquisition. The emphasis on classroom communication also demonstrates that students do not merely receive linguistic explanations but actively participate in constructing meaning through language use. Furthermore, oral practice extends beyond formal instruction through the implementation of bi'ah lughawiyyah (language environment), which encourages students to use Arabic in their daily interactions (Hamdi 2025).

This finding is particularly relevant to the pesantren context because the language environment provides opportunities to reinforce classroom learning through continuous social interaction. The relationship between classroom activities and daily communication suggests that the implementation of CLT depends not only on teachers' instructional strategies but also on the availability of an environment that supports regular target-language use. Thus, the findings extend the discussion of CLT by showing how structured classroom interaction and informal language practices can complement each other in an Islamic boarding school.

Furthermore, the findings indicate that Arabic instruction emphasizes the practical use of language in meaningful contexts rather than focusing exclusively on the mastery of nahwu and sharaf rules (S dkk. 2026). Teachers introduce functional expressions, such as at-ta'āruf (introductions), al-isti'dzān (asking permission), and at-talab (making requests), to help students communicate according to specific purposes and situations. This instructional practice is consistent with the perspective of Larsen-Freeman and Richards, which emphasizes communicative competence and the ability to convey meaning effectively rather than treating grammatical accuracy as the sole objective of language learning (Prayudha.S dan Pradana 2023).

The findings suggest that grammatical knowledge remains relevant, but teachers place greater emphasis on helping students apply linguistic knowledge in actual communication. Students are encouraged to understand utterances, select appropriate expressions, respond to their interlocutors, and construct sentences based on communicative needs. This approach provides a practical connection between language knowledge and language performance. Compared with instruction that separates grammatical explanation from communicative practice, the observed activities create opportunities for students to use vocabulary and grammatical structures within meaningful interactions. In the context of Arabic learning at the pesantren, this practice

is important because students need to understand Arabic expressions and use them appropriately in both educational and everyday situations. Therefore, the findings support the view that communicative competence develops through the integration of linguistic knowledge, contextual understanding, and active language use.

The application of the communicative approach is also reflected in the use of task-based learning activities in Arabic instruction (Sholeh 2020). Teachers organize communicative tasks such as listening to instructions for performing an activity, describing pictures, delivering oral reports, and participating in simple intergroup communication projects (Fitriani 2023). These activities require students to process spoken information and produce oral responses to complete particular communicative purposes. This relationship illustrates the integration of mahārah al-istimā' and mahārah al-kalām, in which listening functions as a source of information and speaking enables students to respond, explain, and exchange meaning. Observational findings indicate that these activities encourage student participation, provide opportunities for oral practice, and create learning situations that resemble everyday communication. These findings are consistent with the principles of Task-Based Language Teaching (TBLT), which places purposeful task completion at the center of language learning.

However, the findings also indicate that the value of these activities does not lie solely in completing assigned tasks. Their contribution depends on how teachers connect listening input, student responses, and opportunities for interaction. This distinction highlights the importance of designing tasks that require students to understand spoken messages and respond meaningfully, rather than merely perform mechanical exercises. In comparison with learning activities that practice listening and speaking separately, the observed task-based activities provide a more integrated learning experience. Accordingly, the findings demonstrate that task-based activities can serve as a practical means of implementing communicative principles in the pesantren environment, particularly when teachers connect classroom tasks with students' everyday communication needs.

Integrating Mahārah al-Istimā' and Mahārah al-Kalām

The findings indicate that listening and speaking skills are integrated into Arabic language instruction at the Ittihadul Bayan Islamic Boarding School through systematically planned communicative strategies that promote the practical use of language in students' daily lives (Aly, Maskud, dan Indrianto 2026). One of the primary strategies employed by teachers is the use of thematic dialogues designed to address students' communication needs. These dialogues cover common situations, including self-introductions, requesting permission, asking about others' well-being, and seeking assistance. Through these activities, students develop the ability to comprehend spoken Arabic within meaningful contexts and respond appropriately. This practice reflects the principles of Communicative Language Teaching (CLT), which views language as a means of social interaction and emphasizes the negotiation of meaning in communication (Triani 2026). By integrating context-based dialogues, students not only learn sentence patterns but also the pragmatic functions of each utterance they practice.

Listening comprehension is further developed through activities that involve audio recordings, teacher-led narration, and presentations delivered by fellow students. The findings identify the Arabic khutbah program, conducted every Monday evening, as an important source of spoken-language input that supports students' listening development. Moreover, the requirement to use Arabic in daily interactions creates an immersive linguistic environment, exposing students to a wide range of expressions and language structures. These practices are consistent with Krashen's theory of second-language acquisition, which highlights the role of comprehensible input in facilitating language development, particularly listening comprehension (Yudhiantara dan Syihabuddin 2023). With continuous and meaningful exposure, the process of Arabic language acquisition occurs naturally and supports the integration of listening and speaking.

Another key strategy is the use of role-playing activities that simulate authentic everyday situations, including conversations in markets, dormitories, mosques, boarding school kitchens, and other familiar settings. These activities encourage students to use Arabic spontaneously and creatively while strengthening the connection between listening input (istimā') and spoken output (kalām). Furthermore, the compulsory use of Arabic throughout the pesantren environment, enforced by the Mudir Ma'had Ittihadul Bayan, TGH. Hamdi, serves as an important factor in promoting language discipline. The application of ta'zīr (disciplinary sanctions) for students who violate the language rules further reinforces compliance with the Arabic-speaking policy (Hamdi 2025). Although regulatory in nature, this policy has proven effective in fostering a strong, focused, and consistent culture of oral communication. This provides conditions conducive to the simultaneous integration of istimā' and kalām in various interactions.

Furthermore, the learning process incorporates communicative drills that focus on developing meaningful language use and conversational fluency rather than relying solely on mechanical repetition. Teachers provide exercises involving the repetition and practice of expressions and sentence patterns within specific communicative contexts, helping students develop the ability to respond naturally and spontaneously. This approach reflects the principle of meaning-focused practice in communicative language teaching, which emphasizes purposeful language use as a means of improving mahārah al-kalām (speaking skills) while simultaneously reinforcing mahārah al-istimā' (listening skills) (Muhammad Zikran Adam dan Laily Fitriani 2023).

The last notable strategy is info-gap activities, which are activities that complement information between students (Liefgreen, Pilditch, dan Lagnado 2020). In this activity, students are given different pieces of information and must interact with one another to obtain the missing details. The task requires attentive listening and clear, accurate verbal responses, thereby fostering a natural connection between listening and speaking skills. Field observations indicate that students participate enthusiastically in these activities, motivated by their challenging and collaborative nature. These findings are consistent with Nunan's perspective that information-gap tasks can support the simultaneous development of communicative fluency and accuracy.

Overall, the findings demonstrate that the integration of mahārah al-istimā' (listening skills) and mahārah al-kalām (speaking skills) at the Ittihadul Bayan Islamic Boarding School is implemented through interconnected communicative strategies that link language input with oral production. These findings support Krashen's perspective on the importance of comprehensible input, as students receive spoken Arabic through dialogues, audio recordings, teacher narration, khutbah activities, and daily interactions (Yudhiantara dan Syihabuddin 2023). They also correspond with the principles of Communicative Language Teaching, which emphasize meaningful interaction and the negotiation of meaning as essential elements of language development (Triani 2026). Furthermore, the use of role-playing, communicative drills, and information-gap activities illustrates how listening and speaking can be practiced together through purposeful communication rather than as separate language skills (Muhammad Zikran Adam dan Laily Fitriani 2023).

However, this study provides a contextual contribution by showing that the integration of these skills does not depend solely on classroom techniques. It also involves the pesantren's language environment and institutional language policy, which create opportunities for students to apply spoken Arabic beyond formal learning activities. This finding highlights the complementary relationship between instructional strategies and the surrounding linguistic environment. It also suggests that the integration of listening and speaking becomes more meaningful when students receive comprehensible language input, respond through purposeful interaction, and repeatedly use Arabic in everyday situations. Therefore, the communicative approach at Ittihadul Bayan demonstrates how classroom-based activities and institutional language practices can jointly support the development of listening and speaking skills in an Islamic boarding school context.

Effects on the Development of Mahārah al-Istimā' and Mahārah al-Kalām

The findings indicate that the use of a communicative approach integrating listening comprehension (mahārah al-istimā') and speaking (mahārah al-kalām) has contributed to the development of students' oral communication skills at the Ittihadul Bayan Islamic Boarding School. Continuous exposure to Arabic through thematic dialogues, role-playing, listening exercises, and everyday interactions creates a supportive environment for natural language acquisition. This environment provides students with rich, context-based language input, helping them understand spoken expressions of varying levels of complexity, from basic to intermediate. Improvements in listening comprehension are reflected in students' growing ability to follow instructions, identify the main ideas of learning materials, and understand everyday conversations more accurately.

Beyond improvements in listening comprehension, the communicative strategies employed have also contributed to the development of students' speaking fluency. Task-based activities, information-gap exercises, and dialogue practice provide repeated opportunities for students to produce Arabic in meaningful contexts, allowing them to develop fluency without placing excessive emphasis on grammatical accuracy at every stage. Observations indicate that students have become more capable of expressing their

ideas coherently, using appropriate social expressions, and engaging in spontaneous conversations. These findings are consistent with Swain's Output Hypothesis, which highlights the role of language production in developing learners' communicative competence.

Another notable outcome is the improvement in students' confidence when communicating in Arabic. Initially, some students were reluctant to speak because they feared making mistakes, particularly when speaking in front of the class or participating in spontaneous conversations. However, this hesitation gradually diminished as communicative activities encouraged them to prioritize conveying meaning and expressing themselves. Collaborative learning, a supportive language environment, and regular opportunities to use Arabic in different situations helped students become more confident in sharing opinions, asking questions, and responding to others. This growing confidence represents an important foundation for developing sustainable communicative competence.

The findings further reveal an increase in the use of Arabic in students' everyday interactions within the pesantren. The compulsory Arabic-speaking policy, reinforced by the implementation of ta'zīr (disciplinary sanctions) for violations, has helped strengthen students' commitment to using Arabic in daily communication. Nevertheless, this development cannot be attributed solely to institutional regulations. Students have also begun to recognize the practical benefits of understanding spoken Arabic and participating more actively in conversations. Consequently, the integration of listening and speaking skills has evolved beyond a formal instructional requirement into a living culture of communication that is increasingly embedded in the daily life of the pesantren.

Overall, the findings demonstrate that integrating mahārah al-istimā' (listening skills) and mahārah al-kalām (speaking skills) through the communicative approach contributes to the development of santri's oral communication competence. Meaningful language input, regular speaking practice, interactive learning strategies, and a supportive linguistic environment collectively foster a more natural and effective learning process. These findings highlight the relevance of the communicative approach to Arabic language instruction in Islamic boarding schools, particularly when the primary objective is to develop practical communication skills that can be applied in authentic, context-specific situations.

These findings are consistent with previous perspectives on second-language acquisition, particularly the importance of comprehensible input and opportunities for language production. Krashen's theory emphasizes that continuous exposure to understandable language supports learners' comprehension and language development (Yudhiantara dan Syihabuddin 2023). This perspective is reflected in the present findings, where thematic dialogues, audio materials, khutbah activities, and daily conversations provide students with opportunities to understand Arabic in different communicative contexts. Furthermore, the development of speaking fluency corresponds with Swain's Output Hypothesis, which highlights the role of language production in helping learners express meaning and develop greater control over their language use. The findings also

reinforce previous discussions of communicative and task-based learning, which emphasize meaningful interaction as a means of connecting language comprehension with oral production (Muhammad Zikran Adam dan Laily Fitriani 2023).

However, this study offers a contextual perspective by demonstrating that the development of listening and speaking skills at Ittihadul Bayan is supported not only by classroom activities but also by the pesantren's institutional language policy and daily communication environment. Unlike learning contexts in which language practice is primarily limited to scheduled classroom sessions, the pesantren environment provides additional opportunities for students to apply the language in routine social interactions. Nevertheless, the contribution of disciplinary regulations should be distinguished from students' actual communicative development, since compliance with language rules does not necessarily indicate improved language proficiency. Taken together, these findings suggest that the development of listening and speaking skills is supported by the interaction of comprehensible input, meaningful language production, repeated communicative practice, and a consistent language environment. This study therefore contributes to the discussion of Arabic language pedagogy by illustrating how these factors operate together within the specific institutional context of an Islamic boarding school.

Table 1. Effects of the Communicative Approach on the Development of Mahārah al-Istimā' and Mahārah al-Kalām

No	Skill Aspect	Type of Impact	Empirical Indicators in the Field
1	**Istimā' Skill**	Improved understanding of spoken utterances	Students respond accurately to teachers' instructions.
2		Enhanced comprehension of meaningful input	Students identify the main ideas in dialogues and speeches.
3		Improved listening accuracy	Students follow conversations ranging from basic to intermediate levels.
4	**Kalām Skill**	Increased speaking fluency	Students speak more fluently, with fewer prolonged pauses.

No	Skill Aspect	Type of Impact	Empirical Indicators in the Field
5		Improved contextual language production	Students express ideas coherently and appropriately.
6		Appropriate use of social expressions	Students use functional expressions suited to specific communicative contexts.
7	**Affective Domain**	Increased self-confidence	Students speak more confidently in class and during spontaneous interactions.
8		Reduced language anxiety	Students show less fear of making mistakes when speaking.
9	**Language Environment**	Increased frequency of Arabic use	Students use Arabic in their daily interactions.
10	**Communication Culture**	Development of oral communication habits	Arabic use becomes an established part of the pesantren's communication culture.

Challenges and Strategies for Addressing the Implementation of the Communicative Approach

The implementation of the communicative approach in Arabic language instruction at the Ittihadul Bayan Islamic Boarding School faces several challenges during the learning process. One of the primary challenges is the variation in students' prior knowledge and proficiency in understanding and using Arabic (Jaafar dkk. 2023). Field observations indicate that students demonstrate varying levels of Arabic proficiency. While some have limited listening and speaking skills, others show relatively strong

abilities. These differences can make it difficult to ensure equal participation in communicative activities, particularly those involving intensive verbal interaction. To address this challenge, teachers should implement differentiated instruction by grouping students according to their proficiency levels, assigning tasks that match their individual needs, and using peer tutoring strategies. Through these approaches, students with lower proficiency can receive guidance and support from their more capable peers, thereby promoting more balanced participation in Arabic language learning.

Another challenge concerns the limited availability of instructional resources, particularly audio materials required for listening comprehension activities. The lack of adequate equipment, such as speakers, high-quality audio recordings, and access to suitable listening materials, sometimes prevents teachers from conducting listening activities effectively during certain class sessions (Mohammed 2023). However, the study found that teachers and language administrators utilized practical solutions such as the use of personal cell phones, small speakers, or simple recordings made independently by teachers and students. This step shows that limited facilities are not a major obstacle when teachers' creativity in providing oral input is maintained. The use of simple technology has proven to be quite effective in providing authentic Arabic language exposure to improve students' listening skills.

In addition to issues of differing abilities and media limitations, inconsistencies in the language environment also pose a significant challenge.(Sari dan Hikmah 2024) Although Islamic boarding schools enforce a mandatory Arabic-speaking policy, students do not always apply it consistently in their daily interactions. Some continue to rely on Indonesian or their regional languages when teachers are not present. This inconsistency limits opportunities for regular mahārah al-kalām (speaking practice) and consequently hinders the effective integration of mahārah al-istimā’ (listening skills) and mahārah al-kalām (speaking skills). To address this challenge, the pesantren has introduced a daily muḥādatsah (Arabic conversation) program conducted both in classrooms and dormitories. This initiative aims not only to strengthen the Arabic-speaking environment but also to cultivate students’ discipline and sense of responsibility in using Arabic as their primary language of communication.

Overall, these challenges demonstrate that implementing the communicative approach requires flexibility and adaptation to the specific conditions of the pesantren. Differentiated instruction, the use of accessible audio resources, and the reinforcement of the Arabic-speaking environment through daily muḥādatsah programs represent practical strategies for sustaining the integration of mahārah al-istimā’ (listening skills) and mahārah al-kalām (speaking skills). These measures not only address existing challenges but also enhance the effectiveness of the communicative approach in Arabic language instruction at the Ittihadul Bayan Islamic Boarding School.

These findings are consistent with previous studies that identify differences in learners’ initial proficiency as a challenge in implementing communicative language learning. (Jaafar dkk. 2023) highlight the importance of considering students’ varying language abilities when organizing instructional activities. The present study further

demonstrates that differentiated instruction and peer tutoring can provide opportunities for students with different proficiency levels to participate in communicative tasks. The limitation of listening resources also reflects the challenges discussed by (Mohammed 2023), particularly the difficulties teachers encounter when appropriate instructional media are unavailable. However, the findings at Ittihadul Bayan indicate that accessible technological devices and independently prepared audio materials can serve as practical alternatives. In addition, the inconsistency of students' Arabic use in daily interactions supports the concern raised by (Sari dan Hikmah 2024)) regarding the challenges of maintaining a language environment. The daily muḥādatsah program represents an institutional response to this issue by creating more regular opportunities for listening and speaking practice.

Nevertheless, these strategies require continuous implementation and evaluation. Peer tutoring needs appropriate guidance, alternative audio resources must provide clear and relevant language input, and the muḥādatsah program requires active participation from both students and teachers. Therefore, this study highlights that addressing the challenges of CLT in a pesantren requires an integrated strategy involving instructional adaptation, accessible learning resources, and institutional support. This perspective adds a contextual dimension to previous studies by illustrating how these strategies can be applied together to sustain the development of listening and speaking skills in an Islamic boarding school environment.

Conclusion

This study aimed to examine the implementation of the communicative approach in Arabic language instruction and its contribution to developing students' mahārah al-istimā' (listening skills) and mahārah al-kalām (speaking skills) at Ittihadul Bayan Islamic Boarding School. The findings show that the communicative approach was implemented through dialogic activities, contextual exercises, role-playing, communicative drills, and interactions in daily learning activities. These practices connected listening comprehension with spoken language production and provided students with opportunities to use Arabic in meaningful communicative contexts.

Regarding the development of listening and speaking skills, the study found that students demonstrated better comprehension of spoken Arabic, greater speaking fluency, and increased confidence in expressing themselves. Students also became more consistent in using Arabic in their daily interactions, both inside and outside the classroom. These findings indicate that integrating listening and speaking activities through the communicative approach supports students' ability to understand spoken messages and respond through appropriate oral expressions. The study therefore highlights the importance of combining comprehensible language input, active speaking practice, and contextualized interaction in Arabic language instruction.

The study also identified three main challenges in implementing the approach: differences in students' initial language proficiency, limited access to audio-learning resources, and inconsistent use of Arabic in the pesantren environment. The school

addressed these challenges through differentiated instruction, the use of accessible technologies such as mobile phones and portable speakers, and a compulsory daily muḥādatsah (Arabic conversation) program. Overall, the findings demonstrate that the communicative approach provides a relevant instructional framework for developing listening and speaking skills in an Islamic boarding school. However, its successful implementation requires appropriate instructional strategies, accessible learning resources, and consistent institutional support for Arabic communication. These findings offer practical insights for improving communicative Arabic language instruction in pesantren contexts.

Declaration of AI and AI-Assisted Technologies in the Writing Process

In the preparation of this manuscript, the authors utilized AI-assisted tools and digital applications, including SciSpace, Grammarly, and DeepL Translator, to support language refinement, grammar correction, translation, and the improvement of academic writing clarity. Zotero was also used to assist in managing references and preparing footnotes and the bibliography. All outputs and suggestions generated by these tools were reviewed and revised by the authors to ensure accuracy, academic integrity, and consistency with the research findings. The authors assume full responsibility for the final content of this manuscript.

Author Contribution Statement

Arya Yudiawan served as the lead author and was responsible for research design, data collection, data analysis, and the preparation of the original manuscript. Sariful Anam contributed through supervision and validation, ensuring the methodological rigor of the research. Anni Mujahida contributed to resource provision and data curation. Din Haidhar Subata contributed to language translation and manuscript editing. All authors should review and approve the final manuscript before submission.

Funding Statement

This research was entirely self-funded by the authors and received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Data Availability Statement

The data supporting the findings of this study are publicly available and can be accessed by interested researchers. The authors are committed to ensuring transparency and facilitating access to the data relevant to the research findings.

Declaration of Interests

The authors declare that they have no financial, personal, professional, or other competing interests that could have influenced the research, the interpretation of the findings, or the preparation of this manuscript.

References

Aly, Adif Al, Maskud Maskud, dan Nino Indrianto. 2026. "Implementing Integrative Theory Based Materials for Arabic Speaking Skills: A Case Study at Nurul Jadid Islamic Boarding School, Indonesia." *Abjadia : International Journal of Education* 11(2):781–94. doi:10.18860/abj.v11i2.37344.

Azisi, Azisi, dan Badri Badri. 2024. "Aneka Disrupsi Pembelajaran Bahasa Arab Di Pondok Pesantren." *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 7(1):595. doi:10.35931/am.v7i1.3207.

Bergaus, Martin. 2015. "Presentation of Findings." Hlm. 171–231 dalam *Design Issues for Service Delivery Platforms*. Wiesbaden: Springer Fachmedien Wiesbaden.

Chalisyah, Elis, Enggun Gunawan, Enggun Gunawan, Prihandono Prihandono, Prihandono Prihandono, Shofa Rosita Almakiyah, dan Shofa Rosita Almakiyah. 2023. "Peningkatan Kemampuan Berbahasa Inggris Para Santri Di Era Revolusi Industri 4.0." *Buletin Abdi Masyarakat* 3(2):34. doi:10.47686/bam.v3i2.554.

Cummins, Jim. 2025. "Language Interactions in the Classroom: From Coercive to Collaborative Relations of Power." Hlm. 264–90 dalam *Key Developments in Bilingual Education and Bilingualism*, disunting oleh K. A. King. Channel View Publications.

Fiantika, Feny Rita, Mohammad Wasil, Sri Jumiyati, Leli Honesti, Sri Wahyuni, dan Erland Mouw. 2022. "Metodologi Penelitian Kualitatif." *Pt. Global Eksekutif Teknologi* 206.

Fitriani, Fitriani. 2023. "Empowering Speaking Skills Through Task-Based Instruction In High School Students." *Primacy Journal Of English Education and Literacy* 2(2):135–44. doi:10.33592/primacy.V2i2.4185.

Haryanto, Toat, Nafiuddin Nafiuddin, Dan Miftahul Huda. 2025. "Shorof As An Essential Foundation In Understanding Classical Islamic Texts To Strengthen Students' Competence In Islamic Knowledge." *Lugawiyyat* 7(1):42–51. Doi:10.18860/Lg.V7i1.31728.

Irfan, Nuriana. 2022. "Literature Study Of Communicative Approaches In Arabic Learning." *Al-Lughah: Jurnal Bahasa* 11(1):16. doi:10.29300/lughah.v11i1.6448.

Jaafar, Azhar, Eka Putri Deni, Afifah Febriani, Riska Lestari, Merri Yelliza, dan Widia Wahana Sari. 2023. "Problems of Learning Arabic in Islamic Boarding Schools." *International Journal of Multidisciplinary Research of Higher Education* 6(3):147–54. doi:10.24036/ijmurhica.v6i3.141.

Kayi-Aydar, Hayriye. 2026. "Case Study in Applied Linguistics, Language Education, and TESOL Quarterly." *TESOL Quarterly* 60(2):735–51. doi:10.1002/tesq.70125.

Khalikova Latofat Uktamovn, Khudashkurov Javohir Sadulla o'g'li, Raxmonov Javoxir Khayitboy o'g'li, Bozorboyev Alibek Gulbek o'g'li, dan Worldly Knowledge Publishing Centre. 2026. "The Role Of Listening And Speaking Tasks In Developing Students' Oral Communicative Competence In English Language CLASSES." Zenodo. doi:10.5281/ZENODO.18329052.

Liefgreen, Alice, Toby Pilditch, dan David Lagnado. 2020. "Strategies for Selecting and Evaluating Information." *Cognitive Psychology* 123:101332. doi:10.1016/j.cogpsych.2020.101332.

Makbul, M. 2021. "Metode Pengumpulan Data dan Instrumen Penelitian."

Mohammed, Ibtisam Jassim. 2023. "The Challenges of Teaching Listening Comprehension." *Journal of Tikrit University for Humanities* 30(12, 2):127–36. doi:10.25130/jtuh.30.12.2.2023.16.

Morse, Janice M., dan Peggy Anne Field. 1996. "Principles of Data Collection." Hlm. 72–102 dalam *Nursing Research*. Boston, MA: Springer US.

Muflihah, Muflihah, Sholehan Sholehan, dan Muhammad Baihaqi. 2024. "Integration of Four Language Skills in Arabic Language Learning." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16(1):69. doi:10.24042/albayan.v16i1.18381.

Muhammad Zikran Adam dan Laily Fitriani. 2023. "Implementation of the Drill Method in Learning Arabic with a Communicative Approach." *Journal of Arabic Language Learning and Teaching (JALLT)* 1(1):1–12. doi:10.23971/jallt.v1i1.70.

Onwuegbuzie, Anthony J., dan Nancy L. Leech. 2007. "A Call for Qualitative Power Analyses." *Quality & Quantity* 41(1):105–21. doi:10.1007/s11135-005-1098-1.

Pemberton, Ian. 2024. "Communicative Language Teaching." Hlm. 47–67 dalam *Usage-Based Second Language Instruction*. Cham: Springer Nature Switzerland.

Prayudha.S, Joko, dan Ami Pradana. 2023. "Analysis of Students' Difficulties in English Conversation Practice." *Journal Corner of Education, Linguistics, and Literature* 2(3):215–22. doi:10.54012/jcell.v2i3.119.

Rahmah, Nabilah Nailah, dan Farikh Marzuki Ammar. 2026. "Arabic Language Learning Method in Madrasah Diniyah of Ar-Rohmah Putri International Islamic Boarding School Malang: Metode Pembelajaran Bahasa Arab di Madrasah Diniyah Sekolah Islam Asrama Internasional Ar-Rohmah Putri Malang." *Indonesian Journal of Education Methods Development* 20(3). doi:10.21070/ijemd.v20i3.1032.

Rita Kumala Sari. 2023. *Metodologi Penelitian Pendidikan*. Serang Banten: Pt Sada Kurnia Pustaka.

S, Hady, Razeen K, Mohammed Savad Kk, dan Shebeeb Khan P. 2026. "A Pedagogical Comparative Analysis of Naḥw al-Wāḍiḥ and Durūs al-Lughah al-ʿArabīyah in Non-Native Arabic Learning Contexts." *Nidhomiyyah: Jurnal Manajemen Pendidikan Islam* 7(1):92–104. doi:10.38073/nidhomiyyah.v7i1.4031.

Sahana Anggian, Lutvi Ali, Dwi Nur Indri Pamungkas, Munaya Sofiyah Qotrunnada, dan Aulia Choirunnisa' Nastiti. 2023. "Bahasa Arab di Pesantren Modern." *Mahira* 3(1):41–54. doi:10.55380/mahira.v3i1.501.

Samandarov, Jasurbek. 2023. "Communicative language teaching approach." *Общество и инновации* 4(11/S):220–23. doi:10.47689/2181-1415-vol4-iss11/S-pp220-223.

Sari, Renit Renita, dan Khizanatul Hikmah. 2024. "Implementation of Arabic Language Learning Activities at the Muhammadiyah 2 Sidoarjo High School Boarding School: Implementasi Kegiatan Pembelajaran Bahasa Arab Pada Boarding School SMA Muhammadiyah 2 Sidoarjo."

Setyaki, Aria, Herliana Dwi, Salwa Nabilah, dan Kisno Umbar. 2023. "Program Mufrodat (Kosa Kata) Pagi dalam Meningkatkan Maharah Kalam Santriwati Pondok Pesantren Al-Amanah Al-Gontory." *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3(1):64–78. doi:10.30739/arabiyat.v3i1.1813.

Shahi, Nem Bahadur. 2022. "CLT and Task-Based Instruction for Effective Learning." *Journal of NELTA Karnali* 24–31. doi:10.3126/jonk.v1i1.57225.

Sholeh, Muhammad Badrus. 2020. "Implementation of Task-based Learning in Teaching English in Indonesia: Benefits and Problems." *Language Circle: Journal of Language and Literature* 15(1):1–9. doi:10.15294/lc.v15i1.26004.

Suryanto, Bradhiansyah Tri, dan Ulfatul Nikmatillah. 2020. "The Effectiveness of CLT Method in Improving English Students Ability in KSK Institute of Fathimatuzzahro." *International Journal of English Education and Linguistics (IJoEEL)* 2(1):1–8. doi:10.33650/ijoeel.v2i1.1230.

Tashkent Railway Engineering Institute, dan Z. E. Mirakhmedova. 2020. "COmmunicative Language Teaching As The Most Effective Way Of Teaching Foreign Languages." *Theoretical & Applied Science* 81(01):571–74. Doi:10.15863/Tas.2020.01.81.95.

Teacher At Tstu Almalyk Branch, Uzbekistan, Dan Xakimov Shamsiddin. 2025. "Challenges In Teaching Communicative Competence To Students." *Current Research Journal Of Pedagogics* 6(1):35–37. Doi:10.37547/Pedagogics-Crjp-06-01-08.

Tgh. Hamdi. 2025. "Pendekatan Komunikatif Dalam Pengajaran Bahasa Arab."

Triani. 2026. "Sustainable Istima' (Listening) Learning: Learning Innovation Based On The Communicative Language Teaching (Clt) Approach." *Walada: Journal Of Primary Education* 5(1):191–99. Doi:10.61798/wjpe.v5i1.464.

Ulya, Nia Himatul, Chairani Astina, dan Ashief El Qorny. 2022. "Implementation of Bi'ah Lughawiyah in Improving Maharah Kalam at Modern Pondok Az-Zahra al-Gontory Purwokerto|Implementasi Bi'ah Lughawiyyah dalam Peningkatan Maharah Kalam di Pondok Modern Az-Zahra al-Gontory Purwokerto." *Mantiqu Tayr: Journal of Arabic Language* 2(2):174–84. doi:10.25217/mantiqutayr.v2i2.2511.

Wahyuni, Sri, Mahyudin Ritonga, dan Windy Afrianti. 2023. "Systematic Review of Learning Method for Teaching Arabic Listening and Speaking Skills." *Al-Hayat: Journal of Islamic Education* 7(1):30. doi:10.35723/ajie.v7i1.321.

Yudhiantara, Rully Agung, dan Syihabuddin Syihabuddin. 2023. "Arabic Extensive Listening and its Language Learning Benefits." *Kalamuna: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 4(2):233–47. doi:10.52593/klm.04.2.08.

Zhong, Zhiyong, Yang Feng, dan Yongqi Xu. 2024. "The impact of boarding school on student development in primary and secondary schools: a meta-analysis." *Frontiers in Psychology* 15:1359626. doi:10.3389/fpsyg.2024.1359626