



Developing Communicative Arabic Speaking Materials Utilizing ADDIE Model: Bridging Linguistic Knowledge and Communicative Competence in Islamic Secondary Education

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Abstract

Arabic instruction in Islamic secondary schools often prioritizes grammatical accuracy over communicative use, creating a persistent gap between linguistic knowledge and actual speaking performance. Addressing this challenge, this study aimed to develop and validate communicative-based Arabic speaking (al-kalām) teaching materials that facilitate the transformation of grammatical competence into communicative competence. The study employed a Research and Development (R&D) approach using the ADDIE model, encompassing analysis, design, development, implementation, and evaluation stages. Data were collected through classroom observations, interviews, document analysis, and expert validation questionnaires in an Indonesian Islamic senior secondary school. The needs analysis revealed that students possessed sufficient vocabulary and grammatical knowledge but lacked meaningful opportunities for authentic interaction. Based on Communicative Language Teaching (CLT) principles, the developed materials integrated contextual dialogues, task-based activities, role-play exercises, and authentic assessment strategies. Expert evaluation demonstrated a high level of validity (93.5%), while classroom implementation indicated improvements in student participation, confidence, and speaking fluency. The findings extend second language acquisition theory by highlighting the role of contextual interaction in fostering communicative competence. The study contributes a systematic model for integrating communicative competence into Arabic instructional design and offers adaptable teaching materials for contexts characterized by limited target-language exposure.

Keywords: Arabic speaking instruction; communicative language teaching; instructional material development; ADDIE model; communicative competence; Islamic secondary education

تطوير مواد تعليم مهارة الكلام باللغة العربية ذات الطابع التواصلي وفق نموذج Addie: جسر الفجوة بين المعرفة اللغوية والكفاءة التواصلية في التعليم الثانوي الإسلامي

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المخلص

تركز تعليم اللغة العربية في كثير من المدارس الإسلامية الثانوية على إتقان القواعد اللغوية أكثر من توظيف اللغة في التواصل الفعلي، مما يؤدي إلى وجود فجوة بين المعرفة اللغوية والأداء الشفهي الحقيقي لدى المتعلمين. وانطلاقاً من هذه الإشكالية، هدفت هذه الدراسة إلى تطوير مواد تعليمية لمهارة الكلام قائمة على المدخل التواصلي، بما يساهم في تحويل الكفاية اللغوية إلى كفاية تواصلية. واعتمدت الدراسة منهج البحث والتطوير (R&D) باستخدام نموذج ADDIE الذي يشمل مراحل التحليل، والتصميم، والتطوير، والتطبيق، والتقويم. وتم جمع البيانات من خلال الملاحظة الصفية، والمقابلات، وتحليل الوثائق، واستبانات تحكيم الخبراء في إحدى المدارس الثانوية الإسلامية بإندونيسيا. وأظهرت نتائج تحليل الاحتياجات أن الطلاب يمتلكون حصيلة مناسبة من المفردات والمعرفة النحوية، إلا أنهم يفتقرون إلى فرص التفاعل اللغوي الهادف. واستناداً إلى مبادئ تعليم اللغات التواصلية (CLT)، تم تطوير مواد تعليمية تتضمن حوارات سياقية، وأنشطة قائمة على المهام، وتمثيل الأدوار، وأساليب تقويم أصيلة. وقد بلغت نسبة صلاحية المواد وفق تحكيم الخبراء (٩٣,٥٪)، كما أظهرت نتائج التطبيق تحسناً ملحوظاً في المشاركة الصفية والثقة بالنفس والطلاقة الكلامية. وتؤكد النتائج أهمية التفاعل السياقي في تنمية الكفاية التواصلية، كما تقدم إطاراً منهجياً لتوظيف المدخل التواصلي في تصميم مواد تعليم اللغة العربية، وتوفر نموذجاً قابلاً للتكييف في البيئات التعليمية محدودة التعرض للغة الهدف.

الكلمات الرئيسية: تعليم مهارة الكلام بالعربية؛ المدخل التواصلي؛ تطوير المواد التعليمية؛ نموذج ADDIE؛ الكفاية التواصلية؛ التعليم الثانوي الإسلامي.

Introduction

INTRODUCTION

Arabic holds a strategic position in Islamic education as the language of the Qur'an, Hadith, and classical as well as contemporary Islamic scholarship. Consequently, its mastery transcends purely linguistic competence and functions as an epistemic gateway to religious understanding¹. Within the Indonesian formal education system, Arabic is a compulsory subject in madrasah, expected to foster not only religious literacy but also intellectual development and character formation through the ability to interpret religious texts and communicate in diverse academic and social contexts².

Conceptually, Arabic language learning involves four integrated skills: listening, speaking, reading, and writing, which must be developed proportionally to achieve communicative competence³. Among these, speaking skill (*al-kalām*) represents the

¹ Abd Aziz Rekan et al., "Arabic Language Curriculum as a Foundation for Strengthening Religious Education in Public Higher Education," *Jurnal Pendidikan Agama Islam* 22, no. 1 (2025): 97–121, <https://doi.org/10.14421/jpai.v22i1.11340>; Nur Laila Azizah et al., "Development of Arabic Language Learning in Indonesia at 19th – 21st Century," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 1 (2024): 219–38, <https://doi.org/10.24042/albayan.v16i1.22767>; Tatang Hidayat et al., "Effectiveness of Memorizing The Qur'an on Arabic Vocabulary Mastery Among Students at Ar-Rahmah Boarding School for Tahfidz Qur'an Balikpapan," *Lisanudhad: Jurnal Bahasa, Pembelajaran, Dan Sastra Arab* 11, no. 01 (2024): 129–52, <https://doi.org/10.21111/lisanudhad.v11i01.11142>.

² Muhamad Asngad Rudisunhaji et al., "Competency-Based Arabic Language Learning In Madrasah Aliyah/ Ta'allum al-Lughah al-'Arabiyyah al-Qā'im 'alā al-Kafā'ah fi al-Madrasah al-Thānawīyyah" *Ijaz Arabi Journal of Arabic Learning* 7, no. 1 (2024), <https://doi.org/10.18860/ijazarabi.v7i1.20910>; Agung Nurcholis et al., "Tahlīlu Mustawā Al-Kafā'āt al-Asāsiyyah Fi Qarāri Wizārati Asy-Syū'un Ad-Dīniyyah 183, 2019 'An Manhaji al-Lughah al-Arabiyyh Li Aḥad al-Ibtidā'i Fi al-Ḥawāḍir al-ʿUlūbi al-Musyarak Li al-Lughāt: Analysis of Core Competency Levels in the KMA No. 183, 2019 on the Arabic Language Curriculum for Elementary Level According to the CEFR," *Lisanudhad: Jurnal Bahasa, Pembelajaran, Dan Sastra Arab* 11, no. 2 (2024): 1–22, <https://doi.org/10.21111/lisanudhad.v11i2.11270>.

³ Muflihah Muflihah et al., "Integration of Four Language Skills in Arabic

most direct indicator of language mastery because it requires the simultaneous integration of vocabulary, grammar, and contextual meaning in real-time communication⁴. Therefore, improving speaking competence becomes a central objective in second language teaching, particularly in educational environments where the target language is rarely used outside the classroom⁵.

Despite its importance, Arabic instruction in Indonesian *Madrasah Aliyah* remains predominantly structure-focused. Teaching practices still emphasize grammar explanation (*qawā'id*), vocabulary

Language Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 1 (2024): 69–87, <https://doi.org/10.24042/albayan.v16i1.18381>; Yashara Salsa Bila et al., "The Implementation of Text-Based Approach within the Competency-Based Curriculum in Senior High School," *Jurnal Kajian Ilmu Pendidikan (JKIP)* 5, no. 1 (2024): 63–73, <https://doi.org/10.55583/jkip.v5i1.938>; Talqis Nurdianto et al., "Educational Objectives The Skill of Writing Arabic to Other Speakers at the Level of A1 and A2 in Perspective of the Common European Framework for Teaching Languages," *LISANUDHAD* 6, no. 2 (2019): 1, <https://doi.org/10.21111/lisanudhad.v6i2.3195>; Muhammad Sabri Bin Sahrir, "Reading Comprehension as an Absolute Necessity in Teaching Arabic for Non-Native Learners," *LISANUDHAD* 6, no. 1 (2019): 25, <https://doi.org/10.21111/lisanudhad.v6i1.2692>.

⁴ Gregian Carl Judilla et al., "Improving Speaking Skills Through Communicative Language Teaching (CLT): A Literature Review," *Asshika: Journal of English Language Teaching and Learning* 3, no. 1 (2025): 31–39, <https://doi.org/10.65190/asshika.v3i1.441>; Pattharaporn Wathawatthana et al., "Breaking the Silence: The Impact of the CLT Method on Grade 12 Students' Speaking Skills," *International Journal of Education and Literacy Studies* 13, no. 2 (2025): 612–21; Haris Firmansyah et al., "Tahlil Al-Mufrādāt Fi Qarārāt Ad-Dirāsiyyah 2020 Lil Mustawā al-Ibtidāiyyah Fi ʿauḍ al-Iʿār al-Marjaʿ al-Musytarak Lil Lughāt (CEFR): Vocabulary Analysis of 2020 Arabic Language Textbooks for Madrasah Ibtidaiyyah Based on CEFR (Common European Framework of Reference)," *Lisanudhad: Jurnal Bahasa, Pembelajaran, Dan Sastra Arab* 11, no. 2 (2024): 145–63, <https://doi.org/10.21111/lisanudhad.v11i2.12144>.

⁵ Muhammad Zaki Mubarak et al., "Arabic Language Acquisition in Indonesia's Muslim Minority Community: A Netnographic Study in the Arab Village," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 13, no. 1 (2025): 97–112, <https://doi.org/10.23971/altarib.v13i1.9743>.

memorization, and text translation rather than communicative use. As a result, students tend to understand linguistic rules but struggle to produce spoken Arabic in natural interaction. Teacher-centered instruction, closed-ended exercises, and scripted dialogues limit spontaneous expression and hinder communicative competence.

The problem becomes more pronounced in regional *madrrasah* contexts such as Kotawaringin Timur, Central Kalimantan. Limited exposure to Arabic outside the classroom, restricted access to contextual learning resources, and insufficient teacher training in communicative pedagogy further reduce opportunities for authentic language practice⁶. Consequently, Arabic remains a theoretical subject rather than a functional communication tool.

Responding to this pedagogical challenge, this study aims to develop communicative-based *al-kalām* teaching materials for Madrasah Aliyah students using the ADDIE instructional design model. The study seeks to produce learning materials that are valid, practical, and effective in improving students' speaking competence through meaningful interaction, contextual tasks, and authentic assessment.

Previous studies have consistently demonstrated the effectiveness of communicative and collaborative approaches

⁶ Sindegi Afsana Oktaviani Ramadhan and Jasiah Jasiah, "Development of an Interactive Digital E-Module Based on the ADDIE Model with Taharah Material for PAI Students at UIN Palangka Raya as MTs Level Learners," *ANWARUL* 5, no. 6 (2025): 751–63, <https://doi.org/10.58578/anwarul.v5i6.7876>; Jasiah Jasiah, "Analisis Kebutuhan Pengembangan Bahan Ajar Mata Kuliah Budaya Lokal Di IAIN Palangka Raya: Analysis of Needs Development Material Learning Program Local Cultural in State Islamic Institute of Palangka Raya," *Anterior Jurnal* 19, no. 1 (2019): 148–52, <https://doi.org/10.33084/anterior.v19i1.1199>; Hamidah Hamidah et al., "Developing Arabic Grammar Materials Based on Contextual Learning at Islamic Boarding School in Indonesia," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 1 (2024): 133–46, <https://doi.org/10.23971/altarib.v12i1.8292>.

in improving Arabic language learning outcomes. For instance, Muhammad Azhar et al. (2022) found that communicative language teaching significantly enhanced students' speaking ability and classroom participation. Similarly, Simon et al. (2025) reported that collaborative learning promotes active engagement and facilitates language acquisition in Arabic learning contexts. Waliyuddin et al. (2024) further emphasized that learner-centered instructional methods contribute to vocabulary development and communicative competence. Beyond Arabic language education, Namaziandost et al. (2020) showed that cooperative learning positively affects learners' speaking fluency and interaction skills⁷.

Recent studies have also highlighted the growing role of technology in enhancing Arabic language learning. Abdul Hamid et al. (2024) demonstrated that interactive infographic modules increase students' acceptance and engagement in learning Arabic grammar. Likewise, Al Khaldy et al. (2025) found that virtual reality environments support more interactive and meaningful Arabic language learning experiences. Alwaely and Lahiani (2020) reported that online learning environments can effectively facilitate language skill development, while Ritonga et al. (2023) revealed that digital learning platforms improve motivation and learning outcomes among Arabic language learners. In a subsequent study, Ritonga

⁷ Muhammad Azhar et al., "Arabic Language Learning with Communicative Method and Factors Affecting Student's Speaking Ability," *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora* 1, no. 2 (2022): 92–101, <https://doi.org/10.56113/takuana.v1i2.33>; Anis Shalatin Simon et al., "COLLABORATIVE LEARNING IN ARABIC LANGUAGE LEARNING IN INDONESIA: A SYSTEMATIC LITERATURE REVIEW," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab* 12, no. 2 (2025): 330–46, <https://doi.org/10.24952/thariqahilmiah.v12i2.14107>; Waliyuddin Waliyuddin et al., "Methods of Arabic Language Learning," *AL MA'ANY* 3, no. 1 (2024): 11–20, <https://doi.org/10.56874/almaany.v3i1.1974>; Ehsan Namaziandost et al., "The Impact of Cooperative Learning Approach on the Development of EFL Learners' Speaking Fluency," *Cogent Arts & Humanities* 7, no. 1 (2020): 1780811, <https://doi.org/10.1080/23311983.2020.1780811>.

et al. (2024) further confirmed the positive impact of technology integration on Arabic language learning in higher education⁸.

These findings align with Second Language Acquisition theory proposed by Krashen (1982), which emphasizes the importance of meaningful and comprehensible input for language development. Furthermore, Hymes (2013) argues that successful language learning extends beyond grammatical knowledge and requires the development of communicative competence through authentic social interaction⁹.

Despite the growing body of research on communicative language teaching, collaborative learning, and technology-enhanced Arabic instruction, the reviewed studies primarily examine instructional approaches, learning environments, or digital learning media. For example, Muhammad Azhar et al. demonstrated the

⁸ M. F. Abdul Hamid et al., "Evaluating Student Acceptance of Interactive Infographics Module for Arabic Grammar Learning Using the Technology Acceptance Model (TAM)," *International Journal of Learning, Teaching and Educational Research* 23, no. 9 (2024): 121–40, Scopus, <https://doi.org/10.26803/ijlter.23.9.7>; M. Al Khaldy et al., "Virtual Reality for Early Childhood Education: A Technology-Driven Approach to Learning Arabic Alphabets and Numbers," *International Journal of Information and Education Technology* 15, no. 8 (2025): 1752–59, Scopus, <https://doi.org/10.18178/ijiet.2025.15.8.2376>; S. A. K. Alwaely and H. Lahiani, "Assessing Argumentative Writing Skills in Online Environments among Arabic Language Teachers of Grades 5 to 7 in UAE Schools," *International Journal of Emerging Technologies in Learning* 15, no. 18 (2020): 202–17, Scopus, <https://doi.org/10.3991/ijet.v15i18.13581>; M. Ritonga et al., "Learning for Early Childhood Using the IcanDO Platform: Breakthroughs for Golden Age Education in Arabic Learning," *Education and Information Technologies* 28, no. 7 (2023): 9171–88, Scopus, <https://doi.org/10.1007/s10639-022-11575-7>; M. Ritonga et al., "The Effect of Technology on Arabic Language Learning in Higher Education," *Journal of Education and Learning* 18, no. 1 (2024): 116–27, Scopus, <https://doi.org/10.11591/edulearn.v18i1.20867>.

⁹ Stephen D. Krashen, *Principles and Practice in Second Language Acquisition* (Elsevier Science & Technology, 1982); Dell Hymes, ed., *Foundations in Sociolinguistics: An Ethnographic Approach* (Routledge, 2013), <https://doi.org/10.4324/9781315888835>.

effectiveness of communicative language teaching in improving speaking ability, Simon et al. highlighted the contribution of collaborative learning to language acquisition, while Abdul Hamid et al. and Ritonga et al. focused on the role of technology in supporting Arabic language learning. Similarly, studies on Arabic instructional materials have predominantly focused on grammar instruction, technology integration, or general pedagogical strategies rather than the systematic development of communicative speaking materials. Consequently, limited attention has been directed toward designing communicative-based *al-kalām* materials through a structured instructional design framework that explicitly supports sustained oral interaction and authentic language use. Moreover, existing studies provide limited discussion on how such materials can be contextualized for *Madrasah Aliyah* learners, particularly in educational settings where opportunities for target-language exposure remain restricted. Therefore, further investigation is needed to develop and validate contextualized communicative *al-kalām* materials that can effectively bridge grammatical knowledge and communicative competence.

This study contributes insights by developing communicative Arabic speaking materials designed through a systematic ADDIE framework and contextualized to the sociocultural environment of Madrasah Aliyah Negeri Kotawaringin Timur. The materials move beyond structural mastery toward functional communication by incorporating flexible dialogues, task-based activities, language games, and performance-based assessment.

METHOD

This study employed a Research and Development (R&D) design integrating descriptive qualitative and descriptive quantitative

approaches to develop Arabic speaking (*al-kalām*) teaching materials¹⁰. The development procedure followed the ADDIE instructional design framework consisting of analysis, design, development, implementation, and evaluation phases¹¹. The analysis phase was conducted to identify instructional problems, learner needs, and expected speaking competencies through classroom observation, interviews, and document analysis¹². Based on the results of the needs analysis, the design phase formulated learning objectives, determined communicative learning strategies, and constructed task-based speaking activities consistent with the principles of Communicative Language Teaching (CLT)¹³. The development phase produced communicative-based instructional materials which were subsequently refined through expert validation¹⁴. The implementation phase applied the developed materials in classroom learning activities, while the evaluation phase consisted of formative evaluation throughout development and summative evaluation after implementation to determine the feasibility and effectiveness of the instructional product.

¹⁰ Timothy J. Ellis and Yair Levy, "A Guide for Novice Researchers: Design and Development Research Methods," *Proceedings of Informing Science & IT Education Conference (InSITE) 2010* 10 (n.d.): 107–18.

¹¹ Serhat Kurt, *An Introduction to the Addie Model: Instructional Design: The Addie Approach* (Amazon Digital Services LLC - KDP Print US, 2019).

¹² Glenn A. Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (2009): 27–40, world, <https://doi.org/10.3316/QRJ0902027>.

¹³ Yuko Goto Butler, "Communicative and Task-Based Language Teaching in the Asia-Pacific Region," in *Second and Foreign Language Education* (Springer, Cham, 2016), https://doi.org/10.1007/978-3-319-02323-6_28-1.

¹⁴ Vahid Zamanzadeh et al., "Design and Implementation Content Validity Study: Development of an Instrument for Measuring Patient-Centered Communication," *Journal of Caring Sciences* 4, no. 2 (2015): 165–78, <https://doi.org/10.15171/jcs.2015.017>.

The research was conducted at Madrasah Aliyah Negeri Kotawaringin Timur, Central Kalimantan, Indonesia. The participants consisted of four Arabic language teachers selected purposively based on their involvement in Arabic instruction and familiarity with classroom conditions. The feasibility and appropriateness of the developed materials were assessed by an expert in Arabic Language Education at the university level.

Data were collected using multiple instruments to obtain comprehensive qualitative and quantitative information. Classroom observations examined interaction patterns, student participation, speaking activities, target language use, and teacher feedback practices based on communicative learning indicators. Semi-structured interviews explored teachers' instructional needs, difficulties in teaching speaking skills, and perceptions toward communicative approaches, guided by a needs analysis framework encompassing target needs and learning needs. Document analysis included syllabi, lesson plans, textbooks, and assessment documents to identify discrepancies between curriculum design and classroom practice. Quantitative data were obtained from an expert validation questionnaire employing a five-point Likert scale assessing content feasibility, linguistic accuracy, instructional presentation, and alignment with communicative learning principles¹⁵.

Qualitative data were analyzed using the interactive model of Miles and Huberman through data reduction, data display, and conclusion drawing and verification¹⁶. Quantitative data were analyzed using descriptive statistics by calculating mean scores and converting them into percentages to determine the level of material

¹⁵ Harry Boone and Deborah Boone, "Analyzing Likert Data," *Journal of Extension* 50, no. 2 (2012), <https://doi.org/10.34068/joe.50.02.48>.

¹⁶ Michael Huberman and Matthew B. Miles, *The Qualitative Researcher's Companion* (SAGE, 2002).

validity¹⁷. The interpretation of validity level followed the criteria presented in Table 1.

Table 1. The interpretation of validity level

Validity Percentage	Interpretation
85.01% – 100%	<i>Highly valid (usable without revision)</i>
70.01% – 85.00%	<i>Valid (usable with minor revision)</i>
50.01% – 70.00%	<i>Less valid (major revision required)</i>
01.00% – 50.00%	<i>Invalid (not usable)</i>

The validity of the instruments and developed materials was established through expert judgment to ensure alignment with curriculum competencies, communicative pedagogy principles, and learner characteristics. Construct validity was ensured by grounding the instrument indicators in second language acquisition theory, Communicative Language Teaching, and the ADDIE instructional design framework. Reliability of the quantitative instrument was tested using Cronbach's Alpha internal consistency coefficient with a minimum acceptable threshold of 0.70, while qualitative reliability was maintained through systematic documentation and audit trails throughout the research process¹⁸.

To enhance credibility, triangulation was conducted across sources, techniques, and time by combining teacher data, classroom observations, and curriculum documents obtained through observation, interviews, documentation, and questionnaires at multiple stages of the development process¹⁹. Qualitative rigor followed the trustworthiness criteria of Lincoln and Guba, where credibility was ensured through triangulation and member

¹⁷ Sa'dun Akbar, *Instrumen Perangkat Pembelajaran*, 2013, <https://scholar.google.com/scholar?cluster=591135122582155452&hl=en&oi=scholar>.

¹⁸ Keith S. Taber, "The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education," *Research in Science Education* 48, no. 6 (2018): 1273–96, <https://doi.org/10.1007/s11165-016-9602-2>.

¹⁹ Uwe Flick et al., *A Companion to Qualitative Research* (SAGE, 2004).

checking, transferability through detailed contextual descriptions of participants and research setting, dependability through transparent documentation of procedures, and confirmability through maintaining an audit trail allowing external verification of the research process and findings²⁰.

RESULT AND DISCUSSION

Analysis Phase

The analysis phase identified instructional problems and determined the actual learning needs of students in developing Arabic speaking (*al-kalām*) skills. Performance analysis revealed that students at Madrasah Aliyah Negeri Kotawaringin Timur demonstrated adequate ability in memorizing vocabulary (*mufradāt*) and understanding basic grammatical rules (*qawā'id*), yet encountered significant difficulty in using these elements in spontaneous oral communication. Classroom observations, teacher interviews, and document analysis of lesson plans and textbooks consistently indicated that speaking instruction remained dominated by scripted dialogues, structural drilling, and translation exercises. As a result, students were primarily able to reproduce given patterns but lacked confidence and flexibility in modifying language independently. The limited exposure to functional language use and authentic communicative contexts emerged as the primary factor constraining speaking fluency and spontaneity.

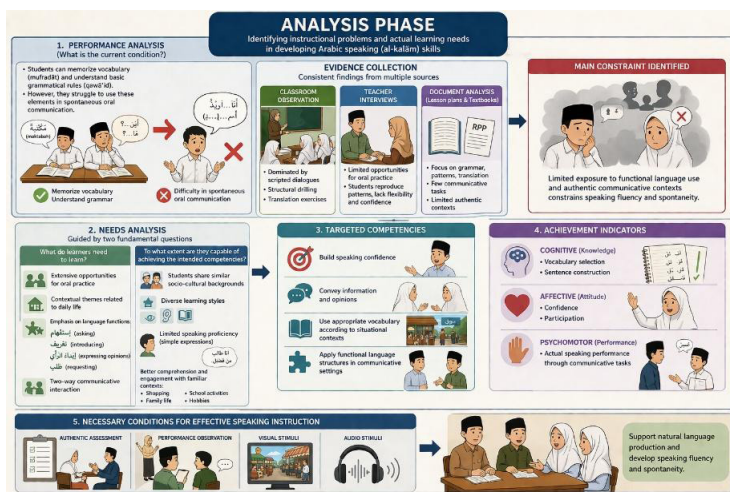
The subsequent needs analysis was guided by two fundamental questions: what do learners need to learn, and to what extent are they capable of achieving the intended competencies? Findings indicated that students required instructional materials that provide extensive opportunities for oral practice, integrate contextual

²⁰ Egon G. Guba, "Criteria for Assessing the Trustworthiness of Naturalistic Inquiries," *ECTJ* 29, no. 2 (1981): 75–91, <https://doi.org/10.1007/BF02766777>.

themes closely related to daily life, emphasize language functions such as asking, introducing, expressing opinions, and requesting, and promote two-way communicative interaction rather than rote memorization. Interviews further revealed that students shared relatively homogeneous socio-cultural backgrounds but displayed diverse learning styles and limited speaking proficiency restricted to simple expressions. They demonstrated greater comprehension and engagement when learning materials reflected familiar contexts such as shopping, school activities, family life, and hobbies.

Based on these findings, the targeted competencies included the development of speaking confidence, the ability to convey information and opinions, appropriate vocabulary use according to situational contexts, and the application of functional language structures in communicative settings. Achievement indicators encompassed cognitive aspects (vocabulary selection and sentence construction), affective aspects (confidence and participation), and psychomotor aspects (actual speaking performance through communicative tasks). Authentic assessment, performance observation, and the use of visual and audio stimuli were identified as necessary conditions to support natural language production.

Picture 1: Analysis Phase



Design Phase

The design phase translated the identified needs into a structured communicative learning framework. The instructional design was grounded in Communicative Language Teaching (CLT), emphasizing meaningful communication, interaction, and contextual relevance. Learning experiences were organized progressively from the introduction of language functions toward guided practice and ultimately free language production.

Each instructional unit was structured to include contextualized apperception activities, flexible model dialogues as authentic input, functional language analysis, communicative task-based exercises such as information gap, pair interviews, role play, and problem-solving activities, mini-projects (e.g., video conversations or service simulations), and reflective activities encouraging learners to evaluate fluency, vocabulary use, and confidence. Instructional media incorporated situational images, role cards, audio recordings, and contextual worksheets to stimulate interactive communication. Authentic performance assessment rubrics were designed to evaluate fluency, accuracy, intelligibility, and communicative effectiveness.

Development Phase

During the development phase, the instructional materials were produced in accordance with the finalized design. The initial product consisted of three thematic units: shopping, health, and tourism. Each unit integrated authentic dialogues, structured communicative exercises, role cards, mini-projects, and performance-based assessment rubrics.

Specific learning objectives were systematically derived from broader competency goals to emphasize students' ability to communicate orally in Arabic accurately, meaningfully, and contextually. These objectives encompassed accurate pronunciation

and intonation, appropriate vocabulary use according to thematic contexts, construction of simple contextualized sentences, use of daily expressions (*ta'bīrāt yaumiyyah*), responsiveness in oral interaction, participation in pair and group dialogue, expression of opinions and experiences, description of visual stimuli, and simple oral presentations. The alignment between learning objectives and instructional media is presented in Table 2.

**Table 2. Learning Objectives and Instructional Media for
*Mahārah al-Kalām***

No	Learning Objectives	Media
1	Pronounce Arabic sounds accurately with correct articulation and intonation	Direct media, audio
2	Use vocabulary appropriate to communication themes	Direct media, vocabulary cards
3	Construct and orally produce simple contextual sentences	Direct media, images
4	Use daily expressions (<i>ta'bīrāt yaumiyyah</i>) in simple interaction	Direct media, dialogue cards
5	Respond appropriately and fluently to questions and statements	Direct media
6	Conduct simple dialogues according to thematic contexts	Direct media, images
7	Express opinions, feelings, and experiences orally in simple language	Direct media
8	Retell visual or situational content orally	Colored images
9	Perform pair or group conversations in Arabic	Direct media
10	Deliver simple oral presentations based on studied topics	Direct media, teaching aids

The development phase also included the selection of communicative strategies such as questioning, dialogue practice, role play, simulation, group discussion, and communication-based assignments. Instructional media were selected based on alignment with learner characteristics and contextual relevance. The final product constituted a communicative learning package designed to promote active, contextual, and meaningful speaking practice.

Following material preparation, expert validation was conducted to assess feasibility and instructional quality. The validation results are presented in Table 3.

Expert Validation Results

Table 3. Expert Validation of Teaching Material Feasibility

Assessment Aspect	Mean Score	Percentage	Category
<i>Content Relevance</i>	3.70	92.5%	<i>Highly valid</i>
<i>Accuracy</i>	4.00	100%	<i>Highly valid</i>
<i>Completeness of Presentation</i>	3.00	75.0%	<i>Valid</i>
<i>Systematic Organization</i>	3.00	75.0%	<i>Valid</i>
<i>Learner-Centered Orientation</i>	4.00	100%	<i>Highly valid</i>
<i>Language and Presentation</i>	4.00	100%	<i>Highly valid</i>
<i>Readability & Communicativeness</i>	4.00	100%	<i>Highly valid</i>
Overall Mean	3.74	93.5%	Highly valid

The validation results indicate a mean score of 3.74 out of 4, corresponding to a validity percentage of 93.5%. According to the established validity criteria (85.01%–100%), the developed materials fall within the “highly valid” category and are considered suitable for implementation without revision. High scores were particularly observed in relevance, accuracy, communicative alignment, learner-centered orientation, linguistic appropriateness, and readability. Minor limitations were identified in structural completeness components such as the table of contents and references section; however, these did not affect overall feasibility.

The findings demonstrate that the primary obstacle in Arabic speaking instruction was not students’ lack of linguistic knowledge but the absence of meaningful communicative practice. Students possessed basic vocabulary and grammatical understanding yet failed to employ them in spontaneous oral interaction. This confirms the distinction between linguistic competence and communicative

competence proposed by Hymes²¹, in which language mastery involves not only grammatical accuracy but also the ability to use language appropriately within social contexts. The dominance of memorization, translation, and scripted dialogue limited learners' opportunity to negotiate meaning, resulting in passive knowledge rather than functional communication. The improvement observed after implementing communicative materials indicates that speaking ability develops when language is treated as social interaction rather than a structural system.

From the perspective of second language acquisition, the results align with Krashen's Input Hypothesis²². The previous instructional model provided largely decontextualized input, preventing learners from transforming knowledge into performance. The developed materials introduced comprehensible and contextualized input through situational dialogues, visual stimuli, and task-based interaction. Such input allowed learners to process meaning before form, facilitating natural acquisition rather than mechanical learning. Increased fluency and confidence observed during implementation suggest that learners benefited from exposure to meaningful input combined with opportunities for output, supporting the assumption that acquisition emerges when learners understand messages slightly above their current proficiency level.

Furthermore, the communicative tasks implemented in this study operationalized the concept of interaction as a central mechanism of acquisition. Pair interviews, role play, and problem-solving activities required learners to negotiate meaning and respond spontaneously, which differs fundamentally from repetition drills. The shift from pattern reproduction to contextual performance illustrates how communicative competence develops

²¹ Hymes, *Foundations in Sociolinguistics*.

²² Krashen, *Principles and Practice in Second Language Acquisition*.

through use. This finding supports previous research indicating that communicative language teaching enhances participation, motivation, and speaking performance by integrating language functions into real interactional contexts²³.

The positive learner response also reflects the importance of contextual relevance. Materials grounded in daily experiences such as shopping, school, and social interaction increased engagement and reduced speaking anxiety. This outcome reinforces the sociolinguistic dimension of communicative competence emphasized by Hymes²⁴, where appropriateness to context becomes a core component of language ability. Learners not only produced grammatically acceptable sentences but also selected expressions suitable to the situation, indicating the emergence of pragmatic awareness.

The high expert validation score further indicates that the instructional design successfully translated theoretical principles into pedagogical practice. The ADDIE-based development ensured alignment between objectives, activities, and assessment, allowing communicative principles to function systematically rather than incidentally. Previous studies often focused on applying communicative activities without structured material design; therefore, the present study contributes by demonstrating that communicative pedagogy becomes more effective when embedded within a coherent instructional framework.

²³ A. Al Khateeb and M. Hassan, "Initiating Intercultural Communicative Competence through Telecollaboration: A Case of Language-Exchange Classrooms of Arabic and English," *Journal of Ethnic and Cultural Studies* 10, no. 4 (2023): 175–92, Scopus, <https://doi.org/10.29333/ejecs/1718>; Muhammad Zikran Adam and Laily Fitriani, "Implementation of the Drill Method in Learning Arabic with a Communicative Approach," *Journal of Arabic Language Learning and Teaching (JALLT)* 1, no. 1 (2023): 1, <https://doi.org/10.23971/jallt.v1i1.70>.

²⁴ Hymes, *Foundations in Sociolinguistics*.

Overall, the findings suggest that speaking proficiency improves when instruction integrates comprehensible input, contextual interaction, and authentic performance assessment. The results provide empirical support for the theoretical convergence between Krashen's acquisition-oriented learning and Hymes' communicative competence framework. Language learning in this context shifted from knowledge accumulation to communicative ability, indicating that instructional materials grounded in communicative principles can transform Arabic from a subject of analysis into a medium of interaction. This positions communicative material development as a crucial pedagogical strategy for Arabic education, particularly in environments with limited natural exposure to the target language.

CONCLUSION

This study demonstrates that the primary limitation of Arabic speaking instruction lies not in students' lack of grammatical knowledge but in the absence of meaningful communicative practice. The communicative-based *al-kalām* materials developed through the ADDIE model successfully shifted learning from memorization and pattern reproduction toward contextual interaction and spontaneous language use. The high validity of the materials and positive classroom responses indicate that speaking competence improves when learners receive comprehensible input, engage in authentic communication, and are assessed through performance-based tasks. These findings support the view that language learning becomes effective when language functions as a medium of interaction rather than an object of analysis.

The results theoretically reinforce the alignment between second language acquisition principles and communicative competence, while pedagogically highlighting the importance of contextualized tasks, learner-centered activities, and authentic assessment in Arabic instruction. Practically, the study suggests

that teachers and institutions should adopt systematically designed communicative materials and integrate communicative pedagogy into classroom practice and teacher training. Future research is encouraged to examine long-term proficiency outcomes, broader implementation contexts, and integration with digital learning environments to expand the applicability of communicative Arabic learning models.

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