

Arabic Speaking Skills Training through a Communicative Approach to Improve the Speaking Competence of Tenth Grade Students at Buranakarn Suksa Witya School Pattani, Thailand

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ABSTRACT

Maharah kalam refers to speaking skills in the Arabic language that require clarity, fluency, and accuracy in conveying ideas and feelings orally. This skill is considered one of the primary goals of language learning because through speaking, individuals are able to interact, engage in dialogue, and express themselves communicatively in daily life. The communicative approach is a language teaching method that emphasizes students' ability to communicate effectively and contextually rather than merely mastering grammatical structures. This training program aimed to strengthen the Arabic maharah kalam (speaking skills) of tenth-grade students at Buranakarn Suksa Witya School, Pattani, Thailand, through a communicative approach. The main problems faced by the students were: a) limited active vocabulary, b) lack of confidence in speaking, and c) learning activities that still focused on memorizing vocabulary without communicative context. The objectives of this community service program were: 1) to implement maharah kalam training through a communicative approach for students at Buranakarn Suksa Witya School, Pattani, Thailand; and 2) to improve the Arabic speaking ability of the students. The implementation method used practice-based training, including contextual vocabulary introduction, pronunciation exercises, thematic dialogues, and real-life situation simulations. The results of the activity showed that: 1) the implementation of maharah kalam training for students at Buranakarn Suksa Witya School, Pattani, Thailand was carried out successfully in accordance with the communicative approach; and 2) the training proved effective in increasing students' active participation, speaking confidence, and ability to construct simple utterances in Arabic.

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1. INTRODUCTION

Arabic is recognized as one of the major international languages that plays an important role in Islamic education (Binti et al., 2025), especially within Southeast Asian countries, including Southern Thailand. In Pattani, Arabic is learned not only as a foreign language but also as a religious language that is strongly connected to the understanding of the Qur'an, Hadith, and classical as well as modern Islamic texts (Andriani, 2015). Consequently, proficiency in Arabic, particularly in speaking skills (*maharah kalam*), is considered a crucial competency that should be developed in a structured and sustainable manner (Kurniawan, 2025).

Nevertheless, in practice, Arabic language instruction at schools often reveals that speaking ability remains the most challenging skill for students. Many learners are capable of understanding vocabulary and sentence patterns passively, yet they struggle to use them effectively in spoken communication (Jamroh & Maula, 2022). A similar situation was identified among students at Buranakarn Suksa Wiya School in Pattani, Thailand. Initial observations and discussions with Arabic teachers showed that students tended to have low self-confidence, fear of making mistakes, and limited opportunities to engage in intensive speaking practice.

These difficulties are closely associated with learning methods that still focus heavily on grammar instruction and separate vocabulary memorization. In many cases, vocabulary learning (*mufrodlat*) is not integrated with meaningful communicative activities (Damanik & Nasution, 2024). As a result, the vocabulary acquired by students remains passive and is rarely applied in real communication. In language learning, however, speaking proficiency can only improve when learners are actively involved in communicative interactions.

Communicative Approach offers an effective alternative to address these challenges (Jusczyk, 1999). This approach emphasizes a progressive learning process that includes vocabulary acquisition, pronunciation drills, sentence formation, and speaking practice in authentic situations. It is consistent with the principles of communicative language teaching, which regard language primarily as a tool for communication rather than merely a subject of linguistic analysis (Hasanah, 2024). This community service program was designed with two main objectives: 1) to conduct *maharah kalam* training through a communicative approach for students of Buranakarn Suksa Wiya School, Pattani, Thailand; and 2) to enhance the students' Arabic speaking proficiency. Overall, this community service activity sought to improve students' Arabic speaking skills through communicative-based training, enabling them to communicate in Arabic more confidently, actively, and appropriately in both classroom settings and everyday communication.

Buranakarn Suksa Wiya School, Pattani, Thailand. This program was expected to help students enhance their confidence, fluency, and accuracy in speaking Arabic. In addition, it was intended to provide teachers with an alternative learning model that is both practical and context-based for classroom implementation.

2. METHODS

This activity was conducted as a community service program in the form of instructional training. The participants consisted of 20 tenth-grade students residing in the dormitory of Buranakarn Suksa Wiya School, Pattani, Thailand. The implementation of the program took place from December 22 to December 29, 2025. Several stages were carried out systematically by the service team during the implementation process.

The program was organized through communicative Arabic language training using a Communicative Approach. This approach highlights a step-by-step learning process that starts from vocabulary (*mufrodlat*) acquisition and progresses toward the ability to apply the language effectively in spoken communication (Amir, 2022). Thus, the training emphasized not only language knowledge but also the practical development of speaking skills that correspond to students' real-life communication needs (Brown, n.d.).

The learning activities employed a participatory and practice-based method. In this approach, students were encouraged to become active participants rather than passive learners. They took part in a variety of activities, including pronunciation practice, sentence-building exercises, dialogue practice, and simulations of authentic situations. Such activities were designed to establish an engaging and interactive learning environment that could motivate students to practice more frequently and develop greater confidence in using Arabic directly (Keumalawati & Hossam, 2020).

Table 1.1 Problems and Proposed Solutions

No	Identified Problems	Proposed Solutions
1	Limited active vocabulary mastery	Enrichment of active <i>mufrodāt</i> (vocabulary)
2	Low confidence in speaking	Pronunciation practice (<i>pronunciation drills</i>)
3	Learning activities focused mainly on memorizing vocabulary without communicative application	Reinforcement of sentence structure patterns (<i>jumlah</i>)

Moreover, the practical approach applied in this program gave students the opportunity to immediately use the material they had learned in real communicative contexts. This was considered important for reinforcing their comprehension while at the same time improving their speaking skills progressively and consistently. During the learning process, teachers and facilitators functioned as guides who provided direction, demonstrations, and constructive feedback (Abykanova et al., 2016). Through this guidance, students were able to recognize their errors and enhance their speaking abilities more effectively.

Overall, the implementation of this community service program was organized into several interrelated stages, namely the preparation stage, the implementation stage, and the evaluation and reflection stage. These stages were designed to ensure that the activities were conducted systematically, purposefully, and effectively in achieving the predetermined objectives. The program was carried out in the form of communicative Arabic language training based on a Communicative Approach. Since the methods employed were participatory and application-oriented, students were encouraged to actively participate throughout the entire learning process. In general, the implementation stages were as follows:

3. FINDINGS AND DISCUSSION

The implementation of the community service program in the form of Arabic *maharah kalam* training produced encouraging results. During the training sessions, students demonstrated greater enthusiasm and participation compared to conventional classroom learning activities. The Communicative Approach created wider opportunities for students to practice speaking skills gradually, systematically, and purposefully.

1). Enhancement of Students' Confidence and Participation

One of the most notable findings from this community service program was the significant increase in students' confidence in speaking Arabic. At the beginning of the training sessions, most students tended to be hesitant, passive, and fearful of making mistakes, particularly in pronunciation and sentence formation. This condition could be observed through their minimal participation when asked to speak, even in very simple communication activities. Limited speaking experience and low self-confidence were identified as the primary factors contributing to their reluctance to use Arabic orally.

Nevertheless, after taking part in the communicative and systematically structured training activities, meaningful improvements began to appear in both students' attitudes and levels of participation. Between the first and third meetings, the 20 participating students gradually showed

progress in mastering active vocabulary, understanding basic grammatical patterns, and developing the courage to construct sentences and communicate more fluently in Arabic. During the training process, the facilitators intentionally applied moderate instructional pressure in pronunciation and sentence-construction exercises to encourage students to use *mufrodat* and grammatical structures correctly and appropriately.

Through activities such as contextual vocabulary introduction, repetitive pronunciation practice, and guided sentence construction, students progressively became more accustomed to using Arabic in communication. Moreover, the interactive and supportive learning environment provided students with opportunities to practice freely without excessive fear of criticism or mistakes. This atmosphere motivated them to participate more actively in every stage of the activity.

The improvement in students' confidence became more evident during the real-life communication simulations, where students were able to express ideas, answer questions, and perform simple dialogues in front of the class. Although some pronunciation and grammatical errors still occurred, students no longer demonstrated the same level of anxiety or fear that had been visible at the beginning of the program. Instead, they appeared more confident, active, and enthusiastic in using Arabic as a communicative tool.

Based on these findings, it can be concluded that the training approach implemented in this program not only enhanced students' technical speaking abilities but also played an important role in strengthening their self-confidence. Confidence is a fundamental element in the development of *maharah kalam*, since language skills cannot be effectively utilized in authentic communication without sufficient confidence to speak.

Picture 1.1. partner dialog activity



Lesson:



At-Ta'aruf (التعارف – Introducing)

إقربي واحفظي !!!

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

سَأَعْرِفُ نَفْسِي --- اسْمِي فَاطِمَةُ --- أَنَا طَالِبَةٌ --- فِي مَعْهَدِ عُلُومِ الشَّامِلَةِ فَاطُونِي تَائِلَانْد --- أَنَا جَلَسْتُ فِي الصَّفِّ الْخَامِسِ --- عُمْرِي سِتُّ عَشْرَةَ سَنَةً --- هُوَ آتِي الْقِرَاءَةَ --- أَحِبُّ تَعَلَّمَ اللُّغَةَ الْعَرَبِيَّةَ --- شُكْرًا جَزِيلًا.

I would like to introduce myself. My name is Fatimah. I am a student at Mahad Ulum Asy-Syamilah, Fatoni, Thailand. I am in the fifth grade. I am sixteen years old. My hobby is reading. I like learning the Arabic language. Thank you very much.

المفردات :

اسم

.....

فعل

.....

حرف

.....

ضمير

.....

2). Enhancement of Active Vocabulary

Through contextual vocabulary exercises and their application in sentence construction, students do not merely remain at the level of passive vocabulary recognition; instead, they are able to use the vocabulary in spoken communication. This indicates that the Communicative Approach is effective in transforming passive vocabulary into active, productive vocabulary. A gradually structured learning process enables students to understand word meanings as well as their contextual usage in real communicative situations. As a result, the vocabulary learned becomes more memorable and less easily forgotten.

Through repeated practice and direct application in simple conversations, students become more accustomed to using the vocabulary and show increased confidence in language use. These findings demonstrate that the Communicative Approach is highly effective in transforming passive vocabulary into active vocabulary. This approach does not only focus on memorizing words but also emphasizes the ability to use them in meaningful and communicative expressions. Thus, students do not merely memorize vocabulary but are able to internalize and utilize it as part of functional speaking skills.

Furthermore, this success is supported by learning strategies that position students as active participants in the learning process. Their involvement in various activities such as sentence construction, dialogue practice, and communication simulations provides ample opportunities for direct language use. This not only strengthens memory retention but also enhances spontaneous language thinking skills, making the learning process more natural, interactive, and sustainable.

Figure 1.2. Vocabulary submission activity and simple sentence construction



3). Fluency and Speaking Accuracy

During the training sessions, a clear improvement was observed in students' speaking fluency and pronunciation accuracy. At the beginning of the program, some students still struggled with correct pronunciation and often paused while speaking due to limited vocabulary and a lack of confidence. However, as the training progressed in a gradual and systematic manner, their abilities showed positive development. Students became more capable of producing simple utterances fluently and reduced the frequent pauses that previously occurred during speaking activities.

Repeated and guided pronunciation practice was one of the main factors contributing to this improvement. Through these activities, students were trained to pay closer attention to articulation and intonation, allowing pronunciation errors to be corrected step by step. Consistent repetition not only strengthened their memory of correct sounds but also helped establish more accurate pronunciation

habits. In addition, immediate feedback from the instructor played an important role in correcting mistakes and reinforcing proper pronunciation.

Moreover, the use of thematic dialogues and role-play activities significantly contributed to enhancing students' speaking skills. These activities enabled students to go beyond isolated word or sentence practice and use language in more realistic and meaningful communicative contexts. Speaking in situations that resemble real-life interactions helped students become more accustomed to using Arabic spontaneously. Thus, the combination of structured pronunciation drills and contextual communication practice effectively improved both fluency and speaking accuracy.

4). Relevance to Language Learning Theory

The results of this activity show consistency with Communicative Language Teaching theory, which emphasizes the importance of language use in real-life contexts as a fundamental element of the learning process. Within this approach, language is not regarded simply as a set of grammatical rules to be memorized, but rather as a practical tool for communication that must be actively used. This is reflected in students' active participation during the training, where they were not passive recipients of information, but were directly engaged in various speaking activities such as dialogues, simulations, and role-playing exercises. As a result, the learning process becomes more meaningful, as students experience firsthand the use of language in contexts that closely mirror real-life situations.

Figure 1.3. Instructional explanation (forming sentences from vocabulary items)



In addition, the Communicative Approach applied in this activity also reinforces the view that speaking skills cannot develop optimally if they rely solely on theoretical explanations. These skills require continuous and well-directed practice through direct application, enabling students to integrate vocabulary, pronunciation, and grammatical structures into coherent speech. This approach provides learners with opportunities to progress gradually, starting from vocabulary mastery and eventually being able to use it in meaningful communication.

Thus, the success of this training not only demonstrates the effectiveness of the method used, but also strengthens the fundamental principle of language learning that communicative practice is the key to developing speaking skills (*maharah kalam*). Through active and contextual learning experiences, students are not only able to understand language cognitively but also to use it functionally in their daily lives.

Table 1.2. Problems and Solutions

No	Increase in Student Courage and Participation (Average Score - 20 Students)	Increase in Active Vocabulary (Average Score - 20 Students)	Speaking Fluency and Accuracy (Average Score - 20 Students)	Relevance to Language Learning Theory (Average Score - 20 Students)
(M1)	B+	B+	C+	B
(M2)	A-	A-	B+	B+
(M3)	A+	A	A	A
FS	90	87	85	85

Notes:

- **M1** = First Meeting; **M2** = Second Meeting; **M3** = Third Meeting; **FS** = Final Score.
- **Grading Scale:** 65-75 = Fair; 76-85 = Good; 86-95 = Very Good; 100 = Excellent.

Discussion:

The results of this community service program show that the application of Communicative approach in Arabic speaking skill (*maharah kalam*) training brings positive outcomes for students. Firstly, students' confidence and participation in speaking Arabic improved significantly. Learners who were initially shy and afraid of making mistakes gradually became more active and willing to speak after engaging in guided communicative activities within a supportive learning atmosphere. Secondly, students experienced growth in their active vocabulary usage. Words that were previously only understood passively started to be used in real conversations through contextual practice, sentence formation, and dialogue exercises. Thirdly, improvements were also seen in fluency and pronunciation accuracy.

Continuous practice, repetition activities, and corrective feedback helped students speak more smoothly and reduce errors in pronunciation and sentence structure. In general, the findings confirm that communicative-based instruction is effective in enhancing Arabic speaking skills. Communicative approach not only strengthens language ability but also builds learners' confidence and encourages them to use Arabic in real communication. Therefore, consistent use of communicative activities is strongly recommended in teaching *maharah kalam*.

4. CONCLUSION

The community service program, conducted through training to enhance Arabic speaking skills (*maharah kalam*) using the Communicative Approach, has proven to have a positive impact on the students of Buranakarn Suksa Witya School, Pattani, Thailand. This is evidenced by the following:

- The learning process was successfully executed in accordance with the "communicative" approach. This is reflected in the implementation of each instructional stage, which consisted of: Contextual Vocabulary Introduction, Speaking Drills, Simple Sentence Construction, and Real-Life Situations Simulation.
- The training activities using the Communicative Approach effectively improved language skills and provided a positive outcome for the students of Buranakarn Suksa Witya School. This approach successfully increased students' confidence, participation, and speaking proficiency in a gradual and contextual manner. All 20 participating students demonstrated significant improvement and exceptional engagement throughout the learning process.

It is hoped that similar activities can be implemented sustainably and developed with broader material coverage and more participants. Thus, Arabic language learning will not only focus on theoretical mastery but also on practical communication skills.

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