Implementation of Al-'Aṣā An-Nāṭiqah Media in Arabic Speaking Skills

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Abstract	This study aims to explore how the use of al-'aṣā an-nāṭiqah contributes to improving students' Arabic speaking skills by examining their responses during the learning process. This study used a descriptive qualitative method to focus on students of class XA MA Darut. Data were collected through classroom observation, structured interviews, and relevant documentation. The data analysis focused primarily on teacher interviews to evaluate the application and impact of this media. The collected data were analyzed using an interactive model consisting of data reduction, data display, and conclusion verification. Through this process, the researcher identified key themes, patterns, and insights related to implementing al-'aṣā an-nāṭiqah in enhancing students' speaking skills. The findings reveal that integrating al-'aṣā an-nāṭiqah positively influences students' interest and participation in speaking activities, thereby significantly improving their maharah kalam. This study highlights the value of using interactive and student-centered teaching tools to enhance Arabic speaking skills. Such approaches promote greater student engagement, motivation, and participation, essential in fostering communicative competence. The findings provide useful insights for educators aiming to improve speaking instruction through innovative media.
Keywords	Al-'Aṣā An-Nāṭiqah; Maharah Kalam; Media.

INTRODUCTION

Various instructional media can be utilized in the teaching and learning process. One such medium employed by the teacher in class XA of MA Darut Taqwa is Al-ʿAṣā An-Nāṭiqah. Implementing this media aims to address the lack of a conducive classroom environment often observed during the learning process. By applying Al-ʿAṣā An-Nāṭiqah, the teacher seeks to establish a more structured and engaging atmosphere that stimulates students to participate more actively in learning activities. Nevertheless, the effectiveness of al-ʿaṣā an-nāṭiqah in improving Arabic speaking proficiency (maharah kalam) remains a central academic concern. In contrast to traditional methods that heavily rely on memorization and passive instruction (Ahmad, 2022), participatory media such as al-ʿaṣā an-nāṭiqah offer a more dynamic and student-centered approach to language teaching (Alfarizi, 2023). Several studies affirm that when learners are actively engaged through physical and verbal interaction, their cognitive involvement increases significantly (Pratama, 2024).

In its implementation, teachers report several challenges in managing time and maintaining discipline, especially during transitions between students using the media (Kartika Sari, 2021). Moreover, the physical nature of this media, which often involves using a symbolic talking stick, necessitates clear rules and effective classroom management to prevent distractions (Natsir, 2022). Additionally, limited teacher training on alternative media and a lack of institutional support often hinder optimal implementation (Adi , 2025). Interviews with Arabic language teachers at MA Darut Taqwa revealed they felt confident in applying student-centered learning methods, indicating pedagogical readiness (Interview Data, 2025). Furthermore, documentation from lesson plans and student assessments indicated inconsistent media integration, with some learning sessions reverting to conventional lecture-based methods. These challenges are consistent with previous studies highlighting the critical role of teacher competence and consistent media application in ensuring effective learning outcomes (Ulhaq, 2025).

Students' perceptions of al-ʿaṣā an-nāṭiqah are generally positive. They responded that using this media made Arabic-speaking activities more enjoyable (Hilmi, 2023). Many students see the novelty and physical interaction as factors that help reduce boredom and enhance concentration during lessons (Abrori, 2023). Additionally, the media appeared to foster cooperative learning, as students became more inclined to listen to their peers and respond in structured dialogues (Widat & Lailiyah, 2025). This increased engagement correlates with higher motivation and participation,

as supported by several studies on communicative language teaching in educational contexts (Shidqi & Mudinillah, 2021). However, some students also expressed concerns regarding unequal speaking opportunities (Munawwaroh, 2025). These responses suggest that while al-'aṣā an-nāṭiqah holds significant pedagogical value, its implementation must be managed carefully to maximize its impact on student motivation and active engagement in developing speaking skills.

The researcher identified several previous studies relevant to the present investigation. One such study aimed to describe the use of al-'aṣā an-nāṭiqah through a specific learning model as a medium for teaching Economics (Amelia Handayani, 2022), concluding that this could increase students' enthusiasm in engaging with abstract material through more interactive delivery. The primary distinction between that study and the current research lies in the subject matter being addressed. Another study (Nurriyatul Masrifah & Ahmad Sholihuddin, 2024) sought to evaluate the extent to which the al-'aṣā an-nāṭiqah method supports the mastery of maharah kalam. The findings revealed that al-'aṣā an-nāṭiqah had a positive impact on students' learning outcomes, driven by the engaging and distinctive presentation of the media compared to conventional teaching methods. While that study focused mainly on measuring the method's effectiveness in fostering learning motivation, the present study emphasizes how the implementation process unfolds in actual classroom settings.

A further study (Zamilatul Fitriyah & Luthfatul Qibtiyah, 2021) investigated the impact of using al-'aṣā an-nāṭiqah on students' understanding of maharah kalam in Arabic language instruction. Statistical analysis indicated an F-value of 7.548 with a significance level of 0.010, below the 0.05 threshold. This confirms a significant effect between the use of the media and the improvement of students' speaking skills. The study employed a quantitative approach to examine the correlation between instructional media and learning outcomes. In addition (Janah, 2024), explored the application of al-'aṣā an-nāṭiqah to enhance student motivation in Fiqh lessons. The results indicated increased motivation. However, the study mainly emphasized general student participation rather than exploring the linguistic support process, which is the focus of the present study.

Another study (Rofi'ah, 2023), examined the impact of an al-'aṣā an-nāṭiqah-based learning model supported by visual media on students' interest in Islamic Religious Education. The findings demonstrated that the model positively influenced student interest. However, the study adopted a quantitative approach, whereas the present research uses a qualitative design. From these five

studies, it can be concluded that while the effectiveness and benefits of media such as al-ʻaṣā an-nāṭiqah are well acknowledged, there remains a gap in the literature. Specifically, previous research has not comprehensively examined the process and practical dynamics of implementing al-ʻaṣā an-nāṭiqah in maharah kalam instruction within Islamic senior high schools (madrasah aliyah), especially regarding equal student participation, spontaneous speech, and contextual sentence construction.

The novelty of this study lies in its qualitative exploration of classroom practice, focusing not only on outcomes but also on the mechanisms, teacher-student interaction, and pedagogical strategies employed when utilizing al-ʻaṣā an-nāṭiqah to enhance Arabic speaking proficiency. Furthermore, the study highlights how this medium fosters student confidence, supports fair turn-taking, and integrates vocabulary use in real-time conversation elements that have not been the central focus of earlier studies. In alignment with the Arabic language curriculum for madrasah as mandated by the Ministry of Religious Affairs through Decree No. 347 of 2022 (Alwi, 2023), learning in madrasah is expected to be more student-centered, contextual, and directed toward reinforcing the Profil Pelajar Pancasila and Rahmatan lil ʻAlamin values. Theoretically, this media also draws upon cooperative learning theory (Nanda, 2021), which advocates for collaborative learning structures. Accordingly, this research contributes to filling the theoretical gap in prior literature while supporting the practical implementation of the national curriculum in madrasah settings.

This research aims to describe the implementation of al-ʻaṣā an-nāṭiqah media in maharah kalam instruction in class XA of MA Darut Taqwa, focusing on the processes, interaction, and teacher strategies in fostering a contextual learning environment. Pragmatically, the findings of this study are expected to serve as a practical reference for Arabic language teachers in developing more effective and engaging learning methods and to provide a foundation for school policy decisions that support the use of innovative media in instructional practices.

METHOD

This study is a qualitative research entitled the implementation of Al-ʻAṣā An-Nāṭiqah media in Maharah Kalam. A qualitative approach was chosen because it allows the researcher to explore the studied phenomenon more deeply in a descriptive and interpretive manner without relying on numerical data (Mr.Sugiyono, 2020). This approach was selected to gain a comprehensive and contextual understanding of the media implementation process in teaching Speaking Skills. The

research was conducted in class XA of MA Darut Taqwa, Sengonagung, Purwosari, Pasur. Itich was chosen because it had implemented instructional media in Arabic language learning, particularly for developing maharah kalam. The data collected in this study consisted of descriptive data regarding the implementation process of al-'aṣā an-nāṭiqah media in Speaking Skills learning, the interaction between teachers and students, as well as the teacher's strategies in creating a communicative classroom atmosphere. The data sources included the Arabic language teacher of class XA, the students of class XA at MA Darut Taqwa, and supporting documents related to the learning process.

Data collection was carried out through observation, interviews, and documentation. Observation was conducted during a one-hour lesson, from June 15 to June 30, 2025, and carried out directly in class XA of MA Darut Taqwa. The observation focused on the implementation of maharah kalam learning using the al-'aṣā an-nāṭiqah media, including student engagement, turn-taking, verbal interaction, and the teacher's use of the media. Interviews were conducted with one Arabic language teacher of class XA and several student respondents. These interviews aimed to gather data on the teacher's perception of al-'aṣā an-nāṭiqah media, the strategies employed, and students' responses regarding the effectiveness of the media in enhancing their speaking skills. Documentation included the lesson plan (Rencana Pelaksanaan Pembelajaran) and students' speaking skill assessment results. These documents were used to confirm and strengthen the findings obtained from observations and interviews.

The data analysis in this study followed the stages proposed by (Michael Huberman and Matthew B Miles, 2002), which include data reduction, data display, and conclusion drawing and verification. In the data reduction stage, the researcher filtered the data obtained from interviews, observations, and documentation, focusing only on information relevant to the research objectives, particularly the implementation process. The data was then presented in narrative form and descriptive tables to facilitate interpretation, including descriptions of the learning process. Finally, conclusions were drawn through critical analysis of patterns found in the data and by comparing with previous research to ensure the validity and depth of the study's findings.

FINDINGS AND DISCUSSION

Findings

Based on the results of observations conducted during the maharah kalam learning process in class XA at MA Darut Taqwa, it was found that the teacher implemented a systematic and structured instructional approach by utilizing al-'aṣā an-nāṭiqah media as a tool to enhance students' speaking skills. This media served not only as a visual aid but also as a stimulus to encourage students to express their opinions orally with greater confidence. Observation data revealed that the teacher began the lesson by conditioning the classroom environment and briefly explaining the rules for using the media. The teacher then contextually delivered relevant material before allowing students to take turns using al-'aṣā an-nāṭiqah in speaking practice. The observations also recorded that the majority of students appeared enthusiastic and actively participated, indicating an increase in their confidence and willingness to speak in Arabic.

Documentation from the learning process showed that this media had been used consistently across several sessions, particularly for self-introduction, object descriptions, and daily activities. Interviews with the teacher revealed that the media effectively engages students of varying proficiency levels due to its interactive and appealing nature. Meanwhile, student responses indicated that the implementation of al-'aṣā an-nāṭiqah made them more interested and motivated to speak in front of the class. Furthermore, students reported that they found it easier to construct sentences when speaking with the media, as it created a more enjoyable and relaxed classroom atmosphere.

Thus, data gathered from various collection techniques including observations, interviews, and documentation consistently indicate that the implementation of al-'aṣā an-nāṭiqah media has made a positive contribution to the improvement of students' in maharah kalam instruction.

Table 1. Implementation of Al-'Aṣā An-Nāṭiqah Media in Speaking Skills

Preparation	Implementation	Evaluation
The teacher prepares instructional tools such as a syllabus and lesson plans aligned with the curriculum and students' needs	The theme الأنشطة اللاصفية (extracurricular activities) is introduced.	Formative evaluation is used continuously during the learning process
Al-'aṣā an-nāṭiqah is selected as the speaking medium a simple stick to facilitate turn-taking	The session starts with greetings, prayers, and an explanation of objectives. The teacher introduces vocabulary and models sentence structures.	Evaluation occurs when students use the stick, recall vocabulary, or answer reflective questions.

Contextual materials are prepared based on themes relevant to daily life	Students are divided into groups to practice dialogue using the al-ʿaṣā an-nāṭiqah stick for turn-taking.	Conducted informally to reduce pressure and improve motivation.
Instructional strategies are designed to suit the media, including open-ended questions to stimulate critical thinking	After dialogue, the last student must recall a verb from the dialogue, followed by others.	Results guide future lesson planning.
Students are instructed to pre-read the material to prepare and activate prior knowledge mentally.	Session ends with Q&A and reflection to assess comprehension and provide feedback.	If difficulties are noted, the teacher adapts methods, adjusts materials, or includes more visual aids or relevant vocabulary
		Evaluation acts as both a measurement and a tool for instructional improvement.

1. Preparation

In the implementation of al-ʿaṣā an-nāṭiqah media in the teaching of maharah kalam, the teacher begins by developing the necessary instructional tools, including the preparation of the syllabus and lesson plans (RPP), which are designed by the applicable curriculum while also taking into account the students' needs in learning maharah kalam. These instructional tools serve as the primary guideline for the teacher in conducting the learning process toward the intended objectives. Subsequently, the teacher selects an appropriate and relevant learning medium, namely Al-ʿAṣā An-Nāṭiqah, which takes the form of a simple stick used as a speaking aid during turn-taking activities. This medium is chosen to facilitate students speaking one by one according to the sequence determined by the stick.

In addition, the teacher also prepares contextual learning materials that align with the lesson theme, such as topics related to daily life and familiar student experiences. The materials are designed to enrich students' vocabulary and train their ability to construct sentences and respond verbally. The teacher also designs an instructional strategy that aligns with the characteristics of the selected media, including outlining the flow of learning activities and formulating open-ended questions. These questions stimulate students' critical thinking and encourage them to articulate their ideas. In addition, the teacher ensures students' readiness prior to the start of the lesson by instructing them to read and comprehend the material to be studied. This step aims to prepare students not only mentally but also by equipping them with sufficient prior understanding, thereby

enabling them to participate more actively and confidently in the maharah kalam learning process.

2. Implementation

In implementing maharah kalam learning using the al-'aṣā an-nāṭiqah media, the teacher applies the conversation theme الأنشطة اللاصفية (extracurricular activities) as the main material, which is closely related to students' daily lives. The lesson begins with an opening session consisting of greetings and a group prayer led by the teacher, followed by a clear explanation of the learning objectives to ensure that students understand the direction and goals to be achieved. Presenting the objectives at the outset is essential, as it provides students with a clear framework for the speaking skills they are expected to develop, while also fostering their awareness of the importance of participating actively throughout the learning process.

Entering the core activity, the teacher briefly explains the content and meaning of the dialogue to be practiced, including introducing new vocabulary related to the theme of extracurricular activities. Vocabulary is introduced contextually to help students understand and apply it accurately in conversation. The teacher also models the correct pronunciation and explains the meaning of each word, while ensuring that students grasp the sentence structures used in the dialogue. Next, the students are divided into small groups to practice the dialogue. The al-'aṣā an-nāṭiqah, a speaking stick, is used in turn-taking. Each student holding the stick can deliver their part of the dialogue according to the previously assigned roles. Using this stick provides structure to the communication process, ensuring that every student has an equal chance to speak without interruptions or competition for turns. As a result, the learning environment becomes more orderly, focused, and supportive, boosting students' confidence to speak in Arabic.

After one group member completes the dialogue according to their assigned role, the last student holding the stick is asked to mention one vocabulary word from the dialogue material in the form of a verb (fi'l), followed by the other students. This activity aims to reinforce vocabulary mastery, train memory, and develop spontaneous speaking skills. It also encourages students to listen attentively and enhances their ability to identify and understand word structures in the Arabic language. The learning activity concludes with a question-and-answer session and a collective reflection. In this session, the teacher poses questions related to the material that has been covered to assess the students' understanding of the dialogue content and the vocabulary used. The teacher also provides an opportunity for students to share their impressions, responses, and any challenges they experienced during the learning process.

3. Evaluation

In the evaluation stage of teaching speaking skills using the al-'aṣā an-nāṭiqah media, the teacher implements a formative evaluation approach that is carried out continuously throughout the learning process. This formative assessment does not merely serve as a tool to measure outcomes. However, more importantly, it is used to monitor students' skill development at each stage of the learning activity. In practice, the evaluation is integrated with the teaching and learning process, meaning that assessment is conducted alongside classroom activities without waiting for the end of the lesson or unit. This approach allows the teacher to immediately observe students' level of understanding and speaking proficiency in a real and contextual manner.

Evaluation was not limited to a single type of activity. However, it was carried out across various learning situations, such as when students held the speaking stick and played their roles in a dialogue, independently recalled vocabulary, or when responding to reflective questions posed by the teacher. This variation makes the evaluation process more dynamic and less burdensome for students, as they do not feel they are being formally assessed. The evaluation takes place in a natural and communicative environment, which helps reduce psychological pressure and enhances students' motivation to learn.

The teacher then analyzes the results of these evaluations and uses them as a foundation for designing the next lesson. Suppose observations reveal that many students struggle to articulate responses or construct oral sentences. In that case, the teacher can adopt strategic adjustments by modifying the instructional approach, adapting the learning materials, or revising delivery techniques. For instance, the teacher might increase paired speaking practice, incorporate visual media to support comprehension, or expand vocabulary related to students' real-life experiences. In this way, evaluation functions not only as an assessment tool but also as a vital source of insight for continuous improvement and innovation in the teaching and learning process.

Discussion

Based on interviews conducted with the Arabic language teacher of class XA at MA Darut Taqwa, it was found that the use of al-'aṣā an-nāṭiqah media had a positive impact on the dynamics of the maharah kalam learning process. The teacher explained that implementing this media helped break the previously rigid and monotonous classroom atmosphere. What was once a one-way teaching approach transformed into a more interactive and enjoyable experience, as the speaking stick introduced elements of play and emotional engagement. This media sparked students'

enthusiasm and encouraged them to participate more actively.

These findings align with Vygotsky's sociocultural learning theory (Kurniawan, 2022), which emphasizes the importance of social interaction as the core of learning processes. In this context, al-'aṣā an-nāṭiqah serves as a mediating tool that motivates students to speak and think through structured engagement. The interaction facilitated by this tool supports dialogic knowledge construction, as emphasized in the communicative language teaching approach (Sari, 2021), which places meaningful communication at the center of language learning. Furthermore, students reported that the speaking stick fostered a more democratic classroom environment. Each student was allowed to speak without feeling intimidated or overshadowed by more outspoken peers. This created an inclusive learning atmosphere and contributed to building students' confidence in using the Arabic language. Equal speaking opportunities are crucial in speaking skills instruction, as speaking skills can only improve when learners are consistently provided with the time and space to practice directly.

This finding is supported by the study (Audina & Mubarak, 2021), which shows that participatory media such as al-'aṣā an-nāṭiqah can create a collaborative learning climate that empowers students both emotionally and academically. Similarly, (Ilhami, 2022) notes that simple media involving light physical activity, such as a talking stick, can enhance students' cognitive engagement and motivation in Arabic language classrooms. Nevertheless, the implementation of this media was not without challenges. Both the teacher and related studies highlighted limited instructional time as a primary constraint. The relatively large class size made the time allocation for each student's speaking turn less than ideal. Not all students had sufficient time to express their ideas or construct sentences in Arabic, especially with extensive learning material. This limitation is also addressed by (Nihayatur Rofi'ah and Ahmad Makruf, 2020), who noted that in large classes, interactive media like this require meticulous time management to avoid inequality in learning opportunities.

In response to this challenge, the teacher acted as an adaptive facilitator by adjusting teaching methods and classroom interaction patterns. The diversity in students' backgrounds and abilities was not seen as an obstacle but rather as a foundation for creating a rich and flexible learning environment. The teacher implemented strategies such as dividing students into small groups based on proficiency levels, allocating preparation time before speaking tasks, and providing relevant vocabulary aids. These strategies aimed to establish a comfortable learning environment while

promoting optimal student engagement in the learning process. Interestingly, this approach demonstrates that the success of instructional media does not rely solely on its physical form, but rather on the teacher's creativity and sensitivity in managing classroom interaction. This aligns with the view of (Kusumaningsih, 2022), who asserts that the effectiveness of media is significantly determined by how it is used to design meaningful learning experiences.

In the author's view, al-'aṣā an-nāṭiqah symbolizes a significant shift in pedagogy from traditional, teacher-centered approaches to participatory models that emphasize interaction and self-expression. However, there is also an antithesis to the notion that this simple medium can fully overcome the obstacles of speaking instruction. In the context of large classrooms or with highly diverse students in terms of character, social skills, and linguistic abilities, this media still requires support through structured time management, group organization, and possibly integration with technology to ensure balanced and effective learning. Thus, the implementation of al-'aṣā an-nāṭiqah not only positively influences classroom dynamics and student engagement but also encourages the development of more responsive approaches to meet the evolving needs of language learning.

CONCLUSION

Based on the research objectives and findings, it can be concluded that the implementation of al-'aṣā an-nāṭiqah as a learning medium in class XA at MA Darut Taqwa significantly enhances students' speaking skills (maharah kalam) by creating a dynamic, inclusive, and participatory classroom environment. This medium effectively encourages spontaneous and contextual verbal expression while ensuring equal speaking opportunities for all students. Although it faces challenges such as limited instructional time and varying student abilities, the success of this media largely depends on the teacher's ability to adapt strategies, manage classroom interactions, and provide differentiated support according to students' needs. Therefore, al-'aṣā an-nāṭiqah proves to be an effective instructional tool when implemented with careful planning.

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