

Postmethod Pedagogy in Arabic-Speaking Instruction: A Contextual Case Study in an Indonesian Modern Islamic Boarding School

¹Abdul Muid*, ²Bisri Mustofa, ³Faisal Mahmoud Adam, ⁴Mamluatul Hasanah, ⁵Muassomah, ⁶Zakiyah Arifa

Email : ¹ 240104310006@student.uin-malang.ac.id*, ² bisrimustofa72@pba.uin-malang.ac.id,
³ faisalmahmoud29@gmail.com, ⁴ hasanah@pba.uin-malang.ac.id,
⁵ muassomah@bsa.uin-malang.ac.id, ⁶ arifazakiyah@uin-malang.ac.id
^{1,2,4,5,6}Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia;
³University of The Holy Qur'an and Islamic Sciences, Sudan

ABSTRACT

This study arises from the need to understand the learning of speaking skills in a more contextual way within the Modern Islamic Boarding School environment, given that previous studies still tend to highlight only the partial effectiveness of language methods or programs. This study aims to analyze how the learning strategy for speaking skills at Darul Qiyam Kerinci Modern Islamic Boarding School is constructed and implemented within the framework of postmethod pedagogy, particularly through the parameters of particularity, practicality, and possibility. The research uses a qualitative approach with a case study design. The subject of this study is the practice of learning Arabic Speaking skills in the pesantren environment, while the informants are the teachers of the boarding school who are directly involved in teaching Arabic and developing the language environment, who are purposively selected for their active involvement and willingness to participate. Data were collected through semi-structured interviews, observations, and document analysis, and then analyzed using thematic analysis. The results of the study show that speaking learning strategies are constructed contextually through the language environment, teachers' pedagogical reflections, and layered language practices. This strategy not only strengthens students' Speaking skills, but also shapes their courage, linguistic agency, and social identity. The practical implication of this study is that speaking skills instruction needs to be designed holistically by connecting language policy, authentic communicative practice, and the teacher's role as a reflective practitioner.

Article history

Received 2026-04-16

Revised 2026-04-23

Accepted 2026-08-06

Keywords

Communicative

Competence;

Second Language

Acquisition;

Postmethod Pedagogy

*Correspondence Author

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

Speaking skills occupy a central position in Arabic language learning because they are the primary context in which lexical, grammatical, pragmatic, and sociocultural competencies

are embodied in real communication. From the perspective of second language acquisition, speaking skills develop through a combination of intelligible input, interaction, negotiation of meaning, and the production of meaningful speech, rather than through the mastery of language forms alone (Alsaraireh, 2022; Amrullah et al., 2024). In teaching Arabic, the challenge is increasingly complex because students often face diglossia and limited opportunities for language use outside the classroom (Santhanasamy & Yunus, 2022). In many institutions, learning still tends to emphasize memorizing rules and vocabulary rather than contextual, communicative use. Therefore, the development of speaking skills requires an interactive, sustainable, and closely aligned strategy with students' experiences, so that Arabic is present as a living practice, not just teaching material (Hotimah, 2020; Leong & Ahmadi, 2017).

In the Indonesian context, modern pesantren is a pedagogical environment with great potential to facilitate the learning of Arabic in a more lively and functional way (Silviyanti et al., 2024; Wahida et al., 2025). The residential system fosters a language environment that extends language practice beyond formal classrooms, enabling students to use Arabic in daily routines, social interactions, and institutional activities. Research shows that a language-rich environment contributes significantly to learners' fluency, confidence, and participation in speaking (Abidah & Chebaiki, 2024; Abourehab & Azaz, 2020). Correspondingly, interactive strategies applied in and out of the classroom have also been shown to strengthen Speaking skills when combined with consistent language habituation (Abbas et al., 2018; Alshammari et al., 2024; Muid et al., 2024). In fact, contextual approaches and informal methods help learners view Arabic as a means of communication that is closer to their own experiences, rather than merely a formal learning object (Dosmanova et al., 2025; Liu et al., 2025; Zulfatussoraya et al., 2023).

However, the success of language learning is determined not only by the number of language programs but also by how the strategy is designed to suit the local context and learners' needs. At this point, postmethod pedagogy becomes relevant as an analytical lens. Kumaravadivelu (2001, 2006) rejects the search for a single universal method and proposes three main parameters, namely particularity, practicality, and possibility, to read language learning practices more contextually. Particularity requires sensitivity to the peculiarities of the local situation in which learning takes place. At the same time, practicality positions the teacher as a producer of pedagogical knowledge through reflection on his own practice. Meanwhile, possibility highlights the ability of learning to shape students' identity, agency, and social position. This view is in line with Brown (2006), Richard (2001), and Wahab (2015), who assert

that the effectiveness of instructional decisions depends on contextual diagnosis rather than on mechanical adherence to procedural methods.

Several previous studies have enriched the understanding of learning speaking skills, but have not fully explained the interconnectedness among institutional contexts, teacher practices, and the transformative impact of learning. Sutaman and Febriani (2021) emphasized the importance of integrating learning frameworks, motivation, and language environment in the development of Speaking skills. Anwar and Mauludiyah (2022) demonstrated the effectiveness of informal methods in encouraging more natural use of Arabic, while Muid et al. (2022) found that project-based learning can improve spoken language production. Furthermore, Yul et al. (2023) affirmed the important role of the language environment. Yang and Brindley (2023) highlighted the importance of dialogical interaction through teacher questions; Wahdah et al. (2024) demonstrated the effectiveness of contextual learning, and Sanusi et al. (2024) emphasized the importance of teachers' pedagogical competence. Fadhlani et al. (2024) and Wahida et al. (2025) then relate interactive strategies, language environments, and post-method parameters in Islamic boarding schools.

However, these studies generally still examine the strategy of speaking as a stand-alone technique or program, not yet as a complete pedagogical system. Previous research has focused more on the effectiveness of certain methods, student perceptions, or general mapping of learning approaches, so that the relationship between institutional vision, residential environment, teachers' pedagogical reflection, and the formation of student language courage has not been adequately depicted. In fact, in the context of modern Islamic boarding schools, the Speaking skills learning strategy works by integrating these elements. Based on this gap, this article aims to analyze how the learning strategy for speaking skills at Darul Qiyam Kerinci Modern Islamic Boarding School is constructed and implemented within the framework of postmethod pedagogy, with an emphasis on particularity, practicality, and possibility. The novelty of this research lies in the reading of learning to speak Arabic as a pedagogical ecology that brings together the institution's vision, the language environment, teachers' reflective experiences, and students' linguistic, psychological, and social transformations.

Method

Research Design

This research uses a qualitative case study design to understand in depth how learning Arabic-speaking skills is contextualized in the pesantren environment through the perspective of postmethod pedagogy. This approach was chosen because the research focuses on teachers' pedagogical meanings, practices, and reasoning in natural contexts, so it is not

directed at testing causal relationships but rather at generating a rich, contextual understanding of the phenomena under study (Creswell, 2018).

Data Collection and Analysis Techniques

This research was conducted at the Darul Qiyam Modern Islamic Boarding School in Kerinci for 4 months. The informants in this study were 6 people, consisting of 1 leader and 5 teachers, who were directly involved in learning Arabic and fostering the language environment, selected through purposive sampling based on criteria such as active involvement in teaching *maharah kalam* and willingness to participate. Data were collected through semi-structured interviews, non-participant observations, and document analysis. The data were analyzed using thematic analysis, which allowed researchers to identify, organize, and systematically interpret patterns of meaning in the qualitative data. The triangulation technique is used to validate data. All interviews were transcribed verbatim, then combined with observational notes and documents into a single data corpus that was analyzed through the stages of repeated reading, initial coding, grouping code into themes, theme review, theme definition, and final interpretation by referring to the parameters of particularity, practicality, and possibility (Miles et al., 2014).

Table 1. Demographics of Informant characteristics (N=6)

Number	Gender	Role	Educational level
AR	Male	Chairman of the Foundation	Master
MF	Male	Teacher	Doctor
HA	Male	Teacher	Master
AG	Male	Teacher	Master
AS	Male	Teacher	Master
AL	Male	Teacher	Bachelor

Result and Discussion

The efforts of the Darul Qiyam Kerinci Modern Islamic Boarding School to improve students' Speaking skills are not limited to the several strategies implemented. Based on data in the field. The Islamic Boarding School implements two macro strategies: using the language environment to develop speaking skills and creating contextualized language learning. These two strategies are manifested through several activities that can be read through the main parameters of the theory of Postmethod pedagogy, namely *Particularity*, *Practicality*, and *Possibility*. Particularity requires sensitivity to the peculiarities of the local situation in which learning takes place. At the same time, practicality positions the teacher as a producer of pedagogical knowledge through reflection on his own practice. Meanwhile, possibility highlights the ability of learning to shape students' identity, agency, and social position.

Table 2. Postmethod Pedagogy Dimensions in Arabic Speaking Instruction in Darul Qiyam Modern Islamic Boarding School, Kerinci

Dimension	Core Finding	Pedagogical Realization	Instructional Significance
Particularity	Instruction was grounded in the pesantren's vision, residential setting, and students' communicative needs.	Language environment was institutionalized, daily boarding-school experiences were used as learning resources, and techniques were adjusted to students' proficiency levels.	Arabic speaking instruction became context-sensitive, authentic, and institutionally relevant.
Practicality	Teachers constructed pedagogical reasoning from experience and reflective practice.	Daily, weekly, and semester-based activities were systematically organized; Arabic was used consistently; meaning was built through context; and scaffolding moved from simple to more complex expressions.	Teachers acted as theorizing practitioners rather than mere implementers of method.
Possibility	Instruction produced effects beyond linguistic performance.	Arabic functioned as a medium of communication, self-expression, and social participation within the pesantren.	Instruction fostered confidence, agency, and socio-religious identity formation.

Table 3. Micro-Strategies and Their Contributions to Speaking Skills Development

Micro-strategy	Instructional Use	Contribution to Speaking Development	Dominant Postmethod Dimension
Direct Method	Applied mainly in beginner classes through intensive modeling, guided exposure, and full Arabic use.	Supported comprehension, contextualized input, and gradual oral production.	Particularity; Practicality
Interactive Questioning	Used to connect lesson content with students' experience, values, and reasoning.	Encouraged oral responses, dialogic participation, and confidence in speaking publicly.	Practicality; Possibility
Structured Conversation (Muhadatsah)	Organized according to proficiency level and integrated into learning beyond conversation sessions.	Strengthened fluency, confidence, and students' role as active speakers.	Particularity; Possibility
Discussion	Implemented through group discussion, presentation, and teacher feedback.	Developed argumentation, opinion sharing, and broader communicative participation.	Practicality; Possibility

The Policy of Making the Language Environment a Strategy for the Formation of Speaking Skills: Portrait of Three Postmethod Parameters

Based on the results of the research, it is shown that macro and micro strategies in learning Speaking skills at Darul Qiyam Kerinci Modern Islamic Boarding School can be read strongly through three parameters of postmethod pedagogy, namely particularity, practicality, and possibility. Within Kumaravadivelu's work (2001) framework, these three parameters are not stand-alone categories but rather lenses for assessing whether learning truly departs from context, builds on practice, and has a transformative impact on learners. In the context of this research, what stands out is not only the existence of many language programs but also the integration between the institution's vision, teachers' pedagogical decisions, and students' learning experiences. It is at this point that the findings of this study become important, as they show that the learning of Speaking skills in modern pesantren can be viewed more sharply through the postmethod framework, rather than through the label of a particular method. This reading aligns with Wahab (2015), who emphasizes that the post-method era in Arabic language learning demands a strategic role for teachers and sensitivity to context, rather than reliance on a single standard method.

In the particularity parameter, the most important finding is that the language environment in Darul Qiyam arose from the institution's internal needs. The vision for the cottage is to form a cadre of Qur'an memorizers who can explain its content in Arabic, making speaking skills a core competency rather than a mere complement. The residential character of the ma'had also provides space for language development that permeates students' lives 24 hours a day. Based on information from the AR informant:

"Language environment is not just an additional program, but a core strategy and basic need to realize the vision of ma'had... This is the main foundation before entering into the teaching of more in-depth Islamic content." (AR)

This finding is in line with Kumaravadivelu's (2001, 2005, 2008) idea that language pedagogy must be local, contextual, and depart from the real needs of institutions. These findings also support the study by Wahida et al. (2025), which showed that postmethod parameters appear strong when learning Arabic in pesantren, a context grounded in local practices.

Regarding the practicality parameter, the strongest findings were observed in the way teachers constructed pedagogical logic from their own experiences. The teacher does not merely carry out the program but also understands the function of each activity in the cycle of Speaking skills development. Daily activities are used to enrich language materials and familiarize the ears. Weekly activities are geared towards encouraging oral production. Semester activities are used to control achievement while providing space for performance.

The MF Informant explained:

“These activities reinforce each other, daily adding language materials and getting used to the ears, weekly forcing oral production to be more directed, and the semester becomes a control of achievement as well as a performance stage.” (MF)

The data above show that teachers have reached the stage of pedagogical reflection, namely understanding what works, why it works, and how strategies should be implemented in layers. This finding is closely aligned with the concept of teachers as theorizing practitioners in Kumaravadivelu (2001, 2005, 2006, 2008), namely, teachers who build pedagogical knowledge from their own practice. Wahab (2015) also emphasized that in the post-method era, Arabic teachers do not merely implement methods but must actively process pedagogical experience.

In the parameter of possibility, the findings of this study show a broader potential for change than just improving Speaking skills. The language environment at Darul Qiyam not only helps students produce Arabic but also changes their perspective on the language itself. Arabic is gradually being perceived less as a difficult and burdensome subject and more as part of daily life, religious identity, and future social provisions. AS and HA Informant explained:

“Pondok Modern Darul Qiyam deliberately designed the language environment as a means of... eliminating a bad mindset towards difficulties in learning.” (AS)

“..... I have seen firsthand that students have become more courageous to speak Arabic, not only in class, but also during activities in the dormitory.....” (HA)

Based on the data from the AS and HA informants above, in the framework of Kumaravadivelu (2001, 2005), this is the core possibility, namely, language learning that opens up space for the formation of identity, courage, and social position of students. In the context of this pesantren, Arabic is positioned as a tool to play a greater role, namely as a means of preparing da'wah cadres who can speak in public spaces. This finding suggests that Speaking skills are developing not only at a linguistic level but also at psychological and social levels.

Overall, the findings show that macro and micro strategies in Darul Qiyam can be classified into particularity, practicality, and possibility, and that the three are strongly connected. Particularity is evident in the peculiarities of the learning design that arise from the vision of the cottage, the structure of residential life, and the internal pedagogical tradition. Practicality is evident in teachers' ability to transform field experience into operational pedagogical logic. Possibility can be seen in changes in students' identity, courage, and social orientation through the Arabic language. These findings clarify your research's position within the literary dialogue, which not only strengthens Kumaravadivelu's theory and Wahab's reading of the post-method era but also expands the cutting-edge study of Arabic language learning in pesantren by detailing its operational forms and transformative impact in greater detail.

Creating Contextual Language Learning from the Perspective of the Three Parameters of the Postmethod

In terms of *particularity*, the most prominent finding is that contextual language learning in Darul Qiyam emerged from the *ma'had's* local context and utilizes the cottage environment as an authentic learning space. The cottage environment is not positioned as a passive setting but as a source of language experience that is close to students' lives. Arabic is taught through examples, activities, and situations they encounter every day, so that the language's meaning comes not from abstract explanations but from real experiences. The AS informant explained.

"We strive to relate the subject matter to the students' daily lives, especially around the cottage, so that they can see the relevance of the language they are learning. For example, we often use examples that are around them and their everyday experiences."(AS)

Based on the data from the AS informant above, this finding is in line with Kumaravadivelu (2001, 2005), who places the local context as the main basis for pedagogical design. These findings are also supported by Wahdah et al. (2024), who show that the application of contextual teaching and learning in Arabic-language learning aligns with the characteristics of student-centered learning. Sanusi et al. (2024) also emphasized the importance of selecting learning materials and situations that suit students' needs to enable the more natural development of communicative skills. Another line of support comes from Yul et al—f(2023), who show that a language-rich environment strongly influences the development of Arabic-speaking skills.

At the micro-strategy level, the dimension of *particularity* is evident in how each technique is adjusted to the learning stage and the students' character. *The direct method* is used more frequently in early classes because beginning students still need guidance, language models, and greater control. The AG informant explained:

"At this level, students need more intensive supervision and guidance. Through this strategy, students can acquire new expressions and vocabulary, so that they can use them in daily communication, both in the classroom and outside the classroom."(AG)

In addition to the direct method, teachers use interactive question-and-answer strategies designed not only to test memorization but also to connect the material to students' values, cause-and-effect reasoning, and *life experiences*. Conversation learning is also arranged in a format tailored to the level of ability, so that beginner students still have support when they start talking. The discussion was chosen to alleviate boredom amid the dense study routine and to foster students' creativity in processing the lesson content. The AL informant explained:

"The use of question and answer strategies and dialogues can foster learning

motivation, deepen material understanding, and accustom students to convey the content of the material orally and in writing."(AL)

The data above show that these strategies are specifically designed to increase students' motivation to learn, their understanding of the material, and their oral and written communication. This finding is in line with Roziqi et al. (2025) identifies the direct method as one of the strategies most commonly reported in maharah kalam research in Indonesia. These findings are also supported by Yang and Brindley (2023), who suggest that appropriate teacher question patterns can provoke students' dialogical participation. Firmanasari and Nurhayati (2026) emphasized that a muhadatsah design tailored to students' needs and daily activities helps increase speaking confidence, while Zubair et al (2025) showed that discussion methods are effective in attracting interest in learning and strengthening Speaking skills.

In practical terms, the study's findings show that teachers in Darul Qiyam not only implement strategies but also build pedagogical knowledge through their own field experiences. This can be seen in the three recurring principles in the teacher's explanations, namely the full use of Arabic, the attribution of meaning through context without direct translation, and the gradual *scaffolding* from simple expressions to more complex forms. This principle does not appear as a theory taken from a methodology book, but as the result of the teacher's reflection on what is really effective for students. At this point, the teacher serves as a theorizing practitioner, as explained by Kumaravadivelu (2001, 2005). Wahab (2015) also emphasized that learning Arabic in the post-method era requires teachers to become pedagogical experience processors rather than mere method implementers. In line with that, Wahida et al. (2025) show that *the practicality* parameter arises when teachers synthesize their teaching experience and field needs to develop relevant learning techniques. Sanusi et al. (2024) also strengthen this argument by showing that teachers who can adapt materials, activities, and interaction patterns to students' needs are more effective at building communicative competence.

At the micro-strategy level, *practicality* is evident in a very clear operation. In the *direct method*, teachers follow a systematic and consistent learning pattern so that students become accustomed to receiving input, understanding the context, and then producing speech. In interactive question-and-answer activities, teachers vary response formats to guide students from comprehension to oral production. In conversation, the teacher integrates speaking practice into various subjects, not just muhadatsah, so that Speaking skills are not learned separately. In the discussion, the teacher develops a structured sequence: group division, discussion of the material, presentation of results, and final correction. These findings are in line with Loewen and Sato (2018), who affirm that interaction, negotiation of meaning, and

language production are important elements in the development of a second language. Yang and Brindley (2023) also show that teacher questions can be an effective bridge to more productive student speech. Firmanasari and Nurhayati (2026) support these findings with results from their study on muhadatsah, which is designed to be connected to daily activities, while Zubair et al. (2025) show that well-conducted discussions positively affect speaking ability.

In terms of possibility, contextual language learning at Darul Qiyam seems to work on a deeper level than just improving linguistic skills. Arabic is no longer an object of study far from students' lives, but rather a lived experience they share with teachers and peers. This change is important because confidence in speaking usually grows when language is no longer perceived as a burden but as a tool for real-life use. This finding is in line with Kumaravadivelu (2001, 2005), who understands possibility as a space for the formation of students' identity, self-awareness, and social position through language. Wahdah et al. (2024) also show that students perceive the application of contextual learning in Arabic-speaking skills positively because it brings the learning process closer to their experiences. Sanusi et al. (2024) added that interactive, collaborative, and communicative learning situations play a major role in building students' communicative competence, as noted in Yul et al.'s findings. (2023), which also supports the view that an immersive language environment strengthens speaking proficiency because students live within the language rather than just learning it from the outside.

At the micro-strategy level, this possibility is evident in the emergence of students' courage, language agency, and social participation. The direct method builds the belief that Arabic can be used as the only medium of communication in the classroom. Interactive Q&A accustomed students to responding in front of others, so they learn to perform and express themselves in Arabic. Conversation learning shifts students from passive recipients to active speakers who can explain the material to friends. Discussion expands that ability into the courage to argue, argue, and participate in broader conversations. These findings are consistent with Yang and Brindley (2023), who suggest that teachers' question patterns can encourage students' early dialogical contributions. Firmanasari and Nurhayati (2026) also show that muhadatsah helps students become more confident in daily activities. Zubair et al. (2025) argue that discussion not only improves Speaking skills, but also learning engagement. Another source of support comes from Anwar and Mauludiyah (2022), who show that informal methods can significantly improve students' Arabic Speaking skills.

Conclusion

This study confirms that Arabic-language instruction at Darul Qiyam Kerinci Islamic Modern Boarding School is better understood as a contextually constructed pedagogical ecology rather than as the implementation of a single method. Through the framework of postmethod pedagogy, the findings show that instructional strategies in this pesantren operate through the interrelationship of particularity, practicality, and possibility. The theoretical contribution of this study lies in affirming that postmethod pedagogy is not merely conceptual but is operationally manifested in pesantren-based Arabic education through the integration of an institutional vision, a residential language environment, and teachers' pedagogical reflection. The practical implication of this study is that *maharah kalam* instruction needs to be designed holistically by connecting language policy, authentic communicative practice, and the teacher's role as a reflective practitioner. However, this study is limited to a single case and is more heavily centered on teachers' perspectives. Therefore, future research needs to involve a wider range of pesantren contexts, incorporate students' perspectives more systematically, and examine the long-term effects of postmethod-based strategies. Thus, the future of *maharah kalam* pedagogy in pesantren lies in approaches that are contextual, reflective, and transformative.

References

- Abbas, R., Vaknin-Nusbaum, V., Neuman, A., Mongillo, G., Feola, D., & Kaplan, R. G. (2018). The use of modern standard and spoken Arabic in mathematics lessons: The case of a diglossic language. *Cultura y Educacion*, 30(4), 730–765. Scopus. <https://doi.org/10.1080/11356405.2018.1519920>
- Abidah, Z., & Chebaiki, H. (2024). The Application of the Arabic-Language Environment (Bi'ah Arabiyah) to the Development of Arabic Communication Skills at OCEAN Kediri. *Journal of Islamic Education and Learning*, 4(2), 58–71. <https://doi.org/10.63761/jjel.v4i2.128>
- Abourehab, Y., & Azaz, M. (2020). Pedagogical translanguaging in community/heritage Arabic language learning. *Journal of Multilingual and Multicultural Development*. <https://doi.org/10.1080/01434632.2020.1826496>
- Alsaraireh, M. Y. (2022). Strategies in Enhancing Speaking skills of EFL Students. *World Journal of English Language*, 12(2), 371–381. Scopus. <https://doi.org/10.5430/wjel.v12n2p371>
- Alshammari, A., Shaalan, D., & Al-onazi, B. B. (2024). Instruments measuring motivation to learn Arabic as a second language: Evidence of validity and reliability. *Humanities & Social Sciences Communications*. <https://doi.org/10.1057/s41599-024-03381-y>
- Amrullah, M. K., Riwan, A., Marsiah, M., & Wilailak, W. (2024). Elevating Arabic Speaking skills: Plotagon and Digital Comics as Catalysts for Enhanced Learning Engagement and Proficiency. *Al-Ta Rib Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab Iain Palangka Raya*, 12(1), 17–32. <https://doi.org/10.23971/altarib.v12i1.7564>

- Anwar, Z., & Mauludiyah, L. (2022). Informal Methods for Improving Students' Senior High School Arabic Language Skills. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 9(2), 205–216. <https://doi.org/10.15408/a.v9i2.25661>
- Brown, D. (2006). *Principles of Language Learning and Teaching* (Fifth Edition). Library of Congress Cataloging-in Publication Data.
- Creswell, J. W. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edition). Sage Publication.
- Dosmanova, G., Supataeva, E., Ibragimov, R., Ilyas, A., & Pazilova, A. (2025). The Role of Language in Shaping Communication Culture among Students: A Comparative Study of Kazakh and Kyrgyz University Students. *Open Education Studies*, 7(1), 20250081.
- Fadhlan, M., Imam Asrori, Sutaman, & Setiyadi, A. C. (2024). The Improvement of Students' Arabic Speaking skills: The Role of Interactive Strategies and the Establishment of a Language Environment. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 7(2). <https://doi.org/10.22219/jiz.v7i2.30137>
- Firmanasari, F. Y., & Nurhayati, A. (2026). Implementation Of Muhadatsah Learning To Improving Arabic Speaking skills/ تطبيق تعليم المحادثة في تحسين مهارة الكلام. *Ijaz Arabi Journal of Arabic Learning*, 9(1). <https://doi.org/10.18860/ijazarabi.v9i1.35298>
- Hotimah, H. (2020). English Speaking skills and Language Component Practice: English-hilfen.de in Assistance. *Journal of Language Intelligence and Culture*, 1(02), 210–223. <https://doi.org/10.35719/jlic.v1i02.19>
- Kumaravadivelu, B. (2001). Toward a Postmethod Pedagogy. *Tesol Quarterly*, 35(4), 537. <https://doi.org/10.2307/3588427>
- Kumaravadivelu, B. (2005). *Understanding language teaching: From method to postmethod* (p. 258). Lawrence Erlbaum Associates, Inc. Scopus. <https://doi.org/10.4324/9781410615725>
- Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40(1), 59–81. Scopus. <https://doi.org/10.2307/40264511>
- Kumaravadivelu, B. (2008). *Beyond Methods: Macrostrategies for Language Teaching*. Yale University Press. <https://doi.org/10.12987/9780300128796>
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking skills. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Liu, Y., Mohamad Nasri, N., & Norman, H. (2025). Enhancing Self-Directed Learning Skills in English as a Foreign Language Learners Through a Blended Production-Oriented Approach. *SAGE Open*, 15(3), 21582440251361558. <https://doi.org/10.1177/21582440251361558>
- Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching*, 51(3), 285–329. <https://doi.org/10.1017/S0261444818000125>
- Miles, B. M., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (III). Sage Publication.
- Muid, A., Fadhlan, M., Rasidin, R., & Jabir, M. D. (2022). Project-Based Learning Models Approach In Improving Arabic Speaking Ability. *An Nabighoh*, 24(1), 17–17. <https://doi.org/10.32332/an-nabighoh.v24i1.4559>
- Muid, A., Sanusi, A., Daud, S. M., Kadir, A., & Jambi, U. (2024). Arabic Speech Act: Investigating Students' Pragmalinguistic Competence in Requesting and Apologizing

- Expressions. *An Nabighoh*, 26(2), 315–336. <https://doi.org/10.32332/AN-NABIGHOH.V26I2.315-336>
- Richard, J. C., & Rodgers, T. S. (2001). *Approaches and Method in Language Teaching* (Second Edition). Cambridge University Press.
- Roziqi, M. A., Murdiono, M., Rahman, N. F., & Arif, M. (2025). Mapping Of Strategies And Methods For Learning Arabic Speaking skills. *Ijaz Arabi Journal of Arabic Learning*, 8(1). <https://doi.org/10.18860/ijazarabi.v8i1.26939>
- Santhanasamy, C., & Yunus, M. M. (2022). A systematic review of flipped learning approach in improving Speaking skills. *European Journal of Educational Research*, 11(1), 127–139. Scopus. <https://doi.org/10.12973/eu-jer.11.1.127>
- Sanusi, A., Hamid, M. A., Nurbayan, Y., bin Ismail, Z., & Maulia, L. N. (2024). Arabic Teachers Pedagogical Competence: Cultural Approach in Enhancing the Students' Communicative Skills. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 11.
- Silviyanti, T. M., Yusuf, Y. Q., Samad, I. A., & Mukminin, A. (2024). The implementation of English and Arabic practices at an Islamic bilingual boarding school. *Jurnal Cakrawala Pendidikan*, 43(3), 630–644. <https://doi.org/10.21831/cp.v43i3.72204>
- Sutaman, S., & Febriani, S. R. (2021). Optimizing Arabic Speaking Skills Based On Integration Of Learning Theory Framework In Higher Education. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 8(1), 75–89. <https://doi.org/10.15408/a.v8i1.20423>
- Wahab, M. A. (2015). Pembelajaran Bahasa Arab Di Era Posmetode. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 2(1), 59–74. <https://doi.org/10.15408/a.v2i1.1519>
- Wahdah, N., Mubarak, M. R., Ilmiani, A. M., & Almuddin, A. (2024). Investigation on the Students' Perceptions of the Arabic Speaking skills toward the Contextual Teaching Learning Implementation. *Arabiyat: Journal of Arabic Education & Arabic Studies/Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 11(1).
- Wahida, B., Sabaruddin Garancang, Amrah Kasim, & Hania. (2025). Arabic Teaching at Islamic Boarding School from The Perspective of Post-Method Era Parameters/Ta'lim al-Lughoh al-'Arabiyah fi al-Ma'ahid Min Mandzur Ma'ayir Ashr Ma Ba'da al-Thariqah. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 17(1), 213–237. <https://doi.org/10.24042/jjy7ky06>
- Yang, Z., & Brindley, S. (2023). Engaging students in dialogic interactions through questioning. *ELT Journal*, 77(2), 217–226. <https://doi.org/10.1093/elt/ccac021>
- Yul, W., Rofingah, U., Andrian, R., Muhlasin, M., & Rozanie, J. F. (2023). Unlocking The Secret to Arabic Fluency: Exploring The Critical Role of Language Environment in Maximizing Arabic-Speaking Outcomes. *Arabi: Journal of Arabic Studies*, 8(1), 1–10. <https://doi.org/10.24865/ajas.v8i1.584>
- Zubair K M A, A., Ali, M. Y. A., Lebbai, N. M., Basith, M. A., & Yousuf, R. Md. (2025). The Role Of Discussion Method In Enhancing Speaking skills Among Undergraduate Arabic Students At The New College Chennai. *Ijaz Arabi Journal of Arabic Learning*, 8(1). <https://doi.org/10.18860/ijazarabi.v8i1.30424>
- Zulfatussoraya, E. P., Hijriyah, U., Koderi, K., Sufian, M., & Erlina, E. (2023). Influence of Discipline and Pedagogical Competence on the Performance of Arabic Language Teachers / Pengaruh Disiplin Dan Kompetensi Pedagogis Terhadap Kinerja Guru

Bahasa Arab. *Loghat Arabi Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 4(2), 217. <https://doi.org/10.36915/la.v4i2.130>