Usage of Communicative Methods in Maharah Kalam Learning in SMP Muhammadiyah 8 Tanggulangin Sidoarjo

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Abstract

This research aims to determine the application of communicative methods in teaching students' maharah kalam (speaking ability) and the supporting and inhibiting factors in its application at SMP Muhammadiyah 8 Tanggulangin Sidoarjo. This research uses qualitative methods to understand this phenomenon in depth from the perspective of students, teachers and other related parties. Data collection was carried out through observation, in-depth interviews and documentation. Meanwhile, data analysis uses data reduction, data presentation and data verification. Results The research results show that the application of communicative methods in teaching maharah kalam can be done in this way role playing (role playing), group discussions, use of interactive media and integration of language skills. Meanwhile, the supporting factors are institutional support, teacher competence and creativity, and student motivation and active participation. The inhibiting factors are limited learning facilities, variations in language abilities among students, limited mastery of methods by teachers, and technological barriers.

Keywords: Communicative Methods, Maharah Kalam, Arabic, Muhammadiyah 8 Tanggulangin.

Abstract

Penelitian ini bertujuan untuk mengetahui penerapan metode komunikatif dalam pembelajaran maharah kalam (kemampuan berbicara) siswa dan faktor pendukung dan penghambat dalam penerapanya di SMP Muhammadiyah 8 Tanggulangin Sidoarjo. penelitian ini menggunakan metode kualitatif digunakan untuk memahami fenomena ini secara mendalam dari perspektif siswa, guru, dan pihak terkait lainnya. Pengumpulan data dilakukan melalui observasi, wawancara mendalam, dan dokumentasi. Sementara analisis data menggunakan reduksi data penyajian data dan verifikasi data. Hasil Hasil penelitian menunjukkan bahwa penerapan metode komunikatif dalam pembelajaran maharah kalam dapat dilakukan dengan cara *role* playing(bermain peran), diskusi kelompok, penggunaan media interaktif dan integrasi keterampilan bahasa. Sedangkan faktor pendukungnya yaitu dukungan institusi, kompetensi dan kreativitas guru, dan motivasi dan partisipasi aktif siswa. Adapun faktor penghambatnya keterbatasan fasilitas pembelajaran, variasi kemampuan bahasa di antara siswa, keterbatasan penguasaan metode oleh guru, dan hambatan teknologi

Kata Kunci: Metode Komunikatif, Maharah Kalam, Bahasa Arab, SMP Muhammadiyah 8 Tanggulangin.

INTRODUCTION

The development of education in Indonesia has become one of the main areas of society, especially teachers who are the pillar in developing education. There are many branches of education that a teacher needs to pay attention to, one of them is Arabic [1]. Arabic is one of the languages that has strategic value in a global context, especially as a language of religion, literature, and science. Speaking skills are important aspects of mastery of the Arabic language, enabling individuals to communicate effectively, understand the context of language usage, and participate actively in everyday life [2].

The learning process of the Arabic language has four basic skills that students must master as a primary foundation, namely listening skills (maharah al-istima'), speaking or speaking skills (Maharah Al-kalam), reading skills (maharah al-qira'ah), and writing skills (maharah Al-kitabah) [3]. According to Rusdy Ahmad Thu'aimah, maharaj kalām, or ability to speak, is considered to be a basic skill that students should master and be the ultimate goal in foreign language learning. This ability to speak is essential because it includes the ability to communicate with others. Thus, success in learning Arabic is measured by indicators of speaking ability or kalām, which is a basic skill in the language learning process [4].

Speaking skills, or Maharah Kalam in the context of Arabic, are equivalent to speaking skills in English. Speaking involves the ability to express voices or words articulatively to express thoughts, ideas, and feelings. Besides, speaking is also a human act involving physical, psychological, neurological, semantic, and linguistic factors broadly. Thus, language skills, or Maharah Kalam, refers to a person's ability to use certain rules of language in pronouncing Arabic words or sounds to convey ideas and feelings.[5]. Maharaja Kalam is considered to be a very fundamental and crucial aspect in learning Arabic. Speaking is not only part of the skills taught by teachers, but is also considered as a very basic element in learning foreign languages, especially Arabic [6]. Speaking skills (maharah kalam) is one of the kinds of language skills that require constant habit and practice. It is not sufficient to have knowledge of the Qur'an, but it is necessary to have the knowledge of Quran, Quran, Scripture, and Quran.

In addition to that one is said to be skilled in majesty has characteristics or indicators, among them are: smoothness in speech, mastery in broad and accurate Arabic vocabulary, has the ability to formulate correct sentences, intonation and pronunciation clear and has a woman in conveying ideas and clear information. [8] Maharah al-kalam has several models among which are question-and-answer, dialogues, led conversations, and free conversations [9]. As for the purpose of the learning of the Maharaja al-Kalam is to be easy in communicating, clarity of communication, training responsible, forming critical hearing, and forming habits [10].

Learning Arabic currently faces some challenges One of the main problems is the lack of development of student speaking skills in Arabic. A more focused learning focus on a particular aspect of grammar or vocabulary tends to ignore the student's Maharatul or communicative skills. In addition, students may experience a lack of confidence when using Arabic in everyday communicative situations. Learning restricted to the classroom environment without providing practical experience in the use of Arabic in an authentic context is also a challenge, making students less trained in applying their language knowledge in real life. The use of conventional teaching methods and the lack of use of interactive learning media can also be a constraining factor in the development of student talent [11]. The communicative method called At-thariqah Al-ittishaliyah in Arabic is a language learning method that emphasizes the ability of the student to communicate effectively in the Arabic language. The meaning of this approach is to prioritize the student's ability to interact and communicate in real situations,

both in social and functional contexts, rather than just focusing on theoretical grammatical mastery.[12]. Communicative methods focus on actual communicative situations in which students can use Arabic practically to understand and convey meaning in various contexts of everyday life. This means that students are invited to engage in communicative activities involving listening, speaking, reading, and writing in Arabic. [13]

By using communicative methods, students not only learn grammatical and vocabulary structures in isolation, but they also learn how to apply their language knowledge in real communicative situations. The primary objective of this approach is for students to develop their confidence and communication skills in Arabic so that they can interact with Arabs and understand the cultural context around them. Thus, the communicative method of At-thariqah Al-ittishaliyah transforms the focus of learning Arabic from theoretical grammatical mastery into the ability of students to use Arabic effectively in diverse communicative situations that are relevant to everyday life. According to language observers, this approach has made a new strategic breakthrough in second language teaching, and is seen as an integral and definite approach. [14]. According to Zulhanania, the method of communicative learning is an approach that focuses on practical learning and orientation on communication skills. Linguists also argue that innovation has taken place in communicative methods for language learning, considered as a method that has definite characteristics and has reached a level of perfection. One method that emphasizes the implementation of learning that is more focused on student creativity is through emphasis on their abilities throughout the learning process. Learning processes involving interaction and active communication are an integral part of language learning. Essentially, communicative methods focus on the primary objective, namely the development of good and correct speaking skills, in learning Arabic.

The aim of this approach is to give students the opportunity to use Arabic naturally with spontaneous creativity, rather than understanding grammar rules. The focus is to convey an accurate meaning or purpose, in accordance with the needs and functions of communication at the time. Linguistics in the perspective of this approach is considered only as knowledge of the meaning of a sentence and the placement of its words, so it is expected that students can express thoughts, feelings, desires, and beliefs by adhering to the appropriate grammar. The purpose of the communicative-based learning method is more focused on the ability to speak and speak. The aim of learning is to enable students to communicate with the target language they are learning at any time and anywhere in accordance with the truth of language learning. [15]. While Nazilatil magfiroh stated that the primary goal in a communicative approach is that the student's ability to communicate or interact with the Arabic language becomes a primary priority over its mastery. [16]

There are some previous studies that have been referenced in this study. The study was conducted by Fatmawaty and Siti Rajiah Rusdi, on the application of communicative methods in improving the Arabic language skills of Aisyiyah Gowa high school students. The aim of the study was to test the use of communication methods to enhance the magra kalam among Aisyiah Gowa High school students and also to find solutions to the obstacles encountered in applying the communication method. The results of this study showed that there was no improvement of the Maharaja al-kalam students through communication method, in one of the impediments of the non-increase of the maharaja kalam is the slow development of students in the mastery of reading and comprehension of iqra and the limited hours of Arabic lessons.[17]. Studies conducted by Siti Maisaroh on the use of hiwar methods in improving the Arabic language skills of students in Muhammadiyah High School 18. The results of the study show that the application of hywar method in the learning of Arabic in Muhammadiah High School 18 Sunggal did not improve the student's

conversational skills. Students are inconsistent in practicing hijacking in everyday life and have difficulty in using the required vocabulary. Although there are supportive factors such as student interest and teacher understanding, barriers such as lack of vocabulary, low self-confidence, and lack of school environmental support hinder the success of hiwar methods in improving student conversational skills. [18]. Research conducted by Hasnah Dkk, on the application of learning methods to improve the learning outcomes of speaking skills of students in class, IV UPT SD State 12 Tanrutedong Sidrap District. This research aims to understand the improvement of the speaking ability of pupils in class IV Upt SD State 12. Based on data collected during cycle I performance, teacher and student activity was rated as sufficient (C), while speech skills results were in sufficient category (C). In cycle II, the activity of teachers and students increased to both categories (B), and speech skill results also increased in good categories. (B). The conclusion of this study is that the process and speaking ability of students in Indonesian language lessons in grade IV of UPT SD State 12 Tanrutedong district of Sidrap has improved by applying role playing learning methods. [19]

The difference with the above research is that it can be seen from the methods and approaches used, the subject of the research and the purpose of its research. While the novelty in this study is the emphasis on the Communicative Aspects: This study highlights the importance of developing speech skills (maharah kalam) in learning Arabic in school environments. It gives a strong emphasis to the communicative aspects of students, which are often overlooked in learning Arabic that is too focused on grammar or vocabulary and the application of communicative methods with new methods and approaches. From the background above, then the formula of the problem in this study is how the application of communicative methods in the learning of Maharah kalam Arabic students in SM Muhammadiyah 8 Tanggulangin Sidoarjo? And the supportive and inhibitor factors of the application of communicative methods in the learning of Maharatul

Kalam in Muhammadiyah 8 Tanggulangin Sidoarjo. Based on the formula of the problems that have been mentioned, then the purpose of this research is as follows: To understand the application of communicative methods in learning maharaja kalam (speaking skills) Arabic language students in SM Muhammadiyah 8 Tanggulangin Sidoarjo, and To identify the factors that support the use of communication method in learning Maharaja Kalam in SM Mohammadiyah 8. Thus, the aim of this research is to provide a better understanding of the practice of learning Arabic in Muhammadiyah 8 Tanggulangin Sidoarjo as well as to provide insight into the factors that affect the effectiveness of the application of communicative methods in this context.

RESEARCH METHODS

This type of research uses descriptive methods with a qualitative approach. This method is used to understand phenomena in depth from the perspective of the subject involved. In this context, the research will explore the use of community-based methods in learning the majesty of pen from the point of view of students, teachers, and other stakeholders. As for the location of his researchers at the Muhammadiyah 8 Tanggulangin Sidoarjo High School, Maharashtra learning using communicative methods is directly oriented between teachers and students and emphasizes on active communication such as role games, group discussions. Data collection techniques are observations, interviews and documentation. This observation involves observing the interaction of students with teachers, the way teachers facilitate learning, and the level of student participation in speaking activities. The observation records will cover aspects such as facial expressions, levels of involvement, and responses to communicative methods.

In-depth interviews were conducted with research subjects, namely students and teachers of Arabic language, head of school, and deputy head of curriculum, at SM Muhammadiyah 8 Tanggulangin Sidoarjo. The interview questions focused on their

experience in learning Maharatul Kalam using communicative methods. While documentation involves the search and analysis of documents relevant to Maharatul Kalam's learning in Muhammadiyah 8 Tanggulangin Sidoarjo. Such documents may include textbooks, learning plans, exam results, or other important records that can provide additional insights related to communicative methods. [20]. During the data verification phase, conformity, validity and triangulation checks are carried out to ensure the integrity and validity of the findings. The data analysis in this study uses Miles and Huberman's theory that starts with a stage. (1). Data Reduction: In this phase, researchers will identify data that has been collected from various sources, including learning observations, interviews with teachers and students, as well as the analysis of learning material, Sorting data according to relevance with the research problem formula, i.e. the application of communicative methods in the learning of the Arabic language in Muhammadiyah High School 8 Tanggulangin Sidoarjo, Filtering and removing data that are irrelevant, duplicate, or less significant, such as student presence records or learning materials that are not related to speech skills. (2). Data presentation: At this stage, the researchers will compile the data that has been reduced in a clear and informative form, both visually and narratively, presenting findings relevant to the application of communicative methods in the learning of majarah kalam, so that they can show the contribution of such methods to learning Arabic language in SM Muhammadiyah 8 Tanggulangin Sidoarjo. (3). Data Verification: In this phase, researchers will re-examine data sources, including interview transcripts, observation records, and learning documents, to ensure the accuracy and reliability of data, perform re-analysis of data that has been reduced and presented to ensure consistency with research findings and conclusions. [21]

RESULTS AND DISCUSSION

Based on the results of observations and interviews of the author during the conduct of research related to the use of communication methods in improving the talent of students and the supportive and inhibitory factors in using such methods at Muhammadiyah 8 Tanggulangin Sidoarjo. It is described as follows:

A. The use of Communicative Methods in Maharah Kalam's teaching in Sidoarjo

1. Role Playing Activities (Role Play)

Muhammadiyah School 8 Tanggulangin uses role-playing activities as one of the main strategies in learning the Maharaja Kalam or student speaking ability in Arabic. Role playing, or role games, is a learning method in which the student plays as a particular character in a simulated situation to develop communication skills and understanding of certain concepts [22]. In the context of education, especially for the development of language skills, role playing allows students to practice speaking in situations that resemble real life, such as shopping in markets, asking for guidance, or discussing with friends. This method not only improves language skills but also builds student confidence in using target language spontaneously and effectively [23].

As Hifni Sholihi (Arabic teacher) said: *One of the ways that we do in the application of communicative methods is by creating scenarios that relate to real life. For example, when we did a simulation of shopping in the market, students actually interacted as if they were on the market. It helps them understand how to use Arabic in real situations and we see students very enthusiastic because they feel like they're playing while learning.*

Further as Muhammad Hakiki said that:

I often give scenarios that are close to their daily lives. In this way, students can easily associate lessons with their own experience. Besides, feedback

from classmates is also very helpful in improving their speaking skills.

From the above explanation it can be understood that the Method is designed to give practical experience to students in using Arabic through simulation of real-life situations, which makes learning more interesting and relevant. In this case the teacher distributes roles to each student in a given scenario. For example, in a market shopping scenario, one student will act as a seller and the other student as a buyer. The purpose of this role-sharing is to ensure that each student has an opportunity to participate actively in the activities. Teachers also set up dialogue to suit their roles to help students start the conversation.

These dialogues are designed to cover vocabulary and the structure of sentences previously studied, so that students can apply their knowledge in practice. Students then prepare their dialogues based on the roles that have been assigned. They are encouraged to discuss with classmates or ask for help from teachers if they have difficulty in organizing dialogues. This preparation process gives students the opportunity to think critically and creatively in using Arabic. After the preparation is completed, students perform role-playing in front of the classroom or in small groups. This implementation allows students to practice dialogue in a direct and natural way, in accordance with the role played.

During the implementation, teachers and other classmates provide input and feedback to help students improve their language usage. This feedback is very important for student development, as it gives insight into the mistakes that need to be corrected and the good aspects. This role-playing activity not only improves students' speaking skills, but also increases their confidence in using Arabic spontaneously and effectively. Through this method, students learn not only language theory, but also how to apply it in real situations. It increases their participation in class, motivates them to communicate, and develops their ability to think critically as well as creatively. Thus, role-playing can be considered as one of the most effective and comprehensive approaches in language teaching, as it focuses not only on linguistic aspects, but also on the development of social and cognitive skills of students [24].

Thus, the use of communicative methods such as role-playing in the Muhammadiyah School 8 Tanggulangin is excellent in the learning of students, making language learning more lively and meaningful.

2. Group discussion

Group discussion is a learning method in which a group of students, usually in small numbers, gather to discuss a particular topic with the aim of sharing their ideas, experiences, and opinions interactively. In the educational context, group discussions enable students to learn from each other through dialogue, reflection, and collaboration, while developing critical, analytical, and social thinking skills. This approach creates a dynamic and responsive learning environment, where students can apply their knowledge in real-world situations and strengthen their understanding through joint discussion and reflection [25].

At the SMP 8th Muhammadiyah Tanggulangin School, teachers applied group discussion methods as one way in the learning of the Maharaja pen or student's ability to speak Arabic through several structured and systematic stages.

As said by Hifni Sholihi that group *discussion is a common way to do in schools including our schools, we implement this group discussion because we insist that this approach is very effective in learning the mastery of pencil. With group discussions,*

students not only speak but also learn to listen and appreciate the opinions of others. The topics that we chose are usually interesting to them, such as vacation experiences or hobbies, so they're more eager to participate and after that we divide a small group of 3-5 people into one group and list them.

The explanation above is understandable that teachers choose topics that are relevant and interesting to students, such as hobbies, holiday experiences, or social issues that are warm, to ensure student engagement and enthusiasm in the discussion. After that, the students were divided into small groups of 3-5 people, taking into account the diversity of backgrounds and the ability to make the discussion more dynamic. In these groups, students are guided to discuss a given topic, share their experiences, ideas, and opinions spontaneously and interactively, and are encouraged to support arguments with personal evidence or experience. Group discussions play a major role in learning as they enable students to share ideas, develop communication skills, increase motivation, and encourage collaborative learning. [26].

Further also said by Muhammad Hakiki that:

The method of group discussion makes students more open and courageous to speak in Arabic. During the discussion, I often went around and gave guidance to make sure every student participated. After the discussion, the group presentation in front of the class also trains them to speak in public, which is very important for their confidence.

Teachers oversee and provide guidance during the discussion to ensure that each student participates actively and speaks in Arabic. After the group discussion is completed, each group is asked to present the results of its discussion in the classroom, which not only trains the skills of speaking in public but also allows students to learn from other group presentations. Teachers and classmates then provide constructive feedback, helping students improve and improve their speaking skills. With this approach, teachers succeeded in creating an interactive and collaborative learning environment, which effectively enhanced students' ability to speak Arabic.

With this group discussion method, teachers at Muhammadiyah School 8 Tanggulangin also played an important role in facilitating and motivating students. During the discussion, the teacher ensures that each student has an opportunity to speak and express his or her opinion. Teachers travel between groups, give encouragement and help if needed, and ask questions that stimulate critical thinking of students. It helps students to deepen the topics discussed and develop stronger arguments. Besides, the teacher also stressed the importance of listening well and responding to classmates' opinions politely and constructively. In this way, students learn to appreciate diversity of opinion and develop important interpersonal communication skills. Teachers also use various techniques to keep the discussion focused and productive, such as giving time limits for each part of the discussion and directing students back to the topic if the discussion begins to deviate.

After the group presentation, the teacher gives specific and constructive feedback to each group and individual. This feedback covers aspects such as the clarity and accuracy of the language used, the ability to support arguments with evidence, and the overall presentation skills. Teachers also invite students to give feedback to their friends, which helps build a sense of mutual respect and support in the learning process [27].

3. Use of Interactive Learning Media

Interactive learning media is a tool or technology used in the learning process to facilitate active interaction between students with learning materials, teachers, and fellow students. These media include various types, such as video learning, learning applications, educational games, and interactive simulations. The uniqueness of interactive learning media lies in its ability to enhance student involvement in learning, facilitate in-depth understanding of concepts through hands-on experience, and enable students to learn independently or collaboratively. By using interactive learning media, teachers can create interesting, dynamic, and tailored learning experiences to students' needs and interests, thus enriching the learning process and improving overall learning effectiveness.

Hifni Sholihin, an Arabic language teacher, explains that the use of interactive learning media such as video learning and Arabic learning apps is very helpful in improving student learning. He mentioned that through video learning, students can learn from real-life situations and deepen their understanding of Arabic. In addition, the Arabic learning app gives students the opportunity to practice independently or in groups with interactive features. According to him, the use of these media creates an interesting and beneficial learning experience for students.

Through video learning, students can not only observe and hear the use of Arabic in real-life situations, but also experience a communicative atmosphere that enriches their understanding of the correct vocabulary, expressions, and intonation of speech. Arabic learning apps provide students with an opportunity to practice interactively, both independently and in groups, with features such as speech exercises, voice recordings, and live feedback. This allows students to be actively involved in the learning process and improve their fluency and accuracy of speaking gradually. In addition, authentic reading materials such as articles, short stories, or dialogues, are used to develop student speaking skills through reading and discussing the texts.

As Hifni Sholihin said,
Interactive learning media like videos and apps are very helpful in teaching Arabic. Videos provide students with real examples of how Arabic is used in everyday situations. The interactive application allows students to practice independently and get direct feedback, which greatly improves their skills.
Further said by Muhammad Hakiki:
That the use of interactive media makes learning more interesting and effective. Students are more interested in learning through applications that provide speech practice and voice recording. Besides, the authentic reading material we discussed helped them enrich vocabulary and understand grammar better.

The above explanation shows that the use of learning media in lead learning contributes significantly to improving student learning motivation, developing critical and analytical skills, enriching learning experiences through diverse multimedia content, providing effective feedback through interactive features, and enhancing student technology skills. It has proven effective in improving students' speaking skills in Arabic and preparing them to face the challenges of today's digital age [28].

4. Integration of Language Skills

Integrating language skills is an approach in language teaching that integrates all aspects of language skills, such as listening, reading, writing, and speaking, in one comprehensive framework. This

approach contradicts an approach that teaches language skills separately, which makes a distinction between the use of language in classroom and in real life. In integrating language skills, students are invited to see the relationship between different language skills and are given the opportunity to train them simultaneously, such as reading text then speaking or writing about it. The aim is to provide a more meaningful and purposeful learning environment, as well as to prepare students to use language in the context of everyday life. This approach is considered more effective in promoting holistic language learning and influencing knowledge positively [29]

In this case, hifni sholihin says that:

teachers in schools consistently design learning activities that involve all aspects of language skills, such as listening, reading, writing, and speaking. They ensure that each activity is designed to allow students to develop their language skills thoroughly besides that teachers not only focus on one aspect of language skills, but also pay attention to the relationship between the various aspects. When students engage in listening sessions, for example, teachers not only emphasize audio understanding but also ask students to record new vocabulary and sentence structure for use in speech and writing activities.

Further, Muhammad Hakiki also said that

the use of relevant and interesting content in learning. Teachers choose topics that match students' interests and needs, so students are more motivated to participate in discussions and presentations. By providing

varied reading texts, they help students expand vocabulary and internalize diverse sentence structures.

Therefore, the teacher at this school consistently designs learning activities that involve all aspects of language skills, including listening, reading, writing, and speaking, in meaningful and relevant contexts. For example, they organize listening sessions where students listen to stories or Arabic dialogues, which are then followed by discussions to deepen their understanding of the content and use of the language. Writing activities are also an important part of this strategy, where students are asked to compile a paper or report based on a relevant topic, which is then presented orally in front of the classroom.

Besides from Hifni Sholihin said that

we invite students to read a particular text and then discuss it, combining reading skills with speech skills. And we also use video learning to train listening and writing skills, as well as asking students to prepare ads or dialogues based on the information they get from text or video, thus integrating read skills with writing and speaking.

The explanation above can be understood that in language learning, teachers actively use various strategies to integrate language skills, such as reading, listening, writing, and speaking, into one learning activity. Teachers consciously design holistic learning activities, using text and video as material sources, enabling students to develop their language skills in an integrated manner. This approach describes a strong understanding of the importance of connecting different aspects of language skills in learning, similar to situations in real life

where language skills are often used together in everyday communication situations.

Through this approach, students not only sharpen their speaking skills, but also deepen their understanding of the Arabic language in depth. They learn to use language in contexts that are meaningful and relevant to everyday life, which helps them better internalize language knowledge. The integration of these language skills also provides an opportunity for students to see the relationship between various aspects of language skills, strengthen their understanding of language structure, vocabulary, and expression, as well as improve their overall communication skills. Thus, the SMP Muhammadiyah 8 Tanggulangin demonstrates a strong commitment to organizing holistic and contextual Arabic language learning, aimed at helping students develop effective and authentic Arabic speaking skills.

B. Supportive Factors and Inhibitors of the Use of Communicative Methods in the Learning of Maharah Kalam Siswa SMP Muhammadiyah 8 Tanggulangin Sidoarjo

1. Supporting Factors
   a. Institutional support

   Strong support from the school is the main foundation in the successful implementation of communicative methods.

   From an interview with Hifni Shilihin said that:

   The support from the school was very helpful to us. The school provides a budget for training and interactive learning media, so that we can keep updating the teaching methods, our institution is very supportive of providing adequate facilities, such as multimedia rooms, textbooks

and modules, security tools, and learning software. This facilitates us in applying communicative methods more effectively.

As for the forms of support provided by schools such as budget allocations, purchases of learning media and so on. Regarding the support from the institution, Fullan said that the support provided by the school in the form of budget allocations, facilities, and training was a crucial factor in improving the quality of teaching and learning processes. The presence of adequate resources in schools enables teachers to be more innovative and effective in delivering learning materials[30]. Darling Hammond and Richardson also affirmed that institutional support, which includes strong leadership and a clear vision, has a major influence on the success of implementing innovative teaching methods [31].

b. Teacher competence and creativity

The teacher's competence and creativity is the ability and expertise that teachers possess in designing, implementing, and evaluating learning. Teacher competence includes an in-depth understanding of the subject matter, an understanding of effective teaching methods, as well as the ability to understand the needs and characteristics of students [32]

In this case, Muhammad Hakiki says that:

We as teachers, always strive to be creative in presenting material. Our competence in

using communicative methods helps students become more active in learning. Our creativity in teaching is very important. We use various methods such as role-playing and group and other discussion to keep students interested and motivated. Besides, the teaching style that we do is not one-way but two-way so that students not only listen but also speak.

The teachers involved in this study show good ability in designing and implementing learning activities that are interesting and relevant to students. They understand the principles of communicative methods and are able to integrate them into their curriculum in an innovative and interactive way. The teacher's creativity in presenting the learning material makes the students interested and motivated to convey their ideas and ideas. They use a wide range of learning methods and media, such as role-playing games, group discussions, conversation simulations, and interactive learning media, to create interesting and diverse learning experiences for students.

c. Student motivation and participation

Participation and motivation of students is an active involvement and incentive that influences the student's learning spirit. Student participation includes activities such as asking, discussing, and collaborating on tasks, which demonstrate their involvment in the learning process [33]. While Student motivation is an internal or external incitement that makes them enthusiastic for learning and achieving educational goals [34] Based on the results of interviews conducted with students of the ninth grade as follows:

Siskan Aulia says I enjoy the interactive way the teacher teaches Arabic. Activities like group discussions and role-playing are very helpful. The support of the teacher made me more confident and motivated.

Also said by Muhammad Hanif Teacher teaching methods are very interesting with effective conversation simulation. I saw an improvement in my abilities and felt more confident with the teacher's support.
And also said by Muhammad Hamdani that the style of teaching teachers is very helpful. Communicative activity makes learning fun. The support and encouragement of the teacher made me motivated and comfortable practicing speaking Arabic

Based on the explanation above that students give a positive response to the approach used by the teacher, which includes a variety of interactive and inclusive methods. They appreciate the use of activities such as group discussions, role-playing games, and conversation simulations. These activities not only make learning more interesting, but also encourage the active involvement of students. Besides, the teacher's teaching style is recognized by students as supportive and motivating.

Teachers provide the necessary support to boost students' confidence, while giving incentives to continue learning and improve their speaking skills. With this collaborative, practical, and supportive approach, the teacher creates a learning environment that is conducive to the development of students' Arabic skills.

2. Restrictive Factors
a. Restrictions on learning facilities

Restriction on learning equipment such as learning media, and teaching materials. In SMP Muhammadiyah 8 Tanggulangin, despite efforts to support Arabic language learning, the available budget may not be sufficient to meet all the necessary needs in learning using communicative methods.

As Hifni Sholini said,

The most basic thing is the limitation of the facilities or learning media provided by schools. For example, the purchase of interactive software, additional books, and security tools often involves no small cost. Besides, facilities such as classrooms equipped with state-of-the-art technology may still be limited.

The explanation describes that despite the efforts of SMP Muhammadiyah 8 Tanggulangin to improve Arabic learning through communicative methods, the limitations of facilities are the main obstacle. Limited facilities, such as interactive learning media, extra books, and security tools, are difficult to obtain due to insufficient budget. This was acknowledged by Hifni Sholini, who highlighted that the

facility was costly. The lack of classrooms equipped with state-of-the-art technology also limits the school's ability to apply communicative methods effectively. As a result, learning Arabic is still not optimal because students do not get full access to facilities that support interactive and exciting learning.

b. Different student language skills

In the classroom, students' Arabic language skills can vary greatly. Some students already have a strong basis in Arabic, while others may be just beginning to learn it because they have a different school background. It's like what Muhammad Hakiki explained that:

Students have different Arabic skills - this is what we see from the beginning of the meeting at the time of his introduction so that we can know their mastery in using Arabic.

These differences pose a challenge for teachers in designing activities that can accommodate all levels of skill. Beginner students may find it difficult and less confident to participate in speaking activities, while more skilled students may feel bored and less challenged. Without an effective strategy to manage these differences, learning can become unequal and unoptimal.

c. Limits of Mastering Methods by Teachers

Although teachers have been trained, not everyone may feel fully confident in applying communicative methods. Mastering this method requires in-depth understanding and practical experience. Teachers unfamiliar with communicative approaches may have difficulty

managing classes, designing interesting activities, and giving constructive feedback. This limitation may be due to inadequate training or a lack of opportunity to practice this method in person. Without good mastery, the effectiveness of communicative methods can be reduced, and the learning objectives cannot be achieved.

Based on the results of interviews with Arabic language teachers that the limitation in the mastery of communicative methods became one of the inhibitory factors. This is because the teacher who teaches Arabic has a background that is not from the Arabic major so the mastery of the communicative methods is minimal.

d. Technology barriers

The use of technology in learning is an important element of communicative methods, but often faces technical constraints. In SMP Muhammadiyah 8 Tanggulangin, the internet connection is unstable. As said by hifni sholihi that:

> *Unstable internet connections often hamper online learning processes, especially when we try to use learning apps or watch interactive videos. In addition, hardware constraints, such as the number of computers available in the classroom, are also an obstacle in providing an interactive learning experience to students.*

Inadequate devices, or lack of technical skills from both teachers and students, can be an impediment. For example, when using interactive language or video learning applications, technical disruptions such as slow connections or non-functional devices can interfere with the learning process. In addition, the technical skills constraints of teachers and students can also hinder the optimal use of technology.

CONCLUSION

After the author carried out this research, it can be concluded that the use of communicative methods in the learning of Maharaja Kalam students in SMP Muhammadiyah 8 Tanggulangin Sidoarjo as a provision:

1. The application of the communication method in learning of maharaja kalam can be done by means of role-playing, group discussion, the usage of interactive learning media, and the integration of language skills provide relevant practical context, so that students can better understand and apply Arabic in real life.

2. The inhibitory and supportive factors in the application of communicative methods in the learning of the pen. The supporting factors are strong institutional support, teacher competence and creativity and student motivation and participation, while the inhibitory factors are limited learning facilities, variation in language skills among students, limited mastery of methods by teachers, and technological barriers.

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