

Communicative Approach to Shape an Arabic-Speaking Environment at az-Zahra al Gontory Modern Boarding School Purwokerto

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Abstrak: Studi ini bertujuan untuk mendeskripsikan implementasi pendekatan komunikatif dalam membentuk lingkungan berbahasa Arab. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, dan dianalisis menggunakan analisis deskriptif. Temuan menunjukkan bahwa pendekatan komunikatif diimplementasikan melalui penggunaan metode langsung, integrasi materi Islami dan linguistik dari sumber Arab, penekanan pada pengucapan dan ketepatan tata bahasa, dan penggunaan bahasa Arab secara konsisten sebagai media pengajaran. Selain itu, kegiatan linguistik di kelas dan ekstrakurikuler dioptimalkan untuk mendukung penggunaan bahasa Arab secara aktif oleh siswa, sementara guru memainkan peran penting dalam memotivasi siswa dan menumbuhkan kebiasaan berbahasa. Temuan ini menyiratkan bahwa pengembangan lingkungan berbahasa Arab membutuhkan strategi sistematis, paparan bahasa yang konsisten, dan partisipasi aktif dari semua elemen di lembaga tersebut. Secara praktis, studi ini memberikan model referensi untuk mengimplementasikan pendekatan komunikatif dalam pembelajaran bahasa Arab. Secara teoritis, studi ini berkontribusi pada pengembangan pengajaran bahasa komunikatif dalam pendidikan bahasa Arab, khususnya dalam mengintegrasikan pembelajaran formal dengan lingkungan bahasa yang imersif.

Kata Kunci: *Pendekatan Komunikatif, Lingkungan Berbahasa Arab.*

Abstract: This study aims to describe the implementation of a communicative approach in shaping an Arabic-speaking environment. This research employs a qualitative method with a case study design. Data were collected through observation, interviews, and documentation, and analyzed using descriptive analysis. The findings show that the communicative approach is implemented through the use of the direct method (Tariqah Mubasyiroh), the integration of Islamic and linguistic materials from Arabic sources, the emphasis on pronunciation and grammatical accuracy, and the consistent use of Arabic as the medium of instruction. In addition, classroom and extracurricular linguistic activities are optimized to support students' active use of Arabic, while teachers play a significant role in motivating students and fostering language habits. These findings imply that the development of an Arabic-speaking environment requires systematic strategies, consistent language exposure, and active participation of all elements in the institution. Practically, this study provides a reference model for implementing a communicative approach in Arabic language learning. Theoretically, it contributes to the development of

communicative language teaching in Arabic education, particularly in integrating formal learning with immersive language environments.

Keywords : *Communicative Approach, Arabic-Speaking Environment.*

INTRODUCTION

Learning a foreign language is not enough by only learning the theory. It is about using the language in practice, both in speaking and in writing. When language learners only focus on the theoretic aspect, they are not learning the language and in this case, there needs to be an approach. One of the approaches proposed by linguists is the communicative approach, which emphasizes more on learning language skills rather than learning language structure, both in terms of syntax and morphology.¹

It is common knowledge that the success of Arabic language learners in Indonesia is not as successful as learning other foreign languages. Among the indications are that many students spend years in boarding schools but upon graduation, they have not been able to actively communicate in Arabic.

However, currently, the Arabic language learning system in schools and the pesantren environment is increasingly dynamic and varied in line with the development of human knowledge. Despite this, there are several challenges in Arabic language education in these institutions, such as a lack of Arabic language practice opportunities. This problem causes the achievement of learning goals because to achieve this aspect, it requires application, habituation, and practice inside and outside the classroom. One of the strategies that can support the achievement of the objectives of learning Arabic is by forming a language environment since a language environment plays a crucial role in enhancing learners' speaking skills.²

The Arabic-speaking environment is beneficial to be applied in the boarding school environment, not only making Arabic the language to be learned, but also applying it widely in the pesantren environment. In Purwoketo, precisely in the mountain village of Tugel, there

¹ Jamaliah, Fauziah, and Farizawati, "The Implementation of Communicative Approach In," *Proceedings of the Fifth International Seminar on English Language and Teaching*, 2017, 217–28.

² Aulia Rahman, "Peran Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Izzur Risalah Panyabungan," *Prosiding Konferensi Nasional I Hasil Pengabdian Masyarakat* 1, no. 1 (2021): 83–92.

is a boarding school that teaches Arabic by applying the practice-oriented Arabic to its students. In this case, the institution uses a communicative approach in Arabic learning with the aim to be achieved from Arabic learning, namely so that learners can communicate with the target language learned anytime and anywhere. Also, if the language environment is optimally organized and programmed and in line with the teaching objectives, it will be able to help the success of students in achieving goals.³

Despite the significant importance of establishing an Arabic-speaking environment in educational institutions, field realities in many boarding schools reveal a noticeable gap between the grammatical knowledge taught in classrooms and students' actual ability to use the language in real communicative contexts. Many learners still face difficulties in applying what they have learned theoretically when engaging in everyday interactions. This indicates that the objectives of Arabic language learning, particularly in terms of communicative competence, have not been fully achieved.

Therefore, it is essential to conduct an in-depth field study at Az-Zahra Modern Islamic Boarding School, which serves as a representative institution implementing a communicative approach in Arabic language teaching. This study is expected to examine the effectiveness of such an approach in creating an authentic Arabic-speaking environment, as well as to identify and address practical challenges faced by students.

This is following several previous studies, the first is the Arabic language learning journal, written by Muhammad Husni Shidqi and Adam Mudinillah (2021). with the title "Learning Arabic by Utilizing the Language Environment for College Students". The main objective of this article is how to implement an Arabic language environment on campus whose students are not native Arabic speakers. To achieve a campus with a good language environment, this study touches on various aspects that exist in the campus or university environment by maximizing existing facilities and infrastructure and revitalizing the language environment, this shows that a strategy is needed. classroom and outside classroom environments, office environments, libraries, student canteens, mosques, auditoriums, and language development programs managed by universities. This study has similarities with the

³ Muhammad Yusuf, Sri Mulya Rahmawati, and Zulaeha Zulaeha, "The Language Environment in Supporting Arabic Language Learning in Pesantren South Sulawesi," *Bulletin of Science Education* 3, no. 2 (2023): 84, <https://doi.org/10.51278/bse.v3i2.561>.

author's study, namely both examining the language environment, but related to the Arabic language learning approach. The difference is, in this study, the researcher focuses on the communicative approach in its role in forming an Arabic language environment.⁴

Second, a journal written by M. Husni Arsyad (2019) entitled "Arabic language learning methods based on a communicative approach to improve language skills". The purpose of this article is to explain the application of a communicative approach through different learning methods when learning Arabic in order to improve language skills. This study uses a literature study method, with data collection from various relevant literature sources. The results of the study show that learning methods based on a communicative approach emphasize listening and speaking skills. From this article, similarities emerge with the researcher's research, namely the communicative approach in learning Arabic, but because this study is related to the formation of a language environment, it is expected to obtain information related to the communicative approach in learning Arabic to create a language environment.⁵

Third, a journal was written by Muhammad Dalle and Muhammad Jundi (2021) entitled "Arabic Language Environment at Batu Bilingual Senior High School". The results of the study show that the language environment at Batu City Bilingual Senior High School is realized through planned and structured strategies implemented by all elements in the school environment. Especially teachers who always foster the spirit of speaking Arabic in students and get used to using Arabic in their interactions with students. In the research that the author will conduct, it is equipped with an explanation of the formation of an Arabic language environment using a communicative approach.⁶

So this research aims to ensure that the primary goal of language learning is the ability to communicate effectively in various real-life situations can be successfully attained and also

⁴ Muhammad Husni Shidqi and Adam Mudinillah, "Pembelajaran Bahasa Arab Dengan Memanfaatkan Lingkungan Berbahasa Bagi Mahasiswa Di Perguruan Tinggi," *Education and Development* 9, no. 3 (2021): 32–33.

⁵ M. Husni Arsyad, "Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa," *Shaut Al Arabiyyah* 7, no. 1 (2019), <https://doi.org/10.24252/saa.v1i1.8269>.

⁶ Muhammad Dalle and Muhammad Jundi, "Lingkungan Berbahasa Arab Di Madrasah Aliyah Bilingual Batu," *Jurnal Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 3, no. 2 (2021), <https://doi.org/10.47435/naskhi.v3i2.662>.

to describe the implementation of a communicative approach to form an Arabic-speaking environment at Az-Zahra Al-Gontory Modern Boarding School Purwokerto.

Communicative Approach

The communicative approach is based on the idea that language is a tool for communication. Therefore, the main purpose of language teaching is not the language skills of learners, but to improve them, and language skills are taught to support the acquisition of language skills.⁷

This approach is based on a set of linguistic theories and learning psychology and aims to achieve fact-based communication. This means that students can use the target language or foreign language they are learning to communicate. In other words, this communicative approach aims to equip students with the ability to communicate in the target language in various social situations.⁸

Language Environment

A language environment is a practical, interactive, and communicative medium that is maintained naturally and it is also considered as learning media. This is also known as an all-language environment where learners hear and see about the new language they are learning.

⁹ The quality of the language environment is very crucial for the success of learners of new languages (foreign languages) that they learn. While they may gain some reading comprehension, their listening and speaking skills often remain inadequate when they confront the new language. Therefore, an effective linguistic environment is an environment that provides maximum opportunities to learn something related to the language you are learning.¹⁰

⁷ Ahmad Muradi, "PENDEKATAN KOMUNIKATIF DALAM PEMBELAJARAN BAHASA ARAB," *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 1, no. 1 (2014), <https://doi.org/10.15408/a.v1i1.1129>.

⁸ Noza Aflisia and Hazuar Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (2020): 111, <https://doi.org/10.29240/jba.v4i1.1380>.

⁹ A Hidayat, "Bi'ah Lughowiyah (Lingkungan Berbahasa) Dan Pemerolehan Bahasa," *Jurnal Pemikiran Islam* 37, no. 1 (2012): 35–44.

¹⁰ Junaidi and Fitriatun Hidayah, "Pengaruh Lingkungan Berbahasa Terhadap Keterampilan Berbicara Bahasa Arab Bagi Siswa Kelas X MA Pondok Pesantren Uswatun Hasanah Cempaka Putih Desa Aik Darek Kecamatan Batukliang," *El-Tsaqafah* XVIII, no. 2 (2018).

The Purpose of Establishing an Arabic-Language Environment

- a. To familiarize all students and educational staff in using Arabic effectively and actively in various forms of real activities. This includes discussions, seminars, daily conversations, and Arabic-language lectures, enabling them to master all Arabic language skills in a balanced and proficient manner.¹¹
- b. To bridge the gap between theoretical language acquisition concepts learned in the classroom and their real-world application, so that learning a language is not only understanding the theory, but also being able to practice it. Creating such situations and conditions like this is a reinforcement for students to internalize the use of Arabic in everyday life.¹²
- c. To encourage all students to be able to create and do activities in Arabic in a real and enjoyable atmosphere.¹³

METHOD

This research employs qualitative research methods. Since this type of research is a case study, the findings are primarily descriptive analyses of the behavior that was observed in written and oral form. In particular, the results are related to the implementation of a communicative approach to Arabic learning in Az-Zahra Al-Gontory Modern Boarding School Purwokerto, with a focus on language environment formation.

The data sources in this study are:

- a. The Head of Az-Zahra Al-Gontory Modern Boarding School Purwokerto
- b. Arabic language teachers at Az-Zahra Al-Gontory Modern Boarding School Purwokerto

¹¹ Muhammad Awwaludin, Stevan Malik, and Nopri Dwi Siswanto, "Pembentukan Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Bahasa Arab (MIM LAM)," *Definisi: Jurnal Agama Dan Sosial-Humaniora* 1, no. 1 (2022): 55–64.

¹² Willi Rahim Marpaung and Zulfahmi Lubis, "Strategi Penerapan Lingkungan Bahasa Arab Dalam Meningkatkan Kemahiran Berbahasa Arab Di Pesantren Modern Darussalam," *Inspiratif Pendidikan* 12, no. 1 (2023): 183–91, <https://doi.org/10.24252/ip.v12i1.39073>.

¹³ Rini Astuti, Akla Akla, and Albarra Sarbaini, "Strategi Pembentukan Lingkungan Berbahasa Arab Di Madrasah Aliyah," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 01 (2020), <https://doi.org/10.32332/an-nabighoh.v22i01.2075>.

- c. Supervisors (*Musyrif*) at Az-Zahra Al-Gontory Modern Boarding School Purwokerto dormitory
- d. Students (*Santri*) of Az-Zahra Al-Gontory Modern Boarding School Purwokerto

Data collection methods used in this study include observation, interviews, and documentation. The data analysis used in this study employs a qualitative method, which is based on a post-positivist paradigm. This approach is used to examine natural phenomena, where the researcher serves as the primary instrument, and data collection techniques are conducted through triangulation (a combination of methods). The data analysis is descriptive and inductive in nature, emphasising general patterns, and the research findings focus more on implications rather than definitive conclusions.¹⁴

The steps of data analysis follow the stages of triangulation, namely data reduction, data display, and data verification:

a. Data Reduction

Data reduction is carried out through the process of selecting, focusing, simplifying, abstracting, and transforming raw data obtained from field observations. This field research is related to the communicative approach in developing an Arabic-speaking environment, which aims to enhance language acquisition and fluency among learners through interactive and contextual learning methods. The results are then summarised into essential data that can reveal the research problems.

b. Data Display

Data display involves presenting information obtained from the data reduction process. The data and information are organised and arranged according to the focus of the research problem so that they become meaningful and systematically understandable explanations.¹⁵

c. Data Verification

Data verification is conducted simultaneously with data reduction and data display, particularly concerning the implementation of the communicative approach in developing an Arabic-speaking environment at Pondok Modern Az-Zahra Al-

¹⁴ Sugiyono, *Metode Penelitian Kualitatif, Kuantitatif Dan R&D*, ed. Sutopo (Bandung: Alfabeta, 2020).

¹⁵ Nazar Naamy, *METODOLOGI PENELITIAN KUALITATIF Dasar-Dasar & Aplikasinya*, Rake Sarasin, 2022, [https://repository.uinmataram.ac.id/2853/1/buku Metode Penelitian.pdf](https://repository.uinmataram.ac.id/2853/1/buku%20Metode%20Penelitian.pdf).

Gontory Purwokerto. The next step is to synchronise the collected data with existing theories. The organised data and information are then verified by cross-checking (triangulation) with other sources to ensure accuracy. Finally, conclusions are drawn based on the focus of the research questions.

RESULTS AND DISCUSSIONS

Az-Zahra Al-Gontory Modern Boarding School

Az-Zahra Al-Gontory Modern Boarding School is a modern Islamic boarding school that uses a combination of the Ministry of Religious Affairs syllabus and the KMI (Kulliyatul Mu 'allimin Al-Islamiyah) syllabus of Darussalam Gontor Modern Boarding School. This institution aims to train future leaders of the Muslim community, built on the principles of faith, Islam, and Ihsan (excellence). Since its establishment in 2010, Az-Zahra Al-Gontory Modern Boarding School has continuously innovated in the field of education, with the goal of producing graduates who will be valuable assets to their religion, country, and nation. Education, as an effort to form character, is an integral part of the direction of Islamic education. The goal is to shape a person's character who acts honestly and responsibly, respects and honors others, is fair, does not discriminate, and has other good qualities. Additionally, the school offers foreign language education, including Arabic and English which students can acquire these languages through both formal and informal activities. To enhance the students' language skills, the school forms language habits in the daily activities of its students, because language habituation is an effective activity in obtaining language proficiency.¹⁶

Curriculum at Az-zahra Al-Gontory Modern Boarding School

The curriculum at Az-Zahra Al-Gontory Modern Boarding School is a combination of the Ministry of Religion syllabus and the KMI (Kulliyatul Mu 'allimin Al-Islamiyah) syllabus of Darussalam Gontor Modern Boarding School. The curriculum varies by educational level and includes general subjects, Islamic studies, and language subjects. The Arabic language curriculum includes subjects such as 'Tamrin Lughah (language exercises),

¹⁶ Rahman, "Peran Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Izzur Risalah Panyabungan."

Muthola'ah (reading comprehension), Imla' (dictation), Insya' (composition), Nahwu (syntax), Shorof (morphology), and Balaghoh (rhetoric). In delivering these subjects, the teachers use the direct method, known in Arabic as Thariqah Mubasyiroh. This method is considered to be very effective in supporting Arabic Language learning.

Arabic Language Learning at Az-Zahra Al-Gontory Modern Boarding School

The communicative approach to learning Arabic at Az-Zahra Al-Gontory Modern Boarding School involves several steps:

- a. The curriculum used in Az-Zahra school includes Islamic and linguistic materials, all of which are taken from Arabic sources. In the learning process, the Ustadz and Ustadzah use both Arabic and Indonesian to deliver the materials.
- b. The direct method, known as Thariqah Mubasyiroh, is used in Arabic language instruction.
- c. The textbook used contains a list of vocabulary and how to use it in sentences.
- d. Teachers emphasize the accuracy of pronunciation and grammar
- e. The language of instruction is strictly Arabic, and the use of the native language tries to be avoided completely.
- f. The class is designed as a space where students practice the target language directly.

Overview of the Language Environment at Az-Zahra Al-Gontory Modern Boarding School

The language environment at dormitory-based Az-Zahra Al-Gontory Modern Boarding School has been running and formed since the establishment of the school in 2019. The process has been ongoing, and efforts continue to create a conducive and optimal language environment.

The Arabic-speaking environment can be established through a planned and well-structured strategy implemented by all elements in the school environment. Teachers play a vital role in fostering enthusiasm for Arabic among students and encouraging the use of Arabic in their interactions. This approach is applied both in the classroom and within the dormitory environment, ensuring that students practice Arabic outside of formal lessons as well.

Objectives of Applying Arabic Language Environment at Az-Zahra Al-Gontory Modern Boarding School

- a. The purpose of establishing a language environment in Islamic boarding schools is to improve the ability of students, ustadz-ustadzah (teachers) and all elements living in the boarding school to actively use Arabic both spoken and written forms.
- b. To familiarize all members of the boarding school in using Arabic effectively and actively in various forms of real activities such as discussions, seminars, daily conversations, and Arabic-language lectures.
- c. To create situations and conditions like this is a reinforcement for all members of the boarding school, especially students, to internalize the use of Arabic in everyday life.
- d. To improve the ability of each student to produce creative works and activities in Arabic in a relaxed and enjoyable environment.

Language Activities at Az-Zahra Al-Gontory Modern Boarding School

The following language activities are conducted at the boarding school:

- a. **Muhadatsah:** This activity is carried out every two weeks on Tuesdays and Friday nights before night study session. After the Isha prayer, the students are required to participate in the activity with the aim of practicing speaking skills using the Muhadatsah book that has been determined from the Boarding School.
- b. **Ilqo' Mufrodat (Vocabulary Provision):** This activity takes place five days a week, except on Tuesday and Friday. Students are given a set of Arabic vocabulary to memorize. In addition to memorization, students are expected to understand the meaning of each vocabulary item and practice constructing sentences with them.
- c. **Khitobah:** This activity is carried out twice a week, Monday and Thursday afternoon after lunch. The students get a turn to appear as speakers in the khitobah training according to a predetermined schedule. This activity aims to train the students to practice public speaking in Arabic, using proper Arabic grammar and usage.
- d. **Language Competitions:** This activity is carried out once a year at the end of the year, with various branches of the competition being contested such as Drama Contest and Khitobah Mimbariyyah (platform speeches). The aim is providing a

forum for students to sharpen their talents and interests and abilities in foreign languages, especially Arabic.

A Communicative Approach to Shape an Arabic-speaking Environments at Az-Zahra Al-Gontory Modern Boarding School

In efforts to establish an effective and conducive Arabic language environment, the teachers (ustadz and ustadzah) and their teams at Az-Zahra Al-Gontory Modern Boarding School have taken several strategic and structured steps. The steps taken to form an Arabic-speaking environment are as follows:

- a. Ustadz and Ustadzah always encourage and teach their students that using Arabic is important to access various sources of Islamic knowledge and literature. As a tool, language is most effectively learned and mastered through direct communication with others during teaching activities and beyond the classroom.
- b. Optimizing Arabic learning both in the classroom and outside the classroom.
- c. The direct method, known as *Thariqah Mubasyiroh*, is used in instruction. This method avoids the use of the native language, based on the assumption that learning a foreign language is similar to acquiring a native language—through listening and imitation. The more frequently students listen, imitate, and practice, the more vocabulary and language patterns they acquire, and the stronger their language foundation becomes.
- d. Optimizing linguistic activities that motivate students to actively speak Arabic and support the formation of a language environment.
- e. Oral communication skills are trained routinely and structured through existing language activities.
- f. Students' listening and speaking abilities are developed concurrently
- g. Every member in the boarding school actively participates in the process of forming an Arabic-speaking environment, particularly by trying to foster students' interest in using Arabic and familiarizing them with it in their interactions with students.

Arabic Environmental Problems at Az-Zahra Al-Gontory Modern Boarding School Purwokerto

a. Non-Linguistic Problems

Some students remain unmotivated to learn Arabic due to an unsupportive environment. There are no penalties for language violations; such as memorizing vocabulary or other penalties contribute to this issue.

b. Linguistic Problems

1) Problems in Listening Skills

Some students struggle to understand the conversation of the interlocutor because they have not mastered vocabulary and are not used to hearing Arabic conversations.

2) Problems in Speaking Skills

There are still students who have difficulty in expressing themselves because of the lack of vocabulary mastery and also difficulty in applying Nahwu and Sharaf, especially for new students.

3) Problems in Reading Skills

Some students find it challenging to comprehend the content of Arabic texts and textbooks or to read unvowelled Arabic texts (Arabic gundul).

4) Problems in Writing Skills

Some students struggle with writing compositions or producing coherent texts (Insha') and with summarizing spoken content, such as during speech practice or lectures (Muhadhoroh).

Supporting and Hindering Factors to form an Arabic-speaking environment at Az-Zahra Al-Gontory Modern Boarding School Purwokerto

a. Supporting Factors

Some of the factors that influence and support the development of the Arabic-speaking environment at Az-Zahra Modern Boarding School are the high interest of students to learn Arabic, the availability of an Arabic-speaking environment in the form of students' dormitories, and the existence of linguistic activities that must be followed by all students.

b. Hindering Factors

Several factors that hinder the shaping of the Arabic language environment are students' motivation to speak Arabic is often inconsistent, which affects their overall

engagement. Moreover, monitoring and role modeling from the *musyrif* and *musyrifah* are still not effective, and the penalties for breaking language rules in both the male and female dormitories are not strong enough to effectively discourage students from not following them.

CONCLUSION

Based on the description and analysis above, the following conclusions can be drawn:

The communicative approach in learning Arabic at Az-Zahra Modern Boarding School is implemented through several systematic steps. The curriculum integrates Islamic and linguistic materials derived from Arabic sources, and in the learning process, teachers (*Ustadz* and *Ustadzah*) deliver the material using both Arabic and Indonesian. The primary method applied is the direct method (*Tariqah Mubasyiroh*), supported by textbooks that provide vocabulary lists along with guidelines for their use in sentences. Teachers emphasise correct pronunciation and grammar, while Arabic is strictly used as the language of instruction, with minimal reliance on the native language. In addition, classroom settings are designed to be immersive, enabling students to engage directly with the target language.

Furthermore, the application of the communicative approach in establishing an Arabic-speaking environment at Az-Zahra Modern Boarding School is carried out through strategic and structured efforts. Teachers consistently motivate students by emphasising the importance of Arabic as a key to accessing Islamic knowledge and literature, highlighting that language is best learned through direct communication both inside and outside the classroom. Arabic learning is optimised in both formal and informal settings with the continued use of the direct method, which is based on the principle that foreign language acquisition resembles first language acquisition through listening, imitation, and practice. Various language activities are also maximised to encourage active student participation in speaking Arabic, while oral communication skills are systematically trained through structured programmes. Students' listening and speaking skills are developed simultaneously, and all members of the boarding school community actively contribute to fostering an Arabic-speaking environment by promoting students' interest and habituating them to use Arabic in daily interactions.

Based on the research findings, the recommendations are as follows: Asatidz and Ustadzah are expected to serve as role models in actively using Arabic, invite native speakers to enhance students' motivation and language skills, and regularly conduct evaluation meetings with the *musyrif* and *musyrifah* to identify challenges and find appropriate solutions. *Musyrif* and *musyrifah* are also expected to play an active role as dormitory supervisors by setting examples in speaking Arabic, monitoring language-related activities, providing motivation, and recording common language errors made by students, which can then be addressed through *ishlah lughah* (language correction activities). Meanwhile, students are encouraged to remain enthusiastic and motivated to actively use Arabic in their daily lives and to continuously improve their Arabic language proficiency.

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