

## Implementation of the Arabic Speaking Skills Model Using Cooperative and Contextual Strategies

**M. Dzikrul Hakim Al Ghozali<sup>1</sup>, Mustamim<sup>2</sup>**

<sup>1</sup>Arabic Education, KH. A. Wahab Hasbullah University

<sup>2</sup>Sharia Economic, KH. A. Wahab Hasbullah University

\*Email: [m.dzikrul@unwaha.ac.id](mailto:m.dzikrul@unwaha.ac.id)

---

### ABSTRACT

*This research aims to describe and analyze the application of the Arabic Speaking Skills Model using Cooperative and Contextual Strategies for arabic student of KH. A. Wahab Hasbullah University. In this era of globalization, Arabic speaking skills are very important to face the demands of cross-cultural and international communication. This research uses a descriptive qualitative approach to provide a detailed description of how the model is applied and influences students' speaking skills in Arabic. Cooperative strategies involve active interaction between students in the learning process, while contextual emphasizes the application of Arabic in real life situations. This research method uses observation, interviews with students and teachers, document analysis, and reflection to collect data. This model is expected to improve students' ability to speak Arabic through learning that is collaborative and integrated with the context of everyday life. It is hoped that the research results can contribute to the development of more effective learning methods in the context of Arabic speaking skills. With this model, it is hoped that students can develop the ability to speak Arabic more actively, independently and contextually, so that they are ready to face increasingly complex global demands in cross-cultural communication..*

**Keywords:** *Arabic Speaking Skill, Learning Model, Cooperative and Contextual Strategies*

---

### INTRODUCTION

Arabic, as one of the world's languages which has high historical, cultural and religious value, is an important object in the context of foreign language learning (Sari et al., 2023). The skill of speaking Arabic not only plays a communicative role, but also reflects the richness of cultural heritage and understanding of various aspects of life (Yamin, 2023). Therefore, this research aims to explore and analyze the application of the Arabic Speaking Skills Model using Cooperative and Contextual Strategies for arabic student of KH. A. Wahab Hasbullah University.

Learning Arabic, like learning other foreign languages, challenges students to master speaking skills as one of the main components. However, often conventional teaching methods do not fully meet the complexity of learning to speak Arabic (Syaefudin et al., 2023). Cooperative and contextual strategies, as innovative approaches, have the potential to make a significant contribution to increasing the effectiveness of Arabic language learning (Nulaila et al., 2022).

The importance of Arabic speaking skills in global and local contexts indicates the need for a learning approach that focuses not only on grammar and vocabulary, but also on the use of the language in real contexts (Salman & Septiawati, 2023). Cooperative strategies, which encourage interaction between students, and contextual approaches, which integrate Arabic in everyday life situations, together are expected to create richer and more relevant learning experiences

The main aim of this research is to document and analyze the implementation of the Arabic Speaking Skills Model with Cooperative and Contextual Strategies for arabic student of KH. A. Wahab Hasbullah University. By exploring students' experiences and teachers' approaches to teaching Arabic, this research aims to produce in-depth insights into the effectiveness of this model in improving Arabic speaking skills (Khasanah & Nisa, 2022).

This research has practical and conceptual benefits. Practically, the research results are expected to

provide useful recommendations for improving Arabic language teaching methods. For teachers, this research can provide guidance in designing more interactive and relevant learning. For students, it is hoped that the results of this research can increase motivation and effectiveness in learning Arabic. Conceptually, this research is expected to contribute to our understanding of the application of cooperative and contextual strategies in the context of Arabic language learning. By identifying the factors that influence the successful implementation of this model, this research can help enrich foreign language learning theories and language teaching strategies (Rahmawati, 2021).

The application of the Arabic Speaking Skills Model with Cooperative and Contextual Strategies is based on two main approaches. First, cooperative strategies will encourage interaction between students to improve speaking skills through collaboration and support between group members. Second, the contextual approach ensures that Arabic language teaching does not only focus on grammar and vocabulary, but also integrates the language in real life situations so that students can apply it more effectively (Bahrudin et al., 2021).

This research will focus on the implementation of learning models in the context of Arabic language classes. Involving students of various ability levels, this research will investigate the impact of implementing cooperative and contextual strategies on Arabic speaking skills in the experimental group compared to the control group. This introduction forms a solid foundation for investigating the application of the Arabic Speaking Skills Model with Cooperative and Contextual Strategies (Nahgiyah & Relmasira, 2019). It is hoped that this research can provide valuable insights and contribute to the development of more effective and relevant Arabic language teaching methods.

## **METHOD**

This research uses a descriptive qualitative approach to provide a detailed description of how the model is applied and influences students' speaking skills in Arabic (Ainin, 2014). Data was collected through observation, interviews with students and teachers, document analysis, and reflection (Sugiyono, 2012).

## **RESULT AND DISCUSSION**

### **Result**

The results of this study show that the application of the speaking skills model using cooperative and contextual strategies had a significant positive impact on the participants. The results of the speaking skills test showed consistent improvement after implementing this method. Participants were not only able to improve speech clarity and fluency, but also demonstrated progress in the expression of ideas and understanding of communicative context. The application of cooperative strategies, such as group discussions, has been proven to be a factor that supports improving speaking skills. The interaction between participants in a collaborative context provides opportunities to learn from each other and enrich each other's understanding. It was found that participants were more motivated to participate in group activities, which in turn stimulated the growth of speaking skills. In addition, the importance of contextualizing learning materials is evident in this research. Participants who receive learning in the context of their daily lives demonstrate a better level of understanding and are able to transfer speaking skills to practical situations. By relating learning material to real contexts, participants not only master speaking skills, but are also able to apply them more effectively in everyday life.

### **Discussion**

**Evaluation of the Learning Process:** Class observation is an important method for evaluating the application of this model. The results show that implementing cooperative strategies has a positive impact on interactions between students. Collaboration in experimental groups creates an atmosphere that supports, motivates and actively involves students in the learning process. In addition, a contextual approach ensures that learning takes place in a more relevant and applicable way in real life situations.

**Improved Speaking Skills:** Analysis of speaking skill tests showed significant improvement in the experimental group. Students show progress in speaking Arabic more fluently, expressively, and producing more contextual sentences. Cooperative strategies help students build self-confidence and improve their speaking skills through positive interactions with classmates.

**Changes in Attitude and Motivation:** Questionnaires given to students showed positive changes in their attitudes towards learning Arabic. They reported increased motivation to speak Arabic, were more interested in the learning process, and felt more confident in using the language. This shows that this

learning model is able to motivate students to participate actively and respond positively to learning Arabic.

**Teacher Response to the Model:** Teachers also provide positive feedback on this model. They noted increases in learner participation, more fluent use of Arabic, and positive changes in group interactions. Teacher responses confirm that the application of cooperative and contextual strategies not only provides benefits to students but also enriches the teaching experience.

**The Importance of Contextualization:** Contextualization is an important factor in the success of this model. Learners report that learning Arabic placed in real life situations provides deeper meaning and helps them to link theory with practice. This is consistent with a constructivist approach to learning, where learners build their understanding through direct experience.

**Challenges and Opportunities for Development:** Although research results show positive impacts, challenges and opportunities for development still need to be considered. Challenges may include time management in implementing cooperative strategies and the need to adapt to specific learner needs. On the other hand, opportunities for developing this model involve integrating technology, developing interactive teaching materials, and adopting formative assessment strategies to support continuous learning.

**Relevance of the Model in the Global Education Context:** This model contributes to the global education context by emphasizing the importance of contextual and integrated Arabic speaking skills. The ability to communicate effectively in Arabic is not only an advantage in developing individual skills but also creates good preparation for students to face cross-cultural communication and globalization.

Thus, the results of this research indicate that the application of the Arabic Speaking Skills Model Using Cooperative and Contextual Strategies has a positive impact on improving students' speaking skills. Cooperative strategies enrich interactions between students, while contextual approaches increase the relevance and applicability of learning. This model contributes to the development of Arabic language learning methods that are more holistic, contextual and responsive to the needs of students in facing global communication challenges.

## **CONCLUSION**

The application of the speaking skills model using cooperative and contextual strategies for Arabic students at KH A. Wahab Hasbullah University showed very promising results. The research findings confirmed that this approach not only improved participants' speaking skills, but also had a positive impact on the development of interpersonal communication. Cooperative strategies, such as group discussions and collaborative projects, encourage the exchange of ideas and feedback between participants, creating a dynamic and interactive learning environment. Contextualization of learning material in real life situations or the environment around participants proves to be the key to strengthening understanding and application of speaking skills. The success of this approach provides a strong basis for the development of sustainable learning strategies that can holistically improve participants' speaking skills. Therefore, the integration of speaking skills models with cooperative and contextual strategies has great potential to create learning experiences that are relevant, meaningful, and support participants' communicative development in various life contexts.

## **REFERENCES**

- Ainin, M. (2014). *Metodologi Penelitian Peningkatan Kualitas Pembelajaran Bahasa Arab, Teori dan Praktik* (hal. 89). CV. Bintang Sejahtera.
- Bahrudin, U., Amrullah, A. M. K., & Audina, N. A. (2021). Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students' Perceptions in Indonesia/Konstruktivisme dalam Perkuliahan Maharah Kalam Menggunakan Media Instagram: Implementasi, Problematika dan Per. In *Arabiyatuna : Jurnal Bahasa Arab* (Vol. 5, Nomor 1, hal. 127). STAIN Curup. <https://doi.org/10.29240/jba.v5i1.2396>
- Khasanah, S. N. I. U., & Nisa, K. (2022). Pengaruh Permainan Ular Tangga terhadap Peningkatan Maharah Kalam. In *Kilmata: Journal Of Arabic Education* (Vol. 2, Nomor 2, hal. 317–331). Institut Pesantren Sunan Drajat. <https://doi.org/10.55352/pba.v2i2.82>
- Nahgihyah, E., & Relmasira, S. C. (2019). Upaya Peningkatan Keterampilan Berbicara dan Hasil Belajar Melalui Model Pembelajaran Cooperative Learning Tipe Jigsaw. *Journal of Education Action Research*, 3(3), 201–208.

- Nulaila, N., Nurdiniawati, N., & Amnah, S. (2022). Meningkatkan Kemampuan Maharah Kalam Dan Kitabah Pada Mahasiswa Prodi Pba Fakultas Tarbiyah Iai Muhammadiyah Bima. In *Taroa: Jurnal Pengabdian Masyarakat* (Vol. 1, Nomor 1, hal. 39–51). IAI Muhammadiyah Bima. <https://doi.org/10.52266/taroa.v1i1.739>
- Rahmawati, R. D. (2021). Interview dengan Kaprodi Pendidikan Bahasa Arab Unwaha. مأخوذ في 10 يولي.
- Salman, S. A., & Septiawati, A. (2023). Suitability of Maharah Kalam Learning Achievement in JSIT Arabic Learning Curriculum With CEFR. In *Al-Hikmah: Jurnal Agama dan Ilmu Pengetahuan* (Vol. 19, Nomor 2, hal. 231–255). UIR Press. [https://doi.org/10.25299/al-hikmah:jaip.2022.vol19\(2\).9543](https://doi.org/10.25299/al-hikmah:jaip.2022.vol19(2).9543)
- Sari, D. P., Cahyadi, D., & Gunasri, M. T. (2023). Kombinasi Budaya Dan Kepercayaan Arab Jahiliyyah Pra-Islam. In *CICES* (Vol. 9, Nomor 1, hal. 1–12). iLearning Journal Center. <https://doi.org/10.33050/cices.v9i1.2592>
- Sugiyono. (2012). *Metode Penelitian Pendidikan Kuantitatif Kualitatif dan R & D* (hal. 407). Alfabeta.
- Syaefudin, F., Syamsiyah, D., & Barokah, A. (2023). Pembelajaran Maharah Lugawiyah Mahasiswa Terintegrasi Empat Maharah di Program Studi Pendidikan Bahasa Arab UIN Raden Mas Said Surakarta. In *Muhadasah: Jurnal Pendidikan Bahasa Arab* (Vol. 5, Nomor 1, hal. 1–13). Institut Agama Islam Sunan Kalijogo Malang. <https://doi.org/10.51339/muhad.v5i1.798>
- Yamin, D. L. Al. (2023). Bahasa Arab Sebagai Identitas Budaya Islam dan Pemersatu Keberagaman Suku. In *Ta'limi | Journal of Arabic Education and Arabic Studies* (Vol. 2, Nomor 1, hal. 73–86). STAI Nurul Iman. <https://doi.org/10.53038/tlmi.v2i1.60>