

Innovative Learning Strategies Towards Improving Students' Arabic Speaking Skills: A Systematic Literature Review

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Abstract

This study presents a Systematic Literature Review (SLR) on innovative instructional strategies designed to improve students' Arabic speaking skills (*mahārah kalām*) across varied educational settings. The review applied the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) procedure, including identification, screening, eligibility, and inclusion stages. Literature was retrieved from Google Scholar using keywords related to Arabic pedagogy and innovative learning. A total of 250 articles were initially found; 175 were excluded because they did not focus on speaking skills or did not meet methodological and thematic criteria. The remaining 75 studies published between 2015 and 2025 were analyzed qualitatively. The synthesis shows that Project-Based Learning (PBL), Total Physical Response (TPR), muhadasah practice, eclectic methods, and technology-enhanced media consistently contribute to improvements in fluency, pronunciation, vocabulary mastery, and communicative confidence. These strategies demonstrate alignment with communicative, behaviorist, cognitive, and constructivist learning paradigms through authentic communication, reinforcement, cognitive engagement, and experiential learning. Despite these promising results, research gaps remain, particularly the lack of comparative studies and limited exploration in higher education and nonformal learning contexts. The study underscores the need for integrative, technology-driven instructional models to strengthen Arabic-speaking pedagogy responsive to twenty-first-century learning demands.

Keywords: arabic speaking skills; innovative pedagogy; systematic literature review

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Introduction

Arabic speaking proficiency (*mahārah kalām*) constitutes a fundamental component of cross-cultural communication, particularly in light of the increasing academic and spiritual mobility within Indonesia's Muslim community. In the broader context of educational globalization, Arabic serves not only as a vehicle for interpersonal communication but also as a medium for accessing scholarly knowledge and participating in international exchanges across the Middle East. Its importance is further reinforced by its central role in Islamic studies, where mastery of spoken Arabic enhances comprehension of Qur'anic and Hadith texts (Agustini, 2023; Sekarsari, 2024). Research has demonstrated that students with stronger Arabic proficiency understand religious discourse more deeply, including phonetic accuracy critical for Qur'an recitation (Sulastri, 2025). Despite this significance, students' speaking abilities remain notably weaker than their reading and writing skills, particularly in madrasah and secondary education institutions, making this issue a relevant phenomenon requiring academic investigation.

The persistent challenges in Arabic speaking acquisition can be attributed primarily to conventional pedagogical models that emphasize memorization and grammar instruction rather than active communication. Such approaches tend to produce passive learning experiences that are disconnected from learners' daily linguistic needs. Similar difficulties observed among foreign language learners globally—such as pronunciation problems, limited fluency, inadequate vocabulary retention, low confidence, and language anxiety—mirror the obstacles faced by

Arabic learners in Indonesia (Parawangsa et al., 2024; Suparlan, 2021). Anxiety stemming from fear of error or negative evaluation often restricts students' willingness to participate verbally, resulting in diminished communicative competence. These linguistic and psychological barriers underscore the urgent need for pedagogical innovations that cultivate confidence, fluency, and communicative readiness.

The rapid expansion of digital technology has introduced new opportunities for transforming Arabic language instruction, offering a variety of interactive, multimedia-based learning tools. Digital platforms, animated videos, and technology-enhanced learning environments provide dynamic alternatives for fostering student engagement (Novita & Munawir, 2022; Tini & Sidiq, 2023). Emerging pedagogical discourse also emphasizes the importance of aligning technological innovation with the cultural and spiritual identity inherent to Arabic as the language of Islamic scholarship. As younger learners increasingly prefer visual, collaborative, and technology-driven learning modalities, educators are challenged to adopt approaches that are both engaging and sensitive to students' psychological and social development. When instructional practices fail to prioritize active communication, students often struggle to express ideas orally, ultimately affecting not only academic performance but also their participation in religious, *dakwah*, and intercultural activities.

In response to these challenges, numerous studies have explored innovative instructional strategies that directly promote Arabic speaking proficiency. Research on eclectic methods (Abdurahman et al., 2024), Project-Based Learning (Rahmawati et al., 2024), and Total Physical Response indicates significant improvements in students' speaking performance. Similarly, the use of animated video media has been shown to enhance verbal outcomes more effectively than traditional teaching (Hasyim & Syafei, 2024). These findings demonstrate that learner-centered, communicative, and technology-supported strategies can increase motivation, participation, and communicative competence. Innovations such as role-play, cooperative learning, interactive questioning, and gamified speaking tasks—also widely supported in global pedagogical literature (Nemt-allah & Darwesh, 2024; Ojong & Addo, 2024)—further highlight the transformative potential of modern instructional design.

Despite this promising evidence, existing research remains fragmented and conceptually limited. Most studies examine single methods in isolation and lack systematic attempts to integrate multiple innovative strategies. Furthermore, the majority of studies are concentrated at the madrasah level, leaving significant gaps in understanding how these strategies function across different educational contexts. A more pressing gap lies in the limited qualitative exploration of students' and teachers' lived experiences, emotional processes, classroom interactions, and contextual challenges in implementing innovative strategies. This mirrors broader patterns observed in various academic fields where a growing body of literature lacks conceptual coherence, resulting in fragmented insights (Rahman et al., 2023; Zhang & Wu, 2020). Consequently, there is a need for more robust, systematic, and interpretive approaches to unify and deepen understanding.

Within the Indonesian context, Arabic learning carries strong social and cultural significance, functioning as both a linguistic competency and a marker of Islamic identity. Modern educational reforms demand a shift from teacher-centered transmission models to active, collaborative, and communication-oriented approaches that align with 21st-century skills. This shift positions teachers not merely as knowledge transmitters but as facilitators capable of designing student-centered, culturally responsive learning environments. Therefore, investigating innovative learning strategies becomes essential to address societal expectations for a progressive, humanistic, and contextually relevant Arabic language pedagogy that strengthens students' religious literacy and intercultural competence.

Given these considerations, a qualitative inquiry is well-suited to explore deeply the subjective experiences, classroom dynamics, and social-emotional processes that influence the success of innovative pedagogical strategies. Through interviews, observations, and documentation, this study aims to analyze how innovative strategies are implemented and how they enhance students' motivation, confidence, and communicative abilities in real classroom settings. The study also seeks to identify practical challenges and contextual solutions that can inform more effective instructional design. Theoretically, the research contributes to Arabic language education by offering qualitative perspectives on the effectiveness of innovative strategies; practically, the findings can guide educators and institutions in developing communication-focused, technology-enhanced curricula that cultivate a generation of learners who are linguistically competent, culturally rooted, and adaptive to contemporary educational demands.

Method

This study employed a Systematic Literature Review (SLR) design guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure that the processes of identification, screening, eligibility, and inclusion were conducted systematically, transparently, and replicably. The review focused on mapping innovative instructional strategies proven to improve students' Arabic speaking skills (*mahārah kalām*) across diverse educational settings. Research questions were formulated to investigate (1) types of innovative strategies implemented, and (2) their pedagogical contributions to students' Arabic speaking proficiency.

The literature search was performed through Google Scholar using predefined keywords related to Arabic pedagogy, communicative learning, and innovative teaching strategies. A total of 250 articles were initially identified during the identification stage. The screening process—based on titles and abstracts—eliminated 175 articles because they did not specifically address Arabic speaking skills or did not meet the thematic and methodological criteria. The remaining 75 articles published between 2015 and 2025 proceeded to the eligibility and inclusion stages and were analyzed in depth.

Data analysis was conducted using qualitative thematic synthesis. Each article was examined through systematic coding to identify recurring themes related to pedagogical approaches, technology integration, communicative practice, affective learning dimensions, and instructional challenges. Quality appraisal was also performed to ensure the reliability of the included studies, focusing on clarity of research design, validity of findings, and relevance to Arabic language pedagogy. The use of the PRISMA protocol minimized selection bias and strengthened the credibility of the synthesis, allowing the study to present a comprehensive overview of innovative strategies that contribute to the enhancement of Arabic speaking skills.

Results and Discussion

The following is a table of the results of article filtering based on the Systematic Literature Review (SLR) method which has been applied using the PRISMA method.

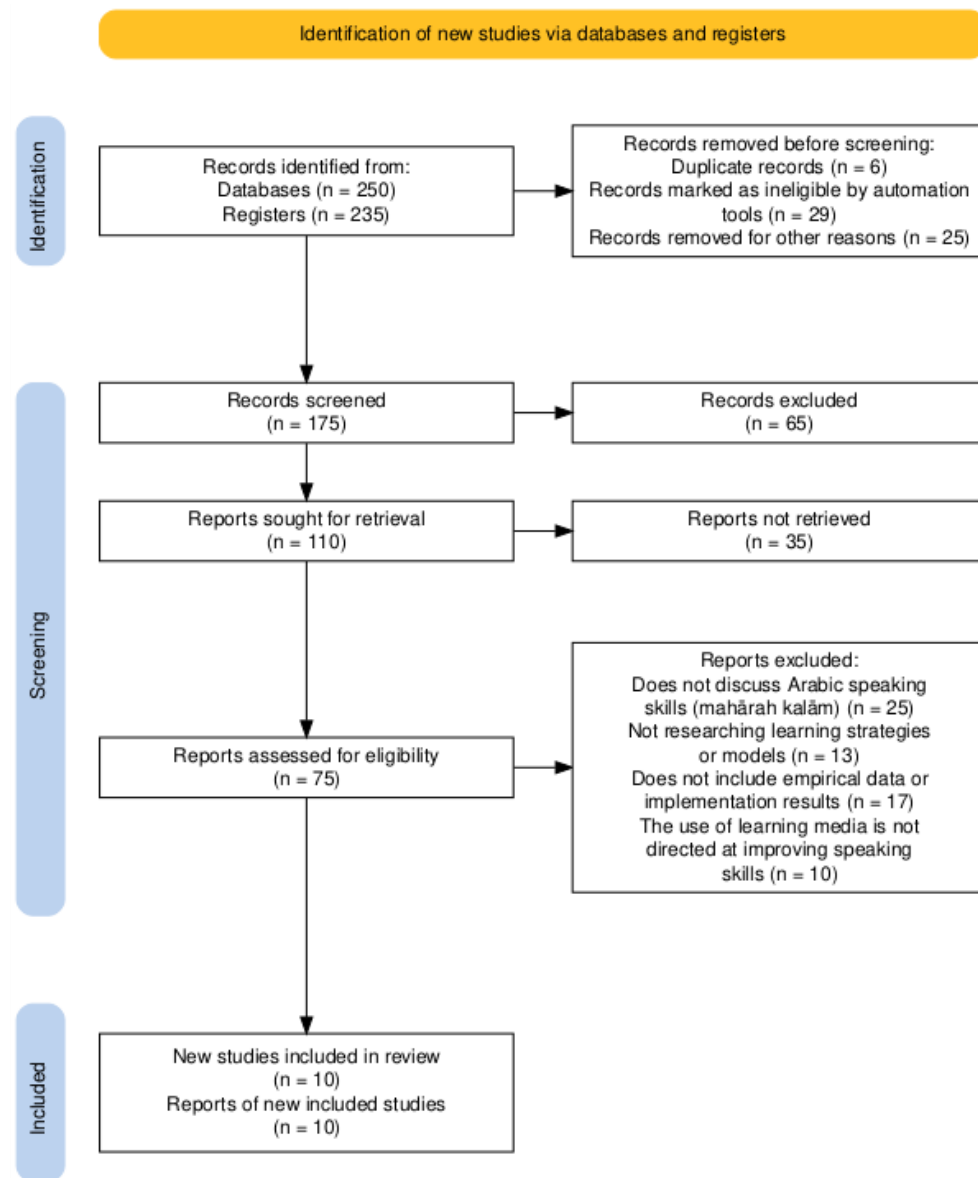


Figure 1. PRISMA Flow Diagram

Table 1.
The Results of Article Filtering

Researcher(s)	Purpose	Method	Key Findings
Abdu-rahman et al (2024)	To examine the effectiveness of the eclectic method for Grade X students	Classroom Action Research (CAR) with experimental cycles	Improvement of speaking proficiency mastery from 85% to 98%
Rahmawati et al (2024)	To evaluate the impact of PBL on Arabic speaking skills	Quasi-experiment with Non-equivalent Control Group design	Speaking skills improved with an N-Gain score of 0.77 (high category)
Fathoni (2024)	To explore innovative strategies in Arabic language learning	Qualitative case study	Technology use and active communication effectively enhance language skills
Hasyim & Syafei (2024)	To measure the effect of animated videos on listening and speaking skills	Quasi-experiment with control and experimental classes	Significant improvement in experimental class post-test scores (87.2 vs 80)
Azisi et al (2024)	To investigate the effect of the muhasabah program on interest and Arabic proficiency	Practical approach using vocabulary and dialogue-based learning	Increased motivation and speaking proficiency
Nugraha et al (2023)	To develop students' active Arabic speaking ability	Interactive training involving conversation simulations and language games	Improved pronunciation, vocabulary, fluency, and confidence

Researcher(s)	Purpose	Method	Key Findings
Harahap (2024)	To identify effective strategies for improving foreign language speaking skills	Literature review and theoretical–practical analysis	Combination of active communication strategies and technology accelerates skill development
Alqori & Faham-syah (2023)	To assess the effectiveness of the textbook on speaking skills	One-group pretest–posttest experiment	Significant increase in average posttest scores
Albab (2024)	To enhance Arabic reading skills using a thematic strategy	Literature review and analysis	The thematic approach improves reading skills and student motivation
Muna (2019)	To improve speaking ability using the TPR method	Implementation and evaluation of TPR in Grade VI	Significant improvement in students’ speaking skills

Overview of Research Findings

Drawing on ten relevant studies published over the last decade, this review shows that a wide range of innovative instructional strategies has been employed to enhance students’ Arabic speaking skills (*mahārah kalām*). These strategies respond to the central role of Arabic speaking competence in modern education and Islamic studies, where proficiency in Arabic supports deeper understanding of core religious texts such as the Qur’an and Hadith and strengthens students’ spiritual and academic engagement (Agustini, 2023; Kamaruddin et al., 2025; Sekarsari, 2024). In line with this, the reviewed studies consistently indicate that communicative practice-based approaches, the use of digital technologies, and the integration of creative instructional media have a significant impact on improving learners’ speaking performance. Methodologically, the studies employ classroom action research, quasi-experimental designs, case studies, and literature analyses, all directed toward evaluating how specific teaching strategies influence learning outcomes, particularly in oral communication.

Findings by Instructional Approach

Several studies underscore the effectiveness of particular teaching methods in improving Arabic speaking skills. Abdurahman et al (2024) demonstrate that the gradual implementation of an eclectic method can increase students’ mastery from 85% to 98%. In a similar vein, Rahmawati et al (2024) report that Project-Based Learning (PBL) yields a high N-Gain score of 0.77, indicating a substantial improvement in students’ speaking abilities. Complementing these findings, Muna (2019) shows that the Total Physical Response (TPR) strategy effectively enhances elementary students’ speaking skills through coordinated physical responses to verbal commands. These results resonate with broader discussions on innovative pedagogy, which emphasize active, student-centered learning environments that leverage problem-based tasks, inquiry, and authentic

performance to foster deeper engagement and skill development (Nemt-allah & Darwesh, 2024; Yasin & Kabeta, 2023). Overall, the evidence confirms that participatory, physically and cognitively engaging methods stimulate holistic learner involvement across cognitive, affective, and psychomotor domains.

Integration of Technology and Digital Media

Technology integration emerges as a prominent theme in recent Arabic language education research. Fathoni (2024) highlights that technology-based, communicative strategies are effective in addressing the challenges of Arabic language teaching in an era of globalization. Likewise, Hasyim & Syafei (2024) find that the use of animated Arabic videos in instruction significantly improves post-test scores in the experimental group compared with the control group (87.2 vs. 80). These findings align with wider trends in educational innovation, where digital tools, gamification, and collaborative platforms are increasingly recognized as powerful means of enhancing engagement, inclusion, and learning outcomes (Kotsis & Tsiouri, 2024; Ojong & Addo, 2024). In the context of Arabic-speaking, digital media do not merely diversify learning resources; they also create more contextual, interactive, and visually rich learning experiences that can support pronunciation, fluency, and communicative confidence.

Practical Programs and Communicative Training

Direct communicative practice is another key factor in the success of Arabic-speaking instruction. Azisi et al (2024) report that a *muhadasah* program grounded in dialogic practice significantly enhances both students' motivation and speaking proficiency. In parallel, Nugraha et al (2023) document the effectiveness of active Arabic language training through conversation simulations and language games, which contribute to improvements in vocabulary, pronunciation, fluency, and self-confidence. These results echo broader findings from foreign language research showing that learners often struggle with pronunciation, fluency, vocabulary retrieval, anxiety, and low confidence, and that supportive, interactive environments can mitigate these challenges (Findikli, 2023; Mahmood et al., 2023; Suparlan, 2021). In the case of Arabic, such practice-oriented, communicative training confirms the importance of positioning learners as active users of the language rather than passive recipients of information.

Relevance to Foreign Language Learning and Textbooks

The reviewed literature also reveals important connections with foreign language learning research and the role of instructional materials. Harahap (2024), working in the context of English as a foreign language, shows that combining active communication strategies with technology use accelerates speaking development for beginners. These insights are highly relevant to Arabic, where students face comparable obstacles in pronunciation, fluency, vocabulary retention, anxiety, and confidence (Jaya et al., 2022; Parawangsa et al., 2024). In addition, the study by Alqori & Fahamsyah (2023) demonstrates the effectiveness of the textbook *Al-'Arabiyyah Bayna Yaday Awladina* in improving speaking skills through structured conversational activities. This suggests that beyond methods and media, communicatively oriented teaching materials play a crucial role in shaping learners' speaking competence and supporting integrated language–religion curricula that enhance both linguistic and religious literacy (Basyari, 2025; Wardhana et al., 2025).

Analysis of Research Gaps and Limitations in Previous Studies

The analysis of the reviewed literature reveals several notable gaps. Most prior studies focus on a single method or medium without undertaking cross-strategy comparisons or examining how different approaches might be integrated within a unified instructional design. Furthermore, only a few studies investigate the comprehensive integration of multiple innovative strategies in a systematic manner. Another limitation lies in the research context: the majority of studies are situated in secondary schools or madrasahs, whereas higher education institutions and nonformal

learning settings remain underexplored. These patterns reflect a broader phenomenon observed across diverse fields, where the growing volume of research is accompanied by fragmented insights, inconsistent frameworks, and limited theoretical consolidation (Bansal et al., 2024; Rahman et al., 2023; Zhang & Wu, 2020). Such fragmentation underscores the need for systematic reviews and meta-analyses to map overarching patterns of effective innovative teaching strategies and to provide clearer guidance for practice and policy.

Synthesis and Research Contribution

Using a Systematic Literature Review (SLR) approach, this study contributes by synthesizing and critically analyzing diverse innovative strategies in Arabic language teaching, particularly those aimed at improving speaking skills. The findings indicate that no single strategy can be deemed universally most effective; rather, successful instruction depends on the dynamic combination of methods, media, learner characteristics, and institutional contexts. This aligns with contemporary calls for integrative, context-sensitive, and evidence-based pedagogical models that respond to 21st-century educational demands (Eslit, 2023; Jagat et al., 2022). The present review provides an empirical basis for developing more adaptive instructional frameworks and offers a scientific reference for educators and researchers seeking to design Arabic language programs that are communicative, collaborative, and technologically enriched. At the same time, it reinforces the argument that speaking skills are foundational for students who aim to engage deeply with Islamic texts and participate meaningfully in their communities (Abidah & Rohman, 2025; Lasawali, 2021; Sulastri, 2025).

The findings of this review demonstrate a strong alignment with major learning theories in language education, including communicative, behaviorist, cognitive, and constructivist perspectives. Communicative Language Teaching principles are reflected in the effectiveness of interactive, simulation-based, and project-driven activities such as Project-Based Learning, which enables students to use Arabic in authentic contexts. Similarly, *muhadasah* programs illustrate the power of dialogic interaction in strengthening communicative functions and accelerating oral proficiency. Together, these studies affirm that authentic communication and meaningful language use remain at the core of successful speaking instruction.

In addition to communicative principles, behaviorist perspectives also manifest in the reviewed literature. The Total Physical Response method, which emphasizes repeated motor-verbal associations, demonstrates that reinforcement and repetition play a critical role in improving pronunciation and fluency. At the same time, cognitive and constructivist theories offer further explanatory power: both position learning as an active process in which learners construct meaning through mental engagement and experiential activities. Eclectic strategies and project-based tasks encourage reflection, collaboration, and higher-order thinking, fostering stronger confidence and communicative competence. These theoretical synergies provide a comprehensive foundation for understanding why innovative, student-centered approaches yield consistent improvements in speaking performance.

Across the studies, the findings collectively support the hypothesis that innovative and participatory instructional strategies significantly enhance students' Arabic speaking skills. Methods such as PBL, TPR, *muhadasah* practice, and animated video media produce consistent gains in fluency, pronunciation accuracy, and vocabulary development. Notably, these strategies also impact affective dimensions—boosting motivation, reducing anxiety, and strengthening self-confidence—which are widely recognized as essential for successful oral communication. This convergence of linguistic and emotional benefits confirms that innovative pedagogical approaches can effectively address both the technical and psychological barriers that learners commonly face.

These outcomes generate several theoretical and practical implications. Pedagogically, there is a clear need to optimize instructional designs that integrate communicative, behaviorist, and cognitive principles. Curriculum developers are encouraged to embed project-based components,

communicative simulations, and digital media into Arabic language programs, accompanied by the development of high-quality instructional materials such as animated videos and interactive applications. Teacher capacity emerges as a crucial factor, requiring ongoing professional development in pedagogical innovation and technology integration. Theoretically, the synthesis reinforces the view that Arabic speaking competence plays a vital role not only in language mastery but also in strengthening religious literacy, identity formation, and community leadership within Islamic educational contexts.

Despite the robustness of the findings, several limitations must be acknowledged. Much of the existing literature focuses on secondary school and madrasah settings, limiting the generalizability of the results to higher education or nonformal programs. Many studies examine only one instructional strategy without comparing it to alternative methods, making it difficult to determine relative effectiveness. Furthermore, the research contexts are geographically and culturally narrow, often situated within Indonesian educational settings. These limitations highlight the need for more comparative meta-analyses, broader studies across diverse educational levels, and explorations of hybrid instructional models that integrate technology, experiential learning, and *muhadasah* practice. Nevertheless, the present review contributes significantly by integrating theory and empirical evidence, offering evidence-based recommendations for the continued advancement of Arabic speaking pedagogy.

Conclusion

This systematic literature review demonstrates that innovative and participatory instructional strategies play a significant role in enhancing students' Arabic speaking skills (*mahārah kalām*). Across the ten reviewed studies, methods such as Project-Based Learning, Total Physical Response, *muhadasah* practice, the use of animated digital media, and eclectic approaches consistently led to improvements in fluency, pronunciation, vocabulary mastery, and communicative confidence. These findings are theoretically supported by communicative, behaviorist, cognitive, and constructivist learning principles, indicating that effective speaking instruction requires authentic communication, repetition and reinforcement, active cognitive processing, and meaningful engagement. The review also highlights the importance of integrating technology and communicative materials to create interactive and student-centered learning environments that reflect the needs of the twenty-first century.

Despite the promising outcomes, the review identifies several gaps that call for further exploration. Existing studies are concentrated in secondary school contexts, rely heavily on single-method designs, and are limited geographically. Consequently, future research should expand to higher education and nonformal settings, utilize comparative and meta-analytic approaches, and develop hybrid instructional models that combine digital technologies, experiential tasks, and direct communicative practice. Overall, this study contributes to Arabic language pedagogy by providing an empirically grounded synthesis that informs educators, curriculum designers, and policymakers, supporting the development of innovative and technology-integrated instructional frameworks capable of cultivating proficient, confident, and communicatively competent Arabic speakers.

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