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FROM WORDS TO SPEECH: ENHANCING ARABIC SPEAKING SKILLS BY LEARNING COMMUNICATIVE VOCABULARY IN SOUTHERN THAILAND

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Abstract

Background: Arabic speaking skill (maharah kalam) is one of the most important competencies in foreign language learning, as it enables students to effectively communicate ideas, opinions, and information. Buranakarn Suksa Witya School, Southern Thailand, revealed that many students experienced difficulties in fluently and confidently speaking Arabic. These difficulties were largely because the instructional practices that emphasized vocabulary memorization and reading activities while providing limited opportunities for meaningful oral interaction. Students possessed basic vocabulary knowledge but struggled to use it in spontaneous communication. **Research Objectives:** This study aimed to improve the maharah kalam of students through the implementation of the From Words to Speech learning model, an instructional approach designed to gradually transform vocabulary. **Methodology:** Classroom Action Research (CAR) design consists of two cycles, with each cycle involving the stages of planning, action, observation, and reflection. The participants were students of Class 5/3 secondary. Data were collected through pretests and posttests, and observations were madeobservation administered before and after each cycle to measure the speaking performance of the students.students' speaking performance. **Results:** The findings demonstrated a substantial improvement in the Arabic speaking skills of students following the implementation of the From Words to Speech model. The improvement was evident not only in speaking performance but also in vocabulary mastery, fluency, and confidence in communication ang suggest that the From Words to Speech model, as it integrates vocabulary learning with continuous communicative use and speaking practice, provides a more effective approach to developing students' maharah kalam than traditional teaching practices. **Unique Contribution:** This study proposes the From Words to Speech model to improve Arabic speaking skills through learning communicative vocabulary. **Conclusion:** The improvement was evident not only in the speaking performance but also in the vocabulary mastery, fluency, and confidence in communication. These findings suggest that the From Words to Speech model offers a more effective approach to developing students' maharah kalam by supporting both linguistic competence and communicative confidence. **Recommendations:** Teachers are encouraged to apply this model, and it should be tested in different learning contexts in future studies.

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Keywords: From words to speech; Enhancing; Speaking skills; Communicative vocabulary.

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Introduction

In Arabic language education, speaking skills serve as a primary means through which learners express ideas.[1] Many students continue to experience difficulties in fluently and confidently speaking Arabic, particularly in contexts where Arabic is a foreign language.[2] Vocabulary mastery is one of the major factors influencing speaking performance.[3] An experimental study showed that students using the hybrid model improved their mufradat or vocabulary mastery and sentence composition skills by 35% more than students who were taught through conventional lecture-based methods.[4] Moreover, students meet and learn directly in the classroom, not through a hybrid model. Vocabulary, which constitutes the foundation of language production, cannot effectively express meanings without adequate lexical resources, and receptive vocabulary depth cannot predict any of the dependent variables.[5] Numerous studies have reported a positive relationship between vocabulary knowledge and speaking proficiency, that learners with a broader and more accessible vocabulary are more capable of producing meaningful oral communication.[6]

The Buranakarn Suksa Witya School in Pattani, Southern Thailand, provides a representative example of an educational challenge. As one of the Islamic educational institutions where Arabic occupies a prominent position within the curriculum, the language is taught not only as a religious subject but also as a vehicle for academic engagement and social communication. Students are expected to develop the ability to access Arabic texts, participate in scholarly discussions, and effectively communicate in diverse educational and religious contexts. Consequently, the mastery of Arabic speaking skills constitutes a crucial learning outcome.[7] However, despite years of Arabic instruction, many students remain

[1] Reza Fachrial Suhardi and J. Sutarjo, "Mastery of Arabic Speaking Skills among Students: A Study on the Influence of the Linguistic Environment," *An Nabighoh* 26, no. 1 (2024): 133–42, https://doi.org/10.32332/annabighoh.v26i1.133-142.

[2] Sugirma Sugirma et al., "Analysis of Speaking Skill Learning Difficulties in Students of the Arabic Language Education Study Program at State Islamic Institute," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (2024): 579–96, https://doi.org/10.29240/jba.v8i2.10903.

[3] Kristopher Kyle and Masaki Eguchi, "Assessing Spoken Lexical and Lexicogrammatical Proficiency Using Features of Word, Bigram, and Dependency Bigram Use," *The Modern Language Journal* 107, no. 2 (2023): 531–64, https://doi.org/10.1111/modl.12845.

[4] Achmad Farouq Abdullah et al., "Integrating Wordwall and Problem-Based Learning in Arabic Language Instruction at Modern Islamic Boarding Schools," *Diwan: Jurnal Bahasa Dan Sastra Arab* 11, no. 2 (2025): 158–77, https://doi.org/10.24252/diwan.v11i2.61857.

[5] Natela Doghonadze et al., "Face-to-Face, Hybrid and Online English as a Foreign Language Learning Efficiency in Higher Education (Georgian and Italian Students' Views)," *Journal of Education in Black Sea Region* 7, no. 1 (2021): 120–43, https://doi.org/10.31578/jebs.v7i1.254.

[6] Takumi Uchihara and Jon Clenton, "Investigating the Role of Vocabulary Size in Second Language Speaking Ability," *Language Teaching Research* 24, no. 4 (2020): 540–56, https://doi.org/10.1177/1362168818799371.

[7] Yoni Marlius et al., "The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 35–48, https://doi.org/10.23971/altarib.v9i1.2585.

unable to express themselves fluently and confidently in spoken Arabic.[8] Exposure to vocabulary and grammatical knowledge alone may be insufficient to foster communicative competence, highlighting the need for instructional approaches that bridge the gap between lexical knowledge and authentic language use.[9]

The results of interviews and preliminary observations in early August 2025 further support this condition. A researcher conducted classroom observations and interviewed approximately 5 from 24 students from class 5/3 secondary to gain initial insights into their learning experiences and speaking challenges. A researcher conducted direct classroom observations and unstructured interviews with approximately five students from this class as part of the preliminary investigation. Most students reported that Arabic instruction was highly text-oriented and largely dependent on textbooks. The classroom activities primarily focused on completing exercises and answering questions, leaving limited opportunities for systematic vocabulary acquisition. Students also indicated that specific vocabulary memorization was rarely emphasized, while speaking practice was conducted only occasionally and often lacked meaningful communicative interaction. These findings a gap between language knowledge and communicative ability, and instructional approaches that integrate vocabulary learning with meaningful speaking practice are needed.[10]

This condition indicates the need for a learning model capable of gradually integrating vocabulary mastery with communicative practice.[11] Students not only understand words but also use them effectively in conversation. The limited role of Arabic language teachers also influences motivation to learn Arabic.[12] This could be better supported if educational institutions provide teachers and students with adequate technological facilities and training programs.[13]

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[8] Primasti Nur Yusrin Hidayanti et al., "Analysis of Non-Linguistic Obstacles in Learning Arabic Speaking Skills at Khairunnas Islamic Senior High School, Surabaya," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 2 (2025): 591–612, https://doi.org/10.29240/jba.v9i2.14709.

[9] Segaf Baharun et al., "Repeat After Me: Affective Scaffolding for Arabic Speaking Fluency," *Journal of Arabic Language Learning and Teaching (JALLT)* 4, no. 1 (2026): 25–40, https://doi.org/10.23971/jallt.v4i1.413; Masnun Masnun et al., "'Pretending to Be Cikgu': Role Reversal Pedagogy in Peer-Led Arabic Vocabulary Learning in Malaysia," *Journal of Arabic Language Learning and Teaching (JALLT)* 4, no. 1 (2026): 53–68, https://doi.org/10.23971/jallt.v4i1.506; Michael Canale, "From Communicative Competence to Communicative Language Pedagogy," in *Language and Communication* (Routledge, 1983).

[10] Ehab Saleh Alnuzaili and Nasir Uddin, "Dealing with Anxiety in Foreign Language Learning Classroom," *Journal of Language Teaching and Research* 11, no. 2 (2020): 269, https://doi.org/10.17507/jltr.1102.15.

[11] Muhamad Hasyim, "The Use of Flashcard Media to Improve Arabic Vocabulary Mastery of Fifth Grade Students at MI Tiwu Lekong," *Journal of Education, Teaching, and Learning* 2, no. 2 (2025): 249–56, https://doi.org/10.67028/edutecle.v2i2.121.

[12] Abdunrorma Samaalee et al., "Exploring the Significance of Arabic Language Proficiency in Contemporary Education: Insights from Indonesian Students in Tunisia," *IJCRE - International Journal of Culture, Religion, and Education* 1, no. 1 (2025): 53–62, https://doi.org/10.52640/1fzkz304.

[13] Sana Al-Jamali and Suliman Zakaria Suliman Abdalla, "Behavioral Determinants of AI-Driven Arabic Language Learning: Insights from the Extended UTAUT2 Model," *Educational Process International Journal* 16, no. 1 (2025), https://doi.org/10.22521/edupij.2025.16.282.

Therefore, many studies were conducted before this research. Some of them focus on vocabulary (mufrodat), while others focus only on speaking. As examples, Syahira and Zukhaira focus on the development of digital media to enhance students' speaking skills.[14] Abidah et al. also emphasized the use of digital tools, but specifically in the context of higher education.[15] Meanwhile, in their research, Novita et al. used the Scrabble board game as a learning tool to concentrate on vocabulary acquisition through game-based learning.[16] These three studies focus on their respective scopes. However, this study differs from previous studies in its integrated approach to vocabulary acquisition and speaking skill development. While previous studies have generally focused on either Arabic vocabulary learning or speaking skill instruction, this study combines both mufrodat mastery and maharah al-kalam within a single instructional framework. The "From Words to Speech" model is designed to transform vocabulary knowledge into meaningful oral communication through communicative and contextualized speaking activities.

The From Words to Speech is an instructional framework developed by the authors to bridge the gap between vocabulary acquisition and speaking performance in Arabic language learning. The model is grounded in theories of communicative competence and lexical development and conceptualizes speaking proficiency as a gradual process in which vocabulary knowledge is transformed into meaningful communication.[17] The framework consists of four interconnected stages: (1) vocabulary acquisition, where learners develop lexical knowledge; (2) contextual vocabulary use; (3) communicative practice, which provides structured opportunities; and (4) spontaneous oral production, where learners use vocabulary independently in authentic communicative situations.[18]

This can be achieved through the application of the theory of continuous language habituation/behaviorism by training students to speak actively.[19] They practice speaking Arabic without waiting until they master many vocabularies.[20] This approach helps students build confidence, respond to different communication

[14] Ruby Syahira and Zukhaira, "Development of Kalam Flipbook Media for Arabic Speaking Skills of Students Grade X Madrasah Aliyah in Semarang City," *Arabiyatuna: Jurnal Bahasa Arab* 10, no. 1 (2026): 123–44, https://doi.org/10.29240/jba.v10i1.15817.

[15] Aniqah Laili Abidah et al., "Teaching Maharah Al-Kalam Through Digital Media in Higher Education," *Arabiyatuna: Jurnal Bahasa Arab* 10, no. 1 (2026): 187–206, https://doi.org/10.29240/jba.v10i1.13553.

[16] Az-Zahwa Tri Novita et al., "Peran Program Lisan Arab Dalam Mengembangkan Kemampuan Berbahasa Arab Bagi Mahasiswa Baru Pendidikan Bahasa Arab UPI," *Jurnal Bima : Pusat Publikasi Ilmu Pendidikan Bahasa Dan Sastra* 2, no. 1 (2024): 54–60, https://doi.org/10.61132/bima.v2i1.541.

[17] Nursyuhadah Damsing and Sueraya Che Haron, "Developing the Four Arabic Language Skills and Their Role in Enhancing Communicative Competence among Non-Native Learners," *International Journal of Modern Education* 8, no. 29 (2026): 651, https://doi.org/10.35631/IJMOE.829039.

[18] Peter W. Jusczyk, "How Infants Begin to Extract Words from Speech," *Trends in Cognitive Sciences* 3, no. 9 (1999): 323–28, https://doi.org/10.1016/S1364-6613(99)01363-7.

[19] Akla Akla, "Pengajaran Bahasa Arab Dengan Pendekatan Behavioristik," *An Nabighoh* 23, no. 1 (2021): 87, https://doi.org/10.32332/an-nabighoh.v23i1.3223.

[20] Gautama Veri Vetiana et al., "The Communicative Approach Enhancing Speaking Skill: Implementation in the Matriculation Class of Darussalam Gontor University," *An Nabighoh* 28, no. 1 (2026): 99–126, https://doi.org/10.32332/an-nabighoh.v28i1.99-126.

situations, and communicate effectively.[21] It also encourages students to use Arabic in front of their classmates, so they become more active and confident. This effect is strongest when teachers provide a supportive learning environment, clear tasks, and appropriate scaffolding, as students tend to use the target language more frequently when they are encouraged and supported.[22] Students are placed at the center of the learning process. Their needs, interests, and experiences form the basis for designing learning activities.[23] This means that students are not only receivers of information but also active participants in learning. Teachers should provide activities that allow students to explore, ask questions, discuss, and understand the lesson in their own way. This will help students feel more comfortable, strengthen positive relationships, and reduce the possibility of misunderstanding. Moreover, communicative and vocabulary-centered learning approaches can support the development of speaking skills, increase classroom interaction, and improve learner engagement.[24]

This study is significant in both theoretical and practical terms. Integration of communicative vocabulary learning with the development of speaking skills.[25] The proportion of variance in speaking proficiency can be explained by vocabulary knowledge, size, depth, and speed. [26] It highlights that vocabulary knowledge becomes more meaningful when it is directly linked to spoken language use. Practically, the results of this study can serve as a reference for Arabic language teachers to develop more effective teaching strategies.[27]

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[21] Sutaman Sutaman and Suci Ramadhanti Febriani, "Optimizing Arabic Speaking Skills Based on Integration of Learning Theory Framework in Higher Education," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (2021): 75–89, https://doi.org/10.15408/a.v8i1.20423.

[22] Fredrika Nyström, "Opportunities for Speaking: The If, How and When of Students' Spoken Target Language in the Second Foreign Language Classroom," *Moderna Språk* 119, no. 2 (2025): 194–215, https://doi.org/10.58221/mosp.v119i2.24076.

[23] Mehdi Solhi, "Do L2 Teacher Support and Peer Support Predict L2 Speaking Motivation in Online Classes?," *The Asia-Pacific Education Researcher* 33, no. 4 (2024): 829–42, https://doi.org/10.1007/s40299-023-00767-5.

[24] Ahmad Taufiq et al., "Characteristics of Teaching Material Development Based on Constructivism Learning Theory in Arabic Language Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 17, no. 2 (2025): 349–66, https://doi.org/10.24042/prz2s203; Maria Eleftheriou et al., "Tutoring across Languages: How Peer Tutors Navigate Arabic-English Interactions in the Writing Center," *Arab World English Journal* 17, no. 1 (2026): 66–81, https://doi.org/10.24093/awej/vol17no1.5; Majed Othman Abahussain, "Exploring Saudi English-Major Students' Attitudes Towards English as an International Language: A Qualitative Perspective," *International Journal of Instruction* 19, no. 1 (2026): 457–76, https://doi.org/10.29333/iji.2026.19123a.

[25] Mashkhura Kadyrova, "Theoretical Foundations of Developing Oral Communicative Competence in Foreign Language Teaching (with Reference to Arabic)," *The Journal of Interdisciplinary Human Studies* 1, no. 3 (2025): 47–54, https://doi.org/10.57033//mijournals-2025-1-0013.

[26] Rie Koizumi and Yo In'nami, "Vocabulary Knowledge and Speaking Proficiency among Second Language Learners from Novice to Intermediate Levels," *Journal of Language Teaching and Research* 4, no. 5 (2013): 900–913, https://doi.org/10.4304/jltr.4.5.900-913.

[27] David D. Qian and Linda H. F. Lin, "The Relationship Between Vocabulary Knowledge and Language Proficiency," in *The Routledge Handbook of Vocabulary Studies*, 1st ed., ed. Stuart Webb (Routledge, 2019), https://doi.org/10.4324/9780429291586-5.

Method

This study is a Classroom Action Research (CAR) conducted at Buranakarn Suksa Witya School Pattani Thailand, aiming to improve students' maharah kalām through communicative vocabulary instruction using the From Words to Speech model.[28] This study employs a qualitative approach using the CAR method based on the Stephen Kemmis and Robin McTaggart model, which comprises four stages: planning, implementation, observation, and reflection. [29] It aims to improve students' Arabic speaking skills through the implementation of the From Words to Speech learning model and to help teachers design learning activities that match the needs of students. These strategies improved the intercultural understanding and critical thinking skills of students and greatly supported the success of the learning program.[30] However, in this research, the student-centered focus on learning in constructivism theory means that students are the main characters in the learning process, not just the recipients of information.[31] This approach views knowledge as something that is actively constructed through experience, interaction, reflection, and the negotiation of meaning rather than being directly transferred from teachers to students.[32] In developing Arabic teaching materials, teachers arrange materials that provide space for students to actively explore, ask questions, discuss, and find their own meaning of the lesson.[33]

The research was conducted in the Class 5/3 secondary. This study included 24 female students from Grade XI (Class 5/3 Secondary) in the 2025/2026 academic year. The students were between 16 and 17 years old. This class was purposively selected based on preliminary observations and interviews with the Arabic language teacher and students. The findings revealed that approximately 80% of the

[28] Moh. Fery Fauzi and Irma Anindiati, "Improving the Motivation of Students in Arabic Language Learning through Learning Management System," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 3 (2021): 257–74, https://doi.org/10.22219/jiz.v4i3.19110.

[29] Srisa-ard Boonchom et al., "The Development of Standards, Factors, and Indicators for Evaluating the Quality of Classroom Action Research," *Procedia - Social and Behavioral Sciences* 69 (December 2012): 220–26, https://doi.org/10.1016/j.sbspro.2012.11.402; Nanang Kosim et al., "The Use of The Task-Base Language Teaching (TBLT) Method to Improve Learning Outcomes of Arabic Language Skills," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2024): 144–65, https://doi.org/10.19105/ajpba.v5i2.14804; Torang Siregar, "Classroom Action Research-Based Learning Innovations: Kemmis and McTaggart Models," preprint, Social Sciences, October 20, 2025, https://doi.org/10.20944/preprints202510.1440.v1; Stephen Kemmis et al., *The Action Research Planner: Doing Critical Participatory Action Research* (Springer Singapore, 2014), https://doi.org/10.1007/978-981-4560-67-2.

[30] Sumei Wu and Hui-Wen Huang, "Review of Telecollaboration Applications in Foreign Language Classrooms," *Language Learning & Technology* 30, no. 1 (2026): 1–5, https://doi.org/10.64152/10125/73666.

[31] Nirmal Raj Mishra, "Constructivist Approach to Learning: An Analysis of Pedagogical Models of Social Constructivist Learning Theory," *Journal of Research and Development* 6, no. 01 (2023): 22–29, https://doi.org/10.3126/jrdn.v6i01.55227.

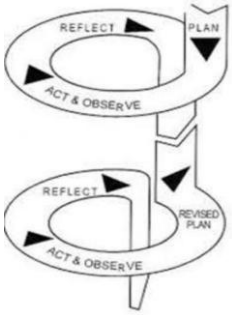
[32] Jaber bin Hayyan and Farqad Malik Jumaah, "Exploring Constructivist Learning Theory and Its Applications in Teaching English," *The American Journal of Social Science and Education Innovations* 6, no. 8 (2024): 7–19, https://doi.org/10.37547/tajssei/Volume06Issue08-02.

[33] Sultan A. Almelhes and Hussain E. Alsaiari, "A Conceptual Framework for Teaching Arabic as a Second Language," *Theory and Practice in Language Studies* 14, no. 7 (2024): 2110–18, https://doi.org/10.17507/tpls.1407.18.

students experienced difficulties in using Arabic vocabulary, which consequently hindered their ability to communicate orally in Arabic. Therefore, this class was considered an appropriate setting for the implementation of the planned classroom action research intervention and the application of the From Words to Speech model, which consists of four stages: planning, action, observation, and reflection. With two cycle began with a pretest and ended with a posttest. During the planning stage, the researcher prepared instructional materials, research instruments, and the learning model implementation scenario.[34] The action stage involved applying the From Words to Speech model in the Arabic learning process, which included vocabulary introduction and pronunciation practice, the construction of phrases and simple sentences, and communicative dialogue practice.[35]

The data collection techniques employed in this study include observation, tests, and documentation. Observation was used to examine both teacher and student activities during the learning process, while pretests and posttests were administered to measure improvements in students' speaking skills. [36] Documentation was used to support the research data in the form of learning activity records and learning outcomes. The researcher developed pre- and post-tests to assess students' speaking skills and vocabulary related to questioning strategies. These were given before and after the three weeks of this training program.[37]

Figure 1. Kemmis and McTaggart's Classroom Action Research Cycle



[34] Kanyarat Cojorn and Chaweewan Seesom, "Igniting Research Competency: Empowering Pre-Service Teachers through Communities of Practice plus Lesson Study," *Jurnal Cakrawala Pendidikan* 45, no. 1 (2026), https://doi.org/10.21831/cp.v45i1.91392.

[35] Muhammad Thohir and Mochammad Indra Yumanto, "Insights from Madrosatul Alsun: A Communicative Vocabulary Learning in Non-Formal Education | Nadzaraat Min Madrasah Alsun: Ta'liim Al-Mufradaat Al-Ittishaaliy Fiy Ta'liim Ghair Al-Rasmiyy," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 11, no. 2 (2023): 321–38, https://doi.org/10.23971/altarib.v11i2.7026; Asem Shehadeh Ali et al., "Teaching Arabic Vocabulary Through Dialogue and Its Procedures for Learners of Arabic as a Foreign Language," *Evolutionary Studies in Imaginative Culture*, October 6, 2024, 1451–59, https://doi.org/10.70082/esiculture.vi.1624.

[36] Moh. Tohiri Habib, "Classroom Action Research on Digital Interactive Learning for Arabic Speaking Development in Islamic Junior High Schools," *Al-Muhawaroh: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2025): 12–22, https://doi.org/10.38073/almuhawaroh.v1i1.2495.

[37] Saihua Xia, "Developing Awareness of Questioning Strategies for Second Language Learner Teachers," *Journal of Language Teaching and Research* 11, no. 6 (2020): 853, https://doi.org/10.17507/jltr.1106.01.

The collected data were analyzed using both quantitative and qualitative descriptive analysis by comparing the mean scores of the pre-test and post-test in each cycle and examining the results of classroom activity observations.[38] Four types The results of these analyses served as the basis for reflection in determining the effectiveness of implementing the From Words to Speech model in improving Arabic speaking skills of students in class 5/3.

Results and Discussion

The research was conducted collaboratively between the researcher and the Arabic language teaching team. The study was implemented in two cycles, each consisting of four stages: planning, action, observation, and reflection. Each cycle was originally designed to include two learning sessions according to the predetermined schedule. However, in this study, the research team conducted only three meetings, as comprehensive data had already been obtained during the first meeting of Cycle II, which demonstrated significant improvement and highly satisfactory learning outcomes. Throughout the five meetings (including the pretest and posttest), students and teachers collaborated effectively and participated in the entire process with great enthusiasm. The following presents the results of the overall learning process using the From Words to Speech model in Class 5/3 secondary.[39]

Although the study was initially designed to be conducted in four meetings across two cycles, the implementation was concluded after the third meeting. This decision was based on the reflection conducted at the end of the third meeting, which revealed that the predetermined success criteria had been met and exceeded. The results demonstrated a substantial and consistent improvement in the speaking performance of ilangn students, with more than 80% (90,75) of the participants from 24 students attaining the expected level of achievement. Because the research objectives had been fulfilled and the identified learning problem had been effectively addressed, an additional meeting was deemed unnecessary. In line with the principles of CAR, the continuation of the intervention depends on the outcomes of reflection and the extent to which the success indicators have been achieved. The study was concluded after the third meeting because further implementation was unlikely to generate significantly different results. The decision to conclude the study after the third meeting reflects the adaptive nature of CAR, in which the number of actions is determined by the attainment of success indicators rather than by a fixed number of meetings.

The planning stages in Cycles I and II were based on the identification and reflection of the difficulties of the students in speaking skills, especially their low confidence in speaking Arabic, limited ability to use vocabulary in communication,

[38] Nonciar B. Refardo and Joa H. Jao, "Pointing System Intervention for Non-Participative Students in Technology and Livelihood Education (TLE) Class: A Classroom-Based Action Research," *European Journal of Education Studies* 11, no. 2 (2024), https://doi.org/10.46827/ejes.v11i2.5194.

[39] Regina M. Oliver et al., "Teacher Classroom Management Practices: Effects on Disruptive or Aggressive Student Behavior," *Campbell Systematic Reviews* 7, no. 1 (2011): 1–55, https://doi.org/10.4073/csr.2011.4.

pronunciation mistakes, and low classroom participation. To address these challenges, the researcher applied the From Words to Speech learning model, which guides students step-by-step from vocabulary learning to speaking practice. In Cycle I, the preparation included designing the lesson plan (RPP), creating vocabulary-card media, and developing research instruments such as observation sheets and speaking assessment rubrics that measured pronunciation, fluency, vocabulary mastery, and speaking confidence. Coordination with the classroom teacher was also carried out to ensure that the learning process ran smoothly, with the topic focused on ta'āruf (self-introductionالتعارف :) to train basic Arabic communication skills. The researcher intentionally chose simple discussion topics that the students could see and use in their daily lives to make the process of developing speaking habits feel more realistic. After reviewing the results of Cycle I, several improvements were made for Cycle II, including revising the lesson plan based on students' needs, improving assessment tools (pre-test, daily evaluation, and post-test), and adding more varied and concrete teaching media to support vocabulary understanding and student participation.

In Cycle II, planning became more structured and detailed, with learning activities designed using the From Words to Speech model that emphasized vocabulary introduction, pronunciation training, sentence building, and dialogue or role-play practice. Additional visual and interactive media, such as word cards and pictures, were also prepared, and students' different ability levels were considered to ensure inclusive participation. Overall, these improvements aimed to enhance students' confidence, vocabulary mastery, sentence construction skills, and ability to speak Arabic through more active and meaningful learning.

The implementation of Cycles I and II in the 5/3 class was conducted in a structured manner based on the lesson plans by applying the From Words to Speech learning model to enhance students' speaking skills. The lesson began with routine activities such as greetings, checking attendance, apperception, explaining learning objectives, and giving motivation, followed by a pre-test to determine the initial speaking ability of the students. In the main activities, the teacher introduced mufradāt related to the topic, explained their meanings, demonstrated correct pronunciation, and guided students to practice both collectively and individually. Students were then trained to form simple phrases and sentences and engage in short dialogues with peers to build confidence in speaking Arabic.

Based on reflections from Cycle I, improvements in Cycle II included more structured speaking activities ,increased pair and group dialogue practice, stronger teacher feedback on pronunciation and sentence structure (الجملة الفعلية and الجملة الاسمية to help students make sentences more easily), and the addition of role play activities to improve fluency and confidence. Each lesson ended with reflection, summary, vocabulary reinforcement, and evaluation to support continuous improvement. In contrast, the control class implementation followed conventional teaching methods in Cycles I and II. In Cycle I, the teacher used greetings, prayer, and apperception and then explained mufradāt and their usage through lecture-based instruction. The students listened, took notes, asked limited questions, and completed the textbook exercises before concluding with a summary and assignment.

Although improvements were made in Cycle II, the learning still combined explanation of mufradāt with limited speaking practice, supported by some visual media such as word cards. Students practiced pronunciation in groups and individually and were guided to form simple sentences and short dialogues, but the interaction remained less intensive compared to this class, indicating that Cycle II was more effective than Cycle I in improving students' speaking skills.

The observation results of teacher performance based on 14 indicators in Cycles I and II show a clear improvement in the implementation of the From Words to Speech model in teaching Arabic speaking skills in Class 5/3. In Cycle I, the total score was 45 out of 57, indicating a fair-to-good performance. In this cycle, the teacher had implemented the lesson plan and introduced vocabulary effectively, but speaking activities such as dialogue and role play were still limited, so students' speaking practice and engagement were not yet optimal. In Cycle II, the teacher's performance increased from 44 to 57, showing a good level. The teacher managed the class more effectively, provided more opportunities for students to speak, and used more interactive activities such as dialogue and repetition. As a result, the students became more active and confident and improved in using Arabic vocabulary and speaking. Overall, the improvement from Cycle I to Cycle II shows that the teaching strategy became more effective, although further improvement is still needed to maximize speaking practice and ensure equal student participation.

For students in Cycles I and II, there was a clear improvement in learning participation and Arabic speaking skills through the From Words to Speech model. In Cycle I, the total score was 44-57, indicating a fair to good performance. At this stage, students were able to follow the lesson and pay attention to the teacher, but many were still passive, less confident in speaking, and limited in using mufrodat in sentences. Their pronunciation, fluency, and willingness to speak in front of the class were also weak. In Cycle II, the score increased significantly to 56, indicating a good level. The students became more focused, active, and confident in speaking Arabic. Their ability to remember and use vocabulary, respond to questions, and participate in dialogue improved, along with improved pronunciation and fluency. Overall, the increase from 44 in Cycle I to 56 in Cycle II shows that the learning process became more effective, and the From Words to Speech model successfully enhanced the Arabic speaking skills of the students, although continuous practice is still needed to further strengthen fluency and confidence.

Learning Evaluation Results

The evaluation results from Cycles I and II indicate that the From Words to Speech learning model consistently contributed to the improvement of students' maharah kalām. In Cycle I, the average score of the students improved from 43.75 to 77.29. At first, their score was below the minimum mastery standard of 75. After the learning process, their score became higher than the standard. This improvement occurred because the researcher provided extra lessons to the students in their dormitory or boarding school. The students learned during the day and received additional practice and reinforcement at night.

In Cycle II, a higher level of improvement was observed. The data were confirmed to be normally distributed and homogeneous, fulfilling the statistical testing assumptions. The t-test results again showed a significant difference, with

the mean score rising from 67.29 to 90.77. The decrease in students' mean scores from the posttest of Cycle I to the pretest of Cycle II may be attributed to several factors. First, the difficulty level of the Cycle II test differed from that of the previous cycle. Second, the instructional materials introduced in Cycle II were more complex and cognitively demanding. Third, the pretest and posttest instruments were not identical, although both were designed to assess the same learning objectives. These factors may have influenced students' performance and contributed to variations in the test result, which is classified as high, indicating that the revised implementation of the learning model was more effective in enhancing students' speaking skills. During Cycle 2, the researcher continued to provide additional lessons at night in the dormitory where the students lived.

Although the mean score of the pretest in Cycle II (67.29) was lower than that of the posttest in Cycle I (77.67), it remained considerably higher than the mean score of the initial pretest in Cycle I (43.75). This suggests that students retained much of the knowledge and skills acquired during the first cycle. The mean score increased significantly to 90.75 following the implementation of the intervention in Cycle II, indicating that the intervention was effective in further improving students' learning achievement and overall performance.

Overall, the comparison of both cycles shows that the From Words to Speech model gradually and effectively improved the Arabic speaking ability, vocabulary mastery, and confidence of the students, with Cycle II achieving better results than Cycle I. This is in line with behaviorism theory, which explains that language ability can be developed through stimulus, response, practice, and repetition. In Arabic learning, students are encouraged to speak actively without waiting until they have mastery of many vocabularies. This habit helps them become more confident, brave, and active in using Arabic with their teachers, friends, and Arabic speakers. Therefore, behaviorism supports the finding that repeated speaking practice can help students become more active, confident, and communicative in learning Arabic.

The reflection findings from Cycle I in Class 5/3 show that the From Words to Speech learning model positively influenced students' maharah kalām, Observation results revealed that the teacher implemented the learning process in accordance with the lesson plan in a structured and communicative manner and was able to motivate students effectively. The students also showed progress in participation, confidence, pronunciation, sentence building, and basic speaking practice. However, in this cycle, from 24 students 3 students are continued to experience difficulties in vocabulary comprehension and speaking fluency, requiring further correction and guidance. These issues were identified as areas for improvement and became the basis for refining instructional strategies in the next cycle to achieve better learning outcomes. However, several issues, such as students' lack of confidence when speaking in front of the class, uneven participation, and pronunciation mistakes, were still found. One of the factors that caused this was that they had to travel back and forth between school and home, so they could not attend the extra lessons held at night.

Therefore, several improvements, including more intensive pronunciation practice, increased pair and group speaking activities, stronger motivation, and more varied learning media, were designed for Cycle II. In Cycle II, the learning

process became more effective and well-organized, leading to higher student engagement and confidence. Improvements in motivation, guidance, and time management created a more structured learning process, resulting in better student activity, confidence, and speaking performance. This was in line with the purpose of the From Words to Speech framework, which emphasizes a gradual progression from vocabulary learning to oral communication. Students were able to develop greater fluency, confidence, and speaking competence by learning new vocabulary, using it in meaningful contexts, practicing it through guided communicative activities, and eventually applying it independently in spontaneous communication. These findings that vocabulary learning is most effective when it is integrated with communicative practice, enabling learners to transform lexical knowledge into meaningful spoken language. In Cycle 2, the students found their own Arabic alternatives or speaking styles according to their individual abilities. They also showed stronger mastery of vocabulary, although the vocabulary was still mostly related to the school environment.

Table 1. Learning Outcomes in Class 5/3

Cycle	Mean Pretes	Mean Posttes	Improvement Score	Category
Cycle I	43.00	77,29	33,92	Moderately-High
Cycle II	67,29	90,75	23,46	High

Table 2. Comparison of the Effectiveness of Classes

Aspect	Class 5/3
Learning Model	From words to speech
Improvement in the Activity	Significantly improved
Speaking Confidence	High
Learning Effectiveness	High
Overall Effectiveness	More effective

Conclusion

This study demonstrates that learning communicative vocabulary from words to speech has a positive effect on Arabic speaking skills. Students are provided with opportunities to develop their language abilities more actively through the implementation of learning activities that emphasize the use of vocabulary in meaningful and communicative contexts. The findings indicate that the integration of vocabulary mastery and communicative practice helps students use Arabic fluently, confidently, and effectively in oral communication situations.

This study contributes to the development of Arabic language pedagogy by highlighting the importance of a communication-oriented vocabulary learning approach in enhancing speaking skills. However, the study has several limitations, as it was conducted with a limited number of participants and within a specific school context. Therefore, future research should involve larger and more diverse samples and different educational levels and examine the effectiveness of communicative vocabulary learning on other language skills, such as listening, reading, and writing, to gain a more comprehensive understanding of its implementation in Arabic language learning.

Future studies should apply the From Words to Speech model in different educational levels and institutions to test its broader effectiveness. Researchers may also integrate this model with digital learning tools or artificial intelligence-based applications to enhance speaking outcomes. Therefore, future research is recommended to apply this model in different educational settings, integrate it with digital or AI-based learning tools, and expand its scope to other language skills such as listening, reading, and writing for a more comprehensive evaluation. The From Words to Speech learning model will be more optimal if the following conditions are applied: 1) Students stay in a boarding environment (dormitory) and do not frequently go back and forth between home and school. 2) The number of hours of Arabic language learning is increased. 3) The teacher sets a clear target for the number of vocabulary items that students must memorize. 4) The focus of learning is speaking; therefore, students should agree to consistently use the Arabic language both inside and outside the classroom.

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Author's Contribution Statement

NZ contributed to the research concept, framework design, and supervision. SW was responsible for the methodology, data analysis, and expert validation. MJ, NKZ, and FC contributed to the data processing, manuscript editing, and final writing tasks. All authors discussed the results and approved the final version of the manuscript.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

AI Writing Statement

During the preparation of this manuscript, the authors used ChatGPT and Gemini AI to assist with language editing, grammar checking, and improving the clarity and academic structure of the text. All AI-assisted outputs were carefully reviewed, revised, and refined to ensure accuracy and consistency with the research findings. The authors take full responsibility for the content and integrity of the final version of this manuscript.

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