

The Importance of the Mubāsyarah Method in Arabic Language Instruction

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ABSTRAK

Arabic language instruction continues to face challenges in developing students' communicative competence, particularly when teaching practices rely heavily on translation and grammatical explanations rather than active language use. In response to this issue, communicative teaching approaches such as the Mubāsyarah Method (Direct Method) have gained increasing attention in Arabic language pedagogy. This study aims to examine the importance of the Mubāsyarah Method in Arabic language instruction by analyzing its conceptual foundations, its contributions to the development of students' Arabic language skills, and its pedagogical implications for effective language teaching. The research employed a qualitative literature review approach by analyzing scholarly articles, books, and academic publications related to the Mubāsyarah Method and Arabic language teaching published within the last ten years. Data were collected through systematic literature searching and document analysis, and the selected sources were analyzed using qualitative content analysis to identify key themes and patterns in previous studies. The findings indicate that the Mubāsyarah Method plays a significant role in promoting communicative Arabic language learning by emphasizing the direct use of the target language in classroom interaction. The method contributes to the development of students' speaking and listening skills, contextual vocabulary acquisition, and grammatical understanding through meaningful communication. In addition, the interactive learning environment created by the method enhances students' motivation, confidence, and engagement in language learning. The study also highlights important pedagogical implications for Arabic language teaching, including the adoption of communicative and student-centered learning strategies, the importance of teacher competence, and the development of supportive language environments. Overall, the Mubāsyarah Method provides an effective framework for improving the quality and effectiveness of Arabic language instruction.

INTRODUCTION

Arabic language instruction has long been an essential component of Islamic education and linguistic studies, particularly in institutions where Arabic serves not only as a subject of study but also as a medium for understanding classical and contemporary Islamic texts. However, many

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educational contexts still face challenges in achieving effective Arabic language mastery among students. These challenges are often related to teaching methods that rely heavily on translation and grammatical explanations rather than communicative practice. Consequently, students may develop theoretical knowledge of the language but struggle to use it in real communication. In response to these issues, language educators have increasingly emphasized the importance of communicative approaches that encourage active language use in the classroom. One of the teaching approaches widely discussed in Arabic language pedagogy is the Mubāsyarah Method, commonly known as the Direct Method, which emphasizes direct use of the target language during instruction.

The Mubāsyarah Method focuses on the use of the target language directly in the learning process without translating it into the learners' native language, allowing students to understand meaning through communicative context and interaction (Perkasa, 2025). Through this approach, learners are encouraged to develop language comprehension naturally by associating words and expressions with real situations rather than relying on translation. This approach aligns with modern perspectives in second language acquisition that emphasize meaningful communication and contextual learning. In the context of Arabic language teaching, the use of the direct method has been recognized as an effective strategy for improving students' speaking and listening skills because learners are trained to use the language communicatively in real-life situations (Anwar & Dewi, 2024).

Furthermore, the implementation of the direct method in Arabic classrooms can enhance students' communicative competence since classroom interactions are conducted entirely in Arabic (Fatmawati & Mardiyah, 2026). This immersive environment encourages learners to actively engage with the language and develop their ability to express ideas orally. In addition, the Mubāsyarah Method enables students to understand vocabulary and grammatical structures through direct practice in learning activities, thereby facilitating more meaningful language acquisition (Setiawan & Mufidah, 2023). Such practices emphasize the importance of interaction and contextual understanding in the process of language learning.

A number of empirical studies have demonstrated the effectiveness of the direct method in improving students' Arabic language proficiency. For example, the implementation of the direct method has been shown to significantly improve students' language abilities after they engage in intensive communicative practice (Rochmat et al., 2023). This improvement is largely attributed to the method's emphasis on active participation and frequent language use in the classroom. Similarly, Arabic language learning that applies the direct method allows students to acquire language naturally through stimulus–response interactions during classroom communication (Ma'fudah, 2024). This process resembles natural language acquisition, where learners gradually develop understanding through repeated exposure and practice.

In addition to improving linguistic competence, the Mubāsyarah Method also plays an important role in enhancing students' fluency in speaking Arabic because it requires active language use in learning activities (Yafei et al., 2024). Continuous exposure to spoken Arabic encourages learners to develop confidence and fluency in communication. Indeed, teaching strategies that employ the direct method have been reported to increase students' confidence in using Arabic in daily communication (Syabrina & Salamuddin, 2024). This confidence is a crucial factor in language learning because students who feel comfortable using the language are more likely to participate actively in communicative interactions.

Another advantage of the direct method is its ability to encourage learners to think directly in the target language without relying on their native language as an intermediary (Waliyuddin et al., 2024). This cognitive shift is particularly important for developing authentic language proficiency, as it allows learners to process information and respond more naturally in Arabic. Moreover, interactive learning environments created through the direct method can also increase students' learning motivation because classroom activities involve active communication between teachers and students (Suja, 2022). Motivated learners tend to engage more deeply with the learning process and demonstrate greater progress in language acquisition.

The communicative orientation of the Mubāsyarah Method further enables students to develop language skills through direct conversation practice in the classroom (Perkasa, 2025). Such practices encourage learners to use Arabic spontaneously and meaningfully, thereby reinforcing their linguistic competence. Nevertheless, the successful implementation of this method requires teachers to possess strong pedagogical and linguistic competence in order to manage classroom communication effectively (Anwar & Dewi, 2024). Without adequate teacher proficiency and instructional strategies, the benefits of the direct method may not be fully realized.

Another important characteristic of the Mubāsyarah Method is its emphasis on contextual learning. In this approach, students learn the meaning of words through situational contexts, visual aids, and demonstrations rather than translation (Fatmawati & Mardiyah, 2026). This contextualized learning process helps students develop a deeper understanding of vocabulary and language structures. Additionally, the direct method encourages the use of various instructional media and interactive learning activities to strengthen students' comprehension and engagement in the learning process (Setiawan & Mufidah, 2023). As a result, the classroom becomes a dynamic environment where students actively participate in meaningful communication.

Experimental research has also confirmed that students who learn Arabic through the direct method achieve higher learning outcomes compared to those who learn through conventional approaches (Zahro et al., 2020). These findings indicate that the Mubāsyarah Method can significantly enhance the effectiveness of Arabic language instruction when applied appropriately. Consequently, this method has gained increasing attention among educators and researchers who seek to improve the quality of Arabic language education.

Several previous studies have investigated the implementation and effectiveness of the direct method in Arabic language learning. Rochmat et al. (2023) conducted an experimental study in a modern Islamic boarding school and found that the application of the Mubāsyarah Method significantly improved students' Arabic proficiency, as reflected in the increase of their average scores from 6.95 to 8.42. In addition, the study reported that students showed greater enthusiasm toward learning because the method provided opportunities for direct communicative practice. Similarly, a quasi-experimental study by Yafei et al. (2024) revealed that the Mubāsyarah Method significantly improved students' Arabic speaking fluency, with statistical analysis showing a significance value of $0.000 < 0.05$ compared to conventional teaching methods.

Another study conducted by Syabrina and Salamuddin (2024) employed a descriptive qualitative approach to examine the implementation of the direct method in improving female students' speaking skills in a modern Islamic boarding school. The findings indicated that the consistent use of Arabic in classroom communication helped students develop better speaking abilities and increased their participation in language activities. Meanwhile, a literature study conducted by Perkasa (2025) concluded that the direct method is highly effective in improving students' oral language skills, particularly speaking and listening, when supported by a communicative learning environment and competent teachers.

Despite the growing body of research highlighting the effectiveness of the Mubāsyarah Method, several aspects of its implementation in Arabic language instruction remain underexplored. Many studies primarily focus on its impact on specific language skills, such as speaking or listening, without providing a comprehensive analysis of its broader importance in Arabic language pedagogy. Furthermore, variations in educational contexts, teaching strategies, and institutional environments may influence the effectiveness of the method, suggesting the need for further investigation. Therefore, identifying the broader pedagogical significance of the Mubāsyarah Method in Arabic language instruction remains an important area of study.

Based on the background described above, this study aims to examine the importance of the Mubāsyarah Method in Arabic language instruction through a literature review approach. This research analyzes various scholarly works and previous studies related to the implementation and effectiveness of the direct method in Arabic language learning. Through this approach, the study seeks to provide a comprehensive understanding of the role of the Mubāsyarah Method in enhancing the quality of Arabic language instruction and supporting communicative language learning.

Based on this focus, the research addresses the following research questions: How is the Mubāsyarah Method conceptually understood and implemented in Arabic language instruction according to recent scholarly literature?, What are the main contributions of the Mubāsyarah Method to the development of students' Arabic language skills based on previous research findings?, What are the pedagogical implications of the Mubāsyarah Method for improving the effectiveness of Arabic language teaching?

The findings of this literature review are expected to provide a clearer theoretical and empirical understanding of the importance of the Mubāsyarah Method in Arabic language instruction. Furthermore, the results of this study are expected to contribute to the development of more communicative, interactive, and effective Arabic language teaching practices for educators, researchers, and educational institutions.

METHODS

This study employed a literature review approach to analyze scholarly discussions regarding the importance of the Mubāsyarah Method in Arabic language instruction. The literature review method was used to synthesize findings from previous studies and to develop a comprehensive understanding of the theoretical and empirical contributions of the direct method in Arabic language pedagogy. A literature review allows researchers to systematically collect, evaluate, and synthesize previous research in order to identify patterns, trends, and research gaps within a particular field of study (Snyder, 2019). Furthermore, literature-based research plays an important role in developing theoretical insights and clarifying the conceptual foundations of educational practices (Creswell & Creswell, 2018).

1. Research Approach and Design

This research adopted a qualitative literature review design. The study examined scholarly articles, books, and academic publications related to the Mubāsyarah Method and Arabic language instruction published within the last ten years. A qualitative literature review enables researchers to critically analyze and interpret findings from previous studies to build a deeper theoretical understanding of a particular topic (Snyder, 2019). In addition, literature-based research has been widely used in educational studies to synthesize knowledge and identify effective instructional strategies in language learning (Xiao & Watson, 2019).

2. Data Sources

The data sources of this study consisted of academic journal articles, books, and conference papers related to the Mubāsyarah Method or Direct Method in Arabic language learning. The selected literature was primarily obtained from reputable academic databases such as Google Scholar, Scopus-indexed journals, and other peer-reviewed publications. The use of credible and peer-reviewed sources is essential in literature-based research to ensure the reliability and validity of the analyzed information (Booth et al., 2021). In addition, recent scholarly publications are particularly important because they provide updated perspectives and empirical findings related to the development of language teaching methodologies (Xiao & Watson, 2019).

3. Data Collection Procedures

The data collection process was conducted through systematic literature searching and document analysis. Relevant literature was identified using keywords such as *Mubāsyarah Method*, *Direct Method*, *Arabic language instruction*, and *Arabic language teaching methodology*. The selected publications were then screened based on several inclusion criteria, including relevance to the research topic, publication within the last ten years, and availability of complete bibliographic information. Document analysis was used as the primary technique for examining written sources and extracting relevant information related to the research objectives. Document analysis allows researchers to systematically evaluate and interpret documents to gain deeper insights into a particular research topic (Bowen, 2017). Through this process, relevant findings from previous studies were identified, categorized, and synthesized.

4. Data Analysis Techniques

The collected data were analyzed using qualitative content analysis. This technique involved organizing and interpreting information obtained from the selected literature to identify key themes related to the implementation and importance of the Mubāsyarah Method in Arabic language instruction. Qualitative content analysis enables researchers to systematically classify textual information into meaningful categories and themes in order to interpret patterns within the data (Elo et al., 2014). In addition, thematic analysis was applied to identify recurring ideas and conclusions from previous studies regarding the effectiveness of the direct method in improving Arabic language skills. Through this analytical process, the study synthesized theoretical perspectives and empirical findings in order to provide a comprehensive understanding of the role of the Mubāsyarah Method in Arabic language pedagogy.

RESULTS

1. Conceptual Understanding and Implementation of the Mubāsyarah Method in Arabic Language Instruction

a. Conceptual Foundations of the Mubāsyarah Method

1) Definition and Theoretical Background of the Mubāsyarah (Direct) Method

The Mubāsyarah Method, commonly known as the Direct Method, represents a communicative approach in language instruction that emphasizes the direct use of the target language in the teaching and learning process. In this method, the teacher uses the target language as the primary medium of instruction without translating it into the learners' native language. Through continuous exposure to the language in meaningful contexts, students gradually develop comprehension and communicative ability. This approach encourages learners to associate meaning directly with objects, actions, and situations rather than relying on translation (Richards & Rodgers, 2014).

In Arabic language instruction, the Mubāsyarah Method is widely recognized for its potential to improve students' communicative competence, particularly in speaking and listening skills. The method encourages learners to actively participate in communication and to develop language understanding through contextual interaction and repeated exposure to authentic linguistic input. Such communicative practices allow learners to internalize language patterns and gradually develop fluency in using the language (Larsen-Freeman & Anderson, 2016).

From the perspective of second language acquisition, the theoretical foundation of the Mubāsyarah Method aligns with communicative language teaching and natural language learning theories. These theories emphasize the importance of meaningful interaction and contextualized language input in facilitating language acquisition. When students interact directly in the target language, they develop both linguistic competence and communicative competence simultaneously (Nation, 2019).

2) Historical Development of the Direct Method in Foreign Language Learning

Historically, the Direct Method emerged as a response to the limitations of the grammar-translation method that dominated foreign language instruction during the nineteenth century. The grammar-translation method focused mainly on memorization of grammatical rules and translation exercises, which often failed to develop learners' communicative abilities. As educators recognized the need for more practical language learning approaches, the Direct Method was introduced to emphasize spoken communication and natural language use in the classroom.

The development of the Direct Method represented a major shift in language pedagogy, as it moved the focus of language learning from grammatical analysis to communicative competence. According to Richards and Rodgers (2014), the emergence of the Direct Method marked the beginning of modern language teaching approaches that prioritize interaction and meaningful communication. This pedagogical shift later influenced the development of other communicative approaches, including communicative language teaching and task-based language learning.

In the context of Arabic language education, the adoption of the Mubāsyarah Method has been particularly prominent in institutions that aim to create immersive language environments. Such environments allow learners to practice Arabic directly in classroom communication and daily interaction. The effectiveness of this approach is supported by research indicating that

immersive language exposure can significantly improve students' ability to understand and use the target language in real-life contexts (Lightbown & Spada, 2021).

3) Core Principles of the Mubāsyarah Method in Arabic Language Teaching

The Mubāsyarah Method is characterized by several fundamental principles that guide its implementation in Arabic language teaching. One of the most important principles is the exclusive use of the target language during classroom instruction. By minimizing the use of the learners' native language, the method encourages students to develop direct associations between meaning and linguistic expressions.

Another key principle of the method is inductive learning. Instead of presenting grammatical rules explicitly at the beginning of the lesson, teachers provide examples and communicative activities that allow students to infer grammatical patterns from context. This inductive approach encourages deeper cognitive engagement and promotes a more natural understanding of language structures.

Additionally, the Mubāsyarah Method emphasizes active student participation in communicative activities such as dialogue practice, question-and-answer sessions, and role-playing exercises. These activities allow students to practice using Arabic in meaningful contexts and develop confidence in their communication skills. Research in language pedagogy indicates that communicative interaction plays a crucial role in language learning because it enables learners to apply linguistic knowledge in real-time communication (Ellis, 2015).

b. Characteristics of the Mubāsyarah Method in Language Learning

1) Use of the Target Language as the Primary Medium of Instruction

One of the defining characteristics of the Mubāsyarah Method is the consistent use of the target language as the primary medium of instruction in the classroom. In Arabic language learning contexts, teachers communicate with students entirely in Arabic, creating an immersive learning environment that facilitates natural language acquisition. Continuous exposure to the target language allows students to become familiar with its phonological, lexical, and syntactic patterns.

The use of the target language in instruction is widely recognized as an effective strategy for developing communicative competence. According to Nation (2019), learners acquire vocabulary and grammatical structures more effectively when they encounter language in meaningful contexts rather than through translation-based explanations. Through consistent exposure to Arabic in classroom interaction, students gradually develop the ability to process information directly in the target language.

2) Emphasis on Communicative Interaction in the Classroom

Another important characteristic of the Mubāsyarah Method is its emphasis on communicative interaction. Classroom activities are designed to encourage students to actively participate in conversations, discussions, and interactive exercises that require the use of Arabic. These communicative activities provide opportunities for learners to practice language skills in authentic contexts.

Interaction is considered a key factor in language acquisition because it enables learners to negotiate meaning and receive feedback during communication. According to Lightbown and Spada (2021), interaction between teachers and students helps learners refine their linguistic knowledge and develop greater fluency in the target language. Through repeated interaction, students gain confidence in expressing their ideas and responding to others in Arabic.

3) Learning Vocabulary and Grammar through Contextual Usage

The Mubāsyarah Method also emphasizes the contextual learning of vocabulary and grammar. Instead of memorizing vocabulary lists or grammatical rules in isolation, students learn language structures through meaningful communication and contextual examples. Teachers introduce new vocabulary by using visual aids, gestures, real objects, and situational contexts, enabling students to infer meaning without translation.

Contextual learning allows students to develop a deeper understanding of the language because they encounter vocabulary and grammar as part of meaningful communication. According

to Ellis (2015), contextualized language input plays an important role in language acquisition because it helps learners recognize patterns and internalize grammatical structures more effectively.

c. Implementation of the Mubāsyarah Method in Arabic Language Instruction

1) Classroom Practices and Teaching Strategies Using the Direct Method

The implementation of the Mubāsyarah Method in Arabic language instruction involves a variety of classroom practices that encourage active language use. Teachers typically employ strategies such as dialogue practice, repetition drills, question-and-answer activities, and situational conversations to facilitate communicative learning.

These teaching strategies allow students to practice language skills in realistic communication scenarios. By repeatedly engaging in communicative activities, learners gradually develop fluency and confidence in speaking Arabic. Research in language pedagogy suggests that interactive teaching practices play a significant role in improving students' language proficiency because they encourage active engagement in the learning process (Richards & Rodgers, 2014).

2) The Role of Teachers and Students in Communicative Learning Environments

In classrooms that apply the Mubāsyarah Method, teachers and students share active roles in the learning process. Teachers act as facilitators who guide communication, provide linguistic input, and design interactive learning activities. Their role is not limited to delivering explanations but also involves creating opportunities for students to use the language in meaningful communication.

Students, on the other hand, are expected to actively participate in communicative activities and to practice using Arabic throughout the learning process. Their active engagement is essential for developing communicative competence. As noted by Larsen-Freeman and Anderson (2016), language learning becomes more effective when students actively interact with the language through communication rather than passive observation.

3) The Use of Instructional Media and Interactive Activities in Implementing the Method

The effective implementation of the Mubāsyarah Method often involves the use of instructional media and interactive activities that support contextual learning. Teachers may utilize pictures, flashcards, real objects, videos, and digital learning resources to help students understand vocabulary and expressions without relying on translation.

Interactive activities such as role-playing, language games, and group discussions are also commonly used to create engaging learning environments. These activities encourage students to practice language skills in meaningful contexts and foster collaboration among learners. The integration of instructional media and interactive learning activities has been shown to enhance student motivation and improve comprehension in language learning (Nation, 2019).

2. Contributions of the Mubāsyarah Method to the Development of Students' Arabic Language Skills

a. Improvement of Speaking Skills (Mahārah al-Kalām)

1) Development of Communicative Competence through Direct Interaction

One of the most significant contributions of the Mubāsyarah Method in Arabic language learning is its ability to develop students' communicative competence, particularly in speaking skills (mahārah al-kalām). In this method, classroom interaction is conducted primarily in the target language, which encourages students to communicate directly in Arabic during the learning process. Through repeated communicative interaction, learners gradually develop the ability to express ideas, respond to questions, and participate in meaningful dialogue using the target language.

Direct interaction between teachers and students provides opportunities for learners to practice linguistic structures and vocabulary in real-time communication. Such interaction plays an essential role in language acquisition because it enables learners to negotiate meaning, receive feedback, and refine their linguistic performance. Research in language pedagogy suggests that communicative interaction facilitates the development of communicative competence by allowing learners to actively engage with language in authentic contexts (Ellis, 2015). In Arabic language classrooms that apply the Mubāsyarah Method, communicative competence is developed through

activities such as dialogue practice, question-and-answer sessions, role-playing, and group discussions.

Furthermore, the consistent use of Arabic in classroom interaction creates an immersive learning environment where students become accustomed to processing information directly in the target language. This immersive exposure helps learners internalize linguistic patterns and develop the ability to communicate more naturally and effectively.

2) Increased Fluency and Confidence in Speaking Arabic

Another important contribution of the Mubāsyarah Method is the improvement of students' fluency and confidence in speaking Arabic. Fluency is developed through continuous practice and repeated exposure to communicative situations in which learners must use the language spontaneously. In the context of the direct method, speaking activities are integrated into nearly every stage of the learning process, allowing students to practice expressing their thoughts and ideas in Arabic.

Fluency development is closely related to learners' confidence in using the language. When students are frequently encouraged to communicate in Arabic without fear of making mistakes, they gradually become more comfortable participating in classroom discussions. According to Nation (2019), regular opportunities for spoken interaction are essential for developing fluency because they enable learners to automate language production and reduce hesitation during communication.

Moreover, increased confidence in speaking Arabic contributes to greater participation in learning activities. Students who feel confident in their ability to communicate are more likely to engage in discussions, ask questions, and express their opinions. Consequently, the Mubāsyarah Method not only improves linguistic proficiency but also strengthens students' willingness to communicate in the target language.

3) Opportunities for Practical Language Use in Classroom Communication

The Mubāsyarah Method also provides students with extensive opportunities to use Arabic in practical communication during classroom activities. Unlike traditional teaching approaches that focus primarily on grammar explanation and translation exercises, the direct method emphasizes language use as a tool for communication. Students are encouraged to apply vocabulary and grammatical structures in realistic conversational situations.

Practical communication activities may include role-playing, storytelling, situational dialogues, and collaborative tasks that require students to interact with their peers. These activities allow learners to practice language skills in contexts that resemble real-life communication. Research in language education indicates that practical language use plays a crucial role in strengthening learners' communicative competence because it enables them to apply linguistic knowledge in meaningful interactions (Larsen-Freeman & Anderson, 2016).

Through consistent participation in communicative activities, students develop greater familiarity with Arabic expressions and sentence structures. This repeated exposure enhances their ability to produce language spontaneously and effectively during communication.

b. Enhancement of Listening Skills (Mahārah al-Istimāʿ)

1) Exposure to Authentic Arabic Communication in Learning Activities

In addition to improving speaking skills, the Mubāsyarah Method also contributes significantly to the development of students' listening skills (mahārah al-istimāʿ). Listening comprehension is strengthened through continuous exposure to authentic Arabic communication during classroom interaction. Since the teacher consistently uses Arabic as the medium of instruction, students are regularly exposed to natural linguistic input.

Authentic exposure to the target language plays a vital role in language learning because it allows learners to become familiar with pronunciation, intonation patterns, and natural speech rhythms. According to Lightbown and Spada (2021), regular exposure to authentic language input enables learners to develop listening comprehension by gradually recognizing patterns in speech and contextual cues in communication.

In the context of Arabic language learning, such exposure helps students understand spoken Arabic more effectively and prepares them to participate in real communicative situations. As a result, the Mubāsyarah Method fosters the development of listening skills alongside speaking abilities.

2) Development of Students' Comprehension through Continuous Listening Practice

Continuous listening practice is another important factor that supports the development of students' listening comprehension. In classrooms that implement the Mubāsyarah Method, listening activities occur naturally during teacher explanations, classroom dialogue, and peer interactions. These listening experiences allow students to develop their ability to interpret spoken language and respond appropriately.

Listening comprehension improves when learners are repeatedly exposed to meaningful spoken input. Through repeated listening practice, students become more familiar with vocabulary, grammatical structures, and common expressions used in communication. Research indicates that regular listening practice enhances learners' ability to process spoken language and improves their overall language proficiency (Field, 2019).

Moreover, listening activities in the Mubāsyarah Method often involve interactive tasks that require students to respond to spoken instructions or questions. These activities encourage learners to actively process the language they hear, thereby strengthening their listening comprehension skills.

3) The Role of Teacher Input and Classroom Dialogue in Listening Improvement

Teacher input and classroom dialogue play a crucial role in improving students' listening skills within the Mubāsyarah Method. Teachers provide linguistic input through explanations, instructions, and conversational interaction in Arabic. This input serves as a model for students, demonstrating how the language is used in real communication.

In addition, classroom dialogue between teachers and students provides opportunities for learners to listen to and interpret various forms of spoken Arabic. Through dialogue-based interaction, students learn to recognize linguistic patterns, interpret meaning from context, and respond appropriately in communication. According to Nation (2019), teacher input and classroom interaction are essential components of effective listening instruction because they expose learners to meaningful language use.

By combining teacher input with interactive dialogue, the Mubāsyarah Method creates a dynamic learning environment that supports the development of listening comprehension.

c. Development of Vocabulary and Language Structures

1) Contextual Acquisition of Vocabulary without Translation

Another significant contribution of the Mubāsyarah Method is its ability to facilitate contextual vocabulary acquisition without relying on translation. In this approach, teachers introduce new vocabulary using visual aids, gestures, real objects, and situational contexts. These techniques allow students to infer meaning directly from context rather than translating words into their native language.

Contextual learning enables students to develop a deeper understanding of vocabulary because they associate words with real-life situations. According to Nation (2019), vocabulary acquisition becomes more effective when learners encounter words in meaningful contexts rather than memorizing isolated vocabulary lists.

Through contextual exposure, students gradually build a richer vocabulary repertoire that supports their ability to communicate effectively in Arabic.

2) Understanding Grammatical Patterns through Language Use

The Mubāsyarah Method also supports the development of grammatical understanding through language use rather than explicit explanation. Instead of memorizing grammatical rules, students learn language structures by observing patterns in spoken and written communication.

This inductive approach encourages learners to discover grammatical relationships through practice and interaction. According to Ellis (2015), learning grammar through contextualized language use allows learners to internalize grammatical patterns more naturally than through rule-based instruction.

As students repeatedly encounter grammatical structures in communication, they gradually develop an intuitive understanding of how these structures function within the language.

3) Strengthening Students' Ability to Think Directly in Arabic

One of the ultimate goals of the Mubāsyarah Method is to enable students to think directly in the target language. By minimizing the use of translation, the method encourages learners to process information and formulate responses directly in Arabic.

This cognitive shift is crucial for achieving language fluency because it allows learners to respond more quickly and naturally during communication. According to Lightbown and Spada (2021), thinking directly in the target language reduces cognitive processing time and supports more effective language production.

As students become accustomed to processing information in Arabic, they develop greater confidence and fluency in using the language for communication.

d. Increased Motivation and Engagement in Language Learning

1) Interactive Learning Environment through Communicative Activities

The Mubāsyarah Method creates an interactive learning environment that promotes student engagement in the learning process. Communicative activities such as dialogue practice, group discussions, and language games encourage learners to actively participate in classroom interaction.

Interactive learning environments are particularly beneficial for language learning because they create opportunities for meaningful communication. According to Larsen-Freeman and Anderson (2016), communicative activities enhance student engagement by allowing learners to use the language for real purposes rather than merely studying its structure.

2) Students' Active Participation in Classroom Discussions

Active participation is a central element of the Mubāsyarah Method. Students are encouraged to express their ideas, ask questions, and respond to their peers during classroom discussions conducted in Arabic.

Such participation helps learners develop confidence in using the language and strengthens their communicative competence. Research in language pedagogy indicates that student participation plays a critical role in language learning because it increases opportunities for language practice and feedback (Ellis, 2015).

3) The Impact of the Method on Students' Learning Enthusiasm

Finally, the Mubāsyarah Method has a positive impact on students' motivation and enthusiasm for learning Arabic. The use of interactive activities, communicative practice, and immersive language exposure makes the learning process more engaging and enjoyable for students.

Motivated learners are more likely to invest effort in language learning and demonstrate greater persistence in overcoming learning challenges. According to Lightbown and Spada (2021), motivation is one of the key factors influencing success in second language acquisition.

Therefore, by fostering an engaging and communicative learning environment, the Mubāsyarah Method contributes not only to linguistic development but also to students' motivation and long-term interest in learning Arabic.

3. Pedagogical Implications of the Mubāsyarah Method for Arabic Language Teaching

a. Implications for Arabic Language Teaching Strategies

1) Adoption of Communicative and Student-Centered Learning Approaches

The application of the Mubāsyarah Method in Arabic language instruction has important implications for the adoption of communicative and student-centered learning approaches. Unlike traditional teacher-centered models that emphasize memorization and grammatical explanations, the direct method encourages active student participation and interaction in the learning process. In this approach, students become central participants in classroom communication, while teachers act as facilitators who guide learning activities and provide meaningful linguistic input.

Communicative and student-centered learning environments are considered essential for effective language acquisition because they allow learners to practice language use in authentic situations. According to Brown and Lee (2015), student-centered learning strategies promote

greater engagement and autonomy in language learning because learners are encouraged to actively construct meaning through communication and interaction. In the context of Arabic language education, the adoption of communicative approaches enables students to develop their language skills more effectively through continuous participation in interactive learning activities.

2) Integration of Speaking and Listening Activities in Instruction

Another important implication of the Mubāsyarah Method is the integration of speaking and listening activities as central components of language instruction. In communicative language teaching, these two skills are closely interconnected because effective communication requires both the ability to express ideas and the ability to comprehend spoken language.

The Mubāsyarah Method encourages teachers to design learning activities that combine speaking and listening practice in a natural and interactive manner. For example, dialogue practice, question-and-answer sessions, and group discussions allow students to simultaneously practice speaking and listening skills. Such integrated skill practice reflects the communicative nature of language use in real-life contexts. According to Thornbury (2017), integrating speaking and listening activities in language instruction helps learners develop communicative competence by providing opportunities to produce and interpret language within meaningful interaction.

Furthermore, the integration of these skills also promotes a more balanced development of language proficiency. Students who are regularly engaged in both speaking and listening activities tend to develop stronger communicative abilities compared to learners who focus primarily on grammatical knowledge.

3) The Importance of Immersive Language Environments in the Classroom

The Mubāsyarah Method also highlights the importance of creating immersive language environments in Arabic language classrooms. An immersive environment is characterized by the consistent use of the target language as the primary medium of communication during learning activities. Such environments enable students to experience language learning in a more natural and authentic manner.

Immersion in the target language is widely recognized as an effective strategy for language acquisition because it increases learners' exposure to meaningful linguistic input. According to Ellis and Shintani (2014), immersive learning environments provide learners with rich language input that supports the development of both receptive and productive language skills. In Arabic language classrooms, immersion can be achieved by encouraging students to use Arabic during classroom interaction, group discussions, and collaborative learning activities.

Through immersion, students gradually become accustomed to processing information and expressing ideas directly in Arabic. This process helps reduce dependence on translation and promotes greater fluency in communication.

b. Teacher Competence in Implementing the Mubāsyarah Method

1) Linguistic Competence of Arabic Language Teachers

The successful implementation of the Mubāsyarah Method largely depends on the linguistic competence of Arabic language teachers. Since the method requires teachers to use the target language consistently during instruction, teachers must possess strong proficiency in Arabic, including pronunciation, vocabulary, grammar, and communicative skills.

Linguistically competent teachers are better able to provide accurate language models for students and facilitate meaningful communication in the classroom. According to Harmer (2015), language teachers play a crucial role in providing comprehensible input that supports learners' language development. Teachers who demonstrate high levels of language proficiency can effectively guide students in understanding complex linguistic structures and expressions.

In addition, teachers with strong linguistic competence are able to respond to students' questions and provide immediate feedback during communicative activities, thereby enhancing the effectiveness of language learning.

2) Pedagogical Skills for Managing Communicative Classrooms

Beyond linguistic competence, teachers implementing the Mubāsyarah Method must also possess strong pedagogical skills. Communicative classrooms require teachers to design engaging learning activities, manage student interaction, and facilitate collaborative learning environments.

Effective classroom management is particularly important in communicative language teaching because students frequently engage in interactive tasks that involve group work and dialogue. Teachers must therefore be able to organize activities in a way that encourages participation while maintaining a structured learning environment. According to Scrivener (2016), effective language teaching requires teachers to create learning conditions that enable students to actively use the language while receiving guidance and support.

Pedagogical competence also includes the ability to provide constructive feedback and adapt teaching strategies to meet the needs of diverse learners. Teachers who possess strong pedagogical skills are more capable of implementing the Mubāsyarah Method successfully.

3) The Role of Teacher Creativity in Designing Interactive Learning Activities

Teacher creativity plays a vital role in the effective implementation of the Mubāsyarah Method. Since the method relies heavily on communicative interaction, teachers must design learning activities that are engaging, meaningful, and relevant to students' experiences.

Creative instructional strategies may include role-playing activities, storytelling, language games, and problem-solving tasks that encourage students to communicate in Arabic. Such activities not only improve language skills but also increase student motivation and engagement in the learning process. According to Tomlinson (2017), creative language teaching materials and activities can significantly enhance learners' motivation and facilitate deeper language learning.

By incorporating innovative teaching techniques, teachers can create dynamic classroom environments that support communicative language learning and encourage students to actively participate in language use.

c. Implications for Curriculum and Learning Environment Development

1) Integration of the Direct Method into Arabic Language Curricula

The pedagogical principles of the Mubāsyarah Method also have implications for the development of Arabic language curricula. Curriculum designers may integrate communicative learning strategies and interactive activities that reflect the principles of the direct method.

Such integration ensures that language instruction focuses not only on grammatical knowledge but also on the development of communicative competence. According to Kumaravadivelu (2016), language curricula should be designed to support communicative interaction and learner participation in meaningful learning activities.

Incorporating the Mubāsyarah Method into the curriculum can therefore contribute to more effective Arabic language education by aligning instructional practices with contemporary language learning theories.

2) Development of Supportive Language Environments (Bi'ah Lughawiyah)

Another important implication is the development of supportive language environments, commonly referred to as *bi'ah lughawiyah*. A supportive language environment extends beyond the classroom and encourages students to practice Arabic in various social and academic contexts.

Such environments may include language clubs, conversation programs, and campus initiatives that promote the use of Arabic in daily communication. According to Alrabai (2016), supportive language environments significantly enhance language learning because they increase opportunities for authentic communication and reinforce classroom learning.

Through the development of a strong *bi'ah lughawiyah*, students can continuously practice Arabic and strengthen their communicative competence.

3) The Use of Instructional Media and Technology in Communicative Arabic Learning

The integration of instructional media and digital technology also plays an important role in supporting the implementation of the Mubāsyarah Method. Modern educational technologies provide new opportunities for interactive language learning through multimedia resources, online communication platforms, and digital learning tools.

The use of technology can enhance student engagement and provide additional opportunities for language practice beyond the classroom. According to Chapelle and Sauro (2017), technology-assisted language learning can facilitate communicative interaction and provide learners with access to authentic language input. By integrating technology into Arabic language

instruction, educators can create more dynamic learning environments that support the principles of communicative language teaching.

d. Implications for Future Research and Arabic Language Education

1) Opportunities for Further Empirical Research on the Mubāsyarah Method

Although the Mubāsyarah Method has been widely recognized as an effective approach in language teaching, further empirical research is still needed to explore its impact in various educational contexts. Future studies may investigate the effectiveness of the method in different learning environments, including formal schools, universities, and language institutes.

Empirical research can provide valuable insights into how the method influences different aspects of language learning, such as speaking proficiency, listening comprehension, and learner motivation.

2) Exploration of Innovative Teaching Strategies in Arabic Language Pedagogy

Future research may also explore innovative teaching strategies that complement the principles of the Mubāsyarah Method. For example, researchers may examine the integration of task-based learning, project-based learning, or digital learning platforms within communicative Arabic language instruction.

Such innovations may help educators adapt the method to contemporary educational contexts and technological developments. According to Kumaravadivelu (2016), language pedagogy must continually evolve to address changing learner needs and educational environments.

3) Contribution of the Method to Improving the Quality of Arabic Language Education

Ultimately, the pedagogical implications of the Mubāsyarah Method highlight its potential contribution to improving the overall quality of Arabic language education. By emphasizing communicative interaction, immersive learning environments, and active student participation, the method supports the development of practical language skills that are essential for real-world communication.

As Arabic language education continues to evolve, the integration of communicative teaching approaches such as the Mubāsyarah Method can play an important role in enhancing the effectiveness and relevance of language instruction.

DISCUSSION

1. Results Analysis

a Conceptual Understanding and Implementation of the Mubāsyarah Method in Arabic Language Instruction

The findings of this study indicate that the Mubāsyarah Method plays a fundamental role in shaping communicative Arabic language instruction. Based on the literature reviewed, the method is conceptually grounded in communicative language teaching principles, emphasizing the direct use of the target language as the primary medium of instruction. This approach encourages students to develop language comprehension and communicative competence through contextual interaction rather than relying on translation-based explanations. Such findings directly address the first research question concerning how the Mubāsyarah Method is conceptually understood and implemented in Arabic language instruction according to recent scholarly literature.

The results demonstrate that the Mubāsyarah Method promotes immersive learning environments where Arabic is used continuously in classroom interaction. Through repeated exposure to the target language, learners gradually acquire vocabulary, grammatical structures, and communicative expressions in a natural and meaningful manner. This aligns with the view that language learning becomes more effective when learners engage in authentic communication rather than merely studying grammatical rules. In the introduction, it was highlighted that the direct use of the target language allows students to associate meaning with contextual interaction rather than translation, thereby supporting natural language comprehension (Perkasa, 2025). The current findings reinforce this argument by demonstrating that the conceptual foundation of the Mubāsyarah Method is closely connected to communicative learning principles that prioritize interaction and contextualized input.

Furthermore, the implementation of the Mubāsyarah Method involves several instructional practices that encourage active student participation, including dialogue practice, question–answer activities, and role-playing exercises. These activities provide learners with opportunities to use Arabic in meaningful communication, which gradually strengthens their communicative competence. Previous studies cited in the introduction also suggest that communicative interaction in Arabic language classrooms can significantly enhance students' language proficiency because learners actively engage in real-time communication (Anwar & Dewi, 2024). The present findings therefore confirm that the conceptual framework of the Mubāsyarah Method not only emphasizes language exposure but also highlights the importance of interactive learning environments.

Another key aspect revealed in the findings is the contextual learning of vocabulary and grammar. Instead of memorizing isolated vocabulary lists or grammatical rules, students acquire language structures through meaningful communicative practice. This approach supports the development of deeper linguistic understanding because learners encounter language elements in real-life communicative contexts. As noted in the introduction, contextual learning within the Mubāsyarah Method enables students to understand vocabulary and grammatical structures through direct practice in learning activities (Setiawan & Mufidah, 2023). Consequently, the findings indicate that the implementation of this method contributes to more meaningful language acquisition processes.

In addition, the results highlight the importance of teacher competence in implementing the Mubāsyarah Method effectively. Teachers play a crucial role in facilitating communication, providing linguistic input, and creating interactive learning environments that encourage student participation. When teachers consistently use Arabic in classroom communication, students are more likely to become accustomed to processing information directly in the target language. Previous research also suggests that successful implementation of communicative teaching approaches requires teachers to possess strong linguistic and pedagogical competence in order to manage classroom interaction effectively (Anwar & Dewi, 2024). Therefore, the findings suggest that the effectiveness of the Mubāsyarah Method is closely related to the teacher's ability to design communicative learning experiences.

Overall, the analysis of the findings indicates that the conceptual understanding and implementation of the Mubāsyarah Method support communicative Arabic language learning by creating immersive and interactive classroom environments. Through direct exposure to Arabic, contextual learning of linguistic structures, and active student participation, the method facilitates the development of communicative competence in Arabic language instruction. These findings provide strong evidence that the Mubāsyarah Method remains a relevant pedagogical approach for improving the quality of Arabic language education in contemporary learning contexts.

b Contributions of the Mubāsyarah Method to the Development of Students' Arabic Language Skills

The findings of this study demonstrate that the Mubāsyarah Method significantly contributes to the development of students' Arabic language skills, particularly in speaking, listening, vocabulary acquisition, and overall communicative competence. These results directly address the second research question concerning the main contributions of the Mubāsyarah Method to students' language development based on previous research findings. The literature analyzed in this study indicates that the method facilitates language acquisition through continuous communicative interaction and contextualized language exposure, which are essential components of effective second language learning.

One of the most prominent contributions of the Mubāsyarah Method is the improvement of students' speaking skills (*mahārah al-kalām*). Through communicative activities such as dialogue practice, role-playing, and classroom discussions, students are encouraged to actively use Arabic during the learning process. This repeated practice enables learners to gradually develop fluency and confidence in expressing ideas using the target language. The results of the literature review show that communicative interaction in the classroom provides learners with opportunities to negotiate meaning and receive feedback, which ultimately strengthens their communicative

competence. Similar findings were highlighted in the introduction, where previous studies reported that the application of the direct method significantly improved students' Arabic proficiency after they engaged in intensive communicative practice (Rochmat et al., 2023). This indicates that active language use in communicative contexts plays a critical role in strengthening students' speaking ability.

In addition to improving speaking skills, the Mubāsyarah Method also contributes to the enhancement of students' listening abilities (*mahārah al-istimāʿ*). The consistent use of Arabic as the medium of instruction exposes students to authentic linguistic input, enabling them to become familiar with pronunciation patterns, vocabulary usage, and natural speech rhythm. Continuous exposure to spoken Arabic during classroom interaction helps learners gradually develop listening comprehension and interpret spoken messages more effectively. This finding supports earlier research mentioned in the introduction, which suggests that the implementation of the direct method can strengthen students' communicative competence because classroom communication is conducted entirely in the target language (Fatmawati & Mardiyah, 2026). Such immersion in Arabic language input plays an essential role in improving learners' listening skills.

Another important contribution of the Mubāsyarah Method lies in its role in facilitating contextual vocabulary acquisition and the understanding of grammatical structures. In this method, students learn vocabulary and grammar through contextual usage rather than memorizing isolated linguistic elements. Teachers introduce new vocabulary using visual aids, gestures, and situational contexts, allowing learners to infer meaning directly from the communicative situation. This contextual learning approach helps students develop deeper comprehension of linguistic structures because they encounter language as part of meaningful interaction. Previous literature cited in the introduction also emphasized that the Mubāsyarah Method enables learners to understand vocabulary and grammatical patterns through direct communicative practice, which facilitates more meaningful language acquisition (Setiawan & Mufidah, 2023).

Furthermore, the findings reveal that the Mubāsyarah Method encourages students to think directly in Arabic rather than translating from their native language. This cognitive shift plays an important role in developing language fluency because it allows learners to process information more quickly and respond naturally during communication. When students become accustomed to processing language directly in Arabic, they are better able to participate in spontaneous communication and express ideas more effectively. Previous research has also indicated that the direct method helps learners develop the ability to think directly in the target language, which is an essential component of authentic language proficiency (Waliyuddin et al., 2024).

Another notable contribution identified in this study is the method's positive impact on students' motivation and engagement in language learning. The interactive learning environment created by the Mubāsyarah Method encourages students to actively participate in classroom activities, thereby increasing their enthusiasm for learning Arabic. Communicative activities such as discussions, language games, and collaborative tasks create a dynamic classroom atmosphere that promotes active engagement. As noted in the introduction, interactive learning environments that emphasize communication between teachers and students can significantly enhance students' learning motivation and participation (Suja, 2022).

Overall, the findings suggest that the Mubāsyarah Method contributes significantly to the development of students' Arabic language skills by providing opportunities for meaningful communication, continuous language exposure, and contextual learning. Through communicative interaction, students not only develop linguistic competence but also gain confidence, motivation, and practical language abilities necessary for real-life communication. These results confirm that the Mubāsyarah Method is an effective pedagogical approach for improving students' Arabic language proficiency in contemporary educational settings.

c Pedagogical Implications of the Mubāsyarah Method for Arabic Language Teaching

The findings of this study also reveal significant pedagogical implications of the Mubāsyarah Method for Arabic language teaching. These implications relate to teaching strategies, teacher competence, curriculum development, and the broader learning environment required to support communicative language learning. This analysis addresses the third research question concerning

the pedagogical implications of the Mubāsyarah Method for improving the effectiveness of Arabic language instruction. The results indicate that the method provides a practical framework for developing communicative and student-centered language learning environments that emphasize meaningful interaction and authentic language use.

One of the primary pedagogical implications identified in this study is the need to adopt communicative and student-centered teaching approaches in Arabic language instruction. The Mubāsyarah Method shifts the focus of learning from teacher-centered explanations toward active student participation in communicative activities. In this approach, students are encouraged to interact, express ideas, and respond to others using the target language. Such interaction promotes the development of communicative competence because learners practice using language for real communication rather than merely studying its structure. Previous studies mentioned in the introduction also emphasize that communicative classroom interaction conducted entirely in Arabic can significantly enhance students' ability to express ideas and participate in discussions (Fatmawati & Mardiyah, 2026). Therefore, adopting communicative learning strategies represents an essential step in improving the effectiveness of Arabic language instruction.

Another important implication concerns the integration of speaking and listening activities as central components of Arabic language teaching. The findings suggest that the Mubāsyarah Method promotes balanced development of receptive and productive language skills because classroom communication involves both listening comprehension and oral expression. Activities such as dialogue practice, question-and-answer sessions, and group discussions enable students to simultaneously practice understanding spoken Arabic and producing their own language output. This integrated skill development is consistent with communicative language teaching principles, which emphasize that language skills should be developed in combination rather than in isolation. As noted in the introduction, Arabic language learning that applies the direct method provides opportunities for learners to use the language communicatively in real-life situations (Anwar & Dewi, 2024). Consequently, the integration of speaking and listening activities becomes a fundamental element in implementing the Mubāsyarah Method effectively.

The findings also highlight the importance of teacher competence in successfully implementing the Mubāsyarah Method. Teachers must possess both linguistic and pedagogical skills to facilitate communicative interaction in the classroom. Linguistic competence enables teachers to provide accurate language models and respond effectively to students' questions during communication activities. At the same time, pedagogical competence allows teachers to design engaging learning activities, manage classroom interaction, and create supportive learning environments that encourage student participation. As emphasized in the introduction, the success of the direct method largely depends on teachers' ability to manage classroom communication and provide appropriate linguistic input (Anwar & Dewi, 2024). Therefore, professional development programs for Arabic language teachers should focus on strengthening both linguistic proficiency and communicative teaching strategies.

Another pedagogical implication relates to curriculum design and the development of supportive language environments. The findings suggest that the principles of the Mubāsyarah Method should be integrated into Arabic language curricula in order to promote communicative language learning. Curriculum designers may incorporate interactive learning activities, contextual vocabulary instruction, and opportunities for real-life communication within the learning process. In addition, the development of supportive language environments, often referred to as *bi'ah lughawiyah*, can enhance the effectiveness of the method by providing students with opportunities to practice Arabic beyond classroom instruction. The introduction also highlighted that immersive language environments encourage learners to actively engage with the language and develop their communicative competence through continuous exposure (Yafei et al., 2024).

Furthermore, the findings indicate that instructional media and educational technology can play an important role in supporting the implementation of the Mubāsyarah Method. Digital learning tools, multimedia resources, and online communication platforms provide additional opportunities for interactive language practice and authentic language exposure. The use of

instructional media can help teachers present vocabulary and expressions in contextualized ways, thereby facilitating comprehension without relying on translation. As mentioned in the introduction, the use of interactive learning media and communicative activities can strengthen students' engagement and improve their understanding of Arabic language concepts (Setiawan & Mufidah, 2023).

In summary, the pedagogical implications identified in this study suggest that the Mubāsyarah Method can significantly enhance the effectiveness of Arabic language teaching when implemented within communicative and interactive learning environments. By adopting student-centered teaching strategies, integrating speaking and listening activities, strengthening teacher competence, and developing supportive language environments, educators can create more effective Arabic language learning experiences. These implications highlight the relevance of the Mubāsyarah Method as a pedagogical approach capable of improving both the quality and outcomes of Arabic language education in contemporary educational contexts.

2. Comparison with Previous Studies

The findings of this study demonstrate substantial consistency with previous research concerning the effectiveness of the Mubāsyarah Method in Arabic language instruction. Earlier studies have consistently emphasized that communicative teaching approaches that prioritize direct use of the target language can significantly improve learners' communicative competence and language proficiency. The results of the present literature review confirm these conclusions by demonstrating that the Mubāsyarah Method facilitates the development of speaking and listening skills through interactive communication and immersive language exposure.

Several empirical studies discussed in the introduction support these findings. For example, Rochmat et al. (2023) reported that the implementation of the Mubāsyarah Method significantly improved students' Arabic proficiency in a modern Islamic boarding school, as reflected in the increase of students' average scores after communicative practice was introduced. This finding aligns with the results of the present study, which indicate that communicative interaction and direct language use play a critical role in strengthening students' speaking fluency and confidence. Similarly, Yafei et al. (2024) found that the application of the direct method significantly enhanced students' Arabic speaking fluency, with statistical evidence demonstrating that the method produced better learning outcomes than conventional teaching approaches. The consistency between these empirical findings and the results of this study reinforces the argument that communicative language teaching approaches are highly effective in developing oral language skills.

The findings of the present study also correspond with research conducted by Syabrina and Salamuddin (2024), which examined the implementation of the direct method in improving female students' speaking abilities in an Islamic boarding school context. Their study found that the consistent use of Arabic in classroom communication increased students' participation and improved their speaking competence. This conclusion is consistent with the results of the current study, which show that immersive language environments created through the Mubāsyarah Method encourage active student participation and enhance communicative competence.

In addition, the present findings align with the literature review conducted by Perkasa (2025), which concluded that the direct method is particularly effective in developing oral language skills, especially speaking and listening. Perkasa's analysis emphasized that communicative practice and contextual language use allow learners to internalize linguistic structures more naturally. The results of the current study similarly indicate that contextualized vocabulary learning and communicative interaction enable students to acquire language structures in meaningful contexts.

However, while most previous studies emphasize the effectiveness of the Mubāsyarah Method in improving specific language skills, particularly speaking ability, the present research expands this perspective by providing a broader pedagogical analysis of the method's conceptual foundations, implementation strategies, and implications for Arabic language teaching. Rather than focusing solely on empirical outcomes, this literature-based study synthesizes theoretical and empirical insights to provide a comprehensive understanding of the role of the Mubāsyarah Method in Arabic language pedagogy. This broader analytical perspective represents an important contribution to the existing literature on Arabic language teaching methodologies.

3. Implications of the Findings

The findings of this study provide several important implications for both theoretical and practical developments in Arabic language education. From a theoretical perspective, the results reinforce the relevance of communicative language teaching principles in Arabic language pedagogy. The Mubāsyarah Method demonstrates that meaningful interaction, contextual language input, and active student participation are essential elements in facilitating effective language acquisition. These findings support contemporary theories of second language learning that emphasize the importance of communicative competence and authentic language use in language instruction.

Moreover, the study contributes to the theoretical understanding of Arabic language teaching methodologies by highlighting the role of immersive learning environments in promoting language acquisition. The consistent use of Arabic as the medium of instruction enables students to develop direct associations between linguistic expressions and contextual meaning, thereby reducing reliance on translation. This process supports the development of cognitive processing in the target language, which is considered an essential component of language fluency. Consequently, the findings strengthen the theoretical argument that communicative exposure and contextualized learning play a central role in successful language acquisition.

From a practical perspective, the findings provide valuable insights for Arabic language teachers and educational institutions. The results suggest that effective Arabic language instruction should prioritize communicative teaching strategies that encourage active student participation in classroom interaction. Teachers are encouraged to incorporate activities such as dialogue practice, role-playing, and group discussions to provide learners with opportunities to use Arabic in meaningful communication. Such strategies not only improve language proficiency but also enhance students' motivation and engagement in the learning process.

Furthermore, the study highlights the importance of teacher competence in implementing the Mubāsyarah Method effectively. Teachers must possess strong linguistic proficiency and pedagogical skills in order to manage communicative classrooms successfully. Professional development programs for Arabic language teachers may therefore focus on strengthening teachers' communicative teaching strategies and their ability to design interactive learning activities.

The findings also have implications for curriculum development in Arabic language education. Educational institutions may integrate the principles of the Mubāsyarah Method into language curricula by emphasizing communicative learning activities, contextual vocabulary instruction, and immersive language environments. In addition, the development of supportive language environments (*bi'ah lughawiyah*) outside the classroom can further enhance students' opportunities to practice Arabic in authentic communication. Such initiatives may contribute to the improvement of overall Arabic language learning outcomes.

4. Research Limitations

Despite the valuable insights provided by this study, several limitations should be acknowledged. First, this research employed a literature review approach rather than empirical data collection. Although the literature review allowed for the synthesis of various theoretical and empirical perspectives, the findings rely primarily on previously published studies and do not involve direct observation or experimentation in classroom settings. As a result, the conclusions drawn from this study are based on secondary data rather than primary empirical evidence.

Second, the scope of the literature analyzed in this study was limited to publications from the last ten years. While this limitation was intended to ensure the relevance and contemporary nature of the reviewed literature, it may have excluded earlier foundational studies that contributed significantly to the development of the Mubāsyarah Method in language pedagogy. Future research may consider incorporating a broader range of historical and theoretical literature to provide a more comprehensive analysis of the method's development.

Third, variations in educational contexts across the reviewed studies may influence the applicability of the findings. Arabic language instruction takes place in diverse educational environments, including universities, Islamic boarding schools, and language institutes, each of

which may apply the Mubāsyarah Method in different ways. Such contextual differences may affect the effectiveness of the method in practice. Therefore, future research could conduct empirical investigations in specific educational settings to examine how contextual factors influence the implementation and outcomes of the Mubāsyarah Method.

Finally, further empirical studies are needed to examine the long-term impact of the Mubāsyarah Method on students' overall language proficiency and communicative competence. Quantitative and mixed-method research designs may provide deeper insights into how this method influences various aspects of language learning over time. By addressing these limitations, future research can contribute to a more comprehensive understanding of the role of the Mubāsyarah Method in Arabic language education.

CONCLUSION

This study examined the importance of the Mubāsyarah Method in Arabic language instruction through a literature review of recent scholarly works. The findings indicate that the Mubāsyarah Method plays a significant role in promoting communicative and effective Arabic language learning by emphasizing the direct use of the target language in the teaching and learning process. The analysis of the reviewed literature demonstrates that the method facilitates meaningful language acquisition by encouraging students to engage actively in communicative interaction, contextual learning, and immersive language exposure. These findings directly address the research questions concerning the conceptual understanding, contributions, and pedagogical implications of the Mubāsyarah Method in Arabic language instruction.

First, the study found that the conceptual foundation of the Mubāsyarah Method is closely aligned with communicative language teaching principles that prioritize direct language use, contextual learning, and interactive communication. The method encourages learners to associate linguistic expressions with contextual meaning rather than relying on translation, thereby supporting natural language acquisition processes. The implementation of the method in Arabic language classrooms involves communicative activities such as dialogue practice, question–answer sessions, and interactive discussions that promote active student participation and authentic language use.

Second, the findings reveal that the Mubāsyarah Method contributes significantly to the development of students' Arabic language skills. The literature indicates that the method enhances speaking and listening abilities by providing learners with frequent opportunities to communicate directly in Arabic. In addition, contextual vocabulary learning and inductive grammar acquisition allow students to understand linguistic structures more effectively through meaningful communication. The interactive learning environment created through the Mubāsyarah Method also increases students' motivation, confidence, and engagement in language learning, which are essential factors for successful language acquisition.

Third, the study highlights several important pedagogical implications for Arabic language teaching. The findings suggest that educators should adopt communicative and student-centered learning approaches that prioritize meaningful interaction and active language use. The successful implementation of the Mubāsyarah Method requires teachers to possess strong linguistic and pedagogical competence in order to manage communicative classrooms effectively. Furthermore, the integration of communicative learning strategies into Arabic language curricula, along with the development of supportive language environments (*bi'ah lughawiyah*), can significantly enhance the effectiveness of language instruction. The use of instructional media and educational technology may also support the implementation of communicative Arabic language learning.

The results of this study contribute to the broader field of Arabic language education by reinforcing the importance of communicative teaching approaches in developing students' practical language competence. Theoretically, the study strengthens the argument that immersive and interactive learning environments are essential for successful language acquisition. Practically, the findings provide guidance for educators, curriculum designers, and educational institutions in developing more effective Arabic language teaching strategies that emphasize communication and contextual learning.

Despite these contributions, further research is still needed to deepen the understanding of the Mubāsyarah Method in various educational contexts. Future studies may conduct empirical investigations using quantitative, qualitative, or mixed-method approaches to examine the effectiveness of the method in different learning environments, such as schools, universities, and Islamic boarding institutions. In addition, researchers may explore the integration of the Mubāsyarah Method with innovative teaching approaches, including digital learning technologies and task-based language learning, in order to enhance communicative Arabic language instruction.

In conclusion, the Mubāsyarah Method represents an important pedagogical approach in Arabic language education because it promotes communicative competence, active student engagement, and meaningful language learning experiences. By emphasizing direct language use, contextual interaction, and immersive learning environments, the method contributes to the development of more effective and communicative Arabic language teaching practices. Therefore, the continued exploration and application of the Mubāsyarah Method can play a crucial role in improving the quality of Arabic language education in contemporary educational settings.

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