



Innovative interactive approach through projects in maharah kalam assessment

Kamisyka Samawa Meldi¹, R. Umi Baroroh²

^{1,2} Universitas Islam Negeri Sunan Kalijaga, Kota Yogyakarta, Indonesia

kamisyka5@gmail.com¹, rumibaroroh32@gmail.com²

ABSTRACT

Mastering a foreign language, especially Arabic, has become a crucial necessity in the era of globalization, characterized by technological advancements and increasing intercultural interactions. In education, the development of maharah kalam, or speaking skills in Arabic, has become a primary focus. However, it is often hindered by less innovative learning approaches. Traditional methods that emphasize memorization and theory result in poor speaking skills among students and a lack of motivation. This research aims to explore the use of a project-based interactive approach in assessing speaking skills, or maharah kalam, in Arabic education. The research method employed is a qualitative approach, utilizing data collection techniques that include observation, interviews, and documentation. The data analysis techniques used are descriptive analysis, thematic analysis, and triangulation. The results of the study indicate that implementing a project-based approach not only enhances students' speaking skills but also encourages active engagement, creativity, and collaborative abilities. Furthermore, holistic assessment provides a more comprehensive picture of students' development in maharah kalam. In conclusion, innovation in interactive approaches through projects can improve the quality of Arabic language learning and prepare students to become effective and confident communicators in various contexts.

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ABSTRAK

Menguasai bahasa asing, terutama Bahasa Arab, telah menjadi kebutuhan yang relevan seiring dengan globalisasi yang ditandai oleh kemajuan teknologi dan interaksi antarbudaya. Dalam pendidikan, pengembangan maharah kalam, atau keterampilan berbicara dalam Bahasa Arab, menjadi fokus utama, tetapi sering terhambat oleh pendekatan pembelajaran yang kurang inovatif. Metode tradisional yang berfokus pada hafalan dan teori menyebabkan keterampilan berbicara peserta didik yang buruk dan kurangnya motivasi. Tujuan penelitian ini adalah untuk melihat bagaimana menggunakan pendekatan interaktif berbasis proyek dalam penilaian keterampilan berbicara, atau maharah kalam, dalam pendidikan Bahasa Arab. Metode penelitian yang digunakan adalah pendekatan kualitatif, dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Sedangkan teknik analisis data yang digunakan, yaitu analisis deskriptif, analisis tematik, dan triangulasi. Hasil penelitian menunjukkan bahwa penerapan pendekatan berbasis proyek tidak hanya meningkatkan keterampilan berbicara peserta didik, tetapi juga mendorong keterlibatan aktif, kreativitas, dan kemampuan kolaboratif. Selain itu, penilaian yang dilakukan secara holistik memberikan gambaran yang lebih komprehensif mengenai perkembangan maharah kalam peserta didik. Kesimpulannya, inovasi dalam pendekatan interaktif melalui proyek dapat meningkatkan kualitas pembelajaran Bahasa Arab dan mempersiapkan peserta didik untuk menjadi komunikator yang efektif dan percaya diri dalam berbagai konteks.

Kata Kunci: pembelajaran interaktif; pendekatan inovatif; penilaian maharah kalam; proyek

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INTRODUCTION

The acquisition of speaking skills in Arabic continues to present various challenges in the contemporary era. One of the main problems experienced is the low motivation and participation of students in the learning process, especially when learning still uses conventional methods that tend to be monotonous and do not actively involve students (Riswar & Baroroh, 2025). In the current development of Arabic language education, improving speaking skills is a primary focus. However, many educational institutions face significant obstacles to optimally developing students' speaking abilities.

Maharah kalam is the ability to articulate sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to a conversation partner. Whereas in a broader sense, kalam skills are the most complex language skills, as they require students to express their thoughts and feelings using correct words and sentences according to the rules of Arabic grammar, namely nahwu and sharaf (nahwu focuses on sentence structure and word position, while sharaf deals with word form changes and morphology in Arabic). In addition, kalam skills must be based on listening (receptive) ability, speaking (productive) ability, and (relative) knowledge of vocabulary and sentence patterns that enable students to communicate their intended meaning (Monalia & Khoiri, 2023). Developing Arabic speaking skills is an important focus in foreign language education, especially in effectively supporting students' communication abilities (Tazkiyah *et al.*, 2024).

Amid the digital era and the changing educational paradigm, including a shift from conventional methods to more interactive, technology-based approaches, demand for innovation in learning and assessment is increasing. Research data indicate that the use of interactive learning media, such as digital applications, videos, and online platforms, can improve students' motivation, participation, and learning outcomes in speaking skills. For example, research on Android-based learning media showed an increase in students' average scores from 73.6 (pre-test) to 87 (post-test), with 82% of students reporting that the media was very valid. It helped them learn more enjoyably and understandably (Arif & Hikmah, 2024).

Although the use of interactive learning media shows promising results, challenges remain in its implementation. Many teachers are not fully trained to use this technology effectively in the learning process. This leads to uneven implementation of innovative teaching methods across different educational institutions. Additionally, not all students have equal access to technology, which can create a learning gap. Students from lower-income backgrounds may lack the necessary devices to participate in technology-based learning, thereby falling behind in developing speaking skills.

In this context, the Project-Based Learning (PBL) approach emerges as a promising solution. This approach encourages learners to engage in real-world projects relevant to their daily lives, thereby increasing their motivation and engagement in learning. Through projects, learners can practice speaking in more authentic and contextual situations, thereby improving their communication skills (Khakim *et al.*, 2022). The innovation of an interactive approach through projects (PjBL) has become highly relevant for implementation in K-12 skills learning (Monalia & Khoiri, 2023).

The application of PjBL in learning speaking skills can overcome several challenges faced by conventional methods. By involving students in relevant projects, educators can increase students' motivation to learn and participate actively. For example, projects involving the creation of presentation videos, debates, or interview simulations can provide a more authentic and contextual speaking experience (Rahmawati *et al.*, 2024). This aligns with research showing that students engaged in project-based learning tend to have higher levels of speaking confidence than those who receive only traditional instruction (Sari *et al.*, 2024).

Furthermore, PBL enables a more comprehensive and holistic assessment. In this approach, assessment focuses not only on outcomes but also on the processes students undergo during the project. Thus,

teachers can evaluate students' speaking skills more comprehensively, including their ability to collaborate, think critically, and communicate effectively (Hasibuan, 2024).

To effectively implement PjBL, careful preparation is required from the educators. Teachers must be able to design projects that align with the curriculum and students' needs and provide appropriate guidance throughout the learning process. In addition, teacher training in the use of technology and interactive learning media is key to ensuring the successful implementation of PjBL. Thus, teachers not only serve as instructors but also as facilitators who support students in achieving learning objectives.

On the other hand, the challenges in implementing PjBL also need to be identified and addressed. Time constraints, resource limitations, and differences in students' abilities within a single classroom can impede project implementation. Therefore, it is important to design projects that are flexible and adaptable to classroom conditions. This research aims to explore various PjBL models that can be adapted to assess speaking skills and to identify effective strategies to overcome existing challenges.

This research aims to examine in depth the application of the Project-Based Learning (PBL) approach to kalam skills instruction, with an emphasis on improving students' speaking abilities. A review of prior research indicates gaps, including low student motivation and participation, limited access to technology, insufficient teacher training in innovative teaching methods, and an incomplete assessment system. This condition indicates that the conventional learning approach has not fully and optimally addressed the learning needs of speaking skills. Therefore, the implementation of PjBL becomes relevant as a more innovative and solution-oriented alternative. Through this approach, it is hoped that students can actively participate in learning, develop speaking skills in more contextual and authentic situations, and receive more comprehensive assessments. The results of this research are expected to make a real contribution to the development of more effective, engaging, and relevant Arabic language learning strategies that meet the demands of 21st-century learning.

LITERATURE REVIEW

Maharah Kalam

The definition of maharah kalam, or "Maharah Al Kalam," corresponds linguistically to the English term "speaking skill," which can be translated as "the skill of speaking" (Marwaji *et al.*, 2025). Speaking skills (Maharah Al Kalam) refer to a person's ability to articulate Arabic sounds (ashwath 'arabiyyah) or words according to specific grammatical rules (qawa'id nahwiyyah wa sharfiyyah) in order to convey ideas and feelings (Amin, 2023).

Maharah kalam, or speaking skills, is a fundamental aspect of Arabic language learning, serving as a means of communication and self-expression (Anggara *et al.*, 2024; Fajrin *et al.*, 2021). Speaking skills encompass not only technical proficiency but also the ability to interact effectively in diverse social and cultural contexts (Hilmi, 2021). In the context of education, mastering the art of speech is essential, as this skill enables students to actively participate in discussions, presentations, and everyday interactions, all of which are key to successful language learning (Huzairi *et al.*, 2024). Research shows that strong speaking skills can enhance students' confidence and facilitate more effective interactions in various situations (Syahrani *et al.*, 2025).

Maharah Kalam Urgency

Some factors why learning this kalam is so important are as follows (Hady, 2019).

1. Speaking ability is a skill that develops earlier in the language learning process. In fact, children usually start speaking before they learn to read and write (Putri & Kamali, 2023).

2. When a family teaches a foreign language to their child, the expectation is that the child will be able to speak that language. This process not only involves introducing vocabulary and grammar but also includes consistent speaking practice, enabling the child to communicate confidently in the foreign language (Nihayati & Zaimah, 2023).
3. Language skills are used to master speaking skills so that one can communicate fluently, both in social and professional contexts. This learning process often involves speaking practice, listening, and interaction with native speakers to improve their communication abilities (Kholilullah *et al.*, 2020).
4. Success in speaking not only strengthens communication skills but also encourages individuals to delve deeper into the language as a whole (Hasanah *et al.*, 2022).
5. Without good speaking skills, the process of learning to read and write becomes more difficult, as understanding spoken language often affects the ability to comprehend and use language in written form (Sururoh & Hasan, 2021).
6. In current learning practices, there is a growing tendency to expose children to audio and visual media such as radio broadcasts, television programs, and films (Silva *et al.*, 2021). This reflects a shift in communication and learning methods from a text-based approach to an audiovisual-based approach. This trend has led to a decrease in the intensity of children's engagement with reading activities and written communication. This means that written media, which had previously been the primary means of literacy, is being displaced by more immediate and multimodal forms of communication.
7. Reading and writing activities focus on mastering the material learned through oral skills, such as listening and speaking, which highlights the important role of spoken language in language learning. Readers not only mechanically decipher texts but also actively seek and interpret meaning related to their spoken language experiences (Harianto, 2020).
8. The language learning process and the role of the teacher are highly dependent on speaking skills. Teachers typically teach and correct students' mistakes through speaking; even when checking students' writing, teachers still use oral explanations (Basri *et al.*, 2023).

Thus, the urgency of learning Arabic speaking skills indicates that a person is considered successful in learning a language if they can speak it well. This is because speech is the most widely used medium for human communication.

Lack of Maharah Kalam Practice in the Field

There are several key shortcomings in the field practice of kalam skills, as follows (Safni *et al.*, 2023):

1. Linguistic Problems

Linguistic problems are the difficulties students encounter when learning Arabic because it has characteristics typical of a foreign language. These problems can stem from teachers who lack competence and from limitations in several aspects of the Arabic learning process, namely objectives, materials, instructional processes, methods, learning resources, and evaluation tools.

The basis of linguistic problems includes the following.

a. Sound Design

The sound system of Arabic is diverse, including the articulation of guttural letters, the nature of sounds in the two mouths, nasal pronunciation, and the pronunciation of adjacent letters. However, some Indonesian phonemes lack direct equivalents in Arabic, such as /p/, /g/, and /ŋ/. For example, the sound /p/ is often pronounced as [b], as in the word Jepang, which becomes Yaban. (Miranti & Alfarabi, 2025).

b. Vocabulary

Arabic has diverse and flexible word-formation patterns through derivation and inflection, making it rich in vocabulary. Rusydi Ahmad Thu'aimah emphasizes the importance of mastering vocabulary as an initial step in learning Arabic, focusing on word formation characteristics and concepts such as wazan, morphology, and lexical meaning (Safni *et al.*, 2023).

c. *Qawaid* and *l'rab*

Arabic language learners often face difficulties with Arabic grammar, known as qawa'id, both in word formation (sarfiyyah) and sentence structure (nahwiyyah). Although we may have preconceived notions about this difficulty, it will not alter the existence of the Arabic language. Educators need to understand students' difficulties and provide effective solutions to improve their mastery of the Arabic language, thereby reducing the time required (Hajar & Qohar, 2024).

d. *Tarakib* (Sentence Structure)

Arabic language learning often encounters difficulties with sentence structure (tarakib), which can be addressed through frequent practice with nominal (ismiyyah) and verbal (fi'liyah) sentence patterns. Training in diverse forms and models, as well as in sentence patterns, is key to addressing this linguistic issue, which has long been a challenge for educators.

2. Non-Linguistic Problems

Non-linguistic problems are issues or challenges that are not directly related to language or linguistic aspects, but can affect communication and understanding. As for the basis of linguistic problems, they include the following.

a. Motivation and Interest in Learning

Motivation and interest in learning often pose non-linguistic obstacles in the formal process of learning Arabic. Learning outcomes can be significantly influenced by motivation and interest, as language learning without motivation tends not to yield optimal results. Educators need to encourage students holistically, both physically and non-physically, so that they enjoy learning Arabic and recognize the value of life in their learning (Cahyati & Maulani, 2023).

b. Learning Resources

Unconducive learning environments, such as noise, heat, and discomfort, can hinder optimal learning outcomes in Arabic. Conversely, Happy Learning will make students feel comfortable in the classroom, thus supporting optimal learning outcomes. (Fatia *et al.*, 2024).

c. Educator Competencies

Less competent educators can be an obstacle to learning Arabic. Evaluating educators' competencies involves professionalism, pedagogical skills, personality, and social engagement. Unfortunately, some language educators lack formal training in teaching Arabic and possess only basic knowledge of the language. The importance of selecting an appropriate learning method, aligned with learners' goals, materials, resources, and ability levels, is also a key factor in the success of the teaching and learning process (Tungkagi *et al.*, 2022).

Project-Based Learning (PBL) Approach

Project-Based Learning (PBL) is a teaching approach that facilitates learning through the exploration of practical problems students encounter in their daily lives, which they then collaboratively solve in groups. This project-based learning method originates from the "learning by doing" concept introduced by John Dewey in 1916. This concept emphasizes that learning occurs through the execution of specific actions aligned with learning objectives, particularly students' mastery of task performance through a series of behaviors directed toward achieving a specific goal (Salsabila & Setiyawan, 2024). In project-based learning, collaboration between teachers and children is central, so learning is not teacher-centered. This opinion is also in line with Katz's statement that *"the key feature of the project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the children, the teacher, or the teacher working with the children."* (Amelia & Aisya, 2021).

Project-based learning is a teaching approach that provides children with opportunities to solve everyday problems, both individually and in groups (Amelia & Aisya, 2021). PjBL has been identified as an effective method for increasing student engagement in learning (Patrysha *et al.*, 2024). This approach enables learners to acquire knowledge through direct experience and collaboration, thereby enhancing their understanding of the material (Gunawan *et al.*, 2022). In the context of Arabic language learning, PjBL can provide opportunities for students to apply their speaking skills in more real and relevant situations (Monalia & Khoiri, 2023). PjBL is an effective teaching approach that enhances students' understanding and prepares them to address existing challenges more collaboratively.

Interactive Approach

The interactive approach emphasizes active interaction among teachers and students, as well as among students themselves. This approach not only focuses on the delivery of information from teacher to student but also engages students in the teaching and learning process through various activities that build deep and reflective understanding (Mazna *et al.*, 2024).

The interactive project-based approach not only enhances speaking skills but also helps learners develop social and cooperative skills (Ramadhan & Hindun, 2023). Group collaboration is a process in which students work together to achieve a common goal. This process enhances students' communication skills and self-confidence by teaching them to express their opinions clearly and to listen to others' perspectives, thereby directly improving their communication abilities (Silooy *et al.*, 2023). In the context of Maharah Kalam, this interaction is particularly important for developing effective speaking skills. Additionally, this approach provides learners with opportunities to learn from experience, thereby strengthening their understanding of the language and its usage contexts (Yunita & Pebrian, 2020). Interactive learning methods often employ technology, educational games, group discussions, and collaborative projects to create a more engaging and meaningful learning experience (Mahmud & Syahrial, 2024).

METHODS

The research method employed in this study is qualitative. This research focuses on an innovation in project-based learning to improve the assessment of Maharah Kalam. This approach enables in-depth analysis of the interactions and effectiveness of the methods employed. The data collection techniques used in this study are, first, observation, which involves observing the learning process and student interactions during the project. Second, interviews. At this stage, interviews were conducted with teachers and students to elicit their perspectives and experiences regarding the implementation of the interactive approach. The instruments used in the interview stage are understanding of speaking skills, implementation of an interactive approach, innovation thru projects, and assessment of Maharah Kalam.

This research involved 1 Arabic Language Teacher from MA KM Muhammadiyah with the initials R and 3 students from UIN Sunan Kalijaga (1 respondent with the initials S.A) and UIN Maulana Malik Ibrahim Malang (2 respondents with the initials M.R.J and U.H). Third, documentation involves collecting relevant materials, including learning materials, assessment results, and observation notes related to the project.

After data collection, the data analysis, measurement, and organization process is carried out according to categories and basic descriptions. The data analysis techniques used in this study are: first, descriptive analysis: describing the data obtained from observations and interviews to provide a general overview of the effectiveness of the interactive approach; second, thematic analysis: identifying the main themes from interviews and other qualitative data to understand the experiences and perceptions of students and teachers; and third, triangulation: using multiple data sources to validate findings and ensure the accuracy of the research results.

RESULTS AND DISCUSSION

Interactive Approach Through Projects

Project-Based Learning (PBL) is an approach that prioritizes solving real-world problems or projects as the core of the learning process. In assessing speaking skills, PjBL enables students to engage in a range of projects that promote active and collaborative use of the Arabic language. These projects may include video production, role-play simulations, delivering speeches, holding debates, or creating presentations on specific topics that involve research and group discussions.

These projects not only test students' speaking abilities in formal contexts but also their critical thinking, collaboration, and the ability to communicate ideas clearly and effectively. For example, students could be asked to create a short video about a social or cultural issue relevant to Arab society, or to conduct a mock interview with a fictional character that requires speaking skills in a more dynamic situation. This is consistent with what was stated during the interview, namely:

"Pendekatan interaktif melalui proyek, seperti debat, pidato, ataupun proyek lainnya sangat dapat melatih peserta didik lancar dalam maharah kalam. Dengan kegiatan tersebut mereka juga dilatih untuk berpikir kritis." (M.R.J/ April 22, 2025).

Implementing project-based learning has significant goals and benefits in supporting established educational programs. Through this method, participants can develop a better understanding, critical teamwork skills, and real-world relevance (Herawati *et al.*, 2024).

Implementing the Project Approach in Assessing Maharah Kalam

In applying the project approach to assessing speaking skills, students are tasked with designing and implementing projects that involve oral interaction, such as debates, presentations, or interview simulations. These projects are designed to assess students' speaking abilities in a more natural and practical context. The findings indicate that students are more motivated to learn Arabic and to improve their speaking skills when they are involved in projects that allow them to choose interesting and relevant topics.

The implementation of this project in the assessment also provides students with opportunities to practice speaking in varied, real-life situations, which was previously difficult to achieve in traditional, test-based oral assessments. For example, in debate activities, students are required to defend arguments in Arabic, which not only tests their speaking fluency but also their critical thinking and ability to construct logical arguments. Formulating an effective learning model using the PjBL strategy consists of planning and implementation stages, with significant student involvement (Fauzi *et al.*, 2019).

Improving Verbal Communication Skills Through an Interactive Approach

One of the key findings in this study is a significant improvement in students' speaking skills. The interactive approach, which involves group collaboration and open discussion, encourages learners to speak more frequently and with greater confidence. In these projects, students have the opportunity to practice speaking in more natural, authentic situations, which helps them overcome nervousness or anxiety when speaking in public. This is consistent with what was stated during the interview,

"Saya setuju sekali dengan temuan dalam penelitian ini yang bilang kalau ada peningkatan signifikan dalam keterampilan berbicara peserta didik. Karena dengan adanya pendekatan interaktif berbasis PLB dapat meningkatkan maharah kalam peserta didik dan membuat peserta didik menjadi kreatif dan berpeluang dalam kemampuan maharah kalam." (M.R./April 22, 2024).

For example, in a debate project, students are required to organize their arguments, engage with their opponents, and respond to audience questions in clear and persuasive language. This activity sharpens students' use of richer vocabulary, improves speaking fluency, and trains critical and quick-thinking skills in responding to a range of topics (Nasir *et al.*, 2024). This is consistent with what was stated during the interview,

"Saya setuju bahwa penilaian maharah kalam dapat diperbaiki dengan melihat proyek interaktif dalam debat. Karena kita tidak hanya mendengarkan teori, tetapi juga menerapkannya secara langsung. Dengan mengikuti debat, kita dapat belajar berbicara dengan percaya diri, menyampaikan pendapat, dan berpikir kritis. Sebagai contoh, saya telah mengalaminya dan sekarang saya mahir berdebat dan berbicara dalam Bahasa Arab." (S.A./April 22, 2025).

Challenges in Implementing the Project Approach

Although this approach has proven effective in improving speaking skills, several challenges must be considered in its implementation. One of them is time constraints, which often pose obstacles to project planning and implementation. The lengthy preparation process, including research, practice, and material compilation, requires more time than traditional oral exams. This can be a challenge for teachers in meeting the established curriculum targets.

Additionally, students' varying speaking abilities pose a challenge for implementing group projects. More advanced speakers tend to assume dominant roles, whereas less confident learners may not contribute to their full potential. Therefore, a fairer division of roles and careful monitoring of group dynamics are essential to ensure that all learners have the best possible learning experience.

"Untuk tantangannya mungkin pada peserta didik itu sendiri. Semua peserta didik memiliki kemauan dan kemampuan yang berbeda. Beberapa dari mereka ada yang memiliki potensi, tapi kadang merasa kurang percaya diri atau bingung saat harus berbicara di depan orang lain." (M.R./April 22, 2025).

A student-centered learning approach can improve students' academic achievement (Rahmawati & Suranto, 2024). Students feel more engaged and have a better understanding.

Innovation in Interactive Approaches Through Projects

One solution that offers significant change is the use of PjBL, which emphasizes learning through real and collaborative activities. In the context of assessing speaking skills, this approach can be adapted by having students design interactive, practical speaking projects both inside and outside the classroom.

PjBL can begin with the formation of student groups that collaborate to complete a speaking project. This project may include activities such as producing short videos depicting conversational situations in Arabic, conducting group discussions on specific topics, or simulating interviews in Arabic. Through such projects, students are not only taught to speak Arabic but also trained to work collaboratively, plan presentations, and apply their knowledge in more contextual situations.

Discussion

The findings of this study indicate that implementing a project-based, interactive approach to assessing speaking skills has a positive impact on students' speaking abilities. Students become more confident, more fluent in speaking, and able to convey ideas coherently and communicatively (Syahrani *et al.*, 2025). This makes learning through speaking skills have the necessary impact on students' language development. This approach not only improves speaking skills but also builds students' confidence in communication. The project approach can enhance skills by implementing PjBL (Monalia & Khoiri, 2023). During the learning process, both oral and written communication are important and need to be considered by the teacher (Luthfiani *et al.*, 2020).

In Arabic language learning, the implementation of PjBL significantly improves students' speaking proficiency (Muid *et al.*, 2022; Rahmawati *et al.*, 2024). Arabic language learning in the 21st century should be designed to develop skills such as critical thinking, communication, collaboration, and creativity (Ahyar, 2025). One important aspect of this approach is collaboration within the group. When students work together on a project, they have the opportunity to share ideas and discuss relevant topics. This creates a supportive learning environment where students feel more comfortable speaking and expressing their opinions. One form of student collaboration is engaging in discussions that express thoughts and feelings using correct and appropriate language (Fajrin *et al.*, 2021). The open discussions within the group also encourage learners to think critically and consider others' perspectives, which are essential skills for public speaking. Additionally, projects conducted in a more natural and authentic context help learners practice speaking in situations similar to everyday life. This is very important because many learners feel nervous or anxious when speaking in public. By practicing in a more relaxed and supportive environment, they can overcome their fear and become more confident.

However, it's also important to note that the success of this approach heavily relies on the teacher's role as a facilitator. Teachers need to create an inclusive atmosphere and encourage active participation from all students. In addition, the assessment conducted must be fair and objective, reflecting the overall speaking ability of the students, not just the results of a specific project. Overall, the innovation of the interactive approach thru projects in assessing speaking skills is effective in improving students' speaking abilities. The success of the Arabic language teaching and learning process is inseparable from the curriculum that has been established and implemented well (Zarkasyi *et al.*, 2023). By integrating this method into the curriculum, it is hoped that students will not only become more proficient in speaking, but also better prepared to face future communication challenges.

CONCLUSION

The implementation of the Project-Based Learning (PjBL) approach significantly improves students' speaking skills in kalam maharah assessments. Interactive projects such as debates, presentations, and interview simulations not only train students to speak in relevant contexts but also develop critical thinking

skills and confidence. Despite challenges such as time constraints and varying student abilities, this approach is effective in creating a supportive learning environment. Therefore, the role of the teacher as a facilitator who creates an inclusive atmosphere and conducts fair assessments is very important, so that students can be better prepared to face future communication challenges. The integration of this method into the curriculum is expected to contribute positively to the development of students' communication skills.

AUTHOR'S NOTE

The author declares that there are no conflicts of interest related to the publication of this article. The author confirms that the data and content of the article are free from plagiarism.

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