

Inside Outside Circle as a Communicative Learning Strategy for Improving Students' Arabic Speaking Skills

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Abstrak: Kemampuan berbicara merupakan salah satu tujuan penting pembelajaran bahasa Arab karena peserta didik perlu menggunakan bahasa secara langsung dalam interaksi. Penelitian ini bertujuan untuk menganalisis penerapan metode *Inside Outside Circle* (IOC) sebagai strategi pembelajaran komunikatif serta mengetahui perubahan kemampuan berbicara bahasa Arab siswa setelah penerapan strategi tersebut. Penelitian menggunakan pendekatan kuantitatif dengan desain *pre-experimental One Group Pretest-Posttest*. Populasi penelitian berjumlah 374 siswa, dengan sampel sebanyak 29 siswa yang dipilih menggunakan teknik *purposive sampling*. Data dikumpulkan melalui observasi, wawancara, tes lisan, angket, dan dokumentasi, kemudian dianalisis menggunakan *paired-samples t-test*. Penerapan IOC dilaksanakan dalam lima kali pertemuan melalui tahap pemberian materi dan contoh ungkapan, pembentukan dua lingkaran siswa yang saling berhadapan, pertukaran informasi secara berpasangan, serta pergantian pasangan secara bergantian. Pola tersebut memberikan kesempatan kepada siswa untuk mempraktikkan ungkapan bahasa Arab dengan lebih dari satu pasangan dalam kegiatan yang berlangsung secara interaktif. Hasil penelitian menunjukkan bahwa penerapan IOC diikuti peningkatan kemampuan berbicara siswa. Nilai rata-rata pretest sebesar 72,27 meningkat menjadi 82,37 pada posttest, dengan selisih sebesar 10,10 poin. Hasil uji *t* menunjukkan nilai *t* hitung sebesar 19,05, lebih besar daripada *t* tabel sebesar 1,701 pada taraf signifikansi 5% dan 2,467 pada taraf signifikansi 1%. Respons siswa terhadap penerapan IOC mencapai 60,603% dan berada pada kategori baik. Temuan tersebut menunjukkan bahwa IOC dapat digunakan sebagai strategi pembelajaran komunikatif karena struktur kegiatannya memperluas kesempatan siswa untuk melakukan interaksi, pertukaran informasi, dan praktik berbicara bahasa Arab secara berulang.

Kata Kunci : *Inside Outside Circle, kemampuan berbicara bahasa Arab, pembelajaran komunikatif, pembelajaran bahasa Arab.*

Abstract: Speaking ability is one of the important goals of Arabic language learning because students need to use the language directly in interaction. This study aims to analyze the implementation of the *Inside Outside Circle* (IOC) method as a communicative learning strategy and to examine changes in students' Arabic speaking skills following its implementation. The study employed a quantitative approach with a *pre-experimental One Group Pretest-Posttest* design. The population consisted of 374 students, with 29 students selected as the sample using purposive sampling. Data were collected through observations, interviews, oral tests, questionnaires, and documentation, and were analyzed using a *paired-samples t-test*. The IOC method was implemented over five sessions through several stages, including the presentation of learning materials and model expressions, the formation of two facing circles, paired information exchange, and systematic rotation of partners. This interaction pattern provided students with opportunities to practice Arabic expressions with multiple partners in an interactive learning environment. The results showed an improvement in students' speaking skills following the implementation of IOC.

The mean score increased from 72.27 in the pretest to 82.37 in the posttest, representing a gain of 10.10 points. The *t*-test result showed a calculated *t* value of 19.05, which was higher than the critical *t* value of 1.701 at the 5% significance level and 2.467 at the 1% significance level. Students' responses to the implementation of IOC reached 60.603% and were categorized as good. These findings indicate that IOC can be used as a communicative learning strategy because its instructional structure provides students with greater opportunities for interaction, information exchange, and repeated Arabic speaking practice.

Keywords : *Inside Outside Circle, Arabic speaking skills, communicative learning, Arabic language learning.*

Introduction

Arabic language learning is not limited to mastering linguistic rules but also involves developing the ability to use the language for communication. In speaking instruction, students need opportunities to produce utterances, respond to interlocutors, and convey meaning orally. A communicative approach places language use in interaction at the center of the learning process. Therefore, mastery of linguistic elements needs to be directed toward the functional use of language in communicative situations (Hermawan, 2018; Al Janadbah & Al Sharef, 2024).

Maharah al-kalam, or Arabic speaking skill, is one of the productive skills in Arabic language learning. It requires students to simultaneously employ vocabulary, grammatical structures, pronunciation, and fluency to convey messages orally. Therefore, speaking instruction cannot rely solely on explanations and written exercises. Students need opportunities to speak directly, listen to their interlocutors' responses, provide appropriate responses, and use linguistic expressions in different contexts. Research on communicative Arabic language learning indicates that interaction-oriented activities can support students' speaking development, engagement, and confidence (Halim et al., 2022; Nurpadilah et al., 2026).

Challenges in speaking instruction arise when opportunities for oral practice remain limited and classroom interaction is predominantly teacher-centered. Such conditions may reduce the frequency of students' language production and make some students less confident when using Arabic orally. In Arabic language learning, a communicative approach needs to be supported by strategies that facilitate more intensive interaction among students so that linguistic knowledge can be applied in oral communication (Arifin et al., 2024).

This condition was also identified in Arabic language instruction in Class VIII D2 at Madrasah Tsanawiyah Islamiyah Attanwir, Bojonegoro. Based on the interview data collected in the study, the previous learning process was characterized by limited speaking practice and low levels of student confidence. This condition indicates the need for a learning strategy that can provide students with more equal opportunities to speak. Students need not only to receive language input from the teacher but also to have opportunities to use Arabic directly with their peers. Accordingly, this study employs *Inside Outside Circle* (IOC) as a learning strategy that provides students with opportunities to practice speaking in pairs and through systematic partner rotation.

Inside Outside Circle is a cooperative learning structure that organizes students into two circles. Some students form an inner circle and face outward, while the remaining students form an outer circle and face inward. Students facing each other form pairs to exchange information based on the learning materials or tasks provided by the teacher. After a certain period of interaction, one circle rotates to form new pairs. This procedure allows students to interact with several partners within a single learning activity (Taniredja et al., 2018).

The structure of IOC is closely related to the principles of communicative learning because it provides students with opportunities to use language directly through interaction. Speaking activities take place not only between teachers and students but also among students themselves. Partner rotation enables students to convey information to different interlocutors. This process allows students to repeat utterances, adjust their responses, listen to variations in language use, and employ vocabulary and grammatical structures in communicative contexts. Therefore, IOC can be positioned not merely as a cooperative learning technique but also as a strategy for creating a more communicative learning environment.

Pedagogically, the relationship between IOC and speaking ability can be explained through the intensity of interaction. The more opportunities students have to use the language, the greater their opportunities to practice vocabulary, sentence structures, pronunciation, and fluency directly. In IOC, several pairs can communicate simultaneously, meaning that speaking practice does not depend solely on individual turns in front of the class. Partner rotation also provides students with different interlocutors, requiring them to sustain communication with different partners. This pattern is consistent with the characteristics of communicative learning, which places interaction and language use at the center of the learning process.

Several previous studies have demonstrated the potential of IOC for developing speaking skills. Maulida et al. (2019) found differences in Arabic speaking ability following the implementation of IOC among students at the Islamic junior secondary school level. Their findings indicate that information exchange activities conducted through pair work can provide broader opportunities for speaking practice. Similarly, Sajidar et al. (2025) employed a *pre-experimental* design with eighth-grade students and found an improvement in speaking ability following the implementation of IOC, with a calculated *t* value of 8.43 and an *effect size* of 1.68. These findings indicate the potential of IOC as a strategy for speaking instruction.

Other research in Arabic language learning has also demonstrated that interaction-based activities can increase student engagement during the learning process (Hakim, 2025). Meanwhile, research on *Communicative Language Teaching* in *maharah al-kalam* instruction highlights the importance of interactive activities that provide learners with opportunities to use language actively. However, communicative learning continues to face several challenges, including limited opportunities for practice, teacher dominance, and differences in students' abilities (Nurpadilah et al., 2026).

Although previous studies have demonstrated the potential of IOC to improve speaking skills, further investigation is needed into IOC as a communicative learning strategy in Arabic language instruction at the Islamic junior secondary school level. Previous studies have tended to emphasize changes or differences in speaking scores following the

implementation of IOC. The present study focuses more specifically on the interaction structure created through IOC, particularly information exchange, partner rotation, and repeated opportunities for speaking practice. This focus is important because successful speaking instruction depends not only on learning outcomes but also on the availability of meaningful opportunities for students to actively use the target language.

Based on this research gap, the present study positions IOC as a communicative learning strategy, rather than merely as a cooperative learning method. This position is based on the characteristics of IOC, which facilitate peer interaction, information exchange, partner rotation, and repeated speaking practice. The study employs a *pre-experimental One Group Pretest-Posttest* design to examine changes in students' speaking ability before and after the implementation of IOC. In addition to measuring changes in speaking scores, the study describes the implementation of IOC and students' responses to the strategy.

Based on the foregoing discussion, this study aims to (1) analyze the implementation of *Inside Outside Circle* in Arabic speaking instruction, (2) examine changes in students' Arabic speaking ability following the implementation of IOC, and (3) investigate students' responses to the implementation of IOC in the learning process. The findings are expected to provide practical insights for Arabic language teachers in selecting instructional strategies that can expand opportunities for student interaction and speaking practice at the Islamic junior secondary school level.

Method

This study employed a quantitative approach with a pre-experimental design in the form of a One Group Pretest-Posttest Design. The design was used to examine changes in students' Arabic speaking ability by comparing their pretest and posttest scores following the implementation of the *Inside Outside Circle* (IOC) method (Sugiyono, 2024). The study was conducted in Class VIII D2 at Madrasah Tsanawiyah Islamiyah Attanwir, Talun Village, Sumberrejo District, Bojonegoro Regency. The population consisted of 374 eighth-grade students, while the sample comprised 29 students from Class VIII D2 selected through purposive sampling (Samsu, 2021).

Data were collected through observation, interviews, oral tests, questionnaires, and documentation. The oral tests were administered as pretest and posttest to measure students' *maharah al-kalam* based on four aspects: fluency, clarity, comprehension, and pronunciation. The test was administered individually using questions in Arabic. The questionnaire was used to identify students' responses to the implementation of IOC using a four-point Likert scale. Documentation was used as supporting data (Arikunto, 2020).

The research procedure consisted of five meetings, including one pretest, three treatment sessions, and one posttest. The learning material focused on التَّعْيِيرُ عَنِ السَّاعَةِ (*al-ta'tbīr 'an al-sā'ah*), or expressing time, based on *Duruus al-Lughah al-'Arabiyyah* Book 1. During the treatment sessions, the teacher presented the material and examples of Arabic expressions. The students were then divided into an inner circle and an outer circle. Students facing each other practiced speaking and exchanged information related to the topic. After each interaction session, students changed partners through the rotation of one circle. This

process was repeated to provide students with opportunities to practice Arabic speaking with several partners.

The data were analyzed using descriptive statistics and a paired-samples *t*-test. Descriptive analysis was used to determine the mean pretest and posttest scores and the percentage of students' responses to the IOC implementation. The paired-samples *t*-test was used to examine the difference in students' speaking ability before and after the treatment because the pretest and posttest scores were obtained from the same group of students (Sugiyono, 2024). The analysis was conducted at significance levels of 0.05 and 0.01 with degrees of freedom ($df = N - 1$). A calculated *t* value greater than the critical *t* value indicated a statistically significant difference between the pretest and posttest scores.

Result and Discussion

1. Findings based on pretest and posttest data

The implementation of the *Inside Outside Circle* (IOC) method was conducted in five meetings, consisting of one pretest, three treatment sessions, and one posttest. The learning material focused on التَّعْيِيرُ عَنِ السَّاعَةِ (*al-ta'bir 'an al-sā'ah*), or expressing time. In the first meeting, students completed a pretest to determine their initial Arabic speaking ability. The following three meetings were used to implement the IOC method, while the final meeting was used to administer the posttest.

During the treatment sessions, students were divided into two groups forming an inner circle and an outer circle. Students in the inner circle faced outward, while those in the outer circle faced inward. Students facing each other formed pairs and exchanged information using Arabic expressions related to expressing time. After each interaction session, one circle rotated to form new pairs. This process was repeated so that students had opportunities to practice speaking with several different partners. This pattern is consistent with the basic characteristics of IOC, which organize students into interacting pairs and facilitate information exchange through partner rotation (Taniredja et al., 2018).

The observation results showed increased student engagement during the implementation of IOC. The teacher acted primarily as a facilitator who provided learning materials, instructions, and guidance, while the main interaction occurred among students. Students were not only required to listen to the teacher's explanation but also to convey information, respond to their partners, and reuse the target expressions with different interlocutors. This finding is consistent with Sajidar et al. (2025), who found that IOC could support the development of students' speaking skills through structured interaction activities.

The topic التَّعْيِيرُ عَنِ السَّاعَةِ also provided an appropriate context for implementing IOC because it involved relatively simple question-and-answer patterns that could be practiced repeatedly. Students asked questions about time and responded to different partners using the target expressions. Thus, students were able to use vocabulary and language structures in oral communication rather than merely memorize linguistic forms. This activity is consistent with the principles of

communicative Arabic language learning, which emphasize active language use through meaningful interaction (Tamam et al., 2025; Ramadhan et al., 2025).

The speaking test results showed an improvement following the implementation of IOC. The mean pretest score was 72.27, increasing to 82.37 in the posttest, with a mean difference of 10.10 points. The total pretest score was 2,096, while the total posttest score reached 2,389.

Table 1. Comparison of Students' Speaking Scores

Measurement	N	Mean	Mean Difference
Pretest	29	72.27	-
Posttest	29	82.37	10.10

The difference between the pretest and posttest scores was further analyzed using a paired-samples *t*-test because both sets of scores were obtained from the same 29 students before and after the implementation of the *Inside Outside Circle* (IOC) method. The analysis resulted in a calculated *t* value of 19.05 with 28 degrees of freedom (df). At the 0.05 significance level, the critical *t* value was 1.701, while at the 0.01 significance level, it was 2.467. The calculated *t* value of 19.05 was substantially higher than both critical values, indicating that the difference between the pretest and posttest scores was statistically significant at both significance levels. Therefore, the null hypothesis (H_0), which stated that there was no significant difference in students' Arabic speaking ability before and after the implementation of IOC, was rejected, while the alternative hypothesis (H_a) was accepted. These results indicate that students demonstrated significantly higher Arabic speaking scores after participating in the IOC learning activities.

This statistical finding is consistent with the descriptive results, which showed an increase in the mean score from 72.27 in the pretest to 82.37 in the posttest, representing an improvement of 10.10 points. The consistency between the descriptive and inferential results indicates that the improvement was not only reflected in the increase in the mean score but was also statistically significant. Nevertheless, because the study employed a *One Group Pretest-Posttest Design* without a control group, the result should be interpreted as evidence of a significant pretest-posttest change rather than definitive evidence of a causal effect attributable solely to IOC.

Table 2. Paired-Samples *t*-Test Results

<i>t</i> calculated	<i>t</i> critical (0.05)	<i>t</i> critical (0.01)	df
19.05	1.701	2.467	28

The result indicates a statistically significant difference between the students' pretest and posttest scores. Therefore, H_0 was rejected and H_a was accepted based on the statistical criteria used in the study. An additional analysis produced a Cohen's *d* of approximately 3.54, indicating a very large standardized within-group difference. However, this value should be interpreted cautiously because the study did not include a control group. The observed improvement may also have been

influenced by repeated practice, familiarity with the test, students' development, or other learning factors.

The improvement found in this study is consistent with Sajidar et al. (2025), who reported improved speaking ability following the implementation of IOC among eighth-grade students. Their findings support the relevance of the IOC interaction structure for speaking instruction. The present study extends this evidence by examining IOC in Arabic *maharah al-kalam* instruction using the topic *al-ta'bir 'an al-sa'ah* and by considering students' interaction during the implementation.

The findings can also be explained through the principles of communicative language teaching. Tamam et al. (2025) emphasized the importance of using Arabic in interactive situations to develop speaking ability. Ramadhan et al. (2025) similarly showed that *Communicative Language Teaching* provides opportunities for students to use language actively through communicative activities. In the present study, these principles were implemented through information exchange and partner rotation within the IOC structure.

The questionnaire results showed a total score of 703 out of 1,160, equivalent to 60.603%, which was categorized as good according to the criteria used in the study. This finding indicates that students responded positively to the implementation of IOC. The opportunity to communicate with several classmates and practice speaking repeatedly may have contributed to this positive response.

The positive response is also relevant to the characteristics of communicative learning. Fadzilah et al. (2025) found that communicative approaches can increase students' engagement in using Arabic. Mahmudah et al. (2025) similarly emphasized the role of communicative-interactive learning in optimizing *maharah al-kalam*. In the present study, partner rotation created an interaction pattern that encouraged students to use Arabic more actively.

Nevertheless, students' responses should be regarded as supporting evidence rather than the primary indicator of learning improvement. The main evidence comes from the pretest and posttest speaking scores, while the questionnaire provides additional information about students' perceptions and learning experiences.

From a communicative learning perspective, the main strength of IOC lies in its ability to organize classroom interaction. Students use Arabic to exchange information, interact with several partners, and reuse the target expressions in different communicative situations. These characteristics are consistent with *Communicative Language Teaching*, which emphasizes meaningful language use, interaction, and active student participation (Fadzilah et al., 2025; Mahmudah et al., 2025; Ramadhan et al., 2025).

Partner rotation also serves an important pedagogical function. Students need to convey similar information to different interlocutors. This process encourages them to recall vocabulary, adjust their utterances, listen to different responses, and maintain communication. Therefore, IOC provides a structured learning environment in which students can practice speaking repeatedly through

peer interaction. This finding is consistent with Sajidar et al. (2025), who demonstrated the potential of IOC as a strategy for supporting speaking instruction.

The findings also indicate that IOC should not be understood merely as an activity involving two circles. Its pedagogical value depends on the communicative tasks provided by the teacher. The teacher needs to determine the topic, target expressions, supporting vocabulary, interaction time, and assessment criteria according to students' proficiency levels. In this study, *al-ta'bir 'an al-sā'ab* provided a clear context for repeated question-and-answer practice. IOC therefore functioned as a bridge between students' knowledge of Arabic expressions and their use of those expressions in oral communication.

Overall, the increase in the mean score from 72.27 to 82.37, the significant paired-samples *t*-test result, and the 60.603% positive response indicate that IOC has potential as a communicative strategy for improving students' Arabic speaking ability. This finding strengthens previous research on IOC and speaking skills (Sajidar et al., 2025) and supports recent studies on communicative approaches to *maharah al-kalam* (Tamam et al., 2025; Fadzilah et al., 2025; Mahmudah et al., 2025; Ramadhan et al., 2025). However, because this study employed a *One Group Pretest-Posttest Design*, the findings are more appropriately interpreted as evidence of a significant change in speaking ability following IOC implementation rather than as definitive causal evidence independent of other factors.

2. Discussion of Findings

The findings of this study indicate that the implementation of the *Inside Outside Circle* (IOC) method provided students with broader opportunities to practice Arabic speaking through structured peer interaction. The mean score increased from 72.27 in the pretest to 82.37 in the posttest, with a difference of 10.10 points. This improvement can be associated with the interaction pattern created by IOC. Students were not only recipients of teacher explanations but also actively produced Arabic utterances, listened to their partners, and responded to information during the learning activities.

The structure of IOC is relevant to speaking instruction because speaking proficiency requires sufficient opportunities for learners to produce language orally. In this study, students repeatedly practiced *التَّعْبِيرُ عَنِ السَّاعَةِ* (*al-ta'bir 'an al-sā'ab*) with different partners. The rotation of partners required students to reproduce the target expressions in different interactional situations. This repeated practice provided opportunities for students to recall vocabulary, apply sentence patterns, respond to interlocutors, and develop fluency. The interaction and partner-rotation structure of IOC encourages active student participation and information exchange, making it relevant to speaking-oriented instruction (Sajidar et al., 2025).

The findings also support the communicative approach to Arabic language learning. Communicative learning emphasizes the use of language to convey and receive meaning rather than focusing exclusively on grammatical knowledge. Tamam et al. (2025) emphasize that Arabic speaking instruction needs to provide learners with opportunities to use Arabic in practical and social communication. Similarly,

Ramadhan et al. (2025) demonstrate the relevance of *Communicative Language Teaching* in creating learning activities that encourage active language use. In the present study, these principles were reflected in students' activities of asking questions, providing answers, exchanging information, and responding directly to different speaking partners.

The significant difference between the pretest and posttest scores further supports the potential of IOC in speaking instruction. The paired-samples *t*-test produced a calculated *t* value of **19.05**, which was higher than the critical values at both the 0.05 and 0.01 significance levels. This result indicates that students' speaking scores after the treatment were significantly different from their scores before the treatment. The finding is consistent with Sajidar et al. (2025), who examined the use of IOC in speaking instruction among eighth-grade students and reported a *t* value of 8.43 and an effect size of 1.68. Their findings demonstrate the potential of IOC to improve students' speaking performance.

The present study provides additional evidence in a different instructional context. While Sajidar et al. (2025) examined speaking instruction among eighth-grade students, the present study specifically focused on Arabic *maharah al-kalam* in a *madrasah tsanawiyah* context. The learning material also focused on التَّغْيِيرُ عَنِ السَّاعَةِ, which provided students with clear question-and-answer patterns for repeated oral practice. This context allowed the IOC structure to be directly connected to a specific communicative function in Arabic.

The improvement in speaking performance can also be explained through the repeated interaction generated by partner rotation. When students changed partners, they had to reproduce the target expressions while responding to different interlocutors. They could not depend entirely on a fixed dialogue with one particular partner. Instead, they needed to recall vocabulary, listen to different responses, and adjust their utterances during communication. Such repeated language production may contribute to fluency and confidence. This finding is consistent with the communicative orientation of Arabic speaking instruction, which emphasizes active use of the target language in meaningful interaction (Tamam et al., 2025; Fadzilah et al., 2025).

The students' responses provide additional support for the learning process. The questionnaire produced a total score of 703 out of 1,160, equivalent to 60.603%, which was categorized as good. This result indicates that students generally responded positively to the implementation of IOC. The positive response may be associated with the opportunity to communicate with several classmates and practice Arabic repeatedly. Students were not required to speak only in front of the entire class. Instead, they first practiced with individual partners, which may have created a more manageable environment for oral participation.

This finding is relevant to the communicative-interactive learning perspective. Mahmudah et al. (2025) emphasize that communicative-interactive learning can optimize *maharah al-kalam* by increasing student involvement in Arabic speaking activities. Fadzilah et al. (2025) likewise highlight the importance of

communicative activities that encourage students to actively use Arabic. In the present study, the rotation system in IOC created repeated opportunities for students to interact with different partners and use the target language in a structured setting.

However, the questionnaire response should be interpreted as supporting evidence rather than the primary indicator of learning improvement. The questionnaire measures students' perceptions of the learning process, whereas the speaking test measures their performance. Therefore, the main evidence of improvement in this study comes from the increase in the pretest-posttest scores and the significant paired-samples *t*-test result. The questionnaire complements these findings by describing students' responses to the learning experience.

The findings further indicate that the pedagogical value of IOC does not simply lie in arranging students into two circles. Its effectiveness depends on the communicative task provided by the teacher. In this study, the teacher introduced the topic, vocabulary, and relevant Arabic expressions before students engaged in pair interaction. Students then used these expressions to exchange information with their partners. The teacher functioned as a facilitator who provided direction and support when necessary. This sequence enabled students to move from understanding linguistic input to using the language in oral communication.

The selection of التَّغْيِيرُ عَنِ السَّاعَةِ also supported the implementation of IOC. The topic has a clear communicative function and can be practiced through repeated question-and-answer activities. Students can ask about the time and respond using different expressions. The compatibility between the learning material and the IOC interaction structure therefore provided a clear context for students to practice speaking. This suggests that the effectiveness of IOC is influenced not only by the learning strategy but also by the suitability of the communicative task and learning material.

From a theoretical perspective, the findings reinforce the relationship between cooperative interaction and communicative language learning. IOC provides the classroom structure, while the communicative approach provides the pedagogical orientation, and *maharah al-kalam* represents the target competence developed through the interaction. Students receive opportunities to produce language, respond to interlocutors, and repeat target expressions in different interactional situations. This relationship explains why IOC can serve as a practical strategy for translating communicative learning principles into classroom speaking activities.

Nevertheless, the findings should be interpreted within the limitations of the research design. This study employed a *One Group Pretest-Posttest Design* without a control group. Therefore, although the statistical analysis demonstrated a significant difference between the pretest and posttest scores, the improvement cannot be attributed exclusively to IOC with complete certainty. Repeated exposure to the material, familiarity with the test, regular classroom practice, and other learning experiences may also have contributed to the observed improvement. The Cohen's

dz value of approximately 3.54 indicates a very large standardized within-group difference, but it should not be interpreted as definitive evidence of a causal effect.

Overall, the findings demonstrate that IOC has practical potential as a communicative strategy for improving students' Arabic speaking ability. Its combination of structured interaction, information exchange, partner rotation, and repeated oral practice provides students with more opportunities to use Arabic actively. The findings strengthen previous research on IOC and speaking skills (Sajidar et al., 2025) and support recent studies emphasizing communicative approaches in Arabic speaking instruction (Tamam et al., 2025; Fadzilah et al., 2025; Mahmudah et al., 2025; Ramadhan et al., 2025). However, because this study employed a *One Group Pretest-Posttest Design*, the findings are more appropriately interpreted as evidence of significant change following IOC implementation rather than definitive causal evidence independent of other factors.

Conclusion

This study concludes that the implementation of the *Inside Outside Circle* (IOC) method provided students with greater opportunities to practice Arabic speaking through structured peer interaction. The learning process consisted of one pretest, three treatment sessions, and one posttest using the topic التَّغْيِيرُ عَنِ السَّاعَةِ (*al-ta'bir 'an al-sā'ah*). The IOC procedure required students to exchange information with partners and change partners through circle rotation, allowing them to practice the target Arabic expressions repeatedly.

The students' Arabic speaking ability improved after the implementation of IOC. The mean score increased from 72.27 in the pretest to 82.37 in the posttest, representing an improvement of 10.10 points. The paired-samples *t*-test produced a calculated *t* value of 19.05 with *df* = 28, which was higher than the critical *t* values of 1.701 at the 0.05 significance level and 2.467 at the 0.01 significance level. These results indicate a statistically significant difference between students' speaking performance before and after the implementation of IOC. The students' questionnaire responses reached 60.603%, which was categorized as good, indicating a generally positive response to the learning activities.

The findings suggest that IOC can be used as a communicative strategy for Arabic speaking instruction because its interaction structure provides students with opportunities to produce language, exchange information, respond to different interlocutors, and practice Arabic repeatedly. However, because this study employed a *One Group Pretest-Posttest Design* without a control group, the findings should be interpreted as evidence of significant pretest-posttest improvement rather than definitive evidence of a causal effect. Future studies are recommended to employ a control group, larger samples, or quasi-experimental designs to provide stronger evidence regarding the effectiveness of IOC in Arabic *maharah al-kalam* instruction.

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