EFFECTIVENESS OF *AL-TAʿBIR AL-ḤURR* METHOD IN ENHANCING ARABIC SPEAKING SKILLS

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Abstract

This study aims to assess the efficacy of the Al-Ta'biir al-Ḥurr (Free Expression) approach in enhancing Arabic speaking abilities among eleventh-grade pupils at MA Nurul Haromain, Yogyakarta. The research, which employed a quantitative method with a pre-experimental One-Group pre–test–post–test design, included 30 students whose speaking performance was evaluated using a rubric that included fluency, grammatical correctness, vocabulary, and speaking confidence. The Wilcoxon Signed Rank Test and normalized gain (N-gain) analysis were used to analyze the data. The findings showed a statistically significant improvement in students' Arabic-speaking skills, with a high N-gain score of 0.8268. According to these results, the Al-Taʿbīr al-Ḥurr approach promotes the Development of students' speaking abilities by encouraging active participation and unprompted oral expression. Generally speaking, the research indicates that this method might be used as a learner-centered teaching strategy to improve Arabic speaking abilities in classroom environments.

Keywords: Al-Taʿbīr al-Ḥurr; Arabic speaking skills; Student-centered learning

تجريد

الهدف من هذا البحث هو تقويم فاعلية منهج التعبير الحرّ في تنمية مهارات الكلام باللغة العربية لدى تلاميذ الصف الحادي عشر في مدرسة العالية نور الحرمين بيوغياكرتا. واعتمدت الدراسة المنهج الكمي باستخدام تصميم شبه تجريبي من نوع المجموعة الواحدة ذات الاختبار القبلي والبعدي (One-Group Pre-test–Post-test)، وشارك فيها ثلاثون طالبًا، حيث قوم أداءهم في مهارة الكلام بمقياس يتضمن الطلاقة، والصحة النحوية، والثروة اللغوية، والثقة في التحدث. وقد حلل البيانات باستخدام اختبار ويلكوكسون للرتب الموقَّعة (Wilcoxon Signed Rank Test) وتحليل الكسب المعياري (N-gain). والنتائج هذا البحث هو وجود تحسّن دالّ إحصائيًا في مهارات الكلام باللغة العربية لدى الطلاب، حيث بلغ معامل الكسب المعياري (N-gain) 0.8268، وهو مصنَّف ضمن المستوى المرتفع. الخلاصة من هذا البحث هي سهم منهج التعبير الحرّ في تطوير مهارات التحدث لدى الطلاب بتشجيعهم على المشاركة الفاعلة والتعبير الشفهي التلقائي.

الكلمات المفتوحة: التعبير الحر؛ مهارة الكلام باللغة العربية؛ التعلم المتمركز حول الطالب

INTRODUCTION

The process of acquiring Arabic as a foreign language frequently encounters challenges, especially in the Development of speaking proficiency (maharah al-kalam).[1] Many students struggle to express their ideas verbally due to teaching approaches that are overly focused on memorizing grammatical rules (nahwu-sharaf) [2] As a result, even though their theoretical knowledge of the language is quite good, students' communicative abilities remain low.[3] Empirical studies conducted in Indonesian secondary and higher education contexts consistently indicate that learners' Arabic speaking proficiency remains at a basic level, with limited fluency and confidence in oral communication.[4]

Conventional methods in Arabic language learning often overlook authentic communication in everyday life.[5] The learning process is often focused on rigid mechanical exercises (*tamrinat qawiyyah*)[6], which do not foster creativity in language use.[7] Several empirical studies in Indonesia indicate that Arabic language instruction remains largely teacher-centered and focused on structural aspects, resulting in limited opportunities for speaking practice in classroom interactions.[8] In contrast, studies in Second Language Acquisition (SLA) highlight that speaking skills are most effectively developed when learners engage in sustained communicative practice within contexts that closely mirror real-life interactions.[9] Therefore, there is a need for alternative learning

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[1] Alya Maulia Yusuf dkk., "Problematika Pembelajaran Maharatul Kalam Dalam Bahasa Arab (Studi Kasus Pondok Pesantren Al-Minhaj Shahabah, Bogor, Jawa Barat)," *Journal on Education* 7, no. 1 (2024): 2228–35.

[2] Hendar Ibnu Hajar dan Hendri Abdul Qohar, "Pendekatan Inovatif untuk Mengatasi Tantangan Pembelajaran Nahwu dan Sharaf bagi Peserta Didik," *Ranah Research : Journal of Multidisciplinary Research and Development* 6, no. 6 (2024): 2995–3009, https://doi.org/10.38035/rrj.v6i6.1473.

[3] Emine Kuluşaklı dan Gülten Genç, "L2 Communication Apprehension and Communicative Competence of Pre-Service English Teachers," *Heliyon* 10, no. 16 (2024): e32587, https://doi.org/10.1016/j.heliyon.2024.e32587.

[4] Muhammad Azhar dkk., "Arabic Language Learning with Communicative Method and Factors Affecting Student's Speaking Ability," *Takuana: Jurnal Pendidikan, Sains, dan Humaniora* 1, no. 2 (2022): 92–101, https://doi.org/10.56113/takuana.v1i2.33.

[5] Udin Zainudin, "Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab dan Implementasinya untuk Meningkatakan Maharatul Kalam," *HASBUNA : Jurnal Pendidikan Islam* 4, no. 2 (2024): 351–56, https://doi.org/10.70143/hasbuna.v4i2.309.

[6] Yin Sun dkk., "Teaching Creative Thinking in the ELT Context: Beliefs and Practices," *Sage Open* 15, no. 1 (2025): 21582440251315235, https://doi.org/10.1177/21582440251315235.

[7] Bruce S. Rawlings dan Sarah J. Cutting, "Linking Disparate Strands: A Critical Review of the Relationship Between Creativity and Education," *Educational Psychology Review* 36, no. 4 (2024): 135, https://doi.org/10.1007/s10648-024-09973-z.

[8] Gilda Amara Windi Amaris dan Hikmah Maulani, "Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa," *MUMTAZA : Journal of Arabic Teaching, Linguistic And Literature* 02, no. 02 (2023).

[9] Stephen D Krashen, *Principles and Practice in Second Language Acquisition, 1st ed, Language Teaching Methodology Series* (New York: Pergamon, 1982).

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approaches that are more active and communicative, and place students at the center of the learning process (student-centered).[10]

Technique, commonly known as Free Expression, offers an effective alternative for addressing challenges in developing Arabic oral proficiency.[11] This method provides students with space to express their opinions spontaneously, without placing too much emphasis on strict grammar in the early stages of learning.[12] This approach is grounded in the communicative paradigm, which conceptualizes language primarily as a medium for meaningful interaction.[13] However, a survey of Indonesian studies on Arabic language education published from 2023 to 2025 reveals that empirical investigations specifically addressing the Al-Taʿbīr al-Ḥurr method remain scarce. Recent research has focused mainly on alternative approaches to speaking instruction, including dialogic (al-ḥiwār) practices, mind-mapping strategies, and guided composition (*insyā' muwajjah*)[14], rather than on pedagogical models centered on free expression in speaking.[15] Furthermore, these studies seldom provide quantitative evidence that distinctly measures the effects of systematically implementing the Al-Taʿbīr al-Ḥurr method on learners' speaking proficiency, thereby highlighting a significant empirical gap that merits further scholarly exploration.[16]

Several previous studies indicate that the free expression-based learning approach can enhance students' self-confidence in speaking foreign languages.[17] For instance, research by Al-Khuli reveals that students allowed to articulate their thoughts freely show notable enhancements in speaking performance compared to peers instructed via traditional approaches.[18] Collectively, these findings indicate that communicative and

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[10] Desilia Devanti dkk., "Tranformasi Guru Profesional Penerapan Pendekatan Student Centered Learning (SCL)," *AZKIYA* 6, no. 2 (2023), https://doi.org/10.53640/azkiya.v6i2.1434.

[11] Chairani Astina Dkk., "Internalisasi Budaya Arab Melalui Pengenalan Ta'bir Arab Dalam Pembelajaran Maharah Al-Kalam," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 8, No. 2 (2025): 188–203, Https://Doi.Org/10.32699/Liar.V8i2.8220.

[12] Albarra Sarbaini dan Novita Rahmi, "Enhancing Arabic Speaking Skills: A Study On Instructional Design, Implementation, And Assessment," *Arabiyatuna: Jurnal Bahasa Arab* 8, No. 2 (2024): 641–62, Https://Doi.Org/10.29240/Jba.V8i2.10828.

[13] Lhoussine Qasserras, "Systematic Review of Communicative Language Teaching (CLT) In Language Education: A Balanced Perspective," *European Journal of Education and Pedagogy* 4, No. 6 (2023): 17–23, Https://Doi.Org/10.24018/Ejedu.2023.4.6.763.

[14] Tsaqifah Ululhikmah, *Efektivitas Metode Insya' Muwajjah untuk Meningkatkan Maharah Kitabah dalam Pembelajaran Bahasa Arab Santriwati Kelas X Madrasah Aliyah Al-Mukmin Ngruki Sukoharjo Tahun Pelajaran 2022/2023.* (Sekolah Tinggi Islam Al-Mukmin (STIM), 2022), https://www.jurnal.stimsurakarta.ac.id/index.php/thulabuna/article/view/137.

[15] Ida Miftakhul Jannah dkk., "The Implementation of Mind Mapping in Arabic Speaking Skills for University Students," *LISANUDHAD: Jurnal Bahasa, Pembelajaran dan Sastra Arab* 10, no. 02 (2023): 45–68, http://dx.doi.org/10.21111/lisanudhad.v10i02.10769.

[16] Zulhannan dkk., "Enhancing Communicative Arabic Teaching: Evaluating the Al-Arabiyah Baina Yadaik Model," *Journal of Educational and Social Research* 15, no. 3 (2025): 318, https://doi.org/10.36941/jesr-2025-0100.

[17] Huda Taha, *Enhancing Speaking Skills Through Free Expression* (Jordan Language Center, 2021).

[18] Ehsan Namaziandost Dkk., "The Predictive Effects of Learner Autonomy And Academic Engagement On Willingness To Communicate, Foreign Language Learning Self-Esteem, And L2 Grit In An EFL Context," *Acta Psychologica* 250 (Oktober 2024): 104528, Https://Doi.Org/10.1016/J.Actpsy.2024.104528.

free-expression-based methods are effective in fostering speaking skills within general foreign language learning settings. Nevertheless, the precise implementation of the Al-Taʿbīr al-Ḥurr method in Arabic language instruction has not been thoroughly investigated, especially within the Indonesian context, where conventional grammar-translation approaches continue to prevail. As a result, empirical studies that systematically assess the method's effectiveness in improving Arabic speaking proficiency remain scarce.[19]

Additionally, psychological factors such as language anxiety play a significant role in influencing students' speaking abilities.[20] The Al-Taʿbīr al-Ḥurr approach is regarded as effective in fostering a learning atmosphere that encourages students without the burden of negative judgment [21], thereby encouraging students to speak with greater confidence without fear of making mistakes.[22] This method aligns with Krashen's Natural Approach, which emphasizes minimizing affective obstacles during language acquisition, enabling learners to develop their skills more naturally and effectively.[23] Situated within this theoretical and empirical context, the current study aims to investigate the effectiveness of the Al-Taʿbīr al-Ḥurr method in improving Arabic speaking abilities in the Indonesian educational setting.

Research on Arabic-speaking skills (*maharah al-kalam*) indicates that conventional grammar-translation methods often limit students' opportunities for genuine oral practice, resulting in limited fluency and confidence. Approaches centered on communication and interaction, which prioritize meaningful exchanges, task-oriented activities, and learner-centered engagement, have been demonstrated to improve speaking proficiency across diverse educational settings.[24] Previous studies have examined general communicative approaches, dialogue-based techniques, and context-driven learning. However, systematic empirical research on the Al-Taʿbīr al-Ḥurr (Free Expression) method within Indonesian Islamic secondary schools, assessing its direct influence on

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[19] M. Rizal Rizqi, "Penerapan Metode Grammar Translation Dalam Meningkatkan Kemampuan Membaca Teks Bahasa Arab Bagi Siswa Kelas Viii Madrasah Tsanawiyah 'Darul Ulum' Desa Kurek Sari Kecamatan Waru Kabupaten Sidoarjo," *Al-Fakkaar* 2, No. 2 (2021): 1–24, Https://Doi.Org/10.52166/Alf.V2i2.2559.

[20] Yulina Oktaviani Harahap dan Yulinda Oktaviana Harahap, "Penyebab Kecemasan Siswa Dalam Berbicara Bahasa Inggris Di Smks Paluta Husada," *Jurnal Pengabdian Masyarakat Aufa (JPMA)* 6, No. 2 (2024), Https://Jurnal.Unar.Ac.Id/Index.Php/Jamunar/Article/View/1467.

[21] Hairuddin Hairuddin Nurhanifa Basarata, "Efektifitas Strategi Al-Ta'bir Al-Mushawwar dalam Meningkatkan Maharatul Kalam," *Assuthur: Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2022): 1–14, https://doi.org/10.58194/as.v1i1.10.

[22] Ziauddin Quvanch dkk., "Analyzing Levels, Factors and Coping Strategies of Speaking Anxiety among EFL Undergraduates in Afghanistan," *Cogent Education* 11, no. 1 (2024): 2413225, https://doi.org/10.1080/2331186X.2024.2413225.

[23] Krashen, *Principles and Practice in Second Language Acquisition, 1st ed, Language Teaching Methodology Series*.

[24] Amar Faryat, "Developing Speaking Skills in Arabic Learners who are Non-Native Speakers: A Descriptive and Analytical Study: تطوير مهارة التحدث عند متعلمي اللغة العربية للناطقين بغيرها: دراسة وصفية تحليلية," *Journal of Arabic Language Learning and Teaching (JALLT)* 3, no. 1 (2025): 69–88, https://doi.org/10.23971/jallt.v3i1.290.

learners' speaking proficiency, remains lacking. Addressing this gap, the present study explores the application and effectiveness of the Al-Taʿbīr al-Ḥurr method, offering new insights into Arabic language pedagogy.

addressing two central questions: (1) In what ways is the Al-Taʿbīr al-Ḥurr approach implemented in the teaching of Arabic speaking skills? Moreover, (2) To what extent does this approach contribute to the improvement of students' oral proficiency? The primary objective of this study is to examine the impact of the Al-Taʿbīr al-Ḥurr method on the Development of speaking abilities among eleventh-grade students at MA Nurul Haromain, Kulon Progo, Yogyakarta. The outcomes of this investigation are expected to offer empirical insights that support the formulation of more communicative strategies for teaching Arabic, aligned with the learning demands of the 21st Century.

METHODS

This research adopts a quantitative methodology utilizing a pre-experimental framework in the form of a One-Group Pre-test and Post-test design. The design aims to assess the impact of the (*maharah al-kalām*) in the context of Arabic language instruction.[25] Offering a systematic procedure to observe performance changes following the intervention.[26]

The study was conducted at MA Nurul Haromain, Kulon Progo, Yogyakarta, involving 30 eleventh-grade students who were deliberately selected for their active engagement in the Arabic language learning program. This purposive sampling approach ensured that the participants possessed relevant characteristics appropriate for examining the effects of the intervention.

Data were obtained through a series of procedures, including a pre-test, an intervention, and a post-test. The pre-test was conducted before the intervention to determine students' initial speaking proficiency. The intervention comprised six instructional sessions over three weeks, each lasting 90 minutes. Throughout the intervention, students participated in Al-Taʿbīr al-Ḥurr activities, including individual monologues, pair dialogues, and small-group discussions, all centered on real-life topics such as daily routines, school experiences, and social interactions.[27] These activities prioritized spontaneous communication rather than strict adherence to grammatical accuracy. The post-test was conducted immediately after the intervention, using the same evaluation criteria as the pre-test.

The evaluation instrument used in this study was a performance-based speaking rubric, validated through expert review by two Arabic language lecturers with extensive teaching experience. The rubric assessed four key aspects of speaking proficiency:

[25] Sultan Almelhes, "Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges," *Education Sciences* 14, no. 10 (2024): 1116, https://doi.org/10.3390/educsci14101116.

[26] Roberta Heale dan Alison Twycross, "Validity and Reliability in Quantitative Studies," *Evidence Based Nursing* 18, no. 3 (2015): 66–67, https://doi.org/10.1136/eb-2015-102129.

[27] Marlina Rahmawati dkk., "Model Pembelajaran Project Based Learning Meningkatkan Kemampuan Bicara Bahasa Arab Siswa: Penelitian Eksperimen," *Ukazh: Journal of Arabic Studies* 5, no. 2 (2024): 256–71, https://doi.org/10.37274/ukazh.v5i2.980.

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fluency, grammatical accuracy, lexical competence, and oral self-confidence.[28] To verify its reliability, inter-rater reliability was calculated, yielding a Cohen's Kappa of 0.82, indicating high consistency.[29]

All collected data were analyzed using SPSS version 29 for Windows. The Shapiro–Wilk test and Levene's test were conducted to assess normality and homogeneity of variance, respectively. Because the dataset did not meet the assumptions of normality, the Wilcoxon Signed Rank Test was employed to compare pre-test and post-test results.[30] To evaluate the intervention's effectiveness, a Normalized Gain (N-gain) calculation was performed. This analysis seeks to present empirical evidence on the extent to which the Al-Taʿbīr al-Ḥurr method contributes to a substantial and meaningful improvement in students' Arabic proficiency.

RESULTS AND DISCUSSION

The assessment outcomes, as measured by the performance rubric, in both the pre-test and post-test, revealed a notable improvement in students' scores following the implementation of the Al-Taʿbīr al-Ḥurr method. This improvement is further substantiated by the statistical analysis shown in the subsequent Table.

Table1. Mean Scores of Pre-Test and Post-Test Across Speaking Aspects

Aspect	Pre-Test	Post-Test
Fluency	50	88
Accuracy	48	82
Vocabulary	52	86
Confidence	45	90

The descriptive findings in the Table illustrate a marked progression across all four dimensions of speaking performance. Confidence showed the most significant increase, rising from 45 to 90, suggesting that the Al-Taʿbīr al-Ḥurr method substantially alleviated learners' hesitation during oral activities. Fluency likewise showed a notable improvement, increasing from 50 to 88, signaling more coherent speech flow and fewer interruptions. Vocabulary scores advanced from 52 to 86, indicating that students were able to access a broader range of lexical items when engaging in spontaneous speaking tasks. Although accuracy displayed a comparatively moderate enhancement from 48 to 82, the upward trend nonetheless reflects a gradual assimilation of grammatical structures fostered by repeated meaningful communication.

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[28] Jasmina Đorđević, "Rubrics in the Assessment of EAP Speaking Skills Supported by Mobile Assisted Language Learning," *ESP Today* 13, no. 1 (2025): 91–112, https://doi.org/10.18485/esptoday.2025.13.1.5.

[29] Munassir Alhamami dkk., "Development and validation of the Arabic children's strong communication scale: a pilot study," *Frontiers in Psychology* 15 (September 2024): 1380296, https://doi.org/10.3389/fpsyg.2024.1380296.

[30] Reza Akbar dkk., "Analisis Data Penelitian Kuantitatif: Pengujian Hipotesis Asosiatif Korelasi," *Jurnal Pelita Nusantara* 1, no. 3 (2024): 430–48, https://doi.org/10.59996/jurnalpelitanusantara.v1i3.350.

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Furthermore, the graphical comparison of pre-test and post-test results shows that post-test scores consistently exceeded pre-test scores in all speaking aspects, thereby confirming the overall upward performance trend observed in the descriptive analysis.

Results of the Normality Test

Tests of Normality							
Kolmogorov-Smirnova				Shapiro-Wilk			
Pretest-Posttest	Statistic	Df	Sig.	Statistic	Df	Sig.	
1.00	.233	30	.000	.869	30	.002	
2.00	.272	30	.000	.786	30	.000	

a. Lilliefors Significance CorrectionIn.

The results of the Shapiro–Wilk test demonstrated that the data did not conform to a normal distribution. The obtained significance levels were 0.002 for the pre-test and 0.000 for the post-test, both of which are lower than the 0.05 criterion ($p < 0.05$), confirming the absence of normality. Therefore, the Wilcoxon Signed-Rank Test, a nonparametric alternative to the t-test, was used to conduct the subsequent analysis.

Results of the Wilcoxon Test

Test Statisticsa	
Pretest-Posttest	
Z	-4.808b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Wilcoxon Signed Rank Test indicated a significant difference between students' pre-test and post-test performance. The resulting p-value of 0.000 ($p < 0.05$) indicates that applying the Al-Taʿbīr al-Ḥurr method produced a meaningful improvement in learners' Arabic speaking proficiency.

Furthermore, to determine the extent of this method's contribution to enhancing oral skills, an N-gain analysis was conducted. This approach provides a more accurate evaluation of the effectiveness of the Al-Taʿbīr al-Ḥurr method in the framework of Arabic language teaching.

Analysis of Gain (N-gain)

Descriptive Statistics					
	N Minimum	Maximum	Mean	Std.Deviation	
Ngain	30.33	1.00	.8268	.20053	
Npersen	30 33.33	100.00	82.682520.05258		
Valid N	30				

The data analysis reveals that applying the Al-Taʿbīr al-Ḥurr method significantly improves students' proficiency in Arabic speaking. The N-gain score achieved, 0.8268, is classified as high because it exceeds the 76% benchmark. These findings indicate a

marked advancement in learners' oral skills, as reflected in the comparison between their pre-test and post-test performances.

Moreover, the incorporation of the Al-Taʿbīr al-Ḥurr approach into the instructional process was identified as both practically implementable and pedagogically beneficial. The findings indicate that this approach enhanced learners' understanding of instructional materials, fostered learning motivation, and promoted a more interactive learning atmosphere.[31] The obtained feasibility score of 82.68% categorizes this method as "highly effective." Therefore, the Al-Taʿbir al-Ḥurr method may be regarded as a viable instructional alternative for improving learners' Arabic-speaking skills.

The enhancement in students' Arabic-speaking ability can be explained by the theoretical perspective underlying the Al-Taʿbir al-Ḥurr method, which prioritizes learner-centered interaction and freedom of expression. By offering opportunities for the spontaneous expression of ideas, this method appears to minimize learners' anxiety and stimulate greater participation in oral communication activities.

These results align with earlier studies by Ulfah (2023). The use of the Muhawarah technique has been shown to significantly enhance students' proficiency in maharah kalām, accounting for 78.2% of the observed improvement in speaking abilities, as supported by a statistically significant t-test.[32] In a related vein, Sutaman (2023) highlights the importance of constructivist-oriented strategies, particularly cooperative learning models, contextual teaching, and the integration of tools such as language games, as key contributors to effective instruction in speaking skills.[33] Taken together, these studies support the conclusion that communicative methodologies, which prioritize experiential learning and allow learners to express themselves freely, such as the Al-Taʿbir al-Ḥurr method, consistently promote learner engagement, foster confidence, and lead to measurable gains in Arabic speaking performance.[34]

In contrast to this research's findings, which demonstrate the effectiveness of the Al-Taʿbir al-Ḥurr method in enhancing Arabic-speaking skills, as reflected in a high N-gain score of 0.8268, other studies have proposed alternative instructional approaches. Sutaman (2023) argues that the implementation of learning theories such as behaviorism, cognitivism, and constructivism largely shapes the Development of speaking

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[31] Risa Mar'ussifa dkk., *Pengaruh Metode Tutor Teman Sebaya Berbantuan Media Brosur Terhadap Pemahaman Konsep dan Sikap Ilmiah Siswa Pada Materi Ekosistem*, 6, no. 4 (2024), https://doi.org/DOI:%2520https://doi.org/10.29303/jcar.v6i4.7192.

[32] Diah Aulia Ulfah Ahmad Fadhel Syakir Hidayat, "The Effect of Muhawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda," *El-Syaker : Samarinda International Journal of Language Studies* 1, no. 1 (2024): 42–54, https://doi.org/DOI:%2520https://doi.org/10.12345/esijls.v1i1.24.

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

[34] Putri Hardiyanti dkk., "Pendekatan Komunikatif Dalam Pengajaran Bahasa Arab," *Al-TARQIYAH: Jurnal Pendidikan Bahasa Arab* 7, no. 1 (2025): 15–29, https://doi.org/10.30631/altarqiyah.v7i1.69.

proficiency.[35] These are typically applied through structured techniques like vocabulary drills, Arabic language contests, and routine guided conversations, rather than free-expression strategies.[36] Similarly, Ulfah (2023) reported that the Muhawarah method, which engages students in focused, directed dialogue, significantly improves speaking competence, resulting in a notable 78.2% gain.[37]

This method is often regarded as more practical and effective in boosting students' motivation, especially compared to the Al-Taʿbir al-Ḥurr approach, which prioritizes spontaneous, unrestricted verbal expression.[38]

Several factors, including differences in research methodology, educational settings, and instructional strategies, can explain the variation in results between this study and earlier research. The current study demonstrates that the Al-Taʿbir al-Ḥurr technique substantially improves students' speaking proficiency, as reflected in an N-gain of 0.8268, which is categorized as high. Nonetheless, these findings diverge to some extent from prior studies that emphasize the effectiveness of more systematically guided approaches, including the Muhawarah technique (Ulfah, 2023) and methods grounded in behaviorist and constructivist learning theories (Sutaman, 2023).

One of the main factors explaining the differences in findings across studies lies in the theoretical frameworks underlying each learning approach.[39] The *Al-Taʿbir al-Ḥurr* method is rooted in the communicative and natural approaches, as explained by Krashen, which emphasize the importance of a low-affective-filter learning environment to support natural language acquisition.[40] In this approach, students are given space to express their ideas spontaneously without fear of making mistakes, a crucial aspect of building speaking competence.[41] In contrast, the study by Sutaman places greater emphasis on Skinner's behaviorist principles, which hold that language is learned through processes of repetition, stimulus-response, and reinforcement.[42] Approaches such as qawaid wa

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[35] Rizki Febriansyah dan Nurlaili Nurlaili, "Pendekatan Teori-Teori Belajar untuk Meningkatkan Efektivitas Pembelajaran dalam Pendidikan Islam," *Journal of Education and Instruction (JOEAI)* 7, no. 2 (2024): 458–68, https://doi.org/10.31539/joeai.v7i2.12493.

[36] Sutaman dan Febriani, "Optimizing Arabic Speaking Skills Based on Integration of Learning Theory Framework in Higher Education."

[37] Ahmad Fadhel Syakir Hidayat, "The Effect of Muhawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda."

[38] Anke Zondag, "Student Teachers' Experience with Improvisation Activities for Spontaneous Speech Practice in English," *Language Teaching Research* 28, no. 6 (2024): 2190–213, https://doi.org/10.1177/13621688211044725.

[39] Weijian Yan dkk., "Developing English Language Learners' Speaking Skills through Applying a Situated Learning Approach in VR-Enhanced Learning Experiences," *Virtual Reality* 28, no. 4 (2024): 167, https://doi.org/10.1007/s10055-024-01061-5.

[40] Krashen, *Principles and Practice in Second Language Acquisition, 1st ed, Language Teaching Methodology Series.*

[41] Abdul Hafidz bin Zaid Lina Nur Widyanti, "Implementasi Pendekatan Komunikatif Dalam Meningkatkan Keterampilan Berbahasa Arab," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 7, no. 2 (2024): 682–88, https://doi.org/DOI:%2520http://dx.doi.org/10.35931/am.v7i2.3769.

[42] Sutaman dan Febriani, "Optimizing Arabic Speaking Skills Based on Integration of Learning Theory Framework in Higher Education."

tarjamah and structured vocabulary memorization are considered more effective in learning. Contexts that prioritize repetition and instructional control.[43]

In contrast, Ulfah (2023) explored the Muhawarah method through the lens of social constructivism, emphasizing how learner-to-learner interaction facilitates the co-construction of meaning, which in turn shapes new linguistic structures.[44] The variability in research findings may also stem from the learners' individual traits and the contextual dynamics in which the method is applied.[45] This current study, for example, involved eleventh-grade students who exhibited high participation and a natural tendency toward spontaneous verbal interaction, factors that align well with Vygotsky's concept of the Zone of Proximal Development (ZPD).[46] Additionally, the free expression strategy reflects the core principles of Self-Determination Theory (Deci & Ryan), which posits that autonomy and personal relevance in learning tasks can significantly enhance intrinsic motivation.[47] Therefore, differences in findings across studies should not be seen as conflicting, but rather as evidence that instructional effectiveness is closely tied to the compatibility among pedagogical theories, learner characteristics, and the instructional context.[48] With its learner-centered and communicative orientation, the Al-Taʿbir al-Ḥurr method offers meaningful pedagogical value in advancing Arabic speaking proficiency.

While this research's findings suggest that the Al-Taʿbīr al-Ḥurr method improves students' speaking proficiency, several limitations must be acknowledged.[49] The study employed a pre-experimental design without a control group, limiting the ability to draw direct comparisons with alternative instructional approaches.[50] Furthermore, the intervention was relatively brief and involved participants from a single educational institution, thereby limiting the generalizability of the results.[51] From a pedagogical

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[43] Yan dkk., "Developing English Language Learners' Speaking Skills through Applying a Situated Learning Approach in VR-Enhanced Learning Experiences."

[44] Zaitunah dan Yusri Yanto, "Paradigma Pembelajaran Sosial Konstruktivistik Zaid Sulaiman Al-Udwan Dalam Al-Naẓariyah Al-Bināiyah Al-Ijtimāiyah Wa Tathbiqātihā Fī Al-Tadrīs," *Jurnal Al-Qalam Jurnal Kajian Islam & Pendidikan* 15, no. 1 (2023): 86–100, https://doi.org/10.47435/al-qalam.v15i1.1764.

[45] Satria Hadi Cahya Solikin, "Implementasi Metode Total Physical Response (TPR) untuk Meningkatkan Keterampilan Berbicara Bahasa Arab," *Jurnal Pendidikan dan Kewirausahaan* 12, no. 3 (2024): 1237–44, https://doi.org/DOI:%2520https://doi.org/10.47668/pkwu.v12i3.1550.

[46] Ahmad Fadhel Syakir Hidayat, "The Effect of Muhawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda."

[47] Yurou Wang dkk., "A Systematic Review and Meta-Analysis of Self-Determination-Theory-Based Interventions in the Education Context," *Learning and Motivation* 87 (Agustus 2024): 102015, https://doi.org/10.1016/j.lmot.2024.102015.

[48] Khalisatun Nuriyah dkk., "Adaptasi Strategi Pembelajaran Responsif terhadap Dinamika Siswa," *Jurnal Basicedu* 8, no. 5 (2024): 3848–56, https://doi.org/10.31004/basicedu.v8i5.8674.

[49] Misni Miratul Hasanah dkk., *Pendekatan Komunikatif: Mengimplementasikan Metode Langsung dalam Pembelajaran Bahasa Arab*, 1, vol. 2 (Juni 2024): 36–46.

[50] Sulkifli Sulkifli, "Metode Langsung (Al-Tar?Qah Al-Mub?Syarah) Dalam Pembelajaran Bahasa Arab," *Dahzain Nur : Jurnal Pendidikan, Keislaman dan Kemasyarakatan* 14, no. 2 (2024): 62–68, https://doi.org/10.69834/dn.v14i2.204.

[51] M Ibrahim dan Muhammad Tohri, "Efektifitas Metode Mubasyarah Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab Pada Siswa Kelas VII MTS Darunnashihin NW Ranggagata Lombok Timur," *INNOVATIVE: Journal of Social Science Research* 4, no. 1 (2024): 11597–608.

standpoint, the successful implementation of this method requires teachers to foster a supportive, low-pressure classroom atmosphere that encourages spontaneous verbal expression. This ideal can be challenging to realize in larger or less participative classrooms. Consequently, future studies adopting more robust research designs and involving varied educational settings are recommended to develop a deeper and more nuanced understanding of the method's effectiveness and practical challenges in Arabic language instruction.[52]

CONCLUSION

Drawing on the empirical results and the preceding discussion, it can be inferred that the Al-Taʿbir al-Ḥurr technique serves as a pedagogical approach proven to enhance Arabic-speaking competence, as reflected in the obtained N-gain value of 0.8268, which is categorized as high. Beyond its statistical impact, the method aligns well with the demands of 21st-century education, which prioritizes active communication, the confidence to voice opinions, and the Development of interpersonal skills. The success of this instructional model underscores the urgency of transitioning from traditional, grammar-focused instruction to more communicative, context-driven, and student-centered approaches. By fostering an environment that encourages spontaneous speech and reduces linguistic anxiety, Al-Taʿbir al-Ḥurr stands out as a promising alternative for the holistic and sustainable advancement of maharah al-kalām (Arabic speaking skills).

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