

STRATEGIES FOR TRANSFORMING STUDIED TEXTS INTOSPONTANEOUS ORAL PERFORMANCES IN ARABIC LANGUAGE LEARNING

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ABSTRAK

Penelitian ini mengkaji strategi instruksional yang mampu mengubah pemahaman teks menjadi performansi lisan spontan dalam pembelajaran Maharatul Kalam. Fokus kajian diarahkan pada mekanisme pengajaran yang tidak hanya menekankan pemahaman linguistik, tetapi memfasilitasi penggunaan bahasa Arab secara adaptif dalam percakapan. Pendekatan kualitatif dengan desain studi kasus digunakan untuk mendokumentasikan praktik pengajaran di Yayasan Darullughah Wadda'wah (Dalwa) selama program intensif Daurah Ramadhaniyyah. Data diperoleh melalui observasi kelas, wawancara mendalam, dan analisis dokumen kurikulum. Hasil penelitian menunjukkan bahwa spontanitas lisan bukan hasil hafalan, melainkan produk strategi berlapis yang menggabungkan Qira'ah Tsalats Marrat, Istinbath, dan Tathwir. Penentuan fokus linguistik pada Adawat al-Istifham dan Dhama'ir menjadi kunci transisi dari pemahaman pasif menuju otomatisasi bahasa, sedangkan teknik Kontekstualisasi Cepat, Swap Roles, dan Open Question Drill mempercepat pergeseran performa dari respons berbasis teks ke dialog adaptif. Temuan ini memajukan kajian pembelajaran komunikasi bahasa Arab dengan menunjukkan bahwa spontanitas dapat direkayasa melalui tekanan kognitif terkontrol dan latihan berbasis adaptasi situasi, bukan melalui peningkatan materi teoretis. Model Istinbath-Tathwir direkomendasikan sebagai kerangka praktis untuk mencapai kelancaran, akurasi, dan ketangkasan berbahasa.

Kata kunci: *Maharatul Kalam, Istinbath, Tathwir, Spontanitas Lisan, Pembelajaran Bahasa Arab.*

ABSTRACT

This study examines instructional strategies that can transform text comprehension into spontaneous oral performance in the Maharatul Kalam learning. The study focuses on teaching mechanisms that not only emphasize linguistic comprehension but also facilitate the adaptive use of Arabic in conversation. A qualitative approach with a case study design was used to document teaching practices at the Darullughah Wadda'wah Foundation (Dalwa) during the intensive Daurah Ramadhaniyyah program. Data were obtained

through classroom observations, in-depth interviews, and curriculum document analysis. The results show that oral spontaneity is not the result of memorization, but rather the product of a layered strategy that combines Qira'ah Tsalats Marrat, Istimbath, and Tathwir. The linguistic focus on Adawat al-Istifham and Dhama'ir is key to the transition from passive comprehension to language automation, while the techniques of Rapid Contextualization, Swap Roles, and Open Question Drill accelerate the shift in performance from text-based responses to adaptive dialogue. These findings advance the study of Arabic communication learning by demonstrating that spontaneity can be engineered through controlled cognitive pressure and situation-based practice, rather than through the addition of theoretical material. The Istimbath-Tathwir model is recommended as a practical framework for achieving fluency, accuracy, and dexterity in language.

Key words: *Maharatul Kalam, Istimbath, Tathwir, Oral Spontaneity, Arabic Language Learning.*

مُلَخَّص

تتناول هذه الدراسة استراتيجيات التدريس التي تُحوّل فهم النصوص إلى أداء شفوي تلقائي في تعلم مهارات الكلام. وتركز الدراسة على آليات التدريس التي لا تُركز فقط على الفهم اللغوي، بل تُسهّل أيضاً الاستخدام التكيفي للغة العربية في المحادثة. وقد استُخدم منهج نوعي مع تصميم دراسة حالة لتوثيق ممارسات التدريس في مؤسسة دار اللغة والدعوة (دلو) خلال برنامج الدورة الرمضانية المكثف. وُجمعت البيانات من خلال الملاحظات الصفية، والمقابلات المعمقة، وتحليل وثائق المناهج الدراسية. وتُظهر النتائج أن التلقائية الشفوية ليست نتاجاً للحفظ، بل هي نتاج استراتيجية متعددة المستويات تجمع بين قراءة وتلاوة وتأمل وتفسير. يُعدّ التركيز اللغوي على أسئلة الاستفهام والضمائر أساسياً للانتقال من الفهم السلبي إلى تنمية اللغة، بينما تُسرّع تقنيات السياق السريع، وتبادل الأدوار، وتدريبات الأسئلة المفتوحة، من تحويل الأداء من الاستجابات النصية إلى الحوار التفاعلي. تُسهّم هذه النتائج في تطوير دراسة تعلّم التواصل باللغة العربية من خلال إثبات إمكانية هندسة العفوية عبر الضغط المعرفي المُتحكّم به والممارسة القائمة على المواقف، بدلاً من إضافة مواد نظرية. يُوصى بنموذج الاستنباط والتطور كإطار عملي لتحقيق الطلاقة والدقة والبراعة اللغوية.

الكلمات المفتاحية: مهارات الكلام، الاستنبات، التصريح، العفوية الشفوية، تعلم اللغة العربية..

INTRODUCTION

Speaking ability (Maharatul Kalam) has now become the main focus of Arabic language learning, especially in institutions that target communicative competence (Solehudin et al., 2024). The orientation of education no longer stops at the theoretical mastery of rules but rather at the students' ability to interact verbally with fluency and accuracy (Almelhes, 2025). Receptive skills such as reading and listening serve as the initial foundation, but the success of learning is ultimately measured by real productive performance (Peng et al., 2025).

However, field practice shows a significant gap between the ability to understand texts and the ability to produce speech spontaneously. Many students can translate and analyze language structures effectively, but encounter difficulties when responding quickly in conversation (Solehudin & Arisandi, 2024). This condition indicates a strong dependence on rote memorization of texts, rather than the internalization of rules in the context of changing communication.

In situations like this, teachers play a central role as designers of learning experiences that encourage adaptive language production (Syifaurrehman et al., 2025). Teaching strategies not only aim to transfer material but must also be able to stimulate improvisation and the natural application of rules (Hoon Hong Ng, 2023). Without proper instructional design, the transformation from text comprehension to spontaneous speech will be difficult to achieve (Haryono, 2025).

Previous studies share the view that improving Arabic-speaking skills requires communicative and contextual learning. Fadhilah and Jauhari (2025) emphasize the integration of grammar with communication practice, Hanifansyah and Mahmudah (2025) develop the simplification of nahwu through Communicative Language Teaching, while Darong (2024) underscores the importance of context-based activities and problem-solving to enhance language flexibility. The similarity of these three studies lies in the effort to shift learning from a structural orientation to the functional use of language. However, these studies still focus on the effectiveness of teaching approaches or methods in general, and have not yet explained in detail how instructional mechanisms can transform text comprehension into spontaneous oral performance. In other words, the pedagogical process that connects the reading stage, rule extraction, and adaptive speech production has not yet been systematically documented. Unlike previous research, this study not only evaluates the communicative approach but also provides an in-depth elaboration on instructional strategies based on Istimbath and Tathwir, including their implementation stages in building oral spontaneity. Therefore, the main contribution of this research lies in the development of a learning mechanism that demonstrates how controlled cognitive pressure, the extraction of functional rules, and gradual contextualization can engineer the transition from text comprehension to spontaneous communication.

In the existing research landscape, this study offers a new contribution by documenting specific strategies used by teachers to bridge the gap between text and oral spontaneity. Its main focus lies in the analysis of the teaching model based on Istimbath and Tathwir, which involves the extraction of functional rules and contextual development to compel students to use language beyond rote memorization patterns.

The novelty of the research lies in the detailed exploration of instructional mechanisms that create controlled cognitive pressure to encourage conversational spontaneity.

Based on this urgency, this research aims to: (1) identify and describe the teaching strategies applied by teachers to transform text comprehension into spontaneous oral performance; and (2) analyze how contextualization and the stages of *Istinbath-Tathwir* help students achieve fluency, accuracy, and adaptability in Arabic conversation.

METHOD

This research uses a qualitative approach with a descriptive case study design (Abidin, Qusairi, Hanifansyah, et al., 2025; Qusairi, 2024) to explore instructional strategies in the transformation of text comprehension abilities to spontaneous oral performance. This approach was chosen because it provides opportunities for in-depth exploration of teaching interventions in the natural classroom context without variable manipulation (Mao et al., 2024). This research does not aim to conduct quantitative measurements, but rather to understand the ongoing instructional processes and mechanisms.

The research was conducted at the Darullughah Wadda'wah Foundation (Dalwa), Pasuruan, an institution that organizes intensive Arabic language courses. Data collection took place over a period of 20 days during the Daurah Ramadhaniyyah 1445 H (2024 AD). The selection of location and time frame was carried out because the intensive program provided an opportunity to observe contextualization strategies and linguistic applications in repetitive and structured learning situations (Mammadova, 2025).

The research participants consist of senior educators of the Muhadatsah subject and middle-level students of the Daurah program. Teachers were selected based on more than five years of teaching experience and direct involvement in the implementation of the *Istinbath* and *Tathwir* stages (Moksin et al., 2024). Students were selected through purposive sampling techniques to ensure their active involvement in oral practice sessions (Al-khresheh, 2024). There are no restrictions based on demographic background, as long as participants attend the Muhadatsah class during the observation period.

The primary data were obtained through non-participatory observation and in-depth interviews (Hasan et al., 2025). Observations were focused on the post-text reading phase, particularly during the development of conversations through contextualization and dialog drilling exercises. Interviews were conducted with teachers to gain an understanding of the instructional guidelines and the reasons for the selection of strategies, and with students to assess their experiences during the communication exercises. Curriculum documents and Daurah guidelines were used as supplementary data for verification (Qusairi et al., 2025; Tischer, 2022).

Data were analyzed using an interactive analysis model, including data reduction, presentation, and repeated conclusion drawing (Abidin et al., 2025). Observation and interview transcripts were coded to identify themes related to teaching strategies, instructional impact, and student responses. Thematic matrices were used to compare oral language patterns in each session to identify shifts in performance from text-based responses to spontaneous responses (Leal et al., 2024).

The validity of the data is ensured through source triangulation and technique triangulation (Meydan & Akkaş, 2024). Comparison was made between classroom observation data, educator statements, student reports, and curriculum documents. Reverification of findings is conducted by empowering member checking with teachers to ensure the researcher's interpretation aligns with field practices (Park & Seomun, 2021). This strategy ensures that the conclusions drawn accurately represent the actual learning conditions.

RESULTS AND DISCUSSION

1. Results

The stages of transformation from text to spontaneous oral performance are structured into three main phases: Qira'ah Tsalats Marrat, Istimbath, and Tathwir. Based on classroom observations, these three stages are carried out sequentially in each Muhadatsah learning session, allowing students to gradually transition from text comprehension activities to independent language production. Learning documentation also shows that each stage has different instructional objectives, ranging from reinforcing understanding, drawing functional rules, to developing contextual communication. As an initial overview of the research results, the main findings obtained from classroom observations and interviews with teachers and students are summarized in Table 1. This presentation aims to provide a framework for understanding before each finding is explained in more detail.

Table 1. Summary of Research Findings Based on Observations and Interviews

Stages	Observation Findings	Interview Evidence
Qira'ah Tsalats Marrat	Participants read the text repeatedly as a stage of internalizing vocabulary and sentence structure.	The teacher explained that repetition is done to build understanding before participants are directed to speak spontaneously.
Istimbath	The teacher focuses the analysis on Adawat al-Istifham and Dhama'ir before the four dialog practices.	The teacher stated that not all rules are taught at once, but only the elements that are most frequently used in communication.
Tathwir	The teacher quickly changes the context of the conversation through various scenarios, so the participants must adapt.	Participants admitted that they initially had difficulty because they could no longer rely on memorization, but after some practice, they became more fluent in responding spontaneously.
Open Question Drill & Swap Roles	Participants respond to open-ended questions and role exchanges without preparation.	Participants stated that the exercise forced them to think directly in Arabic.

Analysis of Istimbath practices shows that the determination of linguistic focus on Adawat al-Istifham and Dhama'ir is the main trigger for improving language accuracy. Educators consistently select the elements that most frequently appear in interactions so that learners express the language functionally. This approach encourages responses that can be adapted to various conversational contexts. The findings of the observation were reinforced by the teacher's statement as follows.

"We do not ask participants to memorize all the nahwu rules. We only take the elements that are most frequently used in conversation, such as question words and pronouns." After that, we immediately force them to use it in different situations. (Muhadatsah Teacher)

Rapid contextual changes through Tathwir Al-Sari result in an increase in the frequency of spontaneous responses. During the training, students are required to adapt vocabulary and syntactic structures into new scenarios, making memorization no longer an option. This strategy shifts the participants' cognitive processes from memory retrieval to situational language production. That experience was also felt by the students.

"At first, I always memorized the text before answering. But when the ustadz suddenly changed the conversation situation, I didn't have time to memorize it again, so I had to speak directly using the sentences I understood." (Daurah Participant)

The Swap Roles and Open Question Drill exercises accelerate the development of oral fluency. When roles are changed suddenly or questions are opened without a specific pattern, learners are encouraged to construct utterances without the time to convert language in their minds. Participants' testimonies reinforce the finding that controlled cognitive pressure is a determining factor in the shift from text-based responses to adaptive dialog. Observation results show that open-ended questioning techniques and role exchange increase the frequency of spontaneous responses. These conditions align with the following participant's experience.

"Open-ended question exercises made us unable to guess the answers. Whether we like it or not, we have to think in Arabic right then and there." (Participant of the Daurah)

The classification of participant performance showed a gradual pattern. Text-Dependent Responses dominated the initial learning phase, shifting toward Partial Improvisation in the second week, then increasing to Full Spontaneous Responses by the end of the intensive session. The increase in response quality paralleled the improvement in the ability to flexibly utilize the Qur'anic Verbs (Dhama'ir) and the Adawat al-Istifham (Istifham).

The linguistic factors that most contributed to achieving the highest level of spontaneity were the consistent use of a varied number of sentences and control over referential structures through the Qur'anic Verbs (Dhama'ir). The curriculum's target of requiring participants to use a minimum of four pronouns and two interrogative words per session proved to be instrumental in this achievement.

The overall results of observations, interviews, and documentation indicate that oral spontaneity is not the result of rote repetition, but rather a consequence of instructional strategies that systematically move students from text comprehension to

adaptive language use. The consistency of findings across the three data sources confirms that the combination of Qira'ah Tsalats Marrat, Istinbath, and Tathwir forms an observable language automation process throughout the learning process.

2. Discussion

The findings regarding the three phases of transformation: Qira'ah Tsalats Marrat (input), Istinbath (rule sorting), and Tathwir (output application) confirm that the transition from text to spontaneous speech requires a series of sequential instructional actions. This tiered strategy breaks with conventional learning patterns that place grammar at the center without direct usage orientation (Tansliova et al., 2025). The Istinbath stage serves as a cognitive pivot; it ensures that passive knowledge (declarative knowledge) is immediately transformed into active knowledge (operational competence), thereby minimizing reliance on textual memory. This research confirms that the spontaneity of Maharatul Kalam is fostered through instructional strategies that position rules as instruments of communication (Benati, 2022).

The educators' focus on functional elements such as Adawat Al-Istifham and Dhama'ir validates the view that grammar should be taught as a means of communication, not an end in itself. The rationality of this selection of grammatical elements, which aims to avoid overwhelming participants with the complex grammatical system, encourages efficient responses (Cavallaro & Sembiante, 2021). This selective approach to rules directly aligns with Hanifansyah & Mahmudah's argument, which emphasizes the need to simplify Arabic grammatical logic for the benefit of oral communication. Hanifansyah & Mahmudah (2025) emphasize that Communicative Language Teaching (CLT) is more effective when supported by the extraction of essential rules, which in this study was realized through Istinbath.

The emphasis on highly interactional elements such as Adawat Al-Istifham and Dhama'ir encourages efficient responses and serves as a transition from text reading to independent speech production. Flexible mastery of Dhama'ir (Pronouns) is a crucial indicator of accuracy, as errors in this element can lead to confusion over fundamental meanings. A measured focus on this element supports the findings of Fadhilah & Jauhari (2025), who stated that communicative competence must involve the ability to monitor and correct one's own language production, especially the elements most frequently used in spoken interactions. With Istinbath, students are trained to identify these points of correction early on.

The Rapid Contextualization Strategy (Tathwir Al-Sari'), which involves a sudden, extreme change in setting (for example, from a station to the middle of the ocean), is the most effective instructional approach for triggering spontaneity (Dr Yoga Rifqi Azizan M.Pd & Dr Roekhan M.Pd, 2024). This urgent, contrasting change in context creates high cognitive pressure, forcing learners' brains to divert resources from internal translation processes to rapid language production. A comparison with traditional role-playing reveals a clear difference: while conventional exercises only encourage imitation, Tathwir Al-Sari demands complete adjustment and linguistic reasoning to the new communication environment, thereby breaking the bad habit of R-TT.

The extreme or contrasting context imposed by Tathwir Al-Sari serves as a linguistic problem-solving scenario, expanding the definition of context-based exercises beyond mere variations on a theme (Dimitrova et al., 2023). This aligns with Darong's (2024) recommendation that teachers shift from strict rule-based instruction to context-based activities that require problem-solving. In these cases, learners must independently adapt mastered lexicon and syntax to new speech structures instantly, without explicit direction from the text, to solve communication problems in emergency situation.

Drilling techniques such as Swap Roles and Open Question Drills serve as vital fluency triggers because they intentionally bypass the mental transliteration process that slows speech (Adams et al., 2025). These methods place students in a state of rapid thinking without time to access text memory, thus creating cognitive pressure that accelerates language automation. When students are forced to choose speech structures in the moment, oral skills shift from planned patterns to immediate production, shifting the role of short-term memory to the activation of long-term linguistic representations.

The classification of three performance patterns (R-TT, I-P, R-SP) indicates gradual progress, where the change in performance from text-based responses to spontaneous responses demonstrates that adaptive repetition of practice has a stronger impact than additional material (Adil et al., 2026). The Full Spontaneous Response (R-SP) pattern is the highest manifestation of communicative competence, where learners are not only fluent but also functionally accurate. Achieving R-SP demonstrates that the extracted grammar (Istinbath) has been successfully embedded into the language's automatic mechanisms, a prerequisite for real-world interaction (Alghazali & Alzyoudi, 2025).

Although the strategy was effective, initial resistance was evident in participants' tendencies to repeat text and avoid open dialogue (initial dominance of R-TT 65%). The biggest obstacles, namely speaking anxiety and a fixation on memorization, can be overcome through intense exposure to high-pressure practice. Therefore, this strategy requires institutional commitment so that the learning environment consistently supports the courage to take linguistic risks.

The successful implementation of this strategy is inseparable from the intensive and disciplined course environment, supported by the explicit setting of achievement targets (Dhama'ir and Adawat Al-Istifham). However, the limited scope of the study within the intensive program presents challenges in generalizing the findings. Participant characteristics, high motivation, and the competitive atmosphere of the intensive program can contribute to success, so implementing the strategy in regular classes requires adaptation to balance the intensity of the training with the less demanding academic environment.

This synthesis of the Istinbath–Tathwir model presents an effective learning model for integrating functional grammar (Istinbath) with high-pressure oral practice (Tathwir). The success of this model occurs because learners are not given the opportunity to simply memorize or reproduce texts but are encouraged to access linguistic knowledge quickly when faced with changing communication contexts. This environment accelerates the process of language automatization, namely the shift from

language processing that relies on declarative memory to more spontaneous and adaptive language use. Thus, the cognitive pressure designed through changing situations, role reversals, and open-ended questions serves as a mechanism that forces learners to connect language rules with direct communication needs. The theoretical implications of this research reinforce the paradigm of functional grammar-based communicative learning. Spoken spontaneity is influenced not only by the amount of language input but also by the quality of instructional design that systematically transforms linguistic knowledge into communicative performance. Thus, these findings emphasize the need to reposition grammar learning as a means of building communication competence, rather than solely as mastery of linguistic rules.

Practical implications for teachers include the need to design lessons that prioritize sentence structure adaptation, rather than language reproduction from text. Activities that stimulate instant responses will result in more significant improvements in fluency, language accuracy, and syntactic flexibility than passive practice. Overall, the Istinbath–Tathwir strategy is worthy of consideration as a functional grammar-based communicative instructional model capable of bridging the transition from text comprehension to spontaneous oral performance in Maharatul Kalam learning.

CONCLUSION

This study confirms that the shift from text comprehension to spontaneous oral performance does not occur naturally, but is a consequence of systematic instructional design. The Istinbath and Tathwir strategies proved to be effective connecting mechanisms between linguistic knowledge and adaptive language use. The emphasis on functional elements, particularly Adawat al-Istifham and Dhama'ir, encouraged learners to construct utterance structures flexibly, thus successfully achieving the study's goal of identifying transformational teaching strategies and explaining their contribution to fluency, accuracy, and oral spontaneity.

This study's contribution to the field of Arabic language learning lies in the presentation of practical mechanisms that enable teachers to shift learning from rote learning to context-responsive language production. These findings provide an academic basis for the notion that spontaneity is not simply the result of input exposure but can be engineered through controlled cognitive pressure and situation-based dialogue practice. Thus, this study extends previous knowledge on communicative learning by demonstrating how specific instructional sequences produce observable language automation in conversation.

Based on these findings, the implementation of the Istinbath–Tathwir strategy is feasible for wide-scale adaptation, taking into account adjustments in training frequency, class intensity level, and participants' readiness to face high-pressure language production situations. Further research is recommended to evaluate the effectiveness of this strategy using a quantitative approach to numerically measure its effects on oral fluency and accuracy scores, as well as assess its applicability in non-intensive settings, including regular and digital learning. Comparative experimental tests and longitudinal studies also have the potential to broaden understanding of the strategy's long-term resilience.

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