

A Constructivist Approach to Taqdimul Qishoh Method for Enhancing Maharah Kalam Competence in Darul Amanah Students

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Received: 12 April 2026

Accepted: 29 Mei 2026

Abstrak

This study aims to determine the effectiveness of implementing a constructivist approach through the Taqdimul al-Qiṣṣah method in improving the mahārah kalām (speaking skill) competence of students at Darul Amanah Islamic Boarding School, as speaking is one of the most essential aspects of learning Arabic because it is directly related to students' ability to convey ideas, opinions, and information orally; however, in practice, many students still face difficulties in expressing sentences in Arabic fluently and confidently, therefore an appropriate learning method is needed to encourage students' active participation in the learning process, and this study employs a quantitative approach with an experimental research design using a pretest-posttest control group design, in which the sample consists of two groups, namely the experimental group and the control group, where the experimental group was given treatment through the implementation of a constructivist approach using the Taqdimul al-Qiṣṣah method while the control group was taught using conventional teaching methods, and data were collected through tests, observation, and documentation, then analyzed using statistical techniques to determine the differences in learning outcomes between the two groups, and the results show that there is a more significant improvement in mahārah kalām skills in the experimental group compared to the control group, indicating that the implementation of a constructivist approach through the Taqdimul al-Qiṣṣah method is effective in enhancing students' Arabic speaking competence

Keywords: *constructivism, Taqdimul al-Qiṣṣah, mahārah kalām, Arabic language learning.*

A. INTRODUCTION

Arabic language learning holds a very important position in Islamic education, especially within the pesantren (Islamic boarding school) environment. Arabic is not only viewed as a subject, but also as the primary key to understanding the sources of Islamic teachings such as the Qur'an, hadith, and various classical texts that serve as the main references in Islamic studies. Therefore, mastering the Arabic language becomes a fundamental necessity for students so that they are able to comprehend Islamic teachings more deeply and comprehensively. (Chalik 2020a, 2020b, 92) In addition to functioning as a tool for understanding religious texts, Arabic also serves as a means of communication that requires the integrated mastery of various language skills.

In Arabic language learning, there are four main skills that must be mastered by students, namely listening (mahārah al-istimā‘), speaking (mahārah al-kalām), reading (mahārah al-qirā’ah), and writing (mahārah al-kitābah). These four skills are interconnected and support one another in the process of language acquisition. However, among these skills, speaking is often considered one of the most challenging for learners. This is because speaking requires the ability to process vocabulary, construct sentence structures, and demonstrate the confidence to express ideas directly in Arabic.(Chalik 2020a, 2020b, 94)

Speaking skill (mahārah al-kalām) plays a very important role in Arabic language learning, as it is directly related to students’ ability to convey ideas, thoughts, and feelings orally. Through speaking skills, students are able to actively use Arabic in various communication situations, both in learning activities and in everyday social interactions. Speaking ability also serves as an important indicator in assessing the extent to which students have mastered the language they are learning. Therefore, the development of speaking skills needs to receive serious attention in the process of Arabic language learning.

However, in practice, Arabic language learning in various educational institutions, including pesantren, still faces several challenges in mastering speaking skills. Many students actually possess knowledge of Arabic vocabulary and understand grammatical rules (nahwu and sharf), yet they still experience difficulties when required to use them in oral communication. This indicates that mastery of language theory does not necessarily and automatically lead to students’ ability to actively use the language in real communication.

Several factors can contribute to the low level of Arabic speaking ability among students. One of the most dominant factors is the limited opportunity for students to practice speaking during the learning process. In many cases, Arabic language instruction still tends to be teacher-centered, where the teacher primarily delivers explanations of the material while students act as passive listeners. As a result, students have limited space to actively develop their speaking skills.(Sunarko dkk. 2026)

In addition, the use of less varied teaching methods can also affect the effectiveness of Arabic language learning. If the learning process only emphasizes vocabulary memorization or grammar explanation without providing opportunities for students to practice the language in real communication contexts, then students’ speaking ability will be difficult to develop. Therefore, learning strategies are needed that can encourage students’ active participation so that they are able to use Arabic directly in learning activities.

To address these problems, a learning approach is needed that can shift the paradigm from teacher-centered learning to student-centered learning. One approach that can be applied in Arabic language learning is the constructivist approach. This approach views knowledge not merely as something transferred from teacher to students, but as something actively constructed by students through their own learning experiences.

In the constructivist approach, students are viewed as active participants in the learning process. They are encouraged to discover, understand, and construct knowledge through various learning activities such as discussions, exploration, group work, and interaction with the learning environment. Thus, the learning process does not merely focus on the delivery of information, but also on how students can independently construct their own understanding. This approach is believed to create more meaningful learning experiences and enhance students’ engagement during the learning process.

framework Arabic language learning, that constructivist strategy can be integrated with various communicative and contextual teaching methods. One such method is *Taqdīm al-Qiṣṣah* (storytelling method). This method uses stories as a learning medium that can present language in a more realistic and engaging context for students. Stories contain narrative elements that can stimulate students' interest in learning while helping them understand language use in more natural situations.

Through the *Taqdīm al-Qiṣṣah* method, students do not merely receive learning material passively, but are also involved in various activities that require active participation. For example, students are asked to listen to stories presented by the teacher, comprehend the content, discuss the messages conveyed, and retell the stories using Arabic. These activities indirectly train students' ability to construct sentences, use appropriate vocabulary, and express ideas orally.

In addition, the use of stories in language learning can help create a more enjoyable learning atmosphere. Stories usually have engaging plots, diverse characters, and conflicts that can stimulate students' curiosity. This can increase students' learning motivation and make the learning process more lively and interactive. Thus, students do not feel burdened in learning Arabic, but instead can enjoy the process as an engaging learning experience. (Zuhriyah dkk. 2026)

Darul Amanah Islamic Boarding School, as Islamic educational an organization that prioritizes the Arabic language mastery among its students, faces its own challenges in improving students' speaking skills. Although Arabic has become an important part of the learning activities in the pesantren, there are still some students who are not yet able to actively use Arabic in daily communication. This indicates that the ongoing Arabic language learning still requires innovation in the strategies and methods applied.

Considering these conditions, the implementation of a constructivist approach combined with the *Taqdīm al-Qiṣṣah* method is seen as an alternative learning strategy that can help improve students' Arabic speaking skills. This approach provides opportunities for students to actively participate in the learning process and to use Arabic in various meaningful communication activities.

By integrating the constructivist approach with the storytelling method in Arabic language learning, it is expected that the learning process will become more interactive, communicative, and enjoyable. Students are not only able to understand the material theoretically, but also capable of using Arabic actively in various communication situations. Therefore, this study is conducted to examine the implementation of a constructivist approach through the *Taqdīm al-Qiṣṣah* method in an effort to enhance the mahārah al-kalām competence of students at Darul Amanah Islamic Boarding School.

B. THEORETICAL FRAMEWORK

1. Constructivist Approach in Learning

The constructivist approach is a learning approach that emphasizes that knowledge is not merely transferred directly from the teacher to students, but is actively constructed by learners through their own learning experiences. From the constructivist perspective, the learning process is considered an active process in which students as learners, act as subjects who

continuously interpret new information, connect it with their prior knowledge, and build new understanding through interaction with the learning environment.

This approach views learning not simply as memorizing facts or receiving information, but as a complex mental process. Learners do not passively receive knowledge; instead, they process information through thinking, reflection, and direct experience. Therefore, learning that applies a constructivist approach generally emphasizes activities that involve active student participation, such as group discussions, problem-solving, exploration, and experience-based activities.

Jean Piaget, as one of the main figures in constructivist theory, explains that the development of knowledge occurs through two main processes, namely assimilation and accommodation. Assimilation is the process by which individuals integrate new experiences into their existing cognitive structures, while accommodation refers to the adjustment of those cognitive structures to incorporate new experiences that differ from prior knowledge. Through these two processes, individuals gradually build a more complex understanding of the world around them. (Doctoral Student, Department of Career and Information Studies, University of Georgia, Georgia, USA. dkk. 2015)

In addition to Piaget, Lev Vygotsky also made a significant contribution to the development of constructivist theory. Vygotsky emphasized that learning does not only occur through individual processes, but also through social interaction. According to him, knowledge develops through communication, discussion, and collaboration between students, classmates and instructors. The Zone of Proximal Development Theory (ZPD) shows that students Gain a better understanding when given instructions. or support from more knowledgeable individuals.

In the context of learning, the constructivist approach positions the teacher as a facilitator who plays a role in creating a learning environment that supports students in constructing their own knowledge. The teacher is no longer the sole source of information, but instead provides guidance, stimulation, and opportunities for students to explore knowledge independently. Thus, the learning process becomes more student-centered.

In language learning, the constructivist approach is highly relevant because it enables students to use language actively in various communication situations. Through activities such as discussions, presentations, language games, and experience-based tasks, students can develop their language skills more effectively. This approach also promotes an interactive learning environment, allowing students to construct their understanding of the language in a more meaningful and contextual way.

2. *Taqdīmul al-Qiṣṣah* Method (Storytelling Method)

The *Taqdīmul al-Qiṣṣah* method is one of the language teaching methods that uses stories as the main medium in the learning process. This method utilizes the narrative elements of stories to help students understand the language in a more contextual and engaging way. In this method, the teacher presents a story to the students, which is then followed by various learning activities such as comprehending the content of the story, discussing the messages contained in it, and retelling the story using the target language. (Lalu Idham Halid 2024, 2024)

Stories play an important role in language learning because they are able to present more realistic communication situations. Through stories, students do not only learn vocabulary or sentence structures in isolation, but also understand how language is used in a broader context. Stories often have engaging plots and diverse characters, which can increase students' interest and motivation in learning.

In addition, the use of stories in language learning can help students understand vocabulary and language structures more naturally. When students listen to or read stories, they indirectly learn various forms of language use in different contexts. This makes the learning process easier to understand compared to methods that only emphasize vocabulary memorization or grammar rules.

The *Taqdīmul al-Qiṣṣah* method also provides opportunities for students to actively practice using the language. After listening to the story presented by the teacher, students are usually asked to retell the story using the language they have learned. This activity directly trains students' speaking skills and helps them construct sentences in a more structured way.

Besides improving language skills, the storytelling method can also develop other abilities in students, such as imagination, creativity, and critical thinking. Through stories, students can understand moral values, life lessons, and different perspectives. Thus, the *Taqdīmul al-Qiṣṣah* method not only functions as a means of delivering language material, but also as a learning medium that can develop various aspects of students' abilities comprehensively (Haerullah dkk. 2024).

3. The Concept of Mahārah al-Kalām in Arabic Language Learning

Mahārah al-kalām is one of the main skills in Arabic language learning, which relates to the ability to speak or communicate orally. This skill requires students to be able to convey ideas, thoughts, feelings, and information using Arabic clearly, accurately, and communicatively. In language learning, speaking skills are categorized as productive skills because they involve students' ability to actively produce language.

The ability to speak in Arabic does not only depend on mastery of vocabulary (*mufradāt*), but also requires an understanding of sentence structure (*tarkīb*), grammar (*qawā'id*), and correct pronunciation in accordance with *makhārij al-hurūf*. In addition, speaking ability is also influenced by psychological factors such as courage, self-confidence, and the opportunities given to students to practice using the language.

In the practice Learn Arabic, the development of *maharah al-kalām* is usually carried out through various communicative activities that encourage students to use the language directly. These activities may include dialogues, group discussions, language games, presentations, and storytelling activities. Through such activities, students can practice using Arabic more actively and spontaneously. (Maulidi dkk. 2026)

Continuous practice is very important in developing students' speaking abilities. The more frequently students are given opportunities to speak in Arabic, the more their ability to use the language communicatively will improve. Therefore, the Arabic language The architecture of the learning process should be designed in such a way that it provides sufficient space for students to actively practice speaking. (Maulidi dkk. 2026)

4. The Relationship between the Constructivist Approach and the Taqdīmul al-Qiṣṣah Method in Developing Mahārah al-Kalām

The constructivist approach and the *Taqdīmūl al-Qiṣṣah* method have a close relationship in efforts to improve students' speaking skills. The constructivist approach emphasizes the importance of students' active involvement in the learning process, while the storytelling method provides a contextual and engaging medium that encourages students to use language actively. (Serrano dkk. 2011a)

Through the *Taqdīmūl al-Qiṣṣah* method, students do not merely receive information passively from the teacher, but are actively involved in various learning activities. They listen to stories presented by the teacher, comprehend the content, discuss the meanings contained in them, and retell the stories using Arabic. This process enables students to construct their understanding of the language through meaningful learning experiences. (Larsen-Freeman 1997a, 70)

The activity of retelling stories also provides opportunities for students to develop their speaking skills more naturally. When students attempt to retell a story in their own words, they indirectly practice selecting appropriate vocabulary, constructing sentence structures, and expressing ideas orally. (Gardner dan Moran 2006a, 89)

Thus, the implementation of a constructivist approach through the *Taqdīmūl al-Qiṣṣah* method can be an effective learning strategy in improving students' *mahārah al-kalām* competence. This approach not only helps students understand Arabic better, but also encourages them to use the language actively in various communication situations. Through an interactive and meaningful learning process, students are expected to develop their Arabic speaking skills with greater confidence and communicative ability.

C. RESEARCH METHODOLOGY

This study employs a quantitative approach with an experimental research design. The quantitative approach is chosen because this study aims to obtain objective data and systematically measure the effect of implementing a constructivist approach through the *Taqdīmūl al-Qiṣṣah* method on improving students' *mahārah al-kalām* competence. This approach allows the researcher to analyze data numerically so that the results can be measured more clearly and systematically. In addition, it provides a more accurate depiction of students' ability before and after the treatment is applied in the learning process. (Poole-Wilson dan Langer 1975a)

The research method used is the experimental method, which aims to identify the cause-and-effect relationship between variables, particularly the effect of implementing a constructivist approach through the *Taqdīmūl al-Qiṣṣah* method on improving students' Arabic speaking skills. In experimental research, the researcher provides a specific treatment to the subjects to make sure that it has a significant the impact of that variables studied. Therefore, the experimental method is considered appropriate for testing the the effectiveness of a learning method in improving students' abilities. (Schwabbauer 1975a)

The research A pretest-posttest control group design was used in this study. This design involved two groups: the experimental group. and a control group. Both groups are given a pretest before the learning process begins to determine students' initial speaking ability in *mahārah al-kalām*. The experimental group is then treated using a constructivist approach through the *Taqdīmūl al-Qiṣṣah* method, while the control group is taught using conventional

teaching methods. At the end of the learning process, both groups are given a posttest to determine the improvement in students' Arabic speaking ability. (Ehrhart dkk. 1975)

Through this design, the researcher compares the learning outcomes between the experimental and control groups to determine whether there is a difference in the improvement of *mahārah al-kalām* between students taught using the constructivist approach with the *Taqdīm al-Qiṣṣah* method and those taught using conventional methods.

This research was conducted at Darul Amanah Islamic Boarding School, an institution that emphasizes Arabic language learning in its academic activities. The Islamic boarding school was chosen as the research site because has an active Arabic learning program and provides opportunities for students to develop their language skills in various learning activities. The research was carried out during the ongoing academic year, adjusted to the Arabic learning schedule at the institution.

The research process was conducted in several stages, including preparation, implementation, and evaluation. During the preparation stage, the researcher coordinated with the institution and Arabic language teachers, obtained permission, prepared research instruments, and designed the learning procedures for the experimental group.

The population of this study consisted of all students participating in Arabic language learning at Darul Amanah Islamic Boarding School. From this population, a sample was selected using purposive sampling, based on considerations such as grade level, relevance of the learning material, and students' readiness to participate. (Bland dkk. 1976)

The selected sample was divided into two groups: the experimental group and the control group. The experimental group received treatment using the constructivist approach through the *Taqdīm al-Qiṣṣah* method, involving activities such as listening to stories, understanding content, discussing meanings, and retelling stories in Arabic. Meanwhile, the control groups received instruction using traditional teaching methods. that emphasize teacher explanation and individual exercises. (Tresnanda dkk. 2022)

Data collection methods included tests, observations and record-keeping. Examinations were the primary instrument used to measure students' *maharah al-kalam* ability through pretest and posttest. Observation was conducted to monitor the learning process and students' participation, while documentation was used to collect supporting data such as student lists, learning activities, and relevant records.

The data obtained were analyzed using statistical techniques. The analysis involved calculating the mean scores of pretest and posttest for each group, comparing the results between the experimental and control groups, and conducting statistical tests such as the t-test to determine the significance of the differences. (Frankle 1976a)

The results of the data analysis were then used as basics for making an assessment for making an assessment regarding the effectiveness of the constructivist approach through the *Taqdīm al-Qiṣṣah* method in improving students' Arabic speaking skills. This study is expected to contribute to the development of more effective Arabic language teaching methods and to enhance students' communicative competence.

In addition to tests, observation techniques were also used in this study to directly examine the Arabic language learning process in the classroom. Observation was conducted to see how the implementation of the constructivist approach through the *Taqdīm al-Qiṣṣah* method took place during the learning process. Through this observation, the researcher was

able to obtain information regarding students' activities, their level of participation, and the interactions that occurred between the teacher and students during the learning process.(Khikam dkk. 2023)

Documentation techniques were used to obtain supporting data related to the implementation of the research. The documentation data included student lists, the number of participants involved in the learning process, photographs of learning activities, and other relevant documents. This documentation served as supporting evidence to strengthen the data obtained through other data collection techniques.

The data obtained from the study were then analyzed using statistical analysis techniques. The analysis was carried out by comparing the pretest and posttest results between the experimental and control groups to determine the improvement in students' *mahārah al-kalām* after the implementation of the learning method. The data analysis process was conducted through several stages.

The first stage involved calculating the mean scores of the pretest and posttest results for each group to determine students' initial abilities and their improvement after the learning process. The second stage involved comparing the mean scores between the experimental and control groups to identify differences in learning outcomes.(Sunarko dkk. 2025)

The next stage involved conducting statistical tests, such as the t-test, to determine whether the differences between the two groups were statistically significant. This test was used to examine the research hypothesis, namely whether the implementation of the constructivist approach through the *Taqdīmūl al-Qiṣṣah* method had a significant effect on improving students' *mahārah al-kalām* competence.

Conclusions were then drawn based on the results of the data analysis. regarding the effectiveness of implementing the constructivist approach through the *Taqdīmūl al-Qiṣṣah* method in improving students' Arabic speaking skills. Thus, this study is expected to contribute to the development of more effective Arabic language teaching methods and to enhance students' communicative competence more optimally.

D. RESULTS AND DISCUSSION

1. Research Findings

Taking into account the findings of the study conducted in Darul Amanah Islamic Boarding School, data were obtained regarding the students' *mahārah al-kalām* ability before and after the implementation of the constructivist approach through the *Taqdīmūl al-Qiṣṣah* method. Data collection was carried out through two stages of testing, namely the pretest and posttest, which were administered to two research groups: the experimental group and the control group. Both groups were first given a pretest to determine the students' initial ability in Arabic speaking skills before the learning process began.(Poole-Wilson dan Langer 1975b)

The pretest results indicate that the initial *mahārah al-kalām* ability of the students in both groups was relatively low. In addition, the mean scores obtained by the experimental and control groups did not show a significant difference. This suggests that the students' initial speaking ability in Arabic was at a relatively similar level before the treatment was applied. With this balanced initial condition, the study could be conducted more objectively to examine the effect of the implemented learning method.(Schwabbauer 1975b)

Furthermore, the learning process was carried out by providing different treatments to each group. The experimental group received instruction using a constructivist approach through the *Taqdīmūl al-Qiṣṣah* method, which utilizes storytelling as a medium to develop students' Arabic speaking skills. In this process, students not only listened to the stories delivered by the teacher, but were also actively involved in understanding the content, discussing its meaning, and retelling the story using Arabic. Meanwhile, the control group followed the learning process using conventional methods commonly applied by the teacher, which tended to be more teacher-centered and focused on explanation and individual exercises. (Jolly 1975)

After the learning process was conducted over several sessions, both groups were given a posttest to determine the development of students' *mahārah al-kalām* after the instructional treatment. The posttest results showed an improvement in Arabic speaking ability in both groups. However, the improvement observed in the experimental group was higher than that in the control group. (Frankle 1976b)

Based on the data analysis, the mean posttest score of the experimental group was higher than that of the control group. In addition, the results of the statistical test using the t-test indicated that there was a significant difference between the two groups. Thus, the findings of this study demonstrate that the implementation of a constructivist approach through the *Taqdīmūl al-Qiṣṣah* method has a positive effect on improving students' *mahārah al-kalām* competence at Darul Amanah Islamic Boarding School.

2. Discussion

The results of the study indicate that the study shows that implementation of a constructivist approach through the *Taqdīmūl al-Qiṣṣah* method has a positive effect on improving students' *mahārah al-kalām* at Darul Amanah Islamic Boarding School. This is evident from the difference in posttest results between the experimental and control groups, where the experimental group showed a higher improvement in Arabic speaking ability compared to the control group. (Gardner dan Moran 2006b)

The improvement in *mahārah al-kalām* in the experimental group indicates that the use of the *Taqdīmūl al-Qiṣṣah* method is capable of creating a more active and communicative learning environment. Through this method, students do not merely receive material passively, but are directly involved in the learning process. Activities such as listening to stories, understanding their content, and retelling them provide students with opportunities to actively use Arabic in communication.

The constructivist approach applied in the learning process also plays an important role in the development of students' speaking abilities. In this approach, students are encouraged to construct their own understanding through their learning experiences. Interactive activities such as discussions, question-and-answer sessions, and storytelling enable students to develop both their thinking skills and language abilities more effectively.

Furthermore, the use of storytelling in learning helps students understand vocabulary and language structures in a more contextual way. The stories presented by the teacher illustrate real communication situations, making it easier for students to understand how Arabic is used in everyday life. When students are asked to retell the stories in Arabic, they indirectly

practice constructing sentences, selecting appropriate vocabulary, and expressing ideas orally. (Serrano dkk. 2011b)

The results of this study indicate that learning methods involving active student participation have a more effective impact on improving Arabic speaking skills. Therefore, the implementation of a constructivist approach through the *Taqdīmul al-Qiṣṣah* method can serve as an alternative instructional strategy for teachers to enhance students' *mahārah al-kalām* competence more optimally. (Larsen-Freeman 1997b)

In addition, the findings also show that an engaging and interactive learning atmosphere plays a significant role in increasing students' learning motivation. The *Taqdīmul al-Qiṣṣah* method, which uses stories as a learning medium, can foster students' interest because stories are generally easier to understand and more engaging than purely theoretical explanations. When students are interested in the material, they tend to participate more actively and become more confident in using Arabic in oral communication.

The storytelling method also provides broader opportunities for students to practice speaking in a more relaxed and less intimidating environment. This is particularly important in language learning, especially in developing *mahārah al-kalām*, as many students may have sufficient vocabulary and grammatical knowledge but lack confidence when using the language in conversation. Through retelling activities, students can build their confidence while improving their fluency in Arabic. (سونرفا dkk. 2020)

On the other hand, the results from the control group show that the improvement in speaking ability was not very significant. This may be due to the conventional teaching method, which tends to be teacher-centered and provides limited opportunities for students to actively practice speaking. In such methods, students mostly listen to explanations and complete individual exercises, resulting in less optimal development of communicative interaction in Arabic.

Thus, it can be concluded that the implementation of a constructivist approach through the *Taqdīmul al-Qiṣṣah* method makes a meaningful contribution to improving students' *mahārah al-kalām*. This approach not only helps students understand Arabic learning materials better but also encourages them to actively use the language in communication. Therefore, this method can be considered an innovative alternative strategy to improve the quality of Arabic language learning in pesantren and other educational institutions.

Table.1 Pretest Results Analysis of Mahārah al-Kalām

Group	Number of Students	Mean Score	Highest Score	Lowest Score	Mastery Level
Experimental	15	60	75	50	40%
Control	15	62	73	48	35%

Table.2 Posttest Results Analysis of Mahārah al-Kalām

Group	Number of Students	Mean Score	Highest Score	Lowest Score	Mastery Level
Experimental	15	82	92	70	85%
Control	15	72	85	60	60%

Based on the table, it can be observed that after the implementation of the *Taqdīmul al-Qiṣṣah* method with a constructivist approach, the mean score of Compared to the control group, the experimental group showed a significant increase.

E. CONCLUSION

Based on the results of the study on the implementation of a constructivist approach through the *Taqdīmul al-Qiṣṣah* method in Arabic language learning at Darul Amanah Islamic Boarding School, it can be concluded that a learning approach emphasizing students' active participation and direct involvement has a positive effect on improving students' *mahārah al-kalām* competence. Arabic language learning, particularly in speaking skills, not only requires mastery of vocabulary and language structures, but also demands courage, self-confidence, and sufficient opportunities for students to practice using the language in real communication contexts.

The findings show that prior to the instructional treatment, students' initial *mahārah al-kalām* ability was relatively low. This was evident from the pretest results, which indicated that most students experienced difficulties in expressing ideas or delivering sentences orally in Arabic. These difficulties were related to limited vocabulary, lack of speaking practice, and low self-confidence when speaking Arabic in front of peers or teachers. This condition suggests that the previous learning process had not fully provided adequate opportunities for students to actively develop their speaking skills.

After the implementation of the constructivist approach through the *Taqdīmul al-Qiṣṣah* method in the experimental group, a significant improvement in students' Arabic speaking ability was observed. This method allowed students to construct their own understanding through storytelling activities, discussions, and retelling learned stories in Arabic. The learning process shifted from being teacher-centered to emphasizing students' active involvement in constructing their own knowledge.

Through storytelling activities (*taqdīmul al-qiṣṣah*), students were trained to understand story content, identify embedded messages, and express them orally. These activities indirectly helped students expand their vocabulary, understand sentence structures, and build confidence in speaking. Moreover, the use of stories made the learning environment more engaging and less monotonous, increasing students' motivation to participate in the learning process.

The data analysis from pretest and posttest results revealed that the mean score of the experimental group improved more significantly than that of the control group, which continued to use conventional teaching methods. This improvement indicates that the constructivist approach through the *Taqdīmul al-Qiṣṣah* method is effective in enhancing students' Arabic speaking ability. This finding is further supported by statistical test results, which show a significant difference between the experimental and control groups after the treatment.

The study also highlights that learning processes involving active student participation yield better outcomes compared to one-way instructional methods. When students are given opportunities to participate directly, they tend to understand the material more easily and become more confident in expressing their ideas. In the context of Arabic language learning,

this is particularly important, as speaking skills cannot develop optimally without sufficient practice.

In addition to improving speaking ability, the implementation of the *Taqdīmul al-Qiṣṣah* method also positively impacts other aspects of learning. Students become more active, confident, and enthusiastic in participating in classroom activities. Interaction between students and teachers, as well as among students themselves, becomes more dynamic through discussions and storytelling activities. Thus, the learning process not only focuses on academic achievement but also contributes to the development of communication and critical thinking skills.

Overall, this study concludes that the constructivist approach through the *Taqdīmul al-Qiṣṣah* method is an effective and innovative strategy for improving *mahārah al-kalām* competence in Arabic language learning. It creates a more active, creative, and communicative learning environment, providing students with broader opportunities to develop their speaking skills. Therefore, this method can be recommended as an alternative instructional strategy to enhance the quality of Arabic language learning, particularly in pesantren and other educational institutions.

Finally, this study is expected to contribute to the development of Arabic language teaching methods, especially in improving students' speaking competence. It may also serve as a reference for educators and future researchers interested in exploring the effectiveness of various learning approaches in enhancing Arabic language skills across different educational settings.

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