



Integration of Communicative Arabic Learning based on Freedom Thinking Strategy

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Abstract: Among four skills in the Arabic learning, speaking skill is the most passive skill in Arabic learning, especially in Indonesia. The role of teacher and students is the main key in the success of Arabic learning especially in speaking skills. In this research, a phenomenological qualitative research method was used to find out the description and identification of Arabic learning strategies with a focus on freedom thinking and communication. The data of this study were obtained from literature-based descriptive analysis and student response in interviews. The student response data was obtained from distributing questionnaires related to FT-CODING learning strategies. The result showed that FT-CODING strategy is efficient in improving student's speaking skills because it focuses on freedom thinking and communication with balanced roles between teachers and students. It was in line with the behavioral theory by John B. Watson that language learning is a form of stimulus and response. It was also supported by the semiotic theory by Ferdinand De Saussure that the meaning of language is obtained directly from signifier. Furthermore, this article was expected to examine quantitatively regarding the implementation of the FT-CODING strategy in a specific school level.

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Introduction

Every foreign language learner must have an objective that they aim to achieve during the learning process. In essence, language is used to interact and communicate between individuals and groups, making it direct and communicative.¹ Therefore, the ultimate goal in learning a foreign language is for the learner to be able to effectively use

¹ Maslamah Maslamah and Muhammad Nur Kholis, "Digital Flipped Learning by Using Telegram in Teaching Listening and Speaking Skills of University Students | al-Ta'lim al-Maqlub li Maharah al-Istima' wa al-Kalam bi Istikhdam Telegram Lada Thulab al-Jamiah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 1 (2022): 191–206.

the language they have acquired.² In this era, Arabic has become one of the foreign language subjects that is widely taught in various schools and institutions in Indonesia.³ As a language that is widely studied and used worldwide, especially in religion, learning Arabic requires special attention in the learning process.⁴

Arabic language essentially has four learning focuses, namely reading skills (Maharah Qira'ah), writing skills (Maharah Kitabah), listening skills (Maharah Istima'), and speaking skills (Maharah Kalam).⁵ In fact, in the current implementation of Arabic language learning, of these four components, Arabic language learning in Indonesia tends to still focus theoretically and conceptually, namely with a learning focus on reading and writing skills, so that students only understand Arabic theoretically without knowing and get used to using it. Given this, teachers need to re-emphasize the focus of the learning they will teach so that learning Arabic can focus more on its use while still paying attention to the concepts and theories.⁶

Conceptually, there are various theories that have been developed and implemented in the field of Arabic language learning. One theory that focuses on communicative language is the behaviorist theory by John B. Watson.⁷ In his theory, John assumed that learning is a stimulus-response system between the teacher and the learner. The teacher observes changes in the learner's behavior during the learning process.

In addition to highlighting the role of language as a communication tool, the acquisition of meaning is a crucial aspect to consider when learning foreign languages, particularly Arabic.⁸ Acquiring meaning in the learning process is an essential

² Husniyatus Salamah Zainiyati, Taufik, Achmad Teguh Wibowo, and Arif Bramantoro, *Pembelajaran dan Pemerolehan Bahasa Arab Bagi Pemula di Era Masyarakat 5.0*, (Dissertation: UINSA Press, 2023).

³ Aziz Fahrurrozi, "Pembelajaran Bahasa Arab: Problematika dan Solusinya," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 2 (2014): 161-180.

⁴ Elok Rufaiqoh, Abdul Wahab Rosyidi, Umi Machmudah, Nahla Ibrahim El Jack Ibrahim, and Achmad Ja'far Sodik, "The Learning of Arabic Speaking Skills With Constructive Theory Perspective," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6 no. 3 (2023), 243-252.

⁵ Akhmad Sangid and Mohammad Muhib, "Strategi Pembelajaran Muhadatsah," *Tarling: Journal of Language Education* 2, no. 1 (2018): 1-22.

⁶ Zainiyati Husniyatus Salamah, Achmad Teguh Wibowo, Arif Bramantoro and Yuniar Farida, "Proceedings of the 30th Telecommunications Forum (TELFOR), Belgrade, Serbia, 15-16 November 2022," *Telfor Journal* 15, no. 2 (2023): 44-49.

⁷ Alan D. Baddeley, Susan E. Gathercole, and Costanza Papagno, "The Phonological Loop as a Language Learning Device," *Exploring Working Memory* (2017): 164-198.

⁸ Nanang Kosim, and Novy Maryani, "Ihya Al-Lughah as Arabic Language Learning Model to Improve Arabic Speaking Skills," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 2 (2023): 399-416.

component for determining the level of a learner's understanding of the language they are studying. One theory that focuses on the acquisition of meaning is the semiotic theory by Ferdinand de Saussure. Ferdinand explained that in the language learning process, meaning is obtained from a direct relationship between signs (language or vocabulary) and signifiers (objects or their direct meaning).⁹ This theory is better known as the concept of language learning as a symbol. By utilizing these two theories, the learning process can operate optimally and effectively in practice.¹⁰ Therefore, these two theories were combined to produce a new strategy for innovative Arabic learning called FT-CODING (Freedom Thinking Communication-Direct Learning).

The process of learning Arabic often involves two critical aspects, the effectiveness of communicative learning strategies and the application of free thinking strategies (Freedom Thinking Strategy).¹¹ Communicative learning strategies emphasize the use of language in real contexts, which supports the development of everyday speaking skills. Some of the problems that arise in this context involve aspects of teaching methods that lack interactive activities, leading to a lack of direct interaction between students and teachers or among peers. There is also a lack of emphasis on active communication, making it challenging for students to apply their theoretical knowledge in everyday communicative situations.¹² The lack of support for student creativity does not provide much space for student creativity in developing speaking skills, and the lack of support for this aspect can hinder student growth.¹³

This research aimed to explore and integrate these two aspects of learning, namely communicative strategies and Freedom Thinking Strategy, with the aim of improving Arabic speaking skills from beginner to advanced level.¹⁴ In this way, it is

⁹ P. H. Matthews, "Writings in General Linguistics," *French Studies* 62, no. 1 (2008): 121–122.

¹⁰ Wahyu Hanafi Putra, "Strukturalisme dan Revitalisasi Applied Linguistics," *Proceedings of Annual Conference for Muslim Scholars 2* (2017): 868–877.

¹¹ Ahmad Muradi, Jamal Syarif, Fatwiah Noor, and Arif Rahman Hakim, "Tutors and Students Activities in Online Arabic Learning: A Freedom to Learn Perspective," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 8, no. 1 (2021): 32–45.

¹² Jumriyah Jumriyah, and MasrokhinMasrokhin, "Revealing Transitive Verbs in Arabic Short Stories: a Case of Tagmemic Approach," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 1 (2024): 1-24.

¹³ Kristina Imron, Irmansyah Irmansyah, Nurhusna Nurhusna, Iffat Maimunah, and Zainal Abidin Hajib, "A New Model of Kalam Material Through Cybernetic Approach: Development Stages and the Influence Towards Speaking Skill of Students," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (2023): 207–223.

¹⁴ Mikkel Holding Vembye, Felix Weiss, and Bethany Hamilton Bhat, "The Effects of Co-Teaching and Related Collaborative Models of Instruction on Student Achievement: A Systematic Review and Meta-Analysis," *Review of Educational Research* 94, no. 3 (2024): 376-422.

expected that students can not only master a basic speaking skills, but can also develop critical and creative thinking skills in the Arabic language context.¹⁵ Through this approach, this research not only contributed to the development of innovative Arabic language learning methods, but also had a positive impact on the development of communication and freedom thinking strategy for Arabic language learners of various skill levels.

Methods

In this research, a phenomenological descriptive approach was used. The focus of this research is to integrate the FT-CODING strategy and determine the balance of the roles of teachers and students in Arabic learning. Madrasah Aliyah Ar-Rosyid Surabaya was chosen as the research site. The location for this research was chosen based on the results of initial observations and the research problems found. The research subject was an Arabic language teacher who taught class 11-A (eleventh grade) students at Madrasah Aliyah Ar-Rosyid Surabaya. Therefore, observations are carried out in learning activities carried out by Arabic teachers regularly. The interaction between the two parties, namely teachers and students, can show the balance of the roles they have as learning actors by implementing the Arabic language learning strategies used.¹⁶ Apart from that, after completing the learning process, the Arabic language teachers and students in class 11-A were asked for responses regarding the implementation of Arabic language learning strategies that are based on communication and freedom of thought, namely FT-CODING in aspects of the teaching and learning process, the differences before and after the implementation of the strategy. FT-CODING, and the final result of learning is related to the suitability of the strategy concept and objectives, namely improving speaking skills.

Data analysis begins with a free design approach, which allows researchers to organically identify themes or patterns that emerge from the data without limiting themselves to a particular framework or concept. In the context of FT-CODING learning, themes such as freedom of thought, communicative interaction, or direct experience in

¹⁵ Nguyen Thi Phuong Thao, "The Impact of Communicative Language Teaching (CLT) Approach on Students' Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups," *International Journal of Language Education* 7 no. 3 (2023): 393–413.

learning may emerge naturally. Phenomenological analysis focuses on the description of the phenomenon itself and the individual's subjective experience.¹⁷ In the context of FT-CODING learning, researchers focus on a deep understanding of how students experience freedom of thought, communicative interaction, and direct learning. Data from interviews is then reduced and grouped into larger categories or themes. This process involves grouping significant data units and identifying patterns that emerge from participants' learning experiences. Through textual analysis, key words, phrases, or concepts that appeared frequently in the interviews were identified to provide deeper insight into the learning experience. Similar themes are then consolidated into larger categories to gain a more complete understanding. In the final stage, the findings from the data analysis were checked again against the transcriptions and notes to ensure compliance with the original context. In addition, validation is carried out by returning to respondents or relevant experts to ensure accurate interpretation.¹⁸

This research is a descriptive phenomenological study that aims to describe the FT-CODING strategy and explore the subjective experiences and feelings of Arabic teachers and eleventh grade students. The daily learning activities, teachers and students were observed to find out the balance of FT-CODING strategies. This is represented through the performance between teachers and students in the learning process. This research was conducted within four months. Interview data was obtained directly through face-to-face interviews and indirectly via video call. The reason for choosing qualitative research was to describe the FT-CODING strategy and observe the balance of roles between teachers and students during the learning process using the FT-CODING strategy. Therefore, the approach considered most appropriate in this qualitative research is the phenomenological approach. This type of approach can represent the experiences of several people regarding the description and analysis of the application of FT-CODING strategies in Arabic learning.

¹⁶ Muh Sabilar Rosyad, Faishol Mahmoud Adam, and Uril Bahruddin, "The Natural Situation and Its Effective Role in Designing Arabic Listening Skills Teaching Materials for Non-Native Speakers." *Ijaz Arabi Journal of Arabic Learning* 6, no. 3 (2023).

¹⁷ Muhammad Yusuf Salam, Mona Taman, and Adam Mudinillah, "Using Artificial Intelligence for Education in the Education 5.0 Era to Improve Reading Skills," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 10, no. 2 (2023): 149–162.

¹⁸ Taufik Taufik, Nailin Nabilah Febriani, Muhammad Afifudin Dimiyathi, and Rafidah Binti Hj Abdullah, "Integrating the Whoop it Up Strategy with the AIR (Auditory, Intellectually, Repetition)

Results and Discussion

The results of interviews were obtained from the respondents, 29 eleventh grade students and Arabic teachers, who also provided responses regarding the results of implementing the FT-CODING Arabic language learning strategy. The interview results were classified according to four indicators, namely Feel Freedom Thinking, Communicative Direct Learning, Creative Limitations, and Passive Action in Class. Based on the data obtained, the first indicator, Feel Freedom Thinking, received 82% from student response and 85% from teacher response. From the score of respondents, it was stated that they felt free to express and think without clear boundaries. Then the second indicator, Communicative Direct Learning, received 84% from student response and 79% from teacher response. It can be considered from the score of respondents that they agree direct interaction with teachers to be very helpful in understanding difficult concepts. Meanwhile, the third indicator, Creative Limitations, received 20% from student response and 11% from teacher response. The score indicated that they experienced creative limitations in several aspects of learning. The last indicator is Passive Action in Class, which received a score of 15% for student response and 23% for teacher response. The respondents admitted that they tended to remain passive in class, especially when given assignments that required independence. The data results show that the majority of participants experienced freedom of thinking and intensive direct interaction in learning FT-CODING. However, some also face creative limitations and tend to become passive in the learning process. This suggests that although this approach provides advantages in cognitive stimulation and social interaction, certain challenges still need to be overcome.

Table 1. Assessment Indicators

No	Description	Information
1	Feel Freedom Thinking	Information 1
2	Communicative Direct Learning	Information 2
3	Creative limitations	Information 3
4	Passive Action in class	Information 4

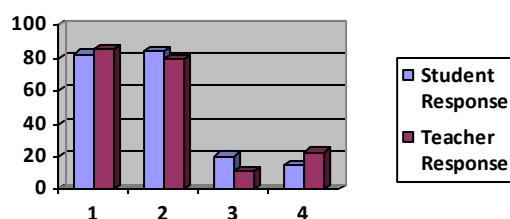


Figure 1. Figure Assessment Indicators

There are various forms of student responses to the FT-CODING strategy in Arabic learning, First, high enthusiasm for the learning approach which describes that the integration of communicative Arabic language learning with free-thinking strategies is likely to provide an interesting and useful learning experience.¹⁹ Second, the concept of Freedom of Thinking is also assessed as a Positive Challenge which provides interest to students who have not previously applied this concept.²⁰ Apart from that, students can also feel the importance of speaking skills in Arabic learning. Third, students also experience a pleasant learning experience so that they feel happy and enthusiastic about the application of FT-CODING in Arabic learning, because it gives them the freedom to think and communicate directly, making learning feel more fun and interesting. Fourth, there is self-confidence development in practicing Arabic.²¹ With the freedom to express ideas and communicate directly, students feel more confidence and ready to engage in conversations in the target language. Fifth, the Encourage Creativity in Learning. This approach can help students to be more creative in learning Arabic, that is, students can apply their knowledge in a more personal and innovative way, which makes the learning process more meaningful.²² Sixth, it helps them to increase active participation, so that students feel more involved and active in learning. With the freedom to speak and be directly involved in activities, students feel more motivated to take part in the learning

Kebahasaaraban 10, no. 2 (2023): 163–177.

¹⁹ Khambali Khambali, Imam Asrori, Abdul Wahab Rosyidi, and Nurhasanah Nurhasanah, "Analysis of Teaching Materials for Arabic Textbooks for Islamic Junior High School Based on CEFR Standards." *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 10, no. 1 (2023): 88–105.

²⁰ Jumriyah Jumriyah, and MasrokhinMasrokhin, "Revealing Transitive Verbs in Arabic Short Stories: a Case of Tagmemic Approach," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 1 (2024): 1-24.

²¹ Renni Hasibuan and Muhammad Jundi, "Crafting Success: Creative Management Techniques for Darul Ulum Sipaho Islamic Boarding School's Arabic Language Learning Program Implementation." *Kitaba* 1, no. 3 (2023): 135–146.

process.²³ Seventh, there is critical thinking stimulation. This approach encourages students to always think critically during the learning process. so that students not only memorize words or rules, but also understand how to use Arabic in real situations, and this helps me to have a deeper understanding.²⁴ Eighth, there is encouragement to continue learning. This represents a positive experience that can make students more motivated to continue Arabic learning.

The teacher response in the learning process also makes an important contribution to the implementation of a learning strategy. Different from students' perspectives, teacher responses to the FT-CODING strategy also mention various views regarding this strategy. Firstly, the teacher feels that there is freedom to think and communicate for students so the application of the FT-CODING strategy gives students the freedom to think creatively and communicate directly in Arabic. This can open up opportunities for them to develop their speaking skills and express their ideas more freely. Second, Encourage Active Engagement. This approach provides space for direct participation, which can allow students to experience learning that is more lively and relevant to everyday life. Third, Stimulation of Critical Thinking, namely in the learning process can stimulate students' critical thinking. So this means they not only memorize information but also understand its context and create direct applications in various communicative situations, which is a positive step in developing a deep understanding of Arabic. Fourth, increasing motivation and interest in learning. There is an increase in student motivation and interest in learning. By providing freedom in learning, students are more involved and motivated to deepen their understanding of Arabic. This is important to maintain their enthusiasm for learning. Fifth, Practical Skills Development. Applying the FT-CODING strategy can help students develop practical skills in using Arabic in the context of everyday life. They can apply their knowledge directly, which is an important step in the language-learning process.

²² Heppy Leunard Leleapry, Rima Rachmawati, Benny Novico Zani, and Kailie Maharjan, "GPT Chat: Opportunities and Challenges in the Learning Process of Arabic Language in Higher Education," *Journal International of Lingua and Technology* 2, no. 1 (2023): 10–22.

²³ Eka Dyah Puspita Sari, Ririn Kurnia Trisnawati, Mia Fitria Agustina, Dian Adiarti, and Najib Noorashid, "Assessment of Students' Creative Thinking Skill on the Implementation of Project-Based Learning," *International Journal of Language Education* 7, no. 3 (2023): 414–428.

²⁴ Najwa Ahmad Saleem Khasawneh and Mohamad Ahmad Salee Khasawneh, "Linguistic Needs of Non-Native Students of Arabic Language at Saudi Universities." *International Journal of Language Education* 6, no. 3 (2022): 245–253.

Linguistically, FT-CODING is an abbreviation for Freedom Thinking Communication Direct Learning, each word has its meaning. The first is Freedom of Thinking, meaning the freedom of thought given by teachers to students in expressing what they think regarding the learning material.²⁵ Second, communication, which means that during the learning process the teacher focuses more on actively communicating with students using a foreign language, both related to learning material and other than learning material.²⁶ Third, direct, means that language learning will be maximized if it is carried out directly face to face, so the word direct here has a further meaning of communication, namely communication between teachers and students is carried out directly face to face or offline. The last is learning, which means learning, which means the meaning of these three words is implemented and applied to the learning process.²⁷

The FT-CODING strategy which carries two concepts, namely freedom of thought and active communication, basically refers to two theories of foreign language learning. Namely, Behaviorism theory by John B. Watson with the concept of stimulus-response learning, and semiotic theory by Ferdinand De Saussure with a learning concept that focuses on the relationship between signs and their signifiers. From these two theories, researchers developed them into a strategy that carries two learning concepts.²⁸

The first is the concept of freedom of thought which is taken from the concept of semiotic theory in the acquisition of meaning by Ferdinand De Saussure. According to Ferdinand, the concept of semiotics is still influenced by linguistics, so Ferdinand explained that there is a relationship between the signifier and the signified.²⁹ The signifier here is defined as the sound of spoken language, such as the word table which is pronounced with each letter, namely /m/e/j/a (table). Meanwhile, the signifier here means the reference of the signifier, namely the original form of the signifier, for example, *meja*

²⁵ Raswan Raswan, Muhib Abdul Wahab, Hasan Busri, and Yubaedi Siron, "National Arabic Test Based on Higher Order Thinking Skills," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (2022): 274–289.

²⁶ Marinda Yusvida, "Strategi Belajar Bahasa Arab yang Efektif pada Perguruan Tinggi," *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 1, no. 2 (2020): 127-139.

²⁷ Muhammad Jundi and Nabila Nabila, "Transformational-Generative Theory Perspective in Teaching the Four Language Skills of Arabic," *al-Fusha: Arabic Language Education Journal* 5, no. 2 (2023): 72–81.

²⁸ Ahmad Asse, Fani Fadhila Putri, Titin Fatimah, Nursyam Nursyam, and Didin Faqihuddin, "Diversity Problems in Students' Educational Backgrounds and Learning Program Policies of Arabic Language Education," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 4 (2023): 535–546.

²⁹ Sakol Suethanapornkul and Sarut Supasiraprapa, "Usage Events and Constructional Knowledge: a Study of Two Variants of the Introductory-It Construction," *Studies in Second Language Acquisition* 46, no. 2 (2024): 355-377.

(table) (/m/ e/j/a) which is a marker of the original table object (signifier). From this concept, it can be said that the concept of understanding semiotics according to Ferdinand tends to avoid direct translation in language learning. So with the concept of acquiring meaning according to Ferdinand, the concept of freedom of thought (Freedom of Thinking) were developed for learners during the learning process.³⁰

The second is the concept of active communication between teachers and learners which is taken from the concept of behaviorism theory by John B. Watson. According to Watson, learning is a process of interaction between stimulus and response.³¹ The stimulus and response in question must then be observable and measurable by the teacher. Therefore, someone recognizes the existence of mental changes within themselves during the learning process. Some consider this factor as something that does not need to be taken into account because it cannot be observed. So in learning FT-CODING, this theory is developed into communication-direct (direct communication), which is the result of the stimulus-response in the learning process.³²

Learning Arabic using the FT-CODING (Freedom Thinking Communication-Direct Learning) strategy focuses on the freedom of thinking of the learner and the teacher's activeness in communicating using Arabic with the learner, both personally and in groups during the learning process, thus making this FT-CODING strategy more likely to focus on speaking skills (*Maharah al-Kalam*).³³ This FT-CODING strategy is here to balance Arabic learning, which previously only emphasizes *qawaidh* or grammatical aspects into active, effective, and interactive learning in communicating using Arabic.

The objectives of the FT-CODING strategy in Arabic learning are as follows:³⁴ a) Encourages Creativity and Free Thinking. This strategy helps students to develop creative thinking skills through an approach that provides freedom to explore and create solutions, motivates them to think out-of-the-box and generates innovative ideas in the

³⁰ Di Xuan, Wail Muin Ismail, and Muhammad Azhar Zailani, "Non-Native Arabic Learners' Social Media Usage and Motivation Influencing Learning of Arabic Language in Malaysian Public Universities," *International Journal of Language Education* 4, no. 2 (2020): 258–275.

³¹ Amanda Brown, "Monolingual versus Multilingual Foreign Language Teaching: French and Arabic at Beginning Levels," *Language Teaching Research* 27, no. 6 (2023): 1634–1659.

³² Eka Dyah Puspita Sari, Ririn Kurnia Trisnawati, Mia Fitria Agustina, Dian Adiarti, and Najib Noorashid, "Assessment of Students' Creative Thinking Skill on the Implementation of Project-Based Learning," *International Journal of Language Education* 7, no. 3 (2023): 414–428.

³³ Zixi Li and Curtis J. Bonk, "Self-Directed Language Learning with Duolingo in an out-of-Class Context," *Computer Assisted Language Learning* (2023): 1–23.

³⁴ Frantisek Tuma, Leila Kaanta, and Teppo Jakonen, "L2 Grammar-for-Interaction: Functions of "and"-Prefaced Turns in L2 Students' Collaborative Talk," *Modern Language Journal* 107. no. 4 (2023): 991–1010.

learning process.³⁵ b) Improved Communication Skills. The communication skills can be improved both spoken and written through direct interaction and practical experience. It stimulates the students to convey ideas clearly and effectively.³⁶ c) Collaborative Learning. It engages the students to encourage collaboration among peers to share their thoughts and develop collaborative skills in group projects to achieve common goals. d) Increasing Problem-Solving Ability. The students will be trained about effective problem solving by utilizing free and creative thinking. It encourages their analytical and problem-solving skills through a hands-on approach.³⁷ e) Instilling Communication Ethics and Values. It instills ethical values in communication, such as respect for other people's opinions and integrity in conveying information, and help students understand the impact of ethics in the world of modern communication.

FT-CODING strategy in Arabic learning generally has a goal Arabic to increase student creativity, free-thinking, and communication skills. The following is Arabic language learning stages in FT-CODING strategy:³⁸ a) Understanding the basic structure of Arabic: letters, words, and sentences. At this stage, the students are expected to have basic provision in Arabic learning. Apart from theoretical provision, practical provision is also needed for beginner Arabic language learners, this can be applied to introduce several Arabic communicative sentences that are commonly used in daily life.³⁹ b) Understanding and practice in obtaining language meaning. The acquisition of language meaning is carried out freely and it minimizes direct translation. The meaning of learning focuses on the learner's response in understanding the meaning of each word. This can be presented in original picture of the vocabulary, incomplete sentences, descriptions,

³⁵ Mukmin Mukmin, Nurul Hidayah, and Siti Marpuah, "Reorientation of The Arabic Language Curriculum for Secondary Education in the Endemic Era," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 10, no. 2 (2023): 217–229.

³⁶ Ahmad Nurcholis, Nuryani Nuryani, Heri Efendi, and Syaikhu Ihsan Hidayatullah, "Epistemology of Arabic Language Learning Technology Development," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (2021): 73–89.

³⁷ Muhammad Yusuf Salam, Mona Taman, and Adam Mudinillah, "Using Artificial Intelligence for Education in the Education 5.0 Era to Improve Reading Skills," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 10, no. 2 (2023): 149–162.

³⁸ Nguyen Thi Phuong Thao, "The Impact of Communicative Language Teaching (CLT) Approach on Students' Speaking Ability in a Public Indonesian University: Comparison between Introverts and Extrovert Groups," *International Journal of Language Education* 7 no. 3 (2023): 393–413.

³⁹ Nurhamim Nurhamim, Dina Indriana, and Achmad Yani, "Teachers' Understanding of Psycholinguistic and its Relation to Arabic Teaching Method in Modern Pesantren," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 10, no. 2 (2023): 178–190.

characteristics, and so on.⁴⁰ c) Focusing on Arabic communication skills. This stage includes several focused approaches, namely knowing several examples of dialogue in several situations, knowing how to respond when in a situation, and practicing it directly.⁴¹ d) Adapting Arabic communication Skills with Indonesian Culture. Because studying a foreign language definitely has cultural elements, as a teacher and learners we remain focused on the language use. while the elements that are brought up are still elements of the culture where the learner lives. For example, we still translate "bakso" (meatball) into Arabic [كروة اللحم] which the fact that "bakso" is not used in Arabic, but in Indonesian.⁴²

In accordance with the principle of the FT-CODING strategy, there is a direct relationship between the signifiers and the signified, the most appropriate media is direct objects or several real pictures in accordance with the theme to be studied.⁴³ In this research, Realme media was utilized. Realme is a collection of cards, both offline and digital, which contain real pictures [not cartoons, typography, etc.] in vocabulary without accompanying translation meanings. Realme can be presented in two types, the first is vocabulary that has a direct relationship or can be described by its marker, and then it can be presented directly, such as vocabulary for objects, animals, professions, places, and so on. For example, if there is vocabulary "Singa" (lion), Realme can immediately present real pictures of lions, not merely animations.

Afterwards, the meaning of the vocabulary is not enough if it is only presented in the form of pictures, such as verbs, command words, adjectives, and so on. Hence, Real postcards or pictures can be presented which includes the information related to the vocabulary, such as characteristics, opposite words, pictures accompanied by other

⁴⁰ Safitra Aditya Bagaskara, Achmad Teguh Wibowo, Muhammad Andik Izzuddin, Mohammad Khusnu Milad, Diah Nugraheni Setyowati, Taufik Taufik, Mujib Ridwan and Sirajul Arifin, "Software Quality Testing in Mobile Application (ArabEasy) Based on the PACMAD Model," *International Journal of Interactive Mobile Technologies* 16, no. 10 (2022).

⁴¹ Safitra Aditya Bagaskara, Achmad Teguh Wibowo, Muhammad Andik Izzuddin, Mohammad Khusnu Milad, Diah Nugraheni Setyowati, Taufik Taufik, Mujib Ridwan and Sirajul Arifin, "Software Quality Testing in Mobile Application (ArabEasy) Based on the PACMAD Model," *International Journal of Interactive Mobile Technologies* 16, no. 10 (2022).

⁴² Afif Alfiyanto, Fitri Hidayati, Ivan Riyadi, and Mail Hilian Batin, "Implementation of Active Learning-Based Arabic Learning at Muhammadiyah 5 Palembang Senior High School," *Al-Hijr: Journal of Adulern World* 1, no. 3 (2023): 162-170.

⁴³ Siti Sarah Fitriani, Nira Erdiana, and Iskandar Abdul Samad, "Visual Representations and Comprehension: The Exploration of Image-Word Relations and Types of Design," *International Journal of Language Education* 3, no. 2 (2019): 27-40.

components, and so on.⁴⁴ For example, the adjective "soft" can be presented in the form of several objects that can describe soft properties, such as fur and cotton, and accompanied by characteristics such as "tender to touch", "not painful to touch", and others.

After discussing about application Realme Media for Arabic learning with FT-CODING strategy above, below is the procedures of the media implementation in the learning process:⁴⁵ 1) Introduction to the learning theme. At the beginning of the lesson, the teacher informed the students about the learning theme and provided reflections regarding the learning theme in Indonesian.⁴⁶ In this process, the teacher dominated the learning process by actively providing stimulus to students and creating an enjoyable atmosphere. 2) Checking the vocabulary of each picture. In the second step, the teacher displayed the real pictures one by one to the students. Afterwards, they pronounced the vocabulary and the meaning of the vocabulary simultaneously and one by one.⁴⁷ 3) Stimulating the vocabulary in use. After introducing several vocabulary words related to the learning theme, the teacher begins to provide other forms of stimulus in the form of incomplete sentences, and students are invited to state appropriate answers.⁴⁸ 4) Creating the sentence. After practicing in incomplete sentences, the teacher instructed the students to make daily communication sentences related to the vocabulary with provided the real picture cards in Arabic. If the students have enough vocabulary to make a sentence, then that's enough. make it in Indonesian. 5) Discussing the correct answer. After students make simple sentences, the teacher can discuss together the results of each student to use as additional material. In this stage, the teacher acts as a validator for students by providing corrections to sentences in Arabic and translations of sentences in Indonesian. 6) Practicing the sentences. After delivering the material, the teacher begins to reflect on

⁴⁴ Niknik Mediyawati, Ninuk Lustyantie, and Emzir Emzir, "Media: Designing a Model of IFL Learning Materials for Foreign Workers," *Cakrawala Pendidikan* 38, no. 1 (2019): 75–89.

⁴⁵ Tzu-Yu Tai, "Comparing the Effects of Intelligent Personal Assistant-Human and Human-Human Interactions on EFL Learners' Willingness to Communicate beyond the Classroom," *Computers and Education* 210 (2024): 104965.

⁴⁶ Ahmad Muradi, Jamal Syarif, Fatwiah Noor, and Arif Rahman Hakim, "Tutors and Students Activities in Online Arabic Learning: A Freedom to Learn Perspective," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 8, no. 1 (2021): 32–45.

⁴⁷ Fina Nur Fadhilah, *Pengembangan Media Pembelajaran Bahasa Arab dengan B-Mufar di Kelas VII MTSN 11 Cirebon Jawa Barat*, (Dissertation: UIN Sunan Kalijaga, 2023).

⁴⁸ Renni Hasibuan and Muhammad Jundi, "Crafting Success: Creative Management Techniques for Darul Ulum Sipaho Islamic Boarding School's Arabic Language Learning Program Implementation." *Kitaba* 1, no. 3 (2023): 135–146.

the students by actively communicating about the sentences that have been created or vocabulary related to the learning theme both personally and collectively.

Conclusion

From various previous explanations above, it can be concluded that the FT-CODING learning strategy balances the roles of teachers and students during the Arabic language learning process. The FT-CODING strategy which carries two concepts, communicative and freedom of thought, requires both parties to always actively interact with each other.⁴⁹ There are six steps in the FT-CODING strategy that can be applied in the Arabic language learning process, introduction, checking the vocabulary of the picture, stimulating the vocabulary in use, creating the sentence, discussing the correct answer, and practicing the sentence. This strategy can be an innovation in the learning approach, because it combines two important aspects of language, namely communicative learning and free thinking strategies in Arabic learning. It aims to create a more holistic and relevant learning experience to develop students' speaking skills from beginner to advanced level. Afterwards, the integration of communicative Arabic language learning emphasizes the importance of context in language use. Meanwhile, free-thinking strategy stimulates creativity and deep understanding. It was expected that the combination of these two approaches can provide students with a deeper understanding and advanced speaking ability.

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Author Contributions Statement

SN contributed to carrying out research, from preparing instruments, data collection, and data analysis and making it an article dedicated to readers. Apart from

⁴⁹ Edy Purwanto and Sunawan Sunawan, "Focused Classroom Meeting Model of Teaching for Enhancing Students' Achievement Motivation," *Jurnal Cakrawala Pendidikan* 41, no. 3 (2022): 719–730.

that, SN and TS also contributed to data analysis, data reduction, interpreting research results, and improving grammar and language alignment.

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