



AL-WAZAN: JOURNAL OF ARABIC EDUCATION

E-ISSN: 2962-0732, Volume: 4, Number: 1, 2026, 1-23

Doi: <https://doi.org/10.58223/al-wazan.v4i1.826>



This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Insya' Learning Based On *Ta'bīrāt Asy-Syā'i'ah* Using A Communicative Approach

¹Iklil Syaqufah, ²Nurhadi, ³Shofil Fikri, ⁴Muhammad Asyrofi Hasyim
¹²³State Islamic University of Maulana Malik Ibrahim Malang, Indonesia.
⁴Al Azhar University Cairo, Egypt.

¹syaqufahiklil@gmail.com, ²abulanahaq@gmail.com, ³h_anada@uin-malang.ac.id, ⁴asrofi0404@gmail.com

Abstract : Proficiency in Arabic writing remains a complex challenge for higher-education students, primarily due to an overemphasis on grammatical rules rather than communicative competence, which makes written works lack spontaneity and natural dynamics. To address this issue, this study aims to describe and analyze the implementation of *insya'* (expressive writing) learning integrated with *ta'bīrāt asy-syā'i'ah* (popular idiomatic expressions) through a communicative approach at AIQ Nuris 2 Jember. This study employed a qualitative approach with a case study design. Data were collected via observation, interviews, and documentation involving language instructors and mahasantri, and then analyzed using an interactive model comprising data reduction, data display, and conclusion drawing. The findings reveal that the implementation is systematically executed across three structured phases: planning, execution, and assessment. Despite the limited availability of printed references for contemporary idioms, instructors effectively utilized digital platforms and authentic social media sources to provide relevant linguistic stimuli. The integration of *ta'bīrāt asy-syā'i'ah* significantly enhanced the quality of students' writing, with highly positive responses reporting substantial improvements in the flexibility, expressiveness, and naturalness of their written Arabic. This study contributes valuable practical strategies and theoretical insights for developing functional and authentic Arabic writing instruction within Islamic boarding school (pesantren) environments.

Keywords: *Insya' Learning, Ta'bīrāt asy-syā'i'ah* , *Communicative Approach, Arabic learning*

Abstrak : Kemampuan menulis bahasa Arab (*maharah al-kitabah*) masih menjadi tantangan yang rumit bagi kalangan akademisi, terutama akibat besarnya fokus pada aturan gramatikal dibanding kompetensi komunikatif, sehingga karya tulis yang dihasilkan terkesan kaku dan kurang spontan. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis implementasi pembelajaran *insya'* berbasis *ta'birāt asy-syā'i'ah* (ungkapan populer) dengan pendekatan komunikatif pada mahasantri di AIQ Nuris 2 Jember. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi yang melibatkan pengajar dan mahasantri, lalu dianalisis menggunakan model interaktif (reduksi data, penyajian data, dan penarikan kesimpulan). Hasil penelitian menunjukkan bahwa implementasi pembelajaran terlaksana secara sistematis melalui tiga tahapan: perencanaan, pelaksanaan, dan asesmen. Meskipun menghadapi kendala keterbatasan sumber materi berbentuk cetak untuk idiom kontemporer, pengajar berhasil memanfaatkan platform digital dan sumber autentik media sosial sebagai solusi stimulan linguistik. Integrasi *ta'birāt asy-syā'i'ah* terbukti efektif meningkatkan kualitas tulisan mahasantri, yang memberikan respons sangat positif terhadap peningkatan fleksibilitas, ekspresivitas, dan naturalitas bahasa Arab mereka. Penelitian ini memberikan kontribusi praktis dan teoretis dalam pengembangan metodologi pengajaran kitabah yang fungsional dan autentik di lingkungan pendidikan berbasis pesantren.

Kata Kunci: *Pembelajaran insya', ta'birāt asy-syā'i'ah, pendekatan komunikatif, pembelajaran bahasa Arab.*

Introduction

Mastery of Arabic, especially in writing skills (*maharah al-kitabah*), is one of the areas that requires complex productive competencies (Firdausiyah & Jannah, 2025). In a practical context, most Arabic language learners still face challenges in articulating ideas in writing, both in terms of developing ideas, structural accuracy, and using expressions that are in line with the communication context (Khairani et al., 2024). *Insya'* learning which often focuses on grammatical dimensions (Annisa et al., 2024) often inadequate in optimizing communicative capabilities, resulting in students' written contributions appearing less spontaneous and not reflecting the dynamic use of Arabic (Hamdy et al., 2024).

Theoretically, optimal linguistic learning should synergistically integrate mastery of linguistic competence and communicative competence (Yahya, 2022). This is in line with (Richards, 2006) that within the framework of the Communicative Language Teaching Approach paradigm, expressions, also known as idioms, are seen as a fundamental medium for transactional

interaction, which is operationalized in factual and significant situations (Fikriyah, 2022). For this reason, the introduction to learning should ideally focus on mastering authentic and practical expressions. One concrete manifestation of this approach is through the application of *ta'birāt ash-syā'i'ah*, namely linguistic formulas commonly used in everyday dialogue by language professionals (Nafisah et al., 2021). The consequences of this affinity for idiomatics have the potential to empower academics to construct fluent language, expand context-oriented lexical repertoires, and improve the quality of discursive expression in an inherently more natural and effective way in communication (Sriana, 2022).

It's worth noting that in today's technological era, expressive Arabic expressions are increasingly prevalent on social media and are commonly used in everyday dialogue by language professionals (مرات, ٢٠٢١). Learners can easily discover many new expressions without having to consult printed sources, which tend to be more complex (Sadigzade, 2025). Furthermore, several previous studies indicate that the use of contextual expressions and communicative methodology has the potential to optimize linguistic capabilities, particularly in the productive dimension (Sari & Randi, 2021). However, most investigations still tend to prioritize quantitative improvements in learning outcomes, and not many have explored in depth the mechanisms of implementing *insya'* learning that relies on *ta'birāt asy-syā'i'ah* in actual educational situations, especially in the environment of students. Therefore, there is a research gap that requires exploration, namely research that focuses on the evolution, tactics, and movements that color the learning process in the classroom.

The theoretical relevance of the functional realization of the Arabic language is also supported by research (Yahya, 2022) that examines communicative Arabic language learning based on *uslub* (expressive patterns). This study emphasizes that mastering distinctive communicative characteristics through the use of stylistic structures can facilitate beginner learners' active engagement in language discourse, provided it is supported by a variety of

adaptive teaching methods and media. The findings of this study confirm that the internalization of contextual expression patterns is highly effective in bridging students' needs to communicate naturally without being constrained by rigid grammatical anxiety. Although it shares fundamental similarities in adopting a communicative approach (communicative language teaching) to revitalize language functions, this current research delves more specifically into the realm of productive skills. While (Yahya, 2022) examined the conceptual urgency of style for general communication competencies (oral and receptive), this study operationally integrates a more specific type of expression, namely *ta'bīrāt asy-syā'i'ah* (popular expressions), to boost the creative writing performance of students through composition instruction at AIQ Nuris 2 Jember.

Furthermore, research based on mastering Arabic idiomatic expressions to improve writing quality aligns with the findings of (Anshori, 2022). In his case study at the An-Nuqayah Latee Islamic Boarding School, Ansari asserts that low writing creativity resulting from monotonous teaching methods can be significantly addressed through the internalization of idiomatic expressions. In line with this premise, this study constructs a similar paradigm but with a more specific orientation, namely applying *ta'bīrāt asy-syā'i'ah* through a communicative approach to the composition learning of students at AIQ Nuris 2 Jember. The focus of this study is directed toward analyzing classroom dynamics, the instructor's instructional tactics, and the students' theoretical responses to the implemented learning model.

In addition, the operationalization of contextual expressions in the realm of meaning was also examined by (Nurcholiso, 2017) in his study on strategies for translating Arabic idioms (*at-ta'bir al-ishthilahiyy*) into Indonesian. This research highlights the problems of meaning distortion and linguistic rigidity resulting from learners' tendency to perform literal translation of idiom structures that possess their own unique semantics. As a solution, (Nurcholiso, 2017) formulated four main strategies: aligning identical forms and meanings, adapting different forms with similar meanings, using paraphrasing techniques,

and eliminating idiomatic elements, all of which have proven effective in accurately conveying cultural messages without losing their communicative essence. Although it shares theoretical overlap in challenging the rigidity of understanding standard Arabic style, the current study offers novelty through a different orientation. While (Nurcholiso, 2017) focused on receptive-translation strategies for texts, this study goes further toward an applied-productive approach by integrating *ta'birāt asy-syā'i'ah* (popular expressions) directly into the writing performance (*maharah al-kitabah*) of mahasantri through the implementation of composition learning based on a communicative approach at AIQ Nuris 2 Jember.

As an innovative approach, this study seeks to systematically integrate the mastery of *ta'birāt asy-syā'i'ah* (contemporary popular expressions) with the Communicative Language Teaching approach, contextualized directly into the productive writing skills (*maharah al-kitabah*) of boarding school students. While most previous studies on Arabic idioms have been limited to receptive-translation strategies or the conceptual use of style for general oral competence, this study goes further toward an applied-productive approach in writing instruction. Furthermore, this study offers originality by exploring the use of popular expressions based on digital platforms as a solution to the scarcity of printed references, as well as comprehensively analyzing the entire classroom dynamics from the planning phase, execution, critical review process, to the affective responses of boarding school students within the actual boarding school educational ecosystem. Thus, this research not only fills a methodological gap in creative writing instruction but also provides a practical blueprint for the reconstruction of transformative, self-directed, and meaning-based learning in the context of living language interaction.

Based on this background, this study aims to describe and analyze the implementation of insya' learning based on *ta'birāt asy-syā'i'ah* using a communicative approach at AIQ Nuris 2 Jember. Specifically, this study focuses on three aspects: the teachers' planning process in selecting popular expressions,

the dynamics of the writing cycle and revision process in the classroom, and the students' actual responses to the applied method. The findings of this study are expected to provide practical contributions toward reconstructing a more contextual and adaptive approach to productive Arabic language learning.

Method

This research uses a qualitative approach with a case study type that aims to describe in depth the implementation of insya' learning based on *ta'birāt asy-syā'i'ah* with a communicative approach on students at AIQ Nuris 2 Jember. This approach was chosen because the research focuses on the processes, dynamics, and meanings that occur in the context of natural learning (Sugiono, 2020). The research subjects were students participating in the insya' learning program and the teachers who taught the subjects. The subject selection technique used purposive sampling, taking into account direct involvement in the implementation of the learning being studied (Nafisatur, 2024).

In addition, data collection was carried out using several techniques, namely: observation, interviews and documentation (Rustamana et al., 2024). The data analysis technique uses an interactive model that includes three stages: data reduction, data presentation, and drawing conclusions (Esterberg, 2002). To ensure data validity, this study uses source and technique triangulation, namely comparing data obtained from various sources and data collection methods (Rustamana et al., 2024)

Results and Discussion

Insya' Learning

Insya' is a branch of Maharah al-Kitabah (writing skills) in Arabic that focuses on the ability to express thoughts, feelings, and ideas in writing (علي, ٢٠٢١). In contrast to *Imla'* which only emphasizes orthographic accuracy, Insya' demands skill in constructing sentences that are logical, coherent, and in accordance with grammatical rules (Nahwu-Saraf). which aims to enable

students to communicate messages effectively, choose appropriate diction, and build systematic paragraph structures in Arabic (Annisa et al., 2024).

Insyā' learning is essentially an advanced stage of writing instruction (*mahārah al-kitābah*) that focuses on the learner's ability to express thoughts, feelings, and ideas creatively and independently in the form of written text (Febian & Lubis, 2023). Unlike *imla'* teaching, which merely emphasizes orthographic accuracy and the mechanical aspects of transcribing phonetic symbols, *insyā'* classes demand a high level of cognitive complexity, including proficiency in selecting appropriate vocabulary (*mufradāt*), applying grammatical rules (*naḥwu-ṣarf*), and establishing coherence and cohesion between sentences within a paragraph (Hanun & Mukminin, 2019).

Theoretically, *insyā'* learning is divided into two main categories, (1) *Insyā' Muwajjah* (Guided Composition), namely guided writing learning where students are given stimuli in the form of keywords, images, or questions to compose sentences (Annisa et al., 2024), and (2) *Insyā' Hurr* (Free Composition): Free writing learning where students express ideas independently without strict direction, usually applied at an advanced level (علي, ٢٠٢١).

At-Ta'bīrāt asy-syā'i'ah

Ta'bīrāt ash-syā'i'ah literally means "popular or frequently used expressions". In Arabic linguistics, it refers to collocations (*al-Mushāhabah al-Lughawiyah*) or idiomatic phrases that cannot always be translated literally word for word into another language (Faqeeh et al., 2024). It is now often found on social media along with advances in technology and language (Nafisah et al., 2021). When viewed from the perspective of Arabic linguistics, *ta'bīrāt asy-syā'i'ah* is defined as expressions or idiomatic phrases that are used frequently and are commonly employed in everyday interactions by both professionals and native speakers (*nāṭiq*) (Hakim et al., 2023). Theoretically, these popular expressions are part of linguistic collocation (*al-muṣāḥabah al-lughawiyah*) that possess their own unique semantic characteristics, so their meanings are often functional and contextual in nature and cannot be translated literally, word-for-word, into

another language (Tsaqofi et al., 2022). In today's digital age, the development of *ta'bīrāt asy-syā'i'ah* has accelerated rapidly through social media, making it a highly dynamic, authentic, and pragmatic linguistic unit (Keshav et al., 2022). Therefore, mastery of these popular expressions is crucial for learners of Arabic, as they serve as ready-to-use linguistic tools capable of expanding lexical repertoire, reducing the need for rigid literal translation, and making written sentence structures flow more naturally and expressively in line with the style of native speakers.

Mastery of *ta'bīrāt asy-syā'i'ah* is very crucial because it makes writing or speech sound more "native" (like a native speaker), helps convey complex ideas with standard and efficient word structures (Maghfiroh & Niswah, 2023). And expand students' linguistic knowledge through word combinations that have functional meaning in certain social contexts (Jabbari, 2016).

Communicative Approach

The Communicative Language Teaching approach is based on the assumption that the goal of language learning is to communicate, not simply memorize language rules. This approach prioritizes "communicative competence" (*al-kafa'ah al-ittishaliyyah*), which encompasses grammatical, sociolinguistic, discourse, and strategic competence (Richards, 2006). In the context of language learning, the Communicative Approach (Communicative Language Teaching) is based on the theoretical assumption that the primary goal of foreign language acquisition is the development of communicative competence (*al-kafā'ah al-ittiṣāliyyah*), rather than merely the accumulation of knowledge about rigid grammatical rules (Indriati, 2021). Operationally, this approach prioritizes the integration of the social functions of language in the classroom, where learners are encouraged to produce texts that have interactive meaning and pragmatic relevance to the real world (Inayah & Sya, 2024). Learning that culminates in productive skills such as composition no longer treats writing as an exercise in spelling or the arrangement of random sentences, but rather as a step-by-step process (process writing) for conveying ideas

independently and flexibly (Ulashovna, 2020). Furthermore, this approach inherently reduces students' affective filters by creating a supportive classroom atmosphere, thereby minimizing linguistic anxiety and boosting their confidence as they actively explore the target language (Salmanova, 2025). In the context of writing, this approach encourages students to write texts that have a social function (such as letters, articles, or short messages) rather than simply composing random sentences that are correct in Nahwu but have no communicative meaning (Issue & Arab, 2025).

Based on the findings obtained by the researcher through observation, interviews, and documentation, the implementation of insya' learning based on *ta'birāt asy-syā'i'ah* using a communicative approach with students at Akademi Ilmu Qur'an (AIQ), which operates under the auspices of the Nurul Islam 2 Student Entrepreneurial Islamic Boarding School in Jember, can be summarized as follows;

Planning

Based on previous observations and interviews, it can be concluded that instructional design for insya' learning based on *ta'birāt asy-syā'i'ah* is implemented in a structured manner by educators. Observations show that before the learning session begins, the teacher first compiles a series of Arabic expressions that are relevant and appropriate to the contextual nuances, which are then distributed to the students the day before the instructional phase is carried out. Furthermore, in their interviews, the teachers stated that the sources of these idiomatic expressions were drawn from various reference materials, including contemporary dictionaries, videos featuring native speakers (nāṭiq), and Arabic-language books, including *Husnul Isyghā' fī Dars al-Insya'* compiled by Ahmad Makki Lazuardi, as well as materials published on the social media platforms of institutions offering Arabic language courses.

The next stage involves assigning students to construct three coherent and complete grammatical propositions using pre-defined expressions. This paradigm emphasizes that learning design does not solely focus on transmitting

didactic content, but also on providing initial stimuli aimed at honing students' productive capabilities before the actual learning activity takes place (Hamdy et al., 2024).

From the perspective of communicative learning theory, this step is in line with the principle of pre-task activity (Mahpul et al., 2025) which aims to prepare students to be more linguistically and cognitively prepared to use language actively. Furthermore, the use of *ta'birāt asy-syā'i'ah* as a teaching material reflects an effort to present authentic and contextual language in learning (Sari & Randi, 2021).

Implementation

During the implementation phase, the learning process at AIQ Nuris 2 Jember fosters dynamic interaction and is geared toward the active participation of the students. Students are expected to have completed their assigned tasks before the learning session begins, so that the session can be fully dedicated to review and refinement.



Figure 1. Learning Insyah' Activities

The documentation above is one example of the learning activities conducted in the Arabic language class at AIQ, where during class time, the *Ustadz* will conduct a comprehensive evaluation of the students' written work personally, with the main focus on the use of certain linguistic expressions, one of which is the expression "حدث ولا حرج" which means it is worth telling (Chamidah & Sarif, 2025). In this assessment process, teachers will consider various dimensions, including grammatical precision (*nahwu*), morphology

(sarf), appropriation of vocabulary selection (mufradat), the relevance of idiom use, as well as the aesthetics and fluency of language style in order to increase communicative effectiveness.

After the review phase, the students will be instructed to revise their written work until it meets the ideal quality standards. This process illustrates a learning cycle that encompasses content generation, critical assessment, and revision literacy, all of which are fundamental components in the development of superior writing competence. When linked to Communicative Language Teaching theory, this approach reflects learning that emphasizes the practical and meaningful use of language (Richards, 2006). In fact, the process of repeated revision is also consistent with the process-oriented approach to writing, which views writing as a step-by-step process rather than merely a final product.

Based on this, the researchers concluded that the implications of applying a communicative approach to insya' (writing skills) instruction based on *ta'birāt asy-syā'i'ah* at AIQ Nuris 2 Jember demonstrate a significant shift from a theoretical-structuralist writing model toward a productive-contextual one. Through this approach, learning is no longer confined to the rote memorization of rigid grammatical rules (*qawa'id*), but is instead directed toward how students construct ideas using idiomatic expressions in a culturally and situationally appropriate manner. Observational data confirms that integrating *ta'birāt asy-syā'i'ah* as a stimulus in communicative syntax successfully reduces students' psychological barriers when expressing ideas, as they are equipped with ready-to-use linguistic tools to respond to real-world communication contexts. Consequently, the composition activity transforms into a meaningful space for expression, where fluency in conveying messages goes hand in hand with structural accuracy.

The discussion of these findings further underscores that communicative roles in the classroom require a paradigm shift in assessment and the use of adaptive supporting materials. The methodological implications are evident in the error correction process, which is conducted in a persuasive and non-

restrictive manner, thereby maintaining high levels of motivation for writing among the students. The successful internalization of this popular expression also demonstrates that the AIQ Nuris 2 Jember environment provides a supportive ecosystem for strengthening students' sociolinguistic competencies. The use of *ta'birāt asy-syā'i'ah* within the communicative approach has proven to bridge the gap between theoretical texts in textbooks and the actual needs of written communication, which in turn reconstructs insya' learning into an active, independent, and interaction-based language production process.

Student responses

Based on the results of previous interviews, the researchers concluded that the students demonstrated a positive response to the learning methods implemented. They perceived the learning process as relaxed yet structured, which collectively contributed to a conducive learning environment. Furthermore, they reported improvements in their writing skills, particularly in producing more expressive and less rigid sentences.

The researchers concluded, based on the results of previous interviews, that the students showed a positive response to the teaching methods used. They found the learning process to be relaxed yet structured, which collectively contributed to the creation of a conducive learning environment. Furthermore, they reported improvements in their writing skills, particularly in producing sentences that were more expressive and less stiff.

One female student revealed that she used to frequently hit a wall because she relied solely on basic vocabulary memorized from a standard dictionary, which made her Arabic writing feel flat and stiff. "After studying *ta'birāt asy-syā'i'ah* , I feel my writing has become much more expressive because these expressions directly convey the feeling or meaning I want to convey without having to struggle to string words together one by one," she said. In line with this, another student added that the availability of these ready-to-use idiomatic expressions provides them with "sentence templates" that are guaranteed to be

correct, thereby minimizing the fear of making fatal grammatical errors when constructing long sentences.

In the field of discourse analysis, these psycholinguistic findings confirm that mastery of popular idiomatic expressions successfully reduces the slow mechanical processing involved in producing written language (Asysyifa, 2025). Female students are no longer confined to a rigid, literal translation process; instead, they directly access language units that have been contextually internalized to express their thoughts in a richer and more varied manner. The implications of this finding suggest that *ta'birāt asy-syā'i'ah* acts as a cognitive bridge that enhances female students' textual and sociolinguistic competence, transforming the activity of *insya'*, which was previously viewed as a complex theoretical burden into a medium of self-expression that is emotional, dynamic, and closely aligned with the authentic character of the Arabic language.

In addition, the affective responses demonstrated by the female students during the learning process reflect increased motivation and high enthusiasm for the *Insya'* course. Based on psychological observation sheets and classroom response data, the learning atmosphere felt much more lively and less stressful. Female students who previously tended to be passive and anxious when asked to write now demonstrate a more open and bold attitude in experimenting with new sentences. Furthermore, interviews with the students confirmed that the use of common idioms based on a communicative approach successfully eroded the "mental block" or fear of making mistakes that had long plagued them. They feel that the supportive classroom atmosphere, combined with the availability of practical idiomatic expressions, has transformed the writing process from a nerve-racking grammar test into a productive, enjoyable, and personally fulfilling activity.

In a theoretical context, these female students' positive responses demonstrate that the communicative approach successfully reduces the "affective filter", a term coined by Stephen Krashen and cited in (Fahim & Wijaya, 2026), which often serves as the primary barrier to foreign language acquisition.

When students' anxiety decreases and their self-confidence increases because they are equipped with ready-to-use language formulas (*ta'birāt*), language input becomes easier to internalize and produce as high-quality written output. The psychological comfort experienced by these female students at AIQ Nuris 2 Jember is not merely a fleeting emotional response, but rather an indicator of methodological success where learning media and instructional approaches are able to collaborate to create a humanistic learning ecosystem. Consequently, this shift in response from defensive to productive is the key reason why the quality of their writing has improved rapidly in a relatively short period of time.

This result is consistent with the argument (Krashen, 1982) as cited in (Du, 2009), which suggests that a comfortable and low-stress learning environment can strengthen the effectiveness of language acquisition. In addition, the use of *ta'birāt asy-syā'i'ah* contributes to improving the communicative competence of students, in line with the definition (Canale & Swain, 1980) as cited in (Hymes, 2020) regarding communicative competence as the ability to use language effectively in specific social contexts (Fikri et al., 2021). Therefore, the integration of common expressions in teaching insya' has proven effective in improving the quality of students' written expression, making it more spontaneous and communicative.

Obstacles and solutions

In the process of implementation, educators face a number of significant challenges, particularly related to the scarcity of printed reference materials containing *ta'birāt asy-syā'i'ah*. This situation requires educators to be proactive in identifying and collecting these expressions from various sources, including digital platforms.

However, the use of these expressions has emerged as a breakthrough approach in insya' learning. *Ta'birāt ash-syā'i'ah* has the potential to empower learners to improve the quality of their written work, making it more communicative, expressive, and similar to the linguistic articulation of authentic speakers.

Table X. Summary of the Implementation of Insyā' Learning Based on Ta'bīrāt Asy-Syā'ī'ah Using a Communicative Approach

Phase	Activities	Description	Communicative Learning Principle
Planning	Selection of <i>Ta'bīrāt Asy-Syā'ī'ah</i>	Teachers compile and distribute relevant Arabic expressions before class from dictionaries, native-speaker videos, Arabic books, and social media resources.	Provides authentic and contextual language input.
Pre-Task Assignment	Sentence Construction Task	Students are required to create three complete sentences using the assigned expressions before the learning session.	Prepares learners cognitively and linguistically for active communication.
Implementation	Review and Evaluation	Teachers review students' writing by focusing on grammar, morphology, vocabulary choice, idiomatic expression use, and writing style.	Encourages meaningful language use and communicative accuracy.
Revision Process	Writing Improvement	Students revise their work based on teacher feedback until it reaches the	Supports process-oriented writing and language development.

		expected quality standard.	
Student Response	Learning Experience	Students reported increased confidence, motivation, and ability to write more expressive and communicative Arabic texts.	Reduces anxiety and promotes active language production.
Obstacles	Limited References	Teachers face difficulties in finding printed resources containing <i>ta'birāt asy-syā'i'ah</i> .	Requires adaptation and exploration of digital resources.
Solutions and Implications	Use of Authentic Expressions	The integration of <i>ta'birāt asy-syā'i'ah</i> helps students produce more natural, communicative, and contextually appropriate writing.	Enhances communicative competence and sociolinguistic awareness.

Comprehensively, the findings of this investigation indicate that the fortification of insya' learning with the foundation of *ta'birāt asy-syā'i'ah* through a communicative paradigm has proven to be not only effective in increasing the quality of the kitabah, but also provides a more substantive educational experience for the students.

Conclusion

Based on an in-depth analysis of the findings and discussions, it can be concluded that the implementation of the insya' (expressive writing) learning strategy which integrates *ta'birāt asy-syā'i'ah* (popular expressions) through the communicative paradigm among the students at AIQ Nuris 2 Jember has been carried out in a structured manner, encompassing the design, execution, and assessment. Educators successfully designed a series of contextually relevant

Arabic verbal expressions as initial stimuli, and focused the learning process on the active participation of students through essay writing, personal critical reviews, and continuous text refinement. This dynamic indicates that the educational process has successfully shifted the focus of learning from merely mastering normative grammatical rules (*qawa'id*) toward the functional, correct, and natural application of language within a written communicative context. This integration has proven effective in boosting the quality of writing and reducing students' affective filters, as evidenced by highly positive psychological responses in the form of increased flexibility, expressiveness, and boldness in experimenting with Arabic text production.

In addition to these successes, this study revealed a surprising finding: the use of *ta'bīrāt asy-syā'i'ah* extracted from digital platforms and social media was able to radically reduce the mechanical processing involved in sentence construction among the students. These ready-to-use idiomatic patterns act as an instant cognitive bridge that not only eliminates their reliance on rigid, word-for-word literal translation but also unexpectedly fosters the students' independence in performing self-correction before their writing is evaluated by the instructor.

However, this study has limitations that must be noted. The process of collecting and validating the primary reference material heavily relies on the proactiveness and subjectivity of instructors in filtering contemporary expressions from digital platforms due to the absence of standard textbooks or printed dictionaries specifically compiling the latest popular idioms. Furthermore, as a localized case study within the specific linguistic ecosystem of the AIQ Nuris 2 Jember pesantren, generalizing the effectiveness of this model may face challenges if applied to non-pesantren formal educational institutions that lack a culture of foreign language reinforcement or a similar linguistic environment (*bī'ah lughawīyyah*).

Acknowledgements

The authors would like to express their sincere gratitude to all parties who contributed to the completion of this study. Special appreciation is extended to the management, teachers, and students of AIQ Nuris 2 Jember for their cooperation, participation, and support throughout the research process. The authors also acknowledge the valuable academic guidance and encouragement provided by colleagues and mentors from the State Islamic University of Maulana Malik Ibrahim Malang and Al-Azhar University Cairo. Their insights and constructive feedback greatly enriched the quality of this research.

Author Contributions

Iklil Syaqifah contributed to the conceptualization of the study, data collection, data analysis, investigation, and preparation of the original manuscript draft. Nurhadi contributed to the research design, methodology development, supervision, data interpretation, and critical review of the manuscript. Shofil Fikri contributed to literature review, validation of findings, formal analysis, manuscript editing, and language refinement. Muhammad Asyrofi Hasyim contributed to theoretical framework development, academic consultation, manuscript review, and final approval of the manuscript. All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

References

- Annisa, A., Arifina, D. F., Al-ghozi, H. G., Studi, P., Bahasa, P., & Ilmu, F. (2024). Penggunaan Metode Insyah ' Muwajjah Sebagai Proses Pembelajaran Kitabah Universitas Islam Negeri Sumatera Utara mengalami perkembangan di negara-negara Timur Tengah , yaitu " Bangsa Arab " . Di sisi lain , ulama juga ditulis dalam Bahasa Arab (Rathomi 202. *Al-Tarbiyah: Jurnal Ilmu Pendidikan Islam*, 2(2).
- Anshori, M. I. (2022). *استراتيجية تعليم التعبيرات الاصطلاحية لترقية مهارة الكتابة الإبداعية لطلاب المستوى المتوسط بمعهد النقابة لاتي سومنب جاوى الشرقية إندونيسيا*. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.
- Asyifa, F. (2025). INTEGRASI ILMU LINGUISTIK DALAM KURIKULUM BAHASA INDONESIA SEKOLAH DASAR : PERSPEKTIF TEORITIS DAN IMPLIKASINYA. *QOLAMUNA*, 2(1), 293–302.
- Chamidah, D., & Sarif, A. (2025). *Ungkapan-Ungkapan Populer Bahasa Arab*. PT. Literasi Nusantara Abadi Grup, Malang.
- Du, X. (2009). The Affective Filter in Second Language Teaching. *Asian Social Science*, 5(8), 162–165.
file:///C:/Users/Acer/Downloads/The_Affective_Filter_in_Second_Language_Teaching.pdf
- Esterberg, K. G. (2002). *Qualitative Methods Ins Social Research*. Mc Graw Hill, New York.
- Fahim, A., & Wijaya, M. (2026). Pembelajaran Bahasa Arab dan Kebahasaaraban Implementasi Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab di Pondok Pesantren Darul Lughah wal Karomah. *Al Mi'yar : Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaan*, 9(1), 143–153.
- Faqeeh, M. H. A., Aqtash, S. K. Al, & Alhourani, M. I. (2024). Idiomatic Expressions in the (Lexicon Al-Mu'asir Al-Arabi) of Khalil the Grammarian: a Study of Structure and Meaning. *Deanship of Scientific Research*, 51, 557–567.

- Febian, A., & Lubis, L. (2023). Peningkatan Maharah Kitabah melalui Metode Insyah dalam Pembelajaran Bahasa Arab Pada Siswa Kelas VII Di SMPIT Ad-Durroh Medan. *Journal of Education Research*, 4(3), 964-971. <https://doi.org/10.37985/jer.v4i3.334>
- Fikri, S., Machmudah, U., Mahmoud, F., & Ibrahim, A. (2021). استراتيجيات المناظرة. *Ijaz Arabi Journal of Arabic Learning*, 4(3), 632-648. <https://doi.org/10.18860/ijazarabi.v4i3.12306>
- Fikriyah, I. (2022). *Idioms between Arabic and Indonesian (a comparative analysis)*. 9(1), 55-69. <https://doi.org/10.18592/jams.v9i1.5631>
- Firdausiyah, A., & Jannah, I. M. (2025). Analisis Problematika Peserta Didik dalam Menulis Kalimat Bahasa Arab. *Al-Lahjah: Jurnal Pendidikan Bahasa Arab Dan Kajian Linguistik Arab*, 8(1).
- Hakim, F., Prihartini, Y., Buska, W., Hardiyanti, P., & Sulthan Thaha Saifuddin Jambi, U. (2023). Uslub, Uslubiyah dan Kaitannya dengan Ilmu Balaghah. *Al-Lisān Al-'Arabi*, 2(2), 29.
- Hamdy, Z., Muhammad, J. H., Tinggi, S., Islam, A., Ulum, D., & Pamekasan, B. (2024). Tadrīs Maharah al-Kitabah bi al-Kalimat al-Mutaqathi'ah. *Al-Wazan: Journal of Arabic Education*, 2(2). <https://doi.org/https://doi.org/10.58223/al-wazan.v2i2.247> تمدقلا
- Hanun, A., & Mukminin, A. (2019). Implementasi Model Pembelajaran Cooperative Learning Tipe STAD dalam Pembelajaran Insyah'. *STUDI ARAB: Jurnal Pendidikan Bahasa Arab*, 10(1). <https://jurnal.yudharta.ac.id/v2/index.php/studi-arab>
- Hymes, D. (2020). *Communicative Competence Theresa Lillis*. 1-12.
- Inayah, Y., & Sya, M. F. (2024). PEMBELAJARAN BAHASA YANG KOMUNIKATIF: PENDEKATAN EFEKTIF COMMUNICATIVE LANGUAGE TEACHING (CLT) DALAM MENINGKATKAN KEMAMPUAN BERKOMUNIKASI SISWA DI SEKOLAH DASAR. *Cendikia: Jurnal Pendidikan Dan Pengajaran*, 2(8), 382-393. <https://jurnal.kolibi.org/index.php/cendikia/article/view/2361/2283>

- Indriati, Y. (2021). Penerapan Pendekatan Communicative Language untuk Meningkatkan Hasil Belajar Materi Bercerita Berdasarkan Teks Non Fiksi. *Journal of Education*, 04(01), 267–281.
- Issue, S., & Arab, B. (2025). Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab. 4(August), 1113–1121.
- Jabbari, M. J. (2016). Idiomatic Expressions in Translation. *Journal of Advances in Humanities*, 4(3), 507–514. <https://doi.org/10.24297/jah.v4i3.4611>
- Keshav, M., Julien, L., & Miezal, J. (2022). The Role Of Technology In Era 5.0 In The Development Of Arabic Language In The World Of Education. *Journal International of Lingua and Technology*, 1(2), 79–98. <https://doi.org/10.55849/jiltech.v1i2.85>
- Khairani, B., Ayu, C. S., Ginting, M. A., Saidah, S., & Nasution, S. (2024). PROBLEMATIKA PEMBELAJARAN MAHĀRA KITĀBAH: STUDI KASUS MAHASISWA PENDIDIKAN BAHASA ARAB. *Jurnal Ekonomi, Syariah, Dan Studi Islam*, 2(1), 1–14. <https://doi.org/10.59548/je.v2i1.125>
- Maghfiroh, A., & Niswah, I. (2023). تحليل استخدام التعبيرات الاصطلاحية العربية في كتب العربية للناشئين. *Al-Ihda': Media Ilmiah Bahasa Arab*, 11(2), 16–30. <https://doi.org/http://journal.stitalhilalsigli.ac.id/index.php/al-ihda>
نيتشانل
- Mahpul, Riantika, F., Saputra, A., & Faisal, M. (2025). Pelatihan Pembuatan Bahan Ajar Bahasa Inggris Lisan Berdasarkan Prinsip Task-Based Language Teaching (TBLT) Bagi Guru di Kota Bandar Lampung. *Jurnal Pengabdian Kepada Masyarakat Nusantara*, 6(4), 6092–6100.
- Nafisah, T., Jasmani, J., & Hamidah, H. (2021). Pemerolehan Ungkapan- Ungkapan Bahasa Arab Bagi Santriwati Baru di Pondok Pesantren Putri. *Taqdir*, 7(1), 77–91. <https://doi.org/10.19109/taqdir.v7i1.7935>
- Nafisatur, M. (2024). Metode Pengumpulan Data Penelitian. *Metode Pengumpulan Data Penelitian*, 3(5), 5423–5443.
- Nurcholiso, L. R. (2017). Idiom Bahasa Arab Strategi Menerjemahkan. *Lisanan*

Arabiya, I(1).

- Richards, J. C. (2006). *Communicative Language Teaching Today*.
- Rustamana, A., Adillah, P. M., Maharani, N. K., & Fayyedh, F. abdiel. (2024). Qualitative Research Methods. *Indonesian Journal of Interdisciplinary Research in Science and Technology (MARCOPOLO)*, 2(6), 919–930.
- Sadigzade, Z. (2025). Idiomatic Expressions and Their Impact on Lexical Competence. *Journal of Azerbaijan Language and Education Studies*, 2(1), 26–33. <https://doi.org/https://doi.org/10.69760/jales.2025001002>
- Salmanova, S. (2025). Communicative Approach in Foreign Language Teaching : Advantages and Limitations. *Euro-Global Journal of Linguistics and Language Education*, 2(2), 79–88.
- Sari, N. I., & Randi. (2021). *Pendekatan Kontekstual dalam Meningkatkan Kemampuan Menulis Puisi pada Siswa Kelas VIII SMPI Annuriyyah Jakarta Timur*. 3.
- Sriana. (2022). Analisis tarjamah idiomatik. *AL-MIKRAJ (Jurnal Studi Dan Humaniora)*, 2(2). <https://doi.org/https://ejournal.insuriponorogo.ac.id/index.php/almikra>
- Sugiono. (2020). *Metode Penelitian Kuantitatif Kualitatif* (Sutopo (ed.); 2nd ed.). ALFABETA.
- Tsaqofi, W. A., Iza, M., Nazillah, F., Abshar, U., & Maulani, A. (2022). Kolokasi frasa verbal (fi ' il) dan preposisi (ḥ arf jar) dalam surat an- nisa' pada tafsir al -misbah karya m. quraish shihab. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban*, 5(2), 257–282. <https://doi.org/10.35931/am.v5i2.1387>
- Ulashovna, M. N. (2020). Productive skills and language learning difficulties. *NOVATEUR PUBLICATIONS*, 6(11).
- Yahya, M. (2022). Pembelajaran Bahasa Arab Komunikatif Berbasis Uslub Bahasa Arab. *AL-WARAQAH Jurnal Pendidikan Bahasa Arab*, 3(2), 41–49. <https://doi.org/10.30863/awrq.v3i2.3736>

جامعة بورصا الوداع التركية In. علي. أ. ح. م. (٢٠٢١). الأساس في أساليب تدريس المهارات اللغوية لغير الناطقين بالعربية

(Vol. 11, Issue 1).

مرات, خ. (٢٠٢١). التعابير الإصطلاحية في اللغة العربية (دراسة وصفية تحليلية لمعجم التعبير الإصطلاحي في العربية

المعاصرة). *Algerian Scientific Journal Platform*, 6, 73-82.

<https://asjp.cerist.dz/en/downArticle/571/6/9/166366>