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**Formulation of the Humanistic Approach in Arabic Language Learning
to Develop Students Speaking Skills**

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ABSTRACT

Speaking skills in Arabic language learning often pose a challenge for students due to teaching approaches that do not emphasize personal aspects and individual needs. This article aims to formulate a humanistic approach in Arabic language learning as an effort to hone students' speaking skills. This research uses a qualitative-descriptive method with a literature review approach and analysis of classroom teaching practices at Aqobah International School Jombang. Data was collected through literature studies, observations, and interviews with Arabic language teachers. The results show that the humanistic approach, which emphasizes individual empowerment, experiential learning, and the strengthening of emotional connections between teachers and students, can enhance students' learning motivation and their courage to communicate in Arabic. The formulation of this approach involves teaching techniques that support an inclusive environment, such as group discussions, simulations, and interactive dialogues. Thus, the implementation of the humanistic approach has been proven effective in overcoming communication barriers and significantly improving students' speaking skills.

Key words: *Formulation, Humanistic Approach, Arabic Language Learning, Speaking Skills.*

INTRODUCTION

Speaking skills are one of the key components in Arabic language learning, often presenting significant challenges for students. Many students struggle to express their ideas or opinions verbally, whether due to a lack of self-confidence or limitations in teaching methods that support the development of speaking abilities.¹ Another influencing factor is the teaching approach that tends to be teacher-centered, leaving students with fewer opportunities to actively practice speaking in a comfortable and supportive environment. This situation calls for innovation in teaching methods that can provide space for students to grow both personally and socially.

The humanistic approach offers an alternative solution to address these challenges.² Unlike conventional approaches that often emphasize academic achievements alone, the humanistic approach focuses more on the learning process, involving the emotional, psychological, and social

¹ Anis Shofiyatun N.. Interview. Interview by Imro'atus, November 01, 2024

² Erni Wahyuningsih, Syindi Oktaviani Tolinggi, and R. Umi Baroroh, "Pendekatan Humanistik Melalui Permainan Edukatif Bahasa Dalam Pembelajaran Bahasa Arab Di Sekolah Islam Terpadu," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (November 17, 2021): 17–43, <https://doi.org/10.18196/mht.v4i1.12437>.

aspects of students. By paying attention to the individual's needs, interests, and potentials, this approach creates an inclusive and supportive learning environment, encouraging students to become more confident and daring in speaking Arabic. Additionally, this approach aims to build positive relationships between teachers and students, which is key in creating a conducive learning atmosphere.

This study aims to formulate an effective humanistic approach in Arabic language learning to enhance speaking skills. Through the analysis of theories and practices, this research explores innovative ways to integrate the humanistic approach into Arabic language learning, so that students not only communicate better but also feel motivated to learn independently. It is hoped that the findings of this study will contribute significantly to teachers in designing Arabic language lessons that are more relevant to the needs and characteristics of today's students.

The school which practice the humanistic approach is Aqobah International School Jombang. Implementation of Arabic language learning using a humanistic approach, emphasizing the development of students' personal potential and fostering a supportive, learner-centered environment. Focusing on the humanistic approach, this article will discuss the theoretical foundation, methods used, research results, and their practical implications in the context of Arabic language learning. This study is expected to serve as a reference for educators in creating learning experiences that not only emphasize results but also empower students holistically.

METHODS

This study uses a qualitative approach with a descriptive design to thoroughly describe the application of the humanistic approach in Arabic language learning to improve speaking skills. A qualitative approach was chosen because it allows for an in-depth exploration of the learning phenomenon, especially in understanding the processes and impacts of the approach used.

Data was collected through several techniques: literature review, observation, in-depth interviews, and document analysis. The literature review was conducted to build the theoretical foundation by examining theories on the humanistic approach, speaking skills, and Arabic language learning. Observations were carried out to directly observe classroom practices, including teaching strategies used to create an inclusive environment and provide opportunities for students to actively participate. In-depth interviews were conducted with Arabic teachers and students from Aqobah International School Jombang as respondents to understand their experiences in learning, particularly regarding challenges, benefits, and the effectiveness of the humanistic approach.

The in-depth interviews were conducted with Arabic language teachers from two educational institutions. The first interview was with Ustadz Qoys Al Harrani as an Arabic teacher. The second series of interviews were held with Arabic teachers from Aqobah International School, namely Ustadz Nabil. These interviews aimed to gather insights into their teaching experiences, methodologies, and strategies for enhancing students' Arabic language proficiency.

Document analysis was performed on lesson plans, teaching materials, and media used by teachers to identify humanistic elements in the learning process. The data obtained was analyzed using thematic analysis techniques, beginning with data coding, theme grouping, and interpretation based on theory and the learning context. With this method, the study is expected to provide a deep understanding of the effectiveness of the humanistic approach formulation in Arabic language learning and offer practical recommendations relevant to improving students' speaking skills.

RESULT

The Concept of the Humanistic Approach

The humanistic approach is an educational approach that places the individual at the center of the learning process. It emphasizes the importance of respecting the potential, needs, interests, and emotions of learners, making the learning process not only focused on academic achievement but also on holistic self-development. In this approach, learning is considered a personal process involving the cognitive, affective, and emotional aspects of students. This approach must be incorporated in education.³

The humanistic approach is rooted in the philosophy of humanism, which highlights human dignity and values. In the context of education, this approach aims to create an inclusive, supportive, and pressure-free learning environment, allowing learners to feel comfortable and motivated to learn. Pioneers such as Abraham Maslow and Carl Rogers have been central figures in this approach. Maslow, with his hierarchy of needs theory, emphasized the importance of fulfilling basic needs, such as safety and self-esteem, before learners can achieve self-actualization. Meanwhile, Carl Rogers highlighted the significance of positive relationships between teachers and students and advocated for student-centered teaching.

³ Zaenal Abidin et al., "Humanistic Approach in Islamic Education: Building Emotional and Spiritual Intelligence in the Digital Age," *Zabags International Journal of Islamic Studies* 1, no. 1 (May 1, 2024): 29–35, <https://doi.org/10.61233/zijis.v1i1.5>.

The Humanistic Approach emphasizes several principles, including:

1. Individualization of Learning

The humanistic approach emphasizes the importance of individualizing learning, which means tailoring the learning process to meet the needs, abilities, and interests of each student.⁴ Teachers must understand the characteristics of their students and design relevant materials and methods that suit their individual learning styles. This approach gives students the opportunity to develop at their own pace and in a way that suits them, making learning more effective and enjoyable. It also encourages students to feel valued as unique individuals, not just as part of a group.

2. Experience-Based Learning

The second principle of the humanistic approach is experience-based learning, which focuses on actively involving students in the learning process through direct, contextual, and meaningful experiences.⁵ By engaging students in activities such as simulations, group discussions, and case studies, they can connect theory to practice. Experience-based learning helps students understand concepts more effectively and makes learning more relevant and applicable to real-life situations.

3. Empowerment and Self-Motivation

The humanistic approach also emphasizes empowering students by allowing them to discover their own potential and strengths. Teachers serve as facilitators who encourage students to think critically, act independently, and take responsibility for their own learning. With this approach, students feel empowered to overcome challenges and find creative solutions, which ultimately boosts their confidence. Intrinsic motivation develops because students feel valued and are encouraged to learn out of personal desire, rather than external pressure.

4. Positive Teacher-Student Relationships

One of the core principles of the humanistic approach is a positive relationship between teacher and student. The teacher is seen as an empathetic and supportive guide,

⁴ Ilham Putri Handayani, PENDEKATAN HUMANISTIK DALAM PENGEMBANGAN KURIKULUM PAI PADA KMA 183 TAHUN 2019, *TARBIYATUNA: Kajian Pendidikan Islam* Volume 6 Nomor 2 Tahun 2022

⁵ Elise Muryanti, "E-Tech Bercerita Sebagai Pendekatan Humanistik Dalam Stimulasi Bahasa Anak," n.d., <https://doi.org/10.1007/XXXXXX-XX-0000-00>.

who strives to understand the emotional and personal needs of the students. This strong relationship creates a safe and comfortable learning environment, where students feel valued and accepted. When students feel that their teacher cares about their academic and emotional development, they are more motivated to engage in learning and participate actively.

5. Responsible Freedom

The humanistic approach provides students with the freedom to choose their own learning methods, but with clear responsibility for those choices.⁶ Students are given the opportunity to set their own learning goals, select topics that interest them, and actively participate in the learning process in ways that suit their interests. This freedom is not without boundaries, but with guidance from the teacher, students are taught to make wise decisions and take responsibility for their learning, which enhances their sense of ownership and involvement in the process.

6. Holistic Development

The humanistic approach aims to develop students holistically, encompassing their cognitive, affective, social, and spiritual aspects.⁷ Learning is not just focused on mastering knowledge but also on character development, enhancing social skills, and improving emotional intelligence. With this approach, students are encouraged to grow as well-rounded individuals, equipped with interpersonal skills and a better understanding of themselves and the world around them.

7. Respect for the Uniqueness of Each Student

Each student is considered unique, with their own strengths and challenges. The humanistic approach respects this uniqueness and strives to create learning that accommodates the diverse backgrounds and needs of students.⁸ Teachers who adopt this approach understand that each student learns at a different pace and adapt their teaching strategies to provide the necessary support. By respecting this uniqueness, students feel more valued, accepted, and motivated to learn.

⁶ Venia Nuzulul Adila, "Konsep Pembelajaran Bahasa Arab Berbasis Pendekatan Humanistik Perspektif Paulo Freire," *Shaut al Arabiyyah* 10, no. 1 (June 13, 2022): 69–76, <https://doi.org/10.24252/saa.v10i1.25437>.

⁷ Wahyuningsih, Tolinggi, and Baroroh, "Pendekatan Humanistik Melalui Permainan Edukatif Bahasa Dalam Pembelajaran Bahasa Arab Di Sekolah Islam Terpadu," November 17, 2021.

⁸ Muhammad Yusuf, "Kajian Teoritik Pengembangan Pembelajaran Bahasa Arab Berbasis Humanistik Di Madrasah Ibtida'iyah," *Shaut al Arabiyyah* 7, no. 2 (December 6, 2019): 132, <https://doi.org/10.24252/saa.v7i2.10752>.

8. Active and Participatory Learning

The humanistic approach encourages active and participatory learning, where students are not merely recipients of information but also the main actors in the learning process.⁹ Activities such as group discussions, collaborative projects, and presentations allow students to interact with one another, share ideas, and learn from collective experiences. This participatory learning strengthens students' understanding, improves communication skills, and provides a sense of responsibility toward their learning.

9. Creating a Safe and Comfortable Learning Environment

A safe and comfortable learning environment is essential in the humanistic approach. Students need to feel that they are in an environment that supports them, free from judgment or excessive pressure.¹⁰ When students feel safe, they are more willing to try new things, ask questions, and make mistakes without fear of punishment. This creates a positive learning climate that is conducive to their emotional and academic growth.

10. Emphasis on the Learning Process over the End Result

The humanistic approach places greater emphasis on the learning process rather than focusing solely on the final outcome. In this approach, every step in the learning journey is valued, whether it involves mistakes or successes. Students are encouraged to learn from the process, develop critical thinking skills, and find satisfaction in their efforts. The focus on the process helps students not to feel pressured by final results, and instead appreciate the learning experiences they undergo.

11. Development of Interpersonal Skills

A key principle of the humanistic approach is the development of students' interpersonal skills. Collaborative learning activities such as group discussions and joint projects provide opportunities for students to practice communication, cooperation, and respect for others' perspectives. These interpersonal skills are essential for their social and professional lives in the future. Additionally, students learn empathy and how to foster healthy social relationships with others.

⁹ Athiyah Laila Hijriyah et al., "Pendekatan Humanistik Dalam Pembelajaran Bahasa Arab Perspektif K.H. Ahmad Dahlan," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 9, no. 1 (June 30, 2024): 115–30, <https://doi.org/10.55187/tarjpi.v9i1.5628>.

¹⁰ Erni Wahyuningsih, Syindi Oktaviani Tolinggi, and R. Umi Baroroh, "Pendekatan Humanistik Melalui Permainan Edukatif Bahasa Dalam Pembelajaran Bahasa Arab Di Sekolah Islam Terpadu," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (November 17, 2021): 17–43, <https://doi.org/10.18196/mht.v4i1.12437>.

12. Fulfillment of Basic Needs in Learning

Based on Abraham Maslow's theory, the humanistic approach emphasizes that fulfilling students' basic needs is crucial for optimal learning. These needs include security, self-esteem, and a sense of belonging. When students feel physically and emotionally safe, and when they are respected and valued, they are better able to focus on learning and achieve their best potential. Meeting these needs creates an environment conducive to both personal and academic growth.

Arabic Speaking Skills Instruction

Arabic speaking skills (*maharah kalam*) instruction is the process of teaching students to actively use the Arabic language in speaking, both in daily conversations and formal settings.¹¹ This skill includes the ability to pronounce words correctly (pronunciation), form sentences accurately, and use appropriate grammar in the right social and cultural context. The aim of this instruction is for students to be able to communicate effectively and fluently in Arabic.

The speaking skills instruction have some goals including developing fluency, improving communication skills, introducing arabic culture, and boosting speaking confidence. The primary goal of teaching maharah kalam is to help students speak fluently, accurately, and understandably to native Arabic speakers. This includes using relevant vocabulary and proper sentence structures.

Secondly, the speaking skills practiced to improve students commucation skill. Students are taught to communicate well in various situations, both formal and informal. The ability to speak enables them to express opinions, ask questions, and give responses clearly in Arabic. This is one of important goals in arabic speaking learning (*maharah kalam*).

Thirdly, learning of arabic speaking skills to Introducing Arabic Culture. Teaching speaking skills also aims to introduce students to Arabic culture through language.¹² This allows them to understand the cultural context of conversations and recognize the various norms and etiquette that apply in Arabic-speaking societies.

One of the other goals of this learning process is to help students develop confidence when speaking Arabic. This is crucial for ensuring they feel comfortable using Arabic in everyday interactions. By incorporating techniques that encourage active participation and a supportive

¹¹ Muspika Hendri, "Pembelajaran Keterampilan Berbicara Bahasa Arab," *POTENSIA: Jurnal Kependidikan Islam*, vol. 3, 2017.

¹² Titin Fatimah, Didin Faqihuddin, and Fajri Ardiansyah, "KAJIAN TEORITIS PENDEKATAN HUMANISTIK (AL-MADKHAL AL-INSAN) DALAM PEMBELAJARAN BAHASA ARAB," n.d., <http://file.upi.edu>.

atmosphere, Arabic speaking classes can significantly enhance learners' confidence in speaking, not only in the classroom but also in real-world situations.

We can explore some goals of speaking skill learning below:



Graphic 1. This is a graphic about goals of speaking skill learning

Arabic speaking skills instruction has some models those used in the arabic learning class. One of those models is task-based learning methods. This model emphasizes using Arabic to accomplish real-life tasks, such as simulated conversations, role-playing, or group discussions. Students are given situations where they need to speak, allowing them to develop speaking skills through direct experience.

Secondly, there is Cooperative Learning model.¹³ In this model, students work in groups to complete speaking tasks, such as discussions or interviews. This method allows students to learn from each other and provide feedback, reinforcing their speaking abilities.

The other model is Communicative Language Teaching (CLT).¹⁴ This model focuses on direct interaction among students, with the goal of helping them use Arabic for communication in real-life situations. It involves a variety of speaking activities that facilitate natural language use.

¹³ Euis Ernawati, "Penerapan Model Pembelajaran Kooperatif Tipe Group Investigation Dalam Pembelajaran Bahasa Arab Di Program Studi Pendidikan Agama Islam (PAI) STAI Syekh Manshur Pandeglang," *Attractive : Innovative Education Journal* 6, no. 2 (2024), <https://www.attractivejournal.com/index.php/aj/>.

¹⁴ Thontowi and Sutipyo Ru'iyah, "Implementasi Metode Contextual Teaching and Learning (CTL) Pada Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah," *SALIHA: Jurnal Pendidikan & Agama Islam* 6, no. 2 (July 31, 2023): 370–85, <https://doi.org/10.54396/saliha.v6i2.658>.

The Technology-Based Learning Model also can be practiced in arabic learning process especially for speaking skills. Technology tools such as speaking apps, videos, or online learning platforms can be used to train speaking skills. Students can practice speaking Arabic using technology that provides instant feedback on pronunciation and vocabulary usage.

Arabic speaking skill has conceptual and practical benefits.¹⁵ The first conceptual benefits is improved understanding of language concepts. Teaching maharah kalam helps students gain a better understanding of the structure and rules of the Arabic language related to speaking. Through speaking practice, students can more easily comprehend the relationship between language theory and its practical application in communication.

Secondly, there is cultural and contextual understanding. Through speaking instruction, students not only learn grammar but also gain insights into the culture and social context associated with Arabic. This allows them to speak more sensitively to the social norms that exist within Arabic-speaking communities.

The practical benefits is ability to Communicate with Native Speakers Increased Confidence, and Enhanced Career Opportunities. Learning speaking skills allows students to interact with native Arabic speakers in educational, social, or professional settings. This opens up opportunities to participate in discussions, job interviews, or social activities in Arabic.

Regular practice in speaking Arabic helps students build confidence in their ability to use the language. This is especially valuable in real-life situations, such as when traveling, participating in class discussions, or engaging in religious activities. Proficiency in speaking Arabic is beneficial for careers that require interaction with Arabic-speaking countries, such as diplomacy, international trade, education, and tourism. By combining theory and practice in the teaching of maharah kalam, students can develop speaking skills that not only help them communicate more effectively but also enrich their understanding of the Arabic language and culture.

Aqobah International School applies the humanistic approach in Arabic speaking learning through comprehensive and strategic planning. The school ensures that every stage of the learning process aligns with the principles of humanism, emphasizing student-centered activities and meaningful engagement. A well-structured curriculum is developed to prioritize the students' needs, interests, and emotional well-being. Topics for speaking practice are carefully selected to connect with real-life scenarios, such as conversations about family, daily routines, or cultural

¹⁵ Kuswoyo Sekolah et al., "KONSEP DASAR PEMBELAJARAN MAHĀRAH AL-KALAM," Jurnal An Nuha, Vol. 4, No. 1, 2017

exchanges. This thoughtful planning creates a conducive environment where students feel encouraged to express themselves confidently in Arabic.

Moreover, Aqobah International School integrates individualized learning strategies into their planning.¹⁶ Recognizing that every student has unique capabilities and learning preferences, the school devises flexible lesson plans that cater to varying proficiency levels. Beginner students are guided with simple phrases and vocabulary, while advanced learners are challenged with debates and presentations. This approach ensures that each student progresses at their own pace while feeling valued and supported. Teachers also incorporate regular feedback sessions into the planning process, providing constructive insights that help students refine their speaking skills.

The school also leverages modern teaching tools and methodologies in its humanistic approach to planning. Interactive technologies, such as language apps and multimedia resources, are embedded into lessons to make learning dynamic and engaging. By incorporating these tools, students can practice speaking in immersive, real-world contexts, further enhancing their linguistic competence. Additionally, cultural elements of Arabic are thoughtfully woven into the curriculum, enabling students to understand the language in its authentic social and cultural framework.

A key aspect of the planning at Aqobah International School is its emphasis on fostering a safe and supportive classroom environment. Teachers play a vital role in creating an atmosphere where students are not afraid to make mistakes or ask questions. Activities like group discussions and role-playing are strategically planned to encourage collaboration and mutual respect among students. This not only improves their speaking skills but also nurtures their interpersonal and emotional growth.

Through meticulous planning, Aqobah International School successfully integrates the humanistic approach into Arabic speaking learning. By focusing on student-centered methods, flexible strategies, cultural integration, and a supportive environment, the school empowers its students to communicate effectively and confidently in Arabic while fostering their overall development.¹⁷

¹⁶Qays al Harrani. Interview. Interview by Imro'atus, November 05, 2024

¹⁷ Nabil.. Interview. Interview by Imro'atus, November 05, 2024

DISCUSSION

Discussion on the Formulation of a Humanistic Approach in Arabic Language Learning to Enhance Speaking Skills

The humanistic approach in Arabic language learning, especially to enhance speaking skills (*maharah kalam*), offers an effective way to improve students' communication abilities. This approach is highly relevant in the context of language teaching because it places students at the center of learning, acknowledges diverse learning styles, and prioritizes active and participatory interactions. In Arabic language learning, particularly for speaking skills, it is crucial for students not only to memorize vocabulary and grammar but also to actively speak, listen, and interact in the language.

From data collections from Aqobah International School and study result, the formulation of the humanistic approach in arabic language learning to develop students speaking skills can be describe including:

1. Focus on Experiential and Practical Activities

The humanistic approach promotes experiential learning. In the context of Arabic speaking skills, this means providing students with opportunities to engage in real and contextual situations. For instance, students can be encouraged to participate in daily conversations relevant to their lives, such as dialogues about daily routines, school activities, or topics of interest. Through direct interaction, students can naturally enhance their speaking skills instead of merely practicing sentences from textbooks.

2. Empowerment and Confidence Building

The humanistic approach emphasizes student empowerment, giving them greater control over their learning process. In Arabic language teaching, this involves allowing students to choose conversation topics they enjoy or feel comfortable discussing. This fosters their confidence in speaking because they are discussing subjects they are familiar with or interested in. Confidence is essential for improving speaking skills, as many students feel anxious or afraid of making mistakes when speaking a foreign language.

3. Active and Collaborative Learning

One of the core principles of the humanistic approach is active and collaborative learning. Methods such as group discussions, role-plays, and simulations are highly effective for developing Arabic speaking skills. These methods provide students with

opportunities to collaborate, converse in informal and relaxed settings, and give feedback to their peers. Such activities create an interactive and enjoyable learning environment, helping students quickly master speaking skills.

4. Enhancing Empathy and Interpersonal Communication

The humanistic approach also highlights the importance of interpersonal and empathetic skills. In the context of Arabic language learning, this means training students not only to speak fluently but also to understand others' perspectives, listen actively, and respond thoughtfully. Speaking practice that emphasizes interpersonal skills aids in developing more natural and effective communication abilities. When students feel valued in conversations, they are more likely to open up and confidently participate in dialogues.

5. Creating a Safe and Supportive Learning Environment

A fundamental principle of the humanistic approach is creating a safe and supportive learning environment. In teaching Arabic speaking skills, it is essential to eliminate students' fear or anxiety when speaking. Teachers should foster an atmosphere that values every effort students make to speak, even if they make mistakes. A learning environment free from punitive criticism encourages students to be bolder and more motivated to practice speaking, viewing mistakes as part of the learning process rather than something to be avoided.

6. Emotional Engagement in Learning

The humanistic approach also emphasizes emotional engagement in the learning process. In Arabic speaking skills, this means connecting lessons to students' personal experiences, interests, and emotional contexts. When students speak about topics they care about, they are more likely to engage emotionally and feel motivated to improve their speaking skills. For example, students can be asked to discuss their travel experiences in Arabic-speaking countries or share their opinions on movies or books they like in Arabic.

7. Setting Relevant and Meaningful Learning Goals

One of the principles of the humanistic approach is defining relevant and meaningful learning goals for students. In teaching Arabic speaking skills, learning objectives should align with students' needs and interests. For example, students interested in tourism can be encouraged to talk about tourist destinations in the Arab world or share

travel tips in Arabic. This makes learning more relevant and enjoyable, and students feel that their speaking skills are useful in real-life situations.

8. The Importance of Positive and Constructive Feedback

In the humanistic approach, providing positive and constructive feedback is crucial. Feedback should not only correct students' mistakes but also recognize their efforts and progress. In Arabic language learning, supportive feedback can motivate students to keep practicing speaking. Feeling appreciated for their efforts encourages students to continue improving their speaking abilities.

9. Flexibility in Learning

The humanistic approach allows flexibility in how students learn. In Arabic speaking skills, this means giving students the choice of how they want to practice speaking, whether through conversations with classmates, individual presentations, or using technology like language learning apps. Such flexibility enables students to learn in ways that suit their preferences and comfort, improving their learning outcomes.

10. Fostering Student Independence in Learning

The humanistic approach emphasizes student independence in learning. In Arabic language learning, students are encouraged to take the initiative in developing their speaking skills. This might involve self-study using media, discussions with peers, or participation in Arabic-speaking communities. Independent learning fosters students' responsibility for their education and confidence in actively using Arabic.

11. Application of the Principle of Warm Teacher-Student Relationships

One important element in the humanistic approach is the positive and warm relationship between the teacher and students. In teaching Arabic speaking skills, this relationship plays a crucial role in creating a conducive learning atmosphere. A friendly, patient, and supportive teacher can create an environment where students feel safe to speak without fear of punishment or negative judgment.

This warm interaction encourages students to be more open in expressing ideas or trying to speak, even with limitations. The teacher can provide emotional support when students face challenges in speaking Arabic. For instance, by offering motivation, light humor, or showing empathy, the teacher can help students overcome nervousness when

speaking in public. This approach ensures that students remain actively engaged and motivated to continue practicing.

12. The Importance of Cross-Cultural Understanding

Learning to speak Arabic cannot be separated from the context of Arab culture. The humanistic approach emphasizes the importance of understanding and appreciating cultural diversity as part of language learning. In honing speaking skills, students need to be familiar with cultural aspects such as polite expressions, customs, or typical communication styles in Arabic.

For example, the teacher can incorporate cultural material into the lessons, such as how to greet others, the proper way to engage in discussions, or the Arab traditions when speaking. By understanding culture, students not only learn to speak correctly linguistically but also in accordance with the prevailing cultural norms. This enhances the students' communication skills, making them more relevant in real-life contexts.

13. Utilization of Media and Technology

The humanistic approach also supports the use of technology as a learning aid. In developing Arabic speaking skills, various apps and digital platforms can be used to provide a more interactive and enjoyable learning experience. Media such as conversation simulation videos, voice recordings, or online conference platforms allow students to practice speaking anywhere and anytime.

Additionally, technology enables students to interact with native Arabic speakers through language exchange programs or learning apps. This way, students gain a more authentic speaking experience and receive direct feedback from native speakers. The use of technology not only increases student motivation but also accelerates the mastery of speaking skills.

14. Building Intrinsic Motivation in Students

The humanistic approach emphasizes the importance of building students' intrinsic motivation. In teaching Arabic speaking skills, this motivation can be fostered by giving meaningful and relevant tasks to students. For example, students can be given the opportunity to speak about personal experiences, aspirations, or things they enjoy in Arabic.

Intrinsic motivation can also be increased by allowing students to choose learning activities that align with their interests. When students feel that learning to speak has value in their lives, they will be more motivated to learn earnestly. Teachers should encourage students to discover personal reasons for wanting to master speaking skills, making the learning process more meaningful and sustainable.

15. Individualized Approach to Accommodate Student Uniqueness

Each student has different needs, abilities, and learning styles. The humanistic approach emphasizes the importance of understanding the uniqueness of each student and providing attention suited to their individual needs. In teaching Arabic speaking skills, the teacher can provide varied and flexible exercises according to students' ability levels.

For example, beginner students can be given simpler tasks, such as introducing themselves or greeting others in Arabic. Meanwhile, more advanced students can be challenged to speak about complex topics or give presentations. This way, each student feels attended to and supported according to their ability level, making the learning process more effective.

16. Encouraging Students to Think Critically and Creatively

The humanistic approach also includes developing students' critical and creative thinking skills. In the context of Arabic speaking skills, teachers can encourage students to express opinions, analyze problems, or offer solutions in Arabic. Activities such as debates, group discussions, or role-playing allow students to think critically and creatively while practicing speaking.

Additionally, students can be encouraged to create short stories, poems, or dialogues in Arabic. These activities not only hone speaking skills but also stimulate students' creativity in using the language. By involving students in challenging yet enjoyable activities, they are more motivated to speak and think critically.

17. Integration of Values in Learning

The humanistic approach focuses on learning that not only sharpens cognitive skills but also promotes human values. In Arabic language learning, values such as honesty, respect, cooperation, and care can be integrated into speaking activities. For example, students can be encouraged to speak about social issues, such as the importance of mutual respect in diversity, using Arabic.

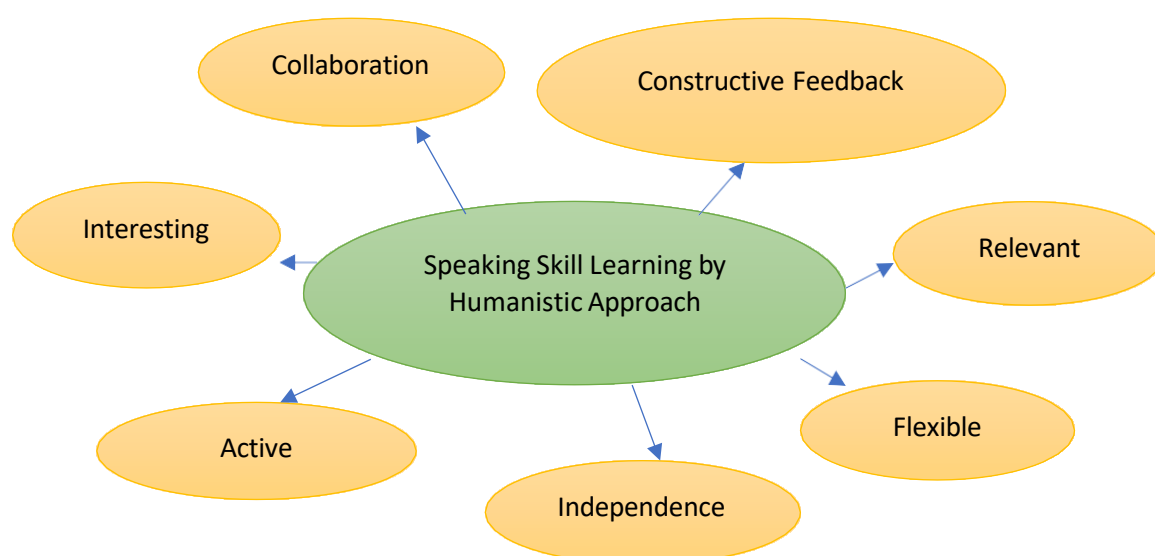
By integrating these values, learning becomes not only a means of language development but also character-building. This aligns with the holistic educational goal, where students not only learn to speak well but also become individuals who embody noble values in daily life.

18. Evaluation that Emphasizes Process and Progress

In the humanistic approach, learning evaluation focuses not only on the final result but also on the process and progress of students. In learning Arabic speaking skills, teachers can use various formative evaluation methods, such as observation, audio recordings, or direct feedback during speaking activities.

This evaluation aims to give students an understanding of their progress and areas that still need improvement. With this approach, students feel supported in their learning process, without the pressure of assessments that focus solely on mistakes. Process-oriented evaluation helps students continue learning and developing with confidence.

This discussion demonstrates that the formulation of the humanistic approach in Arabic language learning is highly relevant for honing students' speaking skills. By emphasizing meaningful learning experiences, a supportive environment, and flexible, personalized approaches, students can learn to speak Arabic more effectively, confidently, and sustainably. This approach not only improves language competence but also develops students' character and positive values, making speaking lessons a holistic and transformative process.



Graphich 2. This is a graphic about formulation of humanistic approach in speaking skill learning

CONCLUSION

The formulation of a humanistic approach in Arabic language learning offers a comprehensive framework to enhance students' speaking skills by prioritizing meaningful and student-centered learning experiences. This approach emphasizes creating a supportive environment, building confidence, fostering independence, and integrating cultural contexts to make learning relevant and engaging. By promoting active participation, collaboration, flexibility, and constructive feedback, it empowers students to overcome communication barriers and use Arabic effectively in real-life contexts. Additionally, leveraging media and technology enriches the learning process, while focusing on individual needs and values ensures holistic development. Ultimately, this approach not only improves linguistic proficiency but also nurtures students' emotional, social, and cognitive growth, making them confident and competent communicators.

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