



The Effectiveness of Applying the 'Intima' Approach (*Inghimasy*, *Tawashuly*, and *Mawad Ashilah*) in Enhancing Arabic Accent Mastery in Speaking Skills

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Abstract: Fluent Arabic accent mastery remains a significant challenge in speaking instruction, often hindered by theoretical rigidity and passive learning environments. This study aims to empirically test the effectiveness of the "Intima" approach (integrating immersive environments, communicative interaction, and authentic native-speaker materials) in accelerating students' speaking proficiency and accent accuracy. Employing a quantitative quasi-experimental design with a nonequivalent control group model, the research involved 68 fifth-grade students at Dar el-Qolam 3 Islamic Boarding School, split equally into an experimental group (N = 34) and a control group (N = 34). Data were collected using pre-test and post-test oral performance evaluations. Due to a non-normal data distribution, as verified by the Shapiro-Wilk test, hypothesis testing was conducted using the nonparametric Mann-Whitney U test, alongside N-Gain analysis. The statistical analysis yielded an asymptotic p-value of < 0.001, indicating a significant divergence in performance. The experimental group's post-test mean rose from 57.97 to 79.63, whereas the control group's rose only from 60.07 to 63.75. An N-Gain score of 63.76% categorizes the "Intima" approach as "moderately effective." These findings demonstrate that structured immersion and authentic communicative engagement are effective pedagogical alternatives to traditional methods for fostering foreign-language accent mastery.

Keywords: Arabic accent mastery, "Intima" approach, immersive learning, maharah kalam, authentic material.

Introduction

Success in foreign language acquisition does not rely on the mere transfer of theoretical knowledge, but rather on the reconstruction of cognitive and motor activities through continuous practice. Under the framework of Skill Acquisition Theory, DeKeyser (DeKeyser, 2007, pp. 9–12) asserts that declarative knowledge in the form of grammatical rules will never transform into automatic procedural capability without the intervention of intensive and repetitive practice. This

correlation demonstrates that extensive linguistic insight often stagnates and fails to translate into productive real-world performance if learners are not exposed to direct, hands-on practice. Among the four Arabic language skills, speaking ability occupies a central position as the primary medium to evaluate the extent to which students can actualize their language mastery.

As a crucial communicative competence, *maharah kalam* (speaking skill) acts as a bridge for students to apply classroom language formulations into a heterogeneous social communication landscape. The comprehension of meaning generally measures the success indicators in this skill. However, at an advanced proficiency level, the urgency of assessment expands to a more specific phonological domain, namely, accent accuracy (Nuridin et al., 2024, p. 697). Fluent accent mastery encompassing intonation harmony (*at-tanqim*), precise sound articulation (*al-ashwat*), word stress (*an-nabr*), and rhythm becomes an absolute prerequisite for messages to be fully absorbed while simultaneously leading students to a degree of natural fluency (*mutamayyiz*) (Harianto, 2020).

Ironically, the internalization of a fluent accent is often hindered by a learning environment that treats students as passive objects. Therefore, an active-applicative learning formula is required to break through this theoretical rigidity. Based on this rationale, the "Intima" approach is introduced by integrating three linear dimensions: an immersive environment, communicative interaction, and the engagement of authentic materials. These three pillars intertwine to construct a classroom ecosystem that centers entirely on students' active dynamics.

The immersive dimension is achieved by fully engineering a linguistic environment through simulated classroom methods. Within this framework, daily interactions between teachers and students are required to use Arabic as the sole medium of communication to foster a psychological dependence that compels students to use the language naturally (Nurul Hikmah, 2023, p. 963). Meanwhile, the communicative aspect is embedded to ensure that classroom linguistic activities remain grounded in the learners' social reality. This concept views language no longer as a dead set of formal rules but as a functional tool for expressing ideas and information relevant to their life contexts (Imenlda Wahyuni, 2022, p. 35).

To reinforce this ecosystem, the utilization of authentic materials becomes a crucial component that cannot be overlooked. The supply of natural sound references will never be sufficient if teachers rely solely on rigid, conventional textbooks. Teachers are required to present real materials in the form of audio recordings, videos, or original texts produced directly by native speakers. The presence of these authentic teaching materials significantly contributes to enriching students' vocabulary repertoire, stylistic flexibility, and precise sound articulation, thereby gradually sharpening students' metacognitive sensitivity to the Arabic accent (Jack C. Richards, 2001/2017, pp. 252–254).

Existing research, such as the qualitative field study by Azhari and Muassomah (Azhari & Muassomah, 2024, p. 826), has demonstrated that isolated interactive techniques, such as storytelling, can effectively enhance general *maharah kalam* and student engagement. However, such conventional approaches often address speaking components separately and rely primarily on descriptive

evaluations, leaving a critical gap in the quantitative assessment of holistic speaking proficiency and phonological precision (accent mastery). To address these limitations, this study introduces a novel pedagogical framework through the "Intima" approach, which synthesizes all core communicative requirements—immersive environment (inghimasy), interactive communication (tawashuly), and authentic native resources (mawad ashilah)—into a unified classroom ecosystem to streamline the learning process. Unlike prior qualitative inquiries, this research employs a quantitative quasi-experimental design, providing empirical, measurable evidence of the effectiveness of this integrated framework. The urgency of this research lies in establishing a consolidated approach that optimizes classroom time, fosters an active communicative environment, and accelerates students' acquisition of both fluent speaking skills and accurate Arabic accents.

Departing from the academic urgency outlined above, this study aims to empirically test and demonstrate the effectiveness of the "Intima" approach in accelerating students' speaking skills, particularly in accent mastery. Employing a quasi-experimental design, this research attempts to map the significance of the intervention's impact. Data on student performance were rigorously collected using pre- and post-test instruments, employing a subjective oral performance evaluation model focused on assessing the accent and speech accuracy of fifth-grade students at Dar el-Qolam Islamic Boarding School, Banten.

Method

This study adopts a quantitative approach employing a quasi-experimental design, specifically utilizing a nonequivalent control group design. The research sample was divided into two groups: the experimental group, which received the instructional treatment through a student accent training program based on the "Intima" approach, and the control group, which underwent the learning process without this specific program.

The research population comprised all fifth-grade students at Dar el-Qolam 3 Islamic Boarding School for the 2025–2026 academic year. The research sample was selected using a purposive sampling technique and consisted of 68 students, who were equally divided into two groups as follows:

- a. The Experimental Group: Consisting of 34 students from class V-A, this group underwent the student natural accent education program based on the "Intima" approach.
- b. The Control Group: Consisting of 34 students from class V-B, this group received conventional instruction without implementing the aforementioned approach.

Results and Discussion

Data collection in this study was conducted using instruments, consisting of a pre-test to measure students' initial capabilities and a post-test to evaluate final achievements following the implementation of the experimental method. Hypothesis testing was preceded by analysis prerequisite tests, which included the

Shapiro-Wilk normality test to examine the distribution of the data and Levene's test for homogeneity to ensure equality of variances between groups.

Since the assumption tests indicated that the data were not entirely normally distributed, the comparative hypothesis testing originally planned to use a paired t-test was shifted to a nonparametric approach using the Mann-Whitney U test. This test was specifically designed to detect significant differences between pre-test and post-test scores. Furthermore, to concretely measure the level of effectiveness and the degree of improvement in students' capabilities, N-Gain score and N-Gain percent analyses were performed for each class. This series of statistical procedures was implemented to guarantee the validity, objectivity, and scientific accountability of the research findings.

Table 2
Comparison of Pre-test and Post-test Scores

Group	Pretest	posttest	Number of Students
Experimental Group	57,97	79,63	34
Control Group	60,07	63,75	34

The assessment of data normality using the Shapiro-Wilk method revealed varying significance values (P-values) across the evaluated groups. During the pre-test stage, the significance values were calculated at 0.457 for the experimental group and 0,081 for the control group. Subsequently, in the post-test phase, the obtained significance values shifted to 0.018 for the experimental group and 0.203 for the control group.

Among these four data sets, a single variable—specifically the control group's pre-test scores—demonstrated a significance value falling below the critical threshold of $\alpha = 0.05$. The presence of this specific data subset with a p-value < 0.05 indicates that the overall research data cannot be assumed to be normally distributed (Nuryadi, Tutut Dewi Astuti, 2017, p. 89). Consequently, the core prerequisite for executing parametric statistical analyses, such as the paired t-test, was violated. To address this distribution anomaly, the comparative analysis designated for hypothesis testing was shifted to a non-parametric alternative, specifically employing the Mann-Whitney U-test (Elfrianto, Nur 'Afifah, 2025, p. 63).

Table 1
Normality Test for Control and Experimental Groups

class	Shapiro Wilk		
	statistic	df	Sig
Pre Eksperimen	.970	34	.457
Post Eksperimen	.921	34	.018
Pre Kontrol	.944	34	.081

Post Kontrol	.957	34	.203
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Following completion of normality testing for the pre-test and post-test data for each group, the subsequent analytical phase involved assessing data homogeneity. This test aims to verify whether the variance of the data between the experimental and control groups is homogeneous (equal) before the introduction of differing pedagogical interventions. The homogeneity testing in this study was conducted using Levene's test, operating under the decision-making criteria that if the significance value (P -value) exceeds 0.05, the data variance is officially declared homogeneous (Nuryadi, Tutut Dewi Astuti, 2017, p. 79).

Based on the statistical calculations, the significance values (p-values) across each data set consistently exceeded the 0.05 threshold. Consequently, the data samples used in this study exhibit homogeneous variances, thereby satisfying the fundamental prerequisite of group equality for further data analysis.

Table 3 Homogeneity Test for Control and Experimental Groups

	Levene Statistic	df1	df2	Sig. ^a
Based on Mean	1.317	1	66	.255
Based on Median	1.149	1	66	.288
Based on Median and with adjusted df	1.149	1	53.561	.289
Based on trimmed mean	1.255	1	66	.267

Hypothesis testing in this study was conducted using the nonparametric Mann-Whitney U test, an alternative to the parametric t-test, which could not be performed due to violations of the normality assumption. Based on the data analysis, the resulting asymptotic significance value (Asymp. Sig. 2-tailed) was highly compelling, falling below the 0.001 threshold. This value is significantly smaller than the established critical alpha level of 0.05, which is required to reject the null hypothesis. Consequently, these statistical findings provide robust empirical evidence of a highly significant difference in achievement between the experimental and control groups following the pedagogical intervention.

Table 4 Mann-Whitney U Test for Control and Experimental Groups

Mann-Whitney U	108.000
Wilcoxon W	703.000
Z	-5.780
Asymp. Sig. (2-tailed)	<.001

To evaluate the effectiveness and measure the concrete impact or actual contribution of the "Intima" approach to enhancing students' speaking skills (*maharah kalam*), an N-Gain score analysis was conducted. Based on the data calculations for the experimental group, the average N-Gain score reached 63.76%. Referring to the standard N-Gain effectiveness classification criteria, this percentage

indicates that the implementation of the "Intima" approach falls into the "moderately effective" category in accelerating students' speaking proficiency.

Table 5 N-Gain Score Analysis for Control and Experimental Groups

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	34	.40	1.00	.6376	.15582
Ngain_persen	34	40.00	100.00	63.7625	15.58188
Valid N (listwise)	34				

Discussion

The noticeable improvement in students' Arabic accent mastery is deeply rooted in systematic habituation and the strategic utilization of relevant instructional materials. This alignment corroborates the conceptual framework proposed by Jufri (Jufri et al., 2025, p. 219). Within the "Intima" approach, these pedagogical elements are synthesized and delivered in practice to provide students with the necessary ecosystem to learn, practice, and domesticate themselves in an Arabic-speaking environment. Through the experimental intervention, students transition from being passive recipients of information to active participants who vocalize ideas and engage in collaborative thematic discussions.

Khaliq stated that using a relevant methodology directly facilitates the learning process for students and optimizes educational outcomes by engaging in observing, identifying, and applying activities (Khalik, 2026, p. 3). This was clearly reflected during the study, where students demonstrated high levels of engagement in the learning process by interacting with authentic teaching materials and actively analyzing the usage of idioms and vocabulary employed by native speakers, enabling them to practice effectively.

From a pedagogical perspective, these results can be further elucidated through the lens of Immersive Learning Theory. This theory emphasizes that the degree of a student's language acquisition is directly determined by the intensity of their exposure to the target language. The more frequently students interact with Arabic, the more naturally they internalize it. In the practical implementation of this method, students were consistently required to communicate and discuss exclusively in Arabic in the classroom, with no alternative languages permitted. Furthermore, in accordance with the principles of Communicative Language Teaching (CLT), language pedagogy must be centered on the students' daily functional needs (Pikri, 2022, p. 348).

Consequently, the "Intima" approach proves highly effective in fostering students' mastery of accent through its structured instructional phases. These activities enable students to analyze identified idioms and construct authentic arguments using the linguistic patterns they discover. As a result, this process sharpens their cognitive capacity to identify and reconstruct sentences to meet their communicative needs, while simultaneously elevating their monologue and dialogue proficiency through practical applications conducted beyond formal classroom sessions.

Conclusion

Based on the empirical findings, this study concludes that implementing the "Intima" approach is highly effective in accelerating students' Arabic-speaking proficiency (*Maharah Kalam*), particularly in accent accuracy. Before the intervention, both the experimental and control groups demonstrated homogeneous baseline capabilities, with mean scores of 57.97 and 60.07, respectively. Following the treatment, the inferential statistical analysis using the nonparametric Mann-Whitney U test yielded a highly significant p-value ($p < 0.001$). This robust empirical evidence confirms a significant divergence in performance: the experimental group experienced a substantial surge to a post-test mean of 79.63, whereas the control group achieved only a modest increase to 63.75. Furthermore, the N-Gain score analysis, with a value of 63.76%, formally places the "Intima" approach within the "moderately effective" category.

The pedagogical success of this approach lies in its active-applicative ecosystem, which successfully synthesizes an immersive environment, communicative interactions, and authentic native-speaker materials. By positioning fifth-grade students at Dar el-Qolam Islamic Boarding School as active participants rather than passive recipients, the "Intima" framework facilitates systematic habituation and intensive oral practice. This instructional design effectively breaks down theoretical rigidity, enabling students to continuously observe, identify, and reconstruct linguistic patterns to meet their daily functional needs. Consequently, this study demonstrates that structured immersion and communicative engagement constitute a scientifically grounded alternative to traditional paradigms for enhancing foreign-language accent mastery and communicative competence.

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