

Dinamikiyāt Iktisāb Mahārāt al-Taḥadduth bil-Lughah al-‘Arabiyyah: Istikshāf al-Kafā'ah al-Lughawiyyah

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Abstract

This study explores the impact of Arabic language learning strategies on students' speaking proficiency through Stephen Krashen's language acquisition hypotheses. Using a qualitative case study, data were collected from non-Arabic-speaking students and lecturers at STAI Nurul Huda and UII Dalwa Pasuruan in Indonesia through interviews and classroom observations. Findings highlight contrasting approaches STAI Nurul Huda emphasizes an immersive language environment (bi'ah lughawiyyah) for consistent practice, while UII Dalwa incorporates technology and real-world applications, such as internships and language apps, fostering adaptability and engagement. Challenges include the overemphasis on grammatical accuracy, inhibiting fluency and creativity. Strategies aligned with Krashen's hypotheses, focusing on meaningful input and reduced anxiety, significantly improved speaking confidence and proficiency. This study emphasizes blending traditional immersion and technology-enhanced methods to develop adaptive, effective language programs. The findings contribute to global Arabic education by advocating for innovative, learner-centered teaching approaches.

Keywords: *Arabic Learning, Krashen's Hypotheses, Speaking Proficiency, Immersive Learning, Educational Technology.*

Introduction

Fluency in Arabic is indispensable for effective communication across personal and professional contexts. As one of the six official languages of the United Nations and spoken by over 400 million people globally (UNESCO, 2019), mastering spoken Arabic transcends linguistic competence, becoming a cultural and social imperative. Aburezeq (2020a) emphasizes that speaking skills are foundational in language acquisition, as they enable learners to articulate ideas coherently, thereby fostering meaningful interactions. This is particularly relevant in Arabic due to the significant impact of dialectal variations on communication. Arabic-speaking proficiency has also emerged as a crucial asset in the global job market. Research by Al-Khresheh et al. (2020) reveals that employers in the Middle East and North Africa (MENA) region prioritize candidates with strong Arabic-speaking capabilities, underscoring the language's importance in business and diplomacy. This trend highlights the need for educational institutions to implement robust speaking programs tailored to learner requirements.

Beyond communication, Arabic-speaking skills play a pivotal role in cultural integration and understanding. Through conversations, learners not only practice linguistic structures but also gain insights into cultural nuances and social norms. This cultural competence is vital for fostering relationships and collaboration in diverse settings (Wahidah & Rosyadi, 2021). Hence, proficiency in speaking Arabic bridges opportunities at both personal and professional levels. Furthermore, developing speaking skills in Arabic is closely linked to cognitive growth. Studies indicate that verbal communication enhances critical thinking and problem-solving abilities (Dervić & Spahić, 2018). For example, learners engaging in interactive speaking activities exhibit improved analytical skills, as they navigate real-time responses and articulate their thoughts. This cognitive engagement significantly contributes to achieving fluency.

The acquisition of Arabic-speaking skills also supports language preservation. As globalization threatens the survival of many languages, including Arabic dialects, fostering speaking

skills among learners sustains linguistic vitality (Mubaligh et al., 2023). Educators thereby play a crucial role in preserving the cultural heritage of Arabic, ensuring its transmission to future generations. Understanding the dynamics of Arabic-speaking skill acquisition necessitates an examination of global and local contexts. Globally, Arabic's role in international relations, commerce, and cultural exchange has grown. Events such as the Arab Spring underscore its importance in understanding regional dynamics and engaging with Arab communities (Yassin, 2015). Consequently, interest in Arabic learning has surged, particularly in Western nations with expanding Arabic-speaking populations. Locally, in Southeast Asia, Arabic is integral to Islamic education and culture. Countries like Indonesia and Malaysia have witnessed a rise in Arabic language programs driven by the need for effective communication in religious contexts (Amat Suparia, 2022). Educational policies in these countries often emphasize Arabic instruction in schools and universities to meet this demand.

The COVID-19 pandemic has transformed language learning, with online platforms facilitating Arabic instruction (Ilhami et al., 2021). While virtual learning has increased accessibility, it also underscores the need for innovative methods to engage students effectively in digital environments (Hasyim et al., 2023). Furthermore, participatory tools, such as video-based instruction, have proven effective in enhancing speaking skills by simulating real-life contexts (Aburezeq, 2020b). Linguistic diversity within Arabic, encompassing Modern Standard Arabic (MSA) and various dialects, presents both opportunities and challenges for learners. Educators must navigate these complexities to develop strategies that cater to diverse student needs while ensuring mastery of MSA. Despite increasing attention to Arabic-speaking skill acquisition, research gaps persist. Existing studies often emphasize vocabulary and grammar, overlooking the practical application of these elements in speaking contexts. While tools like visual aids have been shown to enhance speaking skills among beginners (Al-Khresheh et al., 2020), broader pedagogical frameworks are needed. Additionally, cultural immersion activities can significantly improve speaking proficiency (Wahidah & Rosyadi, 2021), yet systematic empirical studies on this relationship remain limited.

Statistics highlight these gaps. For instance, 70% of Arabic learners in Indonesia report speaking difficulties due to limited practice opportunities (Gunawan, Dindawati, & Alkayisy, 2023). This underscores the need for integrated approaches combining technology, traditional methods, and learner-centered strategies to address these challenges. In conclusion, acquiring Arabic-speaking skills involves navigating a multifaceted landscape of linguistic, cultural, and cognitive factors. Future research must bridge theoretical and practical gaps by exploring innovative pedagogical strategies, leveraging technology, and understanding cultural influences. This holistic approach is essential to equipping learners for fluency and ensuring Arabic's continued relevance in a globalized world.

Methods

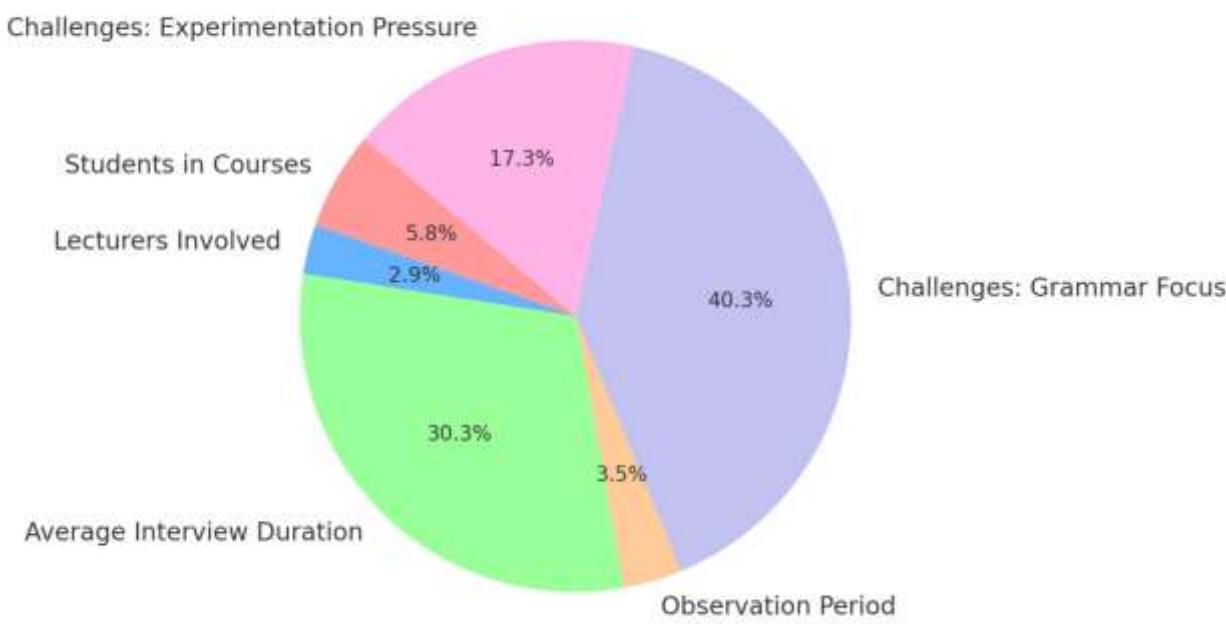
This study investigates the impact of Arabic language learning strategies on students' proficiency, with a particular focus on Stephen Krashen's hypotheses on language acquisition and learning. Employing a qualitative approach with a case study design, data were collected from non-Arabic-speaking students at two Islamic educational institutions in Indonesia: STAI Nurul Huda and UII Dalwa Pasuruan. Data collection methods included in-depth interviews with 15 participants—10 students and 5 lecturers—as well as classroom observations conducted over six weeks. The interviews, lasting 45 to 60 minutes each, explored participants' experiences and perceptions of learning Arabic speaking skills within the framework of Krashen's theories. Semi-structured interview questions allowed flexibility in delving into relevant themes while maintaining alignment with research objectives. Classroom observations complemented the interview data by providing insights into the teaching strategies employed and students' responses to these methods, with a focus on teacher-student interactions and the application of Arabic speaking skills in practical settings.

Participants for this study were selected through purposive sampling to ensure they met specific criteria relevant to the research objectives. The student participants represented a range of proficiency levels and were actively engaged in Arabic language courses, while lecturers were

chosen for their experience in teaching Arabic and applying varied instructional strategies. The challenges identified in Arabic language learning among non-Arabic-speaking students in Indonesia were categorized into two primary areas. First, speaking and listening skills (istima'-kalam) are frequently taught through deductive methods that emphasize rigid grammatical rules. While this ensures grammatical accuracy, it often limits students' creativity and confidence in real-life communication. Second, the pressure to achieve mastery within such structured frameworks discourages students from experimenting with and practicing the language, thereby stifling innovation in communication.

The study draws on Krashen's Monitor Hypothesis, which emphasizes the need for a balance between fluency and grammatical accuracy in language acquisition. Krashen argues that effective language learning occurs when students focus on conveying messages and meaningful communication rather than rigid adherence to linguistic form. This naturalistic approach allows students to internalize grammatical rules subconsciously while prioritizing the development of confidence and fluency in speaking. The findings revealed that strategies emphasizing communication and reducing fear of errors significantly enhance students' speaking abilities. Conversely, the rigid focus on grammar, while beneficial for linguistic precision, often inhibits spontaneous communication and reduces student engagement.

Study Insights Distribution



Data were analyzed using thematic analysis, beginning with open coding to identify recurring patterns and ideas from the interview transcripts and observational notes. Codes were then grouped into overarching themes, such as the effectiveness of communication-based strategies, the role of grammatical instruction, and the impact of classroom dynamics on speaking skill development. These themes were interpreted within the framework of Krashen's hypotheses, including the Monitor and Input Hypotheses, to provide a nuanced understanding of the effectiveness of different teaching strategies. Validation of the data was ensured through method triangulation, comparing insights from interviews and classroom observations, and member checking, where participants reviewed summaries of their interviews to confirm the accuracy of the interpretations. An audit trail was also maintained to document the research process, ensuring transparency and credibility.

The study underscores the complexities of Arabic language learning for non-native speakers, particularly in balancing the demands of fluency and grammatical accuracy. It highlights the need for instructional approaches that foster meaningful communication and reduce anxiety around making mistakes, as proposed by Krashen's theories. The findings advocate for incorporating

interactive and communicative teaching methods, such as role-playing and group discussions, to create a supportive learning environment. By shifting focus from rigid grammatical instruction to strategies that prioritize fluency and creativity, educators can empower students to confidently use Arabic in real-life contexts. This research contributes to the field of Arabic language education by providing actionable insights into effective teaching practices, offering a foundation for future studies to explore innovative strategies in diverse educational settings.

Result and Discussion

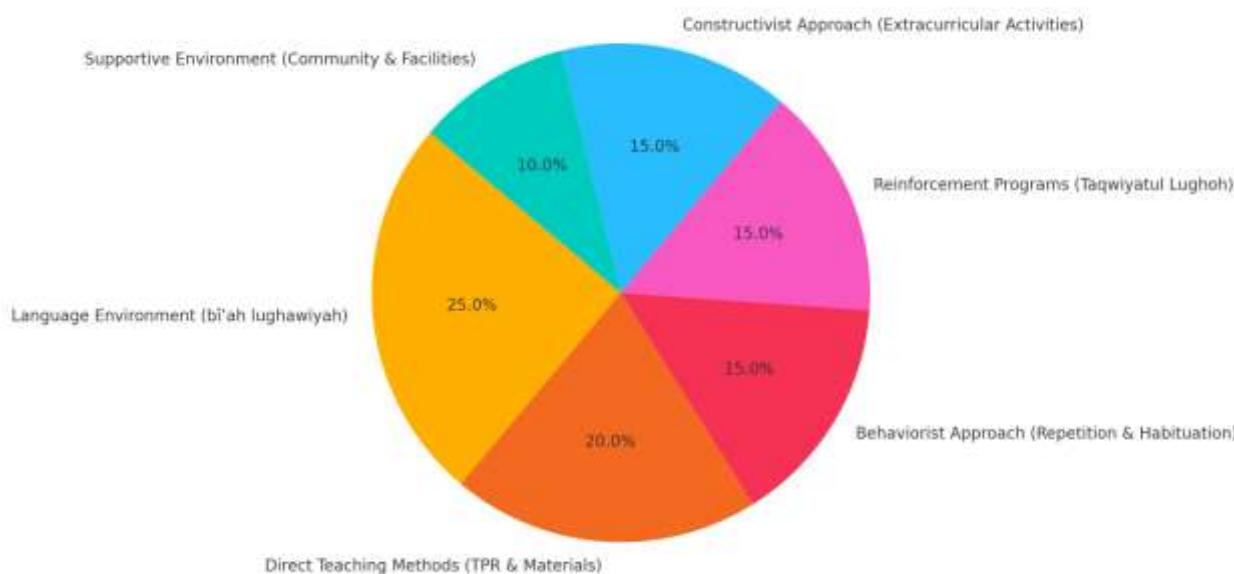
Penelitian ini mengungkap berbagai temuan penting mengenai proses penguasaan keterampilan berbicara bahasa Arab pada mahasiswa STAI Nurul Huda Situbondo dan UII Dalwa Pasuruan, yang diulas melalui pendekatan teori Stephen Krashen. Temuan-temuan tersebut mencerminkan perbedaan signifikan antara pendekatan pembelajaran kedua institusi, serta faktor-faktor yang memengaruhi keberhasilan pembelajaran.

1. Learning Process at STAI Nurul Huda Situbondo

The Arabic language learning process at STAI Nurul Huda Situbondo reflects a comprehensive approach that emphasizes not only classroom language mastery but also the integration of a supportive learning environment to foster practical and holistic language acquisition. This approach embodies the concept of *bī'ah lughawiyah* (language environment), which has been demonstrated in various studies as a key factor in developing Arabic speaking skills. Marlius et al. (2021) assert that an environment actively utilizing the target language, both inside and outside the classroom, consistently creates opportunities for learners to practice and naturally strengthen their speaking abilities.

In formal learning settings, the direct teaching methods employed at STAI Nurul Huda align with Pahri's (2021) findings on the effectiveness of the Total Physical Response (TPR) method in teaching Arabic. By prioritizing context-based practice, teaching materials such as *Kitab Arabiyah Bain Yadaik* provide a structured yet contextual foundation for learning. This approach reflects the observations of Musthofa and Rosyadi (2020) on the implementation of behaviorist theory in speaking instruction, where repetition and habituation in everyday situations enhance students' confidence and communication skills. Additionally, language reinforcement programs like *taqwiyatul lughoh* illustrate effective integration strategies for language learning programs. These activities not only train technical speaking skills but also reinforce the spontaneous and sustainable use of the language. This aligns with the research of Sutaman and Febriani (2021), which highlights the importance of integrating learning theories to improve speaking skills, particularly in higher education. Extracurricular student activities, such as Arabic communication in dormitories, mosques, and cafeterias, demonstrate a constructivist approach, as discussed by Rahmawati (2023), where learning becomes more effective when students engage in direct experiences relevant to their lives.

This approach also supports Krashen's hypotheses of input and the affective filter, as explained by Dervić and Spahić (2018). Meaningful exposure to the language within a supportive environment not only enhances linguistic competence but also reduces emotional barriers that might hinder the learning process. At STAI Nurul Huda, this supportive atmosphere is fostered through the presence of a community of learners who support each other, access to language facilities, and activities that encourage natural interaction in Arabic. Overall, the approach implemented at STAI Nurul Huda demonstrates a deep understanding of effective second language learning principles. By integrating structured instruction, reinforcement programs, and environment-based activities, this process produces integrative learning outcomes consistent with recent studies. This approach can serve as a model for other institutions aiming to improve Arabic speaking skills holistically, particularly by considering the importance of environment and authentic practice in the learning process (Setiyadi et al., 2023; Wahyuni et al., 2023).

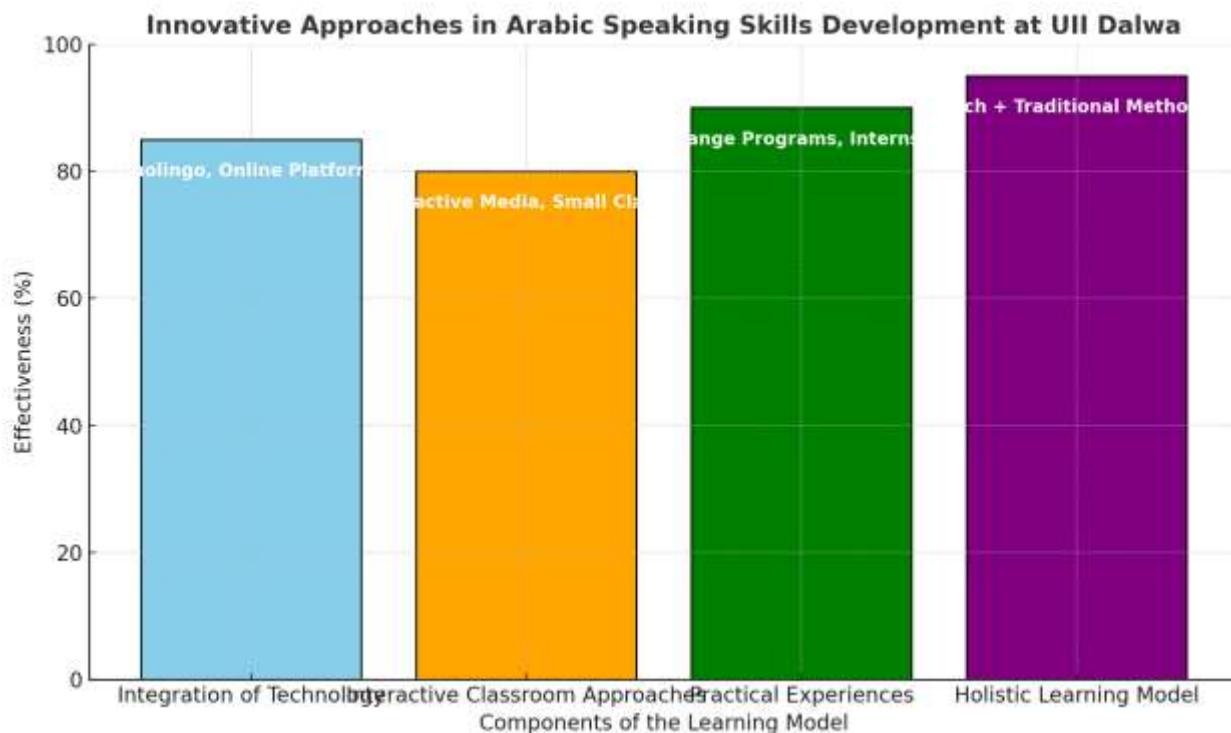


2. Learning Process at UII Dalwa Pasuruan

The development of Arabic speaking skills at UII Dalwa Pasuruan demonstrates an innovative and adaptive approach tailored to the needs of students in the modern era. The integration of technology, such as language learning applications and online platforms, plays a crucial role in enhancing accessibility and personalization in the learning process. Imam Tabroni et al. (2022) highlight the effectiveness of applications like Duolingo in improving speaking skills by providing structured and responsive exercises tailored to individual needs. Ritonga et al. (2022) also found that online learning platforms support andragogical learning, empowering students to develop their skills independently.

In the classroom, the interactive approaches adopted at UII Dalwa foster an enjoyable learning environment that encourages active participation. This aligns with Liza et al.'s (2021) research, which indicates that utilizing interactive media, such as videos and creative applications, enhances student engagement in speaking practice. Additionally, small class sizes and study groups support Krashen's affective filter hypothesis, as described by Dervić and Spahić (2018), wherein a comfortable atmosphere reduces student anxiety, allowing them greater freedom to experiment with the language.

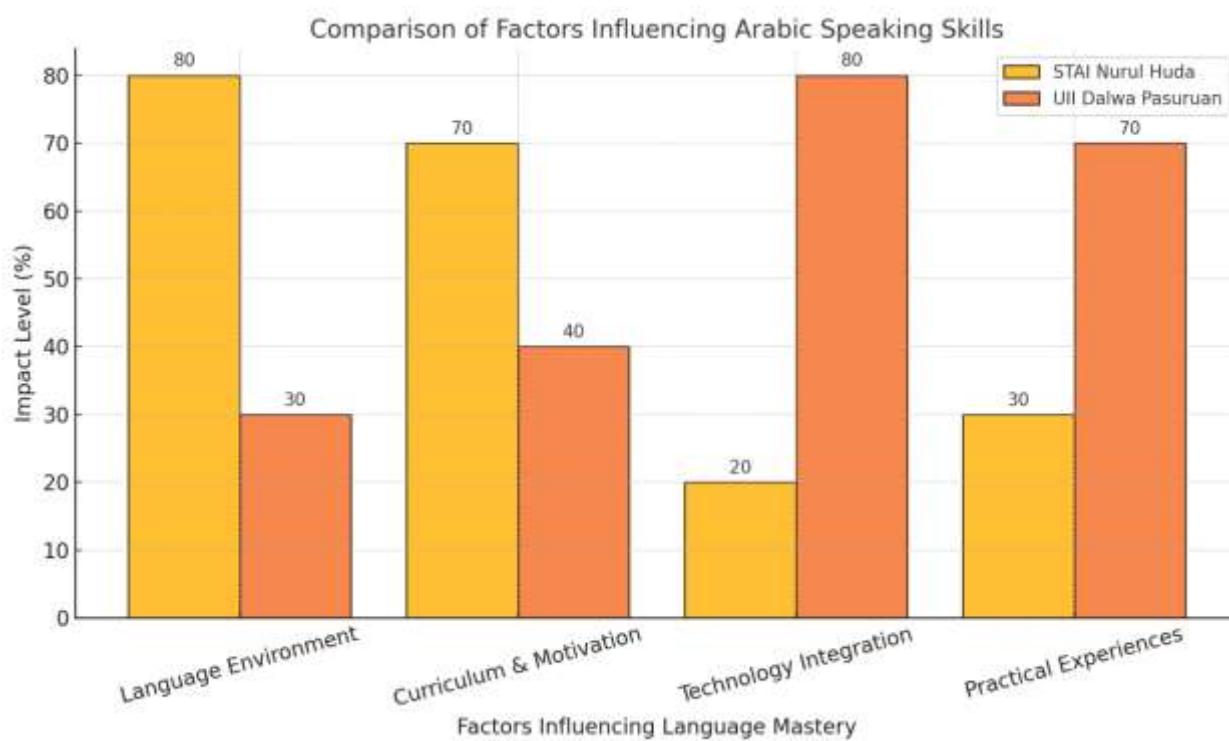
Practical experiences outside the classroom, such as student exchange programs and internships in Arabic-speaking countries, serve as key components for applying language skills in real-world contexts. This aligns with Yul et al.'s (2022) findings, which emphasize the importance of connecting academic learning with real-life situations to enhance functional speaking skills. Yazid et al. (2022) further highlight that language instruction through direct experiences in target-language countries equips students with confidence and the ability to communicate naturally.



The combination of technological methods, classroom interactivity, and practical experiences creates a holistic learning approach. This approach ensures that students not only acquire technical language proficiency but also develop the ability to use it contextually in academic and professional settings. The learning model implemented at UII Dalwa reflects the current demands of Arabic language education, leveraging technological advancements while preserving traditional elements that support deep language mastery (Linur & Mubarak, 2022; Rahmawati, 2023).

3. Factors Affecting Language Mastery

The factors influencing the mastery of Arabic speaking skills at STAI Nurul Huda Situbondo and UII Dalwa Pasuruan illustrate distinct yet complementary approaches in supporting students' language development. At STAI Nurul Huda, a consistent Arabic-speaking environment serves as the primary factor. Students are actively exposed to the target language through daily activities, such as interactions in dormitories, mosques, and cafeterias, creating a natural learning experience. This approach aligns with Marlius et al. (2021), who emphasize that an integrated *bī'ah lughawiyah* (language environment) strengthens speaking skills through continuous exposure. A curriculum tailored to students' needs, combined with high motivation levels, further enhances language acquisition. These factors resonate with Krashen's hypothesis, where meaningful language input and a supportive atmosphere reduce emotional barriers, thereby accelerating language acquisition (Dervić & Spahić, 2018).



Conversely, UII Dalwa Pasuruan adopts a technology-integrated and modern methodology. The use of language learning applications and online platforms allows students to access materials appropriate to their proficiency levels, adhering to the $i+1$ principle of Krashen's hypothesis. Imam Tabroni et al. (2022) highlight the effectiveness of applications like Duolingo in improving speaking skills through personalized approaches. Additionally, constructive feedback from instructors provides students with the motivation to continually refine their abilities. A combination of active teaching methods in the classroom, technological tools, and practical experiences, such as exchange programs or internships in Arabic-speaking countries, offers students opportunities to apply the language in real-world contexts, as noted by Yazid et al. (2022).

These two institutions reflect complementary approaches to Arabic language learning. While STAI Nurul Huda emphasizes environment-based learning and daily activities, UII Dalwa Pasuruan integrates technology and practical experiences to support language mastery. Despite their differences, both approaches are grounded in modern theories of language acquisition and contribute significantly to the development of students' speaking skills.

4. Differences in Approaches and Their Implications

The comparison between the approaches of STAI Nurul Huda Situbondo and UII Dalwa Pasuruan highlights significant differences in their strategies for developing Arabic speaking skills, reflecting each institution's distinct focus and strengths.

a) STAI Nurul Huda Situbondo

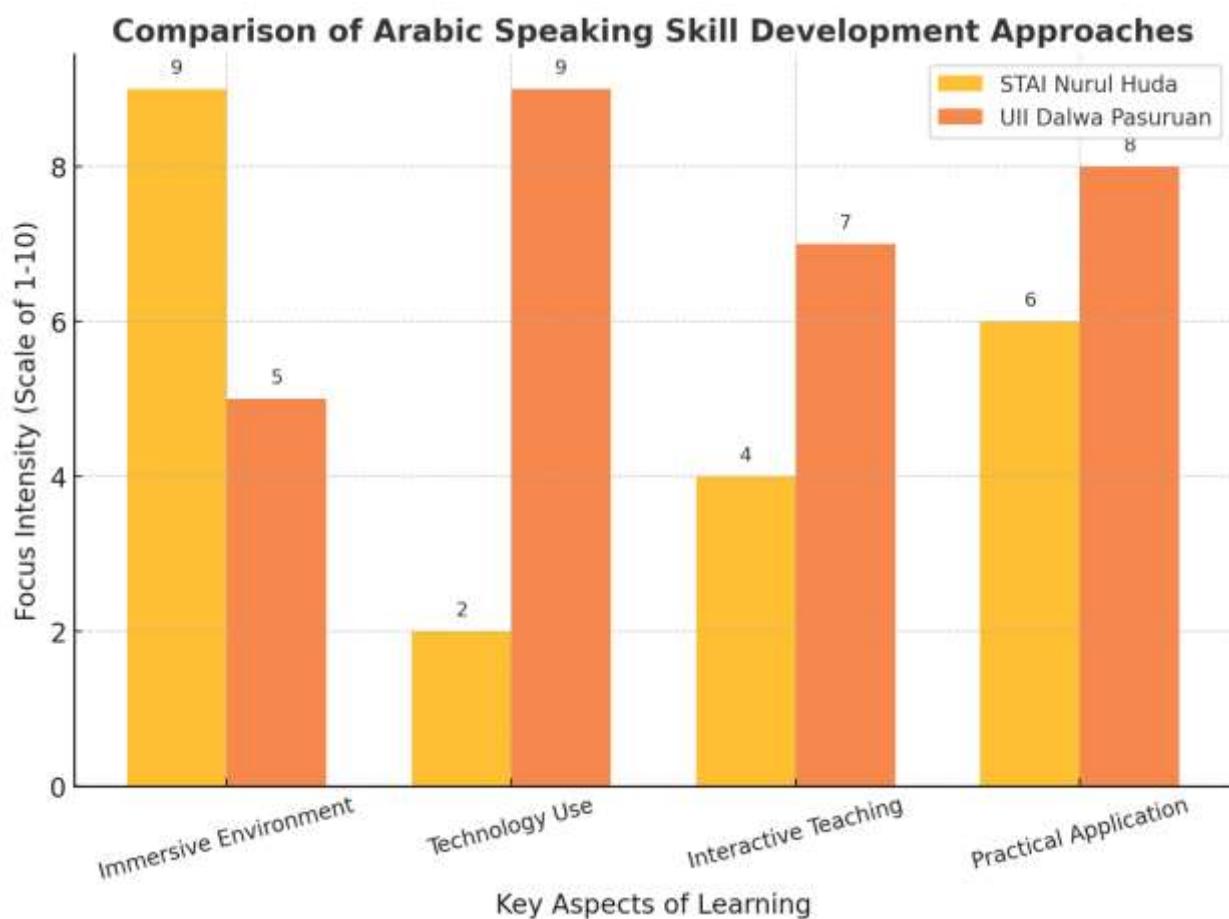
The immersive environment at STAI Nurul Huda serves as the foundation for developing Arabic speaking skills. Students are actively engaged in Arabic communication across various aspects of daily life, such as in dormitories, mosques, and cafeterias. This environment-based approach enables students to become accustomed to using Arabic in real-life contexts, strengthening their language abilities through natural habituation. As noted by Marlius et al. (2021), a consistent language environment provides meaningful input that is essential for language acquisition. A curriculum emphasizing everyday themes, coupled with students' high motivation, fosters a supportive learning atmosphere, aligning with Krashen's affective filter hypothesis, which suggests that a supportive environment reduces emotional barriers and accelerates language

b) UII Dalwa Pasuruan

In contrast, UII Dalwa Pasuruan adopts a more diverse and modern approach by leveraging technology and practical experiences. The use of language learning applications like Duolingo and online platforms offers flexibility and allows students to access materials tailored to their proficiency levels (Imam Tabroni et al., 2022). This technological integration supports personalized learning and adheres to Krashen's *i+1* principle, wherein instructional content is slightly above the learner's current proficiency level to stimulate growth (Ritonga et al., 2022). Active teaching methods in the classroom, such as small group discussions, foster a comfortable learning environment, enabling students to experiment with the language without fear of making mistakes. Constructive feedback from instructors provides additional motivation. Furthermore, UII Dalwa excels in offering practical experiences through student exchange programs and internships in Arabic-speaking countries, allowing students to apply their language skills in real-world settings (Yazid et al., 2022).

c) Comparison and Conclusion

The approach at STAI Nurul Huda emphasizes practical, day-to-day learning experiences. Students build their language competence through natural interactions within their immediate environment, making it highly effective for those requiring intensive and consistent exposure to develop practical language skills. In contrast, UII Dalwa combines modern technology, interactive methods, and real-world experiences to offer more flexible and diverse learning opportunities. The approach at STAI Nurul Huda is more traditional and locally focused, whereas UII Dalwa provides access to a more global and integrated learning model.



The comparison of these approaches demonstrates how institutions can tailor their methods to meet their students' needs and achieve optimal outcomes. The immersive environment at STAI Nurul Huda creates a natural learning atmosphere where students can internalize the language through everyday practice, consistent with the *bī'ah lughawiyah* concept. This is particularly effective for students who benefit from consistent exposure and practical engagement. Conversely, UII Dalwa Pasuruan's modern and flexible approach integrates technology, allowing students to learn at their own pace and according to their specific needs, in line with Krashen's *i+1* principle. The combination of interactive teaching methods, personalized learning tools, and real-world application opportunities supports exploration and reduces the fear of making mistakes. Both approaches offer unique advantages and address students' needs differently. On the one hand, STAI Nurul Huda provides an intensive, contextually relevant experience, while on the other, UII Dalwa offers diverse methods and flexibility that enable cross-contextual learning. Combining these two approaches could serve as an ideal learning model for developing deep and adaptive Arabic speaking skills, suitable for both academic and professional purposes.

5. Relevance of Findings Beyond Local Context

The findings of this research hold significant relevance in the context of global education, particularly in teaching Arabic as a second or foreign language. An interaction-based approach, as supported by Krashen's Monitor Hypothesis, demonstrates that effective language learning depends on meaningful exposure (comprehensible input) and a supportive learning environment. This approach is not only applicable to Islamic institutions in Indonesia, such as STAI Nurul Huda and UII Dalwa Pasuruan, but can also be adapted to non-Islamic institutions where learning Arabic is necessary for academic, professional, or diplomatic purposes.

The emphasis on practical communication and the reduction of learning anxiety could serve as a model for application in various global contexts. The study by Wahdah et al. (2022) highlights the effectiveness of methods such as peer teaching, which fosters collaborative interaction and creates a comfortable learning atmosphere. Meanwhile, Yazid et al. (2022) underscore that direct experiences through immersive activities, such as internships in Arabic-speaking countries, significantly boost students' confidence in using the language practically. In the context of global education, this approach can also be tailored to incorporate modern technology. For instance, language learning applications like Duolingo, identified by Imam Tabroni et al. (2022), provide flexible and accessible learning solutions worldwide. Such technologies enable Arabic language instruction to reach a broader audience, including in countries where Arabic is not formally taught in educational institutions. In essence, these findings support the development of adaptive and inclusive Arabic teaching programs that focus on practical communication, supportive learning environments, and the utilization of technology. This approach has immense potential to enhance Arabic language proficiency in an increasingly interconnected global education landscape.

6. The Role of Technology in Speaking Skills Development

The use of technology in language learning, including educational applications, videos, interactive simulations, and AI-based chatbots, has become a crucial element in enhancing language acquisition, particularly in speaking skills. These technologies provide students with opportunities to practice speaking in a supportive, flexible, and pressure-free environment. This aligns with Krashen's Affective Filter Hypothesis, which emphasizes the importance of reducing anxiety and increasing motivation to maximize language acquisition. Language learning applications such as Duolingo, identified by Imam Tabroni et al. (2022), allow students to practice independently with materials tailored to their proficiency levels. Adaptive features within these applications provide a personalized and focused learning experience. Additionally, interactive videos and simulations, as highlighted by Liza et al. (2021), create engaging and practically relevant learning contexts, fostering student engagement in speaking practice.

AI-based chatbots represent an increasingly relevant innovation in language learning. These technologies offer near-human conversational experiences, enabling students to practice speaking

while receiving real-time feedback. This supports Krashen's principle of comprehensible input, where students are exposed to understandable and meaningful language. A study by Wahyuni et al. (2023) underscores that the integration of modern technologies in language learning significantly enhances students' confidence and speaking skills. Furthermore, the flexibility provided by these technologies allows students to practice anytime and anywhere, removing constraints of time or place. This not only supports formal learning but also creates continuous opportunities for informal practice. Consequently, technology transcends its role as a supplementary tool to become a transformative force in developing more adaptive and inclusive language learning approaches.

Conclusion

This study provides comprehensive insights into the processes and strategies for mastering Arabic speaking skills at STAI Nurul Huda Situbondo and UII Dalwa Pasuruan, analyzed through Stephen Krashen's theoretical framework. The findings underscore the distinct methodologies employed by the two institutions, highlighting their unique strengths and approaches to language acquisition. At STAI Nurul Huda, the immersive language environment (bi'ah lughawiyah) and integration of formal and informal activities form the cornerstone of language learning. The consistent use of Arabic in daily interactions and targeted reinforcement programs aligns with Krashen's hypotheses of input and the affective filter, creating a supportive atmosphere for practical language acquisition. This approach emphasizes repetition, habituation, and community support, making it particularly effective for intensive and context-driven learning.

Conversely, UII Dalwa Pasuruan employs a modern, technology-driven methodology that incorporates interactive tools, online platforms, and real-world experiences like student exchange programs. By leveraging Krashen's i+1 principle and integrating practical applications, UII Dalwa offers a flexible and personalized learning experience, preparing students to use Arabic in diverse academic and professional contexts. The use of adaptive technology, combined with interactive classroom methods, ensures that students gain both technical proficiency and contextual communication skills. The comparative analysis reveals complementary approaches: STAI Nurul Huda focuses on immersive, everyday language use, while UII Dalwa emphasizes global, technology-enhanced learning. Both methods address different learner needs, reflecting the importance of aligning pedagogical strategies with institutional goals and student profiles. Combining these approaches could provide a balanced model for Arabic language education, blending traditional immersion with modern adaptability.

Beyond the local context, the relevance of these findings extends to global Arabic language instruction. The principles of meaningful input, reduced anxiety, and practical application resonate universally, offering valuable insights for institutions worldwide. Technology's transformative role further highlights its potential to enhance accessibility, engagement, and personalization in language learning. Ultimately, this study reaffirms the importance of adaptive, inclusive, and contextually relevant approaches to Arabic language teaching. By integrating traditional methods with technological innovations, educators can foster deeper, more effective language mastery, equipping students with the skills needed for academic, professional, and cross-cultural communication in a globalized world.

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