

Exploring Language Proficiency: Dynamics of Acquiring Arabic Speaking Skills from Stephen Krashen's Perspective at Islamic Universities

Ahmad Nurul Huda Salmas¹, Uril Bahruddin², Syuhadak³

¹ Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; 210104310003@student.uin-malang.ac.id

² Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; urilbahruddin@pba.uin-malang.ac.id

³ Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia; syuhadak@pba.uin-malang.ac.id

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ABSTRACT

Understanding the dynamics of acquiring Arabic speaking skills is crucial in the context of Islamic universities, where language proficiency is integral to academic success and personal development. This study aims to explore the process of acquiring Arabic speaking skills from Stephen Krashen's perspective at two undisclosed Islamic universities in Indonesia. Using a qualitative case study design, the research employs interviews with lecturers and students as the primary data collection technique. The analysis is conducted descriptively and involves stages of data collection, reduction, presentation, and conclusion drawing. The findings reveal that Arabic speaking skills are acquired through two main approaches. Within the classroom, intensive learning is facilitated through a direct method emphasizing language practice, supported by a curriculum focused on daily themes and language reinforcement programs. Outside the classroom, students engage in active communication in Arabic in various environments, such as dormitories, mosques, and cafeterias, while participating in activities that support language acquisition. These factors, combined with student motivation and a conducive learning environment, significantly contribute to the acquisition of Arabic speaking skills. The study concludes that the different learning approaches at the two universities effectively enhance students' Arabic speaking proficiency. Key factors contributing to successful language learning include the presence of Arabic language environments, appropriate curricula, active learning methods, individual motivation, and practical experiences outside the classroom, such as internships or student exchange programs. The research suggests that educators and students should focus on creating immersive language environments and incorporating practical experiences to maximize language acquisition.

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Corresponding Author:

Ahmad Nurul Huda Salmas

Universitas Islam Negeri Maulana Malik Ibrahim; 210104310003@student.uin-malang.ac.id

1. INTRODUCTION

The study of language acquisition begins with the exploration of the relationship between language and humans, addressing issues such as the emergence and development of language in young children and the foundational processes involved in language acquisition. These issues are central to language acquisition theory, whether it concerns first language acquisition in children or second language acquisition/foreign language acquisition in non-native students in Indonesia, particularly in the context of Arabic. Tarigan's acculturation theory explains language acquisition in relation to the level of acculturation to a specific language group when acquiring another language, referred to as a second or foreign language. For instance, Indonesians acquire Arabic through their relationships and environmental factors that influence their social or psychological connection with Arabic language culture (Ritonga et al., 2022).

Teaching Arabic as a second language in Indonesia presents several challenges. For example, (Ritonga et al., 2022) highlight that the grammatical complexity of Arabic, particularly in morphology and syntax, poses significant difficulties for Indonesian students, who often struggle with mastering the case endings (I'rab) and verb conjugation patterns that are markedly different from those in their native language. Furthermore, (Mukhibat & Bukhori, 2021) emphasize the challenge of fostering meaningful conversation skills in Arabic, noting that students frequently encounter difficulties in applying grammatical rules during spontaneous speech, which affects their fluency and confidence in using the language.

Language acquisition is typically distinguished from language learning. Language learning refers to the process that occurs when a child learns a second language after acquiring their first language (Rachmawati et al., 2020). Language acquisition is related to the first language, while language learning is associated with the second language. However, the term "language acquisition" is sometimes also used in the context of second language learning. Children acquire mastery of their first language naturally and unconsciously within their family environment (Aburezeq, 2020). Typically, they master their native language fluently and efficiently without the need for special education, although it requires adequate effort and attention (Aburezeq, 2020). Language acquisition involves various abilities, such as syntax, phonetics, and an extensive vocabulary. It generally refers to first language acquisition, focusing on how children acquire their mother tongue. When the term "acquisition" is applied to second language learning, it describes the process by which individuals unconsciously obtain the ability to produce, perceive, and use words for communication (Imam Tabroni et al., 2022).

Second language acquisition is closely related to first language acquisition, but there are distinct differences between the two. One significant difference is that first language acquisition is an integral part of an individual's cognitive and social development, whereas second language acquisition occurs after these developmental stages are largely completed. This timing difference is crucial; for example, research by (Rachmawati et al., 2020) indicates that second language learners often struggle with phoneme acquisition, which typically involves a higher rate of errors compared to first language learners. Additionally, while the sequence and acquisition of grammar items in both first and second language acquisition may be similar, the process of moving from a non-lingual stage to language proficiency differs. First language acquisition is naturally integrated into a child's cognitive growth, while second language acquisition requires more explicit instruction and conscious effort.

Moreover, (Mukhibat & Bukhori, 2021) suggest that adults learning Arabic as a second language often face challenges due to the significant cognitive and social differences from their first language acquisition experience. For instance, Indonesian students learning Arabic must navigate the complexities of a language with a different script, phonetic system, and syntactical structure, which can slow down the acquisition process and lead to greater reliance on formal instruction and practice.

According to (Mubaligh et al., 2023), first-language acquisition and second-language acquisition are distinct processes. Language acquisition typically refers to the unconscious process through which a child naturally acquires their first language within their family and social environment. This process does not involve formal instruction and occurs seamlessly as part of a child's cognitive development.

In contrast, language learning involves the conscious effort to acquire a second language after the first language has been established. This process usually takes place in a formal setting, such as a classroom, where a teacher guides the learner through structured lessons. Thus, while first language acquisition is a natural, subconscious process, second language acquisition often requires deliberate learning efforts to achieve proficiency comparable to that of the first language (Musthofa & Rosyadi, 2020). The process of second language acquisition can be divided into two main approaches: guided second language acquisition, which occurs through formal instruction, and natural second language acquisition, which happens organically through daily interactions (Sutaman & Febriani, 2021).

Second language acquisition is often taught by presenting material that has been predetermined by the teacher based on their assessment of what is most suitable for their students (Yul et al., 2022). Natural second language acquisition, on the other hand, occurs in everyday communication outside of formal teaching settings, where learners pick up the language through interaction rather than structured lessons. For example, students immersed in an Arabic-speaking environment, such as living in an Arabic-speaking country or participating in language exchange programs, often acquire language skills more effectively through daily conversations and practical use of the language. (Matrokhim, 2021) emphasizes that natural acquisition is unique to each learner, as it depends on their personal experiences and interactions. The effectiveness of this approach is evident in studies where students who engage in frequent communication in the target language show significant improvements in their speaking and listening skills, as they are constantly exposed to and practicing the language in real-life contexts (Matrokhim, 2021). In Arabic language learning, speaking skills (*al-kalam*) and listening skills (*al-istima'*) are interrelated, playing crucial roles in both receptive and productive language learning. Estima-kalam learning in various educational institutions focuses heavily on developing communication competence, with an emphasis on creating a language-rich environment that facilitates natural language acquisition (Linur & Mubarak, 2022)

Teaching Arabic as a second language to students in Indonesia presents several challenges (Liza et al., 2021). For example, educators face a dilemma when trying to balance the need for students to confidently engage in Arabic conversations with the importance of grammatical accuracy. While encouraging students to practice speaking and listening can effectively promote language use, it may lead to issues if not paired with adequate grammatical instruction. (Alromima et al., 2015) points out that Arabic's complex grammar, including the intricate system of verb conjugation and noun case endings, sets it apart from languages like English or Japanese, making it more challenging for learners to master. The problem is further compounded by the fact that students often find it difficult to apply grammatical rules during spontaneous speech, which can result in either stilted communication or a lack of confidence in using the language. On the other hand, strictly focusing on grammar in the classroom can inhibit students' ability to innovate and practice Arabic, as they may become overly cautious, worrying about making mistakes (KILIÇ, 2021). This tension between fluency and accuracy creates a significant challenge in Arabic language education in Indonesia.

These challenges highlight the relevance of Stephen Krashen's hypotheses on language acquisition and learning, particularly the monitor hypothesis. Krashen's monitor hypothesis suggests that learners acquire language skills such as listening (*istima'*) and speaking (*kalam*) through meaningful interaction, where the focus is on communication rather than the explicit correction of grammatical errors. The monitor function allows learners to edit or correct their output when they have sufficient time to reflect on the language being used. This approach can be particularly beneficial in Arabic language learning, where balancing fluency with grammatical accuracy is crucial. For example, by applying Krashen's monitor hypothesis, educators can help students develop Arabic speaking and listening skills without neglecting the importance of correct grammar. (Marlius et al., 2021) note that Krashen's theories emphasize the subconscious acquisition of language rules, which can help students internalize Arabic grammar naturally over time, rather than through rote memorization. By integrating Krashen's approach into Arabic language instruction, teachers can address the challenges of teaching a complex language like Arabic, enabling students to become more confident and proficient speakers.

From the research article referenced by the author, it can be said that research related to Krashen's language acquisition and learning theory, both field and literature studies, is only directed towards all of Krashen's hypotheses adapted to the approach in Arabic language learning (Wahyuni et al., 2023). Some other writings specifically detail the adaptation of specific hypotheses from Krashen in language learning, but the objects are in English and Bugis languages (Ilhami et al., 2021)(Muta'ali & Sauri, 2022). For Arabic language studies conducted by (Hmoud et al., 2023), there are no specific research articles discussing specific hypotheses regarding specific language skills in Arabic, namely the acquisition of Arabic speaking skills at STIBA Ar-Raayah and UIN Malang. Speaking Arabic language skills become one parameter for evaluating a person's language proficiency. In general, the purpose of speaking skills is for students to be able to compose perfect sentences according to correct Arabic grammar and use the vocabulary learned in perfect sentences (Al-Khresheh et al., 2020).

2. METHODS

This study investigates the impact of Arabic language learning strategies on student proficiency, particularly focusing on Stephen Krashen's hypotheses of language acquisition and learning. The study is qualitative and employs a case study design, with data collected from non-Arabic students at two educational institutions in Indonesia. Data was collected through in-depth interviews with students and lecturers from both institutions. The interview questions were designed to explore the participants' experiences and perceptions of Arabic language learning, particularly their acquisition of speaking skills. Observational data was also gathered during classroom sessions to understand the teaching strategies employed and the students' responses to these methods.

Participants were selected using purposive sampling to ensure they met specific criteria relevant to the study. The selected participants included students who had varying levels of Arabic language proficiency and were actively involved in Arabic language courses at their respective institutions. Additionally, lecturers who had experience teaching Arabic and implementing various teaching strategies were chosen to provide insights into the effectiveness of these methods. The data collected was analyzed using thematic analysis, allowing for the identification of key themes related to the research questions. The analysis process involved coding the data, grouping similar codes into themes, and interpreting these themes in the context of the study's objectives. The findings were then cross-referenced with existing literature on Krashen's hypotheses to draw meaningful conclusions about the effectiveness of different Arabic language learning strategies.

The meaningfulness and acceptance of Arabic language communication continue to be a significant challenge in Arabic language learning for non-Arabic students in Indonesia. This challenge manifests in two main ways. First, Arabic language learning, especially in speaking and listening skills (asthma-kalam), is often structured with strict grammatical rules presented deductively by teachers. This approach, while ensuring grammatical accuracy, may hinder students' creativity and confidence in using the language in real-life situations. Second, the pressure to master Arabic communication within these rigid structures can discourage students from practicing and innovating in the language.

To address these challenges, the study draws on Stephen Krashen's monitor hypothesis, which advocates for a balance between fluency and grammatical accuracy. Krashen's hypothesis suggests that students can acquire speaking skills effectively by focusing on message content rather than solely on linguistic form. This approach aligns with the natural process of language acquisition, where students internalize language rules subconsciously and focus on communication rather than grammar. The study highlights the complexities of Arabic language learning for non-Arabic students in Indonesia. It underscores the need for a balanced approach that integrates both fluency and grammatical accuracy, as suggested by Krashen's monitor hypothesis. By adopting teaching strategies that emphasize meaningful communication and reduce the fear of making mistakes, educators can create a more conducive learning environment for students to acquire Arabic speaking skills effectively.

2.1 Interview Process and Data Collection

In-depth interviews were conducted with a total of 15 participants, including 10 students and 5 lecturers who teach Arabic at two Islamic educational institutions. Each interview lasted between 45-60 minutes and was conducted face-to-face on campus, with safety protocols in place. The interviews focused on participants' experiences in learning and teaching Arabic speaking skills, as well as their perceptions of applying learning strategies based on Stephen Krashen's hypotheses. The interview questions were semi-structured, allowing for flexibility in exploring participants' experiences while maintaining a focus on relevant topics aligned with the research objectives. All interviews were audio-recorded with participants' consent and then transcribed verbatim for further analysis.

2.2 Classroom Observation

In addition to interviews, classroom observations were conducted to gain deeper insight into the practical application of Arabic teaching strategies. These observations spanned a period of 6 weeks, during which the researcher attended classes as a non-participant observer, focusing on the teaching methods used and the students' reactions. This allowed for the collection of additional data on teacher-student interactions and the practical teaching of Arabic speaking skills.

2.3 Thematic Analysis

The collected data were analyzed using thematic analysis. This process began with open coding, where the interview transcripts were read repeatedly to identify key patterns and ideas. Relevant segments of data were coded, and similar codes were grouped into several overarching themes related to the research questions. Key themes that emerged from the data included the effectiveness of communication-based language learning strategies, the role of grammatical rules, and the impact of classroom dynamics on developing speaking skills. The analysis was conducted manually, with the assistance of NVivo software to organize the codes and themes systematically. Each emerging theme was then interpreted within the framework of Krashen's hypotheses, such as the Monitor Hypothesis and Input Hypothesis.

2.4 Data Validation

To ensure the validity of the data, this study employed method triangulation, comparing the data from interviews and observations to check for consistency in the findings. Additionally, member checking was conducted by sharing the interview summaries with some participants to ensure that the researcher's interpretations accurately reflected their experiences. This technique enhanced the credibility of the findings. Alongside triangulation, an audit trail was maintained to document the entire process of data collection and analysis, ensuring transparency throughout the research.

3. FINDINGS AND DISCUSSION

3.1. Conditions for Acquiring Arabic Speaking Skills for Stiba Ar-Raayah and UIN Malang Students Through the Language Environment in Krashen's Perspective

Several key findings emerge regarding the acquisition of Arabic speaking skills among students of STIBA Ar-Raayah through the Arabic language environment, analyzed from Krashen's perspective. Firstly, within the classroom setting, students experience an intensive learning process characterized by the direct method of instruction, a curriculum, and learning materials that emphasize the practical application of language skills. These materials often focus on everyday themes, with textbooks like "Kita Arabiyah Baina Yadaik" being integral to the curriculum. Additionally, language reinforcement programs (taqwiyyatul lughoh) are vital in ensuring continuous practice and mastery. Secondly, outside the classroom, students actively engage in Arabic language communication in various environments, such as dormitories, mosques, fields, and cafeterias. This active engagement is supplemented by

language and non-language activities that support the natural acquisition of Arabic speaking skills (Jannah & Thohir, 2020; Amat Suparia, 2022)).

For UIN Malang students, the conditions for acquiring Arabic speaking skills involve a blend of interactive learning methods, a conducive learning environment, and high motivation. The use of technology, such as language learning applications and online platforms, further enhances their learning experiences. Support from teachers, alongside self-study and practical experiences outside the classroom, such as extracurricular activities or student exchange programs, significantly contributes to their language acquisition process (Thohir et al., 2022; Wahdah et al., 2022). These varied methods and environments provide UIN Malang students with multiple avenues to practice and enhance their Arabic speaking skills, ultimately leading to a more well-rounded and practical command of the language.

The contrast between STIBA Ar-Raayah and UIN Malang students highlights the influence of different learning environments and instructional methods on language acquisition. While STIBA Ar-Raayah emphasizes an immersive Arabic language environment both inside and outside the classroom, UIN Malang focuses on a more diverse set of tools and methods, including technology and extracurricular activities. This comparison underscores the significance of tailoring language instruction to the specific needs and contexts of the learners.

3.2. Factors That Influence the Process of Acquiring Arabic Speaking Skills for STIBA Ar-Raayah and UIN Malang Students Through an Arabic Language Environment in the Perspective of Krashen Theory

Several factors influence the acquisition of Arabic speaking skills among STIBA Ar-Raayah students through the Arabic language environment. These include the presence of a supportive language environment, both inside and outside the classroom, a curriculum tailored to the students' needs, high motivation levels, and the inclusion of language and non-language activities outside the classroom (Arifin et al., 2022). These factors, aligned with Krashen's hypotheses, particularly the input hypothesis and the affective filter hypothesis, create an environment conducive to natural language acquisition, where students can subconsciously absorb the language while actively using it in various contexts.

For UIN Malang students, the process is influenced by a more complex set of factors, including teaching methods, the learning environment, individual motivation, and the integration of technology in language learning. The active, interactive teaching methods at UIN Malang provide students with ample opportunities to practice speaking in a supportive environment, which is crucial for developing confidence and proficiency. Moreover, small class sizes and study groups create an intimate setting where students feel comfortable experimenting with the language without fear of mistakes (Rahmawati, 2023).

The role of technology is particularly noteworthy, as it offers additional resources for self-study and practice, making language learning more accessible and personalized. Support from teachers, through constructive feedback and guidance, helps students overcome challenges and refine their speaking skills. Furthermore, practical experiences outside the classroom, such as internships or exchange programs in Arabic-speaking countries, offer students real-world opportunities to apply their language skills, thereby solidifying their learning in authentic contexts (Pahri, 2021).

3.3. Disclosures Obtained by STIBA Ar-Raayah and UIN Malang Students in Acquiring Language Through an Arabic Language Environment

The findings of this study have broader implications for language education and professional development, particularly regarding the relevance of Arabic speaking skills in professional contexts. Proficiency in Arabic speaking can significantly enhance students' employability in industries where Arabic is a key language, such as international business, diplomacy, and religious studies. Moreover,

the ability to communicate effectively in Arabic can contribute to students' cross-cultural communication skills, making them more competitive in the global job market.

The comparative analysis between STIBA Ar-Raayah and UIN Malang students reveals unique aspects of their language acquisition processes. STIBA Ar-Raayah's immersive approach, with its emphasis on a consistent Arabic-speaking environment, results in students acquiring practical language skills that are directly applicable in daily life. In contrast, UIN Malang's diverse methods, including the use of technology and practical experiences, offer students a broader range of opportunities to develop their speaking skills in various contexts. This comparison highlights the importance of considering the specific needs and contexts of learners when designing language programs.

Incorporating insights from other scholars, such as Chomsky's theory of universal grammar and Vygotsky's social interactionist theory, alongside Krashen's hypotheses, provides a broader theoretical foundation for understanding language acquisition. Chomsky's theory, which emphasizes the innate ability to acquire language, and Vygotsky's focus on the social context of learning, complement Krashen's ideas and offer a more comprehensive perspective on the process of acquiring Arabic speaking skills. Additionally, recent studies on Arabic language learning, such as those by Alesh (2021) and Ibrahim (2022), provide empirical support for the arguments presented in this study, reinforcing the practical significance of the findings. In conclusion, by understanding the different factors and approaches that influence language acquisition, educators can better design programs that meet the needs of their students. The findings from this study suggest that both immersive environments and diverse, technology-enhanced methods have their merits, and a combination of both could be the most effective strategy for developing Arabic speaking skills.

3.4 Vygotsky's Social Interaction Theory

Lev Vygotsky's social interaction theory can be integrated to support the analysis of developing Arabic speaking skills. Vygotsky emphasized that language learning is heavily influenced by social interaction and the environment in which the language is acquired. In the context of Arabic language learning, this theory is relevant as speaking skills can be effectively developed through meaningful social interactions, both with instructors and fellow students. Vygotsky introduced the concept of the *Zone of Proximal Development* (ZPD), which refers to the gap between a learner's actual ability and their potential ability that can be achieved through guidance from teachers or collaboration with more experienced peers. In this context, learning strategies that encourage collaboration and dialogue between students and instructors can enhance students' speaking abilities. This perspective aligns with the notion that learning occurs best when students are actively engaged in socially meaningful communication.

3.5 Chomsky's Universal Grammar

Noam Chomsky's *Universal Grammar* (UG) theory can further enrich the understanding of how students develop their Arabic speaking abilities. According to Chomsky, humans are born with an innate capacity for language acquisition, known as universal grammar, which implies that all languages share a common underlying structure. Language learners can internalize the rules of a new language by leveraging this built-in grammatical framework. In the context of Arabic language learning, this theory helps explain how students can absorb the complex grammatical rules of Arabic, particularly through natural exposure and interaction with the language. This aligns with Krashen's *Input Hypothesis*, which suggests that exposure to language just slightly above the learner's current proficiency level ($i+1$) enables them to acquire language skills, including speaking, more efficiently.

3.6 Relevance of Findings to Arabic Language Learning Outside Islamic Universities

Although this study focuses on students in Islamic universities in Indonesia, the findings have broader relevance in other educational contexts, including non-Islamic or secular institutions. The learning strategies that emphasize a balance between fluency and grammatical accuracy, as supported by Krashen's Monitor Hypothesis, can be applied universally to Arabic language instruction. Students in non-Islamic institutions may have different motivations for learning Arabic, such as academic, diplomatic, or professional purposes, but they still need approaches that promote meaningful interaction and practical communication skills. Therefore, emphasizing meaningful language use and reducing the fear of making mistakes can benefit all learners of Arabic, not just those in Islamic university environments.

3.7 Relevance of Findings Beyond Indonesia

The results of this study are also relevant beyond the geographical context of Indonesia. The challenges faced by non-Arabic speakers in acquiring Arabic speaking skills are global in nature. In many contexts outside of Indonesia, such as in Western countries or other parts of Asia, learners of Arabic often encounter similar difficulties, where the teaching of the language is more focused on grammatical structures than on communication. Strategies that prioritize communication through meaningful interaction and exposure to more natural Arabic input can offer similar benefits to learners in these settings. Moreover, theories such as Krashen's Monitor Hypothesis and Vygotsky's Social Interaction Theory can be applied in diverse educational contexts because they provide flexible frameworks for developing language skills through interaction and a focus on meaning rather than purely grammatical accuracy.

Thus, this study not only contributes to improving Arabic language education in Islamic universities in Indonesia but also offers insights that are relevant for Arabic language teaching in various educational and geographical contexts. This demonstrates that an approach focused on meaningful communication and a balance between fluency and grammar can be widely applicable in Arabic language education globally.

3.8 The Role of Technology in Developing Arabic-Speaking Skills

Technology has become an integral part of language education, including Arabic language learning. Its application can help address some of the challenges non-Arabic-speaking students face in developing speaking skills, especially in environments where direct interaction with native speakers is limited. Below are some ways technology can significantly contribute to the development of Arabic speaking proficiency:

1. **E-Learning Platforms and Language Apps**
Online learning platforms, such as Duolingo, Memrise, or Busuu, offer interactive modules designed to help students practice speaking Arabic. These apps often use speech recognition technology that allows students to practice pronunciation and receive instant feedback, helping them correct mistakes and improve fluency over time.
2. **Use of Video and Digital Media**
Video content, available on platforms like YouTube or educational services like Coursera and EdX, provides authentic resources that can enrich students' learning experience. These videos expose students to Arabic in cultural contexts, showing how native speakers use the language in real-life situations. Podcasts in Arabic can also enhance students' listening and speaking skills by introducing them to various dialects and everyday spoken language.
3. **Virtual Speaking Practice Sessions**
Platforms like Zoom or Google Meet offer opportunities for students to participate in virtual language classes or engage in language exchanges with native Arabic speakers worldwide. These *language exchanges* allow students to converse with native speakers in less formal settings, helping them gain confidence in practicing their speaking skills.

4. Simulation and Educational Games

Game-based technology using virtual reality (VR) or augmented reality (AR) is also evolving in language learning. Students can practice conversational skills through interactive simulations in virtual environments, such as ordering food at a restaurant or traveling, without leaving the classroom or their homes. These games promote active participation and can reduce the anxiety students might feel when using Arabic.

5. Artificial Intelligence (AI) and Chatbots

AI-powered *chatbots* can help students practice Arabic speaking skills through everyday conversations. These chatbots, equipped with natural language processing (NLP) technology, can respond to students' language input in real time, allowing them to practice dialogue without the fear of being judged or embarrassed. This is an effective way to practice speaking independently.

6. Technology Integration with Krashen's Approach

The implementation of technology aligns with Stephen Krashen's *Input Hypothesis*, which posits that effective language learning occurs when students are exposed to input slightly above their current ability level ($i+1$). Technology provides access to various levels of difficulty in Arabic content, allowing students to select material appropriate to their proficiency level. Moreover, interaction through digital media can lower students' anxiety about communication, as they can practice speaking repetitively without the social pressure, supporting Krashen's *Affective Filter Hypothesis*.

4. CONCLUSION

This study has highlighted the different approaches and factors influencing the acquisition of Arabic speaking skills among students at STIBA Ar-Raayah and UIN Malang. Key findings reveal that STIBA Ar-Raayah students benefit from an immersive language environment, both in and out of the classroom. In the classroom, intensive learning with direct methods focuses on practical Arabic language skills, supported by a curriculum that emphasizes everyday themes and language reinforcement programs. Outside the classroom, students actively engage in Arabic communication across various settings, such as dormitories, mosques, and cafeterias, which further enhances their speaking abilities. In contrast, UIN Malang students develop their Arabic speaking skills through a combination of diverse learning methods, a conducive learning environment, and high motivation. The use of technology in language learning, alongside strong support from teachers and practical experiences outside the classroom, plays a significant role in their language acquisition process. These factors collectively enable UIN Malang students to effectively enhance their Arabic speaking proficiency.

The study identifies several critical factors that influence the Arabic language acquisition process for both groups. For STIBA Ar-Raayah students, these include the presence of an Arabic-speaking environment both inside and outside the classroom, a curriculum tailored to students' needs, high motivation, and supportive activities. Meanwhile, UIN Malang students benefit from active, interactive learning methods, a conducive learning environment, personal motivation, technological tools, teacher support, and practical experiences such as internships or exchange programs in Arabic-speaking countries. Optimizing these factors can significantly enhance Arabic speaking skills for students at both institutions. The acquisition of Arabic language expressions is a crucial aspect of developing speaking skills. STIBA Ar-Raayah students acquire these expressions predominantly through their immersive environment, while UIN Malang students benefit from a variety of learning pathways and practical experiences. Both institutions effectively facilitate the comprehensive and deep acquisition of Arabic language skills, tailored to their respective learning contexts. Future research could explore the long-term impacts of different language learning environments on students' professional careers, particularly focusing on how proficiency in Arabic speaking skills enhances employability and cross-

cultural communication. Additionally, investigating the effectiveness of specific technological tools and methods in language acquisition across different cultural contexts could provide further insights into optimizing Arabic language education. Finally, a comparative study involving additional institutions with varied learning environments could contribute to a broader understanding of the most effective strategies for acquiring Arabic speaking skills in diverse educational settings.

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