ANALYZING DIFFICULTIES IN SPEAKING ARABIC AND THEIR SOLUTIONS BASED ON THE BOOK STANDARDS OF ARABIC LANGUAGE SKILLS FOR NON-NATIVE SPEAKERS

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ABSTRACT	
Keywords: *Difficult, speak Arabic, Standards of Arabic language Skill*	Arabic speaking skills are critical yet challenging for non-native learners due to structural complexities and limited practice opportunities. While prior research highlights localized difficulties, a standardized analysis remains underexplored. This study examines nine systemic barriers to Arabic proficiency—e.g., vocabulary deficits, dialect differences, and grammatical gaps—using *Ma'āyīr Mahārāt al-Lughah al-'Arabiyyah* as a framework, and proposes actionable solutions. A library research method analyzed the book and supplementary literature, categorizing difficulties and evaluating technological and pedagogical interventions. Key challenges include ellipsis, *balāghah* (rhetoric), and lack of conversational partners. Solutions like interactive apps (WhatsApp, HelloTalk), drill methods, and CALL technology were identified as effective. The study advances Arabic pedagogy by integrating standardized competencies with digital tools, offering a scalable model for global learners. Future research could explore immersive technologies (e.g., VR/AI) to simulate authentic language environments.

Introduction

Arabic is a language that is widely studied in various countries and widely studied in educational institutions, ranging from basic learning to higher levels such as in universities and institutes. Arabic is widely studied as a tool for communication and in different contexts, such as understanding a study of science written in printed form or understanding the Qur'an and hadith.

The Arabic language is also known for its complex language, which includes four basic skills that must be mastered by everyone who learns it, these skills are the ability to listen to maharah al-istima, the skill of reading maharah al-qira'ah, the skill of writing maharah al-kitabah, and the speaking skill of maharah al-kalam (A'inul Haq, 2021). Speaking skills are a very urgent skill in learning something because speaking skills are one of the most important skills among the four language skills (Bailey et al., 2021). In addition, because speaking is the language skill that is most often used by humans compared to the other three skills (Nurharini et al., 2024).

Behind the role of Arabic speaking skills, most students and learners face challenges in overcoming their difficulties in speaking (Bagheri & Mohamadi Zenouzagh, 2021). These difficulties are generally very diverse and can be influenced by certain factors such as internal and external factors. Research on the problem of difficulty has basically been

studied by previous researchers where they have various views and perceptions about the difficulties experienced by Arabic language learners, especially in the case of Arabic language skills.

Among the authors who study difficulties in Arabic speaking skills is a study conducted by Nurlaila (2020), the results of the researcher stated that there are at least 2 main factors that are considered the main problems in Arabic speaking skills, namely linguistic and non-linguistic factors. Linguistic problems include grammar, vocabulary, sentence structure, writing, then non-linguistics include socio-cultural, socio-cultural, methodology, teaching, interests and motivations and time factors.

Then the research conducted by Noviani & Kholiq Hasan (2023), the results of the research also stated that the difficulty in speaking Arabic was caused by linguistic and non-linguistic factors, linguistic factors included a lack of mastery of Arabic rules, Arabic vocabulary and pronunciation, then non-linguistic factors included inconfidence, environmental factors, intelligence, learning methods and learning motivation. Basically, these problems are taken based on the culture and learning background encountered in Indonesia, which is almost the problem of difficulties faced by students both due to student factors and the language itself.

The divergence of previous research with the research that the researcher will conduct is a study of the problem in the difficulty of speaking Arabic globally and will refer to the standard book of Arabic language skills as a foreign speaker. In this book, it is mentioned the problems of speaking Arabic globally or foreign speakers in general, the lack of speaking skills discussed but also on the other four skills.

The book Ma'āyīr Mahārāt al-Lughah al-'Arabiyyah li al-Nāṭiqīn bi Ghayrihā (Arabic Language Proficiency Standards for Foreign Speakers) is a comprehensive guide designed to set the standard of teaching Arabic for foreign speakers. The book focuses on developing four key skills, namely listening, speaking, reading, and writing, using a competency-based approach that ensures learners are able to use Arabic practically in a variety of situations. In addition, this book also pays attention to cultural elements and dialect diversity to provide a deeper understanding of the context of communication in the Arab world.

The book Ma'āyīr Mahārāt al-Lughah al-'Arabiyyah li al-Nāṭiqīn bi Ghayrihā was written by Hani Ismail Ramadan and covers four main skills. Each chapter discusses these skills and is written by Arabic linguists who have in-depth knowledge in their respective fields. Each discussion is accompanied by important components, and explains the various general and special difficulties faced by non-Arabic speakers, including difficulties in speaking Arabic for foreign speakers.

Therefore, the purpose of this study is to analyze the difficulty of speaking in Arabic for foreign speakers in general. In addition to analyzing problems related to difficulties in speaking Arabic, this study also aims to provide effective solutions to overcome these difficulties, so that Arabic speaking skills can be improved and developed more effectively and with quality.

The current research builds upon prior studies by offering a comprehensive, globally applicable analysis of Arabic speaking difficulties for non-native speakers, derived directly from the standardized framework of *Ma'āyīr Mahārāt al-Lughah al-'Arabiyyah li al-Nāṭiqīn bi Ghayrihā* (Ramadhan et al., 2018). Unlike earlier studies focusing on regional or fragmented challenges (Noviani & Kholiq Hasan, 2023; Nurlaila, 2020), this work systematically identifies nine universal barriers, including nuanced issues like ellipsis (*ikhtiṣār wa al-ḥazf*) and dialectal variations, which are seldom addressed collectively in existing literature. Additionally, it proposes technology-integrated solutions (Quizlet, HelloTalk, CALL) and immersive methods (*The Power of Two*), bridging gaps between traditional pedagogy and digital innovation. While prior research emphasizes linguistic/non-linguistic factors in isolated contexts, this study synthesizes these into a holistic, competency-based approach, validated by a literature review methodology that prioritizes standardized benchmarks over localized observations (Adlini et al., 2022).

Research Methods

The method used by the researcher is the literature study method. Literature study is a method of collecting data through the study and understanding of theories from various literature that are relevant to the research topic. There are four stages in a literature study, namely preparing the necessary tools, compiling a reference list, managing time, and reading or recording materials related to the research (Adlini et al., 2022). Literature research is a type of research that includes a series of tasks that involve a strategy of collecting data from library sources, such as reading, taking notes, and analyzing research materials. This research focuses on finding study topics through various information obtained from literature, such as books, scientific journals, newspapers, magazines, and documents (Jaya et al., 2023). The data collection process in this study is carried out through several stages. In the first stage, the researcher analyzed the Arabic Language Skills Standards for Foreign Speakers to find answers to the formulation of the research problem. Furthermore, in the next stage, the researcher describes the results of the analysis by presenting a complete description of the findings obtained. Based on the results of the analysis, the researcher then strengthened the relevant data through a literature study.

Results and Discussion

Based on the results of the researcher's analysis in the Arabic language skills standard book, the researcher found at least ten fundamental factors that became problematic in speaking Arabic, including.

1. Lack of Practice

The lack of implementation of speaking skills in Arabic is also one of the causes of students' difficulties in learning Arabic (Pauseh et al., 2022). This factor does not only occur in learning Arabic, but also in learning all languages learned, such as English and other languages. Many language learners in Indonesia or even outside learn Arabic by

using a good learning system, namely language learning through grammatical patterns or rules (nahwu).

However, in the learning process, even until the end of learning, it is rare to find the application of the knowledge that has been taught. This causes language learners to understand sentence patterns in Arabic, but they do not know how to use them in speech. This shortcoming is one of the difficulties in language learning, because one of the main goals of language learning is to speak actively in conveying messages so that they can be understood by others.

The effort to communicate certainly requires habituation, which is realized through repeated practice. Language is seen as part of the habits or behaviors that a child acquires gradually, starting from the process of hearing (al-istima'), imitating (at-taqlid), to repeating it (at-tikrar), until finally the language is mastered well and becomes part of daily habits (A'inul Haq, 2021), therefore it is necessary to get used to it or often practice it in a formal or non-formal environment.

2. Stringing Words and Understanding Them

Language is not just a collection of separate words, but an arrangement of interrelated vocabulary. If language learning is only limited to collecting and memorizing vocabulary, then anyone who wants to master it can simply bring a dictionary and be able to speak immediately. Yet in reality, language is much more complex than that; it demands a deep understanding of various systems such as phonology, morphology, nahwu (grammar), semantics, and expression styles (Ramadhan et al., 2018).

Students' enthusiasm in learning vocabulary and composing it in sentences can help them use it in conversations (Afjalurrahmansyah et al., 2023). The inability to arrange words into sentences is certainly a problem in Arabic speaking skills, because in addition to the richness of vocabulary, it is also very important to have the ability to arrange it into a sentence so that it can be pronounced properly and correctly.

3. Limited vocabulary

For foreign speakers, knowing the meaning of a word is mandatory because words are the smallest element in language studies. To be able to create a sentence that will then be spoken, of course, requires a lot of memorization of quite a lot of vocabulary, so that it can create good word elements and according to the will that we want to say or talk about.

Among the factors of a person's lack of ability to speak and understand Arabic is low vocabulary mastery. In language learning, especially Arabic, vocabulary is an important element that must be learned first. A person's mastery of a language depends largely on the extent to which he masters its vocabulary. The more vocabulary a person masters, the greater his chances of becoming proficient in the language, and the easier it will be for him to understand and convey information, either orally, in writing, or through signs and gestures (Ulya & Fauzi, 2024).

4. Ellipsis

Each language has its own unique characteristics, and Arabic is known for its ability to abbreviate words, eliminate some elements, and create new forms of words

(such as in the form of 'naḫt'), which can make it difficult to understand and cause confusion. For example, the term 'al-ḥawqalah' stands for the expression 'lā ḥaula wa lā quwwata illā billāh', which may be difficult for foreign learners to understand.

Omissions and abbreviations in Arabic are very common, and have acceptable reasons and justifications. Omission (ḥaẕf) is known as one of the systems in morphology, which is a technique in the study of meaning that does not always require the explicit mention of all elements of meaning. In this way, a sentence can be shortened by omitting some elements, as long as it does not create ambiguity, then the omission is considered acceptable. For example, often the word 'ʿAzrāʾīl' is omitted in a particular sentence structure, and this non-confusing omission is considered an implied meaning in a particular context (Zaidan, 2023).

The omission (ḥaẕf) in Arabic includes the omission of mubtada' (subject), khabar (predicate), mudhāf and mudhāf ilayh (the word that is given and the word that is the purpose of the word), mafʿūl bih (object), mafʿūl muṭlaq (absolute object), as well as the omission of special elements in the sentence of praise or reproach, and also the omission of cause or reason. All of these forms of omission that occur in Arabic are often considered difficult by learners, especially in terms of pronunciation and their application in Arabic speaking skills.

5. Dialect Differences

Arabic includes two main widely used forms, namely Fusha Arabic (classical or formal) and 'Amiyyah Arabic (everyday dialect) (Abdullah, 2024). Fusha Arabic has a special position because it is considered an Islamic language. In addition, Fusha is classified as a 'H' (High Culture) culture because of its use in religious literature and official documents (Yoyo et al., 2020). As for Arabic, 'Amiyyah is known as a market language or non-fusha language. This language is considered non-standard because it does not follow the correct grammatical rules, both in terms of morphology, syntax, and phonology.

The existence of the amiyah language is currently a fairly hot discussion in Arab countries because it is considered as a language that destroys the standard language, namely fusha, how not, this language does not have a standard vocabulary and vocabulary that is mostly not found in standard Arabic dictionaries that are widely used by language learners. This dialect difference is certainly a difficulty for foreign speakers, because the average Arab country uses the Amiyah language in their daily lives, not even a few of them do not understand the fusha language, this will certainly be a difficulty when there is communication between foreign speakers who use standard Arabic and native speakers who use languages that are not standard Arabic.

6. Idioms

Idiomatic expressions in Arabic may seem unfamiliar to learners, as they are rarely taught at certain levels. The use of idiomatic expressions in all languages is difficult, as they are not usually found in dictionaries or in specific book collections. Idiomatic expressions are a set of words that form a special expression and have a different meaning from the literal meaning of their constituent words (Rahman & Safa,

2020), idioms in Arabic are usually composed of words and letters, the combination of the two has a different meaning than a word that was not previously combined. The idiom in Arabic is also very dependent on the context of use, meaning that it cannot be interpreted raw but only in certain conditions.

The purpose of using idiomatic expressions in speaking Arabic is to clarify the meaning and support the function of language as a means of communication. However, the use of idiomatic expressions in Arabic cannot be separated from the understanding of the meaning they contain. Understanding idiomatic expressions in Arabic requires a deep understanding of the social and cultural context behind the utterances (Kholis et al., 2022). The use of idioms in Arabic is certainly a difficulty for foreign speakers because the rules are not taught at all and references to learn sanagat are minimal.

7. Lack of Grammatical Comprehension

There is no doubt that the grammatical aspect is one of the important factors in the Arabic language, and it is on par with other elements. As explained earlier, a language can be accepted by its speakers, or a sentence can be considered meaningful, if it is arranged in the correct structure according to the standard rules of the Arabic language. Spoken language has special parts or elements that make it up (Ready, 2021), and one of them is grammar. Grammar is a set of normative rules agreed upon by linguists, and must be obeyed by language users, and attention paid to its suitability with the habits of native speakers (Mulyadi, 2020).

Grammar is a basic element in learning Arabic. Through this understanding of grammar, learners will be able to speak fluently and correctly, just like native speakers. In the teaching process, teachers can start by arranging simple words, phrases, and sentences. From there, it can be gradually continued to more complex sentences. Although the level of complexity of sentences in Arabic can be high, everything is still based on basic rules that must be taught from the beginning (Mahmudah & Rochma, 2022).

A common obstacle in mastering language skills, especially speaking skills in Arabic, is the lack of students' understanding of grammatical structures. The biggest obstacle in speaking Arabic is a weak understanding of linguistic rules. This causes difficulties in speaking, especially in the pronunciation of sentences that are often unclear due to a lack of understanding of harakat or signs of i'rab. As a result, students have difficulty conveying messages clearly.

8. Balaghah

Among the elements of language that foreign learners must master is balaghah, Balaghah (rhetorical science) is a science that learns how to arrange words or sentences in Arabic beautifully, while maintaining clarity of meaning and paying attention to the context and situation in which the expression is used (Suryaningsih & Hendrawanto, 2018). Balaghah (the science of rhetoric), in the development of science, played an inspiring role in the world of education, especially in relation to literature from the beginning. This shows that balaghah has a close connection with art and culture. Through

an understanding of art and culture, one can dive into aesthetic tastes and appreciate the beauty of language (Mardiyah & Murdani Z, 2021).

Balaghah (rhetoric) is one of the virtues in speaking skills (Doni et al., 2023), Balaghah is one of the virtues in speaking skills (Doni et al., 2023), especially since balaghah includes many rules and regulations that must be observed, especially for non-Arabic speakers. For example, balaghah discusses how to structure question sentences according to the rules of language, the placement of sentences appropriately in context, and techniques to effectively strengthen the clarity of meaning. All of these aspects are discussed in depth in the science of balaghah.

Nowadays, it is rare to find students who have truly mastered the science of balaghah. Even to express the question sentence correctly, only a few of them are able to do so. This is due to the lack of introduction to the science of balaghah, especially in the early stages of learning Arabic. For example, when children start learning Arabic, they are usually given nahwu and sharaf lessons only, while balaghah is hardly taught at this stage. As a result, when students try to string together the correct sentences in Arabic, they have great difficulty. Therefore, it is very important to include the knowledge of balaghah from the early stages of learning Arabic. In addition, teachers can also use technology as an effective means for students to understand the science of balaghah and use it correctly and appropriately.

9. Counterpart

One of the main obstacles in mastering Arabic speaking skills that students often face is the limited availability of conversation partners who are fluent and able to support the learning process. Speaking skills not only depend on understanding the theory and rules of grammar, but also require intensive practice in the form of direct interaction with other speakers. In this case, conversation partners have a strategic role in providing feedback, correcting mistakes, and helping learners understand the use of Arabic in an authentic and real context.

This difficulty is also compounded by the limited environment that supports the active use of the Arabic language. In many places, Arabic learning only takes place in the classroom with no ongoing practice outside of class hours. As a result, learners often feel awkward or embarrassed when speaking in Arabic, especially when interacting with native speakers.

The absence of suitable conversation partners makes it difficult for students to develop speaking fluency, correct pronunciation, and spontaneity in responding during conversations. Therefore, solutions are needed in the form of providing intensive programs for speaking practice, such as discussion groups, online communication platforms, or direct mentoring with native teachers, so that learners are able to overcome these challenges and improve their speaking skills.

Based on the results of the analysis that has been presented, the researcher concludes that solutions to overcome various difficulties faced by students in speaking Arabic can be applied in several ways, including the use of learning media, teaching

approaches, and smartphone-based applications that can effectively help solve these problems.

1. Metode the Power of Two

One of the solutions that can be applied to maximize speaking practice in Arabic is through The Power of Two method. This method is an approach that focuses on the active participation of students in the discussion process (BZ & Azizah, 2023). This method is designed to create a balanced relationship, encourage optimal collaboration, and produce strong synergies between the two participants (Nurjannah, 2023).

In its application, this method focuses on the wider use of Arabic, where discussions are conducted by students using Arabic. This allows the practice of using Arabic more frequently in a variety of contexts, making this method very effective in improving the practice of speaking in Arabic. Of course, to achieve optimal results, this method must be applied repeatedly and consistently. Because, no matter how good the method used, if it is not applied continuously, the results will remain the same and will not be effective in improving speaking skills in Arabic.

2. WhatsApp App

One of the means that can be used by students is the WhatsApp application, This application is a platform that provides various types of messages. In this application, there are four types of messages that can be chosen according to the user's needs, namely: picture messages, video messages, voice messages, and text messages. These four features are very effective in being used as learning media outside the classroom environment (Syarif & Zaim, 2021).

Then what is the process of using it? This refers to the results of research from (Noyan & Kocoglu, 2019), the use of whatsapp media can involve several steps, The first stage is the pre-writing stage, where students are invited to exchange ideas through brainstorming based on videos or images shared by teachers. After that, students are asked to describe the video or image. In the second stage, students engage in writing activities, where the teacher directs them to play a game aimed at solving sentences using their own ideas.

The third stage includes the teacher's feedback on the students' writing, including any necessary corrections. Part of this process is a form of evaluation that aims to help students improve their writing skills. Through this medium, students can compose sentences and understand the language in depth thanks to the encouragement given by the teacher."

3. Media Quizlet dan WordWall

In this era of technology, there are many learning media that can be a solution to improve vocabulary memorization, one of which is by using Quizlet. Quizlet is a web-based educational innovation that can be accessed interactively via mobile devices. One of the main advantages of this app is its ability to help users deepen their understanding of vocabulary through the collection of learning cards available on Android and iOS devices, thus allowing users to learn flexibly in terms of time and place (Hula et al., 2024).

The results of a study conducted by (Zhiyin & Said, 2024) show that the use of Quizlet media is effective in vocabulary learning. Therefore, using the Quizlet app can be one of the most effective solutions to improve vocabulary mastery, both in terms of theory and practice.

In addition, students and foreign language learners in general, can use other media, including the Wordwall platform. Wordwall is an interactive and interesting browser-based educational game application. This application can be a fun learning resource as well as a means to assess students (Saariah et al., 2024). Citing the results of the study (Fakhruddin et al., 2021), it is proven that Wordwall media is very effective in improving students' ability to recognize vocabulary.

4. Drill Method

The drill method is one of the effective learning techniques to form certain habits, which helps to improve students' skills, accuracy, proficiency, and opportunities (Fikri et al., 2025). Nana Sudjana explained that the drill method is an activity that involves repeating a certain thing earnestly and attentively, with the aim of strengthening relationships or improving skills until they become permanent (Harahap, 2022).

By using this method, the material taught will be repeated more frequently, which helps students in achieving a better understanding of the material. This method is particularly suitable for overviews and ellipsis (deletion) material in Arabic. Through continuous repetition, teachers can continuously improve and deepen students' knowledge of how overviews and ellipsis occur in Arabic.

5. Social Media

The difference in dialect in Arabic is not a great difficulty for foreign speakers, as communication with the local dialect takes place only in a small environment. Fusha Arabic (standard) is most often used in official situations such as news, formal speech, academia, and literary works (Abdullah & Nurbaiti, 2024).

In general, the difference between dialects in Arabic lies in the pronunciation of the letters and the phonetic aspects. For example, this difference can be seen between the 'amiyah (everyday dialect) dialect spoken in Saudi Arabia and Fusha Arabic. In the Saudi 'amiyah dialect, the letter 'qaf' (ق) is often pronounced as 'ghain' (غ) or even as 'kaf' (ك) in some cases. In addition, short harakat is often shortened or even omitted in 'amiyah, in contrast to the Arabic Fusha which carefully maintains the length and brevity of harakat. Another example of this difference is the change in the pronunciation of the letter 'tha' (ث) to 'sin' (س) or 'ta' (ت), as well as the letter 'dhal' (ذ) to 'zai' (ز) (Saputra & Buska, 2023).

Therefore, the differences between dialects can be learned through media such as videos, conversations, or exploration of local cultures. This approach not only helps to deepen the understanding of language, but also expands the ability to communicate in a smaller social environment.

6. CALL and Website

CALL (Computer-Assisted Language Learning) technology has provided opportunities to utilize network media in creating inclusive learning communities and

social relationships, as well as serving as a method to achieve effective language learning outcomes (K. Sadeghi & Pourbahram, 2023). Based on the results of research conducted by (Cucchiarini et al., 2022), there are several important points that need to be considered to overcome difficulties in learning idiomatic expressions, namely the CALL (Computer Assisted Language Learning) approach which focuses on aspects of meaning and form has been proven effective in learning idiomatic expressions in a second language. Then increasing the intensity of the workout directly contributes to the achievement of more efficient performance.

In addition to the use of CALL media, Arabic students or learners in general can also access technology-based tools, such as web platforms (Bashori et al., 2022). One of the sites that can be used to learn idiomatic expressions is Learning Aljazeera, an Arabic language learning platform developed by Aljazeera Media Network, a media company based in Doha, Qatar. This site has become one of the resources that are often used by Arabic language learners. The site provides a collection of vocabulary and idiomatic expressions that correspond to a wide range of conversation topics. The use of this platform not only supports vocabulary acquisition, but also helps improve other skills such as speaking, writing, and reading (Mahmudah & Rochma, 2022).

7. Use of Korsun Ajibun Media

In teaching Arabic, there are many media that can be used, both in the form of technology and simple ones. One of the media proposed by the researcher here is the "Qirsh 'Ajīb" medium. Qirsh 'Ajīb is a learning medium that contains grammatical information in the form of a circular disc. Each time the disc is played to the desired word type using the pointer, it will appear the material related to that word. This makes it easier to memorize and understand nahwu (Arabic grammar) material. Qirsh 'Ajīb is a non-electronic learning medium designed in the form of a circle with a diameter of 30 cm for large circles and 23 cm for small circles (Izzah et al., 2024).

This circular media is made of colored paper of sufficient thickness, A3++ AP 260 size, and is used for both large and small circles. This medium is equipped with raincoat buttons that are installed in the center of the circle to hold the papers together. This medium is relatively easy to use in learning nahwu (Arabic grammar), and does not require an internet connection, so it can be designed and used at any time.

8. Use of Media Lectora Inspire

Lectora Inspire is an electronic learning program that supports the use of character animation, video, music, and sound without requiring programming skills (Sari & Tyas, 2024). Lectora Inspire is able to create interactive, innovative, and creative learning media, with the ability to display text, images, audio, music, and video, as well as provide a variety of attractive templates in an integrated interface to support the achievement of learning goals (Dalimunte & Rohani, 2022).

Thanks to its flexibility, teachers can design more complex lessons in the science of balaghah according to the learning content. This allows students to study the material independently, which helps them understand and absorb it better. As mentioned in the

study (Mabruroh & Gustiana Aulia, 2020), this media has been proven to be effective and interesting, and able to improve the quality of learning balaghah science.

9. HelloTalk App

One solution to overcome the lack of conversation partners in learning Arabic is to utilize technology. One of the media that can be used to practice speaking skills in Arabic is the HelloTalk app. HelloTalk is a mobile app that focuses on language learning and communication. This application is designed to simplify and improve the experience of cultural immersion, language practice, and the learning process in a fun and easy-to-understand way (Basir et al., 2024). The HelloTalk app was developed in collaboration with an international team based in Hong Kong and Shenzhen (A. Sadeghi & Chalak, 2023).

The app allows users to interact and talk with native speakers from all over the world (Rosilah & Ulfa, 2024). In addition, the HelloTalk app comes with a feature to correct grammatical errors in sentences, both spoken and written. Using this app, anyone can have conversations in multiple languages, even if they have never learned it formally before (Izza & Kusumadewi, 2024).

The use of the HelloTalk app has a positive impact on students. Through the examination of errors or comments from native speakers in written conversations, students can produce foreign languages alongside native speakers. In addition, the diversity of vocabulary used allows students to interact independently without the need for guidance from teachers (Febriyani et al., 2020). Using this medium, the practice of speaking in Arabic is not only limited to school, but can also be done outside the school environment, such as at home, playground, or other places. With continuous practice, students' skills in learning Arabic can develop significantly.

Conclusion

The study *Ma'ayir Maharat al-Lughah al-'Arabiyyah li Ghayr al-Nathiqin Biha* identifies nine key challenges non-native speakers face in learning Arabic, including weak vocabulary, grammar difficulties, dialect variations, and lack of interaction, proposing solutions such as interactive apps (WhatsApp, Quizlet), CALL, and immersive methods like *The Power of Two* and *Qirsh 'Ajib*. Building on these findings, future research could explore technology-integrated language immersion—using VR, AI chatbots, and gamified apps—to simulate real-life Arabic conversations, comparing their effectiveness against traditional methods through mixed-methods analysis. This approach could bridge the gap between existing digital tools and advanced immersive learning, offering scalable, engaging ways to enhance fluency while addressing structural and interactional challenges.

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