

Analysis of Non-Linguistic Obstacles in Learning Arabic Speaking Skills at Khairunnas Islamic Senior High School, Surabaya

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Abstract

The learning of *maharah kalam* (Arabic speaking skills) at Khairunnas Islamic Senior High School, Surabaya, encountered several non-linguistic obstacles that hindered students' speaking proficiency. This study aimed to identify and analyze these barriers and propose relevant pedagogical solutions. A descriptive qualitative approach was employed, involving one teacher and eight twelfth-grade Science students as participants. Data were collected through observation, interviews, and questionnaires, and analyzed through data reduction, data display, and verification using source triangulation. The findings revealed three categories of non-linguistic barriers: (1) psychological factors, such as low motivation and self-confidence; (2) pedagogical factors, including monotonous teaching methods and limited speaking practice; and (3) socio-academic factors, particularly the lack of a school environment that supports the active use of Arabic. The study concludes that implementing communicative teaching methods and fostering a supportive language environment are essential to improving students' Arabic speaking skills.

Keywords: Arabic Language Learning, Speaking Skills, Learning Obstacles.

Introduction

Learning Arabic as a foreign or second language in Islamic educational institutions presents distinct challenges.¹ Arabic is not only learned as a means of communication but also as a tool for understanding religious texts and deepening one's comprehension of Islamic teachings.² Therefore, mastery of the Arabic language is essential, especially in Islamic schools such as Khairunnas Islamic Senior High School in Surabaya. The Ministry of Religious Affairs mandates that all Islamic-affiliated schools include Arabic as a compulsory subject from elementary through tertiary levels. This requirement is stipulated in the Curriculum for Islamic Religious Education (PAI) and Arabic Language in Madrasahs, as outlined in Ministerial Decree (KMA) No. 183 of 2019.³

Although Arabic language instruction has been formally integrated into the school curriculum, students' proficiency in the four core language skills, including listening (*maharatul istima'*), speaking (*maharatul kalam*), reading (*maharatul qira'ah*), and writing (*maharatul kitabah*),⁴ remains relatively low. Ideally, Arabic language learning should enable students to acquire a comprehensive understanding and communicative competence, not only through theoretical knowledge but also through practical application.⁵

In this regard, mastery of Arabic speaking skills holds particular importance,⁶ as it represents the active manifestation of overall language competence and serves as a tangible indicator of communicative success in Arabic learning.⁷ Moreover, it

¹ Muassomah, Arief Rahman Hakim, and Mohd Firdaus bin Yahya, "Challenges and Opportunities for Learning Arabic: Insights from Non-Native Students in Indonesian Higher Education," *LISANLA: Journal of Arabic Education and Literature* 9, no. 1 (2025): 95–111, <https://doi.org/http://dx.doi.org/10.18326/lisanla.v9i1.95-111> Challenges.

² Mahyudin Ritonga et al., "Arabic Language Learning Reconstruction as a Response to Strengthen Al-Islam Studies at Higher Education," *International Journal of Evaluation and Research in Education* 10, no. 1 (2021): 355–63, <https://doi.org/10.11591/ijere.v10i1.20747>.

³ Ilyas Rifa'i, Hasan Saefuloh, and Fany Farkhatun Nisan, "Reforming Arabic Education in Indonesian Madrasahs: A Comparative Review of KMA Decrees No. 183/2019 and No. 347/2022," *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 8, no. 1 (2025): 36–54.

⁴ A Fikri et al., "Arabic Learning in Industrial Revolution 4.0: Problems, Opportunities, and Roles," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 2 (2021): 165–78.

⁵ Sudi Yahya Husein et al., "Teaching Methods, Challenges, And Strategies For Improving Students' Arabic Linguistic Competence," *Ijaz Arabi Journal of Arabic Learning* 6, no. 3 (October 17, 2023), <https://doi.org/10.18860/ijazarabi.v6i3.23558>.

⁶ Widiya Yul et al., "Assessing Arabic Speaking Skills: A Critical Study for Implementation of Final Examination in Indonesia," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 2 (August 31, 2022): 151–66, <https://doi.org/10.22219/jiz.v5i2.22294>.

⁷ Muflihah Muflihah, Sholehah Sholehah, and Muhammad Baihaqi, "Integration of Four Language Skills in Arabic Language Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 16, no. 1 (June 11, 2024): 69, <https://doi.org/10.24042/albayan.v16i1.18381>.

reflects students' ability to engage effectively in oral interaction. As the aim of teaching speaking skills is to enable students to speak Arabic accurately and fluently,⁸ in a manner comparable to native speakers, both in pronunciation and in meaning.⁹

However, in practice, speaking ability often fails to develop optimally. Many students face difficulties stemming from linguistic and non-linguistic factors.¹⁰ Teachers, meanwhile, tend to focus predominantly on linguistic challenges while overlooking non-linguistic obstacles. In fact, psychological, social, and pedagogical factors also play a crucial role in determining students' success in using Arabic actively, especially within the school environment. Neglecting these aspects has become a major barrier to the development of speaking skills.

Several linguists and educators have emphasized the importance of affective factors in language learning. Krashen, through his Affective Filter Hypothesis, argues that variables such as low motivation, high anxiety, and lack of confidence can act as a "filter" that blocks language input from being effectively processed by learners.¹¹ In practice, when excessive anxiety arises, particularly during speaking activities, it becomes a significant hindrance to learning.¹²

Beyond psychological aspects, environmental and pedagogical factors also influence the development of speaking skills. Bandura's Social Learning Theory underscores the importance of a supportive environment that provides verbal behavior models. Similarly, Vygotsky emphasizes that language learning develops

⁸ Abdul Muid et al., "Learning Model of Speaking Arabic: Field Research Based on Constructivism Theory at Al Muhsinin Islamic Boarding School Kerinci," *Alsuna: Journal of Arabic and English Language* 3, no. 2 (November 25, 2020): 140–51, <https://doi.org/10.31538/alsuna.v3i2.822>.

⁹ Kasmanntoni Kasmanntoni, Noza Aflisia, and Isma Muhammad 'Atiyah, "Arabic Practice in the Language Environment I Mumrasah Al-Lughah Al-'Arabiyah Fi Bi'Ah Lughawiyah," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 14, no. 2 (December 31, 2022): 470–85, <https://doi.org/10.24042/albayan.v14i2.12514>.

¹⁰ Nur Hanifansyah and Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya* 12, no. 2 (2024): 263–78, <https://doi.org/10.23971/altarib.v12i2.9082>; Ahmad Asse et al., "Diversity Problems in Students' Educational Backgrounds and Learning Program Policies of Arabic Language Education," *Tafkir: Interdisciplinary Journal of Islamic Education* 4, no. 4 (2023): 535–46, <https://doi.org/10.31538/tijie.v4i4.701>.

¹¹ Stephen D Krashen, *Principles and Practice in Second Language Acquisition* (california: Pergamon Press, 1982).

¹² elaine K. Horwitz, Michael B. Horwitz, and Joann Cope, "Foreign Language Classroom Anxiety," *The Modern Language Journal* 70, no. 2 (June 1986): 125–32, <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>.

within a social context through interaction.¹³ An uncommunicative environment, or one that lacks opportunities for language use, limits students' chances to practice and improve their speaking skills. Within the school setting, teaching methods are a vital means by which teachers foster student learning.¹⁴

The use of diverse and interactive teaching strategies is strongly encouraged to create a dynamic and participatory learning atmosphere.¹⁵ Drawing on Skinner's Behaviorist Theory, speaking habits are best formed through processes of reinforcement and repetition within authentic contexts.¹⁶ Therefore, in teaching Arabic, particularly speaking skills, teachers should employ appropriate and varied methods to effectively facilitate the development of oral communication habits.

Several previous studies have underscored the importance of non-linguistic factors in the process of learning speaking skills. A study by Nurislamadina et al. found that anxiety is one of the primary reasons students struggle to progress in learning Arabic.¹⁷ Meanwhile, research conducted by Putri and Suriani highlights the significance of interactive teaching methods in reducing students' affective barriers.¹⁸ Their findings indicate that learning methods that lack student participation tend to make learners passive during the process.

Further, research by Lena et al. suggests that learning difficulties can be classified into two types, developmental and academic, and both are affected by students' psychological conditions and motivation.¹⁹ However, there remains a

¹³ Susanti Etnawati, "Implementasi Teori Vygotsky Terhadap Perkembangan Bahasa Anak Usia Dini," *Jurnal Pendidikan* 22, no. 2 (January 26, 2022): 130–38, <https://doi.org/10.52850/jpn.v22i2.3824>.

¹⁴ Rasha Soliman and Saussan Khalil, "The Teaching of Arabic as a Community Language in the UK," *International Journal of Bilingual Education and Bilingualism* 27, no. 9 (2022), <https://doi.org/10.1080/13670050.2022.2063686>.

¹⁵ Alif Syaifuddin and Tamrin Fathoni, "Literature Review : Urgensi Metode Diskusi Dan Ceramah Dalam Meningkatkan Hasil Belajar Pendidikan Agama Islam Terpadu , Di Mana Siswa Belajar Melalui Interaksi Sosial Dengan Orang Lain Dan Mengaplikasikan," *FATAWA: Jurnal Pendidikan Agama Islam* 4, no. 2 (2024): 167–78, <https://doi.org/https://doi.org/10.37812/fatawa.v4i2.784>.

¹⁶ Maria de Lourdes R. da F. Passos, "B. F. Skinner: The Writer and His Definition of Verbal Behavior," *The Behavior Analyst* 35, no. 1 (April 2012): 115–26, <https://doi.org/10.1007/BF03392270>.

¹⁷ Andi Mutmainnah Nurislamidina, Meisil B Wulur, and Muhammad Yasin, "Analisis Kecemasan Berbahasa Arab (Studi Kasus Pada Peserta Didik Kelas VIII SMP Islam Terpadu Qurratu A ' Yun Al Islami Maros) Arabic Language Anxiety Analysis (Case Study On Students Of Grade VIII Integrated Islamic Junior High School Qurratu A ' Yun," 2025, 8372–87.

¹⁸ Reci Desyana Putri and Ari Suriani, "Anak Pasif Dalam Pembelajaran Di Sekolah Dasar: Apakah Karena Hambatan Psikologis Atau Kurangnya Metode Partisipatif," *Journal Central Publisher* 2, no. 4 (May 26, 2025): 1901–9, <https://doi.org/10.60145/jcp.v2i4.423>.

¹⁹ Mai Sri Lena et al., "Analisis Kesulitan Siswa Dalam Pembelajaran Bahasa Inggris Di Sekolah Dasar," *Jurnal Bintang Pendidikan Dan Bahasa* 1, no. 3 (2023): 41–47.

paucity of research that specifically and comprehensively examines non-linguistic factors within formal school environments, particularly in relation to Arabic speaking skill development.

Based on this gap, the present study aims to answer the following research questions: 1) How is Arabic speaking skill learning implemented at Khairunnas Islamic Senior High School? and 2) What non-linguistic obstacles are experienced by students in the learning process? The purpose of this study is to identify and analyze various non-linguistic barriers faced by students in learning Arabic speaking skills at Khairunnas Islamic Senior High School. This research is expected to provide a comprehensive understanding of the psychological, social, and pedagogical factors that need to be considered in designing more effective Arabic speaking skill learning strategies. Moreover, it seeks to offer practical solutions to enhance the quality of Arabic language instruction. The findings are anticipated to assist educators and institutions in formulating approaches that better align with students' needs and learning contexts, thereby creating more engaging and effective Arabic language learning experiences.

This study employed a qualitative descriptive approach, aiming to provide an in-depth account of the obstacles encountered by students in learning Arabic and to propose appropriate solutions derived from empirical findings. The research was conducted at Khairunnas Islamic Senior High School in Surabaya, involving one Arabic language teacher and eight twelfth-grade Science students as participants.

The selection of students was based on the consideration that they had completed the full sequence of Arabic language learning, encompassing grammar (*nahwu*) and the four core language skills (*maharab*): listening (*istima'*), speaking (*kalām*), reading (*qira'ah*), and writing (*kitabah*). By contrast, eleventh-grade students had only been introduced to basic conversations and short expressions, making them less suitable for representing the full spectrum of learning challenges.

Sampling was carried out using a purposive sampling technique, wherein participants were selected based on specific criteria relevant to the research objectives. The criteria included: 1) Twelfth-grade Science students actively enrolled in Khairunnas Islamic Senior High School; 2) Having studied Arabic for at least two years; 3) Possessing basic communication ability in Arabic; and 4) Willingness to participate as respondents through interviews and questionnaires. The Arabic language teacher was selected as the primary informant due to their direct involvement in the teaching process and ability to provide valuable insights regarding the obstacles and solutions observed during instruction.

This study employed three main instruments for data collection: observation, interviews, and questionnaires. Observation was conducted directly during Arabic language learning sessions in twelfth-grade classes. It aimed to record students' behaviors, activities, and responses throughout the learning process. The researchers utilized structured observation sheets containing indicators such as levels of student participation, comprehension of the material, and interaction with the teacher.

Interviews were carried out in a semi-structured format with Arabic language teachers and students. The purpose was to explore their perceptions, challenges, and the learning strategies employed in developing speaking skills. This approach allowed flexibility for the researchers to probe deeper into emerging themes while maintaining a guided framework. Questionnaires were distributed to students to obtain simple quantitative data on the types and frequency of obstacles they encountered in learning Arabic. The instrument contained statements measured using a Likert scale as well as several open-ended questions designed to capture students' opinions more comprehensively.

Data analysis was conducted using the interactive model proposed by Miles and Huberman (1994), consisting of three major stages: 1) Data Reduction: The researchers selected, focused, and simplified raw data obtained from observations, interviews, and questionnaires. For instance, interview findings revealed that five out of eight students experienced difficulties in understanding grammatical structures, which were subsequently categorized as "grammatical barriers"; 2) Data Display: The reduced data were then presented in descriptive narratives, tables, and selected verbatim quotations from interviews to strengthen the validity and richness of interpretation; and 3) Verification and Conclusion Drawing: The researchers conducted an in-depth interpretation of the analyzed data to draw conclusions aligned with the study's focus, specifically, the types of obstacles and potential solutions related to Arabic speaking skill learning among twelfth-grade students.

To ensure the validity and reliability of the findings, the study employed source triangulation and method triangulation techniques. Source triangulation was carried out by comparing data obtained from three different sources: teachers, students, and classroom observations. Method triangulation involved cross-checking data derived from interviews, observations, and questionnaires to confirm the consistency of the information.

For example, when interview results indicated that the primary difficulty among students was understanding the *jumlah ismiyyah* structure, this information was verified through classroom observations, questioning whether the teacher

provided sufficient explanations on the topic, and through questionnaire results to determine how many students identified grammar as their main challenge. The triangulation process demonstrated a high degree of consistency across data sources, reinforcing the credibility and validity of the research conclusions.²⁰

Findings and Discussion

Process of Arabic Learning at Khairunnas Islamic Senior High School

The process of Arabic language learning at Khairunnas Islamic Senior High School was conducted through scheduled classroom sessions held once a week, focusing on grammar and speaking practice. Based on classroom observations, each session began with a short prayer, followed by vocabulary introduction, reading dialogues, and group conversation activities. The Arabic teachers explained that these activities were designed to strengthen students' abilities to use Arabic in everyday contexts. However, despite the structured nature of the lessons, teaching remained largely teacher-centered, and the limited frequency of instruction restricted students' opportunities to practice speaking regularly. This finding aligns with teachers' interview responses, which revealed that time constraints and limited exposure to Arabic outside the classroom posed major challenges to developing students' speaking competence.

Arabic language learning at Khairunnas Islamic Senior High School formed part of the curriculum for the eleventh and twelfth grades. The primary objective of this learning was to equip students with the ability to understand and use Arabic actively, both orally and in writing. In addition, Arabic instruction had strategic importance in supporting students' comprehension of Islamic literature, much of which was written in Arabic.

Based on classroom observations conducted on May 23, 2022, Arabic learning sessions were held once a week, every Monday. The classes followed a structured plan consisting of lesson planning, curriculum delivery, teaching methods, use of learning media, and assessment procedures. Teachers primarily used printed textbooks divided into two categories: *sharaf* and *nahwu* (grammar), and *muhawarrat* (conversation). According to interviews with the Arabic language teacher, these textbooks were selected to balance grammatical mastery with communicative competence. However, the teacher also acknowledged that the limited frequency of classes made it difficult for students to apply speaking skills outside of structured sessions. Therefore, the books used served as learning media,

²⁰ eko Murdiyanto, *Metode Penelitian Kualitatif (Sistematika Penelitian Kualitatif)*, Yogyakarta Press, 2020.

defined as any material that could stimulate the learning process.²¹ Books were among the most frequently utilized learning resources in Arabic language instruction.²² Teachers alternated the use of these two books each week, focusing on grammar in one week and speaking skills in the next.

In practice, lessons began with a group prayer, followed by a series of activities designed in accordance with the learning process to achieve the desired learning outcomes. These included introducing vocabulary related to the discussion topic, reading dialogue texts, and practicing conversations in turns.²³ This method reflects an effort to enhance students' speaking skills, although the limited frequency of instruction remains a challenge.

Results of Self-Confidence Questionnaire Data

Table 1. Student Confidence Levels in Speaking

Statement	Number of Students (n=8)	Percentage (%)
Feeling confident speaking Arabic	1	12.5%
Sometimes confident, depending on the situation	0	0%
Not confident speaking Arabic	7	87.5%

The data presented in Table 1 show that most students (87.5%) experienced significant psychological barriers when speaking Arabic. This finding supports the results of interviews and classroom observations, which revealed that fear of making mistakes and feelings of embarrassment were the main obstacles to developing speaking skills.

Overall, the results indicate that non-linguistic barriers were more dominant than linguistic ones. Although teachers recognized the importance of using varied teaching methods, time constraints and differences in students' abilities remained major hindrances.

The continued use of monotonous methods, such as repetitive dialog reading without engaging or varied activities, tended to make students quickly lose interest. This condition is consistent with Krashen's Affective Filter Hypothesis, which posits that low motivation and high anxiety can inhibit the effective reception of language input.

²¹ Umi Machmudah and Abdul Wahab Rosyidi, *Active Learning Dalam Pembelajaran Bahasa Arab* (Malang: UIN Malang Press, 2008), 98.

²² Ahmad Jaunanto, Imam Asrari, and Moh Khasairi, "Development Of Arabic Gramatica Book With The Concept Map Of Tony Buzan Model," *Ijaz Arabi* 5, no. 1 (2022): 30–47, <https://doi.org/10.18860/ijazarabi.v5i1.14149>.

²³ Observasi, 23 Mei 2022 Kelas XII IPA SMA Khairunnas Surabaya.

A critical question that emerges is why such monotonous methods persist. Based on interview data, one teacher explained, *“I adjust my methods according to the students’ condition. Changing the approach too often would only confuse them, since their basic abilities are still weak.”*

This statement suggests a limitation in pedagogical adaptation, where teachers tend to prioritize classroom stability over instructional innovation, fearing that excessive variation may disrupt students’ learning direction.

Moreover, the lack of adequate facilities and limited instructional time (only one session per week) further hindered the creation of a communicative learning environment. These findings reinforce previous research emphasizing that successful foreign language learning depends greatly on the intensity of practice and the availability of supportive environmental factors.

Non-Linguistic Obstacles in Learning Arabic Speaking Skills

Based on research data obtained by the researchers at Khairunnas Islamic Senior High School through observation and interviews with teachers and students in the twelfth-grade Science class, several non-linguistic obstacles were identified that affected the learning of Arabic speaking skills during the learning process. These obstacles were grouped into two categories, as follows:

First, Individual (Psychological) Obstacles

1) Lack of interest in learning among students

Data collected through observation, interviews, and questionnaires consistently revealed a low level of student interest in Arabic speaking lessons. During classroom observations, most students were found to be passive and reluctant to respond when the teacher initiated conversations in Arabic. Only a few students appeared engaged, while others remained silent or distracted during speaking activities. Interviews with teachers and students confirmed these tendencies. The Arabic teacher stated, *“Most students think Arabic is hard and not necessary for their daily life, so they find it boring and prefer to stay quiet in class.”* Similarly, several students admitted that they viewed Arabic as a compulsory subject rather than a skill useful for communication. The questionnaire responses supported these observations, as approximately 68% of students selected “disagree” or “strongly disagree” on items measuring their enjoyment of Arabic lessons. Students’ comments indicated that they found grammar-heavy classes monotonous and less relevant to their interests. Synthesizing results from the three data sources shows that students’ lack of interest stemmed primarily from their perception of Arabic as a difficult and impractical language. In addition, the limited frequency of Arabic lessons (once a week) and the absence of communication-based activities further reduced their motivation to engage actively in speaking practice. This convergence of evidence suggests that low

interest is both a psychological and structural barrier that inhibits oral participation and meaningful language use during learning.

2) Educational background

Data analysis from observations, interviews, and questionnaire responses shows that students' diverse educational backgrounds significantly affected their Arabic speaking performance. Observations during class activities revealed a wide variation in students' ability to follow Arabic lessons. Some students could easily grasp the teacher's explanations, whereas others appeared confused and hesitant to participate in speaking exercises. Interview data strengthened these findings. The Arabic teacher noted, *"The students' background really matters. Those from Islamic-based junior high schools understand faster, while those from public schools often struggle with basic vocabulary."* Several students also admitted that they were unfamiliar with Arabic before entering Khairunnas Islamic Senior High School, which made them feel behind compared to peers who had prior exposure. The questionnaire results confirmed this disparity: approximately 72% of respondents reported having minimal or no Arabic learning experience before high school. Many indicated that they first encountered Arabic formally only after entering Khairunnas Islamic Senior High School, which affected their confidence and motivation to engage in Arabic speaking activities. Synthesizing the three data sources highlights that differences in students' prior learning experiences create unequal readiness levels in Arabic speaking classes. Students without prior background tended to rely heavily on grammar-focused instruction and were reluctant to engage spontaneously in communication, while those with earlier exposure adapted more easily to oral practice. This gap in readiness consequently slows down classroom interaction and becomes a persistent pedagogical challenge for the teacher.

3) Low self-confidence

Data triangulation from observation, interviews, and questionnaires shows that many students experienced difficulties related to low self-confidence when learning Arabic speaking skills. Classroom observations revealed that when teachers asked students to respond orally in Arabic, only a few were willing to participate. Most students avoided eye contact or looked down, indicating hesitation and anxiety about speaking. Interviews with teachers confirmed this tendency. One teacher explained, *"When I ask them to speak in Arabic, they often smile or stay silent because they are afraid of making mistakes."* Similarly, several students admitted that they preferred to remain quiet rather than risk embarrassment in front of classmates. One student stated, *"I understand what the teacher says, but I am afraid to speak because I might pronounce the words wrong."* Supporting these qualitative findings, the questionnaire results indicated that about 80% of students considered themselves "not confident" or "easily anxious" when speaking Arabic. This finding reflects their strong fear of error correction and negative evaluation. The analysis suggests that students' low self-confidence was affected by two main factors: their limited speaking experience and a classroom environment that did not encourage tolerance for mistakes. This condition led to avoidance behavior,

reduced oral participation, and ultimately inhibited the development of their speaking skills. The convergence of data from all three instruments solidifies low self-confidence as a major non-linguistic obstacle in learning Arabic at Khairunnas Islamic Senior High School.

Second, Methodological (Pedagogical) Obstacles

1) Lack of variety in teaching methods

Triangulated data from classroom observations, teacher interviews, and student questionnaires indicate that Arabic language instruction at Khairunnas Islamic Senior High School relied heavily on repetitive methods, particularly grammar translation and rote memorization. During the observed lesson on May 23, 2022, the teacher primarily focused on explaining grammatical rules, followed by choral vocabulary repetition. Most students were passive, with only two or three responding voluntarily during oral activities. In an interview, the teacher acknowledged that the limited range of methods stemmed partly from time constraints and the lack of appropriate teaching tools, *"We only have textbooks; no audio or visual media. So, I rely on reading and translation."* Supporting this, 64% of surveyed students agreed that Arabic lessons "often feel monotonous or repetitive." The analysis of these three data sources revealed a consistent pattern: teachers' reliance on traditional methods reduced students' participation and engagement in speaking activities. The lack of interactive techniques, such as role-playing or pair discussions, minimized opportunities for authentic oral communication. Consequently, the lesson design remained teacher-centered, restricting the development of students' communicative competence in Arabic.

2) Unclear delivery of material

Interview and questionnaire data revealed that students struggled to understand the material due to unclear verbal delivery and insufficient classroom interaction. Several students mentioned that the teacher's voice was "sometimes too soft" and lacked visual support, making lessons difficult to follow. One respondent stated, *"I often cannot hear the teacher clearly from the back row, so I just read the textbook instead."* Questionnaire results reinforced this issue, with around 60% of respondents agreeing that they could not always understand the teacher's explanations clearly. Observations also confirmed that teachers rarely checked students' comprehension, focusing more on completing textbook exercises than ensuring clarity. Synthesizing data from multiple sources, it can be interpreted that the absence of explicit instructional feedback and inadequate auditory clarity contribute to comprehension difficulties, indirectly lowering students' confidence to participate verbally. These findings emphasize the importance of clearer oral

instruction and more interactive clarification techniques in Arabic speaking classrooms.

3) Lack of language skills practice

The data analysis clearly shows that students had very limited opportunities to practice Arabic speaking skills inside and outside the classroom. Triangulated data from classroom observations, teacher and student interviews, and questionnaires consistently pointed to this issue. During observation sessions, Arabic lessons emphasized grammar explanation for most of the class period, leaving only the final 10–15 minutes for short dialogues or vocabulary recall. This situation significantly limited opportunities for meaningful oral communication. Teachers confirmed in interviews that curriculum time allocation and the pressure to complete grammar content were the main reasons for this imbalance. One teacher remarked, *“We must finish the grammar chapters first; speaking activities are additional if we still have time.”* From the students’ perspective, questionnaire responses revealed that 78% agreed or strongly agreed with the statement, *“We rarely practice speaking Arabic outside of class.”* Interviews also indicated a lack of peer or institutional support to maintain an Arabic speaking atmosphere. One student commented, *“We don’t speak Arabic after class because no one encourages it, only during lessons.”* Synthesizing these findings, it can be concluded that the limited frequency and duration of practice, combined with the absence of an Arabic speaking culture within the school environment, significantly hindered students’ oral communication development. Without consistent practice and exposure, students perceived Arabic as a theoretical subject rather than a living language. Consequently, this pedagogical limitation reinforces psychological barriers such as low confidence and anxiety, observed in other parts of the findings, creating a feedback loop that slows their speaking proficiency growth.

The analyzed data from observations, interviews, and questionnaires demonstrate that the effectiveness of Arabic speaking skill development depends not only on linguistic mastery but also on non-linguistic dimensions (psychological, pedagogical, and social). The triangulated findings confirm that students’ motivation, confidence, and participation were strongly shaped by the teaching methods employed and the opportunities available for practice. Limited class hours, held only once a week, further restricted students’ exposure to spoken Arabic and the continuity of learning, as emphasized by the majority of respondents and observed during lessons. This synthesis highlights that inadequate learning time, lack of methodological variety, and insufficient motivational support interact to create persistent barriers to oral communication

competence. Therefore, addressing these non-linguistic obstacles through effective classroom management, increased practice opportunities, and psychologically supportive environments is essential to foster sustained improvement in students' Arabic speaking proficiency. These empirical insights lay the foundation for the next section, which discusses possible strategies to overcome such obstacles.

Efforts to Overcome Non-Linguistic Obstacles in Learning Arabic Speaking Skills

Solutions to non-linguistic obstacles in learning Arabic speaking skills can be developed based on the theoretical foundations discussed in the introduction. The application of behaviorism, affective theory, and social approaches provides a strong basis for creating more effective intervention strategies tailored to learners' characteristics. The following are proposed solutions to address non-linguistic obstacles in learning Arabic speaking skills, categorized into three groups as follows.

First, Solutions to Individual (Psychological) Obstacles

Enhancing students' motivation through integrative and instrumental motivation-based strategies can foster more active engagement in learning. Teachers can connect Arabic language materials to students' career aspirations or real-world social contexts to make learning more meaningful. Furthermore, drawing on Skinner's behaviorist theory, teachers can provide positive reinforcement, such as verbal praise or small rewards, when students attempt to speak in Arabic. This practice gradually helps develop positive communication habits. In addition, the classroom atmosphere must be supportive and free from fear. As Krashen's Affective Filter Hypothesis explains, lowering anxiety increases the likelihood that language input will be effectively processed by learners.²⁴

Second, Solutions to Methodological (Pedagogical) Obstacles

The pedagogical challenges identified in the findings primarily relate to repetitive teaching methods, lack of instructional clarity, and limited opportunities for speaking practice. To address these issues, teachers should diversify their teaching techniques by adopting communicative and contextualized methods. According to Thohir et al., a combination of the direct method (*thariqah al-mubasyarah*) and the audiolingual method (*sam'iyah syafawiyah*) is effective in

²⁴ Francis Bailey and Ahmed Kadhum Fahad, "Krashen Revisited: Case Study of the Role of Input, Motivation and Identity in Second Language Learning," *Arab World English Journal* 12, no. June (2021): 540–50.

developing students' oral communication habits.²⁵ These approaches allow learners to practice sentence patterns in meaningful contexts and build confidence through structured dialogue.

In line with Skinner's concept of reinforcement, repeated verbal practice in real-life situations can strengthen students' speaking abilities. Teachers can also implement collaborative strategies²⁶ such as language games,²⁷ conversation drills, and pair activities to increase engagement. To enhance clarity of instruction, teachers should incorporate multimodal aids, including visuals, short audio clips, or immediate feedback sessions, throughout the learning process.

Moreover, effective learning management should prioritize allocating more time for oral communication. The study found that Arabic instruction at Khairunnas Islamic Senior High School occurred only once a week, which was insufficient to foster fluency. Therefore, schools and teachers should plan additional speaking sessions or extracurricular programs that encourage the active use of Arabic. Such innovations can gradually transform the classroom from a knowledge-centered environment into a communicative and participatory learning space.

Additionally, varying media and activities, such as language games, dialogue simulations, or group discussions, can help sustain students' attention and deepen their understanding of the material.²⁸ This approach aligns with Skinner's behaviorist theory, emphasizing that effective learning occurs through consistent repetition and reinforcement in real-world contexts.²⁹

Third, Solutions to Social-Academic Obstacles

Overcoming social-academic barriers requires creating an environment that supports the daily use of Arabic. The research findings indicate that students

²⁵ Muhammad Thohir et al., *Metode Pembelajaran Bahasa Arab Sebagai Bahasa Asing*, Kanzum Books (Sidoarjo: Kanzum Books, 2021).

²⁶ Amr Rabie-Ahmed and Ayman Mohamed, "Collaborative and Individual Vocabulary Learning in The Arabic Classroom," *Foreign Languages Annals* 55, no. 4 (2022): 1006–24, <https://doi.org/https://doi.org/10.1111/flan.12636>.

²⁷ Mohamad Lukman et al., "Perception and Evaluation of the Effectiveness of a Mobile Application for an Educational Arabic Charade Game in Acquiring Arabic Skills," *Ijaz Arabi: Journal of Arabic Learning* 7, no. 2 (2024): 766–75, <https://doi.org/10.18860/ijazarabi.V7i2.20893>.

²⁸ Midi HS Midi HS, "Pembelajaran Bahasa Arab Dan Dinamika Wacana Bahasa: Studi Komparasi Teori Al-Sulūkiyyah Dan Al-'Aqliyyah Antara Teks Dan Konteks," *Aphorisme: Journal of Arabic Language, Literature, and Education* 1, no. 1 (April 2020): 16–31, <https://doi.org/10.37680/aphorisme.v1i1.316>.

²⁹ Muhammad Mahmudi, "Penerapan Teori Behavioristik Dalam Pembelajaran Bahasa Arab (Kajian Terhadap Pemikiran Bf . Skinner)," *Prosiding Konferensi Nasional Bahasa Arab II* 02, no. 01 (2016): 429–35.

lacked exposure to spoken Arabic outside formal lessons. This limitation can be addressed through activities such as speech contests, dialogue clubs, or Arabic-themed school days, which provide authentic opportunities for students to practice communication.³⁰ Bandura's Social Learning Theory emphasizes the importance of verbal modeling, where students imitate peers or teachers who actively use the language.³¹

Schools should promote Arabic use beyond the classroom by fostering collaborative learning communities. For instance, appointing student ambassadors to encourage Arabic interactions can help normalize language use among peers. Teachers also play a pivotal role as consistent role models who use Arabic in greetings, instructions, and classroom management. Such practices gradually cultivate a positive Arabic speaking culture and reduce students' fear of making mistakes.

Moreover, fostering social support within the academic environment is crucial for maintaining students' confidence. Teachers and peers should focus on acknowledging effort rather than perfection, aligning with the perspective of Sato and Loewen, who assert that making mistakes is a natural and essential part of language learning.³²

These solutions, derived from field data analysis, are expected to help teachers and students address non-linguistic obstacles more effectively. By integrating motivational, methodological, and environmental strategies, the quality of Arabic speaking instruction at Khairunnas Islamic Senior High School can be continuously improved within a more supportive and communicative school ecosystem.

Based on the research findings, it is evident that various non-linguistic obstacles significantly hindered the development of Arabic speaking skills among twelfth-grade Science students at Khairunnas Islamic Senior High School. These obstacles, covering psychological, pedagogical, and socio-academic, did not exist in isolation but were interrelated and mutually reinforcing.

³⁰ Zainul Arifin et al., "An Innovation in Planning Management for Learning Arabic at Islamic Boarding Schools," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 8, no. 1 (2023): 77–89, <https://doi.org/10.31538/ndh.v8i1.3237>.

³¹ Athiyah Laila Hijriyah et al., "The Social Cognitive Theory by Albert Bandura and Its Implementation in Arabic Language Learning," *Mantiq Tayr: Journal of Arabic Language* 4, no. 2 (2024): 626–38, <https://doi.org/10.25217/mantiqtayr.v4i2.4564>.

³² Masatoshi Sato and Shawn Loewen, "The Research – Practice Dialogue in Second Language Learning and Teaching : Past , Present , and Future," 1992, <https://doi.org/10.1111/modl.12791>.

Psychological barriers such as low motivation, shyness, and lack of confidence limit students' participation in speaking activities.³³ To overcome these challenges, teachers can implement task-based or cooperative learning strategies while consistently emphasizing the importance of using Arabic in daily interactions.³⁴ In this regard, strengthening both integrative and instrumental motivation, as proposed by Gardner and Lambert, is vital to ensuring that students possess internal drive and practical goals for learning Arabic.³⁵

Furthermore, methodological obstacles show that monotonous learning with limited speaking practice hampers the development of students' oral communication skills. Hence, teaching methods should be selected based on learners' characteristics and needs.³⁶

According to Skinner's (1957) behaviorist approach, the formation of speaking habits can only occur through repeated practice and positive reinforcement.³⁷ Therefore, students should be encouraged to create independent language environments that allow them to practice Arabic despite external limitations.³⁸ However, current instruction at Khairunnas Islamic Senior High School provided insufficient opportunities for practice, both in terms of time allocation and the use of engaging, communicative strategies. One viable solution is to incorporate technology-based learning tools that can enhance students' interest in speaking Arabic through real-world contexts.³⁹

³³ Amal Hussein Alenezi and Abdelrahim Hamid Mugaddam, "The Role of Psychological and Social Factors in Causing Hesitation During Speaking: The Case of Saudi EFL Learners," *Eurasian Journal of Applied Linguistics* 9, no. 3 (2023): 10–20, <https://doi.org/10.32601/ejal.903002>; Dawood Ahmed Mahdi, "Linguistic and Non-Linguistic Barriers to English Speaking Ability among Saudi EFL Learners," *Journal of Pedagogical Research* 8, no. 2 (2024): 191–211, <https://doi.org/10.33902/JPR.202426853>.

³⁴ Md Shaiful Islam and Mahani Bt Stapa, "Students' Low Proficiency in Spoken English in Private Universities in Bangladesh: Reasons and Remedies," *Language Testing in Asia* 11, no. 1 (2021), <https://doi.org/10.1186/s40468-021-00139-0>.

³⁵ Linran Li and Mingyu Zhou, "A Review of Gardners Motivation Theory in Studies on K1-K12 Students," *Lecture Notes in Education Psychology and Public Media* 13, no. 1 (October 2023): 248–55, <https://doi.org/10.54254/2753-7048/13/20230905>.

³⁶ Fatwiah Noor et al., "The Implementation of Cooperative Learning Method for Arabic Language Learning," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 November (November 17, 2023): 589, <https://doi.org/10.29240/jba.v7i2.6791>.

³⁷ Passos, "B. F. Skinner: The Writer and His Definition of Verbal Behavior."

³⁸ Mohammed Yassin Mohd Aba Sha'Ar and Yusop Boonsuk, "What Hinders English Speaking in Thai EFL Learners? Investigating Factors That Affect The Development of Their English Speaking Skills," *Mextesol Journal* 45, no. 3 (2021): 0–2.

³⁹ Sugirma Sugirma, M. Abdul Hamid, and Agustang K., "Analysis of Speaking Skill Learning Difficulties in Students of the Arabic Language Education Study Program at State Islamic Institute," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (September 30, 2024): 579–96, <https://doi.org/10.29240/jba.v8i2.10903>.

Social-academic barriers, such as an unsupportive environment and limited communication practice outside the classroom, further compound the problem. According to Bandura's (1977) Social Learning Theory, students require verbal models and a supportive environment in which they can imitate and practice language use.⁴⁰ This highlights the need to raise students' awareness of the importance of speaking Arabic. Without collective awareness, Arabic speaking environments tend to diminish.⁴¹ In this respect, students can play an active role by encouraging their peers to use Arabic in daily communication.⁴²

The absence of an established Arabic speaking culture within the school environment leads students to become unaccustomed to using Arabic actively, thereby inhibiting their speaking proficiency. In such circumstances, teachers' active involvement in promoting Arabic communication is crucial, as teacher-student interaction forms the foundation of language learning.⁴³

Therefore, strategic initiatives from schools and teachers are essential, such as providing broader spaces for communication practice through applied activities and creating classroom atmospheres that enhance students' motivation and self-confidence. The establishment of such environments encourages collaboration and direct participation in Arabic speaking practice.⁴⁴ These strategies, as discussed above, are key to building an effective Arabic language learning ecosystem.

Conclusion

Based on the research and analysis conducted, it can be concluded that non-linguistic barriers in learning Arabic speaking skills at Khairunnas Islamic Senior High School arose from three main aspects: psychological, pedagogical, and socio-

⁴⁰ Ansani and H. Muhammad Samsir, "Teori Pemodelan Bandura," *Jurnal Multidisiplin Madani* 2, no. 7 (July 2022): 3067–80, <https://doi.org/10.55927/mudima.v2i7.692>.

⁴¹ Frida Akmalia, Syihabuddin Syihabuddin, and Yayan Nurbayan, "Intensive Course: The Alternative Program for Teaching Arabic Speaking and Reading Skills at an Islamic Boarding School/Al-Daurah Al-Mukatsafah: Al-Barnamij Al-Badil Li Ta'lim Maharah Al-Kalam Wa Al-Qira'ah Fi Al-Ma'had," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (May 7, 2021): 113, <https://doi.org/10.29240/jba.v5i1.2306>.

⁴² Muhammad Rifqi Maulana, Zein Ridha, and Bakri Mohammed Bkheet Ahmed, "Language Environment on Speaking Skills Training in Islamic Middle School," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (October 1, 2024): 617–40, <https://doi.org/10.29240/jba.v8i2.10962>.

⁴³ Kamalia Kamalia, "The Implementation of Multistrategy Approach in Improving Arabic Language Skills at Medan Health Polytechnic Nursing," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (May 27, 2024): 299, <https://doi.org/10.29240/jba.v8i1.9684>.

⁴⁴ Nanda Intan Kholifiana et al., "Enhancing Arabic Speaking Skills: The Potential of Gamification in Reducing Language Anxiety," *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (2025): 289–306, <https://doi.org/10.29240/jba.v9i1.12217>.

academic. (1) Psychological aspects included low self-esteem, limited interest, and weak learning motivation among students. The survey results show that 87.5% of students lacked confidence in speaking Arabic because they were afraid of making mistakes and felt embarrassed. This condition supports Krashen's (1982) Affective Filter Hypothesis, which posits that high affective factors can hinder language reception and production. (2) Pedagogical aspects related to the limited variety of teaching methods and instructional media. Teachers remained focused on delivering grammar and morphology theory, with minimal emphasis on communication practice. This finding indicates that the principles of Communicative Language Teaching, which emphasize meaning-based learning and interaction, were not optimally implemented. (3) Socio-academic aspects indicate that the school environment did not foster a sustainable habit of using Arabic. The absence of extracurricular activities and a strong language culture hindered students' natural development of speaking skills. This aligns with Bandura's Social Learning Theory, which highlights the importance of social models in shaping language behavior.

Thus, the challenges in learning Arabic speaking skills at Khairunnas Islamic Senior High School are not merely linguistic but are multidimensional and systemic. Synergy among teachers, students, and school administrators is essential to build a supportive learning ecosystem, psychologically, methodologically, and socially. Based on the findings and analysis above, several practical and academic recommendations can be proposed. For Future Researchers: (1) Future studies could expand the focus to include linguistic barriers (such as vocabulary mastery and sentence structure) to provide a more comprehensive understanding; and 2) Further research may also employ a mixed-methods approach to obtain more holistic insights that integrate qualitative and quantitative data.

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