

PROBLEMS AND SOLUTIONS IN TEACHING ARABIC AS A FOREIGN LANGUAGEHalimah¹, Ahmed Al-Fahad², and Maratul Husna³¹ State Elementary Madrasah of Lima Puluh Kota, Lima Puluh Kota, Indonesia² King Saud University, Riyadh, Saudi Arabia³ Mahmud Yunus State Islamic University, Batusangkar, Batusangkar, Indonesia**Corresponding Author:**

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2025**Abstract**

This study aims to identify the various challenges encountered in Arabic language learning and to propose effective solutions for addressing these issues. Employing a qualitative approach through a literature review methodology, this research gathers data from several scholarly journal articles that focus on Arabic language learning problems. The findings indicate that the difficulties learners face can be broadly categorized into two main types: linguistic and non-linguistic problems. Linguistic problems refer to obstacles related to the structure and use of the language itself. These include issues with phonetics (sound system), vocabulary acquisition, writing skills, morphology, syntax (grammar), and semantics. Each of these areas presents specific difficulties for learners, particularly for non-native speakers unfamiliar with the unique characteristics of Arabic. On the other hand, non-linguistic problems encompass external factors that indirectly influence the learning process. These include the learning environment, student motivation, teaching methods, teacher competence, time allocation for language learning, and the availability of learning facilities and infrastructure. Such factors can significantly impact a learner's ability to engage with and absorb the language effectively. To address these challenges, the study suggests several key solutions. These include enhancing teacher qualifications and pedagogical skills, developing strategies to improve student comprehension, fostering intrinsic motivation among learners, and ensuring adequate provision of educational resources and infrastructure. Overall, the study emphasizes the need for a comprehensive, multifaceted approach to Arabic language education that considers both linguistic and contextual aspects to improve learning outcomes.

Keywords: Arabic, Learning, Problems

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INTRODUCTION

Language is interpreted as a means of communication between one human being and another, where this language is very important in human life to make it easier for humans when they want to interact and communicate. Language is the most important and fastest communication tool that humans use in expressing and expressing ideas, ideas and feelings felt by humans to others (Hidayat, 2020). It is well known that language is impossible to separate from the life of a human, because it is impossible for humans not to use language in their daily lives, because humans will use the language when interacting and communicating.

Arabic is considered the language of the Qur'an, or kalamullah, because of its extraordinary uslub, which cannot be matched by any other language, and contains high literary value for those who study, understand, and master it. This makes this language unique from other languages (Sakdiah & Sihombing, 2023)

One of the most important tasks in formal and non-formal education is learning. The learning in question is an activity that requires a relationship between students and teachers as well as learning facilities and infrastructure in a certain learning environment. Because the achievement of learning objectives can be influenced by the active roles and comments of educators and students during the learning process. Learning Arabic cannot be separated from learning activities to communicate with each other. Thus, the learning of Arabic is encouraged by students to be able to learn and practice various ways to be able to speak the language well, including in learning Arabic as a second language (Tungkagi et al., 2022).

Along with the development of the times, Arabic language learning has spread in various countries, especially in Indonesia. On the other hand, Arabic is also an official means of communication between certain countries. In today's life, of course, everything can be accessed quickly and in this industrial era 4.0, learning Arabic is very important because it can make it easier for us to communicate and interact in order to build bilateral relations or cooperation in terms of politics, culture, and economy with various Middle Eastern countries whose mother tongue is Arabic (Zakiatunnisa et al., 2020)

Many literary sources use Arabic, and Arabic has become an international language. In Indonesia, Arabic is studied not only as a religious language, but also to understand and interpret the verses of the Qur'an, hadith, and the books of previous scholars which are all written in Arabic. Arabic has also entered a field of study that is very popular in many societies, especially in Indonesia (Wibowo, 2016). At the basic education level such as Kindergarten, Madrasah Ibtidaiyah, and Islamic-based elementary schools, Arabic has been taught for a duration of time according to the needs of students. In secondary educational institutions such as Madrasah Tsanawiyah and Madrasah Aliyah, they are also taught with a longer duration of time than the elementary school level (Fuad, 2015).

In our country, Arabic has been taught from elementary level to university level. Arabic has taken center stage because it is the main key to learning Islam. Therefore, Arabic is a very special language (Ahmad Solkan, 2021). The process of learning Arabic is not as easy as we imagine, because Arabic is one of the languages that is very unique and rich in vocabulary which is also called mufradat so it is not easy to learn it, even the majority of groups, learning and mastering Arabic is considered very difficult and impossible. Let alone for beginners, for people who have learned it, it is also said to be very difficult. However, it is not impossible if

we study it diligently. In this regard, it is undeniable that in the process of implementing Arabic language learning, there can be potential for various problems that will be found in the implementation of the learning (Nisa et al., 2023).

According to KBBI, problems are something that still causes problems, things that have not been solved yet. Namely when the process of implementing learning takes place, various problems can arise both from educators and from students as well as from existing facilities. All those involved in the teaching and learning process activities such as facilities and infrastructure, learning resources, learning motivation, learning atmosphere, learning materials or materials, as well as learning methods and strategies. In addition, other problems of learning Arabic can be caused by low or less optimal ability in forming a new habit, because when we learn a new language, we should be obliged to change the old habits that exist in our language (Zakiah, 2021). Problems can arise because of students' wrong thinking about learning Arabic, for example, most students still think that Arabic is difficult, students also do not understand the benefits and goals of learning Arabic so that students' interest and motivation in Arabic is very low, they feel unconfident when practicing communicating using Arabic, Students still find it difficult to memorize and understand some Arabic vocabulary (mufradat) which is considered to have many changes, so that students find it difficult to string together a word or with simple sentences (Nisa et al., 2023).

Learning Arabic is not far from the word problematic. Linguistic problems, also known as linguistic problems, are the most common problems. Language problems are problems that are directly related to language and are faced by students and educators. While non-language problems are problems that can affect, even stop, the success of a learning program (Fahrurrozi, 2014). As for linguistic problems, namely, phonetics (grammar), vocabulary, writing, morphology, syntax or grammar, semantics. The problems found in learning Arabic certainly require various kinds of solutions so that the learning can run effectively. Some solutions that can be done to overcome the problems of learning Arabic include learning environment, learning motivation, learning methods, teacher competence, learning time and learning infrastructure facilities (Manoppo & Arif, 2023).

The difference between this research and the previous research is that the previous research was more specific in terms of linguistic and non-linguistic problems, while this research was not presented specifically. Based on the results of the above presentation, it can be seen that the purpose of this research is to find out what problems exist in learning Arabic and solutions to overcome problems in learning Arabic.

RESEARCH METHOD

This research uses a qualitative approach. Sugiyono said that qualitative research methods are research conducted to research on natural objects where the researcher is the key instrument, data collection techniques are carried out in combination, data analysis is inductive, and qualitative research results prioritize meaning rather than generalization. (Prasanti, 2018). The method used in this study is a literature study. Marzali emphasized that literature study is a search and research of literature that can be done by reading various journal articles, books, and other literature publications related to research topics, to produce a writing related to a certain topic and issue (Waruwu, 2023). In general, literature is also used to identify the findings of previous studies of a phenomenon related to the one to be studied. The data collection from this study was sourced from several journal articles related to Arabic language learning problems.

RESULTS AND DISCUSSION

The Urgency of Learning Arabic

Arabic as a second language is very important for humans, it is not necessary Doubt. This can be proven by showing the use of everyday language, especially Arabic which we always use in carrying out worship, just like prayer if we know the meaning of what we say will also increase the seriousness of prayer, and When Hajj we will understand Arabic we will also easily communicate with Arabs. In addition, because of Arabic grammar, many scientific experts discuss Arabic grammar which aims to make it easier for us to deepen our understanding of the Qur'an and hadith which are mostly Arabic, the Qur'an and hadith are patent sources of law so that we are required to understand Arabic. Arabic is a very special and extraordinary language, Arabic is also rich in vocabulary, meaning Arabic has a very diverse vocabulary, if one of the letters and its meaning changes, the meaning contained in it will also automatically change, as a Muslim understanding, learning, and deepening Arabic is appropriate for us to do. On that basis, those who want to understand the laws of Islam must learn Arabic, because the Qur'an was revealed using the real Arabic language, so the rules needed to understand the holy book of the Qur'an are related to the rules of the Arabic language, understand its principles, and be able to interpret what is contained in the verses of the Qur'an (Muhammad et al., 2023).

Language and humans are like two sides of a currency that if one of them is lost, then this life does not give much meaning to itself and others. Only humans have a true language. Arabic for learners is a very important need, because it has become the language of religion, the official language of communication between nations, the language of the Islamic world, the language of commerce, the language of Islamic economics and banking, the language of culture, the language of science and technology, the language of law, slang, and so on (Wulandari Putri, 2017). This encourages experts to discuss and conduct studies as befits other well-known languages, such as English, French, German, Mandarin and others. Arabic also plays a very important role in the writings of Indonesian children. Many books are written by ustadz or ulama in Indonesia using Arabic-Malay letters, such as books Governance, and books related to worship, hikayat, history of the Prophet Muhammad, Sufism, and so on (Khasanah, 2016).

It is very important for Muslims, especially among their scholars, to learn, understand, and master the Arabic language because the original sources of Islamic teachings, namely the Qur'an, Hadith, and Islamic science are all written in Arabic. Otherwise, it would be difficult for us to study Islam from its original roots which come from the Arabic language. Therefore, learning Arabic is very important in Islamic education, due to:

- 1) That the original source of Islamic teachings of the Qur'an and Hadith is written in Arabic,
- 2) Books by great scholars who influence the flow of thought of Muslims, especially in the fields of interpretation, hadith, fiqh, and Sufism beliefs are written in Arabic,
- 3) The study of Islamic science will be more weighty if it takes references from Arabic,
- 4) The current reality among Muslim scholars, especially Indonesia is getting thinner in studying Islamic science based on the Arabic language.

Arabic Language Learning Problems

Problematics is a unit that shows the difference in structure between one language with another. Problems in learning Arabic are a factor that can hinder or slow down the implementation of the Arabic language learning process. Learning is a process of interaction between educators and students, either directly such as face-to-face or indirect learning, namely by using various learning media (Nadhif, 2022).

Problems can arise from the Arabic language itself, such as linguistic, non-linguistic, and among educators and students themselves. During the implementation of Arabic language learning, problems that are often experienced by students in learning Arabic are linguistic

problems which are also called linguistics and non-linguistics, also known as non-linguistics. This problem is mainly experienced by non-Arab students. In the process of learning a foreign language, students must have responsiveness and perseverance in learning it, one of which is in learning Arabic because there are definitely some obstacles or difficulties for beginner learners in learning a foreign language. Teachers must also be smart in delivering material to students using a method that is easy for students to understand in accordance with their abilities and needs. An educator must deepen his knowledge about the causes of linguistic and non-linguistic problems, both problems are very important for an educator to know in order to minimize these problems and find effective solutions so that learning Arabic can run well and the quality of learning is getting better and improving (Sakdiah & Sihombing, 2023).

Linguistic problems are a challenge experienced by students during the learning process brought by the nature of Arabic as a foreign language. These problems are caused by educators and are caused by their lack of professionalism in the classroom and the limitations of various elements used to carry out the Arabic learning process, including teaching and learning activities, goals, objectives, learning resources, tools, methods and evaluation tools. Problems experienced by educators usually occur due to low competence in teaching and the lack of tools in the process of implementing Arabic language learning, both in terms of methods, teaching materials, objectives, teaching and learning activities, media, and evaluation tools. Meanwhile, the problems experienced by students in learning Arabic usually occur in basic experiences of school background, vocabulary mastery, and environmental factors that result in them having difficulty understanding reading texts and inability to master Arabic correctly both in grammar and communication (Richie, 2023).

As for linguistic problems, namely, phonetics (grammar), vocabulary, writing, morphology, syntax or grammar, semantics. Meanwhile, non-linguistic probelematics include the learning environment, learning motivation, learning methods, teacher competence, learning time and learning infrastructure. Solutions to Overcome Arabic Language Learning Problems in general, solutions to overcome problems that arise in learning Arabic language includes: Improving teachers' competence in delivering lessons. The lack of teacher competence in delivering learning materials can be overcome by implementing a cohesive and effective learning curriculum and by using a learning plan whose material is easy to understand and digest by the students themselves, overcoming students' lack of understanding. To create an effective and conducive learning environment and increase students' understanding of the Arabic language learning process, the solution is to increase the sense of concern from educators to their students, namely by reprimanding and giving advice (Rahman, 2019). On the other hand, the use of learning media in the form of videos, pictures, and animations can help students to master Arabic lessons more effectively, learning motivation. Students play a very important role in the Arabic language learning process. Teachers can also motivate students by giving a challenge, giving a compliment, and giving them the opportunity to play an active role in the learning process, the use of learning facilities and infrastructure. Appropriate learning facilities can help overcome the problems faced by students during Arabic learning. Examples of facilities and infrastructure that can be used by students in learning Arabic include laptops, whiteboards, LCDs, projectors, classrooms, language laboratories, libraries and open yards.

The efforts that must be made by educators to overcome the problems of learning Arabic are by: teachers can explain to their students not to think that learning Arabic is not a difficult thing to learn, teachers must always motivate students so that they do not give up and must be confident in learning Arabic, explain to students about the benefits obtained in learning Arabic so that they are serious about learning Arabic, the teacher encourages students to memorize vocabulary (mufradat) in each meeting, make the classroom atmosphere more fun so that students do not feel bored and bored, teachers can explain the material by using media in learning Arabic (Zakiah, 2021).

CONCLUSION

Arabic as a second language is very important to learn because the original sources of Islamic teachings, namely the Qur'an, Hadith, and Islamic science are all written in Arabic. Problems can arise from the Arabic language itself, such as linguistic, non-linguistic, and among educators and students themselves. Linguistic problems are a challenge experienced by students during the learning process brought by the nature of Arabic as a foreign language. As for linguistic problems, namely, phonetics (grammar), vocabulary, writing, morphology, syntax or grammar, semantics. Meanwhile, non-linguistic problems include the learning environment, learning motivation, learning methods, teacher competence, learning time and learning infrastructure. The lack of teacher competence in delivering learning materials can be overcome by implementing a cohesive and effective learning curriculum and by using a learning plan whose material is easy to understand and digest by the students themselves. To create an effective and conducive learning environment and increase students' understanding of the Arabic language learning process, the solution is to increase the sense of concern from educators to their students, namely by reprimanding and giving advice, using learning media in the form of videos, pictures, and animations can help students to master Arabic lessons more effectively. Students play a very important role in the Arabic language learning process. Teachers can also motivate students by giving a challenge, giving a compliment, and giving them the opportunity to play an active role in the learning process. Appropriate learning facilities can help overcome the problems faced by students during Arabic learning.

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