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The Immersion Approach in Arabic Language Learning through Interaction with Native Speakers

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Abstract

This study aims to analyze the immersion approach through interaction with native speakers a case study on the Arabic Literature Study Program, Faculty of Letters at the Muslim University of Indonesia. The immersion method, which involves intensive interaction with native speakers, is expected to significantly improve students' language skills. This study uses a qualitative method with data obtained through interviews, observations, and document analysis, to understand students' experiences and perceptions of learning Arabic through native speakers. The results of the study show that the presence of native speaker lecturers has a positive impact on students' mastery of Arabic, especially in the aspects of pronunciation, and cultural understanding. Students also feel an increase in motivation and confidence in using Arabic. Nonetheless, the study also highlights challenges such as limited resources and heterogeneity in students' language proficiency levels. To overcome these challenges, a comprehensive strategy is needed that involves the development of relevant learning materials, training for native-speaking instructors, and the use of technology. Findings of this study underscore the need for careful planning and adaptive implementation to ensure that the immersion method can provide optimal results in Arabic language learning in higher education This research also provides insights into how other programs can integrate experiences with native speakers, enrich learning content and expand access to Arabic language education for the public.

Keywords: *Language Creativity; Native Speakers; Arabic Literature; Language Learning*

مستخلص

تهدف هذه الدراسة إلى تحليل طريقة الانغماس من خلال الناطقين بها في تعلم اللغة العربية، وهي دراسة حالة عن قسم الأدب العربي بكلية الآداب في جامعة المسلمين الإندونيسية من المتوقع أن تؤدي طريقة الانغماس، التي تتضمن تفاعلا مكثفا مع المتحدثين الأصليين، إلى تحسين المهارات اللغوية للطلاب بشكل كبير. تستخدم هذه الدراسة منهج نوعي مع البيانات التي تم الحصول عليها من خلال المقابلات والملاحظات وتحليل المستندات، لفهم تجارب الطلاب وتصوراتهم حول تعلم اللغة العربية من الناطقين بها. تظهر نتائج الدراسة أن محاضرين من الناطقين بالعربية بها يؤثر تأثيراً إيجابياً في إتقان الطلاب للغة العربية، خاصة في جوانب النطق والفهم الثقافي. يشعر الطلاب أيضا بزيادة الدافع والثقة في استخدام اللغة العربية. ومع

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ذلك، تسلط الدراسة الضوء أيضا على تحديات مثل الموارد المحدودة وعدم التجانس في مستويات الكفاءة اللغوية لدى الطلاب. للتغلب على هذه التحديات، هناك حاجة إلى استراتيجية شاملة تتضمن تطوير مواد تعليمية ذات صلة، وتدريب المتحدثين الأصليين، واستخدام التكنولوجيا. تؤكد نتائج هذه الدراسة على الحاجة إلى التخطيط الدقيق والتنفيذ التكيفي لضمان أن طريقة الانغماس يمكن أن توفر أفضل النتائج في تعلم اللغة العربية في التعليم العالي. يقدم هذا البحث أيضا رؤى حول كيفية دمج البرامج الدراسية الأخرى للخبرات مع المتحدثين الأصليين لإثراء محتوى التعلم وتوسيع نطاق الوصول إلى تعليم اللغة العربية لعامة الناس.

الكلمات المفتاحية: الإبداع اللغوي؛ الناطقين؛ الأدب العربي؛ تعلم اللغة

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INTRODUCTION

For millions worldwide, Arabic is essential in religious, cultural, and educational contexts. As the language of the Qur'an, mastery of Arabic is the key to understanding Islamic teachings in depth.[1] In addition, Arabic is also an important language of communication in the Middle East and North Africa region, which has significant geopolitical and economic influence.[2] In the academic world, especially in Arabic literary studies, in-depth language competence is essential to appreciate classical and modern scholarly works and comprehensively research Arabic civilisation and thought.[3]

Arabic language learning in Indonesia, especially among Arabic Literature students, often encounters significant obstacles, especially related to the lack of opportunities

[1]Irfan Sunaryo and others, 'Analysis Of Language Acquisition in The Qur'an Psycholinguistic Perspectives in Education', *At-Tafkir*, 16.1 (2023), pp. 29–42, doi:https://doi.org/10.32505/at.v16i1.5705.

[2]Abdul Hafidz Zaid, 'The Efficiency of Using Pictures in TeachingSpeakingSkills of Non-Native Arabic Beginner Students', *Universal Journal of Educational Research*, 2020 <https://repo.unida.gontor.ac.id/1681/>.

[3]Nor Huwaida Mohd Hasan, Taj Rijal Muhamad Romli, and Muhammad Nuqman Basir, 'Analisis Terjemahan Kata Nama Khas Melayu-Arab Dalam Novel "Al-Ustaz"[An Analysis of Translation Malay-Arabic Proper Noun in 'Al-Ustaz'Novel]', *Muallim Journal of Social Sciences and Humanities*, 2020, pp. 135–43, doi:https://doi.org/10.33306/mjssh/88.

to interact with native Arabic speakers and the lack of an environment that supports intensive language practice. Success in learning foreign languages, including Arabic, is greatly influenced by the ability to apply grammatical knowledge in communicating effectively.[4] Students often find it difficult to practice their language skills due to a lack of confidence or fear of making mistakes.[5]

The immersion method, which involves the creation of a learning environment that is entirely Arabic speaking, offers a promising solution to overcome these challenges. Immersion requires learners to be actively engaged in language, both in formal and informal contexts, thus enabling them to develop language skills comprehensively.[6] The presence of native speakers in the immersion learning process provides significant added value. Direct interaction with native speakers helps students improve pronunciation and intonation and offers in-depth insights into the culture and social context in which Arabic is used daily. The use of language in communication is the essence of human interaction, were humans exchange information and ideas.[7]

Research on learning Arabic has grown rapidly in recent years. The immersion method has long been recognized as a practical approach in second language learning.[8] In Arabic language learning, this method emphasizes intensive exposure to the target language in an authentic environment, allowing learners to learn naturally through interaction and hands-on experience.[9]

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[4]Muhammad Azhar, Hakmi Wahyudi, and Promadi Promadi, 'Arabic Language Learning with Communicative Method and Factors Affecting Student's Speaking Ability', *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora*, 1.2 (2022), pp. 92–101, doi:https://doi.org/10.56113/takuana.v1i2.33.

[5]Akhsan Akhsan and Ahmadi Muhammadiyah, 'Analisis Terhadap Motivasi Belajar Siswa Pada Pembelajaran Bahasa Arab Di Mts-Nu Al-Islamiyah Asembagus Menurut Teori Mc Clellad', *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab*, 3.2 (2022), pp. 132–38, doi:https://doi.org/10.35316/lahjah.v3i2.132-138.

[6]Masrupi Masrupi, Nurul Murtadho, and Ibnu Samsul Huda, 'Mushkilāt Ta 'līmi al-Lughah al-'Arabiyyah Fī Thailand Wa al-Ḥulūl 'Alaiha', *Alsina: Journal of Arabic Studies*, 2.1 (2020), pp. 19–32, doi:https://doi.org/10.21580/alsina.2.1.5395.

[7]Yuriva Andara and Putri Liani Azzahra, 'Analisis Implementasi Strategy Inventory for Language Learning (SILL) Dalam Pembelajaran Bahasa Inggris Di Sekolah Dasar', *Karimah Tauhid*, 2.5 (2023), pp. 2128–41.

[8]Yanan Hao, Jiangyong Zhao, and Kun Liang, 'Comparative Analysis of the Effect of Immersive English Teaching', *International Journal of Emerging Technologies in Learning (IJET)*, 16.23 (2021), pp. 98–110, doi:https://doi.org/10.3991/ijet.v16i23.27825.

[9]Tajudeen Yusuf, 'Interdisciplinary Approaches to Arabic Language Learning: Enhancing Engagement and Global Competence: Language Learning', *Al-Ḍād Journal*, 8.2 (2024), pp. 79–88, doi:https://doi.org/10.22452/aldad.vol8no2.5; John Bailey, 'Language Proficiency Benefits of an Arabic Language Immersion House', *Language*, 8 (2016), pp. 13–2016 <https://digitalcommons.wku.edu/cgi/viewcontent.cgi?article=1609&context=stu_hon_theses>.

Various studies have examined the effectiveness of active learning strategies,[10] media use,[11] and the integration of art in learning Arabic language and culture. However, research on using immersion methods with native speakers in the context of Arabic Literature students is still relatively limited.[12] Therefore, this study aims to fill this gap by exploring in depth how the immersion method with native speakers can improve the Arabic language skills of Arabic Literature students and identify the factors that affect the successful implementation of this method. This research is expected to make a significant theoretical and practical contribution to Arabic language teaching, especially in Indonesia's higher education context.

THEORETICAL FRAMEWORK

Immersion Methods in Arabic Learning

The immersion method is a language learning approach that emphasizes creating a total target language environment.[13] In Arabic language learning, implementing this method involves engineering a learning environment that consistently and pervasively utilizes Arabic as the only means of communication, covering all aspects of interaction, learning materials, and extracurricular activities.[14] In the immersion paradigm, students are encouraged to internalize Arabic as a means of communication and a cognitive framework that influences how they think and understand the world.[15] The application of the immersion method is believed to optimise the language acquisition process because students are constantly exposed to

[10]Kamalia Kamalia, Wahyudin Nur Nasution, and Sakholid Nasution, 'Implementation of Active Learning Strategies in Improving Arabic Language Skills for Students of Stai As-Sunnah Tanjung, North Sumatra', *Al-Ishlah: Jurnal Pendidikan*, 14.2 (2022), pp. 1793–802, doi:https://doi.org/10.35445/alishlah.v14i2.1902.

[11]Abdul Hamid, 'Ta'liim Al-Lughah Al-'Arabiyyah Li Al-Thullab Al-Wafidiin Fii Jami'Ah Al-Malik Sauud Bi Al-Riyadh Al-Mamlakah Al-'Arabiyyah Al-Sauudiyyah', *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra*, 6 (2011), doi:https://doi.org/10.18860/ling.v6i3.1475.

[12]Suroso, S., Nursanti, E., & Wang, N. (2023). Combining instruction and immersion to improve pronunciation: The case of Chinese students learning bahasa Indonesia. *LITERA*, *22*(1), 13–25. https://doi.org/10.21831/ltr.v22i1.52995.

[13]Adella Ira Wanti, Qurrotul A'yuni, and Dewi Chamidah, 'Model Dan Praktik: Asesmen Formatif Non Paper-Based Dalam Pembelajaran Bahasa Arab', *Arabi: Journal of Arabic Studies*, 7.1 (2022), pp. 76–92, doi:https://doi.org/10.24865/ajas.v7i1.419.

[14]Kasmantoni Kasmantoni, Noza Aflisia, and Isma Muhammad'Atiyah, 'Arabic Practice in the Language Environment l Mumarasah Al-Lughah al-'Arabiyah Fi Bi'Ah Lughawiyyah', *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 14.2 (2022), pp. 470–85, doi:https://doi.org/10.24042/albayan.v14i2.12514.

[15]Sultan Almelhes, 'Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges', *Education Sciences*, 14.10 (2024), p. 1116, doi:https://doi.org/10.3390/educsci14101116.

authentic and relevant language inputs.[16] The essence of successfully implementing the immersion method lies in creating a conducive environment, which facilitates active participation and motivates students.[17]

The immersion method with native speakers to improve the language skills of Arabic Literature students is based on deep psycholinguistic and sociolinguistic principles. Second Language Acquisition (SLA) theory emphasizes not only the importance of comprehensible input and meaningful interaction as the foundation of language learning, but also how such input becomes effective when learners actively construct meaning from it through negotiation, interpretation, and responsive engagement with native speakers.[18] Continuous interaction with native speakers facilitates holistic improvement of language skills, including accurate pronunciation, an in-depth understanding of cultural contexts, and mastery of commonly used idioms and expressions.[19] In addition, the theory of constructivism also provides a theoretical foundation in understanding the effectiveness of immersion methods, where students actively build their knowledge and understanding through interaction with the learning environment.[20]

The Role of Native Speakers in Language Learning

Integrating native speakers as instructors or facilitators within the framework of an immersion program presents a series of substantial advantages that significantly enrich the learning experience.[21] According to participant observations and interviews conducted in this study, interactions with native speakers helped students improve their pronunciation and gain deeper cultural insights. For example, one student noted, 'Practicing with a native speaker helped me notice subtle differences in vowel length that I had never realized in class.' These firsthand experiences suggest that native

[16]Uril Bahruddin, Syuhadak Syuhadak, and Sutaman Sutaman, 'Iktisāb Al-Lugah al-'Arabiyyah Min al-Bīah al-Iṣṭinā'Iyyah Bi Jāmi'ah Maulānā Mālik Ibrāhīm Malang', *LISANIA: Journal of Arabic Education and Literature*, 5.1 (2021), pp. 71–87, doi:https://doi.org/10.18326/lisania.v5i1.71-87.

[17]Yusup Supriyono, Yuyus Saputra, and Nita Sari Narulita Dewi, 'English Immersion Program in EFL Setting: A Modified Model, Implementation, and Effectiveness', *JEELS (Journal of English Education and Linguistics Studies)*, 7.1 (2020), pp. 137–60, doi:https://doi.org/10.30762/jeels.v7i1.1767.

[18]Mega Lestari and Achmad Yudi Wahyudin, 'Language Learning Strategies of Undergraduate EFL Students', *Journal of English Language Teaching and Learning*, 1.1 (2020), pp. 25–30, doi:https://doi.org/10.33365/jeltl.v1i1.242.

[19]Sharifah Kuraisya Syed Ibrahim and Harwati Hashim, 'Enhancing English as a Second Language Learners' Speaking Skills through Authentic Videoconferencing', *Creative Education*, 12.03 (2021), p. 545, doi:https://doi.org/10.4236/ce.2021.123037.

[20]Hao, Zhao, and Liang, 'Comparative Analysis of the Effect of Immersive English Teaching'.

[21]Absharini Kardena, Hermawati Syarif, and M Zaim, 'Educator's Role in Involving Intercultural Competence in Spoken Communication (A Case Study at English Education Study Program at IAIN Bukittinggi)', in *7th International Conference on English Language and Teaching (ICOELT 2019)* (Atlantis Press, 2020), pp. 88–92, doi:https://doi.org/10.2991/assehr.k.200306.015.

speakers can provide practical models of pronunciation and an intuitive understanding of language nuances that are often less emphasized in traditional classroom learning.[22] The presence of native speakers reconstructs the learning environment into a lively linguistic ecosystem, where students are exposed to formal language rules and dialect variations, language registers, and idiomatic expressions that reflect everyday language use.[23] Regular interaction with native speakers also facilitates the development of adaptive communication skills, where students learn to adapt their language style to the social context and characteristics of the interlocutor.[24]

Challenges and Solutions in the Implementation of Immersion Methods

Although the immersion method holds significant potential, its implementation in Arabic language learning is tied to several complex challenges.[25] One of the main obstacles is the availability of sufficient resources, including capable native speakers and relevant, authentic learning materials.[26] Furthermore, variations in students' language proficiency levels can also present a barrier to establishing an inclusive and effective immersion environment.[27]

Adaptive strategies that can be implemented include diversifying learning materials to accommodate different skill levels, using technology to provide access to additional language resources, and developing intensive training programs for native speakers so that they can effectively facilitate learning in an immersive environment.[28]

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[22]Jie Peng, 'English Language Teaching Methods: Exploring the Impact of Various Approaches on Students' Language Learning Outcomes', in *SHS Web of Conferences* (EDP Sciences, 2024), CLXXXVII, p. 01008, doi:https://doi.org/10.1051/shsconf/202418701008.

[23]I Komang Budiarta, 'Native Speaker and Cultural Authenticity in Efl Class: A Linguistic Anthropology Perspective', *Jurnal Santiaji Pendidikan (JSP)*, 10.1 (2020), doi:https://doi.org/10.36733/jsp.v10i1.692.

[24]Christina Purwanti, 'Eksistensi Bahasa Dalam Komunikasi Interpersonal: Sebuah Pendekatan Interdisipliner [Language Existence In Interpersonal Communication: An Interdiciplinary Approach]', *Polyglot: Jurnal Ilmiah*, 16.2 (2020), pp. 266–81, doi:https://doi.org/10.19166/pji.v16i2.2261.

[25]Arev Merza Astifo, 'Using Immersion Teaching Process to Develop EFL Learners' Speaking Skill', *Journal of Tikrit University for Humanities*, 27.5 (2020), pp. 45–61, doi:https://doi.org/10.25130/jtuh.27.5.2020.21.

[26]Viona Dwi Wulandari and others, 'Teachers' Efforts in Improving Students' Reading the Qur'an', *International Journal of Multidisciplinary Research of Higher Education (IJMURHICA)*, 5.2 (2022), pp. 67–75, doi:https://doi.org/10.24036/ijmurhica.v5i2.131.

[27]Dr Sokip, 'Overcoming the Problem of Learning Foreign Language Skills in the Classroom', *Universal Journal of Educational Research*, 8.2 (2020), pp. 723–29, doi:https://doi.org/10.13189/ujer.2020.080246.

[28]Juli Maini Sitepu, Mawaddah Nasution, and Widya Masitah, 'The Development Of Islamic Big Book Learning Media For Early Children's Languages', *Nazhruna: Jurnal Pendidikan Islam*, 4.3 (2021), pp. 735–43, doi:https://doi.org/10.31538/nzh.v4i3.1691.

Arabic Language Learning

Learning Arabic is about mastering grammar and vocabulary and understanding the culture and social context surrounding it. Arabic is central to Islamic studies, as most classical religious literature is written in this language.[29] Effective Arabic teaching must consider cultural and historical aspects, as well as encourage students to develop critical and analytical thinking skills.[30] In this era of globalization, mastery of foreign languages is becoming increasingly important.[31]

Foreign language skills, including Arabic, allow individuals to expand their interactions and acquire knowledge from different parts of the world (Andara & Azzahra, 2023). Language, as a structured and dynamic system of symbols, serves not only as a means of communication but also as a cognitive foundation that influences how humans think, feel, and interact with the world around them. As a vital instrument in diplomacy, trade, and cultural exchange, language mastery opens the door to closer cross-border understanding and global collaboration.

METHOD

This study employed a qualitative design to examine the experiences and perceptions of 23 Arabic Literature students at the Faculty of Letters, Muslim University of Indonesia (UMI) Makassar, regarding the implementation of the immersion method in Arabic language learning with native speakers. Participants were purposively selected based on their active participation in the immersion program and their willingness to provide rich, reflective accounts of their experiences. Data collection was conducted over a three-month period (September–Desember 2024) within UMI Makassar campus classrooms where the immersion method was actively implemented.

To enhance the credibility and trustworthiness of the findings, data were collected using methodological triangulation, including in-depth interviews, participant observations, and document analysis. Interviews explored students' perceptions, challenges, and perceived benefits of interacting with native speakers from the Saudi Arabian Ministry of Education, with a master's degree in language teaching for non-Arabic speakers. Structured observations captured classroom dynamics, the practical application of the immersion method, and students' responses to learning activities.

[29]Muh Arif, 'Metode Langsung (Direct Method) Dalam Pembelajaran Bahasa Arab', *Al-Lisan: Jurnal Bahasa (e-Journal)*, 4.1 (2019), pp. 44–56 <https://journal.iaingorontalo.ac.id/index.php/al/article/view/605>.

[30]Almelhes, 'Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges'.

[31]Andara and Azzahra, 'Analisis Implementasi Strategy Inventory for Language Learning (SILL) Dalam Pembelajaran Bahasa Inggris Di Sekolah Dasar'.

Document analysis complemented these data by reviewing relevant materials such as syllabi, lecture notes, and program evaluation reports.

All qualitative data were subjected to thematic analysis, involving verbatim transcription, systematic coding, theme development, iterative refinement, and in-depth interpretation of emerging patterns. Observational data were analyzed through field notes and video recordings, focusing on student–native speaker interactions and the implementation of the immersion method. This comprehensive approach ensured a nuanced understanding of the pedagogical and experiential dimensions of immersion-based Arabic learning.

RESULT AND DISCUSSION

The Role of Native Speakers in Learning Maharat Al-Lughah Al-Arabiyah (Arabic Language Skills)

Native speaker lecturers are very important in learning maharat al-lughah al-Arabiyah (Arabic language skills) in the Arabic the Arabic Literature Study Program at UMI. Their presence greatly benefits students in improving their language skills and understanding of Arabic culture. This native speaker lecturer is not only a language teacher, but also a bridge for students to understand the cultural context and the use of Arabic in everyday situations.

The primary role of native speaker lecturers in the UMI Arabic Literature Study Program is to facilitate a more authentic and interactive learning process. Students can interact directly with lecturers in Arabic, which forces them to use the language in a more real context, not just as teaching material in the classroom. It allows students to practice their speaking skills and improve pronunciation and grammar comprehension. This process also helps students feel more confident using Arabic outside formal learning contexts, such as in everyday conversations or when participating in activities involving Arabic on and off campus.

Apart from being teachers, native speaker lecturers also function as cultural guides. Students can learn not only about the Arabic language but also about the Arabic culture, customs, and mindset that underlie the use of the language. In interactions with native speakers, students gain first-hand insight into how Arabic is used in various contexts, from informal conversations to formal communication, from talking about social issues to visiting historical and cultural sites in Arabic-speaking countries. This enriches students' learning experiences and helps them see Arabic as more than just a means of communication, but also as an integrated element in broader cultural life.

Native speaker lecturers in the UMI Arabic Literature Study Program are also crucial in promoting excellence in Arabic language learning. By bringing a more communicative and practical approach, lecturers can create a learning environment that encourages students to think critically and creatively in using the Arabic

language. They often use interactive methods such as group discussions, language games, and real-life simulations to help students understand how Arabic is used in a broader context. This approach improves students' speaking skills and their listening, writing, and reading skills. Native speaker lecturers also use their personal experience in everyday use of Arabic to provide authentic examples, giving students a real model of how the language is used in the real world.

In addition to the teaching aspect, native speaker lecturers also play a role in building a more inclusive and collaborative learning community. They are often involved in extracurricular activities, such as seminars, workshops, and cultural activities, that engage students directly in an Arabic-speaking environment. These activities strengthen students' language skills and help them build social networks with fellow Arabic learners and native speakers. This creates a richer and more immersive learning environment, where students can share their experiences and challenges in learning Arabic and find solutions together. It also helps students feel a deeper connection with the Arabic language and culture, deepening their commitment to learning the language more seriously.

Furthermore, the role of native speaker lecturers in the UMI Arabic Literature Study Program is also closely related to improving the quality of Arabic learning on campus. These lecturers not only teach in the classroom, but also often serve as mentors for students, providing personal advice on practicing Arabic outside of the classroom. They can provide exceptional guidance to students regarding vocabulary development and grammar, as well as practical ways to improve communication skills in Arabic. With their experience and in-depth understanding of Arabic, native speaker lecturers can provide more in-depth and relevant guidance, which suits students' individual needs.

The collaboration between the UMI Arabic Literature Study Program and native speaker lecturers from various Arabic-speaking countries, especially from Saudi Arabia, also has a significant influence on the quality of learning. These lecturers bring rich teaching experience and diverse perspectives on how Arabic is used in different contexts. This enriches the Arabic language learning curriculum in the UMI Arabic Literature Study Program, allowing students to explore various variants and dialects in Arabic and understand the differences in the use of the language in different countries. In addition, this collaboration also opens opportunities for students to get scholarships for further study in Saudi Arabia, thereby encouraging a more profound mastery of the Arabic language and increasing students' competitiveness in the academic and professional world (Hasan et al., 2020). The presence of native speaker lecturers helps create an authentic Arabic language environment on campus, allows students to interact directly with native speakers, and practice their language skills in real-world situations. This environment is essential to help students gain a deeper understanding of the Arabic language and culture and improve their ability to communicate effectively in Arabic. A supportive environment (bi'ah 'Arabiyyah) is

essential in acquiring a second language such as Arabic, especially in realizing the ability to speak in daily communication.

The Positive Impact of The Presence of Native Arabic Speakers

The positive effects of native Arabic speakers from the Kingdom of Saudi Arabia in the UMI Arabic Literature Study Program are comprehensive. It has a significant impact on both lecturers and students. Their presence enriches students' learning experience, improves the quality of learning, and strengthens the bond between Indonesian and Arab cultures.

Positive Impact on UMI Lecturers

Native Arabic-speaking lecturers from the Kingdom of Saudi Arabia contribute significantly to Arabic language instruction at UMI by providing authentic language models and insights into diverse cultural contexts, including exposure to various Arabic dialects. Their presence enhances local lecturers' professional development, offering opportunities to adopt more communicative and interactive teaching methods, such as group discussions, language games, and real-life simulations. Collaboration with native speakers also facilitates knowledge exchange on curriculum design, teaching materials, and pedagogical strategies, improving overall instructional quality. This dual benefit strengthens both lecturers' competencies and students' learning experiences, highlighting the value of integrating native speakers into higher education Arabic programs.

Positive Impact on UMI Students

The presence of native Arabic speakers from the Kingdom of Saudi Arabia in the UMI Arabic Literature Study Program substantially impacts students. Students not only can learn Arabic from native speakers, but also interact directly with Arabic culture through the language. This gives them a deeper insight into how the language is used in a broader social, economic, and cultural context. Students can learn about Arabic culture, ranging from customs, daily habits, to the mindset that underlies the use of Arabic. This helps students learn the language and understand the context in which it is used, making Arabic a richer and more meaningful means of communication. The presence of native speaker lecturers also enriches the student learning experience by providing an authentic Arabic language use model. Students can listen to how the language is used in a live conversation, improve their pronunciation, and learn how to communicate effectively in various situations. Direct interaction with native speakers allows students to develop their speaking skills, test their fluency in using Arabic, and get hands-on feedback on their strengths and weaknesses in their Arabic language skills. This is especially important, given that many students may find practicing Arabic in real-life situations outside the classroom challenging.

Another positive impact for students is the increase in confidence in using Arabic. By interacting directly with native speakers, students feel more comfortable speaking in

Arabic and feel better prepared to deal with situations that require the use of the language, such as discussions, presentations, or even debates in Arabic. Students think that the presence of native speakers gives them additional support in improving their Arabic language skills, as the lecturer can correct mistakes directly, advise on how to use the language better, and provide examples of correct language usage. Native speaker lecturers also broaden students' insights into Arabic culture, explaining the context behind language use in various formal and informal situations. Through discussions about history, politics, daily customs, and the role of language in social life in Arab countries, students can see how Arabic is connected to cultural identity. It helps students understand not only the language itself but also how it is used to convey ideas, values, and ways of life in Arab society. In this process, students become more open to cultural differences, improving their ability to adapt and communicate effectively with native speakers in various situations.

The presence of native speakers from the Kingdom of Saudi Arabia in the UMI Arabic Literature Study Program significantly positively impacts both lecturers and students. For lecturers, this provides an opportunity to enrich their teaching methods, while for students, it enhances their learning experience with hands-on insight into authentic Arabic culture and use. This collaboration improves the quality of Arabic language learning and strengthens intercultural ties, preparing students to engage in global conversations on issues involving the Arab world and the Arabic language.

The UMI Arabic Literature Study Program also benefits from collaboration with the Kingdom of Saudi Arabia. This collaboration facilitates knowledge and cultural exchange and opens opportunities for students to get scholarships or student exchange programs at universities in Saudi Arabia. It expands UMI's international network and provides students with a study abroad experience essential for personal and professional development. In addition, the presence of native speaker lecturers allows the UMI Arabic Literature Study Program to strengthen academic networks with educational institutions in Saudi Arabia, opening opportunities for joint research, curriculum development, and strengthening of study programs relevant to the latest developments in the Arab world.

Positive Impact for UMI, as a higher education institution that continues to strive to improve the quality of its education in international studies, benefits significantly from the presence of native speaker lecturers. Their presence in the UMI Arabic Literature Study Program increases the university's image on an international scale. UMI can show that they have networks and partnerships with leading educational institutions abroad, particularly in the Arab world. It also allows UMI to organize various joint academic and cultural activities, such as seminars, workshops, and conferences involving experts from the Kingdom of Saudi Arabia, which not only improves the quality of learning but also enriches the knowledge of students and lecturers about the Arab world. Another positive impact for UMI is the improvement of the quality of learning and curriculum in the UMI Arabic Literature Study Program.

With native speaker lecturers, UMI can implement a curriculum that is more oriented towards practical skills, focusing on developing speaking, listening, reading, and writing skills in Arabic. Students not only learn languages in a theoretical context but also gain hands-on experience through the practice of communicating with native speakers, which helps them correct mistakes and understand more natural language usage. The UMI Arabic Literature Study Program can also integrate this experience into other study programs, such as Arabic Literature and Comparative Literature, enriching the learning content with authentic materials from Arab countries.

Positive Impact for Institution

UMI as a higher education institution that continues to strive to improve the quality of its education in the field of international studies, benefits greatly from the presence of native speaker lecturers. Their presence in the UMI Arabic Literature Study Program increases the university's image on an international scale. UMI can show that they have networks and partnerships with leading educational institutions abroad, particularly in the Arab world. It also allows UMI to organize various joint academic and cultural activities, such as seminars, workshops, and conferences involving experts from the Kingdom of Saudi Arabia, which not only improves the quality of learning but also enriches the knowledge of students and lecturers about the Arab world. Another positive impact for UMI is the improvement of the quality of learning and curriculum in the UMI Arabic Literature Study Program. With native speaker lecturers, UMI can implement a curriculum that is more oriented towards practical skills, focusing on developing speaking, listening, reading, and writing skills in Arabic. Students not only learn languages in a theoretical context but also gain hands-on experience through the practice of communicating with native speakers, which helps them correct mistakes and understand more natural language usage. The UMI Arabic Literature Study Program can also integrate this experience into other study programs, such as Arabic Literature and Comparative Literature, enriching the learning content with authentic materials from Arab countries.

From the results of interviews and observations of students in the UMI Arabic Literature Study Program, all respondents gave a very positive and enthusiastic response to the presence of outside lecturers, especially native speakers from the Kingdom of Saudi Arabia. Students feel a significant impact on their Arabic language learning, both in terms of language mastery and a deeper understanding of Arabic culture. The presence of these teachers not only improves students' Arabic language skills but also provides new insights into the culture and communication practices that are common in the Arab world.

Students appreciate the opportunity to interact directly with native speakers, which allows them to practice using Arabic in a more authentic and natural context. These teachers provide hands-on experience in speaking, listening, reading, and writing in Arabic, which may have been difficult to obtain from classroom learning materials alone. Students feel that learning directly from native speakers allows them to

improve their pronunciation, intonation, and grammar, as well as helps them understand the cultural differences that affect the way they communicate in Arabic.

In addition, students feel a positive impact in terms of motivation and confidence in learning Arabic. The presence of outside teachers provides encouragement for students to dare to speak in Arabic in public, actively participate in discussions, and feel more confident in dealing with real communication situations with native speakers. This not only enhances students' language skills but also provides a rich experience in practicing Arabic outside of the classroom context, such as in everyday conversations and social interactions. With the presence of these teachers, students feel better prepared to face the challenges of learning Arabic in an increasingly connected global world.

Discussion

This study demonstrates that the immersion method with native Arabic speakers positively influences students' language proficiency and cultural awareness, though the extent of impact varies across skills. Speaking emerged as the most significantly enhanced skill, with students reporting improved fluency, pronunciation, and confidence when interacting directly with native speakers, even within the limited instructional time. Listening skills also benefited, as learners became more attuned to natural speech patterns, colloquial expressions, and intonation. In contrast, reading and writing showed more moderate improvements, reflecting the predominantly oral nature of immersion activities. Beyond linguistic gains, the presence of native speakers fostered students' cultural understanding and intercultural competence. Direct exposure to authentic Arabic communication enabled students to experience social norms, communication styles, and cultural practices firsthand. This cultural engagement not only deepened students' understanding of the language in context but also motivated them to participate more actively, reinforcing both language skills and cross-cultural awareness.

Despite these benefits, challenges remain. Limited access to native speakers and appropriate instructional materials constrains the full potential of immersion programs. Additionally, the wide variation in students' language proficiency necessitates adaptive and differentiated teaching strategies to ensure equitable learning outcomes. Overall, the findings suggest that immersion with native speakers is most effective in enhancing oral communication and listening skills while simultaneously promoting cultural competence. By addressing resource limitations and proficiency diversity, such programs can provide comprehensive linguistic and intercultural development, supporting the broader goals of higher education Arabic language instruction.[32] To address these challenges, a comprehensive and integrated

[32]Amilia Afnani and Achmad Baihaqi, 'The Individual Differentiation and Implications In Islamic Education Models', *At-Ta'dib*, 15.1 (2020), doi:https://doi.org/10.21111/at-tadib.v15i1.4881.

strategy is needed. It involves developing learning materials tailored to students' needs, intensive training for native speakers to improve their pedagogical skills and utilizing technology to create an interactive and personalized learning environment. In addition, this study highlights the importance of considering contextual and cultural factors in implementing immersion methods. A supportive and inclusive learning environment, which respects individual differences and encourages positive social interaction, is essential for creating compelling and meaningful immersion experiences.[33]

Innovation in learning methods is crucial in improving language skills, especially in facing challenges due to a lack of motivation and limited learning media.[34] The communicative approach, which emphasizes the use of language in a real and relevant context, effectively improves language skills.[35] This method encourages learners to actively participate in conversations, discussions, and simulations to develop fluency and confidence in using the target language. In addition, using technology in language learning offers new opportunities to create a more interesting and interactive learning experience.[36] Mobile apps, online platforms, and multimedia resources can provide diverse learning materials, interactive exercises, and personalized feedback.[37] The complexity of language learning lies in the holistic integration of the four language skills—listening, speaking, reading, and writing—which require a qualified teacher's competence to maximize teaching potential.[38] Therefore, the essence of a language educator lies in his or her ability to integrate in-depth linguistic mastery with a psychological understanding of the learning process and adaptation to evolving methodologies.

In an era of globalization that increasingly integrates economic, political, and cultural aspects between countries, mastery of various languages is no longer just an

[33]D Supriyanto, 'Perbandingan Struktur Klausa Bahasa Arab Dan Bahasa Indonesia', *IJALR: INDONESIAN JOURNAL of APPLIED …* 2016, 2016 <http://journal.unj.ac.id/unj/index.php/ijalr/article/view/1385>.

[34]Akhsan and Muhammadiyah, 'Analisis Terhadap Motivasi Belajar Siswa Pada Pembelajaran Bahasa Arab Di Mts-Nu Al-Islamiyah Asembagus Menurut Teori Mc Clellad'; Sitepu, Nasution, and Masitah, 'The Development Of Islamic Big Book Learning Media For Early Children's Languages'.

[35]R U Baroroh and S O R Tolinggi, 'Pembelajaran Bahasa Arab Berbasis Pendekatan Komunikatif Di Sekolah Non Pesantren. Pembelajaran Bahasa Arab Berbasis Pendekatan Komunikatif Di Madrasah Non Pesantren', *Jurnal Pembelajaran Bahasa Arab Ijaz Arabi*, 3.1 (2020), pp. 64–88.

[36]Greg Kessler, 'Technology and the Future of Language Teaching', *Foreign Language Annals*, 51.1 (2018), pp. 205–18, doi:https://doi.org/10.1111/flan.12318.

[37] Rapiia Isaeva and others, 'Enhancing Learning Effectiveness through Adaptive Learning Platforms and Emerging Computer Technologies in Education', *Jurnal Ilmiah Ilmu Terapan Universitas Jambi*, 9.1 (2025), pp. 144–60, doi:https://doi.org/10.22437/jiituj.v9i1.37967.

[38]S Jalolova, 'Basic Approaches of Teaching Integrated Skills', *IJAEDU-International E-Journal of Advances in Education*, 2023, doi:https://doi.org/10.1111/lang.12437.

additional advantage but an essential fundamental competency for individuals and nations to actively participate and compete effectively on the world stage.[39] As one of the dominant international languages, Arabic plays a crucial role in facilitating cross-border communication, opening access to global information and knowledge, and encouraging collaboration and innovation in various fields.[40]

Adaptive and responsive Arabic language learning to the dynamics of the digital age demands strategic integration of technology, the use of authentic learning resources, and an emphasis on developing communication skills relevant to the needs of the global world of work.[41] Mastery of the Arabic language opens the door to a deeper understanding of Islamic culture, history, and civilization, which significantly influences world development.[42] Individuals who are competent in Arabic open up a broad spectrum of career opportunities in various strategic sectors, including international diplomacy that plays a vital role in bridging relations between countries, global trade that demands a deep understanding of markets and consumers in Arab countries, translation and interpretation that guarantees the accuracy and efficiency of cross-lingual communication, journalism that allows comprehensive and balanced news coverage from the Middle East region, as well as education and research that contributes to the development of science and cross-cultural understanding.[43]

CONCLUSIONS

The immersion method with native speakers in learning Arabic offers a great opportunity to improve the language skills of Arabic Literature students. This approach, supported by active learning strategies such as in-depth discussions and simulations, engages students directly in the learning process, increasing participation and teamwork. However, the success of the immersion method requires careful planning, flexible implementation, and continuous evaluation. It is also necessary to pay attention to internal and external factors that can affect the effectiveness of

[39]Julia Festman, 'Learning and Processing Multiple Languages: The More the Easier?', *Language Learning*, 71.S1 (2021), pp. 121–62.

[40]Muhammed Ali Hasanoğlu, 'Strategies for E-Learning: The Turkish Experience in Remote Teaching of Arabic as a Model', *Aydın Arapça Araştırmaları Dergisi*, 6.2 (2024), pp. 207–36 <https://dergipark.org.tr/en/pub/ayad/issue/91199/1675679>.

[41]Siti Shalihah and others, 'Web-Based e-Learning Application for Learning Arabic Language', in *Journal of Physics: Conference Series* (IOP Publishing, 2021), MDCCLXXIX, p. 012011, doi:https://doi.org/10.1088/1742-6596/1779/1/012011.

[42]Gufron Zainal Abidin Sdawi Manasiq, 'Interdisciplinary Approaches in Arabic Language Teaching: Integration with Islamic Studies to Deepen Cultural Understanding.', *Halimi: Journal of Education*, 5.2 (2024), pp. 36–55 <https://ejournal.kopertais4.or.id/madura/index.php/halimi/article/view/7570>.

[43]oe F Khalil and others, *The Handbook of Media and Culture in the Middle East* (John Wiley & Sons, 2023), doi:https://doi.org/10.1002/9781119637134.

learning. The findings of this study underscore the need for careful planning, adaptive implementation, and continuous evaluation to ensure that the immersion method can provide optimal results in the context of Arabic language learning at the university level. The implementation of active learning strategies can improve students' Arabic language skills. This approach inherently engages students in the learning process, encouraging active participation through in-depth discussions, interactive simulations that reflect real-world scenarios, and collaborative projects that foster teamwork and problem-solving. Thus, the immersion method can provide optimal results in the context of Arabic language learning at the university level, preparing students to communicate effectively in the real world.

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