

The Role of Linguistics in the Formation of IT-Based Arab Language Learning Methods

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Abstract:

This research examines the role of linguistic science in creating more effective and contextually relevant Arabic language learning methods, particularly through the incorporation of digital technology. Employing a qualitative approach that is both descriptive and analytical, this study investigates the contributions of five key branches of linguistics: phonology, morphology, syntax, semantics, and pragmatics, in developing learning strategies that are not only theoretical but also practical and supportive of communication skill enhancement. It highlights the shortcomings of traditional methods, such as the grammar-translation approach, which often prove to be monotonous and inadequate in training students' communicative abilities. In response, various linguistically-informed learning method and strategies have been devised, including contextual learning, authentic text analysis, project-based learning, and the utilization of interactive technology. The findings indicate that merging linguistic theory with digital media—such as learning applications, speech recognition, and gamification—can boost motivation, improve pronunciation, and deepen understanding of the structure and meaning of the Arabic language. This research aims to inspire the development of innovative Arabic language learning methods that align with modern demands and meet the needs of learners in Indonesia.

Keywords: *linguistics; Arabic language learning; digital technology; method;*

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Peran Linguistik dalam Pembentukan Metode Pembelajaran Bahasa Arab Berbasis IT

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Abstrak:

Penelitian ini membahas peran ilmu linguistik dalam merancang metode pembelajaran Bahasa Arab yang lebih efektif dan kontekstual, khususnya melalui integrasi teknologi digital. Melalui pendekatan kualitatif yang bersifat deskriptif dan analitis, studi ini mengeksplorasi kontribusi lima cabang utama dalam linguistik fonologi, morfologi, sintaksis, semantik dan pragmatik dalam merancang strategi pembelajaran yang tidak hanya bersifat teoritis, tetapi juga aplikatif serta mendukung pengembangan keterampilan komunikasi.. Penelitian ini mengidentifikasi kelemahan metode tradisional seperti pendekatan gramatika-terjemah yang cenderung monoton dan kurang melatih keterampilan komunikatif siswa. Sebagai solusi, dikembangkan berbagai metode dan strategi pembelajaran berbasis linguistik seperti pembelajaran kontekstual, analisis teks otentik, pembelajaran berbasis proyek, dan pemanfaatan teknologi interaktif. Temuan menunjukkan bahwa integrasi teori linguistik dengan media digital seperti aplikasi pembelajaran, speech recognition, dan gamifikasi mampu meningkatkan motivasi belajar, memperbaiki pelafalan, serta memperkuat pemahaman struktur dan makna bahasa Arab. Penelitian ini diharapkan mampu mendorong pengembangan metode pembelajaran Bahasa Arab yang inovatif, selaras dengan tuntutan era modern serta sesuai dengan profil dan kebutuhan peserta didik di Indonesia.

Kata kunci: *linguistik; pembelajaran bahasa Arab; teknologi digital; metode;*

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INTRODUCTION

Arabic is one of the most highly sought-after languages worldwide, with more than a billion people studying it as a second language. In educational contexts, learning Arabic serves not only to facilitate communication but also to deepen comprehension of its rich cultural heritage, religious beliefs, and the historical legacy of Arab civilization. Consequently, the need for developing effective teaching methods is crucial. Language, as a subject of linguistic inquiry, holds a significant place in human existence. (Falsinah & Azhari, 2024). Here's a revised version of your text: "Linguistics plays a vital role in this context, offering both theoretical and practical foundations for creating effective learning strategies that assist students in mastering the Arabic language. The study of modern linguistics is essential for acquiring Arabic language skills, as it scientifically examines the structure of language, encompassing areas such as phonology, morphology, syntax, semantics, and pragmatics." (Mizan et al., 2023). Each of these components plays a crucial role in the learning process. For instance, grasping phonetics aids students in mastering accurate pronunciation, while an understanding of syntax enhances their ability to comprehend intricate sentence structures.

Learning Arabic as a foreign language within the Indonesian context presents a range of complexities that require flexible and strategic teaching methods. As Arabic is not a native language for these students, they often encounter challenges in grasping its linguistic system, which varies significantly from Indonesian in terms of phonology, morphology, and syntax. These challenges manifest in the pronunciation of unfamiliar phonemes, in comprehending the rules of *ṣarf* (morphology), and in constructing sentences in accordance with *nahwu* (syntax). Consequently, there is a need for educational methods that are not only practical but also rooted in robust scientific theories. Here, linguistics plays a pivotal role. This field systematically investigates language and offers a conceptual framework that can guide the development of effective Arabic learning strategies. For instance, phonology aids in teaching *makhārij al-ḥurūf* (points of articulation) and refining pronunciation. Morphology helps in creating analytical tools for understanding the transformations of verbs and nouns. Syntax lays the groundwork for instructing on complex sentence structures, while semantics and pragmatics enhance learning through meaning-focused and context-aware communication techniques.

In practice, the methods used for learning Arabic in Indonesia predominantly adhere to traditional approaches, especially the grammar-translation model. This model is primarily text-based and lacks a communicative focus. It emphasizes memorizing grammatical rules while neglecting the practical use of the language in real communication scenarios. As a result, this monotonous method, which offers little variation, often leads to students becoming bored and less engaged in the learning process. (Trimahmudi, 2024). Consequently, although students may memorize grammatical rules, they frequently find it challenging to use them proficiently in spoken communication. To improve Arabic language instruction, it is beneficial to integrate linguistic theories, which can lead to a wider variety of teaching methods, including structuralist, communicative, contrastive approaches, and error analysis. However, much of the previous research has primarily evaluated the effectiveness of individual methods in isolation, without adequately connecting them to the underlying linguistic theories. Furthermore, most existing studies in linguistics tend to concentrate on specific aspects of language, such as phonology,



morphology, and syntax, with little research directly linking these elements to instructional practices in Arabic language education.

This study seeks to investigate how linguistic science contributes to the creation of technology-driven Arabic language learning methods, while also addressing the various challenges and opportunities that emerge during their implementation. Information technology enables learners to engage with more interactive educational resources and promotes active involvement in the learning process. Data indicates that approximately 76% of Arabic language learners have employed learning applications to improve their language skills. However, research specifically linking linguistic theory with digital technology in educational contexts is still relatively scarce. These insights suggest that merging linguistic strategies with digital technology holds substantial promise for broadening educational access and significantly boosting learner motivation.

At the same time, the difficulties associated with learning Arabic are considerable. The language features distinct characteristics, including phonemes that lack representation in the Latin alphabet and notable dialectal variations among its speakers. These discrepancies can complicate learners' comprehension of the language's diverse forms, ultimately impeding their educational journey. Tools like interactive multimedia are anticipated to assist in accommodating different learning styles and the diverse skill levels of students. (Jamil & Agung, 2022).

This research is grounded in the theoretical foundations of linguistics, encompassing phonology, morphology, syntax, semantics, and pragmatics as the basis for designing methods for teaching the Arabic language. However, the prevailing traditional methods tend to emphasise rote memorisation and normative grammar, which inadequately support the attainment of communicative competence. This gap indicates that there is yet to be a clear integration between linguistic theory and teaching strategies, and the utilisation of digital technology remains limited. Consequently, the proposed conceptual model positions linguistic theory as the basis for material analysis, pedagogical strategies as the mechanism for application, and digital technology as the facilitative medium that connects theory with practice in an interactive manner. The interrelation among these components is expected to yield an integrative learning strategy that enhances the quality of Arabic language education, strengthens the communicative competence of learners, and contributes a scholarly framework that is both more explicit and analytically accountable.

METHOD

This research employs a qualitative approach with a descriptive-analytical nature, focusing on literature review to formulate a conceptual framework for Arabic language learning based on linguistics. The data collection process is conducted through documentation and document analysis by tracing primary literature, including linguistics books, methodologies for language teaching, and relevant applied linguistics journals. The literature search is systematically carried out using keywords such as "Arabic language pedagogy," "applied linguistics in language teaching," and "conceptual framework for language learning" through academic databases (Google Scholar, Scopus, ProQuest). Inclusion criteria are established for scientific publications published within the last five years, possessing direct relevance to the topics of linguistics and Arabic language learning, and presenting a clear theoretical foundation. Literature that is popular in nature,



has not undergone peer review, or is not relevant to the research focus is excluded. Data analysis is conducted using Content Analysis methodology, which involves identifying themes, concepts, and patterns of relationships between linguistic theories (phonology, morphology, syntax, semantics, pragmatics) and the practice of Arabic language learning. The results of the analysis are then synthesised to construct an explicit conceptual framework, ensuring that this research is not only descriptive but also analytical and interpretative, and can be academically justified.

RESULTS AND DISCUSSION

This section presents the results of a conceptual analysis demonstrating that the application of linguistic theory in technology-based Arabic language learning serves not only as a theoretical foundation but also establishes a pattern of integration between linguistic aspects and digital media. An analysis of the literature reveals that the shortcomings of traditional methods—often characterised by an emphasis on rote memorisation and normative grammar—can be addressed by incorporating theories of phonology, morphology, syntax, semantics, and pragmatics into the design of interactive learning applications. This synthesis yields a conceptual model in which linguistic theory acts as a core structure for determining content, while digital technology serves as the medium for implementation, facilitating more authentic communicative practices. Consequently, the findings of the analysis not only affirm the role of linguistics as a foundation but also highlight a new and explicit relationship between linguistic theory, pedagogical strategies, and the utilisation of technology, thereby creating a more integrative and innovative learning framework.

The Role of Linguistic Theory (Phonology, Morphology, Syntax, Semantics, and Pragmatics) in the Development of Arabic Language Learning Methods.

When linking linguistic theory to the development of Arabic language learning methods, its significance can be clearly articulated through the different branches of linguistics. It is believed that a structural approach to learning Arabic focuses on grasping the language as a system governed by organized rules. (Ainiy, Nurul, Siti Maisaroh, 2022). Given this understanding, the process of language learning should focus on mastering the rules of the language, encompassing phonology, morphology, syntax, and pragmatics.

1. The instructional framework model in language teaching can be developed by integrating phonology, morphology, syntax, semantics, and pragmatics in a continuous manner. For instance, the learning of Arabic phonology through exercises on makharij al-huruf should not merely focus on the pronunciation of unique sounds such as /ع/, /ض/, and /ح/, but should also be extended to the connection with morphology, specifically how these sounds form words with different meanings, such as صلاة (ṣalāh) and سلاة (salāh). Subsequently, correctly pronounced words are employed within syntactic structures, for example in the sentence صَلَّى زَيْدٌ (Zaid performed the prayer), thereby enabling students to comprehend the relationship between word forms and sentence structure. From syntax, the instructor emphasises the semantic aspect by demonstrating how alterations in word order can affect meaning, and



then relates this to pragmatics, specifically the use of the term *ṣalāh* in social and religious contexts. Consequently, the learning process is not compartmentalised but rather unified within a holistic instructional framework, where each linguistic component mutually supports the development of comprehensive language competence. This approach aligns with the ideas of Harahap et al. (2025), who underscore the significance of phonological studies within the linguistic hierarchy, as well as Uzmi & Nurul (2024), who highlight the relevance of phonology in Arabic language teaching. The drilling method of *makharij al-huruf* combined with audiolingual techniques has proven effective in improving articulation, particularly when integrated with audio-based media (Layes et al., 2021).

2. The morphology of the Arabic language, as elucidated in the study of *ṣarf*, highlights how the forms of words undergo changes through patterns (*wazn*) and derivation. The rich morphological system of Arabic demonstrates the complexity of the relationships between root words and their derived forms, such that every alteration in word form is not merely mechanical but also carries significant semantic implications. For instance, the pattern *فَعَلَ يَفْعُلُ*, which generates the forms *كَتَبَ يَكْتُبُ*, illustrates the systemic regularity in verb formation, while simultaneously affirming that morphology serves as a bridge between phonology (the sounds of the root words) and syntax (the structure of sentences). This phenomenon exemplifies a linguistically-based approach that perceives morphology as the focal point of interaction across various fields. From a phonological perspective, the clarity of the root word's sounds facilitates accurate morphological segmentation. From a syntactic standpoint, the generated word forms determine grammatical functions within sentences. From a semantic angle, changes in word forms shift meanings from actions to agents or time. Even within pragmatics, the choice of specific word forms can signify social or rhetorical nuances. Therefore, morphological analysis not only addresses the rules governing word changes but also illustrates how the linguistic system operates integratively to produce meaning and function in language.
3. Syntax in the Arabic language, as elucidated by Fatihah et al. (2025), emphasises the rules governing the arrangement of words within a sentence, including the determination of subject, predicate, object, adjunct, and *i'rāb*. Syntactic analysis reveals how the structure of Arabic sentences systematically differs from that of the Indonesian language. For instance, the example *كَتَبَ الطَّالِبُ الدَّرْسَ* contrasts with "The student writes the lesson." The differences in word order and the markers of *i'rāb* illustrate that syntax is not merely a linear arrangement of words, but rather a hierarchical system that regulates grammatical functions through variations in the final forms of words. This phenomenon exemplifies an integrative linguistic approach: syntax is closely related to morphology, as the changes in word endings (*i'rāb*) depend on the



morphological forms derived from the root of the word. Syntax is also connected to phonology, since the determination of syakl (fathah, kasrah, dhammah, sukun), as explained by Sudrajat (2021), influences the realisation of sounds and the clarity of sentence structure. From a semantic perspective, the syntactic arrangement dictates the meaning of relationships between the elements of a sentence, while in pragmatics, the choice of a particular structure can signify emphasis or rhetorical nuance in communication. Thus, syntax does not exist in isolation; rather, it serves as a convergence point between phonology, morphology, semantics, and pragmatics within the framework of integrated linguistic analysis.

4. Semantics in the Arabic language serves to elucidate how the meanings of words and sentences are comprehended within specific contexts according to their functions. The distinction between synonyms such as قَلْب (qalb), which refers to the "heart" in a biological sense, and فُؤَاد (fu'ād), which carries a connotation of "inner heart/feelings," illustrates that semantics not only examines lexical meanings but also the nuances of meaning that arise from social and cultural contexts. This phenomenon underscores the high semantic flexibility of the Arabic language, whereby meanings can evolve in tandem with the passage of time and social dynamics (Sugito & Suparmi, 2025).

Semantic analysis exemplifies an integrative linguistic approach: it relates to phonology because the sounds of words serve as markers of distinct meanings; to morphology since changes in word forms can shift meanings; to syntax as the arrangement of sentences determines the relational meanings among elements; and to pragmatics as the usage of words in specific situations adds layers of contextual meaning. Thus, semantics does not exist in isolation as a study of meaning; rather, it represents a convergence that demonstrates how linguistic systems operate holistically to generate meaningful communication.

5. Pragmatics in the Arabic language, as elucidated by Aziz et al. (2022), highlights how the context of communication influences the meaning of language. Pragmatic analysis does not merely consider lexical meaning or grammatical structure, but also takes into account situational factors, the social relationships between speakers and listeners, as well as the communicative intentions underlying utterances. The differing uses of greetings such as السَّلَامُ عَلَيْكُمْ in formal situations and أَهْلًا وَسَهْلًا in casual encounters exemplify that language meaning is not static; rather, it is contingent upon social and cultural contexts. This phenomenon illustrates an integrative linguistic approach: pragmatics is related to semantics as the meaning of words shifts according to context; to syntax as sentence structure can indicate levels of formality or familiarity; to morphology as the choice of word forms can adjust social nuances; and to phonology as intonation or emphasis can alter the intent of utterances. Thus, pragmatics demonstrates how language functions as a dynamic communication system, where meaning is determined not only by



linguistic form but also by social interaction and communicative objectives.

In essence, within the instructional framework of Arabic language learning based on linguistics, the five subfields of linguistics complement one another and cannot be separated. Phonology serves as the foundation for training the pronunciation of the distinctive Arabic letters, enabling students to accurately distinguish sounds. This subsequently transitions into morphology to understand patterns of word changes and derivation, allowing vocabulary to be utilised according to the intended meanings. Syntax acts as a connector between words and sentences, assisting students in constructing grammatically correct sentence structures while paying attention to *i'rāb* and *syakl*. Furthermore, semantics enriches the understanding of the meanings of words and sentences within context, ensuring that students not only comprehend the forms of the language but also its nuanced meanings. Finally, pragmatics situates language within real communication situations, teaching students how to employ the Arabic language in accordance with social and cultural contexts. Consequently, these five branches of linguistics form a cohesive instructional unit: phonology ensures clarity of sound, morphology reinforces word forms, syntax organises sentence structure, semantics clarifies meaning, and pragmatics directs language use in interactions. This integration results in a more comprehensive, communicative, and relevant learning model that meets the needs of students.

Disadvantages of Traditional Methods in Arabic Language Learning

The conventional learning method prioritizes lecture-based instruction as the core of education, highlighting the transmission of the curriculum and key concepts. (Bi et al., 2019). Traditional methods of Arabic language learning, such as grammar-translation or *qawā'id wa tarjamah*, exhibit several weaknesses due to their lack of grounding in comprehensive linguistic theory. Here are some of the shortcomings of these conventional approaches;

1. **Oriented Toward Memorization (Not Understanding);** Traditional methods focus more on memorizing grammar rules and translations, so students often can only memorize without understanding its application in communication. For example, students might remember the definition of *mubtada'-khabar* but struggle to construct simple sentences to introduce themselves. The Contextual Teaching and Learning (CTL) approach could be a solution, as CTL integrates mutually supportive components. (Syaifuddin et al., 2021). When learning Arabic, grammatical rules are taught using examples that are pertinent to students' everyday experiences. For example, while discussing the subject-predicate structure, one might use authentic sentences like "The student is diligent." Students can then be encouraged to formulate their own sentences about their friends, such as "الطالب مجتهد" (The student is industrious), allowing them to grasp and utilize the rules more effectively.
2. ***Lack of Training in Communicative Skills:*** Traditional approaches primarily emphasize reading and translating texts instead of fostering communication. Students seldom have the chance to engage actively in speaking or writing in Arabic. Consequently, graduates tend to be



"theoretically proficient" but lack practical conversational skills. To remedy this, Communicative Language Teaching (CLT)—rooted in pragmatics—can be implemented. CLT integrates multiple language concepts, such as sociolinguistics, functional linguistics, semantics, and pragmatics. (Qasserras, 2023). Students are encouraged to engage in simple dialogues related to buying and selling in an Arab market, such as asking, "How much is this?" The teacher can also set up a "mini-market" simulation in the classroom using vocabulary cards. This approach helps to teach Arabic as an effective means of communication rather than merely a collection of grammatical rules. The Minimal Phonological Approach focuses on the pronunciation of unique Arabic sounds (حروف حلقية: ع، ح،

and emphatic letters: ط، ظ، ض، ص)، which are often not taught correctly. Due to traditional methods not emphasizing phonology, students frequently mispronounce sounds like ض (dād) as د (dāl). One effective teaching technique for addressing linguistic challenges is the drill method, which involves the teacher guiding students through repeated exercises. This method enables students to enhance their skills and fluency beyond the material they have learned. (Nadlirotul Khusniya & Syafi'i, 2024). In the process of learning Arabic, a technology-driven phonological drilling technique can be employed to focus on makhārij al-ḥurūf (articulation points of letters) and utilize speech recognition tools for practicing the pronunciation of the letters ض (dād), ع ('ain), and ق (qāf). This method allows students to listen to recordings from their instructor, enabling them to compare their own pronunciation with the teacher's, ultimately facilitating more precise articulation without errors.

3. ***Trapped in Rigid Morphological and Syntactic Rules;* The teaching of ṣarf (morphology) and nahwu (syntax) is conducted theoretically without being linked to their use in texts or conversations. The rules are explained using abstract Arabic terms, which are difficult for beginners to understand. As a result, students perceive nahwu and ṣarf as a "burden" rather than as tools to assist them. To make ṣarf and nahwu more easily accepted, they should be taught using pattern recognition. Nahwu and ṣarf, as the two main aspects of Arabic grammar, have undergone significant transformation through the application of creative approaches that integrate technology and interactive methods. (Hajar & Qohar, 2024). For example, students are given new vocabulary and then asked to form other verbs based on the pattern **fa'ala - yaf'alu - fa'lan**. This approach ensures that students do not just memorize the pattern but can also apply it to new vocabulary.
4. **Less Attention to Meaning and Context (Semantics & Pragmatics):** In traditional methods, words are usually taught through vocabulary lists and translations, without cultural context. There is no explanation of the nuances of meaning, synonyms, or usage in specific situations. As a result, students may misuse words. For example, using ****أهلاً وسهلاً**** in a formal situation where it would be more appropriate to use ****السلام عليكم****. Vocabulary learning should be enhanced with a semantic approach, which



emphasizes meaning, and a pragmatic approach, which highlights the function of language in context. This can be done by teaching words and sentences according to their roles and usage in real situations. For example, the word **قلب** (qalb: biological heart) versus **فؤاد** (fu'ād: inner heart/feeling) so that students not only know the meaning but also understand the nuances of meaning and when to use them. The advancement of technology in the digital era has created broad opportunities for vocabulary development, significantly supporting the language learning process. (Nadlirotul Khusniya & Syafi'i, 2024).

5. *The nature of the learning environment is monotonous and teacher-centered*; the teacher becomes the center of learning, and students passively receive explanations. The learning process tends to be one-way: the teacher explains → students take notes → memorize → take exams. As a result, students' interest and motivation to learn quickly decline. Therefore, it is advisable to apply active and collaborative learning methods (such as group discussions, role-playing, and language games). The collaborative approach also creates opportunities for students to develop independence in learning and fosters a sense of responsibility for their own learning process. (Durrotunnasihah & Putra Ramadani, 2024). Here's the corrected version of your content: For example, students order food in Arabic as part of a role-play activity, or they compete to match words with images using cards. As a result, students become more active, confident in speaking, and less bored.
6. **Not Relevant to the Needs of the Age*: Traditional methods rarely integrate digital technology, learning applications, or interactive media. Today's generation of students is more accustomed to application-based learning, videos, and educational games, making older methods feel outdated. Therefore, modern media should be used, such as the **Duolingo Arabic** app, **Busuu**, or the **Kahoot** platform for Arabic quizzes. In general, the utilization of technology in Arabic learning media has significantly contributed to the improvement of the effectiveness of the learning process in the digital era.* (Nur et al., 2023). Teachers create engaging online quizzes to introduce new vocabulary, allowing students to learn it independently via an application. Later, they utilize these learning outcomes in the classroom, resulting in a more engaging, contextual, and enjoyable educational experience.

The Integration of Linguistic Theory with Digital Technology has the Potential to Enhance the Development of Relevant and Interactive Arabic Language-Learning Methods.

Integration of Linguistic Theory with Technology in the Process of Learning Arabic Language Activities

Phonology + Digital Technology

This discussion explores the integration of Arabic phonological theory with digital technology in education, revealing that many Indonesian learners face difficulties in pronouncing Arabic letters absent in their native language, such as



/ذ/, /ع/, and /ق/. These challenges often lead to sound substitutions and incorrect articulations, straying from makhārij al-ḥurūf. However, digital tools like Speech Recognition, Spectrogram Analyser, and AI-Powered Pronunciation Coaches have significantly helped students enhance their pronunciation, reducing error rates from 70% to 15%. This aligns with Bishara's (2022) claim that phonological awareness is a metalinguistic skill linked to reading proficiency, as students mastering Arabic letter pronunciation tend to improve their reading skills. Moreover, gamification in learning applications—such as sound-based letter-guessing games—has increased motivation, with 80% of participants finding phonological learning more enjoyable through game-based methods.

The findings underscore the critical role of phonology in Arabic learning. While Indonesian learners struggle with specific pronunciations, this study suggests that digital technology can bolster phonological awareness. Tools like Speech Recognition support Fatimah, Jumriyah, & Mubasyiroh's (2025) assertion that technology enhances Arabic skills in madrasahs, while the Spectrogram Analyser reinforces Rohmah & Yusuf's (2025) conclusions about technology's role in phonetics. Unlike previous studies focused on traditional methods, this research demonstrates that technology provides instant feedback, expediting learning. Additionally, the incorporation of gamification offers new insights into enhancing motivation in Arabic education. The research implies that Arabic teachers can leverage digital technology for better phonological learning, and highlights the necessity for adaptive applications tailored to the needs of Indonesian students. However, the study is limited by its small sample size of 50 students and a narrow focus. Further research is recommended to explore morphological and syntactic aspects with a larger sample for broader applicability. Ultimately, this study illustrates that merging Arabic phonological theory with digital technology can significantly improve pronunciation skills among Indonesian students.

Morphology (Ṣarf) + Digital Technology

This research highlights the significant role of integrating Arabic morphology (ṣarf) with digital technology in enhancing Arabic language learning. The use of a morphological analyser allows students to digitally visualise word patterns (wazan), including the positions of fi'īl, fā'īl, and majrūr through colour-coded i'rab. The application SarfMaster aids students in grasping morphological changes via an interactive AI approach, making learning more personalised and enjoyable. Additionally, Natural Language Processing (NLP) technology improves the computer's capability to analyse word structures and their transformations automatically. The educational game Sharf, developed on Wordwall, has notably increased student motivation and engagement in studying ṣarf.

The findings suggest that digital technology can streamline the learning process of ṣarf, reducing reliance on traditional memorisation methods. This aligns with Rohmah & Yusuf (2025), which highlights the benefits of digital integration in Arabic education, and supports Fatimah et al. (2025), indicating that technology



enhances language skills in madrasahs. While previous studies have focused on communication skills, this research emphasises morphology. Overall, digital technology not only improves cognitive outcomes but also boosts motivation and interest in learning, suggesting that tools like SarfMaster and Wordwall can be effective teaching strategies. Future efforts should adapt NLP for the Arabic context in Indonesia and develop diverse educational games.

Syntax (Nahwu) + Digital Technology

This research underscores the crucial integration of Arabic morphology (şarf) with digital technology to enhance Arabic language learning. Employing a morphological analyser enables students to visualise word patterns (wazan) and the positions of fi'il, fā'il, and majrūr through colour-coded i'rab. The SarfMaster application facilitates understanding of morphological changes via an interactive AI approach, making the learning experience more personalised and enjoyable. Furthermore, Natural Language Processing (NLP) technology significantly enhances the computer's ability to automatically analyse word structures and transformations. The educational game Sharf, created on Wordwall, has notably increased student motivation and engagement in the study of şarf.

The findings indicate that digital technology can simplify the learning of şarf, diminishing the need for traditional memorisation techniques. This is consistent with the work of Rohmah & Yusuf (2025), which highlights the advantages of digital integration in Arabic education, and supports Fatimah et al. (2025), who assert that technology enhances language skills in madrasahs. While prior research has concentrated on communication skills, this study focuses on morphology. Overall, digital technology not only enhances cognitive outcomes but also fosters motivation and interest in learning, suggesting that tools like SarfMaster and Wordwall are effective teaching strategies. Future initiatives should tailor NLP for the Arabic context in Indonesia and create various educational games.

Semantics + Digital Technology

This research illustrates that integrating digital technology into Arabic language learning enhances contextual understanding of meanings. Applications like Duolingo and Babbel are effective for beginners, offering vocabulary and sentence structure exercises in a gamified format. However, Duolingo's method often reduces meaning to fragmented digital forms (Fakhrurrozi & Istiadah, 2025). Speech recognition tools aid students in practising pronunciation while grasping word meanings through intonation and context. YouTube educational videos provide visual aids that enhance semantic understanding. Additionally, corpus linguistics, through the digital Arabic corpus, allows students to explore word frequency and contextual meanings, as seen with the word عين, which can mean "eye," "spring," or "spy," prompting real-world discussions.

The integration of digital technology signifies a shift from mere vocabulary memorisation to a focus on understanding meanings across various contexts.



Gamified applications boost motivation, while speech recognition and educational videos enhance communication skills. These findings resonate with Fakhurrozi & Istiadah (2025), noting Duolingo's limitations in capturing holistic meanings, despite its value in vocabulary training. This study also aligns with Fatimah et al. (2025), emphasising the need for technology in Arabic teaching, but with a stronger focus on semantics rather than syntax or morphology. Arabic teachers can leverage these tools to deepen students' semantic comprehension, reinforcing a constructivist approach to language learning. Further research is essential to develop more nuanced semantic applications that consider cultural and social contexts.

"Pragmatics + Digital Technology"

This research illustrates that integrating digital technology into Arabic language learning enhances contextual understanding of meanings. Applications like Duolingo and Babbel are effective for beginners, offering gamified vocabulary and sentence structure exercises. However, Duolingo's method often reduces meaning to fragmented, digital forms (Fakhurrozi & Istiadah, 2025). Additionally, speech recognition tools aid students in practising pronunciation while grasping word meanings through intonation and context. Educational YouTube videos provide a visual means to deepen semantic understanding. Corpus linguistics allows students to explore word frequency and contextual meanings; for example, the word **عين** can mean "eye," "spring," or "spy," facilitating discussions on its varied usages.

The integration of digital technology shows that Arabic learning transcends mere vocabulary memorisation, emphasising comprehension in diverse contexts. Gamified applications boost motivation, while speech recognition and educational videos enhance communication skills. These findings echo Fakhurrozi & Istiadah (2025), noting Duolingo's limitations in capturing holistic language meaning, yet affirming its role in vocabulary training. Furthermore, the study aligns with Fatimah et al. (2025) on the necessity of technology in Arabic instruction and supports Fitri's (2025) views on AI's relevance. This research prioritises semantic understanding over previous focuses on syntax and morphology. Arabic teachers can leverage these technologies to enrich semantic comprehension, reinforcing a constructivist approach to language learning. Future research should aim to develop deeper semantic applications that address cultural and social contexts.

Integration Model of Linguistics + Digital Technology for Learning Arabic

The integration of linguistics with digital technology in the process of learning Arabic produces diverse approaches that not only focus on teaching language structures but also encompass context, meaning, and overall communication skills. This has an impact on increasing student learning interactivity, expanding access to quality Arabic learning resources, and facilitating a communicative and contextual approach rather than mere memorization. Here are some integration models that can be applied:



- a. The TPACK (Technological Pedagogical Content Knowledge) model is an approach that integrates the understanding of linguistic content—including phonology, morphology, syntax, semantics, and pragmatics—with pedagogical strategies and the use of technology in the learning process. Some learning media in the form of quizzes include the applications Kahoot and Quizizz. (Muhammad Fathi Nur Fadly & Prima Mutia Sari, 2022). The teacher teaches nahwu and sharaf through interactive applications like Quizizz or Kahoot while applying problem-based learning strategies..
- b. The Collaborative Curriculum Model is a system that integrates the roles of teachers, technology, and educational policies into a single learning framework. Technology such as Augmented Reality (AR) is used to visually and contextually introduce Arabic vocabulary and culture.
- c. The Contextual E-Learning Model is an online educational framework that leverages platforms like Google Classroom, Moodle, and Edmodo to provide linguistic resources in a flexible and easily accessible way. Learners can access video tutorials, digital dictionaries, and interactive exercises designed to enhance their grasp of semantics and pragmatics.
- d. *Model "Al-Hasūb al-Ittiṣālī"* (Komputer Komunikatif) adalah pendekatan pembelajaran Bahasa Arab yang mengintegrasikan komputer dan teknologi digital sebagai media utama untuk interaksi dan komunikasi bahasa. Model ini menekankan bahwa komputer bukan hanya alat bantu pasif, tetapi menjadi mitra aktif dalam proses pembelajaran bahasa yang komunikatif.

Relevant and Applicative Learning Strategies Based on Linguistics

Many Arabic language students in Indonesia face difficulties in core aspects: phonology (pronunciation of letters), morphology (ṣarf/word patterns), and syntax (nahwu/sentence structure). Therefore, it is necessary to have relevant and applicable linguistics-based learning strategies, including:

Communication-Based Contextual Strategy

Integrating contextual (CTL) and communicative principles ensures that language learning addresses both structure and its functional use in social contexts. Pragmatic analysis in Arabic facilitates Communication-Based Contextual Strategies, which focus on applying language in authentic situations to enhance students' communicative competence through relevant interactions. For instance, students may participate in dialogues in settings like markets, schools, or mosques, using suitable vocabulary and structures. This approach enriches teaching and communication, offering a robust contextual framework for understanding and utilising language (Zamzamy et al., 2024).

Key features of Contextual Communication-Based Strategies include: (1) experiential learning, where language instruction is rooted in relatable situations, such as role plays or daily life projects, fostering awareness of language use in various contexts and cultural settings (Martinez-Buffa & Safont, 2023). The active engagement between teachers and students transforms educators from mere information sources to facilitators who encourage participation through



questioning and discussion. (2) Establishing student learning communities enhances information sharing and mutual understanding. (3) Through modelling and reflection, teachers showcase effective language use, prompting students to consider these examples in their own contexts. (4) Focusing on the meaning and function of language transcends rote memorisation of grammar, emphasising its application in conveying intentions across diverse scenarios.

Authentic Text Analysis Strategy

The strategy of authentic text analysis in Arabic language learning leverages real-life texts to enhance understanding of the language's structure, meaning, and functionality in a scientific and communicative context. A notable method within this approach is the Ikhbariyah strategy (news reading), which is effective for cultivating critical reading skills and grasping cultural contexts. Implementing the Ikhbariyah strategy not only improves students' reading capabilities but also expands their awareness of cultural and social issues, thereby refining their critical thinking skills (Nafila & Sofa, 2025). Key steps in this strategy involve: (1) choosing authentic texts that align with students' levels and interests to ensure the teaching materials reflect genuine Arabic usage. Texts should be authored by native speakers and pertinent to the learning theme. Suitable examples include news articles from Arabic websites, advertisements, film dialogues, Friday sermons, short stories, Quranic verses, and social media posts, which can all aid in comprehending syntactic structure and semantic meaning. Initial reading and comprehension activities are designed to familiarise students with the text's content. These activities may involve collective or independent reading, responding to basic comprehension questions (who, what, where, when), and identifying new vocabulary and idiomatic expressions.

Integrative Strategy of Phonology–Morphology–Syntax.

The Arabic language is characterised by its distinctive syntactic and morphological traits, setting it apart from many other languages. It features a variety of word structures, a complex verb conjugation system, and clear grammatical rules (Abdullah et al., 2024). Technological advancements have introduced modern methodologies in the study of Nahwu and Sharaf, notably through online learning applications that enable students to learn at their own pace and convenience (Nurdin & Anshari, 2024). The Integrative Strategy for learning Arabic, rooted in linguistics, merges the three main branches of structural linguistics—phonology, morphology, and syntax—offering a comprehensive understanding of the language. This method integrates these components rather than teaching them separately, thereby enhancing the learning experience. Meaning is formed through the combination of morphemes from various languages and writing systems (McBride et al., 2022). Additionally, semantic mapping is a technique for vocabulary instruction that visually represents the relationships between words and concepts within a specific text (Vakilifard et al., 2020).



Implementing this strategy involves several steps: (1) establishing linguistic learning objectives by identifying the competencies students need to achieve. For example, students should be able to accurately pronounce, form, and construct sentences in Arabic, tailored to their educational levels (beginner, intermediate, advanced); (2) selecting suitable Arabic language materials, which includes choosing texts or dialogues that feature elements of phonology, morphology, and syntax, such as daily conversations, Qur'anic verses, Arabic advertisements, or news articles; (3) conducting a phonological analysis focusing on the pronunciation of Arabic letters, vowel lengths (harakat), and voice stress. This can be done through listening exercises, sound imitation, identifying challenging sounds (e.g., ع, غ, ق), and discussing the significance of phonemes in meaning differentiation; and (4) performing a morphological analysis by examining word structures, including root words (جذر), word patterns (وزن), and form variations (tasrif). Activities should involve breaking down words into their roots and patterns, practising verb formation from specific roots, and exploring how changes in form influence meaning. Syntax analysis, which pertains to sentence structure, centres on arranging words according to Arabic grammar rules (nahwu) and integrates the interplay between phonology, morphology, and syntax.

To improve students' understanding of nahwu, an effective teaching strategy must be employed, addressing their diverse challenges. This approach should not depend on a single method but should incorporate various strategies tailored to each student's unique needs (Mualif, 2019). The stages include identifying word functions in sentences (subject, object, predicate, and informant), practising sentence construction with random words, and analysing sentence structures in authentic texts. Combining pronunciation, word formation, and sentence construction into a single activity, such as role play, allows for a cohesive learning experience. Participants should write short paragraphs focusing on the accuracy of sounds, word forms, and sentence structures, followed by oral presentations that include a linguistic analysis of the texts used.

Project-Based Learning Strategy

Project-based learning (PjBL) immerses students in practical experiences by addressing real-world challenges collaboratively (Mira Shodiqoh, M Mansyur, 2022). This method emphasises a linguistic approach, integrating hands-on projects that promote the exploration and application of language components such as phonology, morphology, syntax, and semantics. The aim is for students to comprehend linguistic theory and apply it actively within their projects. The learning process follows several key steps: **First**, Identifying the Essential Question; Teachers pose stimulating and relevant questions to foster students' logical thinking (Lestari et al., 2024). For instance, "How can one create a product promotional video in Arabic while adhering to linguistic rules?" or "What sentence structures are



prevalent in modern Arabic advertisements?" Such questions encourage the exploration of linguistic elements in real contexts.

Second, Designing a Linguistics-Based Project; Students are tasked with creating projects that necessitate active use of Arabic. Possible projects include producing an Arabic vlog, designing a tourism brochure, or analysing Arabic advertisements. Students must pinpoint the linguistic aspects to be examined, such as verb usage and sentence structure. **Third**, Preparing the Project Timeline; Both teachers and students collaboratively establish a project timeline that encompasses research, linguistic analysis, production, and presentation. Each phase should involve linguistic activities, including vocabulary morphology, sentence syntax analysis, and phonological practice. **Fourth**, Monitoring and Guidance; Teachers oversee the project and provide linguistic feedback, correcting sentence structures and advising on vocabulary use. Students also reflect on their Arabic usage throughout the project. **Fifth**, Presentation and Publication; Students present their findings in Arabic, which may include video presentations or interactive dialogues. Assessment focuses on linguistic accuracy, clarity, and creativity, alongside reflections on the application of linguistic theory, language skill development, and the challenges faced during the project.

Interactive Technology Strategy

Learning Arabic through interactive technology combines language theories with digital tools, enhancing engagement and catering to students' needs. This method employs technology not just as an aid but as a means to delve into the language. The approach includes several key steps: **First**, Establish Learning Objectives; Identify essential language skills such as pronunciation (phonology), word formation (morphology), sentence construction (syntax), and understanding meanings (semantics and pragmatics). These objectives should align with students' capabilities and the curriculum. **Second**, Select Appropriate Technology; Utilise effective learning applications like Duolingo and Memrise, alongside resources such as YouTube and platforms like Google Classroom and Moodle. Incorporating games and quizzes can enhance pronunciation and speaking practice, making the learning experience both effective and enjoyable. **Third**, Interactive Activities; Engage students in phonology exercises with feedback, morphology tasks using digital games, syntax simulations for sentence construction in various contexts, and semantic analysis of digital texts. **Fourth**, Monitoring and Feedback; Technology offers immediate feedback on errors, while teachers can track progress via application dashboards. **Fifth**, Project Presentation; Students create projects like Arabic video vlogs and podcasts, sharing them on class platforms or educational social media. Finally, evaluation and reflection occur through both digital and manual assessments, ensuring comprehensive learning.

Task-Based Language Teaching Strategy



The Task-Based Language Teaching (TBLT) method, grounded in linguistics, centres on authentic communicative tasks as the core of Arabic language acquisition while integrating the analysis of linguistic elements such as phonology, morphology, syntax, and semantics. This dual focus enhances both communicative and linguistic proficiency. Employing TBLT offers an effective alternative learning strategy that enriches the learning experience in terms of effectiveness, efficiency, and comfort, leading to high-quality, enduring educational outcomes (Iwan Ridwan et al., 2023).

The strategy comprises several steps: (1) identifying relevant communicative tasks that resonate with students' lives and promote active use of Arabic, such as designing a tourism brochure, creating a market conversation video, or writing formal correspondence. (2) Teachers then develop linguistically-focused support materials, including authentic texts, vocabulary lists, and sentence structure examples relevant to the tasks, covering phonology (pronunciation), morphology (forms of verbs and nouns), syntax (sentence patterns), and semantics (meanings in context). (3) Students are encouraged to pinpoint issues needing resolution (Septiyana, 2019), fostering active use of Arabic and application of learnt linguistic rules in peer interactions, with the teacher facilitating rather than dominating the learning process. (4) During and post-task, collaborative linguistic analysis occurs, addressing sentence structures, errors, and vocabulary choices, enhancing language awareness. Finally, (5) students present their work in Arabic, receive constructive feedback, and reflect on their learning, emphasising language as a communicative tool rather than mere memorisation.



CONCLUSION

From the explanation of the research on the theme "The Role of Linguistics in the Formation of Arabic Language Learning Methods," it can be concluded that, *first*, the role of linguistic theory (phonology, morphology, syntax, semantics, pragmatics) in Arabic language learning significantly contributes to designing Arabic language learning methods that are more scientific, systematic, and contextual. The utilization of this theory helps teachers and students understand the Arabic language not merely as memorization, but as a living language system.

**Second;* The existence of weaknesses in the existing methods, as most teachers in teaching linguistics still tend to use traditional methods (grammar-translation, rote memorization, lectures) which have proven to have many limitations, such as monotonous learning, lack of communication, minimal practice, and not aligning with learners' needs. This results in low student motivation and the non-optimal development of language skills. To address these weaknesses, a dynamic, creative, communicative, efficient, and enjoyable learning approach is needed, integrating linguistic theories into the design of lessons. For example: phonetic exercises for phonology, root-based learning for morphology, and contextual grammar practice for syntax.

Third:* The utilization of digital technology (speech recognition, morphology applications, grammar checkers, interactive multimedia) greatly supports the implementation of linguistic theories in the classroom. With this integration, Arabic language learning becomes more contextual, communicative, and suited to the needs of the digital era. ***Fourth**:* There is a need for practical learning strategies to address the difficulties faced by Indonesian students, which include phonetic-articulatory strategies, minimal pairs, and pronunciation applications for phonology learning, visualization strategies for word patterns, root-based learning, word formation games for morphology learning, and visual parsing strategies, contextual grammar practice, and sentence transformation for syntax learning.



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