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Arabic Semantic Acquisition Among College Students: A Psycholinguistic Perspective through the HelloTalk App

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ABSTRACT

This study investigates the process of Arabic semantic acquisition through the HelloTalk application from a psycholinguistic perspective. A descriptive qualitative approach was employed involving ten students of Nurul Jadid University who had actively used HelloTalk for at least three months. Data were collected through observations, semi-structured interviews, and online conversation documentation, and were analyzed using the Miles and Huberman interactive model. The findings indicate that semantic acquisition developed through interactions with native speakers, discussions of everyday topics, the use of application features, and contextual interpretation of language input. HelloTalk assisted students in expanding their vocabulary and developing a deeper contextual understanding of meaning in authentic communication. The acquisition process was influenced by cognitive factors, affective motivation, language interaction, and metalinguistic awareness. The study concludes that HelloTalk has the potential to support natural and sustainable Arabic semantic acquisition in accordance with psycholinguistic principles.

Informasi Artikel

Kata Kunci:
Pemerolehan Semantik; Bahasa Arab; Psikolinguistik; Hellotalk; Pembelajaran Digital.

ABSTRAK

Penelitian ini mengkaji proses pemerolehan semantik bahasa Arab melalui aplikasi HelloTalk dari perspektif psikolinguistik. Penelitian menggunakan pendekatan kualitatif deskriptif dengan melibatkan sepuluh mahasiswa Universitas Nurul Jadid yang aktif menggunakan HelloTalk selama minimal tiga bulan. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi percakapan daring, kemudian dianalisis menggunakan model interaktif Miles dan Huberman. Hasil penelitian menunjukkan bahwa pemerolehan semantik berkembang melalui interaksi dengan penutur asli, diskusi topik sehari-hari, pemanfaatan fitur aplikasi, serta pemaknaan bahasa berdasarkan konteks komunikasi. Penggunaan HelloTalk membantu mahasiswa memperluas kosakata dan memahami makna bahasa secara lebih kontekstual dalam situasi komunikasi autentik. Proses pemerolehan tersebut dipengaruhi oleh faktor kognitif, motivasi afektif, interaksi bahasa, dan kesadaran metalinguistik. Temuan ini menunjukkan bahwa HelloTalk berpotensi menjadi media pembelajaran digital yang mendukung pemerolehan semantik bahasa Arab secara alami dan berkelanjutan sesuai dengan prinsip-prinsip psikolinguistik.

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1. Introduction

The rapid advancement of digital technology has brought about a major transformation in the world of education,[1], [2], [3] including in Arabic language learning. In recent years, conventional teaching methods have begun to shift toward the use of mobile-based digital platforms that are more communicative and contextual.[4] However, this change has not been accepted entirely without criticism. Some believe that technology can increase interest and engagement in learning, while others are concerned about its impact on natural human communication skills.[5] This phenomenon is evident among college students, many of whom now use apps like HelloTalk to interact directly in Arabic. This trend indicates a shift in how learners construct and understand the meaning of the Arabic language through alternative means. Therefore, this study focuses on the psycholinguistic analysis of Arabic semantic acquisition to understand how the balance between human cognitive processes and the mediating role of technology is formed in modern learning.

Various studies have highlighted the use of digital technologies such as HelloTalk in language learning, particularly in terms of vocabulary development, pronunciation, and increased motivation to learn. For example, research on the Mobile-Assisted Language Learning (MALL) approach has proven effective in fostering independent learning and providing a more authentic language experience through real-world contexts.[6], [7] Nevertheless, most of these studies focus primarily on international languages such as English, while similar research on Arabic remains relatively limited. Furthermore, many studies tend to emphasize the technical aspects and effectiveness of app usage,[8], [9] without examining the psycholinguistic processes involved in the formation and acquisition of meaning. Studies on Arabic semantics also generally remain confined to the analysis of written texts or formal classroom learning activities,[10] rather than forms of digital interaction. Thus, the existing literature has established that the HelloTalk app has great potential as a medium for learning Arabic; however, there are limitations in the research, particularly in the domains of semantics and psycholinguistic perspectives, thereby opening the door for further research on these aspects.

Although previous research has explored many aspects of using the HelloTalk app in Arabic language learning such as vocabulary, writing, speaking, and motivation there is a significant gap in studies examining the acquisition of Arabic semantics from a psycholinguistic perspective. Some studies have focused only on quantitative aspects of vocabulary (e.g., the number of new words learned) or productive skills such as writing or speaking, without examining how meaning (semantics) is understood, processed, and enriched in students' minds when they use the HelloTalk app.[11] Furthermore, the literature is also limited in terms of conceptual analysis such as changes in meaning, connotative understanding, or semantic dynamics within the context of digital interaction, particularly among learners of Arabic as a foreign language in Indonesia.[12], [13] Thus, there is an unanswered research gap regarding how students acquire, understand, and internalize the semantic aspects of the Arabic language through interactions on the HelloTalk app from a psycholinguistic perspective, and this study aims to fill that gap.

This study is important because it makes a significant scientific contribution to our understanding of the processes and forms of Arabic language acquisition in the digital age, particularly from semantic and psycholinguistic perspectives. In practical terms, the findings can assist Arabic language educators and curriculum developers in designing teaching methods that are more contextual and relevant to the digital world, thereby enhancing the effectiveness of learning and fostering a deeper understanding of the language. Academically, this study fills a gap in the literature by bridging the gap between language acquisition theory, psycholinguistics, and real-world practice through the HelloTalk app, thereby broadening our understanding of how learners' mental processes function in a digital learning environment. Amid the increasing use of social media and language-learning apps, their use has not been accompanied by adequate semantic analysis, even though shifts in meaning and context can influence users' language comprehension and cultural identity.[14] The phenomenon of meaning shifts in Arabic social media has been identified in the literature, indicating that the Arabic language in cyberspace is constantly evolving and flexible; however, this has not yet been analyzed in depth among formal learners.[15], [16] Therefore, this study is of high urgency both from a pedagogical perspective and in terms of its scientific contribution to a deeper understanding of how semantic acquisition occurs among Arab students through HelloTalk, so that the results can provide a foundation for more effective and relevant teaching practices in the digital age.

This study aims to describe the process of Arabic semantic acquisition among students through interactions on the HelloTalk app from a psycholinguistic perspective. It also aims to identify the forms of Arabic semantic acquisition exhibited by students and to identify the psycholinguistic factors that facilitate their acquisition of Arabic semantics through HelloTalk. The hypothesis of this study suggests that students who actively interact and receive feedback on their interactions on the HelloTalk app will demonstrate a better understanding of Arabic semantics than those who are passive. Thus, this study is designed to provide an empirical and analytical overview of Arabic semantic acquisition through HelloTalk, with the expectation that the results will enrich the psycholinguistic literature and contemporary Arabic language teaching practices.

2. Research Methods

The phenomenon of Arabic semantic acquisition through the HelloTalk app was chosen because this platform provides an authentic communication environment, allowing students to gradually build their understanding of meaning from denotative and connotative meanings to contextual ones through direct interaction with native speakers.[17] Various recent studies also show that the use of digital platforms such as HelloTalk can improve students' language proficiency, particularly in writing and speaking skills, while also providing natural conversation data that is highly useful for examining meaning formation in online communication. Furthermore, the limited number of studies specifically addressing semantic aspects in digital spaces makes this topic important to explore as a new contribution to the development of psycholinguistic

studies of the Arabic language.[18]

This study employs a qualitative approach with a descriptive research design to provide an in-depth analysis of the process by which students acquire Arabic semantics through the use of the HelloTalk app from a psycholinguistic perspective. This approach was chosen because it is capable of depicting language learning phenomena in real-world contexts and tracing how meaning is acquired, understood, and used by students when interacting in a digital environment.[19] The research subjects consisted of ten students from Nurul Jadid University who actively used the HelloTalk app as a means of communicating in Arabic. Respondents were selected using purposive sampling, which involves selection based on specific criteria aligned with the research needs.[20] These criteria included: using the HelloTalk app for at least three months; engaging in direct interactions with native Arabic speakers on HelloTalk, the ability to reflect on their own learning processes, and a willingness to provide data for research purposes. Data collection was halted once the information obtained showed recurring patterns and no new significant themes emerged. The research was conducted among students at Nurul Jadid University in Probolinggo who were actively engaged in Arabic language learning. A purposive sampling technique was used to select ten informants deemed capable of meeting the need for comprehensive data exploration.

Research data was collected through three main techniques: observation, interviews, and documentation. Observation focused on students' communication activities on the HelloTalk app, including vocabulary use, conversational context, how they interpreted the meanings of new words, and the strategies they employed when encountering semantic difficulties. Observations were conducted over a 3 month period, during which key findings were recorded and screenshots of conversations (with the informants' consent) were taken within the app. Subsequently, semi-structured interviews were conducted to explore the students' experiences in understanding the meanings of Arabic vocabulary, the mental processes they went through, and the benefits of app-based learning. Interviews were conducted in person and via WhatsApp with the informants' consent. In addition, documentation in the form of screenshots of group chats, vocabulary notes saved by students, and records of their activity on the HelloTalk app were collected to supplement the data from the observations and interviews.

Data analysis followed the Miles and Huberman model, which comprises three stages: data reduction, data presentation, and drawing conclusions[21] In the reduction stage, all data from observations, interviews, and documentation were sorted and grouped based on the research focus, such as the process of meaning formation, the process of vocabulary acquisition, and the role of context in understanding word meaning. The presentation stage involves organizing the findings in the form of narrative descriptions, tables, interviews, or conversation excerpts so that the flow is easy to follow. Next, conclusions were drawn to describe the patterns of semantic acquisition experienced by the students, the processes considered effective, and the supporting and inhibiting factors in the process of understanding Arabic vocabulary through the HelloTalk app. Through these steps, the research results are expected to have high validity and provide a comprehensive picture of Arabic semantic acquisition through digital interaction on the HelloTalk app from a psycholinguistic perspective.

3. Results and Discussion

The Process of Acquiring and Understanding Meaning

The acquisition of Arabic as a second language or a foreign language is a complex process involving various cognitive, linguistic, and sociocultural dimensions.[22], [23] Semantics, as the study of meaning, deals with the meaning of linguistic expressions such as words, phrases, grammatical forms, and sentences, which form an essential foundation for understanding the Arabic language.[24] The integration of computer- assisted language learning and artificial intelligence has been shown to increase learner motivation, resulting in greater engagement and active participation in language learning activities through personalized learning experiences and effective feedback.[25]

Based on the findings of a study on the use of the HelloTalk app by college students, the following is the process of meaning acquisition and comprehension that actually occurs within the app:

Table 1. The process of Arabic meaning acquisition by students

Process	Example
Interactive Interaction	Students interact to practice Arabic with native speakers, with immediate error correction.
Introductory Approach and Topic Selection	Focuses on everyday topics (such as asking how someone is doing, hobbies, or work).
Direct Q&A	Asking "What does … mean?"and receiving an immediate answer from a native speaker.
App features	In-chat translation (tap-to-translate), vocabulary practice with AI-powered game features, automatic AI correction, and more.
Comprehension Through Contextual Input and Meaning Negotiation	Working in a hospital (such as doctors, nurses, and others).

Note. These results show that the five processes involved in Arabic semantic acquisition using the HelloTalk app support students' acquisition and understanding of Arabic. Furthermore, they form a flexible, interactive acquisition system focused on students' communication skills. These processes not only optimize artificial intelligence technology to tailor learning to individual needs but also incorporate psycholinguistic principles such as meaning negotiation and context-based comprehension, thereby facilitating natural and continuous language mastery.

The results of an interview with Uyunil Kamaliyah indicate that in the process of acquiring and developing an understanding of Arabic through the HelloTalk app, students use a variety of approaches that differ from one individual to another.

> "In the app, I use the live Q&A feature with my online friends because I can quickly get my language usage corrected. And I can actually choose any feature I want since the app provides several helpful features" (Interview, March 26, 2026)

The results of this interview are also consistent with those of the interview with Aufa Himami, which showed that users more frequently utilize the live Q&A feature with native speakers because this feature allows students to receive quick and accurate language feedback. The speed at which users receive corrections or answers is the main reason why this feature is chosen, as it accelerates the process of understanding and correcting errors in Arabic.

Nevertheless, users also recognize that the app offers a variety of other helpful features that can be freely utilized as needed. This flexibility given student the freedom to choose the language acquisition method that best suits their learning style, making the learning process more personalized and effective. The trial and error process and the instant feedback students receive from their conversation partners also reflect the mechanism of meaning negotiation an essential aspect of language learning where meaning negotiation through communication has been shown to increase learners' engagement in remediation, particularly in tasks requiring concrete output[26] This process is also consistent with the findings of the study[27] which states that digital language learning applications draw on insights from research in bilingualism and psycholinguistics to facilitate second language acquisition.

Findings from another study also indicate that the use of the HelloTalk app in Arabic language acquisition shows that students derive significant benefits from the various features available within the app. These features not only facilitate communication with native speakers but also provide tools that support more effective language comprehension and mastery. Several key features such as voice chat, automatic text correction, the ability to search for native speaker partners, and thematic discussion forums allow students to choose the options that best suit their specific needs. This is evidenced by the results of an interview with Nur Aini:

> "I often use HelloTalk to chat with people from the Arab world. I really like the auto-correction feature if I make a mistake while typing, they correct it right away. There's also a translation feature, so if there's a word I don't understand, I just tap it and the meaning pops up right away. It's really convenient." (Interview, April 05, 2026)

Interview data indicate that this approach not only personalizes the learning experience but also accelerates the mastery of Arabic in a gradual and effective manner. Students can leverage this combination of features to create a flexible and adaptive learning environment, thereby making the learning process more dynamic, enjoyable, and yielding optimal results in developing their Arabic language proficiency. These findings align with research on the impact of mobile apps on Arabic language acquisition, which emphasizes that interactive features such as gamified content and multimedia integration can increase user engagement and create a more immersive learning environment to support better memory retention,[28] as well as other research indicating that the quality of authentic semantic input from native speakers on the HelloTalk app makes a fundamental contribution to students' understanding of vocabulary meanings in context.[29]

Based on several research findings, the HelloTalk app has proven effective as a platform for Arabic semantic acquisition that combines AI technology with direct interaction with native speakers. The five semantic acquisition processes implemented interactive engagement, everyday topics, contextual understanding, live Q&A, and app feature optimization form a comprehensive and adaptive semantic acquisition system tailored to students' needs. The results of observations and interviews indicate that key features such as voice chat, automatic correction, native speaker search, and discussion forums provide flexibility in choosing appropriate semantic acquisition methods. This review aligns with studies on meaning negotiation in virtual reality environments, which show that learners utilize various semiotic resources to construct and negotiate meaning in order to achieve effective communication[30], [31] highlighting the importance of multimodal interaction in digital language learning.

Thus, the HelloTalk app not only accelerates the progressive mastery of Arabic but also creates a personalized, interactive learning experience that supports natural language acquisition in accordance with modern psycholinguistic principles.

Forms of Semantic Acquisition

Semantic acquisition is the process of gaining an understanding of the meaning of words, expressions, and language use in accordance with the context of communication. From a psycholinguistic perspective, the acquisition of meaning occurs not only through vocabulary memorization but also through cognitive processing as individuals interact with other speakers, enabling them to connect linguistic forms with their meanings in real-life communication situations.[32] Authentic interactions facilitated by the HelloTalk app provide students with the opportunity to acquire Arabic meaning naturally through meaning negotiation, immediate feedback, and language use in everyday contexts. This aligns with the concept of *Mobile-Assisted Language Learning* (MALL), which positions real- world interaction as a crucial means of second language acquisition.[33]

The research findings indicate that students' semantic acquisition through the HelloTalk app is evident not only in their expanded Arabic vocabulary but also in their improved ability to understand meaning within the context of usage. Students are able to connect word meanings to communicative situations, understand the use of expressions commonly used by native speakers, and adapt their word choices according to their conversation partner and the topic of conversation. This process develops gradually through repeated interactions that allow students to receive direct feedback from native speakers. These findings indicate that semantic acquisition occurs in a contextual, communicative, and meaningful way, rather than simply through word-for-word translation. The following table

outlines the forms of semantic acquisition achieved by students through the HelloTalk app:

Table 2. Forms of Semantic Acquisition

Forms of Semantic Acquisition	Indicators of Findings	Example
Acquisition of new vocabulary	Students acquire new vocabulary from everyday conversations	دردشة means conversation or chat.
Understanding Contextual Meaning	Understanding the meaning of words based on the context of the conversation, not just dictionary	The word غالٍ means "expensive," but in the phrase انت غالٍ عندي means "you are precious to me"
Understanding Everyday Expressions	Recognizing expressions commonly used native speakers	يعطيك العافية means "May Allah grant you good health," but in conversation it is used as an expression of appreciation or thanks after someone has done a job.
Choosing the Right Vocabulary for the Context	Using different words depending on whether the situation is formal or informal	The words بيت and منزل : Both can mean "house," but in certain contexts, منزل refers more specifically to a physical residence, while بيت is more common in everyday usage
Clarifying Meaning Through Interaction	Asking native speakers directly when encountering a word you don't understand	The words نظر and شاهد both mean "see" but نظر is more general, while شاهد often used to mean "to watch" something intently.

Note. Based on research findings and interview data from students who actively use the HelloTalk app, it was found that the app contributes to the acquisition of Arabic semantics. This acquisition involves not only the addition of new vocabulary but also includes an understanding of word meanings based on context, the use of everyday expressions, subtle differences in meaning between words, and the ability to use vocabulary more appropriately in communication. To gain a clearer picture of these forms of semantic acquisition, the researcher conducted interviews with research informants. Solihin explained:

> "What made my friends and me interested in using this app is that the native Arabic speakers are friendly and very patient in guiding the conversation and teaching the correct vocabulary. For example, when I suggested "هيا نصنع grup chat," they replied "grup دردشة" That's how I learned that term. Not only that, but they also teach me terms I didn't know before. For example, the phrase يعطيك العافية I knew it meant 'may Allah grant you good health,' but this phrase can also be used as an expression of appreciation or thanks after someone has done a job." (Interview, April 14, 2026)

These interview findings are also consistent with data from interviews with other informants namely, Muhyidi and Nur Hasani which indicate that semantic acquisition through the HelloTalk app extends not only to new vocabulary but also to understanding terms that can be applied in daily life. This finding is consistent with the results of a study by Ida Rosilah and Siti Maria Ulfa, which found that direct interaction with native speakers through HelloTalk provides an authentic language experience, thereby helping students gain a deeper understanding of the Arabic language.[34]

Other research findings indicate that students who use the HelloTalk app receive feedback on their comprehension, the accuracy of their vocabulary or contextually appropriate terms, and guidance through interactions within the app. These findings are based on interview data from app users to corroborate the results. The following is data from an interview with informant Ms. Shofiyatul Bashiroh:

> "After using the HelloTalk app for a few months, I've gained a better understanding of how to interpret Arabic sentences. My friends on the app are very responsive and let me know what I need to improve. They taught me that the word نظر generally means 'to see,' while شاهد means 'to watch.' I've learned so much through this app." (Interview, May 02, 2026)

Based on the interview excerpt above and data from interviews with another informant, Ms. Khoirul Mafazah, it can be understood that the use of the HelloTalk app contributes to students' acquisition of Arabic semantics through various forms of authentic language experiences. Direct interaction with native speakers allows students to grasp the meaning of the language not only through theoretical explanations but also through real-life contexts in everyday communication. This aligns with the findings of a study by Yulia Rusiadi et al., which states that interaction with native speakers enables learners to acquire vocabulary and understand its usage in real-life communication situations.[35]

Thus, the semantic acquisition that occurs includes vocabulary expansion, reinforcement of contextual meaning comprehension, understanding of commonly used expressions, and the ability to distinguish and use vocabulary appropriately in communication situations. These findings indicate that HelloTalk can serve as a tool that supports the process of acquiring Arabic meaning in a more natural and communicative way.

Psycholinguistic Factors Affecting Semantic Acquisition

The acquisition of Arabic semantics is influenced by various psycholinguistic factors that interact with one another to shape learners' ability to understand and use the language's meaning.[36], [37] Cognitive factors such as phonological awareness, working memory, visual attention, and rapid naming

ability form the foundation of language processing that determines the success of semantic acquisition.[38]

Based on the results of observations and interviews with students, it was concluded that the acquisition of Arabic semantics is influenced by various psycholinguistic factors that interact with one another in shaping the process of understanding and mastering meaning. Based on the research findings, there are four main factors that play a significant role in the acquisition of Arabic semantics, namely:

Table 3. Psycholinguistic Factors in Semantic Acquisition

Psycholinguistic Factor	Explanation
Cognitive Factors	Memory capacity in processing Arabic text and linguistic transfer from Indonesian, facilitated by the app's automatic translation feature.
Motivational and Affective Factors	The intrinsic motivation to communicate with native speakers in HelloTalk's informal setting reduces anxiety and boosts self-confidence.
Input and Interaction Factors	Direct language experience with native speakers, clarification of meaning through chat, and immediate corrections.
Metalinguistic Factors	Students' awareness of differences in word meanings between Arabic and Indonesian, fostered through various learning methods such as using translation features, noting word usage in sentences, and learning through images.

Note. Based on these data, it can be concluded that the acquisition of Arabic semantics through the HelloTalk app is influenced by four interrelated psycholinguistic factors. Together, these four factors form a comprehensive learning process and support the effective understanding of Arabic semantics. This conclusion is consistent with research findings showing that psycholinguistic factors play a central role in influencing the success of students' acquisition of Arabic semantics.[39]

An interview with Safilatul Khoirot revealed that the automatic translation feature in the HelloTalk app affects her ability to process and remember Arabic text and vocabulary.

> "In my experience, the translation feature is really great for the early stages. That way, I don't have to open Google Translate or those thick dictionaries. I just tap it and immediately know the meaning. But to memorize vocabulary, I still have to read and write often. Because if I just rely on translations, I'll end up not wanting to learn to read. So I use a combination: I use the translation when I'm confused, but I still try to read it myself first before tapping the translation." (Interview, May 26, 2026)

Based on the interview results and in line with the interview data from Febriani Rizki, it can be concluded that the automatic translation feature on HelloTalk provides significant convenience for students in the early stages of learning, particularly in quickly accessing the meanings of words without having to open a physical dictionary or a separate translation app. However, students recognize that complete reliance on the translation feature can hinder their ability to read and memorize the Hijaiyah alphabet independently. Therefore, students employ a combined strategy by attempting to read and understand Arabic texts first before using the translation feature, thereby ensuring that cognitive processing and memory retention of Arabic script remain well-practiced. This balanced approach demonstrates that students consciously manage the use of technology as an aid not a substitutein their Arabic language learning process. This finding aligns with Hopp's research, which revealed that faster lexical processing facilitates incidental second language grammar acquisition, with psycholinguistic and neurocognitive variables acting as moderators.[32]

Similarly, research findings conclude that students' interactions with their conversation partners result in a process of input and interaction that leads to the acquisition of correct and appropriate language:

Figure 1. The Process of Interaction and Immediate Correction



Note. Students not only write or read texts, but also receive immediate feedback from their learning partners, who highlight the text and provide corrections. This type of interaction creates a dialogic learning experience, where errors are immediately corrected and understood within the context of real-world communication. Thus, immediate correction serves not only as a technical fix but also as a means of building self-confidence, improving accuracy, and reinforcing memory of the characters and vocabulary being learned. In line with recent

research affirming that language learning requires a more comprehensive perspective that places the learner at the center of the acquisition process encompassing agency and strategic behaviors such as seeking input and engaging in interaction[40] and other studies indicate that these conditions reflect findings showing that interaction with conversation partners can significantly contribute to learner motivation, willingness to communicate, and enjoyment of learning.[41] The results of the interview with Nurul Makkiyah indicate that the mental processes she experienced such as anxiety, and fear of interacting with fellow users on the app led to a positive response in terms of self- control as she adapted to learning Arabic.

> "I feel more confident asking about the meaning of Arabic words or sentences on HelloTalk because I'm not afraid of being judged, and some of my partners have been guiding me well so far. At first, I was probably afraid because my partners are foreigners and we're speaking a foreign language, but I need to be even braver so I can understand their language better." (Interview, June 08, 2026)

The data led to the conclusion that, in the application, students experienced positive effects on their internal motivation and the affective filters they perceived during interactions. Likewise, they can manage the aspects they experience through direct interaction and rely on the features provided so that their language acquisition and comprehension can be achieved in line with the learning objectives they pursue on HelloTalk. This aligns with research confirming that HelloTalk's informal and relaxed environment successfully reduces students' affective filters, in line with studies that identify motivation and attitude as elements present in both psycholinguistic and social factors, which can support second language acquisition[42] and research on the role of psycholinguistics in language learning indicates that oral fluency is closely related to the learner's mental state or even mental health, where mastery of formulaic sequences can promote oral fluency in the long term.[43]

Overall, this study shows that students' acquisition and comprehension of Arabic meaning occur through various acquisition processes involving direct interaction with native speakers, a contextual thematic approach, direct question-and-answer sessions, the use of app features, and comprehension of meaning through contextual input in real- life situations. These processes are supported by four major psycholinguistic factors that interact with one another: cognitive factors that play a role in information processing and linguistic transfer; motivational and affective factors that create a drive to learn and reduce language anxiety; input and interaction factors that provide authentic language experiences and immediate correction; and metalinguistic factors that build students' awareness of the structural and semantic differences between Arabic and Indonesian. The combination of diverse semantic acquisition processes with optimal support from these psycholinguistic factors creates an effective acquisition ecosystem that facilitates the semantic acquisition of Arabic. These findings indicate that the success of Arabic semantic acquisition depends not only on the acquisition method itself but also on the dynamic interaction between cognitive, affective, and social aspects that shape students' experiences holistically.

4. Conclusion

This study concludes that the acquisition of Arabic semantics through the HelloTalk app occurs through several contextual processes, involving direct interaction between students and native speakers via the app. This process includes the initial stages of conversation, understanding through context, negotiation of meaning, and repetition in various different situations. The app's built-in features, such as automatic translation, grammar correction, and supporting media, have been shown to help students understand and expand their Arabic vocabulary in a more authentic and natural way. Students' semantic acquisition through the HelloTalk app is evident not only in their growing Arabic vocabulary but also in their improved ability to understand meaning based on the context of use. Students are able to connect the meaning of words to communicative situations, understand the use of expressions commonly used by native speakers, and adapt their word choices according to their conversation partner and the topic of conversation.

Psycholinguistic factors play a crucial role in the success of semantic acquisition. Students' working memory capacity, intrinsic motivation, affective state, the quality of semantic input, and metalinguistic awareness all interact to shape their understanding of meaning. A relaxed and interactive digital environment helps reduce emotional barriers, making students more confident to ask questions, negotiate, and test the use of new vocabulary. Thus, HelloTalk serves not only as a communication platform but also as a learning space that supports students' cognitive and affective processes.

Research findings indicate that authentic input from native speakers contributes significantly to students' semantic understanding, as it explains not only lexical meaning but also conceptual and cultural meaning. The process of meaning negotiation that occurs in digital interactions strengthens students' understanding of the nuances of the Arabic language, while also fostering more reflective learning strategies. This is consistent with psycholinguistic theory, which emphasizes the importance of interaction, context, and feedback in second language acquisition.

Overall, this study makes a scientific contribution to expanding the study of Arabic language acquisition in the digital age, particularly from semantic and psycholinguistic perspectives. The results confirm that app based semantic acquisition, such as through HelloTalk, can bridge the gap between language acquisition theory and real world practice, while also providing a foundation for the development of teaching methods that are more contextual, communicative, and relevant to students' needs. Thus, this study not only fills a gap in the literature but also offers practical implications for educators and curriculum developers in designing more effective Arabic language instruction in the era of digital transformation.

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