

Children's Acquisition of Arabic Language Based On Chomsky's Theory Of Nativism

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ABSTRACT

This study delves into the acquisition of Arabic language by children in the context of Chomsky's Theory. Acquisition of Arabic language for non-native students in Indonesia is very important to find out how Indonesians acquire arabic language and are able to understand the rules of the target language. The research focuses on non-native students in Indonesia, shedding light on how they grasp Arabic language and comprehend its linguistic rules. Through a qualitative approach and the Miles and Huberman model for data analysis, the study reveals that children can proficiently learn Arabic through language acquisition rather than traditional learning methods. And results of study are that children can master arabic language by means of language acquisition, if he masters the second language it is not through the learning process in school. The findings underscore the significance of innate language skills in children, as proposed by Chomsky's Theory of Nativism, emphasizing the presence of a Language Acquisition Device (LAD) from birth. This study contributes valuable insights into the natural language acquisition process and the role of innate linguistic abilities in mastering Arabic language skills. So, there must be some important aspects regarding the language system that is naturally within the child.

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Introduction

Language is the main means of communication in human life in this world (Bloomfield, L, 1933), whether in written, spoken, or only in the form of certain symbols. Without language humans cannot communicate because humans are social creatures who inevitably have to interact with other humans. Language is the main tool for communication in human life, both

individually and socially collectively (Burns et al., 1997). Individually, language is a tool to express the contents of inner ideas to other people. In a social collective, language is a tool for interacting with each other (*Pringgawidagda, Strategi Penguasaan Berbahasa. (Yogyakarta: Adicita Karya Nusa, 2002)*, n.d.) According to Stephen D. Krashen, language acquisition refers to linguistic abilities that have been internalized naturally or unconsciously and focus on linguistic forms (words). Meanwhile, language learning has the opposite meaning, it is carried out consciously and is the result of formal learning situations. The context of acquisition is natural, while learning refers to formal conditions with a programmed context. Usually someone who learns a language is due to achievement motivation, while acquiring a language is usually due to communication motivation. Learning a language is emphasized to master the rules, while language acquisition is to master communication skills. (Pallawagau & Rasna, 2022)

A study of foreign language acquisition in students non-native in Indonesia it is very important to know how Indonesians acquire foreign languages and are able to understand the rules of the target language. Then how are they able to perceive utterances in a foreign language and be able to understand them so that they have skills in spoken language using a foreign language (Riyanti, 2020). Through this study, it can also be seen how humans who already have a first and second language can produce speech in another language (foreign language) (Syahid, 2015b).

Humans are said to be noble people to social beings. Through his thinking, humans are able to experiment with concrete and abstract phenomena. Through language, humans are able to communicate, socialize with many people and convey what is on their minds. Tarigan also explained about language acquisition in acculturation theory that the process of language acquisition is one aspect of acculturation and the level of a person's acculturation in a particular language group in acquiring another language or what is meant by a second or foreign language (Syahid, 2015a). In Nativism theory, adherents of this school, Chomsky, McNeil and their colleagues believe that every normal human being born in the world is equipped with a tool for acquiring language (Language Acquisition Device), with this LAD a child learns and acquires the language used by the people around them, all normal children can learn any language used by the people in the same environment. This language acquisition tool can function if there is an environment that supports it (Wahyuningsih & Fauzi, 2019).

Language is a basic thing for society. Language forms the basis of our daily perception, communication and interactions. Language is a system of symbols that categorizes, organizes and clarifies our thoughts. Through language we describe the world, without language society and culture would never exist. To be able to succeed in society, children need to develop their language skills widely (Nursalim, 2020). In the realm of language acquisition theory, there is

much debate. About how a person acquires this language. In the psycholinguistic literature, TPB (Language Acquisition Theory) is classified into 4 families. Namely, 1) behaviorist group, 2) cognitive group, 3) nativist group, and 4) humanistic group. This discussion will focus on the nativism theory of language acquisition. Where a person's language acquisition such as Arabic language is based on birth or *qodrati*. Not influenced by the environment or anything else (Hidayah et al., 2021).

Some of the following research results show that Acquisition language-based Chomsky's theory is firstly reasearch entitled Noam Chomsky's Contribution to Second Language Acquisition: A Reflection on the Universal Grammar Theory (Md. Enamul Hoquem 2021) and this paper discusses about the relevance of Universal Grammar to Second Language Acquisition (SLA) from different aspects: accessibility of UG, L1 and L2 acquisition differences, learning models, poverty of the stimulus argument, and debates on principles and parameters in SLA. Then, it addresses the three hypotheses of Universal grammar in Second Language Acquisition (SLA) which focuses on whether adult language learners have access to the principles and parameters of UG in constructing the grammar of a second language (Hoque, 2021).

Secondly, reasearch entitled The Relevance of Chomsky in 21st Century Second Language Acquisition (James Heater, 2020) This paper summarizes some of Chomsky's ideas, subjects them to critical analysis, before looking at the current movement of alternative theories and considering their contributions to the current and future direction of Teaching English as a Second/Foreign Language (TESL/TEFL). The paper concludes that current constructionist thrust represents a move away from Chomsky's theoretical dominance and suggests the future of applied linguistics is on the verge of another new frontier (Heater, 2020).

Third, reasearch entitled Chomsky's Language Development Theories: Rescuing Parents out of Dilemma (Huachuan Wen, 2013) and the result is theories of Innate Hypothesis, Universal Grammar and Language Acquisition Device help dissolve the misunderstanding and enigmas that teachers and parents have about children's language learning and development. Chomsky's theories might not provide specific solutions to all questions but they do help people gain deeper insights into the root of problems. Actually, Chomsky's theory is an empirical science and his method is largely based on linguistic empirical data, which greatly adds to the feasibility of his theories (Wen, 2013). From the previous researches mostly discusses about Chomsky's ideas, critical analysis, Teaching English as a Second/Foreign Language. But, for this research would focus on acquisition of Arabic language in children then theory of nativism from Noam Chomsky perspective. First, discuss about How Arabic language acquisition in children, and second is about Chomsky's theory of Nativism.

Method

Research Design

This research is using qualitative approach and library research method for studying the acquisition of Arabic language in non-native students in Indonesia. Data collection techniques used were literature review from the Alifbee platform as a primary source and from other literature as secondary sources such as books, scientific articles, etc. In essence, this research data is in the form of literature sources that are still related to learning Arabic using the Chomsky's Linguistic Theory in the form of research output or thoughts and documentation. The qualitative approach allows for an in-depth exploration of the topic, focusing on understanding the nuances of language acquisition rather than quantitative measurements. By conducting library research, the study leverages existing literature to gather insights and theoretical frameworks related to language acquisition, providing a solid foundation for the research.

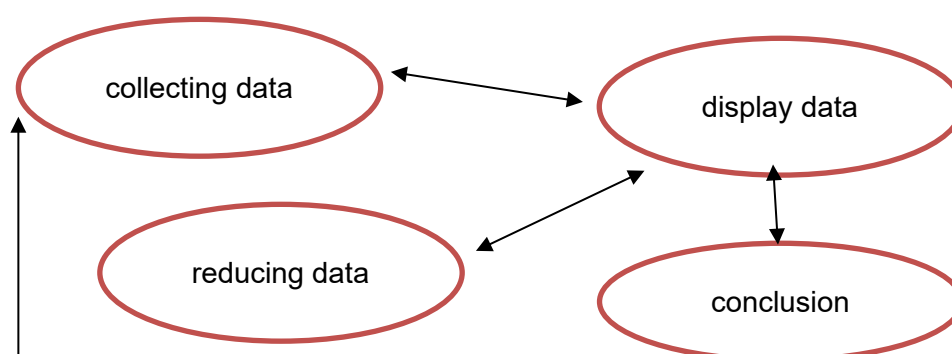
Data Collection Techniques

The data collection techniques of literature review and documentation are essential in this context, as they enable the researchers to gather relevant information from scholarly sources, books, and other documented materials. This approach ensures a comprehensive understanding of the subject matter and allows for the integration of diverse perspectives and theories into the study.

Data Analysis Techniques

The data that has been collected is then analyzed process using by Miles and Huberman technique, which consists of collecting data, reducing data, and presenting the data. Collecting data involves gathering information from various sources, including academic papers, books, and research studies related to Arabic language acquisition and Chomsky's Theory. The researchers then proceed to reduce the data by synthesizing and organizing the information to identify key themes, patterns, and insights relevant to the research objectives. As qualitative data analysis is a continuous, iterative and ongoing effort this theory suggests several steps which are described as follows (Sutaman, 2021):

Picture 1: Data Analysis Method



Firstly, data collection, before entering the data analysis stage, the researcher first checks and re-examines the data obtained in the field, whether the results of observations, interviews or documentation. Second, data production, at this stage, the researcher selects what is relevant to the research and data that is not relevant to this research. The relevant data will be analyzed immediately, while the irrelevant data will be set aside or not analyzed. The data that has been obtained is written in the form of a report or detailed data (*Miles Dan Huberman, Analisis Data Kualitatif, (2009) Jakarta: UI-Press, n.d.*) The report is prepared based on the data obtained, reduced, summarized, the main points selected, focused on the important things. Analyzing and sorting the resulting data based on certain concept units, themes and categories will provide a sharper picture of the observation results and also make it easier for researchers to search for data again in addition to previous data obtained if necessary. Third, data presentation, data that has been obtained or reduced, next is data presentation including: identification, clarification, or categorization according to the main problem, preparation, explanation of data in a systematic, objective, comprehensive and meaningful manner. Fourth, conclusion, the next step is to conclude and verify the data that has been processed based on the categories and meaning of the findings. (Sugiyono, 2022)

Result and Discussion

Arabic Language Acquisition in Children

Children's social development is greatly influenced by the process of acquiring their first language. This is also related to how children's social identities are formed, At the stage of acquiring a foreign or second language, of course it is based on theories about first language acquisition. Children's acquisition, especially of Arabic, is generally influenced by environmental factors, but in adults this acquisition occurs due to formal factors. Correction of children's language acquisition is carried out in a non-formal environment, whereas for adults correction will be carried out through a repeated practice process.

Arabic language acquisition is more emphasized on a child's mastery of language which occurs unintentionally, while language learning is more emphasized on language mastery which occurs intentionally. This is because there are still many inaccurate acquisitions, such as incorrect pronunciation of sounds, unnecessary addition of sounds, and incorrect pronunciation of the length and shortness of letters. In the context of language learners in Indonesia, the terms second language acquisition or foreign language acquisition can be used both. This can be said when referring to the school model in Indonesia. Two of the different school models in Indonesia, which can be compared regarding language learning and acquisition, are the boarding school model and the non-boarding school model. The boarding school model or Islamic Boarding School (Modern Islamic Boarding School) emphasizes that students study two foreign

languages, namely Arabic and English.

Language Acquisition is the process used by children to adapt a series of increasingly complex hypotheses, or theories that are still latent or hidden which may very well occur, with the utterances of parents until he chooses, based on a measure or measure of judgment, grammar the best and simplest of these languages. In language acquisition, it cannot be separated from acquisition equipment or acquisition device which is a hypothesis tool based on an input of primary linguistic data from a language, producing an output consisting of a descriptively adequate grammar for that language. The term "language acquisition" is intended as a process carried out by children achieving successful and fluent mastery of their mother tongue. The term "acquisition" (inquisition) we use as a substitute for "study" or learning. Language acquisition ends when a child is around five years and six months old.

Since the era of ignorance until now, Arabic still exists to be studied and taught with various forms of models and learning methods. In the era of ignorance, the Arabic language developed with its literature and writing. Evidence of the discovery of ancient Arabic writing found in the northern region of the Arabian peninsula can be considered to represent Arabic at its level of development. Arabic in particular is a very complex language, a language full of rich vocabulary and many meanings. From one word, Arabic can provide at least 3 derivative language verbs, *fiil madhi*, *Mudhari*, and *Amr*.

However, this only applies to the acquisition of the mother tongue (or first language). A person can master another second language through language acquisition, unless he masters the second language through a learning process. The implications of the theories of Piaget, Chomsky, and Lenneberg for the implementation of language education for children aged 4;0 – 6;0 years are as follows (Wahyuningsih & Fauzi, 2019).

First, language learning aimed at developing writing and reading skills is not yet feasible at the kindergarten level, except in the context of writing and reading play. Learning is directed at language acquisition, for example listening and giving simple verbal responses and having simple conversations. So, teachers should be able to develop the nuances of playing to introduce sound symbols. Second, second language and foreign language learning cannot be provided in kindergarten because it will damage the Orlandic area and affect the mal-function of the left and right hemispheres. Kindergarten aged children are still at the level of language acquisition (natural), not yet at the level of learning (artificial). Third, if foreign language learning (for example Arabic in the context of imtaq education and English) is carried out, it should be directed at the context of language acquisition. Language acquisition takes place in a natural context, is directed at getting used to listening to language sounds without the child being required to produce those language sounds (in the form of speaking or writing), is

ungrammatical, fun, and does not become a burden (Arifin, 2021).

Meanwhile, it is important to introduce children to Arabic from an early age through interesting and fun media while playing, such as guessing the vocabulary of the Hijaiyyah letters, singing songs about body parts or introducing colors through pictures. In the current era, Arabic has been studied everywhere in various forms, whether taught in formal or informal schools. In the formal sector, Arabic is taught in government-owned schools, both public and religious, private Islamic schools owned by organizations, and in Islamic boarding schools. In Madrasas and Islamic Boarding Schools, Arabic is taught with its own characteristics, Arabic is taught in the form of a tool science, namely positioning the language as a tool science for studying the teachings of the Islamic religion. Arabic language is also because one of the subjects that is classified as very important and must be paid attention to. This is due to two main reasons namely First, Arabic is the language of the Islamic religion. So the main motivation for every Muslims is to understand the teachings and learnings of their religion. Study it in order to achieve perfection in excellent acts of worship. By knowing, understanding and deepening Islamic teachings sourced from the al-Qur'an and al-Hadith written in Arabic text (Massofia et al., 2023).

The starting point for the rapid progress and development of the Arabic language began with the revelation of the Koran in Arabic, which is the greatest miracle in the world. Therefore, Arabic has indirectly become the language of communication for all Muslims in the world, in addition to the hadith of the Prophet Muhammad SAW being enshrined in Arabic. Islamic sciences at the beginning of their development were written in this language and the spread of Islamic preaching throughout the world also used Arabic (Sudrajat, 2021).

Apart from students learning this language, students are also directed to use these two foreign languages in daily communication. If we refer to Yukio's definition, this case can be said to be a process of learning and acquiring a second language, because Arabic or English are no longer only studied in the classroom, but are also used in daily conversation and communication. Different from the non-boarding school model, such as ordinary public schools. One example is learning Arabic at Madrasah Tsanawiyah or Madrasah Aliyah. Language is only one subject matter taught in the classroom. Arabic tends not to be used in daily communication at school. So it cannot be said that Arabic is a second language but rather a foreign language (Nurlaila, 2021).

Chomsky's Theory of Nativism

Nativism has the opinion that throughout the process of acquiring their first language, children (humans) gradually unlock their lingual potential according to genetic programming. This assumption assumes that the environment does not have an influence on language acquisition, on the other hand, it also assumes that language is a biological gift, which is in line with the "nature-given hypothesis". The nativism group has a view of language as something

complex and intricate, so it cannot be studied in a short time using methods such as "imitation" or also known as imitation. So, there are definitely some urgent aspects about the system the language that is in the human body is natural. According to Chomsky, he views language based on the following assumptions : Language attitudes are something that is inherited genetically. The design of language development is the same as all kinds of cultures and languages (it is a complex thing); and the environment only has a low position in the language maturation mechanism. Then, Mastering the language can be done in a short time, a 4-year-old child can start speaking like an adult. Lastly, The language environment in children cannot provide adequate data regarding language grammar/rules competence which is difficult in adults (Nurlaila, 2021).

Beside it, Advantages of nativism theory according to Chomsky is can highlight the talents that humans have. Through this theory, there is great hope for humans to be able to maximize the basic talents and abilities they have because they already know the talents they can develop. This will make it easier for humans to develop things that have great potential for them to make progress in life. Beside it, can encouraging the realization of oneself as a competent human being. This theory provides great hope for humans to be more innovative and creative in their efforts to develop talents and interests so that they are competent as humans who are able to overcome competition with other humans in facing the obstacles and challenges of the modern era which are increasingly needed by humans. competent people who have advantages over others. Meanwhile, its is also helping people in the determination of a choice. It is hoped that with the theory, people are able to have a wise attitude in determining each of their choices, and if the choice has been determined, they will have a high commitment and stick firmly to the choice they have chosen and have the confidence that they have chosen the best choice. Then, encouraging the development of human potential. So that humans have an active role in developing their personal potential so that they become individuals with unique characteristics or special characteristics as human identity.

Meanwhile, Deficiencies or negative view of this theory is as if humans have traits that are difficult to change because hereditary traits have been attached to them since birth. This theory assumes that good offspring must become good figures and evil offspring become evil figures. In other words, it states that human nature is a permanent thing that cannot be changed by anyone or anything. The next view is that education is only pessimistic and discredits groups of people who just "accidentally" have bad offspring. Then, assumptions offered by Chomsky include : humans from birth have innate language abilities (innate), to make children capable of language, children make hypotheses about language structures. In this case, human children from birth have been equipped with language acquisition tools (LAD; Language Acquisition

Device), hypotheses about language structures made by children occur at the threshold of consciousness (sub-consciousness) and will be tested in language use which will continuously be matched with new linguistic input obtained from the environment. Chomsky also stated that language learning is not just a response to external stimuli in the process of habit formation but rather a rational and cognitive creative process. Chomsky views this creative aspect as related to the use of language rules and conventions in the sense that language speakers can express an unlimited number of ideas using sentences they have never heard before (Hidayah et al., 2021).

Conclusion

Based on the result and can conclude that term "acquisition" (inquisition) instead of "study" or learning. In Nativism theory, adherents of this school, Chomsky, McNeil and their colleagues believe that every normal human being born in the world is equipped with a tool for acquiring language (Language Acquisition Device), with this LAD a child learns and acquires the language used. by people around him. Language acquisition also takes place in a natural context, directed at getting used to listening to language sounds without the child being required to produce those language sounds (in the form of speaking or writing), ungrammatical, fun, and not a burden.

The assumption of Chomsky's nativism theory is that the environment does not have an influence on the acquisition of language, on the other hand, it also assumes that language is a biological gift, which is in line with the "*natural gift hypothesis*". The nativism group has a view of language as something complex and intricate, so it cannot be studied in a short time using methods such as "*imitation*" or also known as imitation. In the context of Arabic language learners in Indonesia, the terms second language acquisition or foreign language acquisition can be used both. So to make children capable of Arabic language, children make hypotheses about Arabic language structures. In this case, human children from birth are equipped with language acquisition tools (LAD; Language Acquisition Device).

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