



## **Acquisition Of Arabic Language In SMAIT Baitul Muslim**

**Muhamad Fatkhul Muin**

IAIN Metro Lampung

e-mail: [mfatkhulmuinnn@gmail.com](mailto:mfatkhulmuinnn@gmail.com)

**Ian Antono**

IAIN Metro Lampung

e-mail: [ianantonosaja@gmail.com](mailto:ianantonosaja@gmail.com)

### **Abstrak**

The purpose of this study was to see how Arabic language acquisition in SMAIT Baitul Muslim. This study examines the methods applied by educational institutions to help students learn Arabic. The purpose of this study was to improve the understanding of the Arabic learning process through a combination of observation, teacher and student interviews, and literature review. Based on research findings, Arabic language teaching at SMAIT Baitul Muslim uses interesting and dynamic teaching methods such as role plays, language games, and group discussions. Students' language proficiency is enhanced through Arabic extracurricular activities and language development activities such as the Language Glory Vaganza (LGV) and the Center of Language Improvement (CLI). Learning is influenced by various factors, including environmental support, learning styles, and student motivation. Students at SMAIT Baitul Muslim find learning Arabic interesting and rewarding, although there are still a number of challenges. This highlights the importance of innovative teaching strategies in improving Arabic language acquisition.

**Keywords: Acquisition, Improving, Arabic Language, SMA IT Baitul Muslim.**

## **INTRODUCTION**

With the removal of geographical barriers due to globalization, the world appears smaller. Interaction and communication across cultural boundaries is very important. Apart from the mother tongue, learning a second language is a necessity and not an option. As educational institutions, schools play an important role in helping students gain proficiency in a second language.

However, the process of mastering a second language at school often has differences. For students, traditional teaching approaches that emphasize memorizing vocabulary and frequent grammar exercises can make the learning process boring and lacking in purpose. As a result, motivation to learn is reduced and the main goal, namely communicative mastery of a second language, is not achieved.

The method of learning a second language at school should be the same as the method of learning the mother tongue. Assume a small child is learning Indonesian. He gets to know the language, hears his parents and other adults around him speak, and eventually learns basic words through imitation. This approach is built on ongoing engagement and communication and occurs naturally without pressure on rote memorization.

Arabic language teaching is often limited to memorizing vocabulary and grammar. Teachers concentrated on improving written content, and translation emerged as the most popular teaching strategy. As a result, students feel learning becomes boring and less meaningful. The main goal of being able to communicate in Arabic was not achieved, and enthusiasm for learning was reduced.

However, there are some significant differences between learning a second language and learning your mother tongue. Linguistic experts say that learning a second language requires different methodologies because of the learner's age, the non-native learning environment, and the previous language experience they bring with them.

### **Language acquisition process**

Language acquisition is generally divided into two parts, namely first language acquisition and second language acquisition.

The first language is the language that every child first hears. In accordance with their nature, children will imitate what they have heard and then pronounce it as a word, phrase or sentence in a process. Meanwhile, a second language is a language that a person acquires after he has gone through the first language phase. Apart from second languages, foreign languages are also known (Nurul Hidayah, 2020).

In the process of language acquisition, supporting and inhibiting factors are of course very influential. There are two factors that influence the language acquisition process. First, internal factors in the form of cognitive development and IQ. Second, external factors originating from the social environment (Maiza, 2020). Krashen believes that the term language acquisition is not only used for the first language (mother tongue), the term acquisition may also be applied to the second language (Najah, 2019). We can understand that schools play an important role in the development of second language proficiency. Internal and external factors may influence the second language learning process. Internal factors that influence the speed and effectiveness of learning are students' cognitive capacity, age, motivation and learning style. Because their brains remember more easily, young children usually understand new languages more quickly. Students who have high motivation will continue to be supported in their efforts to acquire and convey a second language. Meanwhile, external factors include social support, training possibilities, and the quality of educators and educational initiatives. Students will be motivated and the learning environment will be enjoyable, when teachers who are fluent in the language being taught apply interesting teaching techniques. Students should have programs at school to be able to practice speaking with native speakers and participate in debates and group presentations. Support from peers and parents can help children become more confident and enthusiastic about learning.

Linguists have long studied the process of learning a second language, or the ability to speak a language other than one's mother tongue. The two main hypotheses explaining this process are nativism and behaviorism. Each theory provides a unique perspective on the processes and factors that influence how children learn language. Language acquisition was viewed by behaviorists, led by psychologist B.F. Skinner, as a process of habit formation through operant conditioning. This idea states that

language is learned through stimulus-response. This implies that through interaction with their environment, children learn language. When they hear adults around them duplicating something, they will imitate it and then get reinforcement in the form of praise or reprimand. Linguist Noam Chomsky supports the idea of nativism, which argues that language mastery is an innate ability that individuals have from birth. This device is known as the Language Acquisition Device (LAD). Regardless of the language spoken around them, this LAD makes it easier for children to understand language norms and structures.

### **Acquisition of Arabic at Baitul Muslim IT High School**

This is very different from acquiring a first language (mother tongue), where the mother tongue is acquired unconsciously. Meanwhile, acquiring a second language can be obtained through business, for example by taking language courses or learning languages at school and campus (Anisa & Others, 2022). For those who want to improve their Arabic language skills, this language environment activity is an opportunity to become more capable and master Arabic, because communication occurs between existing personnel and more expressions will be obtained due to the large amount of knowledge gained from many people (Nafisah, dkk., 2021). Language learning usually takes place in the classroom and includes educators, students, materials, objectives, learning, activities, and assessments (abd aziz, dkk., 2022).

However, in reality, language learning still retains old approach patterns (Tongato, 2017). Of course, when studying a foreign language, there are often several obstacles that hinder the learning process (Rahmad & Muassomah, 2022).

Personality type is one of the factors that influences the acquisition of a second language, in this case Arabic. This factor is related to what happens within the student. Each learner has a different way of acquiring a second language (Chafidzoh, 2020). Watson, in his theory, emphasizes his attention to aspects that are directly felt in language behavior as well as the relationship between stimulus and response in the surrounding environment (Oktaviana, 2022). Language acquisition cannot be separated from the acquisition device, which is a tool for the hypothesis of language acquisition which is based on the input of primary

linguistic data from a language, which produces an output consisting of a descriptive grammar (Syahid, 2015). Cognitivism theory strongly opposes the assumption of behaviorism theory which says that learning is very dependent on external factors of learning and the learner's mind, such as blank paper which is then colored by the environment (Ismail, 2013). The study of second language acquisition can be understood as an interdisciplinary scientific study that reveals several factors outside of language, such as psychological factors and social factors. These related factors are interdisciplinary sciences such as psycholinguistics, sociolinguistics and neurolinguistics (Adiluhung & Others, 2022). Grammar is a benchmark and recommends learning with auditory (aural) familiarization first. Then get used to pronunciation (oral). Then get used to speaking, reading and writing (Abidin & Fahmi, 2023). Efforts to find appropriate, practical, systematic and efficient Arabic language teaching methods, especially for non-Arab nations, are very important. Apart from that, because language includes aspects of linguistics and aspects of language skills, both spoken and written, mastery of both is a demand in the current era of globalization, therefore the teaching methods used must also pay attention to and emphasize these two aspects (Jubaidah, 2015).

## **METHOD**

Berisi This research style uses qualitative data from literature reviews and field events. The techniques used in collecting field data for this research include observation and interviews. At SMAIT Baitul Muslim, observations were made of the implementation of educational activities by interviewing Arabic language teachers and students. Researchers also explored several articles and research studies regarding Arabic language acquisition methodology in addition to collecting data from observations and interviewing people. In analyzing the data, researchers carried out data collection, data reduction, data presentation and drawing conclusions (Yuliana, 2019).

## **RESEARCH RESULT**

The results of watching Arabic teachers use interesting and participatory teaching techniques, such as role-playing, language games, and group discussions. Students in this class seem eager to

learn and engaged in the process. Students from various classes take part in Arabic language extracurriculars offered by the school. Conversation and discussion in Arabic is one of the activities, as is memorizing vocabulary. The students who participated in this after-school program seemed satisfied and eager to improve their Arabic language proficiency. In teaching Arabic in grade 11, teachers apply more sophisticated teaching strategies than in grade 10. Students begin to receive practical skills instruction, such as typing essays or texts in Arabic on laptops. Students in grade 11 are more involved and thorough in applying what they have learned, even though the learning process is more complicated. This shows their previous proficiency in Arabic. To help grade 10 students prepare to learn Arabic, the school also offers an Arabic language development program. Among them is the establishment of the Center of Language Improvement (CLI) organization with Language Glory Vaganza (LGV) activities. This development aims to develop Arabic language skills, especially in schools.

Student motivation was mentioned as a reason for the results of teacher interviews regarding Arabic language acquisition. The likelihood of a student mastering Arabic is directly correlated with his or her level of motivation to learn the language. Many things, including individual interests, educational goals, and environmental support, may impact motivation. Students' cognitive skills, such as memory, focus, and problem-solving abilities, are also important in their mastery of Arabic. It is usually easier for students with strong cognitive skills to understand Arabic concepts and use them in conversation. Every student has a unique way of learning. Some people learn best through visual, auditory, or tactile means. To increase the effectiveness of the teaching and learning process, good teachers must be aware of their students' learning styles and implement appropriate teaching strategies.

The process of learning Arabic really benefits from a learning atmosphere that is helpful and encouraging. Arabic is usually easier for students to learn if they study it regularly through extracurricular activities, daily discussions, or the media. To aid the Arabic language learning process, it is important to have access to high-quality teaching materials including dictionaries, textbooks, and other educational materials. However, at SMA IT Baitul Muslim, bilingualism is still not fully implemented, so the process of acquiring Arabic is not yet running optimally.

Based on student interview findings, students think that the process of learning Arabic at school is very interesting because it combines various learning strategies. Arabic is a fun language to learn, because the teachers fully support the development of the language. Even though students often face various difficulties, such as limited vocabulary and complicated grammar, the school provides support in the form of teaching Arabic in extracurricular activities and other programs.

## CONCLUSION

At SMA IT Baitul Muslim, Arabic is taught using a variety of interesting and interactive teaching techniques, including role-playing, language games, and group discussions. Students appear more engaged in the learning process and have positive attitudes towards learning as a result. Students' language skills are further enhanced by the school's extracurricular Arabic language program, which emphasizes dialogue, conversation, and vocabulary development, also helping students become more proficient in the language.

Teaching Arabic in eleventh grade shows the implementation of more advanced pedagogical approaches, such as the use of technology by instructing students to write papers or essays in Arabic on computers. This illustrates how students' Arabic language skills have developed according to their grade level. Students' Arabic language competency is increasingly being improved through Arabic language development initiatives, namely the Center of Language Improvement (CLI) and Language Glory Vaganza (LGV) activities.

Learning Arabic is greatly influenced by student motivation, the lower the level of motivation, the lower the language ability. Student motivation is influenced by various elements, including personal interests, learning goals, and a supportive surrounding environment. Improving learning effectiveness also involves teachers using appropriate teaching techniques and being aware of their students' learning styles.

Although there are still a number of obstacles that must be overcome, such as the impossibility of integrating bilingualism thoroughly in schools, students believe that studying Arabic at SMA IT Baitul Muslim is an interesting and productive experience. This shows how important it is to use creative teaching methods when teaching Arabic to students to maintain their interest and proficiency in the language. So that the acquisition of Arabic continues to increase.

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