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Arabic as Second Language of Educated Generation (A Theoretical Analysis at Islamic Educational Institutions in Indonesia)

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ABSTRACT

Arabic has been chosen as a medium of the revealed language for every language speakers in the world. Arabic is a language which rich in vocabulary and also as an intact language which has the system and style of language to overcome other languages. This language is the language of science, civilization, and intellectuality from the past until now and later. No wonder, Allah SWT has placed it on the highest *maqom* (position) as the Qur'anic language. The Qur'an is something that must be understood and appreciated, or even made as second language by the unique Indonesian society (it is the largest moslem population but its national language is latin) especially by educated generations of Islamic educational institutions. The classic problem faced by moslems in Idonesian is the lack of understanding and appreciating of Islamic values due to the weakening of arabic. It is interesting to be learned and deepened as the reflection and improvement of religious behavior of society and specialized for Islamic Educational Institutions that create moslem generation. This article will discuss the role of Islamic Education Institutions in Indonesia in Arabic learning process and also approaches used Arabic language acquisition until placed it become second language.

Keywords: Arabic; second language; educated generations; theoretical analysis

INTRODUCTION

Arabic is a strategic language in Islamic studies, because al-Qur'an and as-Sunnah as two main sources of Islamic studies as well as other references written in its language. Islamic studies development and the access to it requiring Arabic mastery as knowledge tool. Thus, that Omar ibn al-Khattab ever gave a statement, "Study Arabic, because it is an integral part of your faith's teachings."

Indonesia -in its nationality and publicity context, feels indebted to the Arab nation. Because according to the research of Prof. Soedarno, no less than 13% of the Indonesian vocabulary is absorbed (borrowed and adapted) from Arabic; not only in the fields of religions, but also in the fields of social, political, legal, cultural and Islamic economics. For example the word masjid, mushala, shalat, shaf, takbir, rukuk, sujud, imam, makmum, doa, zikir, istigfar, wirid, haji, zakat, makam, wakaf, mati, mautmayit, kubur, masyarakat (taken from musyarakah), serikat (taken from syarikah atau syirkah), rakyat (from ra'iyah), majlis, dewan, musyawarah, mufakat, siasat, maslahat, tarekat, riba, sukuk, murabahah, and so on are some examples of Arabic vocabulary that has become part of Indonesian language and has been standardized in the Indonesian Standardize Dictionary.¹

This is such an advantage and certainly an opportunity for Arabic learners and observers to develop Arabic in Indonesia, even though Arabic is not their native language or mother tongue. It certainly led to the study of the acquisition and teaching of Arabic in Islamic education institutions in Indonesia. Tarigan explained in the acculturation theory about the acquisition of language, that the process of acquiring language is one of the aspects of acculturation. He also mentioned that the acquiring language depends on the level of someone's acculturation in certain language groups in obtaining other languages or what is meant by a second language or foreign language.² Besides, acculturation in its process of gaining language depends on one's social level or distance³ and his psychic⁴ towards the

¹ Muhibb Abdul Wahab, at International Convergence of IMLA (*Ittihad Mudarrisi al-Lughah al-Arabiyyah*) by theme "Masa Depan Bahasa Arab di Indonesia" 2015.

² Henry Guntur Tarigan, *Pengajaran Pemerolehan Bahasa* (Bandung: Angkasa, 2011 Revised Edition), h. 205-206.

³ Social distance is the result of a number of factors that influence a person as a member of a social group in contact with the target language group. See Ahmad Habibi Syahid, " *Kepribadian*

objective language culture. As an example that Indonesians obtaining Arabic is determined by the relationship between social or psychological factors with the Arabic culture.

The study of foreign language acquisition (Arabic) for non-native students in Indonesia is very important to show how the educated generations obtain the language and are able to understand the applied rules in the objective language. Also in order to know how can they perceive utterances in the language and be able to understand them, so that they have skills of speaking and pronouncing in foreign language (Arabic). Another importance of this study is that it shows how generations in Islamic education institutions that already have the first language can use Arabic as their foreign language in daily communication which is then deepened in the learning process.

Thus, the main issues in this paper are: 1) How is the second / foreign language acquisition. 2) How is the second language acquisition (SLA) theory. 3) How do Islamic education institutions in Indonesia apply Arabic. 4) What is the challenge of implementing a second language in an Islamic education institution. While the purpose of this study is to: know the concept of second language acquisition, second language acquisition theory, and understand the reality of Islamic education institutions in Indonesia in understanding Arabic.

RESULT AND DISCUSSION

Understanding the second language acquisition

In understanding the terms acquisition or language acquisition, especially the term about second language acquisition, it is very difficult to find the right meaning, especially for the acquisition of second language in Indonesia. There is no

Ekstrovert-Introvert dan Pemerolehan Bahasa Kedua Perspektif Psikolinguistik pada Santri Pondok Modern, *Al-Qalam Jurnal Kajian Keislaman*, Vol. 31, No. 2 (July-December) 2014, h. 399-426.

⁴ Psychic distance is the result of various effective factors related to someone as a person and individual. See Ahmad Habibi Syahid, "*Kepribadian Ekstrovert-Introvert dan Pemerolehan Bahasa Kedua Perspektif Psikolinguistik pada Santri Pondok Modern*", *Al-Qalam Jurnal Kajian Keislaman*, Vol. 31, No. 2 (Juli-Desember) 2014, h. 399-426.

simple answer regarding the question of 'what is second language acquisition?' Or what is SLA (second language acquisition).⁵

The study of second language acquisition is very complex, because it is faced with phenomena that arise except at certain points when it is viewed in different terminology. This is similar as when different people refer to something. Surely the perspective and meaning that comes out will be different. Yukio said that in his study of language learners, the difference between second, third (or more) languages was very difficult. This is because certain languages have the understanding of multilingualism, and the term 'second' is generally used to refer to languages other than mother tongue.⁶

The understanding of the second language acquisition process with the process of acquiring foreign languages in the context of language learners in Indonesia has a differences, the term can be explained in simple questions, such as: what is meant by obtaining a second language? And what is meant by foreign language acquisition? Is it different?

Referring to Yukio's opinion⁷ concerning the acquisition of a second language or the acquisition of a foreign language, he argues that the two terms are used in accordance with the circumstances created or carried out. He pointed out, English is not used as the main language in communication in Japanese society. English is a core material that is only learned in the classroom. So in that case English is more likely to be said as a foreign language. Whereas in certain cases, English is used in the world of institutions (academics), and is also used as a communication tool in the world of social communication, then English can be said as a second language, after the learner's mother tongue is not English.

⁵ Yukio Tono, "The Role of Learner Corpora in SLA Research and Foreign Language Teaching: The Multiple Comparison Approach", h. 21. In his dissertation, Yukio classified the study of language learners. He alluded issues that related to the term second language acquisition, including the acquisition second vs third language acquisition, second vs foreign language acquisition, naturalistic vs instructed second language acquisition, competence vs performance and usage vs use.

⁶ Yukio Tono, "The Role of Learner Corpora in SLA Research and Foreign Language Teaching: The Multiple Comparison Approach", h. 22

⁷ Yukio Tono, "The Role of Learner Corpora in SLA Research and Foreign Language Teaching: The Multiple Comparison Approach", h. 22-23.

He point out an example, that English is not used as the main language in communication in Japanese society. English is a core material that is only learned in the classroom. So in that case English is more likely to be said as a foreign language. Whereas in certain cases, English is used in the world of institutions (academics), and is also used as a communication tool in the world of social communication, then English can be said as a second language, because the learner's mother tongue is not English.⁸

In the second language acquisition phase, of course, it is based on language acquisition theories. The process of acquiring the first language in children is closely related to their social development, and therefore also closely related to the formation of social identity. Learning the first language is one of the overall development of a child to become a full member of a society.⁹

Second language acquisition (SLA) theory

In the development of linguistics, the study of language acquisition also developed. Initially, language acquisition theory tended to be the first language acquisition in children. There are two major theories which are still debated, Behaviorism¹⁰ and Mentalism.¹¹

B. F. Skinner one of the characters of behaviorism through his theory- Operant Conditioning Theory, distinguished two types of behavior in relation to the learning process. Whereas in Mentalism, Avram Noam Chomsky is known as a character with his Universal Grammar Theory or Linguistic Competence Theory.

⁸ Ahmad Habibi Syahid, "*Bahasa Arab Sebagai Bahasa Kedua (Kajian Teoretis Pemerolehan Bahasa Arab Pada Siswa Non-Native)*", Jurnal Arabiyât : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban, Vol 2, No. (1), 2015, h. 90.

⁹ Nana Jumhana, "*Pemerolehan Bahasa Pada Anak*", *Al-Ittijah Jurnal Keilmuan dan Kependidikan Bahasa Arab*, Vol 6, No. 2 (July - December) 2014, h. 109-128. Nana explained that language can make it easier for children to express ideas, to meet them in ways that are truly socially acceptable. Likewise in the acquisition of a second language. Second language learning can be based on the goal of developing as a whole to become a member in a particular community, and be able to convey ideas and ideas without having to face the problem of language skills.

¹⁰ Behavioristic Theory tends to take observable behavior as a starting point for its description and explanation.. Nana Jumhana, "*Pemerolehan Bahasa Pada Anak*", *Al-Ittijah Jurnal Keilmuan dan Kependidikan Bahasa Arab*, Vol 6, No. 2 (July - December) 2014, h. 109-128.

¹¹ Mentalistic Theory takes structure and ways of awareness as its basis, such as awareness, plans, intentions, and concepts.. Nana Jumhana, "*Pemerolehan Bahasa pada Anak*", *Al-Ittijah Jurnal Keilmuan dan Kependidikan Bahasa Arab*, Vol 6, No. 2 (July - December) 2014, h. 109-128.

Both major theories in language acquisition studies can be used to see the language acquisition process, especially in the acquisition of second language. Below are some explanations of Behaviorism and Mentalism theories used in the study of Second Language Acquisition.

1. Operant conditioning theory (Behaviorism)

Operant Conditioning theory developed by a scientist named B.F. Skinner, in the middle of the 20th century¹², focused on the theory of language acquisition with the S-R model (stimulus-response). The S-R model in operant conditioning theory examines the relationship between stimulants that come from outside the organism with a response from the organism or reactions that arise from the entry of stimulants from outside the organism.¹³ In the process of learning a foreign language, humans become one of the organism that studies language. They will receive stimulants from outside, such as the environment, books, and other stimulants that humans will respond by generating reactions to stimulants using the target language in everyday conversation.

Skinner also explained that stimulants such as gifts and rewards are concepts from the model of acquiring S-R language can affect the frequency and intensity of a reaction to be greater in the law of effect theory.¹⁴

In developing his theory, Skinner conducted an experiment on a mouse to describe the S-R model (stimulus-response). In line with Skinner, Pavlov used a dog to understand the concept of language acquisition. In his observations of a mouse, he experimented with putting the rat into an iron bar. Then in the cage he put two levers and on top of the cage were two bowls. The first bowl he filled with food and the second bowl filled with itchy powder. If the mouse steps on the first lever, the mouse will get food, but if the mouse steps on the second lever, the mouse will be affected by itchy powder. From the experiment, the mouse was able to learn from experience after he tried to step on the two sticks in the cage and after that the mouse

¹²Henry Guntur Tarigan, *Psikolinguistik* (Bandung: Angkasa, 2009), Revised Edition, h. 114.

¹³Nana Jumhana, "Pemerolehan Bahasa Pada Anak", *Al-Ittijah Jurnal Keilmuan dan Kependidikan Bahasa Arab*, Vol 6, No. 2 (July - December) 2014, h.109-128.

¹⁴Henry Guntur Tarigan, *Psikolinguistik* (Bandung: Angkasa, 2009), Revised Edition, h. 115.

always stepped on the first stick and would get food. The mouse no longer stepped on the second stick containing the itchy powder.¹⁵

The stimulus in this theory refers to all things about changes in the environment. Ali Muhammad Khauly said that the stimulus can come from outside or inside the organism. From outside organism, such as loud sounds, utterances, light, and others. Meanwhile, stimuli that come from within the organism such as hunger, desire to eat, or even the desire to speak.¹⁶

Skinner divided into two behaviors in language acquisition. First is the response behavior (respondent behavior). In this phase of behavior, the reaction arises by itself, immediately after the stimulus appeared. The second is operand behavior. In this phase, the stimulus is not raised but arises from the organism itself. In this case, Skinner based his theory on the principle that if an action results in certain effects. There is a possibility if the action is repeated it will give more effect or even if it is abandoned that will increase. This term can be called positive repetition if it is often repeated but if it is not repeated then it is called negative repetition.¹⁷

Behaviorism pioneered by Skinner has a very broad and profound influence on language acquisition discourse, both in the acquisition of the first language or in the acquisition of a second language. This model is a representation in the field of language acquisition and learning.¹⁸

2. Linguistic competence theory (Mentalism)

Language acquisition can not be separated from the acquisition device, which is a tool of language acquisition hypothesis based on the input of primary linguistic data from a language, which produces an output consisting of one grammar descriptively.

¹⁵Ghina Fathonah, "*Akuisisi Bahasa Kedua*", Thesis at Sekolah Pascasarjana UIN Syarif Hidayatullah Jakarta, 2009, h. 32-33.

¹⁶ *Ibid.*, h. 35.

¹⁷Nana Jumhana, "*Pemerolehan Bahasa Pada Anak*", *Al-Ittijah Jurnal Keilmuan dan Kependidikan Bahasa Arab*, Vol 6, No. 2 (July - December) 2014, h. 109-128.

¹⁸In the Behavioristic theory, the emphasis is on the empirical exploration process. The study looks at real behavior rather than mentalistic behavior. In a simple way, this theory stream prioritizes a product that can be observed with the human senses, can be measured and depicted with certainty, and looks more at external factors of human self. Nana Jumhana, "*Pemerolehan Bahasa Pada Anak*", *Al-Ittijah Jurnal Keilmuan dan Kependidikan Bahasa Arab*, Vol 6, No. 2 (July - December) 2014, h. 109-128.

The description of language acquisition can be seen in the following picture.¹⁹



The picture above describes the acquisition of language according to Mentalism or referred to as Linguistic Competence. This theory was developed by a scientist who disagrees with the Behaviorism theory. He considered that Skinner with his theory was wrong in understanding the nature of language. According to him, language is not part of the results of the formation of repetition or habituation, but language consists of a system that is governed by a set of rules (rule-governer). Language is identified as creative and has a dependency on structure. He denied Skinner's opinion that these two natures are like a creative one and depend on structure only possessed by humans. It cannot be equated with animal conditioning or the habits made by Skinner and Pavlov.²⁰ Avram Noam Chomsky became a pioneer in the development of Mentalism or Nativism, because he developed the Transformative Generative Linguistics theory. Maria²¹ explained that the Nativis view second language acquisition originated from the interaction between innate factors and environmental factors.

Chomsky said that children get that language not like an empty plate, tabularasa, he acquires language just as they get the ability to stand and walk. Humans have been provided with a tool, called LAD (language acquisition device) or language acquisition tool. Besides he said that humans have LAD in obtaining language, only humans also have language. According to him, language is

¹⁹Henry Guntur Tarigan, *Psikolinguistik*, h.227.

²⁰Soenjono, *Psikolinguistik Pengantar Pemahaman Bahasa Manusia*, (Jakarta: Yayasan Obor Indonesia, 2008), Third Edition, p. 236.

²¹Maria T Guasti, *Language Acquisition The Growth of Grammar* (London: A Bradford Book The MIT Press Cambridge, 2002), h. 18.

something that only humans have like utterances and not possessed by animals because language is a system that has certain regulations.²²

Chomsky is considered as the originator of the idea of linguistic competence. He linked the ideal speaker knowledge to the grammatical structure of the language. He wrote: "linguistic theory relates to an ideal speaker-listener, in terms of homogeneity, who knows whether the language used is perfect or false by irrelevant grammatical conditions such as memory limitations, interference, shifting attention and interest, and error (random or characteristic) in applying his knowledge of language to actual performance"²³. But the hard part in Chomsky's theory is to find out exactly what talent or innate is.²⁴

Islamic education institutions and Arabic language acquisition

In the context of learning Arabic in Indonesia, the term second language acquisition or foreign language acquisition can be used both. This can be applied if it refers to the school model in Indonesia. Two of the different school models in Indonesia -which are comparisons regarding language learning and acquisition, are models of dormitory or boarding schools with non-boarding school models.

1. Non-boarding school (*Madrasah* or Islamic School)

The process of learning arabic in a *madrasah* or islamic school focuses only on classroom learning. The following bellow is the structure of the academic curriculum in the *madrasah* or islamic school:

Language Studies	Islamic Studies
Arabic Language, <i>Nahwu</i> and <i>Sharaf</i> (Studied by Arabic-Indonesian)	Islamic Studies, Hadits, Al-Quran, Moral Theology, History of Islam, Fiqh. (Studied by Indonesian)

²²Soenjono, *Psikolinguistik Pengantar Pemahaman Bahasa Manusia*, p. 236.

²³Marysia Johnson, *A Philosophy of SecondLanguage Acquisition*, (London: Yale University Press, 2004), p. 86.

²⁴Vanda Herdinata, *Dasar-Dasar Psiko-linguistik*, p. 35.E-Book. Accessed: <http://vanda.lecture.ub.ac.id/> at the date of 20 August 2018.

2. Dormitory school or Pesantren (Islamic Boarding School)

The following bellow is the process of acquiring language (Arabic) in Islamic boarding schools summarized in the structure of the academic curriculum; in-class curriculum, boarding curriculum and language invairument.

a. in-Class Curriculum

Language Studies	Islamic Studies
<i>Durusu al-Lughah al- Arabiyah, Imla, Insya, Muthala'ah, Nahwu, Sharaf, Muhadharah (Arabic Language) and Imsya'.</i> (Studied by Arabic)	<i>Tafsir, Hadits, Musthalah Hadits, Aqoid, Fiqh, Ushul Fiqh, Faraidh, Tarikh Islam, Qur'an and Tajwid, Tarbiyah, and Mahfudzat.</i> (Studied by Arabic)

b. Boarding Curriculum

- 1) *Kutub Turots* (Yellow Book)
- 2) *Amaliyah At-tadris* (Teaching Practice)
- 3) *Speaking Evaluating*

c. Language Envairument

- 1) Language Week (English and Arabic)
- 2) Language Program
 - a) *Ilqoi al-Mufrodat* (Getting Vocabulary)
 - b) *Muhaadatsah* (Conversation)

Dormitory school models or tend to be with Islamic Boarding Schools emphasize that students to learn two foreign languages, namely Arabic and English. Besides learning the foreign language, students are also directed to the use of these two foreign languages in their daily communication. Referring to Yukio's understanding, this case can be said as a learning process and second language acquisition, because Arabic or English is not only studied in the classroom, but also used in daily conversation and communication.

Unlike non-boarding school models, the ordinary public schools example of learning Arabic is *Madrasah Tsanawiyah* or Islamic School. Arabic is only one subject matter taught in the classroom of both *madrasah*. Arabic tends to not be used in daily communication at school, so it cannot be said that Arabic is the second language but foreign language.

The Challenge of Implementing a Second Language (Arabic) in an Islamic Education Institution

There are several challenges below relating to the process of acquiring a second language at Islamic Education Institution in Indonesia:

1. How to ensure that learning Arabic is very important in an Islamic Educational Institution and can be proposed to be second language.
2. Language is a skill that needs to be trained and used every day so that every islamic education institutions must provide competent human resources in the field of arabic.
3. The challenge for non-boarding Islamic schools is how to form language habits outside the classroom so that Arabic lessons are not enough in class and to be second language.
4. Each institution must provide full Arabic reference books relating to language lessons and islamic studies.

CONCLUSIONS

The study of foreign language acquisition (Arabic) for non-native students in Indonesia is very important to show how the educated generations obtain the language and are able to understand the applied rules in the objective language.

Second language acquisition can occur as in first language acquisition, but can also occur through the learning process. The acquisition of a second language is assumed on the acquisition of the language acquired after the acquisition of the first language, and the second language is not only a discourse within the classroom but is also used in everyday communication in a particular society. While the acquisition of foreign languages is assumed that foreign languages are only studied in the classroom.

The second language acquisition model with the Stimulant-Response model refers to the theory that everything especially in language skills requires reinforcement, repetition and exercises as the second language acquisition process.

The second language acquisition or foreign language acquisition can be used both. This can be applied if it refers to the school model in Indonesia. Two of the different school models in Indonesia -which are comparisons regarding language learning and acquisition, are models of dormitory or boarding schools with non-boarding school models. Unlike non-boarding school models, the ordinary public schools example of learning Arabic is *Madrasah Tsanawiyah* or Islamic School.

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