PROCESS, FACTOR AND ACQUISITIONOF ARABIC AS L2
FOR NON-NATIVE CHILD

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ABSTRACT

In this writing has a background about the unique phenomenon that is occurred on acquiring Arabic as L2 toward the children who actually are not the native of Arabs. The focus of this discussion is placed on Arabic acquisition as L2 for a child. In its learning, using a game system as the teaching method is very suitable used. So that the game is being more interesting then it can be varied in the form of group, pair, or individual learning. Arabic actually has four skills and each skill has its own method in teaching. They are learning a speaking skill through Muhadatsah, Listening skills through contrastive pairs or minimals pairs, reading skills through al-Muwassa'ah and writing skills can through al-insya 'at-tahriry

KEYWORDS: L2 Acquisition, Process, Factor, Arabic Acquisition

INTRODUCTION

Basically in the community shows any interaction among human, to give and ask something. For instance,when a child asks food for eating to his mother. The existence of language makes us being a social creature (or social being).[1] According to Madayani *"people use language to survive or to be acceptable, safe, intelligible, comfortable, even, more intimate in their social interaction"*.[2]

Process of Second Language Acquisition, Chaer and Agustina (Djamarah, 2011) divide the acquisition of the child language into two, mother tongue (L1) and (L2). The path of its activities can through either informal and formal education.[3] Tarigan calls this *informal education* as a natural language teaching and *formal education* as a scientific language teaching. After mastering the L1, it is very possible if an individual learns an L2.[4] By the passage of time and as needed later an individual can obtain a foreign language or bilingual or even he is able to master many languages (multilingual). Language acquisition will continue to develop and grow as the child age. [5] In this case, what belong to be the main attraction of the discussion is "how a child can acquire or obtain the foreign language and master it, also what are the factors that support the L2 learning of a child who actually is not a native of the language area or who is called by *a non-native speaker"*. According to Yule, *some children grow up in a social environment where more than one language is used and are able to acquire L2 in circumstances similar to those of L1 acquisition.*[6]

From the explanation above the writer is interested to study the process and factors that can affect non-native child becomes bilingual speaker. This writing aims to illustrate the process of being bilingual speakers from non-native foreign language backgrounds, especially in focusing on how the learning of Arabic as the L2 of a non-native child.

METHODS

This study uses the method approach library research. Library research is the method to get the data from related and relevant books based on problem formulation (Hadi, 1981). This approach type in name of library research has contained a topic that load several arguments and or information from literature as the source.

RESULT

Definition of Language

Language has various definition based on regions where the language is used. Actually, the existence of language is a result of the culture in an area.[7] According to Izzan, language functions to state or express the feelings, emotions, hopes, desires, ideals, and thoughts of a person. Besides, language is also a tool for understanding and appreciating the feelings, hopes, desires, and thoughts of others.[8]

Simply language is a means of communication to generate an interaction between the fellow and within the community. Since ancient human had learned the language, especially the family language that it is needed to communicate with people around him.[9] This family language is called the L1, usually, it is done by a mother toward her children. While the language obtained outside of L1 is called as L2. Subyakto argues that learning a language that is not L1 is mentioned as a *second/foreign language*.[10]

The process of language can be analyzed from two views, namely behaviorism, and cognitivism. Gusdi Sastra states that the view of behaviorism is a process of acquisition L1 which controlled from beyond of child (stimulus is provided from the environment). The child is considered as a passive recipient. Beside, Behaviorists do not acknowledge the view that children are mastery of language rules structurally and they have the ability to abstract important features or characteristics of the language in their environment. Language development is seen as an actual ability to communicate through the S-R linking principle (Stimulus and Response).[11]

L2 Acquisition (L2)

Language acquisition can be meant that an individual lives with multiple languages. More than half the world's population is bilingual.[12] It is not something new thing if someone interacts easily with various foreigners. Basically, each country has one official language to create interaction among them. Indonesian language for the State of Indonesia. Similarly, Indonesians who use the official language in their day life is Indonesian, but also learn a foreign language such as Arab as their L2. Actually, most the people use two languages as a means of communication.[13] It aims to bring easy communication with various people all over the world.

L2 is obtained after obtaining the L1. Basically, a child who was born in this world is provided L1 by his family, however, in its development as an individual who lives in the modern era, needs further language to support his life effectively in interaction. In this phase, the human is faced to the mastery of an L2 or foreign language.[14]

Regarding with term of L2 is now very closed term with "*acquisition*"[15], acquisition itself is from English word and George Yule explains that the acquisition is "*gradual development of the ability in a first or L2 by using it naturally in communicative situations*". Briefly, the acquisition is a process of someone in acquire L2. So the acquisition of L2 commonly called SLA (Second Language Acquisition). Meanwhile, According to Ellis, *"L2 acquisition, can be defined as the way in which people learn something from their mother tongue, inside and outside of the classroom, and L2*

Acquisition (SLA) as the study of this".[16] Tarigan explains that Indonesian as an official language or national language for the people of Indonesia[17] and some Indonesian can speak foreign languages such as Arabic, English, Dutch, German, Japanese.[18] Therefore, Indonesia is an example of *bilingual* people.[19] Encyclopedia Britannica that is cited in Tarigan, 1988, bilingual is *"the mastery of two or more languages (bilingual) or diversity of bilingual is a special skill. Bilingual and diversity of languages are relative terms because the type and level of mastery of a person's language are different "*.[20] This shows that not all of the people can master a variety of languages and it depends on their own ability and persistence.

Process of L2 Acquisition

Regarding the process in SLA, Yukio adds that in process of acquisition L2, a learner acquires a language when he tries to learn the language itself.[21] Moreover, there needs to be a stimulus to help the child easily learn L2. This usually needs other parties who have first mastered the L2 that has been meant.

According to Subyakto and Nababan the acquisition of L2 or an L2 can be distinguished into two types, namely (1) guided and (2) naturally.[22]

Guided L2 Acquisition

The characteristic of acquiring L2 is that the material served (selection and sequence) depends on the criteria that is being specified by the teacher (as example, what is being called of *"difficulty level"* for the learner), and that the strategies used by the teacher also match with what is being considered as best suited for their students. The presentation of the materials and methods used can also be successful, as long as still provides learning conditions can give benefit for the learner so it does not impede the progress of L2 or L2 acquisition.

Naturally L2 acquisition or spontanity is the acquisition of L2 that occurs within daily life communication; free from any teaching or guiding by the teacher. For instance, is an immigrant who works in abroad. However, living abroad where L2 is used is not guaranteed on the mastery of L2. The most important thing is the interaction that demands language communication and encourages language acquisition.[23]

Factor of L2 Acquisition

There are several supporting factors for the acquisition of L2, among others; the conceptual model of language learning, language talent and inter and intra-linguistic difficulties in language learning.[24] In addition, according to Kapoh (2010) factor that is very influential is the environment. Purba states that environment is divided into two as follows;

Formal Environment

The formal environment is a formally and planned environment that includes guided and directed atmosphere by the teacher to be able to master the systems or rules of language learned The formal environment usually involves much directions either through teachers or guidebooks related to the language being studied.[25]

Informal Environment

The informal environment includes situations such as communicating at home together with family, communicating with friends or others. Communicating in the market place, at work, or anywhere and other situations that

occur naturally.[26] These informal environmental factors are not contracted by any material rules as the same principle as at schools.

Acquisition of Arabic through Language Game

Language learning consists of four skills among others; listening skill *(mahara 'al istima'),* speaking skill *(maharah al-kalam),* reading skill *(maharah al-qira'ah),* and writing skill *(maharah al-kitabah).*[27] These four skills are used to determine which type of strategy or language learning method is appropriate and effective to use.

A method is a science that learns about the way taken to achieve a goal with effective and efficient results.[28] So the method of learning Arabic is the way taken on how to present the materials and Arabic lessons to be easily accepted, absorbed and mastered by the students as well and fun.[29] The method meant can be done in the form of "game". It is very appropriate and suitable for children. A language game is a way of learning the language through playing the game.[30] Mujib and Rahmawati argue that the benefits of the resulting language game are as follow:

- Cleared away "seriousness" that impedes the learning process,
- Eliminate the stress in the learning environment,
- Invite other people to be fully involved,
- Improve or increase the learning process,
- Build self-creativity,
- Achieving goals with unconsciousness,
- Achieving the meaning of learning through experience, and
- Focussing the students as learning subjects.

The language game can be done in the classroom in the form of groups or in pairs. In teaching tools or media inserting any kinds of games that can be played by the students in groups, class or pair.[31] In this case, Mujib and Rahmawati mentions about that;

Grouped Game

Language games can be performed in small groups. Usually, four to six players in one group are enough.

Paired Game

The game in the form of pairs is an effective form of playing to involve student role or participation.

Individual Game

Individual game is an appropriate game for students to solve the problem. If the problem can not be solved, students can ask the teacher for guidance and instructions.[32]

According to Izzan, acquisition of an L2 (Arabic) is focused on several skills, such as speaking, listening, reading and writing.

Speaking Skill

This skill can be through *Muhadatsah* method. It isthe method by presenting the Arabic lessons in the form of conversation, in this conversation occur between teacher and student or between student and students, while adding and continuously enriching the vocabulary more and more.[33] According to Acep Hermawan in Ulin Nuha (2012) argues that the skill *(maharah al-kalam)* is the ability to express articulation of sounds or words to express thoughts of ideas, opinions, desires, or feelings to the speaking partner.[34]

Listening Skill

Listening skill is a skill that is focussed on the comprehensive activity about what is being stated or said by the speaker. *Maharah al-istima'* or listening skill is the ability of a person in digesting and understanding a word or sentence that is stated by the speaker or certain media.[35] While one method that is quite suitable used to practice listening skills can be done through hearing-listening exercises that use the contrast pairing technique of an almost identical word are commonly called *contrastive pairs.*[35]

Reading Skill

Reading defines a process of communication between the reader and the writer through the text that the writer has written.[37] The method can be done by using *Al-qir'ah al-Muwassa'ah* method. This method is usually used to read long texts. However, the difference is that children are free to choose the text with a preferred theme, to encourage children to be interested in understanding the contents of the text. According to Ulin Nuha al-Muwassa'ah in principle, the students were given the freedom to choose a book or Arabic texts that liked and attracted his attention.[38]

Writing Skill

The last skill is a writing skill that has quite a difficult level. Richard and Renandya state, *there is no doubt that writing is the most difficult skill for L2 (L2) learners to master. The difficult lies not only in generating ideas and organizing the ideas but also in translating these ideas into readable text.*[39] The method used can through *al-insya 'at-tahriry.*[40] Izzan states that *Insya'* or *ta'bir* writing in Arabic, to reveal the content of hearts, thoughts, and experiences that are owned of early learning. Through this lesson, it is expected that students can develop their creative and productive imagination so that their thinking becomes developed and not static.[41]

CONCLUSIONS

Language is a very important tool to build interaction between people with each other. The process of SLA can through, (1) guided and (2) naturally. Factors of SLA is divided into factors that come from the formal and informal environment. The acquisition of SLA especially Arabic has methods in the form of games learning that are realized in the division of groups, pairs or individuals. Then for learning speaking skills through *Muhadatsah.*, Listening skills through *contrastive pairs or minimals pairs,* reading skills through *al-Muwassa'ah* and writing skills can be through *al-insya 'at-tahriry.*

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