

INDONESIAN LANGUAGE ACQUISITION OF ARABIAN YOUNG LEARNER (A CASE STUDY ON LANA)

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ABSTRACT

By using language, people can convey their message and express their ideas verbally or in writing so that they can work together and get along with each other. People realize that without language they cannot interact with each other. There are so many languages in the world. It depends on each country, even though they can build social interaction through international languages. There are a number of different countries in the world, such as Britain, France, Spain, China, Japan and Arabia. There are many Arabian who come to Indonesia with various purposes, such as trading, preaching and others. But the disadvantage is that they are not able to speak Indonesian. So it is difficult for them to communicate with Indonesian people. Arabians find it is very difficult to speak Indonesian mainly because their pronunciation is very different from Indonesian people.

Keyword: *language acquisition, Arabian young children, Indonesia*

INTRODUCTION

1.1 Background of Study

According to Larsen (2003, p.2) "Language is a means of interaction between and among people". This means that people can convey their ideas or thoughts through language, and others can receive messages well and create social interaction between them. In addition, language is a system of sounds and words used by humans to express their thoughts and feelings. By using language, people can convey their message and express their ideas verbally or in writing so that they can work together and get along with each other. People realize that without language they cannot interact with each other.

There are so many languages in the world. It depends on each country, even though they can build social interaction through international languages. There are a number of different countries in the world, such as Britain, France, Spain, China, Japan and Arabia. There are many Arabs who enter Indonesia with various purposes, from trading, preaching and others. But the disadvantage is that they cannot speak Indonesian. So they cannot communicate with Indonesian people. Arabs are very difficult to speak Indonesian, because their pronunciation is very different from Indonesian people.

1.2 Research Questions

Based on the background of the problem, the researcher will try to investigate the way or process children acquire in Indonesian. Questions will then appear to be answered as research questions as follows:

1. What makes Arab children find it difficult to learn Indonesian?
2. How do Arab children understand Indonesian easily?
3. How to facilitate Arabic students in the process of learning Indonesian?

1.3 Research Objectives

An important part of child development is the development and cabling of the brain that begins even before the baby is born. It is important to know that children's language development starts from the time the baby is still in the womb of the mother. In gynecology, the fetus has developed to form the auditory system. Since then, the fetus is able to hear sounds from inside or outside the uterus. This can refer to the ability of the fetus to obtain its language, namely the acquisition process. In

this study, researchers will try to show the research objectives as follows:

1. This study aims to find out in depth what is causing difficult Arabic children to learn Indonesian?
2. This study aims to investigate how Arab children understand Indonesian easily?
3. How to facilitate Arabic students in the process of learning Indonesian?

1.4 Research Significance

Theoretically, this research is presented to those who want to conduct research in terms of mastery and language learning especially Arabic children, so that this can be a meaningful reference from relevant subsequent research. Practically, students can learn mastery and language learning in L1 and L2 especially in investigating how children acquire and learn their L1 and L2 and use the results in their lives in learning and teaching foreign languages or second languages.

1.5 Scope of The Problem

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LITERATURE REVIEW

2.1 Language Acquisition

(Chomsky: 1978) said that all languages have the same combinatorial principles that are genetically determined and unique in relation to other cognitive processes found in humans and other animals. One important observation regarding the innateness of language is that while learning language, children may produce complex grammatical utterances that they apparently never heard before. This supports a genetic tendency to learn language in our species. Furthermore, Chomsky has argued that because no hints of syntax precursors are found in nonhuman animals, syntax most likely arose in evolution as the result of a single biological macromutation.

Several theories and approaches have emerged over the years to study and analyze the process of mastering language.

The main school of thought, which provides a theoretical paradigm in guiding the course of mastery of language, is innatist theory, cognitive theory and mother's theory. The innate theory states that language is the innate capacity and that the child's brain contains a special language learning mechanism at birth where the main proponent of this theory is Chomsky (Pinker, 1994). On the other hand, cognitive theory by Jean Piaget (Wilburg, 2010) claims that language is only one aspect of the child's intellectual development as a whole. Sassonian (2009) asserts that language is a symbolic representation that allows children to abstract the world.

2.2 Second Language Acquisition

Second Language Acquisition (SLA) refers to the study of how students learn a second language (L2) added to their first language (L1). Others Languages separate from the first language are called second languages (SL) or also called as the target language (TL). To distinguish between Second Language and Foreign Language. Collins Dictionary defines Second Language as a language that a someone learns after his native language and foreign language as that language used in countries other than one's home country (2013). There are various ways to do it master a second or foreign language. It can be formally like in a classroom environment or informal way such as when students take language by becoming culturally active community participants. This can be done by attending school at school target country, watch local television, listen to the radio or read the newspaper on L2. By being actively involved in the learning environment, learners are constantly involved contact with target languages through normal daily routines. This is very important in second language acquisition to see the learning environment and investigate whether age factor has an effect. Mastery of language is very similar to the process used by children in obtaining first and second language. Requires meaningful interaction in the target language natural communication, where the speaker does not care about the shape utterance but with the message conveyed and understood.

Time and age are the difference between mastering a second language. Some theorists say that in acquiring any language, children tend to acquire language rather than adults. Bell (1981: 24) argues that the view of behaviorism is considered as the answer to the question of how humans actually learn languages, namely: (1) Learning consists of the acquisition of

habits, begins with imitation, (2) The response is considered good yield good rewards too, (3) Habit strengthened by repeated so often that the stimuli with the response.

2.3 Second Language Acquisition in Arab

Over the past few decades, Arab students have shown interest in recognizing second languages such as English. Arabic students have shown great interest in gaining knowledge about the second language. However, despite the popularity and demand for second languages, some of them still cannot understand the second language even when delivered at normal speed. The main reason for this phenomenon may be because still some of them still give preference to their first Arabic language (L1) for second language learning (L2) for various reasons including "shame, lack of ability, or not motivated to communicate in L2." this unfortunately prevents Arab students from having complete input in learning a second language.

2.4 The Young Learners

The system of education in Indonesia starts from the primary level means that the children are studying start from a very young age. In Indonesia, children start preschool at the age of 5-6 before they enter primary school. At these ages, they are naturally curious and enthusiastic to explore the world around them. Most children are eager to gain new experiences including learning a new language. They like to be active and have a lot of energy which make preschool perfect time to benefit from physical activities to teach a language. Teaching English to young learners has become study as the age of compulsory English education has become lower in countries around the world.

The young learners are divided into three groups, the first is children who starts pre-school at about the age of three, the second is the group of children who starts primary school at around the age of 5-7, and the finish primary is around the 11 or 12. The children from the age of 13 are called "early adolescents" (Pinter, 2011). In Indonesia, children usually start the primary school education at the age of 6 or 7 and finish at around the age of 12; the primary school itself is divided into a lower primary and upper primary years. The lower primary is about the age of 6 - 9 and the upper primary is about the age of 10 – 12.

Young learner is defined as "those between five and twelve years of age".(Cameron, 2001). There is a big difference between the students of five year old and the eleventh or twelfth years old. The children develop differently, their pace and

approach can vary. Some of them achieve goals more quickly, others more slowly, however they can catch up with the former after in period of time.

The benefit of early learning foreign language is the other reason to start learns English, this statement means that early study language learning becomes the sensitive period, prior to puberty in which children could acquire native like proficiency in foreign language. The children could get a language easily but it would make them frustration at having another language. It would be different with the adolescent; they become more efficient to learn language learning. It means that they have already acquired their mother tongue then they are ready to learn second language.

2.5 Indonesian Language

Indonesian is the official language of Indonesia. It is a standardized register of Malay, an Austronesian language that has been used as a lingua franca in the multilingual Indonesian archipelago for centuries. Indonesia is the fourth most populous nation in the world. Of its large population, the majority speak Indonesian, making it one of the most widely spoken languages in the world.

Standard and formal Indonesian is used in books and newspapers and on television/radio news broadcasts; however, few native Indonesian speakers use the formal language in their daily conversations. While this is a phenomenon common to most languages in the world (for example, spoken English does not always correspond to its written standards), the proximity of spoken Indonesian (in terms of grammar and vocabulary) to its normative form is noticeably low. This is mostly due to Indonesians combining aspects of their own local languages (e.g., Javanese, Sundanese, Balinese, and Chinese) with Indonesian. This results in various vernacular varieties of Indonesian, the very types that a foreigner is most likely to hear upon arriving in any Indonesian city or town. This phenomenon is amplified by the use of Indonesian slang.

The adoption of Indonesian as the country's national language was in contrast to most other post-colonial states, as neither the language with the most native speakers (in this case, Javanese) nor the language of the former European colonial power (in this case, Dutch) was to be adopted, but rather a local language with many fewer native speakers than the most widely spoken local language (nevertheless, Malay was the second most

widely spoken language in the colony after Javanese, and had many L2 speakers using it for trade, administration, and education).

In 1945 when Indonesia declared its independence, Indonesian was formally declared the national language, although then it was the native language of only about 5 per cent of the population, whereas Javanese and Sundanese were the mother tongues of 42-48 percent and 15 percent respectively. It was a combination of nationalistic, political, and practical concerns that ultimately led to the successful adoption of Indonesian as a national language. In 1945, Javanese was easily the most prominent language in Indonesia. It was the native language of nearly half the population, the primary language of politics and economics, and the language of courtly, religious, and literary tradition. What it lacked, however, was the ability to unite the diverse Indonesian population as a whole. With thousands of islands and hundreds of different languages, the newly independent country of Indonesia had to find a national language that could realistically be spoken by the majority of the population and that would not divide the nation by favoring one ethnic group, namely the Javanese, over the others.

RESEARCH METHODOLOGY

3.1 Subject of The Research

The Participant in this study is a child. The researcher used Purposive Sampling Technique in taking research participants. Purposive technique Sampling is one technique used to determine participants by considering something (Sugiyono,2009) or based on certain characteristics. Therefore, the researchers took only one child in this study. She was seven years old. And the researcher took her mother to be used as supporting data. They live in a bilingualism family.

3.2 Location

With regard to cases to be investigated, researcher need to think about the right place of investigation. There are several locations that are right for the investigation so that researcher can conduct an investigation and the researcher chose her own house in the apartment of Casablanca klender and at her school which located at MI AzZiyadah.

3.4 Design and Procedure of The Research

This study used descriptive qualitative method. According to Berg (2007: p. 3) in Muhammad (2011: p. 30) qualitative research refers to meaning, concept, definition, metaphorical characteristics, symbols and description of objects. In this case, research will find out non-statistical data and then describe it. This method intends to describe everything related to the topic of research. In this case, the researcher will explain about the acquisition of Arabic young learner on Indonesian language.

3.5 Data Collection Procedure

This study will use a qualitative descriptive method in which a child and mother are the sources of data in this study. To get data in a natural setting, the researcher is at the location during the investigation and begins to retrieve data through recording investigative activities. Recordings are turned on for each conversation between the researcher and the participant and are completed if the conversation contains the data needed. Investigations are also conducted regularly to obtain supporting data. This supporting data is in the records and notes.

3.6 Data Analysis Technique

According to Kaelan (2005: p.209) in Muhammad (2011: p.221) data analysis is the process of raring data in an orderly manner, organizing in one pattern, category, and describing data unity. Based on this definition data must be ordered, grouped, and based on patterns, categories and entities. Thus, the content analysis technique applied to analyze data when data has been collected. In the process of analyzing data, researchers applied several steps based on data analysis techniques as follows: Actual data was taken 10 times and analyzed each time after the data was taken to find the characteristics or the intended substance. This investigation is all about data validity. The researcher first takes data in the field by recording conversations and all activities and writing down all important events that occur during data retrieval. Especially for children, researchers make sound recordings and make some notes. To adult participants, researchers provided questionnaires, interviews, and recorded conversations during interviews. The researcher makes important notes during the interview and writes them in the field book. Second, all recorded data is analyzed by copying

conversations and after that, data is reduced by making core summaries and categorized into several patterns in the same pattern. Some data are triangulated, especially adult participant data to become supporting data.

3.7 Instrument

Mostly qualitative research indicates that the researcher might be the single instrument of the research besides the other instruments that can be used. So, the instrument of this research consists of the researcher himself, video recorder, Interview manual, observation check list, field notes, and non structure questionnaires.

RESEARCH FINDINGS

4.1 Findings

This section shows some findings related to the results of the investigation. In the investigation, when the researcher spoke to the child, there were several verbs and nouns that he had not yet understood, such as inviting, paying attention, hiding, feeling, working, repeating, wearing, bags, buildings, blackboards, keys, sky and etc. But there are a few words that he has understood but he has not been able to respond to what the researchers say, so he is just silent and doesn't say anything.

And then, the researcher brought several texts in the form of Indonesian to be read by the child, in the reading process, the child could not read correctly, there were many words that were unknown to the child. So the researcher taught the alphabet in the form of the Indonesian language to the child. After two days of alphabetical study, the researchers brought a kindergarten or playgroup book titled reading, in which the book was divided into three volumes, namely the first volume, the second volume and the third volume.

There are so many words that the child has not yet known, the solution made by the researcher when the child does not understand is that the researcher practices the word until the child understands, and if he still does not understand, the researcher explains it using Arabic. After the reading process is done, about thirty meetings, then the child has begun to be able to respond to what researcher says in Indonesian.

4.2 Discussion

All the findings discussed above present various processes or experiences in acquiring and learning Indonesian for Arabic children. When children are still at an early age, it is still easy to teach a second language, because their memory is still high. Unlike parents who want to learn a second language, there will be many difficulties in learning it. A child will be easier to learn a second language, while practicing it, so do not immediately translate it into the first language.

CONCLUSION

In accordance with the research that has been done, that mastery of Indonesian for Arabic children can be known in 35 meetings or about three months. And Arabic children will find it easier to learn a second language by directly practicing the language. And it requires a supervision in learning the second language, because it is feared the student will get languages that are not good and that the language is used by the student.

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