The Role of The Language Acquisition Device Theory in Second Language Acquisition: A Psycholinguistic Study of Arabic Language Learning

Zikrani Khalilah[1,*], Sinta Amalia[1], Muhammad Gamal Abd Nasser[1], Sahkholid Nasution[1] & Abdel Rahman ElSayed ElSayed Abdel Ghaffar Balah[2]

[1]Department of Arabic Language, Universitas Islam Negeri Sumatera Utara, Indonesia
[2]Universitas Al-Azhar Kairo, Mesir

Abstract: This study examines the role of the Language Acquisition Device (LAD) theory in second language acquisition within the context of Arabic language learning through a psycholinguistic perspective. Using a descriptive qualitative research method and a literature review approach, this research analyzes various relevant primary and secondary sources. The findings reveal that Noam Chomsky's LAD theory significantly impacts second language acquisition, particularly Arabic. LAD serves as an innate mechanism enabling humans to acquire languages naturally. In the context of Arabic learning, the implementation of LAD theory encompasses three primary factors: motivation, language, and social aspects. Psycholinguistic studies reveal that cognitive processes such as memory and information processing play pivotal roles in acquiring Arabic. This study also found that communicative-based learning approaches, using real-life contexts and social interaction with native speakers, are effective strategies in Arabic language learning. The integration of technology and project-based learning can enrich students' learning experiences. In conclusion, a deeper understanding of LAD theory and its application in Arabic language learning can contribute significantly to the development of more effective teaching methods, enabling students to master Arabic more efficiently in an increasingly complex global context.

Keywords: language acquisition device, psycholinguistics, arabic language learning, second language acquisition.

▪ INTRODUCTION

In today's fast-paced globalization era, mastering more than one language has become increasingly important. A second language is not merely a communication tool but also a bridge to understanding diverse cultures and perspectives across various fields of knowledge. According to a British Council report, over 1.5 billion people worldwide are learning English as a second language, while Arabic is also gaining popularity, particularly in countries with large Muslim populations, including Indonesia (Council, 2013). In this context, mastering a second language is key to effective interaction in multicultural societies. The mastery of a second language has broad impacts, benefiting not only individuals but also society on a global scale. Research conducted by Eurobarometer revealed that 56% of European Union citizens believe that foreign language skills improve their job prospects (Commission, 2012). By mastering a second language, individuals can actively participate in social and economic interactions at a global level. This is crucial in an increasingly competitive job market, where foreign language proficiency often becomes a critical requirement for obtaining a good job.

Learning a new language also contributes to individual cognitive development. Research has shown that learning a new language can enhance critical thinking, creativity, and problem-solving skills (Bialystok, 2001). Furthermore, mastering a second language

enriches life experiences and broadens one's horizons. A study by Marian & Shook (2012) revealed that individuals fluent in more than one language tend to have better multitasking abilities and adapt more easily to change.

Noam Chomsky's Language Acquisition Device (LAD) is one of the prominent theories in the context of language learning. According to this theory, humans are born with the ability to learn a language, which facilitates their understanding and use of a new language (Chomsky, 1965). LAD can be understood as a mental mechanism that enables individuals to intuitively interpret the meaning of a language without explicit instruction. This suggests that language proficiency is not only crucial for formal education but also for individual capability. In the context of teaching Arabic, utilizing the LAD theory can provide guidance on the best methods for teaching the language to students. By recognizing that everyone has the capacity to learn a language, teachers can tailor their teaching methods to suit the needs and characteristics of their students. Research by Lightbown & Spada (2013) states that an approach focusing on the use of language in real-world contexts can enhance learning effectiveness.

Focusing on psycholinguistics is essential to understanding the language learning process. Psycholinguistics investigates how the brain influences language proficiency and how cognitive factors affect language learning (Nasution, 2014). By understanding how language works in the brain, we can develop more effective teaching methods that are sensitive to students' needs. For example, using teaching methods that encourage social interaction and global contexts can improve students' understanding and proficiency in Arabic. Interaction with native speakers is also crucial in language learning. Research by Susan et al. (2008) found that social interaction enhances language learning by providing pauses and opportunities to learn through using the language in everyday situations. This aligns with LAD principles, which emphasize that immersion in real-life contexts significantly improves language proficiency.

The application of LAD theory in Arabic language learning also includes developing curricula that are more responsive to learners' needs. A curriculum designed with LAD principles can help learners more easily understand and master Arabic. This includes using relevant teaching materials, interactive teaching methods, and encouraging the use of language in daily situations. According to research by Cook (2008), learning based on interaction and real-world language use can improve students' motivation and learning outcomes. Second language proficiency is essential in social and cultural contexts. Language is not only a communication tool but also a reflection of a group's identity and culture. For example, when learning Arabic, students learn more than just the language and vocabulary; they also learn about customs, traditions, and ways of thinking in Arab societies. This strengthens intercultural understanding and reduces stereotypes that often arise in cross-cultural interactions. Research by Kramsch & J (1998) states that integrating language learning with culture enhances learners' ability to adapt and interact with people from different backgrounds. By understanding the cultural context behind a language, learners develop a more open and tolerant attitude toward differences.

Additionally, mastering a second language contributes to developing empathy and tolerance. Understanding others' language and culture enables individuals to appreciate differences and build better relationships. A study by Dewaele & Wei (2012) found that bilingualism enhances individuals' ability to sense and understand others' emotions, thereby strengthening social relationships. This is a crucial aspect in an increasingly interconnected world where cross-cultural interaction is commonplace.

Integrating LAD theory into Arabic teaching also helps students overcome common challenges. Arabic has a unique writing system and a different grammatical structure, which can be challenging for new learners. Understanding that everyone has an innate ability to learn languages allows educators to design more effective strategies to help learners overcome these difficulties (Hasanah, 2011). For instance, using a communicative approach that emphasizes language use in real-world contexts can boost learners' confidence in using Arabic.

One innovation in Arabic language learning is developing project-based learning programs that integrate LAD theory. These programs can involve learners in projects requiring the use of Arabic in real-life contexts, such as creating videos, presentations, or collaborating with native speakers. This approach ensures that learners not only study the language but also apply it in relevant and engaging situations. This method can increase learners' motivation and engagement while deepening their understanding of the Arabic language and culture (Hasanah, 2011).

Finally, it is important to recognize that acquiring a second language is an ongoing process. Language learning does not end upon reaching a certain level but is a continuous journey. Therefore, learners must consistently practice and engage in using Arabic in daily life. By consistently fostering language habits, learners can strengthen their language skills and continue developing the communication abilities needed in a global context.

In conclusion, a deep understanding of LAD theory and its application in Arabic language learning can significantly contribute to language teaching in Indonesia. Through a more integrated approach based on psycholinguistic principles, learners are expected to master Arabic more easily and utilize their language skills in an increasingly complex global context. Thus, second language acquisition becomes not only a communication tool but also a means to build bridges between cultures and enrich individual life experiences.

Based on studies of Arabic language learning and second language acquisition, several previous studies relate to this research, including: First, Hasanah's (2011) work titled "Nativist Language Acquisition Device Model (A Theory of Language Acquisition)." While both discuss LAD theory, Hasanah's research focuses more on the theoretical aspects of language acquisition in general. This study differs in specifically analyzing how LAD plays a role in learning Arabic as a second language, integrating it with a psycholinguistic perspective. Second, Yusuf's (2019) work titled "Psycholinguistics in Arabic Language Learning Methodology in the Postmethod Era" focuses on methodological aspects of Arabic language teaching in the postmethod era. Meanwhile, this study takes a different perspective by specifically examining the role of LAD and its relationship with psycholinguistic aspects in Arabic learning, including an in-depth analysis of factors influencing second language acquisition. Third, Annisa et al.'s (2023) research titled "Arabic Language Acquisition as a Second Language (Psycholinguistic Study)" also makes a significant contribution to this field. Although the topic is similar Arabic as a second language their research focuses more on general psycholinguistic aspects. This study goes further by integrating LAD theory into psycholinguistic studies and providing practical implications applicable to Arabic language learning. Fourth, Buhori's (2017) study on "The Role of Psycholinguistics in Arabic Language Learning" offers a different perspective. Buhori discusses the general role of psycholinguistics in Arabic learning, while this research provides a more specific

analysis of how LAD theory contributes to Arabic acquisition, integrating it with modern psycholinguistic perspectives.

Compared to these studies, this paper introduces a new approach to Arabic language learning by integrating the Language Acquisition Device (LAD) theory into the curriculum. By leveraging LAD principles, Arabic teaching can be designed to be more responsive to learners' needs, emphasizing interactive and contextual learning experiences. Furthermore, focusing on technology use and project-based learning offers innovations that can enhance learners' motivation and engagement. Through this approach, learners are expected not only to study Arabic mechanically but also to understand its cultural and social contexts. Thus, this paper contributes to developing language acquisition theory while offering practical solutions to challenges in Arabic language learning in Indonesia.

▪ **METHOD**
Participants

This study does not involve direct participants, as it employs a qualitative descriptive approach grounded in library research methodology. Instead of human subjects, the participants in this research are represented by the data sources utilized for the study. These include primary and secondary textual materials that provide insights into the acquisition of Arabic as a second language within the context of psycholinguistics. The primary data sources comprise books and foundational literature directly relevant to the research focus. Secondary data sources consist of international and national journal articles, academic papers, and other scholarly publications that address related topics. The inclusion criteria for these materials are based on their relevance, credibility, and the extent to which they align with the research objectives. By treating these textual sources as participants in the research process, the study ensures that the analysis is rooted in reliable and comprehensive information.

Research Design and Procedures

The study adopts a qualitative descriptive design aimed at exploring and synthesizing existing knowledge about the psycholinguistic model of Arabic language acquisition as a second language. This approach is particularly suited for investigating complex phenomena through an in-depth analysis of textual sources. The library research method was employed, which involves systematically identifying, collecting, and analyzing secondary data from various credible and scholarly materials.

The research process began with identifying the scope and focus of the study, which centered on understanding the mechanisms and factors influencing Arabic language acquisition through the lens of psycholinguistics. Subsequently, an extensive literature search was conducted to gather relevant materials from digital and physical libraries, academic databases, and other repositories of scholarly works. The search process was guided by specific keywords, including "Arabic as a second language," "psycholinguistics," "language acquisition models," and "content analysis."

Once the relevant materials were identified, they were screened for quality and relevance. The selected materials were reviewed comprehensively to extract information that aligns with the study's objectives. The procedure also involved categorizing the data based on thematic patterns, such as motivational, linguistic, and social factors, as well as cognitive processes associated with language acquisition. This categorization allowed for

a structured and systematic approach to understanding the key components of the Arabic language acquisition model.

Instruments

As this is a library-based qualitative study, the primary instrument for data collection and analysis is the researcher. In qualitative research, the researcher plays a central role in interpreting and synthesizing the data obtained from various textual sources. To ensure the reliability and validity of the findings, the researcher employed a systematic approach to data extraction and organization.

Specific tools and techniques used during the data collection process included digital search engines, academic databases, and library catalogs. These tools facilitated access to a wide range of primary and secondary sources. A coding framework was developed to organize and analyze the collected data systematically. This framework included categories and subcategories that aligned with the study's objectives, such as cognitive, motivational, and sociolinguistic factors influencing Arabic language acquisition.

To enhance the rigor of the research, a cross-referencing technique was employed. This involved comparing findings from multiple sources to identify common themes and discrepancies. By triangulating data from various textual materials, the researcher ensured that the analysis was both comprehensive and reliable.

Data Analysis

The data analysis process employed in this study is based on content analysis, a qualitative method that involves systematically examining and interpreting textual data to identify patterns, themes, and categories. Content analysis is particularly well-suited for this study as it allows for the exploration of complex and nuanced concepts related to Arabic language acquisition and psycholinguistics.

The analysis began with an initial reading of the collected materials to gain an overall understanding of their content and relevance to the research objectives. During this phase, the researcher noted recurring themes, concepts, and ideas. These initial observations formed the basis for the coding framework used in the subsequent analysis stages.

Once the coding framework was established, the researcher conducted a detailed examination of the textual data, assigning codes to specific passages, sentences, or paragraphs based on their thematic relevance. Thematic coding facilitated the identification of key patterns, such as the role of motivation in language learning, the influence of linguistic structures on second language acquisition, and the importance of social interaction in the learning process.

The next stage involved categorizing the coded data into broader themes and subthemes, such as cognitive processes, motivational factors, linguistic influences, and social dynamics. Each category was analyzed in detail to understand its implications for Arabic language acquisition. Special attention was given to identifying relationships and interactions between these categories, as this helped provide a holistic understanding of the language acquisition model.

To ensure the credibility of the findings, the researcher engaged in iterative analysis, revisiting the data multiple times to refine the categories and validate the results. Additionally, excerpts from the textual materials were documented to illustrate key findings and support the conclusions drawn. The findings were then synthesized into a

coherent narrative that aligns with the study's objectives and provides insights into the psycholinguistic mechanisms of Arabic language acquisition as a second language.

The content analysis methodology employed in this study not only allowed for a systematic examination of textual data but also ensured that the findings are grounded in a thorough and comprehensive understanding of the existing literature. This approach provides a strong foundation for future research and practical applications in the field of Arabic language education and psycholinguistics.

▪ **RESULT AND DISCUSSION**
Language Acquisition Device (LAD) Theory

Language Acquisition Device (LAD) is one of the theoretical concepts introduced by Noam Chomsky, an influential figure in linguistics from the United States born on December 7, 1928. LAD is defined as an innate mechanism likened to a chip in the human brain that allows a person to learn language (Chomsky, 1965). This first language acquisition is known as a fundamental theory, namely the Innateness Hypothesis, which states that language acquisition is strongly supported by the LAD (Language Acquisition Device) or the language acquisition tool (Febrianti & Edo Dwi, 2024). Conceptually, LAD is defined as a mental structure that deals with language that is naturally or innately present in the minds of every human being since birth, so LAD is owned by every human being (Hasanah, 2011).

Noam Chomsky is an American linguist whose grammatical theory, known as Transformational Generative Grammar, is considered to have made new history in psycholinguistics. In the historical development of his theory, there are four phases involved. First, the Classical Transformational Generative phase, based on the book Syntactic Structures (1957–1964). Second, the Standard Theory, based on the book Aspects of the Theory of Syntax (1965–1966). Third, the expanded phase of the standard phase (1967–1972). And fourth, the final expansion phase of the standard phase (1973–present). From these phases, psycholinguistics is very universal because language structure cannot be separated from humans (Febrianti & Edo Dwi, 2024).

This nativist theory was strengthened by Chomsky through his discovery of what is called the Language Acquisition Device or LAD. According to him, all children can acquire language equally because they are equipped with this tool. He also said that language acquisition has no relation to IQ or intelligence. Conversely, if this tool is damaged, language disorders or diseases, such as autism and aphasia, will emerge (Febrianti & Edo Dwi, 2024). LAD has several components, including:

1. The ability to distinguish language sounds from other sounds.
2. The ability to organize linguistic units into a number of classes that will later develop.
3. Knowledge about possible and impossible language systems.
4. The ability to use the language system to assess linguistic system development, which can then produce systems deemed possible beyond the linguistic data found.

From the components of LAD outlined above, it can be said that the LAD given by God to humans is related to various aspects of language acquisition, such as meaning, abstraction, and creativity. The component related to the ability of humans to distinguish language sounds from other sounds illustrates that humans can differentiate language sounds in conversation. The realization of meaningful sounds in communication provides an illustration that humans have been able to express ideas both orally and in writing,

indicating that humans have gone through a language process event (Nurbaya & Mujinem, 1997).

Second Language Acquisition and Process

Language is a tool for human communication in daily life, used to convey something either orally or in writing (Nasution, 2017). We as humans cannot be separated from language. According to Nuryani (Rosiyana, 2020), "Second language is the language acquired by a person after they acquire their first language (mother tongue)." Second language acquisition is the process when someone acquires another language after they have first mastered their first language to a certain extent. The term "second language" is sometimes equated with a foreign language. In Indonesia, the first language or mother tongue refers to certain regional languages, while the second language takes the form of Indonesian or foreign languages.

The acquisition of Arabic as a second language is the process of learning and using Arabic by individuals who are not native speakers of Arabic but choose to learn it as an additional or second language (Ismail, 2013). Learning a language means gaining the language consciously and through deliberate effort. On the other hand, language acquisition refers to the natural process by which language is informally acquired, focusing on understanding the language through its contextual relation. Language acquisition is a strategy used to achieve mastery of complex language. When someone learns a language, they consciously study grammar, vocabulary, and linguistic rules. This process usually occurs in formal contexts such as classrooms or educational institutions, involving structured methods and strategies to aid understanding. On the other hand, language acquisition occurs unconsciously in informal situations, such as when children learn their mother tongue (Annisa et al., 2023).

One of the languages in high demand as a second language is Arabic. Arabic has significant historical, cultural, and religious value, attracting many individuals who want to acquire Arabic language proficiency. The acquisition of Arabic as a second language involves various complex factors, including motivation, the influence of the first language, social factors, and cognitive factors. The acquisition of Arabic as a second language is influenced by three main factors (Annisa et al., 2023):

Motivation

Individual motivation to learn and use Arabic directly affects their level of commitment and effort invested in learning. Intrinsic motivation, which arises from an individual's internal desire to learn Arabic out of interest and personal satisfaction, often proves more effective in maintaining and enhancing language skills. On the other hand, extrinsic motivation, such as external rewards or social pressures, can also provide additional encouragement in acquiring Arabic. Therefore, it is essential for Arabic language learners to cultivate strong and sustainable motivation to achieve success in acquiring the second language.

Language Factors

Language factors also play an important role in acquiring Arabic as a second language. Differences in Arabic structure compared to an individual's first language can pose challenges in understanding and mastering the phonological, morphological, syntactic, and lexical aspects of Arabic. Furthermore, understanding and mastering vocabulary and Arabic grammar also influence an individual's ability to use the language

accurately and effectively. Therefore, efforts to understand and overcome the differences and challenges in language acquisition are crucial.

Social Factors

Social factors play an important role in acquiring Arabic as a second language. Social interaction, communicative contexts, and cultural factors significantly impact learning and using Arabic. Communicative contexts refer to situations where individuals use Arabic in social interactions. Supportive communicative contexts that allow for regular and diverse Arabic practice can enhance an individual's Arabic language skills (Annisa et al., 2023).

In the acquisition of Arabic as a second language, motivational, language, and social factors interact and influence each other. Strong motivation increases dedication to learning Arabic, while a good understanding of Arabic and social support strengthens motivation and improves language skills. Therefore, a holistic understanding of these factors is critical in designing effective learning strategies and supporting the acquisition of Arabic as a second language (Annisa et al., 2023).

In second language acquisition theory, motivation is defined as involving a series of factors that influence language learning. These motivational factors include aspirations to achieve certain goals, the willingness to make efforts and maintain those efforts to reach goals, and attitudes towards learning the language and its user community. There are four main motivational factors in learning foreign languages. First, social integration, which is the motivation to learn the language to participate actively in the life of the community using that language. For example, someone may want to communicate with locals while traveling or living in a country where the language is spoken. Second, communicative needs, referring to the goals of language learning related to communication needs. For instance, someone may wish to learn a foreign language to communicate with people from different cultures or for specific professional purposes. Third, attitude, which refers to the subjective orientation toward the language being learned and its users. A positive attitude toward the language and its associated culture can enhance motivation in learning. Fourth, education, which is the motivation to learn a foreign language as part of formal education in a particular society. For example, a foreign language may be a required or elective subject in an educational curriculum. All these motivational factors can interact and influence each other in the process of second language acquisition, playing a vital role in the success of foreign language learning (Annisa et al., 2023).

The process of children's language acquisition gradually transitions from one stage to another. The stages include imitation, understanding meaning, and using words in communication. In the imitation stage, children continually mimic whatever they hear or are intentionally exposed to. The understanding meaning stage occurs when children start to grasp the meaning of words. The stage of using words in communication occurs when children can use the words they have acquired in sentences (Nurbaya & Mujinem, 1997).

Parents can play a role in helping children acquire and use language effectively. Parents' roles in the process of children's language acquisition can be carried out in line with the stages of language acquisition. Parents need to realize that everything heard or intentionally introduced to children will always be imitated, whether the words have negative or positive meanings. Language usage theory indicates that children tend to remember both negatively and positively meaningful words, whether in terms of sound or meaning (Nurbaya & Mujinem, 1997).

Psycholinguistics and Arabic Language Learning

Psycholinguistics is a discipline that discusses the relationship between language and thought, as well as how an individual can process and understand language (Setiadi, 2020). In the context of language learning, the role of psycholinguistics provides fundamental insights into how humans learn and use language. A theory highly relevant in this study is the Language Acquisition Device (LAD) theory presented by Noam Chomsky (Chomsky, 1965). This theory states that humans are inherently born with the innate ability to learn language, functioning as a mental mechanism that enables individuals to naturally understand and produce language.

The relationship between psycholinguistics and LAD is closely interconnected, as psycholinguistic studies provide empirical evidence supporting the existence of LAD. Research evidence shows that individuals possess cognitive capacities enabling them to internalize grammatical and lexical rules. In the context of learning Arabic, understanding the structure of the language is crucial. For example, research by Julianti, Susilawati, and Rizal Munir indicates that using dialogue methods in Arabic learning can enhance students' speaking skills (Julianti et al., 2022). This method demonstrates a high likelihood of students being able to interact directly, enabling them to connect vocabulary and grammar with real contexts in line with LAD principles.

Cognitive processes such as memory and information processing play an essential role in the acquisition of Arabic by individuals. Memory functions as a tool to store or recall vocabulary and grammatical rules that have been learned. Research by Luthfi (2021) reveals that students using mnemonic techniques in learning Arabic experience significant improvement in their ability to recall new vocabulary. This technique helps students connect new information with prior knowledge, making it easier for them to remember and use Arabic in relevant contexts.

Information processing is also recognized as a factor in how students understand and use Arabic. Social interactions with native Arabic speakers can enrich students' learning experiences. Gass and Selinker (Susan et al., 2008) state that direct interaction with native speakers not only helps students understand the nuances of the language but also provides a great opportunity to practice the language in everyday situations. This is important for strengthening language acquisition, as students can see firsthand how the language is used in various contexts.

Locally, research by Buhori (2017) highlights the importance of psycholinguistics in Arabic language learning. This study shows that understanding cognitive processes enables instructors to design more effective teaching methods, facilitating students' mastery of Arabic. Furthermore, research by Yusuf (2019) emphasizes the application of psycholinguistic principles in Arabic language teaching methodologies, which improves teaching effectiveness, particularly in post-method contexts. The connection between psycholinguistics and LAD provides a strong framework for understanding how students effectively learn Arabic. By utilizing an understanding of cognitive processes and tailored teaching methods, instructors can optimize students' Arabic language skills. This not only enhances language proficiency but also enriches the overall learning experience.

Understanding psycholinguistics and LAD theory allows instructors to design various student-centered learning strategies. By recognizing how students process information and memorize vocabulary, instructors can use interactive and contextual teaching techniques. This fosters effective communication skills in various situations. The urgency of social interaction in language learning cannot be overlooked. Students engaged in discussions and speaking practices with native speakers or peers enhance

vocabulary internalization and grammatical structure. Research by Lightbown & Spada (2013) shows that meaningful social interactions accelerate language learning. Creating a learning environment that supports social interaction is essential.

Integrating technology into Arabic language learning enriches students' experiences. Language learning applications, interactive videos, and online platforms facilitate access to various resources and increase engagement. Research by Nunan (1991) indicates that technology supports language learning, especially in dynamic contexts. Psycholinguistics provides a theoretical framework and practical guidelines for effective Arabic language teaching. By leveraging psycholinguistic principles and LAD, instructors create holistic learning experiences, fostering Arabic language mastery and communication skills essential in multilingual societies.

Implications of LAD Theory in Arabic Language Learning

The implications of the Language Acquisition Device (LAD) theory in Arabic language learning significantly impact how the language is taught. The LAD theory proposed by Chomsky (1965) states that humans are born with the innate ability to learn language. Understanding LAD principles enables teachers to design more effective teaching methods that align with how the human brain works in language learning.

One highly recommended teaching method is communicative-based learning. This method emphasizes active interaction between students and teachers, as well as among students. In communicative learning, students are encouraged to participate in conversations, discussions, and activities involving the use of Arabic in real contexts. Research by Lightbown & Spada (2013) shows that this approach can significantly enhance students' speaking and listening skills. By focusing on communication, students not only learn vocabulary and grammar but also how to use the language in relevant situations.

The application of real-world contexts in Arabic language learning is also crucial. When students learn language in situations they frequently encounter in daily life, they can more easily connect vocabulary and grammatical structures with real-life experiences. For example, teaching that includes everyday situations such as shopping, interacting at the market, or discussing daily activities helps students understand how Arabic is used in practice. Research by Susan et al. (2008) emphasizes that relevant contexts can improve students' understanding of the language being learned. Thus, students can directly see the application of Arabic in daily life, making learning more meaningful.

The role of social interaction in Arabic language learning is also vital. Interacting with native Arabic speakers provides students with opportunities to learn linguistic nuances, intonation, expressions, and cultural aspects that are not always taught in classrooms. Research by Nunan (1991) indicates that interaction with native speakers can accelerate the language acquisition process because students can directly see how the language is used in various contexts. For example, students participating in exchange programs or community activities involving native speakers will have richer experiences in using Arabic.

The use of the language in everyday situations is also essential for enhancing language acquisition. When students have the opportunity to use Arabic in real life, they become more motivated to learn and practice. Research by Buhori (2017) shows that students participating in community activities involving the use of Arabic experience

significant improvements in their language skills. This aligns with LAD principles, where direct experiences and social interactions contribute to more effective learning processes.

In summary, the implications of LAD theory in Arabic language learning suggest that effective teaching methods should focus on communication, authentic contexts, and social interaction. By implementing these principles, teachers can create a learning environment that better supports students' language acquisition. This not only enhances students' Arabic language skills but also prepares them to interact effectively in multilingual societies.

By integrating all these elements, it is hoped that Arabic language learning can be conducted more effectively and enjoyably, enabling students to achieve better language proficiency and readiness to interact in broader contexts.

▪ **CONCLUSION**

In short, mastering a second language, particularly Arabic, is crucial in today's era of globalization as it serves as a bridge to diverse cultures and enhances communication. The Language Acquisition Device (LAD) theory by Noam Chomsky highlights humans' innate ability to learn languages, guiding educators to create effective teaching methods. Emphasizing communication-based and real-life context approaches in Arabic teaching significantly improves students' language skills. Moreover, interaction with native speakers enriches the learning experience.

Understanding psycholinguistics and applying LAD principles can help students overcome challenges in learning Arabic, fostering empathy and tolerance in multicultural environments. Ultimately, mastering Arabic not only enhances individual communication skills but also strengthens intercultural relationships. Therefore, it is essential for educators to integrate these theories into curricula for effective language acquisition.

▪ **REFERENCES**

Annisa, N., Maryam, Arista, Dian, Udin, Yadin, & Wildana. (2023). *Pemerolehan bahasa Arab sebagai bahasa kedua (kajian psikolinguistik).* A Jamiy: Jurnal Bahasa Dan Sastra Arab, 12(2), 468–484.

Bialystok, E. (2001). Bilingualism in development: language, literacy, and cognition. Cambridge University Press. https://doi.org/10.1017/CBO9780511605963

Buhori. (2017). *Peran psikolinguistik dalam pembelajaran bahasa arab.* AL-ASTAR,Ahwal Al-Syahsiyah Dan Tarbiyah STAI Mempawah, V(I).

Chomsky, N. (1965). Aspects of the theory of syntax. M.I.T. Press.

Commission, E. (2012). Eurobarometer: Europeans and their languages. Retrieved from [European Commission]. European Commission. https://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs

Cook, V. (2008). Second language learning and language teaching. Routledge.

Council, B. (2013). The english effect: the impact of english, and the role of the british council, in the world. Retrieved from British Council. Retrieved from British Council.

Dewaele, J. M., & Wei, L. (2012). Multilingualism, empathy and multicompetence. International Journal of Multilingualism, 9(4), 352–366. https://doi.org/10.1080/14790718.2012.714380

Febrianti, L., & Edo Dwi, C. (2024). *Pemerolehan bahasa dalam pandangan nativisme (mengungkap peran language acquisition device (lad) oleh nam chomsky terhadap pemerolehan bahasa pada anak).* Jurnal Pendidikan Inklusif, 8(6), 127–132.

Hasanah, M. (2011). Model Nativis Language Acquisition Device (Sebuah Teori Pemerolehan Bahasa). LiNGUA: Jurnal Ilmu Bahasa Dan Sastra, 1(2), 35–49. https://doi.org/10.18860/ling.v1i2.549

Ismail, M. (2013). *Peranan psikolinguistik dalam pembelajaran bahasa arab.* At-Ta'dib, 8(2). https://doi.org/10.21111/at-tadib.v8i2.508

Julianti, Susilawati, & Rizal Munir, D. (2022). *Penggunaan metode dialog (muhawaroh) dalam keterampilan berbicara bahasa arab kelas VII di MTs Daarul Ma'arif Purwakarta.* Kalamuna, 3(02), 197–212. https://doi.org/DOI: https://doi.org/10.52593/ klm. 03.2.06

Kramsch, & J, C. (1998). Language and culture, Semantics, Sociolinguistics. Oxford University Press.

Lightbown, P. M., & Spada, N. (2013). How languages are learned 4th edition. Oxford University Press.

Luthfi, T. (2021). *Hubungan mata pelajaran muatan lokal bahasa arab terhadap kemampuan baca tulis al-quran pada siswa kelas IX (Sembilan) SMP Al-Ihsan.* Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban, 2(2), 76–89. https://doi.org/10.52593/klm.02.2.05

Marian, V., & Shook, A. (2012). The cognitive benefits of being bilingual. Cerebrum : The Dana Forum on Brain Science, 2012, 13. http://www.ncbi.nlm.nih.gov/pubmed/23447799%0Ahttp://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC3583091

Nasution, S. (2014). *Mekanisme ujaran dalam bahasa arab; tinjauan psikolinguistik.* AT-TURAS: Jurnal Studi Keislaman, 1(1), 169–192.

Nasution, S. (2017). *Pengantar linguistik bahasa arab* (M. Kholison (ed.)). Lisan Arabi.

Nunan, D. (1991). Language teaching methodology a textbook for teachers. prentice hall.

Nurbaya, S., & Mujinem. (1997). *Pemerolehan bahasa anak dan peranan orang tua.* In Cakrawala Pendidikan No.3 (Issue 3, p. 55).

Rosiyana, R. (2020). *Pengajaran bahasa dan pemerolehan bahasa kedua dalam pembelajaran bipa (bahasa indonesia penutur asing).* Jurnal Ilmiah KORPUS, 4(3), 374–382. https://doi.org/10.33369/jik.v4i3.13839

Setiadi, F. M. (2020). *Pendekatan psikolinguistik bahasa arab di Indonesia.* Ihya Al Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab, 6(1), 57–59.

Susan, M., Gass, J. B., Plonsky, L., & Selinker, L. (2008). Second language acquisition an introductory course. Routledge. https://doi.org/10.4324/9780203932841

Yusuf, M. (2019). *Psikolinguistik dalam metodologi pembelajaran bahasa arab di era postmetode.* Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban, 2(2), 183. https://doi.org/10.35931/am.v2i2.123