

Correlation Between Language Acquisition and Arabic Speaking Skills from a Neurolinguistic Perspective (A Case Study of Arabic Language Students at Pesantren Sunan Drajat Lamongan)

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Abstract: This research is motivated by the fact that many Arabic language education students at Sunan Drajat University, Lamongan, still lack optimal language acquisition and Arabic speaking skills, despite their excellent skills and the fact that they are taught in every course. The research questions are as follows: 1. How are Arabic language acquisition and speaking skills among second-semester Arabic language education students at Sunan Drajat University, Lamongan? 2. Is there a correlation between language acquisition and Arabic speaking skills? The objectives of this study are as follows: 1. To determine Arabic language acquisition and speaking skills. 2. To determine whether there is a correlation between language acquisition and Arabic speaking skills among second-semester Arabic language education students at Sunan Drajat University, Lamongan. This study used a quantitative approach with a correlational method. The population was all second-semester Arabic language education students at Sunan Drajat University, and a sample of 33 students was selected purposively. The instruments used were language acquisition and speaking skills tests, accompanied by interviews and documentation as supporting data. The data analysis techniques used were Pearson Product Moment correlation statistics and a t-test for significance. The results of this study indicate that the average score for students' language acquisition was 81.51 and their speaking skills were 79.69, both of which are considered good. The correlation calculation yielded an r-value of 0.389, which is considered moderate and positive. The significance test showed that the calculated t-value was greater than the table t-value, thus accepting the alternative hypothesis. Thus, there is a significant relationship between language acquisition and students' Arabic speaking skills.

Keywords : *Strategy, Learning, Arabic Language*

Introduction

Language is a unique cognitive system of humans (governed by rules) that can be manipulated to produce an unlimited number of linguistic sentences based on limited elements, used by humans as a tool for communication and accumulating knowledge (Mangantar Simanjuntak., 2008). The language born through evolution is linguistic language, which is an external language. And this external language (linguistic) originates from the innate language (internal language) that humans possess naturally. This is also in line with the theory of competence and performance.

Meanwhile, acculturation in the language acquisition process is determined by the social level or distance of an individual and their psychological state towards the target language culture (Ahmad Habibi Syahid, 2014).

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Neurology, as a science that studies the nerves of the brain related to linguistics, is a field that examines language acquisition because the language center resides in the human brain. Therefore, neurolinguistics, as a new science, examines language structure, language birth, language acquisition, language teaching, language disorders, and the cerebral mechanisms (brain structure) underlying language, both in spoken and written forms (Mangantar Simanjuntak, 1990).

Language acquisition viewed from a neurolinguistic perspective (a field of study that examines the relationship between the brain and language) towards language skills includes two language processes in the brain. To support effective speaking, there are several factors that need to be considered. These factors are divided into two, namely linguistic factors and non-linguistic factors.

Thus, we can see functionally that language acquisition from a neurolinguistic perspective is closely related to factors that support the effectiveness of speaking ability. One private university that makes Arabic a study program is Sunan Drajat University in Lamongan, East Java. The Arabic Language Education Study Program at Unsuda is under the Faculty of Tarbiyyah. Based on preliminary observations, there is a problem in Arabic language learning in the Arabic Language Education Study Program, where language acquisition and speaking skills do not go hand in hand.

Students, who are second language learners (SLA), from the 2020 to 2024 academic year, about 82% of them are unable to speak Arabic well or actively in the aspect of speaking skills, especially those with a non-Islamic boarding school background. Thus, it can be concluded that their language acquisition and mastery are very minimal due to the lack of development of language skills, especially in speaking skills (maharah al-kalam), which is useful for active communication, and the specific area for speaking in the left hemisphere of the brain, which includes the ability to process phonological information, is not sufficient to provide more ability for the development of speaking skills among students.

Methodology

This study uses a quantitative method with a correlational design. The research population consists of all 2nd-semester students of Arabic Language Education (PBA) at Sunan Drajat University, Lamongan. The research sample includes all 2nd-semester PBA students (33 students). Data collection techniques used language acquisition tests (vocabulary and reading comprehension), speaking skills tests, and interviews with lecturers. Data analysis used the product moment correlation test to determine the relationship between language acquisition and speaking skills, as well as the t-test to test significance.

Therefore, the researcher used several instruments to collect data, as follows:

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1. Tests
2. Observation
3. Interviews
4. Documentation

Results and Discussion

Research Report

The results of the language acquisition test show that all students (100%) achieved the KKM (Minimum Completeness Criteria). This is demonstrated by the data in the following table:

Table 1: Language Acquisition Test Results"

No.	Student Name	Assessment Criteria		MCC	SCORE	CATEGORY	
		A	B			T	BT
1.	Abdul Mujib Murtadho	35	35	70	70	✓	
2.	Agustina Aniswatul Khasanah	60	20	70	80	✓	
3.	Aini Fauziyah	60	20	70	80	✓	
4.	Al Maghfiroh	45	45	70	90	✓	
5.	Atmim Nurona	40	50	70	90	✓	
6.	Durrotun Naa'ifaturrosidah	30	50	70	80	✓	
7.	Durrotun Nafisa	60	10	70	70	✓	
8.	Dwi Nur Laili	60	35	70	90	✓	
9.	Etik Nur Hidayah	55	15	70	70	✓	
10.	Fahmi Syarur Romadhon	55	15	70	70	✓	
11.	Furhatul Izzatin	55	15	70	70	✓	
12.	Habibatul Ulumiyah	60	30	70	90	✓	
13.	Hasyim Azhar	60	20	70	80	✓	
14.	Heni Nur Khofifah	70	20	70	90	✓	
15.	Ima Dini Safira	70	20	70	90	✓	
16.	Isma Dzulhijja Yastanir Fikriya	70	20	70	90	✓	
17.	Laely Wulandari	55	25	70	80	✓	
18.	Moch. Ainul Yaqin	55	25	70	80	✓	
19.	Muti'atus Zahro	40	40	70	80	✓	

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20	Nila Sa'adah	40	40	70	80	✓	
21.	Nur Asri Amalia	65	25	70	90	✓	
22.	Nur Asri Amalia	60	30	70	90	✓	
23.	Nur Inayah Safitri	65	25	70	90	✓	
24.	Putri Amalia	40	40	70	80	✓	
25.	Ratna	70	10	70	80	✓	
26.	Ro Ikhatul Firdaus	80	10	70	90	✓	
27.	Safiatun Nisa	80	10	70	90	✓	
28.	Salwatul Aisy	65	15	70	80	✓	
29.	Siti Ainur Roshida	65	15	70	80	✓	
30.	Syarifatul Maulidiyatil Ilmi	65	5	70	70	✓	
31.	Syarotul Falahiyah	80	10	70	90	✓	
32.	Utia Sakna	35	35	70	70	✓	
33.	Lu'lu'un Nadhifah	35	35	70	70	✓	
		Total			2.690	33	0
		Average			81,51	0,00	0,00
		Percentage			81%	100%	0%
		Maximum Score			95		

Based on the table above, it can be seen that the level of language acquisition and Arabic speaking skills of 2nd-semester PBA students at Sunan Drajat University Lamongan is evident. This can be seen from the percentage of students who have reached the Minimum Completeness Criteria (KKM) reaching 100% using the calculation formula.

Statistical results show that 100% of 2nd-semester PBA students at Sunan Drajat University Lamongan achieved the Minimum Completeness Criteria (KKM) for language acquisition and Arabic speaking skills. Based on the calculation of the hypothesis using the product moment formula, it can be seen that the results obtained from statistical calculations are very positive, with an average score of Language Acquisition = 81.51 and Arabic Speaking Skills = 79.69. Thus, there is a significant and positive relationship between Language Acquisition and Arabic Speaking Skills among 2nd-semester PBA students at Sunan Drajat University, which is high because H_0 is rejected and the correlation coefficient obtained is 0.389.

Conclusion

Based on the data collection and analysis that the researcher has conducted regarding the Correlation Between Language Acquisition and Arabic Speaking Skills from a Neurolinguistic Perspective (A Case Study of Arabic Language Students at UNSUDA Lamongan), the following conclusions can be drawn:

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1. The level of language acquisition possessed by students in the Arabic Language Education program at Sunan Drajat University Lamongan in the 2024/2025 academic year is categorized as good. This can be seen from the 33 students who took the Language Acquisition test, where all of them (100%) have reached the maximum completeness criteria (KKM). Therefore, the students' language acquisition is categorized as very good.
2. The level of Arabic speaking skills of students in the Arabic Language Education program at Sunan Drajat University Lamongan in the 2024/2025 academic year is also good. This can be seen from the 33 students who took the Arabic Speaking Skills test, where 29 students (87.8%) have reached the minimum completeness criteria (KKM) and 4 students (12.1%) have not reached the minimum completeness criteria (KKM). Therefore, the students are categorized as good

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