Utilization of Deep Structure to Develop Language Performance of Arabic Language Learners at the Fundamental Level of Mahārah al-Kalām (Adaptive Study of Noam Chomsky's Thought)

Fina Aunul Kafi[1], Imam Asrori[2], Umi Machmudah[3], Siti Sulaikho[4], Muhammad Syahrul Munir[5]

[1]Universitas Al-Falah As-Sunniyyah, Indonesia; [2]Universitas Negeri Malang, Indonesia; [3]Universitas Islam Negeri Maulana Malik Ibrahim, Indonesia; [4]Universitas KH. Abdul Wahab Hasbullah, Indonesia; [5]Sekolah Tinggi Ilmu Tarbiyah Al Muslihuun, Indonesia

Abstract:

Learners often face difficulties in expressing ideas verbally, organizing sentences correctly, and using proper language structure. Therefore, the utilization of deep structure, which is an important concept in Noam Chomsky's theory of generative linguistics, can be a relevant theoretical foundation for improving learners' language skills in this regard. This study aims to analyze the potential of deep structure in developing learners' language performance through those involving theoretical exploration of Noam Chomsky's thinking. This research uses a qualitative approach with a type of text study. The data is analyzed using triangulation of data sources to achieve valid degrees. Through literature study and theoretical exploration of Noam Chomsky's thought, it was found that the use of deep structure in developing learners' language performance at the fundamental level has significant potential. Understanding deep structure can help learners organize sentences correctly, use proper language structure, and express ideas more effectively. Thus, this approach can be an important foundation in improving students' language skills and enriching the learning process in maharah kalam. This research provides valuable new insights for curriculum development and language teaching strategies at higher education levels.

Keywords: Deep structure, language performance, maharah kalam, Noam Chomsky, TGG

Introduction

A fundamental constraint of Chomsky's generative grammar transformation (TGG) theory was his belief that language competence (LC) must be based on deep structure (DS) – surface structure (SS) dualism in order to realize language

performance (LP).[1] This obstacle appears in the context of Arabic language learning which seems to be dragged back in the early centuries behind the birth of the qawāʻid wa tarjamah method which then came under simultaneous attack from various theories, approaches, and several methods of learning Arabic.[2]

It is undeniable that TGG represents a description of an entire language wrapped in its transformation framework. Bagus Adrian Permata gave TGG great support in supporting Arabic language learning in terms of rules.[3] Likewise, Ulil Albab provides a pressure point on TGG's potential to build students' language construction in Arabic language learning.[4] In addition, Muhammad Ali Abdul Basit objected to the conceptualization of DS because the language seemed to return to its original point, namely the study of rules.[5] In fact, in Indonesia the concentration on Arabic rules has occurred in the curriculum[6] which at that time was faced with the context of the importance of Arabic being integrated with one's religious mutuality.[7] Likewise, in Islamic boarding schools, Arabic rules are like absolute requirements in starting to learn Arabic.[8] The discussion about TGG and its relation to Arabic does not mention much in the realm of competence, especially in the competence of speech (mahārah al-kalām / MK) which incidentally is contrary to the rules carried out in TGG in its DS.

Theoretically and applicatively, in Arabic language learning, DS is still relevant to be used as a foothold in the development of LP in the MK aspect. Of course, this is possible if DS is used as a principle for direct language development, not placed as a language analysis tool, but rather as a direct manifestation in concrete language that can translate into verbal language arrangements. Therefore, research on this needs to be done to develop LP Arabic language learners at a fundamental level by utilizing DS in order to sharpen LC into implementative form.

It is possible that the adaptation of Noam Chomsky's thinking through the fruits of his dualistic thinking will be able to bring about a breakthrough from a set of language analysis into an applicable model that can be applied in language

---

[1] Pradi Khusufi Syamsu, "Telaah Kritis Buku Ajar Bahasa Arab di Madrasah Ibtidaiyah," EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab 7, no. 1 (May 1, 2018): 93, https://doi.org/10.24235/ibtikar.v7i1.3070.

[2] Nur Habibah, "LINGKUNGAN ARTIFISIAL DALAM PEMBELAJARAN BAHASA ARAB," Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 3, no. 2 (December 28, 2016): 173–96, https://doi.org/10.15408/a.v3i2.4038.

[3] Bagus Adrian Permata, "TEORI GENERATIF-TRANSFORMATIF NOAM CHOMSKY DAN RELEVANSINYA DALAM PEMBELAJARAN BAHASA ARAB," EMPIRISMA 24, no. 2 (July 1, 2015), https://doi.org/10.30762/empirisma.v24i2.18.

[4] Ulil Albab, "PERFORMANSI DAN GRAMATIKA BAHASA ARAB SEBAGAI BAHASA KEDUA," ARABIYAT : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 2, no. 1 (September 12, 2015): 75–85, https://doi.org/10.15408/a.v2i1.1516.

[5] Muhamad Ali Abdul Basit, "APLIKASI TEORI GENERATIF-TRANSFORMASI DALAM PEMBELAJARAN BAHASA ARAB DI PONDOK PESANTREN NURUSSSALAM KRAPYAK YOGYAKARTA," n.d.

[6] Agus Tricahyo, "LANDASAN FILOSOFIS KEBIJAKAN PENGEMBANGAN KURIKULUM BAHASA ARAB," Cendekia: Jurnal Kependidikan dan Kemasyarakatan 11, no. 1 (June 1, 2013): 57, https://doi.org/10.21154/cendekia.v11i1.391.

[7] Nurul Khasanah, "Desain Pengembangan Kurikulum Pembelajaran Bahasa Arab Berbasis Pendekatan Potensi/ Fitrah," al Mahāra: Jurnal Pendidikan Bahasa Arab 4, no. 2 (December 30, 2018): 159–80, https://doi.org/10.14421/almahara.2018.042-01.

[8] Habibah, "LINGKUNGAN ARTIFISIAL DALAM PEMBELAJARAN BAHASA ARAB."

learning,[9] especially for Arabic performance. The results of this study will have a positive impact on Arabic language learners in order to get out of the shock and learning of MK which is still stagnant today. Seeing that breakthroughs are still possible to do, DS to develop LP needs to be adapted for communicative-interactive interests so that it can be used for wider needs.[10]

Research Methods

To conduct this research, authors employed a qualitative approach with a text type of study. The qualitative approach allows us to understand the development of LP for Arabic language learners at the fundamental level of MK through in-depth analysis of relevant texts. In this study, the data are collected from sources such as textbooks, learning materials, and scientific articles related to the topic we are researching. The collected data will be analyzed using qualitative analysis methods involving the identification and interpretation of text content. The in-depth analysis of the selected texts was done to identify patterns, themes, and language use relevant to the development of the Arabic learner LP at the fundamental level of MK. Authors pay attention to sentence structure, word selection, and language conventions contained in such texts.

Furthermore, authors were able to develop an understanding of the theoretical bases of DS by referring to the relevant literature. The concept of DS proposed by Chomsky is applied in the context of developing LP Arabic learners at the fundamental level of MK. Through text analysis and understanding of DS theory, we will comprehensively frame an understanding of the role and position of DS in LP development in the context studied. By using qualitative approaches and types of text studies, as well as combining them with analysis of relevant theories and literature, this research can achieve the goal of gaining a deeper understanding of DS in the development of LP Arabic language learners at the fundamental level of MK.

Results and Discussion

1. DS, LC, dan LP

One of the fundamental constraints of Chomsky's TGG theory was his belief in LC based on the dualism of DS and SS. This concept reflects the understanding that a person's language ability lies in the hidden structure of language (DS) and the structure that appears directly in sentences (SC),[11] and a person's language ability can be measured based on the difference between the two. However, this constraint becomes apparent in the context of Arabic language learning, where traditional teaching methods such as *qawā'id wa tarjamah* seem fixated on the early centuries upon which this method was born. This method then faces challenges from different theories, approaches, and

---

[9] Anita Andriya Ningsih, Muhammad Mubasysyir Munir, and Mustapa Mustapa, "Nazhariyah Noam Chomsky Fii An-Numu Al-Lughawi Wa In'ikasatuha 'Ala Ta'Lim Al-Lughah Al-Arabiyah," HuRuf Journal : International Journal of Arabic Applied Linguistic 1, no. 1 (January 3, 2022): 48, https://doi.org/10.30983/huruf.v1i1.4938.
[10] Aziz Fahrurrozi, "PEMBELAJARAN BAHASA ARAB : PROBLEMATIKA DAN SOLUSINYA," ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 1, no. 2 (December 28, 2014): 161–80, https://doi.org/10.15408/a.v1i2.1137.
[11] Permata, "TEORI GENERATIF-TRANSFORMATIF NOAM CHOMSKY DAN RELEVANSINYA DALAM PEMBELAJARAN BAHASA ARAB."

methods of learning Arabic.

In the early centuries, the *qawāʻid wa tarjamah* method became the basis for learning Arabic. This method emphasizes understanding grammar (*qawāʻid*) and translation (*tarjamah*) as the main foundation for understanding and using Arabic.[12] However, as linguistics and Chomsky's thinking on DS developed, the *qawāʻid wa tarjamah* method was challenged from various points of view. Some linguistic theories criticize this approach for being too fixated on grammatical rules without paying attention to other aspects such as context and the use of language in real situations.[13]

Various approaches and methods of learning Arabic also began to emerge that offered alternatives to the *qawāʻid wa tarjamah* method. For example, a communicative approach that places more emphasis on the use of language in everyday communication and the development of practical language skills.[14] There is also an activity-based approach that emphasizes the use of language in real situational contexts, with an emphasis on integrated language understanding and production.

In this context, the fundamental constraint of TGG Chomsky's theory, which emphasizes DS as the basis for LC, can be seen in the challenges faced by the *qawāʻid wa tarjamah* method in Arabic language learning. Despite these constraints, it is important to acknowledge the important role played by various Arabic learning theories, approaches, and methods in enriching the learning process and improving the learner's LP.

DS itself is a concept introduced by Chomsky in his thoughts on generative-transformational grammar. In his thinking, Chomsky argued that every sentence in a language has two levels of structure that are related, namely DS and SS. DS is an abstract representation of the meaning or basic structure of a sentence, while SS is a concrete form of a physically visible sentence.[15]

Chomsky holds that DS reflects the innate ability of humans to understand and produce infinite sentences. DS underlies the structure and meaning of sentences, but is not always the same as SS that appears in sentences in real language. Chomsky found that the difference between DS and SS can be explained through the process of transformation, which is a change or alteration that occurs in the basic structure to produce a visible sentence.

The concept of DS in Chomsky's thought of his day made a significant contribution in changing paradigms in the study of language and human understanding of language skills. His thought challenged the dominant views of behaviorism of the time, which regarded language as the result of learning from external experiences and stimuli. Chomsky emphasizes that humans are born with a unique innate ability to understand and produce language.

---

[12] Abdur Rosyad Syuhudi, "PEMILIHAN METODE PENGAJARAN BAHASA ARAB YANG EFEKTIF," n.d.

[13] Muhajirun Najah, "Penerapan Pembelajaran Shorof Bagi Pembelajar Tingkat Pemula Menggunakan Metode Pemerolehan Bahasa," al Mahāra: Jurnal Pendidikan Bahasa Arab 5, no. 1 (July 1, 2019): 117–40, https://doi.org/10.14421/almahara.2019.051-07.

[14] Oleh Kartini, "PENDEKATAN KOMUNIKATIF (AL-MADHAL AL-ITTISHAL) DALAM PEMBELAJARAN BAHASA ARAB," no. 1 (2010).

[15] Nur Cahaya Sihombing, "THE LANGUAGE INSTINCT (Steven Pinker vs Noam Chomsky)," Journal of Applied Linguistics 2, no. 2 (July 28, 2022): 17–22, https://doi.org/10.52622/joal.v2i2.75.

Chomsky's thinking about DS also provided the basis for the development of generative-transformational grammatical theory, which gave birth to new grammatical models that were more abstract and closer to understanding linguistic intuition. His theory introduced concepts such as transformational rules, recognition of hidden structures, and the universal ability of language possessed by humans.

The context of Chomsky's thought about DS in his day was the development of structuralist linguistics influenced by Ferdinand de Saussure. Chomsky's thought sparked debate and change in the study of language, emphasizing the generative aspects of language and proposing that humans have a deeper knowledge of grammar than it seems superficially.[16] His thinking shifted the focus from structural description of language to understanding and production of language as a complex cognitive phenomenon.

In the context of Chomsky's thought of his day, the concept of DS became the basis for the development of modern linguistic approaches and provided a foundation for further research into the structure of language and the cognitive processes behind language. Chomsky's thinking on DS still plays an important role in the study of contemporary linguistics and has exerted a significant influence on our understanding of the human ability to use language.

Chomsky's thoughts on DS also contributed to understanding the variety and similarity of languages around the world. The concept of DS helps explain why humans can produce infinite sentences using finite grammatical rules. Chomsky argues that although each language has unique SS differences, its DS has universal similarities.

In his thinking, Chomsky viewed language as a hierarchically structured system. DS becomes the starting point in sentence formation and involves basic components such as subject, predicate, and object. From DS, through the transformation process, the sentence can be transformed into a physically visible SS and according to the specific grammar of the language used.

Chomsky's thoughts on DS are also related to aspects of creativity in the use of language. He argued that humans have the ability to produce sentences that have never been heard before using the rules in DS. This distinguishes humans from other creatures that have limitations in using language.

Chomsky's thinking on DS and TGG has had a far-reaching impact in linguistic studies and other related fields. The concept of DS has encouraged the development of various linguistic approaches and models that focus on generative and cognitive aspects in language. In addition, Chomsky's thinking has also provided a theoretical foundation for the development of technologies such as machine translation and natural language processing systems. The DS concept was a paradigm-shifting breakthrough in language studies and gave impetus to further research into the nature and understanding of language. Chomsky's contribution in introducing and developing thinking about DS has been an important milestone in the development of modern linguistics.

In addition to DS, in his thinking, Chomsky also distinguishes between LC

---

[16] Anita Andriya Ningsih, Muhammad Mubasysyir Munir, and Mustapa Mustapa, "Nazhariyah Noam Chomsky Fii An-Numu Al-Lughawi Wa In'ikasatuha 'Ala Ta'Lim Al-Lughah Al-Arabiyah," HuRuf Journal : International Journal of Arabic Applied Linguistic 1, no. 1 (January 3, 2022): 48, https://doi.org/10.30983/huruf.v1i1.4938.

and LP.LC refers to the knowledge that language speakers have about the language and their ability to understand and produce grammatical sentences intuitively. According to Chomsky, LC is an internal and abstract aspect that is the basis for the ability of language speakers to use language creatively and productively.[17] LC involves understanding grammatical structures, grammatical rules, and the ability to produce infinite sentences using the rules of the language system.

Chomsky argues that LC is not entirely directly observable, i.e. the use of language in real communicative situations.[18] LC can be affected by factors such as fatigue, impairment, communication context, or other psychological factors that can affect language production and comprehension. Therefore, Chomsky emphasizes that LC as innate human knowledge and abilities in language has an independent and abstract existence. In the context of Chomsky's thought, LC is associated with generative-transformational concepts, in which speakers of a language can generate new sentences using the transformational rules contained in their LC.LC provides a foundation for language creativity, where language speakers can produce sentences they have never heard before using the rules of the language system.

Chomsky's thinking on LC has far-reaching implications in language studies and Psycholinguistics. This concept has influenced the development of modern linguistic theories and became the basis for an understanding of the innate ability of humans to use language. Chomsky's thinking also drives research on cognitive and neurobiological aspects of LC, as well as applications in the field of language teaching and the development of natural language processing technologies. In Chomsky's thought, LC is a major focus in the understanding of language, because through a deep understanding of LC, we can understand the unique human ability to use and understand language in more complex and creative ways.

In addition, LP is a concept put forward by Chomsky in his thoughts on generative-transformational grammar. In this respect, the Chomsky LP differs from the LC in that it refers to the use of language in real communicative situations, where the speaker of the language produces and understands sentences in social interaction. According to Chomsky, LP is an external aspect and is seen from a person's ability to use language in everyday life.[19] It involves the use of language in communicative situations, such as speaking, listening, reading, and writing. LP can be observed through social interaction and the use of language in real terms in the context of communication.

Chomsky acknowledges that LP has similarities to being affected by external factors such as fatigue, distraction, communication context, or other psychological factors. Although language speakers have innate knowledge and abilities in LC, they are not always able to express that knowledge perfectly in language performance. These external factors can affect a person's ability to

---

[17] Basit, "APLIKASI TEORI GENERATIF-TRANSFORMASI DALAM PEMBELAJARAN BAHASA ARAB DI PONDOK PESANTREN NURUSSSALAM KRAPYAK YOGYAKARTA."
[18] Ahmad Muradi, "PENDEKATAN KOMUNIKATIF DALAM PEMBELAJARAN BAHASA ARAB," ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 1, no. 1 (June 28, 2014): 29–48, https://doi.org/10.15408/a.v1i1.1129.
[19] Nuril Mufidah and Intan Izha Rohima, "PENGAJARAN KOSA KATA UNTUK MAHASISWA KELAS INTENSIF BAHASA ARAB," n.d.

produce grammatical sentences or understand complex sentences.

Chomsky argues that the difference between LC and LP can be explained through the concepts of DS and SS. DS is the abstract structure of the sentence that reflects LC, while SS is the concrete form of the sentence seen in LP. A transformation process occurs between DS and SS to produce physically visible sentences in real language. In the context of Chomsky's thought, an understanding of LP becomes important to see how an individual's language competence translates into visible language use in communicative situations. Although LPs can be varied and limited, the underlying LCs provide the potential for creativity and flexibility in language use. [20]

Chomsky's thinking on LP has important implications in the study of language and human understanding of language ability. This concept has influenced the development of linguistic and psycholinguistic theories, as well as our understanding of the production process and understanding of language in everyday life. Chomsky's thinking also drives research on external factors that influence LP, such as communication context and social factors. LP is a concrete result of the language competence possessed by the individual. Through a holistic understanding of LC and LP, we can gain a more complete understanding of the human ability to use and understand language effectively in the context of social communication.

Chomsky delivered a critique of the use of behaviorism theory in language teaching. According to Chomsky, language skills are not only determined by external factors, such as imitation, repetition, stimulation, and reinforcement, which are the main focus in the behaviorism approach.[21] He argues that language skills are also influenced by internal factors inherent in every human being. Chomsky proposed the concept of "innate ability" or the innate ability possessed by humans in learning language. He called it the Language Acquisition Device / LAD. LAD is a mechanism in the human mind that has been present since birth and allows them to learn language naturally and effectively. In Chomsky's thought, LAD acts as an internal mechanism that facilitates the process of language acquisition in humans.

Chomsky criticized the relevance of the behaviorist approach in the context of language acquisition. He argues that the focus on imitation, repetition, stimulation, and reinforcement does not fully reflect the complexity and richness of human language skills. According to him, the approach does not consider the central role of LAD in language acquisition.[22] Chomsky considered that the ability to learn language is not simply the result of a response to external stimuli, but involves complex cognitive processes and internal mechanisms unique to each individual.

Chomsky's thinking highlights the need to pay attention to internal factors,

---

[20] Syuhudi, "PEMILIHAN METODE PENGAJARAN BAHASA ARAB YANG EFEKTIF."

[21] Midi Hs Midi Hs, "Pembelajaran Bahasa Arab dan Dinamika Wacana Bahasa: Studi Komparasi Teori Al-Sulūkiyyah dan Al-'Aqliyyah antara Teks dan Konteks," Aphorisme: Journal of Arabic Language, Literature, and Education 1, no. 1 (April 2, 2020): 16–31, https://doi.org/10.37680/aphorisme.v1i1.316.

[22] Aziz Fahrurrozi, "PEMBELAJARAN BAHASA ARAB: PROBLEMATIKA DAN SOLUSINYA," ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 1, no. 2 (December 28, 2014): 161–80, https://doi.org/10.15408/a.v1i2.1137.

such as LAD, in Arabic language teaching. Behaviorism approaches focused on responses to external stimuli need to be expanded to include an understanding of the internal mechanisms present in the learner. Chomsky's thinking provided the foundation for the development of a more holistic approach to teaching, which recognized the important role of individual innate abilities and paid attention to cognitive aspects in language acquisition.

The communicative method is based on several important assumptions. First, each individual has an innate LAD ability. This assumption emphasizes that language skills are not only the result of external factors, but are also influenced by internal factors.[23] This implies that language skills are creative and determined more by individual internal factors, such as understanding concepts, thought patterns, and other cognitive abilities. Therefore, learning approaches that rely too heavily on stimulus-response-reinforcement exercise models are questionable in terms of their relevance and effectiveness.

Furthermore, the communicative method also recognizes that language use is not limited to the four language skills commonly taught (listening, speaking, reading, and writing), but rather involves a wide range of communicative abilities. The use of language is not only related to formal or technical aspects, but also depends on the role of participants in the interaction, the situational context, and the purpose of communication. In a communicative approach, it is important for language[24] learners to develop more holistic communication skills and involve sociolinguistic, pragmatic, and mastery aspects of language structure.

In addition, the communicative method considers that learning a second language or a foreign language has similarities with the acquisition of a first language. The language learning process is not only based on the mechanical delivery of subject matter, but must also consider the needs and interests of students.[25] Therefore, the analysis of learners' needs and interests becomes the foundation in the development of learning materials that are relevant and interesting to them. Educators need to understand the individual characteristics of learners, their learning context, and learning objectives in order to design appropriate learning strategies.

In this case, three important assumptions can be put forward. First, language skills are influenced by internal factors and individual creativity. Second, language use involves broader communicative abilities. Third, learning a second or foreign language should be based on the needs and interests of the learner. These assumptions provide a foundation for a learning approach that is more contextual, communicative, and appropriate to the needs of learners in

---

[23] Nafiul Huda, "Model Pemerolehan Bahasa Arab Sebagai Bahasa Asing Pada Peserta Didik Non-Native Speaker (Kajian Teori Psikolinguistik)," Nidhomul Haq: Jurnal Manajemen Pendidikan Islam 2, no. 2 (December 6, 2017): 84–94, https://doi.org/10.31538/nidhomulhaq.v2i2.32.

[24] Ahmad Habibi Syahid, "ARABIC AS A SECOND LANGUAGE (THEORETICAL STUDY OF ARABIC LANGUAGE ACQUISITION IN NON-NATIVE STUDENTS)," ARABIYAT : Journal of Arabic Language Education and Arabic Language 2, no. 1 (September 12, 2015): 86–97, https://doi.org/10.15408/a.v2i1.1797.

[25] Sulaiman Ismail et al., "Analisis Kesilapan Sintaksis Bahasa Arab dalam Penulisan Karangan Pelajar Natif Bahasa Melayu: Analysis of Arabic Syntactic Errors in Essays among Native Students of Malay Language," International Journal of Language Education and Applied Linguistics, July 15, 2021, 27–36, https://doi.org/10.15282/ijleal.v11.5231.

developing language skills.

2. Developing Maharah Kalam with DS and LP

DS has the potential to encourage Arabic language learners to achieve better performance in communicating using Arabic. The concept of DS refers to the deep inner structure of sentences, which reflects knowledge and understanding of grammatical and grammatical rules in Arabic. In the context of Arabic language learning, the application of DS can be a foundation to improve learners' communication skills.

One approach that supports the development of DS in Arabic language learning is to use a learning pattern that focuses on blank sentences (BS). BS refers to a series of sentences that are intentionally left out of a certain passage, thus providing a stimulus for Arabic learners to fill in the blanks with appropriate words or phrases. By using BS, students are invited to be active in constructing language and applying the grammatical rules learned.

The use of BS as a stimulus in Arabic language learning provides an opportunity for learners to engage their creative and analytical thinking skills. By filling in the blanks in the BS, learners should apply the knowledge of Arabic grammatical structures they master,[26] including an understanding of word forms, verb conjugation, use of adjectives, and so on. Through this practice, learners can strengthen their understanding of DS and develop more flexible Arabic communication skills.

In addition, the use of BS can also help train speaking skills and expand the vocabulary of Arabic language learners. By practicing filling in the blanks in BS, learners are exposed to communicative situations that require proper word selection and grammatical sentence construction. This allows them to hone their fluency in Arabic and improve their understanding of its proper use in different communication contexts. BS can be exemplified by:

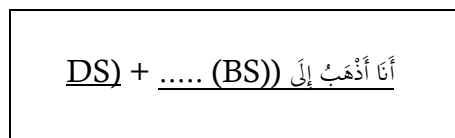DS) + ... (BS)) أَنَا أَذْهَبُ إِلَى

Figure 1. DS and BS examples

In the context of learning Arabic using BS, variations on where the use of BS can be implemented. BS can be at various positions in a sentence, such as the position of the subject, predicate, object, or other parts. This provides an opportunity for Arabic language learners to practice their skills in constructing sentences with various structures.

In an effort to build a better MK, students can be directed to form a fabric of sentences formulated from DS into more complex sentences. For example, they can practice proper addition of conjunctions to connect two interrelated sentences or clauses. By learning conjunctions such as "and," "or," "because," or "if," learners can improve their ability to construct more complex sentences.

---

[26] Masnun Masnun, "Teori Linguistik dan Psikologi dalam Pengajaran Bahasa Arab di Lembaga Pendidikan Islam," Jurnal Pendidikan Islam 8, no. 1 (April 20, 2019): 172–204, https://doi.org/10.38073/jpi.v8i1.107.

In addition, students can also learn to add time adverbs or adverbial phrases to enrich their sentences. For example, they can learn to use words like "yesterday," "tomorrow," "often," or "carefully" to provide additional information about the timing, frequency, or manner in which an event was conducted. By paying attention to the use of these adverbs, learners can expand their speaking skills and express ideas with more detail and clarity.

Through exercises focused on the use of BS and progression from DS to more complex sentences, learners can hone their skills in communicating with Arabic.[27] This approach allows them to progressively expand sentence structure, enrich vocabulary, and improve fluency in speech. By practicing the use of BS in a variety of contexts and with the right guidance, learners can develop skills in crafting sentences that are organized, grammatical, and more effective in conveying messages.[28]

In the context of Chomsky's thought, this approach is in line with his understanding of DS and LP. By building sentences from DS and practicing the use of BS, learners can strengthen their understanding of Arabic structures and improve their ability to communicate effectively. This approach also provides space for creativity and language exploration, allowing learners to comprehensively expand their Arabic speaking skills.[29]

In in-depth study, DS can be integrated using BS. This concept suggests that sentences filled with words and phrases are representations of DS itself. In other words, DS, which in Chomsky's TTG is quite abstract, in this case can be realized concretely through the use of empty sentences.[30] Although it can be considered a slight deviation from the line of view established by Chomsky, theoretically the utilization of DS through blank sentences does not violate the main principles affirmed in Chomsky's theory, since BS can be seen as one of the components of SC.

In this context, the use of BS acts as a concrete representation of DS. By using BS, Arabic learners are given the opportunity to fill in the blanks with appropriate words according to the rules of Arabic grammar. In this process, they can practice their ability to understand and apply Arabic structures more tangibly. By filling in the BS, students are given practice in stringing sentences that are in accordance with correct grammar, thus strengthening the understanding and application of DS in speaking and writing Arabic.

The use of BS instead of DS in Arabic language learning also allows learners to actively interact with the learning material. In this context, BS acts as a stimulant to evoke student response and participation. By filling in the blanks in the BS, learners not only practice their Arabic language skills, but also develop their creative and analytical thinking skills.[31] They must consider the context of

27 Faiz Mazdha Aufa, "AL-MADKHAL AL-MAKRIFY DAN PEMBELAJARAN BAHASA ARAB," Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab 2, no. 02 (April 24, 2019): 173–90, https://doi.org/10.32699/liar.v2i02.649.

28 Alif Cahya Setiyadi Dan Mohammad Syam'un Salim, "Pemerolehan Bahasa Kedua Menurut Stephen Krashen," At-Ta'dib 8, no. 2 (December 14, 2013), https://doi.org/10.21111/at-tadib.v8i2.504.

29 Albab, "PERFORMANSI DAN GRAMATIKA BAHASA ARAB SEBAGAI BAHASA KEDUA."

30 Dr Ahmad Royani, M Hum, and Erta Mahyudin, "Publica Institute Jakarta 2020," n.d.

31 Nur Rokhhmatulloh, "Metode Pembelajaran Bahasa Arab," n.d.

the sentence and come up with an appropriate answer, thus engaging deeper thinking and the application of their understanding of DS.

The approach of using BS in DS development allows learners to integrate a theoretical understanding of DS with more concrete language practice. Although it can be considered a variation of Chomsky's more abstract theory, this approach still conforms to the main tenets of Chomsky's theory and encourages the development of better Arabic language skills at a fundamental level of MK. By practicing the use of BS and sharpening their understanding of DS, learners can expand their speaking skills, construct sentences more precisely and fluently, and acquire more accurate Arabic communication skills.

BS provides great opportunities as a learning model in developing MK. This approach has the potential to increase the motivation of Arabic learners in developing their proficiency in Arabic, without the need to focus too much on a detailed understanding of grammar-oriented DS. As a result of sentence construction through BS, DS itself is realized and can help sharpen LC through the continuous application of LP.

In learning Arabic using BS, students are given the opportunity to string their own sentences without any grammatical structures that are too complicated or detailed. This can increase learners' motivation and engagement, as they feel in control of their learning and can see the results of their sentence construction. By looking at sentences formed through BS, learners directly see the results of their own DS constructions, which then contribute to the development of their LC.

This approach also provides opportunities for learners to develop their LPs on an ongoing basis. Through constant practice in constructing sentences with BS, learners can improve their fluency and proficiency in Arabic. By practicing consistently, they can internalize the grammatical rules necessary to construct precise, grammatical sentences, as well as enrich their vocabulary. Thus, learners gradually develop their LPs and can apply their knowledge of Arabic more fluently and spontaneously in everyday communicative situations.

The use of BS as a learning model also allows learners to focus more on the communicative aspects of speaking Arabic. They can experience the use of Arabic firsthand and engage in more authentic speaking activities. By constructing sentences through BS, learners can practice expressing ideas, expressing opinions, and interacting with others in Arabic. This helps strengthen learners' ability to apply their DS in real, communicative situations, which in turn improves their overall LC.

However, the development of learning models for MK using DS needs to be developed, so that further research can be focused on exploring DS-based teaching strategies in the context of Arabic language learning. This research may explore the development of specific teaching strategies, such as the use of BS, to improve communication skills in Arabic in other aspects of competence.

Conclusion

The concept of DS and the use of BS as an approach to Arabic language learning has been the focus of attention in language teaching and linguistic research. Noam Chomsky's thoughts on DS have inspired the development of learning strategies and methods aimed at improving communication skills in Arabic. With a

more interactive and learner-centered approach, Arabic learning becomes more interesting and effective, helping students build good performance in communicating with Arabic. The use of BS as a learning model in MK provides significant benefits in developing Arabic language skills. By constructing sentences through BS, learners can experience active and authentic use of Arabic, increase motivation, and gain hands-on experience in applying their DS in communicative situations. Through continuous practice, learners can improve their LC and develop a more fluent and competent LP in Arabic.

Bibliography

Albab, Ulil. "PERFORMANSI DAN GRAMATIKA BAHASA ARAB SEBAGAI BAHASA KEDUA." ARABIYAT : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 2, no. 1 (September 12, 2015): 75–85. https://doi.org/10.15408/a.v2i1.1516.

Aufa, Faiz Mazdha. "AL-MADKHAL AL-MAKRIFY DAN PEMBELAJARAN BAHASA ARAB." Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab 2, no. 02 (April 24, 2019): 173–90. https://doi.org/10.32699/liar.v2i02.649.

Basit, Muhamad Ali Abdul. "APLIKASI TEORI GENERATIF-TRANSFORMASI DALAM PEMBELAJARAN BAHASA ARAB DI PONDOK PESANTREN NURUSSSALAM KRAPYAK YOGYAKARTA," n.d.

Fahrurrozi, Aziz. "PEMBELAJARAN BAHASA ARAB : PROBLEMATIKA DAN SOLUSINYA." ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 1, no. 2 (December 28, 2014): 161–80. https://doi.org/10.15408/a.v1i2.1137.

Habibah, Nur. "LINGKUNGAN ARTIFISIAL DALAM PEMBELAJARAN BAHASA ARAB." Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 3, no. 2 (December 28, 2016): 173–96. https://doi.org/10.15408/a.v3i2.4038.

Huda, Nafiul. "Model Pemerolehan Bahasa Arab Sebagai Bahasa Asing Pada Peserta Didik Non-Native Speaker (Kajian Teori Psikolinguistik)." Nidhomul Haq: Jurnal Manajemen Pendidikan Islam 2, no. 2 (December 6, 2017): 84–94. https://doi.org/10.31538/nidhomulhaq.v2i2.32.

Ismail, Sulaiman, Yuslina Mohamed, Zainur Rijal Abdul Razak, Mohamed Hj Ibrahim, and Zulkipli Isa. "Analisis Kesilapan Sintaksis Bahasa Arab dalam Penulisan Karangan Pelajar Natif Bahasa Melayu: Analysis of Arabic Syntactic Errors in Essays among Native Students of Malay Language." International Journal of Language Education and Applied Linguistics, July 15, 2021, 27–36. https://doi.org/10.15282/ijleal.v11.5231.

Kartini, Oleh. "PENDEKATAN KOMUNIKATIF (AL-MADHAL AL-ITTISHAL) DALAM PEMBELAJARAN BAHASA ARAB," no. 1 (2010).

Khasanah, Nurul. "Desain Pengembangan Kurikulum Pembelajaran Bahasa Arab Berbasis Pendekatan Potensi/ Fitrah." al Mahāra: Jurnal Pendidikan Bahasa Arab 4, no. 2 (December 30, 2018): 159–80. https://doi.org/10.14421/almahara.2018.042-01.

Masnun, Masnun. "Teori Linguistik dan Psikologi dalam Pengajaran Bahasa Arab di Lembaga Pendidikan Islam." Jurnal Pendidikan Islam 8, no. 1 (April 20, 2019): 172–204. https://doi.org/10.38073/jpi.v8i1.107.

Midi Hs, Midi Hs. "Pembelajaran Bahasa Arab dan Dinamika Wacana Bahasa: Studi Komparasi Teori Al-Sulūkiyyah dan Al-'Aqliyyah antara Teks dan Konteks." Aphorisme: Journal of Arabic Language, Literature, and Education 1, no. 1 (April 2, 2020): 16–31. https://doi.org/10.37680/aphorisme.v1i1.316.

Mohammad Syam'un Salim, Alif Cahya Setiyadi Dan. "Pemerolehan Bahasa Kedua Menurut Stephen Krashen." At-Ta'dib 8, no. 2 (December 14, 2013). https://doi.org/10.21111/at-tadib.v8i2.504.

Mufidah, Nuril, and Intan Izha Rohima. "PENGAJARAN KOSA KATA UNTUK MAHASISWA KELAS INTENSIF BAHASA ARAB," n.d.

Muradi, Ahmad. "PENDEKATAN KOMUNIKATIF DALAM PEMBELAJARAN BAHASA ARAB." ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 1, no. 1 (June 28, 2014): 29–48. https://doi.org/10.15408/a.v1i1.1129.

Najah, Muhajirun. "Penerapan Pembelajaran Shorof Bagi Pembelajar Tingkat Pemula Menggunakan Metode Pemerolehan Bahasa." al Mahāra: Jurnal Pendidikan Bahasa Arab 5, no. 1 (July 1, 2019): 117–40. https://doi.org/10.14421/almahara.2019.051-07.

Ningsih, Anita Andriya, Muhammad Mubasysyir Munir, and Mustapa Mustapa. "Nazhariyah Noam Chomsky Fii An-Numu Al-Lughawi Wa In'ikasatuha 'Ala Ta'Lim Al-Lughah Al-Arabiyah." HuRuf Journal : International Journal of Arabic Applied Linguistic 1, no. 1 (January 3, 2022): 48. https://doi.org/10.30983/huruf.v1i1.4938.

Permata, Bagus Adrian. "TEORI GENERATIF-TRANSFORMATIF NOAM CHOMSKY DAN RELEVANSINYA DALAM PEMBELAJARAN BAHASA ARAB." EMPIRISMA 24, no. 2 (July 1, 2015). https://doi.org/10.30762/empirisma.v24i2.18.

Rokhhmatulloh, Nur. "Metode Pembelajaran Bahasa Arab," n.d.

Royani, Dr Ahmad, M Hum, and Erta Mahyudin. "Publica Institute Jakarta 2020," n.d.

Sihombing, Nur Cahaya. "THE LANGUAGE INSTINCT (Steven Pinker vs Noam Chomsky)." Journal of Applied Linguistics 2, no. 2 (July 28, 2022): 17–22. https://doi.org/10.52622/joal.v2i2.75.

Syahid, Ahmad Habibi. "BAHASA ARAB SEBAGAI BAHASA KEDUA (KAJIAN TEORETIS PEMEROLEHAN BAHASA ARAB PADA SISWA NON-NATIVE)." ARABIYAT : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban 2, no. 1 (September 12, 2015): 86–97. https://doi.org/10.15408/a.v2i1.1797.

Syamsu, Pradi Khusufi. "Telaah Kritis Buku Ajar Bahasa Arab di Madrasah Ibtidaiyah." EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab 7, no. 1 (May 1, 2018): 93. https://doi.org/10.24235/ibtikar.v7i1.3070.

Syuhudi, Abdur Rosyad. "PEMILIHAN METODE PENGAJARAN BAHASA ARAB YANG EFEKTIF," n.d.

Tricahyo, Agus. "LANDASAN FILOSOFIS KEBIJAKAN PENGEMBANGAN KURIKULUM BAHASA ARAB." Cendekia: Jurnal Kependidikan dan Kemasyarakatan 11, no. 1 (June 1, 2013): 57. https://doi.org/10.21154/cendekia.v11i1.391.