Implementation of Stephen Krashen's Theory in Foreign Language Acquisition

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The determinants of language mastery vary significantly between individuals. The person's language acquisition determines the skills of lingual production. There are often contradictions between language acquisition and learning. According to psycholinguists, acquisition is possible in the first language only. This contradicts Stephen Krashen's assertion that acquisition can be obtained for foreign languages. This study examined the implementation of foreign language acquisition at STIBA Ar-Raayah, Sukabumi, based on Stephen Krashen's theory. It uses a qualitative approach with a case study research design. The data collection included observation, interviews, and documentation, while analysis techniques relied on data triangulation. The results showed that second language acquisition is influenced by proper input and processes such as native speakers, language environment and a good monitoring process. These aspects agree with Stephen Krashen's theory, which gives maximum output in Arabic acquisition.

Key words: *Language acquisition, Language learning, Stephen Krashen.*

Introduction

Language is one of the critical elements of social life (Andreou & Galantomos, 2009). It is used to give information related to ideas, as well as to determine the culture of a society (Sirbu, 2015). Additionally, it develops and can be obtained in various ways. Sometimes acquisition and learning experience has contradictions and similarities in terms (Rose et al., 2018). However, these two concepts differ significantly in context (Cook, 2019). The acquisition is identical to the first language, while learning is identical to the second.

Importantly, Second Language Acquisition (SLA) is different from Second Language Learning (SLL).

Experts have different opinions on language acquisition. According to Stephen Krashen, SLA refers to linguistic competence and focuses on forms of language that are naturally internalised into learners. In contrast, SLL is parenting and the outcome of a formal learning situation (Delbio & Ilankumaran, 2018).

The context of the SLA is natural, while the SLL is formally programmed (Krashen, 1976). Usually, people learn languages for achievement or communication motivation. SLL focuses on mastering language rules while SLA masters communication skills (Nor & Rashid, 2018). Second language acquisition theories were developed by psychologists and linguists such as B.F Skinner, Noam Chomsky and Stephen Krashen (Setiyadi & Salim, 2013). They provide broad insights on concrete empirical aspects, as well as the abstract intuitive acquisition of second languages. In general, the acquisition of a second language, according to linguists such as Noam Chomsky, means an impossibility, since it is only intended for the first and not the second language (Nor & Rashid, 2018). However, Stephen Krashen reported that a second language might be obtained similar to the first one (Lai & Wei, 2019). This assertion contravened the opinions of other linguists.

Krashen is opposed to the idea of attaching importance to the grammatical rules when learning languages. This is because the essence of language learning is the ability to speak and communicate in the target language (Setiyadi & Salim, 2013). Furthermore, the acquisition system is an unconscious mastery of the second language (Keilmann et al., 2019). This means the formulation of the rules of the target language is carried out and internalised unconsciously. The content of the message matters and not its linguistic form or grammar. However, this is different from the learning system with assimilation and rationalisation of the rules of the second language due to formal teaching of grammar. Language acquisition in adults has characteristics, though in universal order. In general, the influence of Chomsky and Skinner appears on the construction and paradigm of the monitor model Krashen coined into four hypotheses. This includes acquisition and learning, natural sequence, monitor, and the affective filter hypotheses (Delbio & Ilankumaran, 2018).

The Acquisition and Learning Hypothesis. Adults have two independent systems for mastering a second language, including acquisition and learning. Acquisition refers to the process of mastering a second language unconsciously. Formulations of the rules of the target language are carried out and internalised unconsciously. For this reason, acquisition takes place naturally, without manipulative conditions. This is almost the same as the process of first language acquisition by children, where the content of the message is emphasised, not its

linguistic form or discourse grammar. Generally, learners are not responsive to the rules of the second language.

The Natural Sequence Hypothesis. This hypothesis refers to the universal mastery of grammatical structure correlated with the simplicity of form (Patrick, 2019). The sequence of acquisition of linguistic elements happens naturally and is obtained by learners almost simultaneously. For example, the prefix structure "*me*" in Indonesian is obtained earlier by the learner compared to the structure that starts with "*ber.*"

The Monitor Hypothesis. In the first hypothesis, the acquisition and learning have different characteristics and functions. Acquisition produces a creative construction system, which is a naturally acquired competency. In contrast, learning provides a language system for monitoring, which is a competency learned with certain conditioning (Hussain et al., 2015). The monitor is the process of editing, repairing, and correcting discourse both before and after it is spoken. Learning does not help much in editing, improving and correcting the grammar obtained through acquisition. It only monitors speech grammar, and neither does it determine the fluency and proficiency of speech.

The Affective Filter Hypothesis. Affection plays a vital role in the acquisition of a second language. Its filters lower in cases where the second language learners are calm, happy, and not anxious, where the information obtained can quickly enter the brain (Song, 2017). In teaching a second language, supposing the teacher succeeds in creating a fresh and fear-free classroom atmosphere, the input of information can be absorbed deeper, since the learner is more willing to take risks. For this reason, teaching innovation to learners is very necessary and helpful (Mahmudi et al., 2019). However, in cases where the learner always feels scared, anxious, tired, shy and reticent, the affective filter can be tightly closed for the input received not to pass to the brain. Therefore, acquisition of a second language does not work well.

The acquisition of a second language relates to several aspects, prioritising the promotion of a conducive Arabic-speaking environment (Hidayat, 2012), and the full exposure of the target language environment (Dewey et al., 2013). Also, there is emphasis on articulation, simulation, repetition as a language of communication in learning situations and non-formal environments (Gunawan, 2019), the selection of strategies that are right on target (Mohamed & Elgamal, 2018), and the use of innovations in the form of media to increase Arabic language acquisition (Hasan, 2016). There is a need for fundamental studies on the acquisition of the Arabic language using the perspective of Stephen Krashen's theory.

Methodology

This study utilised a descriptive qualitative approach with a case study method. Qualitative research was applied with the aim of understanding Arabic language acquisition based on the holistic experience of the subjects. This is based on the description of words and language in a specific natural context with various scientific methods (Moleong, 2007). The case study method focused on the productive skills of non-native Arabic speakers in Indonesia, based on Stephen Krashen's theory (Yin, 2003).

The data collection techniques used included an interview, observation, and documentation. The Arabic language teachers, students and alumni in STIBA Ar-Raayah, Sukabumi were interviewed. Furthermore, observation was used to obtain information on the language environment and classroom management practices. Documentation was used to collect information about classroom administration and the learning process from the lesson plans and academic guidance books.

Results and Findings

The original name of STIBA Ar-Raayah (*Arabic Language College*) was Ma'had 'Aliy Ar-Raayah and was founded in 2005 on a land area of 15 ha square. At the beginning of its establishment, it only provided the D2 - I'dād Lughowiy (non-degree diploma qualification), or Arabic language preparation program, for three years. In 2011/2012, it started a Bachelor's program in Arabic language education.

The use of the term lecturer is replaced by *ustadz* for a male and *ustadzah* for female. The lecturers graduated from various well-known universities, such as LIPIA Jakarta, Al-Azhar University in Cairo, Islamic University of Madinah, and Ar-Raayah itself. Foreign teachers also teach at the institution, such as from Saudi Arabia, Egypt, and Sudan.

The Ar-Raayah Institute of Arabic Language Studies (STIBA) implements an integration of the formal curriculum system with classical study patterns learning Arabic pre-college for one year or two semesters. Language acquisition in the campus can be seen in the lesson plans. The lecturer plans the process of Arabic learning using the material in the book *Baina Yadaik*.
The process of learning Arabic involves several activities developed. *First*, the learning process carried out following various teaching and learning activities. This is conducted simultaneously from 07.30 - 12.00, though it is interspersed with 20 minutes of rest between 10:00 and 10.20. In general, the system runs differently from an ordinary campus. There is no SKS (semester credit system), and all classes use a system determined by the department.

However, each subject is generally studied with one level. Class divisions are similar to a conventional school system, each with 25 students.

Each lesson has a different lecturer, and therefore the class atmosphere is colourful. Also, there is no conversation in languages other than Arabic, except in the first three months for new students. During learning, the activities are based on the lesson plans by sorting materials in order of complexity. In addition to materials, the teachers use mixed methods, such as discussion and practice productive skills in the classroom.

Second, language acquisition is obtained in extracurricular activities, such as regular short speeches before going to bed. Besides, light discussions are often held in several small groups. There are also library group activities, journalistic groups, lectures, and sports, which are carried out using the Arabic language. The process of language acquisition is realised through these activities. The process is challenging in the first three months due to the Arabic language adjustments for 24 hours in and outside the classroom, such as in the library, canteen, mosque, and field.

Once teaching and learning activities are completed, all students rush to the mosque for the Dzuhur prayer. The congregation then listens to *Ilqō 'al-Kalimāt* from students, which is in the form of a short lecture delivered in Arabic. Each student is given an opportunity based on the room serial number. The activities of '*ilqō al-Kalimāt* are carried out at every time in the obligatory prayers, except early morning and Friday.

The activity process at STIBA Ar-Raayah aims to improve Arabic language skills, because 75% of learning is practical, helping students to speak like natives. In the case of language errors in the classroom, the teacher monitors spontaneously and makes corrections. Supposing the activity is outside the classroom, senior students correct language mistakes. Therefore, the foreign language environment is very supportive of student output formally and informally. Structured communication appears among students in each repetition of foreign languages (Ibsen-Jensen et al., 2018).

Some roles obtained from native speaker language teachers are the full use of foreign languages in learning for maximum language acquisition. The percentage of native speaker instructors is 30% compared to local teachers from Indonesia. The role of native speakers involves effectively supporting language acquisition and honing students' productive skills in foreign languages. They often come from Saudi Arabia, Egypt, Sudan, and Comoro.

The teaching staff are all experienced and competent. Although some lecturers work as native speakers, they are still guided by the syllabus through teaching activities. Usually, they ask

straightforward questions that help students express their opinions using Arabic. Moreover, students understand native language speech directly.

The evaluation is conducted in oral and written form through an exam to determine the extent of students' competence and skills in Arabic. Before joining the campus, students did not sit for a placement test to improve the learning atmosphere. Within three months, new students speak Arabic actively, though with phonologically, vocabulary and language structure errors. Native speakers directly handle students' facing language issues. Moreover, there are additional special classes coordinated by the teachers. Although students are often bored at first, they are pleased once these activities develop into habits.

With all these activities, STIBA Ar-Raayah competes throughout Southeast Asia. For instance, 99% of students graduating from the institution practice Arabic like native speakers. They have proper language skills evident in the Southeast Asian debate competition. Their achievements are attributed to adequate linguistic facilities, such as classrooms, libraries, language and computer laboratories.

The acquisition of a second language based on Stephen Krashen's Theory is divided into five stages as follows.

The Hypothesis of Language Acquisition and Learning

This hypothesis distinguishes acquisition from learning. The acquisition should be a subconscious process of gaining meaning as its focus, while learning is a conscious process (Gandaki, 2004).

Based on this hypothesis, communication is carried out naturally in STIBA Ar-Raayah. Students express ideas in the Arabic language for 24 hours as a form of training to enhance their use. Language correction activities are carried out by teachers or seniors and peers by commenting on mistakes in phonology, vocabulary or grammar.

The application of the first stage of the theory allows students to be creative in communication. This reduces the level of anxiety in speaking when the activity is conducted naturally. In general, stress can be reduced significantly through proper classroom management (Dewey et al., 2018).

On this basis, productive skills are highly considered through the acquisition of students' language by native speakers using Arabic to stimulate and assist students. Language repetition by teachers, including native speakers, helps in understanding and acquisition (Roh & Lee, 2018).

Monitoring

The monitoring phase involves students choosing vocabulary both in terms of gender in Arabic for *mudzakkar* and *muannats*. Before students produce language, consideration is given to thinking in their brains regarding the compatibility between vocabulary and sentence structure. A good example is the use of the word *Haadza* for men and *Hadzihi* for women. This monitoring activity is carried out to help students take responsibility for their fluency in the language.

Natural

Student activities show the acquisition of Arabic language as divided into three parts, including phonology derived from native speakers, vocabulary and the use of easier to complex language. The acquisition of the Arabic language from native speakers helps determine the pronunciation and intonation that matches native speakers. Therefore, students with introverted personalities reduce anxiety in foreign languages by choosing appropriate learning strategies (Esvandiari, 2016). This is in line with Georgia, which stated that native speakers facilitate the acquisition of foreign language (Andreou & Galantomos, 2009).

Input Hypothesis

The implementation of input hypotheses proceeds in language acquisition and learning from the easier to a more challenging level. This is supported by a good speaking environment for 24 hours outside the classroom. In general, environment is a comprehensive foreign language input (Ibrahim & Hamisu, 2019).
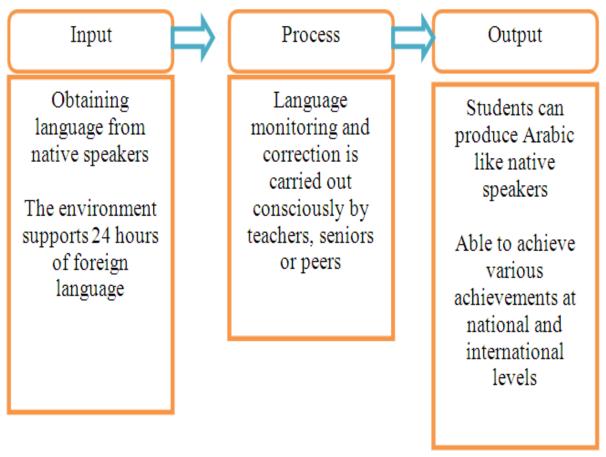
Effective Filter

Krashen's theory is categorised into fear, shame, and anxiety in language. Indirectly, anxiety is an important indicator that should be overcome by offering full support to students in language (SLA) (Dewey et al., 2018). Therefore, students need more support to be competent and reduce anxiety in acquiring Arabic.

Overcoming anxiety in the acquisition of Arabic includes correction and motivation given by teachers, senior siblings, and peers. Although in the beginning new students cannot speak appropriately, they master the language within three months. This is supported by a speaking environment, not only learning in the classroom but also in daily activities using Arabic.

The five stages of language acquisition based on Stephen Krashen's Theory is as follows in Figure 1.

Figure 1. Language Acquisition in STIBA Ar-Raayaah

Input	Process	Output
Obtaining language from native speakers The environment supports 24 hours of foreign language	Language monitoring and correction is carried out consciously by teachers, seniors or peers	Students can produce Arabic like native speakers Able to achieve various achievements at national and international levels

Conclusion

The implementation of Arabic language acquisition in STIBA Ar-Raayah shows that acquisition is not only obtained for the first language. Language acquisition is achieved at the campus, where a person uses Arabic like a native speaker.

The five steps of the theory presented show that the acquisition of language is in line with Stephen Krashen's theory, where a foreign language can be obtained like a first language. This assertion was supported by several factors, such as the language environment, and routine activities like 24 hours using the Arabic language. Furthermore, Native speakers play critical roles when it comes to students gaining language naturally from phonology to producing sentences.

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