EXPLORING THE ACQUISITION OF SPOKEN ARABIC VARIETIES: INSIGHTS FROM NOAM CHOMSKY'S GENETIC-COGNITIVE THEORY

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Abstract

This study investigates the implications and implementation of cognitive genetic theory in acquiring various spoken Arabic varieties, drawing upon Noam Chomsky's cognitive genetic perspective. The research focuses on MTs Al-Irsyad Tengaran in Batu City, chosen due to its majority population of Yemeni Arab descendants known as Jeme'eh. The study explores the impact of this demographic on the Arabic language used for communication, which displays slight differences from general Arabic usage. Employing qualitative descriptive research methodology, data is collected through interviews, observations, and documentation. The analysis follows the Miles and Huberman techniques, encompassing data collection, reduction, presentation, and conclusion. Findings reveal four spoken Arabic varieties among the students: word variety (11 instances), phrases (5 instances), sentences (3 instances), and clauses (1 instance). Importantly, students acquire these language variations incidentally, relying solely on their cognitive abilities and Language Acquisition Device (LAD). These results align with Chomsky's cognitive genetic theory, which suggests that children can acquire language without explicit instruction. This research contributes to the development of psycholinguistic science, enhances practical understanding of speech patterns, provides a valuable reference for future researchers, and enriches readers' knowledge, particularly within Noam Chomsky's cognitive genetics.

*Keywords**: Cognitive-Genetics Theory, Language Acquisition, Noam Chomsky.*

Abstrak

Penelitian ini mengkaji implikasi dan implementasi teori genetika kognitif dalam pemerolehan berbagai ragam bahasa Arab lisan, dengan mengacu pada perspektif genetika kognitif Noam Chomsky. Penelitian ini berfokus pada MTs Al-Irsyad

Tengaran di Kota Batu, yang dipilih karena mayoritas penduduknya adalah keturunan Arab Yaman yang dikenal dengan sebutan Jeme'eh. Penelitian ini mengeksplorasi dampak dari demografi ini terhadap bahasa Arab yang digunakan untuk berkomunikasi, yang menunjukkan sedikit perbedaan dari penggunaan bahasa Arab pada umumnya. Dengan menggunakan metodologi penelitian deskriptif kualitatif, data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Analisis mengikuti teknik Miles dan Huberman, yang meliputi pengumpulan data, reduksi, penyajian, dan kesimpulan. Hasil penelitian menunjukkan bahwa terdapat empat variasi bahasa Arab yang diucapkan di antara para siswa: variasi kata (11 contoh), frasa (5 contoh), kalimat (3 contoh), dan klausa (1 contoh). Yang penting, variasi bahasa ini diperoleh secara tidak sengaja oleh para siswa, dengan hanya mengandalkan kemampuan kognitif mereka dan Perangkat Pemerolehan Bahasa (Language Acquisition Device/LAD). Hasil ini sejalan dengan teori genetik kognitif Chomsky, yang menyatakan bahwa anak-anak dapat memperoleh bahasa tanpa instruksi eksplisit. Penelitian ini berkontribusi pada pengembangan ilmu psikolinguistik, meningkatkan pemahaman praktis tentang pola bicara, memberikan referensi yang berharga bagi para peneliti di masa depan, dan memperkaya pengetahuan pembaca, terutama dalam konteks genetika kognitif Noam Chomsky.

Kata Kunci: *Teori Genetik-Kognitif, Pemerolehan Bahasa, Noam Chomsky.*

INTRODUCTION

Language acquisition, in scientific terms, refers to the cognitive process through which a child acquires their first language or mother tongue.[1] Traditionally, the focus has been on how a person acquires their initial language within their birth environment.[2] However, language acquisition extends beyond the circumstances of a child's first language acquisition. It can occur in new environments, influenced either by peers or by the child themselves as they influence their surroundings. This process is referred to as language acquisition because a child unintentionally acquires different languages. These language variations are obtained from the environment and interactions with peers when the child finds themselves in a new linguistic setting.[3]

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[1] Carmen Manuela Pereira Carneiro Lucas, "Teaching English to Young Learners: Second Language Acquisition or Foreign Language Learning? - A Case Study," *World Journal of English Language* 12, no. 1 (2022): 50–73; Seamus Donnelly and Evan Kidd, "Individual Differences in Lexical Processing Efficiency and Vocabulary in Toddlers: A Longitudinal Investigation," *Journal of Experimental Child Psychology* 192 (2020): 21.

[2] Nishevita Jayendran, Anusha Ramanathan, and Surbhi Nagpal, *Language Acquisition and Language Learning*, *Language Education*, 1st ed. (London: Routledge, 2021); Xiaobin Chen, Theodora Alexopoulou, and Ianthi Tsimpli, "Automatic Extraction of Subordinate Clauses and Its Application in Second Language Acquisition Research," *Behavior Research Methods* 53 (2021): 817.

[3] Nishevita Jayendran, Anusha Ramanathan, and Surbhi Nagpal, "Language Acquisition and Language Learning," in *Language Education*, 2021; Ilona Kostikova et al., "The Impact of Summer Reading on Young Learners' Foreign Language Acquisition," *Journal of Educational and Social Research* 10 (2020): 530.

Moreover, the acquisition of a proficient language is an essential initial step in comprehending an individual's linguistic context.[4] Starting from auditory perception, a person responds to the input they receive by means of spoken expression. The understanding of sounds leads to the production of speech as a response. Everyday language usage demonstrates that spoken activities outweigh written ones. Language skills can be further categorized into receptive language skills, encompassing the ability to comprehend information through listening and reading, and productive language skills, involving the capacity to convey information through speaking and writing.[5]

The development of receptive skills in children plays a crucial role in their language acquisition process as it enables them to comprehend auditory and written information. Subsequently, as children enhance their productive skills, they are able to express their understanding in language learning. Continuous language acquisition is essential for children's linguistic proficiency, and this can be achieved by establishing sustainable habits wherein children are consistently exposed to and engaged in listening and speaking activities. Such habits contribute to the improvement of both passive and active language skills in children.

Existing research predominantly concentrates on the first language acquisition of children from Noam Chomsky's cognitive perspective, encompassing three main thematic areas of discussion: 1) The application of cognitive theory in language acquisition,[6] 2) The stages and processes involved in a child's language acquisition journey,[7] and 3) The development and case studies related to language acquisition and learning.[8]

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[4] Helty Helty et al., "Tahapan Dan Perbandingan Pemerolehan Bahasa Pada Anak Laki-Laki Dan Perempuan Usia 18 Bulan: Kajian Psikolinguistik," *Deiksis: Jurnal Pendidikan Bahasa dan Sastra Indonesia* 7, no. 2 (2021): 84.

[5] L Pathak, "Child Language Acquisition: A Case Study," *Journal of the Linguistic Society of Nopal* 21, no. July (2004): 87–93; Azhar Alias and Norshidah Mohamad Salleh, "Analysis Of Problems Faced By Special Education Teacher In Teaching The Multiple Disabilities Students," *Journal of ICSAR* 1, no. 1 (2017): 60–67; Amazan Konkan, Ömer Şenormancı, and Mehmet Z Sungur, "Diagnosis, Pharmacotherapy and Cognitive Behavioral Therapy of Trichotillomania," *KLINIK PSIKOFARMAKOLOJI BULTENI-BULLETIN OF CLINICAL PSYCHOPHARMACOLOGY* 3, no. 21 (2011): 274.

[6] Arsanti Meilan, "Pemrolehan Bahasa Pada Anak (Psikolinguistik)," *Pbsi* 3, no. 2 (2014): 24–47; Y Yahya, "Perkembangan Bahasa Anak Menurut Noam Chomsky Dan Eric Lenneberg," *Institut Agama Islam Negeri Palangk Raya* (2020): 1–113; Sahril, "Child Language Acquisition (Case Study Of Language Acquisition In Early Childhood)," *Medan Makna* 12, no. 1 (2014); Tri Mahajani, Ruyatul Hilal Muhtar, "Pemerolehan Bahasa Dan Penggunaan Bahasa Anak Usia Sekolah Dasar," *JPI (Jurnal Pendidikan Indonesia): Jurnal Ilmiah Pendidikan* 5, no. 1 (2019): 178.

[7] Andiopenta Purba, "Peranan Lingkungan Bahasa Dalam Pemerolehan Bahasa Kedua," *Pena* 3, no. 1 (2013): 13–25; Hamzah, "KAJIAN HISTORIS TEKNIK DRILL PATTERNS DALAM PEMEROLEHAN KETERAMPILAN BERBAHASA ARAB SEBAGAI BAHASA ASING," in *Prosiding Konferensi Nasional Bahasa Arab V*, 2012, 165.

[8] Indah Permatasari Suardi, Syahrul Ramadhan, and Yasnur Asri, "Pemerolehan Bahasa Pertama Pada Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 3, no. 1 (2019): 265; Bagus Andrian Permata, "TEORI GENERATIF-TRANSFORMATIF NOAM CHOMSKY," *Empirisma* 24, no. 2 (2015): 179–187; Luthfa Nugraheni and Mohammad Noor Ahsin, "Pemerolehan Bahasa Pada Anak Usia Dini Di Desa Hadiwarno Kecamatan Mejobo Kabupaten Kudus," *Jurnal Educatio FKIP UNMA* 7, no. 2 (2021): 381.

This study aims to explore the implications and practical application of cognitive theory in acquiring diverse spoken languages, drawing upon Noam Chomsky's cognitive genetic perspective. Specifically, the research focuses on the students of MTs Al-Irsyad Tengaran 7 in Batu City, a topic that has not been extensively examined in previous studies. This particular institution was selected due to the significant number of students who are descendants of Yemeni Arabs, known as Jeme'eh. This demographic composition has implications for the Arabic language used in communication among the students, showcasing slight variations compared to the more general usage of Arabic.[9]

This article challenges the notion that language acquisition solely pertains to a child acquiring their first language or mother tongue. It argues that these assumptions are not entirely accurate, as children can unintentionally acquire a variety of spoken languages through their Language Acquisition Device (LAD) without undergoing a conscious learning process. Consequently, this research holds significant importance as it contributes to and benefits various stakeholders interested in delving deeper into this field, both in theory and practice.

Theoretical contributions of this study include advancing the development of psycholinguistics, enhancing understanding regarding the application of this research to various speech patterns, serving as a reference for future researchers, and enriching the knowledge of readers, particularly within the context of Noam Chomsky's cognitive genetics. On a practical level, this research aids researchers in providing information that can be applied as a framework for comprehending the form and types of language acquisition in children, whether in the context of films, novels, short stories, or everyday life.

METHOD

This study falls under the category of descriptive qualitative research. Djamal, Bogdan, and Taylor define qualitative research as a method that encompasses two types of data: descriptive data in written or note form and oral data obtained from informants.[10] In the case of this study, the qualitative approach is descriptive as it involves a systematic analysis of each variable in a gradual manner.[11]

This study draws data from two primary sources. Firstly, the researchers conducted observations, interviews, and documentation with students and teachers who specialize in teaching Sharia and Arabic at MTs Al-Irsyad Tengaran 7 in Batu City. These interactions provide firsthand information and insights. Secondly, the study incorporates secondary sources, including scientific

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[9] Asbarin Asbarin et al., "Al- Ta ' Rib An Analysis on The Principles of Arabic Textbooks for Madrasah Aliyah in Indonesia : Based on The Ministry of Education and Rusydi Ahmad Thu ' Aimah" 10, no. 2 (2022): 184.

[10] Jejen Musfah, *Tips Menulis Karya Ilmiah*, 1st ed. (Jakarta: Kencana, 2016), 36.

[11] Moh. Ainin, *Metodologi Penelitian Bahasa Arab*, 1st ed (Malang: CV Bintang Sejahtera, 2013), 85.

articles and relevant literature that explore the acquisition of spoken Arabic from the perspective of Noam Chomsky's genetic theory. These secondary sources serve to enrich the theoretical framework and contextualize the findings.

Data for this study was gathered using observation, interview, and documentation techniques. The observation technique involved closely observing students in the process of acquiring spoken Arabic within the Islamic environment of Al-Irshad Tengaran 7 in Batu City. Through interviews, researchers engaged with Arab-descendant students, Arabic teachers, as well as other students at MTs Al-Irsyad Tengaran 7 to gather insights and perspectives. The documentation technique was employed to collect supporting data in the form of documents and images. This included recording the number of students per class, specifically noting those of Arab descent, as well as the number of teachers. Additionally, documentation captured instances of colloquial language usage within the *Pesantren* environment. These combined techniques provided a comprehensive and valid dataset for the study.

In the data analysis process, researchers employed Miles and Huberman's analysis techniques, which involved several stages: data collection, data reduction, data presentation, and conclusion.[12] Data reduction encompassed several steps: 1) The researchers organized and sorted the collected data to ensure its relevance to the focus of the study; 2) Coding or data classification was performed to facilitate subsequent data presentation; and 3) Once a thorough understanding of the collected data was achieved, the researchers proceeded to the analysis stage. Data presentation involved simplifying the obtained data regarding the challenges and problems related to PBA (Presumed Bilingual Acquisition). Each of these data points was then interpreted and aligned with the thematic framework established based on the literature review. During the concluding stage, the researchers drew conclusions based on the study's objectives and the results of the discussions. This phase involved synthesizing the findings to provide meaningful insights and recommendations.

RESULT AND DISCUSSION

In the realm of language acquisition, a child's cognitive abilities are widely recognized as playing a pivotal role. The process of acquiring language involves intricate mental processes, and researchers have long sought to understand the underlying mechanisms that enable children to acquire language so effortlessly and rapidly.

One prominent perspective in the field of linguistics is Noam Chomsky's cognitive genetic perspective, which emphasizes the innate linguistic potential that human beings possess. Chomsky

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[12] Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis, A Methods Sourcebook*, 3rd ed. (Los Angeles: SAGE Publications, 2014), 95.

argues that children are not blank slates when it comes to language acquisition, but rather come into the world equipped with a specialized cognitive mechanism called the Language Acquisition Device (LAD). The LAD is a hypothetical component of the mind that is dedicated to the acquisition of language and is believed to be present from birth.

According to Chomsky's viewpoint, the LAD provides children with a set of innate linguistic principles and structures that guide their language development. These principles, often referred to as universal grammar, are thought to be shared across all languages, forming the foundation for the acquisition and production of language. The LAD allows children to analyze and process the linguistic input they receive, facilitating the development of their native language.

While environmental factors undoubtedly play a role in language acquisition, Chomsky's cognitive genetic perspective suggests that their influence is limited compared to the innate cognitive capacity provided by the LAD. Proponents of this perspective argue that even in linguistically deprived environments, children are still able to acquire language to a remarkable degree, demonstrating the robustness and resilience of the innate language acquisition abilities.

Furthermore, Chomsky's perspective challenges the behaviorist view that language acquisition is solely a product of external reinforcement and imitation. Instead, it highlights the active role of the child's mind in constructing and internalizing the complex structures and rules of language.

Research in the field of psycholinguistics has provided empirical support for the influence of cognitive abilities on language acquisition. Studies have shown correlations between various cognitive skills, such as memory, attention, and problem-solving, and language development in children. For example, working memory, which involves the temporary storage and manipulation of information, has been found to be strongly associated with language processing and comprehension.

In summary, the role of cognitive abilities in language acquisition cannot be overstated. Noam Chomsky's cognitive genetic perspective underscores the importance of the innate cognitive capacity provided by the LAD in shaping a child's success in language acquisition. While environmental factors undoubtedly contribute to language development, the inherent linguistic potential and cognitive abilities of children play a fundamental role in their ability to acquire and master language.

In light of this framework, the following section presents the findings and insights derived from the investigation of spoken language acquisition among the students of MTs Al-Irsyad Tengaran 7 in Batu City. The study focuses on the perspectives of Noam Chomsky's Cognitive Genetics and sheds light on the processes and outcomes of acquiring a variety of spoken languages in this specific context.

Table 1. Table of Acquisition of Spoken Arabic Variety

Types of spoken language	Number of utterances
Word	11
Phrase	6
Sentence	3
Clause	1

The table above gives us an idea of some sentences, words, phrases, and clauses in the acquisition of various spoken languages in the students of MTs Al-Irshad Tengaran 7 Batu City based on Noam Chomsky's theory of cognitive genetics, the explanation is as follows:

a. **Word**

One form of acquisition of a variety of spoken Arabic based on the perspective of Noam Chomsky's cognitive genetics is in the form of words. The following are the results and discussions on the acquisition of a variety of spoken Arabic in the students of MTs Al-Irsyad Tengaran 7 Batu City which were obtained unconsciously and not through the learning process in the classroom, but obtained from a new environment and outside the classroom based on the perspective of Noam Chomsky's cognitive genetics.

Table 2. Types of Words

Number	Speech type	it means
1.	اِحْوَالٌ	"Non-Arab"
2.	جَمَاعَةٌ	"Arab descent"
3.	صُفْطَةٌ	"Kidding"

The words *ihwal*, *jama'ah*, and *suftah*, in the data, are words or terms that are quite popular in the *Pesantren* environment, especially since the student has a pedigree of descent or background from the Arabs. And all the data that exists at this stage, the researcher gets from the results of interviews with several students who are of Arab descent and one of the teachers who have worked and lived in the Arab environment so that researchers can make sure the existing data is valid and can be accounted for.

The word *ihwal* itself is a term that is attributed to students who have absolutely no descendants lineage from the Arabs. The word jama'ah, in perspective some people may be a little different. Because the word jama'ah that we understand is "association" or a "community". However, the meaning of jama'ah here is specifically that people have descendantsside that comes from the Arabs. suftah, this term is usually often used when the students who are sitting in a *majlas*, then say the sentence to other students who are joking at the time.

In addition, terms like this are obtained by students directly without going through the learning process that occurs in the classroom, relying only on LAD and cognitive normal for students. Thus, researchers can conclude that the acquisition of a variety of spoken Arabic is from the perspective of cognitive genetics of Noam Chomsky who considers that humans born already have potential, and LAD (Language Acquisition Device).

Table 3. Types of Words

Number	Speech type	it means
4.	شُفْ	"Look"
5.	كِيْكَةٌ	"How"
6.	أَلَفُ	"I'm Sorry"
7.	شَحِيْ	"Tea"

In addition to the data on numbers 1-3, researchers also found the words *syuf, kiykih, alafu,* and *syahi*, in interviews with several students who had unconsciously used terms like this in their daily language. Moreover, the student has a pedigree of descent or background from the Arabs. So that researchers can make sure the existing data is valid and can be accounted for. The results of the analysis of these data are:

The word *Syuf*, is one of the terms found by researchers in obtaining a variety of spoken Arabic in students of MTs Al-Irsyad Tengaran 7 Batu city. This term is actually almost the same as the data that the researchers have described above, the difference is only in the use and meaning of each word. The word *kiykih* itself is the same as the word (*kayfa* in Arabic in general), but the situation and circumstances in the use of the word are slightly different. The word kiykih is usually more inclined to be expressed among fellow Jam'ah Arab descendants. *Alafu*, there is a word that is often spoken by students when they have or is making a mistake, either between each other *ihwal* or ihwal with jama'ah. And the word *syahi* is commonly used when the students are waiting for their turn to be called, and the word is used to replace the term /tea/ in general.

In language acquisition, according to Noam Chomsky's perspective, acquisition occurs because a person when born already has potential, and the basic capital that determines a child's success in language acquisition, or called LAD (Language Acquisition Device), to obtain the variety of languages runs normally.

Table 4. Types of Words

Number	Speech type	it means
8.	غُمْوْم	"Come on"
9.	يَأْكُلْ	"Eat"
10.	شَطِيْرٌ	"Clever"
11.	بُكْرَى	"Tomorrow"

The latest data that researchers can find on the types of spoken Arabic in the form of words are the words *ghum, yu'kul, syatir,* and *bukra*. Words or terms that are quite popular in the *Pesantren* environment, especially students have a pedigree of Arab descent or at least were born and raised there. And all the data that exists at this stage, the researcher got from the results of interviews with several students who came of Arab descent and one of the teachers who had worked and lived in the Arab environment so that the researcher could make sure the data contained was valid enough to be carried out in the analysis stage. The following researchers explained the results of their analysis of the data:

The word *ghum* is usually used to replace the term هَيّا بِنَا (let's go/hurry), in this data, the researcher gets when one teacher calls another teacher with the word *ghum*, out of curiosity, the researcher tries to tell him about his intentions and goals, it turns out that the word *ghum* is *Ayo*. In general, what we know, is that the word /eat/ in Arabic generally uses the term أَكَلَ – يَأْكُلُ, but it is different from the Arabic jama'ah that researchers get in the environment of *Pesantren* MTs Al-Irsyad Tengaran 7 Batu city.

They use the term *yukul* more in their daily lives outside the classroom or are inviting their neighbors to eat together. The word syatir is usually used if a teacher praises student outside of formal teaching activities, such as meeting in mosques, canteens, and others. The term *bukrah*, at first researcher, understood the meaning of/early in the morning/, but it turned out that, after interviews with several informants about the meaning of *bukrah*, the researcher only understood the meaning of *bukrah* in the term jama'ah is ghadan /tomorrow/. The word rush", this term is different from the word /ask for permission/ which is used in general.

Said, based on Noam Chomsky's cognitive genetics perspective including the variety and type of variety of spoken Arabic that occurs in a child's language acquisition. And based on this theory, a child can obtain spoken language perfectly, if cognitive and LDA (Language Acquisition Device) can run properly and normally.

b. **Phrase**

The phrase is one of the forms of acquisition of a variety of spoken Arabic based on the perspective of cognitive genetics of Noam Chomsky. The following are the results and discussions on the acquisition of a variety of spoken Arabic in the students of MTs Al-Irsyad Tengaran 7 Batu City which were obtained unconsciously and not through the learning process in class but obtained from a new environment and outside the classroom based on the perspective of cognitive genetics of Noam Chomsky.

Table 5. Types of Phrase

Number	Speech type	it means
1.	الحِصَّةُ الأُوْلَى	"First hour"
2.	عَلَ كَيْفَكْ	"Up to you"
3.	بَخَيْر	"Fine"
4.	أَبُوْ لِحْيَةٌ	"Bearded"
5.	غَلِ الأَدَب	"Uncivilized"

The phrase *alhissatul uwla, 'ala kayfak, bekher, abu hilyah,* and *ghalil adab*, are some data in the type of variety of spoken language on the type of phrases in Islamic boarding schools or MTs Al-Irsyad Tengaran 7 Batu city. And all the data that exists at this stage, the researcher got from the results of interviews with several students who came of Arab descent and one of the teachers who had worked and lived in the Arab environment so that the researcher could make sure the data contained was valid enough to be carried out in the analysis stage. The following researchers explained the results of their analysis of the data:

The phrase *alhissatul uwla*, is ed by the lodge to mark the turn or beginning of teaching and learning activities will begin. Then the term to say is up to fellow students when they are in class, or teaching and learning activities in progress, usually using the phrase على ماشئت, but it is different when they are outside the classroom or in the cottage environment, unconsciously the students are affected by the term عَلَ كَيْفَكْ. *Bekher* is one phrase that learners have acquired from their new environment. Usually, the use of this phrase is when someone asks the speaker about his situation, or the speech partner asks someone else how they are doing with the redaction in the form of a "whether" question. So to complete the sentence bekher's phrase.

The term *Abu lihyah*, maybe a little strange if we just heard this term, but if we are used to hearing these words, then slowly the strangeness will disappear by itself. Such was the

answer from the informant when the researcher asked about the term *abu lihyah*, in Arabic jama'ah what here meant was an epithet for a person who had a long and thick beard. The last data in the form of a phrase in this study is the term *galil adab*, this word is usually spoken to students who have poor morals, either between fellow students or with other teachers.

The acquisition of this term in students occurs accidentally or consciously, and they rely solely on their cognitive and LAD. Based on this, Noam Chomsky said in his theory cognitive genetics about language acquisition can occur because a child when born already has cognitive and LAD that can function properly.

Phrases are not only words that are the type of variety of spoken language in this study, but these phrases also contain various types of language varieties that researchers get in this study.

c. **Sentence**

In the acquisition of a variety of spoken language based on the cognitive genetic perspective Noam Chomsky has several forms and variations, one of which is in the form of "sentences". The followings are the results and discussions on the acquisition of a variety of spoken Arabic in the students of MTs Al-Irsyad Tengaran 7 Batu City which were obtained unconsciously and not through the learning process in class but obtained from a new environment and outside the classroom based on the perspective of cognitive genetics of Noam Chomsky.

Table 6. Types of Sentence

Number	Speech type	it means
1.	حَيَّاكُمُ اللّٰهُ وَبَيَّاكُمْ	"May Allah grant heaven and grant what you ask"
2.	يَسَّرَ اللّٰهُ لَكُمْ مُذَاكَرَتَهَا	"May Allah make it easy to repeat your lesson"
3.	بَارَكَ اللّٰهُ فِيْكَ	"May Allah bless you"

The sentences *hayyakumulllahu wabyyakum, yassarallahu lakum wabayyakum,* and *barakallahu fik,* are some of the data that researchers found from observations and interviews with TU representatives and teachers who understand the terms for ihwal and jama'ah. And all the data that exists at this stage, the researcher got from the results of interviews with several students who came from Arab descent and one of the teachers who had worked and lived in the Arab environment, so that the researcher could make sure the data contained was valid enough

to be carried out in the analysis stage. The following researchers explain the results of their analysis of the data:

The phrase *hayyakumulllahu wabyyakum* is a prayer derived from the words of imam Ibn Jauzi, may Allah bless him. In addition, the sentence above is quite phenomenal for the life of students when they are in their new environment. The phrase *barakallahu fik*, may be familiar to us because almost all Muslims have practiced the phrase. The function of its use is to congratulate in the form of blessings that Allah جل جلاله gives him. These sentences are some examples of the acquisition of a variety of spoken Arabic in the students of MTs Al-Irsyad Tengaran 7 Batu City which was obtained unconsciously and not through the learning process in class, but obtained from a new environment and outside the classroom.

This is in line with the perspective of Noam Chomsky's cognitive genetic theory which considers that humans born already have potential, and the basic capital that determines the success of a child in language acquisition or called LAD (Language Acquisition Device), in order for the acquisition of the variety of languages to run normally.

Sentences, as well as words and phrases, the acquisition of a variety of spoken languages is also found in a sentence that is often heard and spoken by the students of MTs Al-Irshad Tengaran 7 Batu City based on the perspective of cognitive genetics of Noam Chomsky.

d. **Clause**

This is in line with the perspective of Noam Chomsky's cognitive genetic theory which considers that humans born already have potential, and the basic capital that determines the success of a child in language acquisition or called LAD (Language Acquisition Device), for the acquisition of the variety of languages to run normally.

Table 7. Types of Clause

Number	Speech type	it means
1.	الرَّاحَةُ لِلْمَرْحَلَةِ المُطَوَسِّطَةِ	"Break time for MTs classes"

In the clause above, it is one of the data that researchers found in the acquisition of a variety of spoken languages in the students of MTs Al-Irsyad Tengaran 7 Batu City. And the clause is usually used to indicate the time of rest for students and other teachers. In the acquisition of this clause, not obtained in the classroom, will be acquired and affected by the new environment outside the classroom and only rely on the cognitive and LAD that a child has. This is in line with the perspective of Noam Chomsky's cognitive genetic theory which considers that humans born already have potential, and the basic capital that determines the

success of a child in language acquisition or called LAD (Language Acquisition Device), in order for the acquisition of various languages to run normally.

Based on the results and data analysis in this study, it turns out that there are several types of acquisition of a variety of spoken Arabic in MTs Al-Irsyad Tengaran 7 students of Batu City based on Noam Chomsky's cognitive genetic theory. The explanation is as follows: words, based on Noam Chomsky's cognitive genetic perspective include variations and types of spoken Arabic that occur in a child's language acquisition. And based on this theory, a child can acquire spoken language perfectly, if cognitive and LDA (language acquisition device) can run well and normally.

Phrases are not only words that are the type of variety of spoken language in this study, but these phrases also contained various types of language varieties that researchers got in this study. sentences, as well as words and phrases, the acquisition of a variety of spoken language, is also found in a sentence that is often heard and spoken by students of MTs Al-Irsyad Tengaran 7 Batu city based on the perspective of cognitive genetics Noam Chomsky. Clauses, after children acquire a variety of spoken Arabic from the smallest to the largest, namely: words, phrases, sentences, and finally clauses. While the data in this study contained only small clauses, the acquisition of a variety of spoken languages still occurred and went well as long as the child still had cognitive abilities and neat LAD.

Based on the analysis of the results and discussion of the acquisition of a variety of spoken languages in MTs Al-Irsyad Tengaran 7 students in Batu City above, researchers can conclude that the results of this study are in line with Noam Chomsky's cognitive genetic theory and some previous studies that have been explained in detail in the introduction of this study. The similarity with Noam Chomsky's cognitive genetic theory is that with LAD (language acquisition device) a child not only acquires his first language but can also acquire a variety of spoken languages without going through the learning process inside or outside the classroom. While the similarity with previous research is that the acquisition of language or a variety of spoken languages of a child, in addition to having a good LAD, can also be influenced by his environment. With a good environment and RAD, the ability to acquire language or a variety of spoken languages will run well and effectively.

CONCLUSION

The findings of this study highlight that language acquisition extends beyond a child's initial acquisition of their first language. It reveals that children are capable of acquiring a variety of spoken Arabic as long as their cognitive abilities and Language Acquisition Device (LAD) are functioning well. This is evident in the process of acquiring spoken Arabic among the students of

MTs Al-Irsyad Tengaran 7 in Batu City, where language acquisition occurs in the form of words, phrases, sentences, and clauses. Remarkably, this acquisition happens spontaneously, without formal instruction, both inside and outside the classroom, relying solely on the innate capacity of the LAD. These findings align with Noam Chomsky's cognitive genetic theory, which emphasizes the inherent potential of individuals and recognizes the LAD as a fundamental factor that determines a child's success in language acquisition.

Based on the focused scope and discussion of this research, it is recommended that future research endeavors expand on the findings and implications presented. The current study is limited to exploring the acquisition of spoken Arabic among students of MTs Al-Irsyad Tengaran 7 in Batu City. Therefore, it is essential to conduct further research that investigates language acquisition based on Noam Chomsky's cognitive genetic theory in more extensive and diverse settings. This would allow for a broader understanding of the form and types of language acquisition in children's everyday lives, leading to comprehensive and robust results. It is crucial to recognize that language acquisition is not confined to a child's first language but can also occur within new environments they encounter. By conducting comprehensive research, we can gain deeper insights into the intricacies of language acquisition processes.

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