

Artikel 6

by Ahmad Habibi Syahid

Submission date: 31-Mar-2023 12:48PM (UTC+0700)

Submission ID: 2051787307

File name: Artikel_6.pdf (316.21K)

Word count: 7810

Character count: 43009

Brain Lateralization and Strategies to Improve Metalinguistic Ability in Arabic Language Acquisition

Ahmad Habibi Syahid¹, Talqis Nurdianto²

¹Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia

²Universiti Sains Islam Malaysia, Malaysia

E-mail: ahmad.habibi@uinbanten.ac.id

Abstract:

The study of language acquisition is still fascinating to study. A theory explains that language is *Tauqify*. The debate between the idea that explains that language ability is *tabula rasa* and language ability is a gift is a theory in language learning. This study aims to that there is brain lateralization based on theoretical data. Furthermore, there are strategies to improve metalinguistic ability in Arabic language acquisition. The method used in this study is a qualitative method with descriptive analysis. Researchers found five hypotheses about brain lateralization in second language acquisition in this study. First, the balanced bilingualism hypothesis. Second, the second language hypothesis. Third, the second language acquisition rate hypothesis. Fourth, the second language acquisition method hypothesis. Fifth, age hypothesis in second language acquisition. And there is more strategy to develop metalinguistic ability in Arabic language acquisition.

Keywords:

Brain lateralization; Metalinguistic ability; Language acquisition

INTRODUCTION

The brain is an essential organ in the human body that also determines movement language. Language is a human cognitive aspect. It is more narrow that language and the human brain have a relationship with communication activities where the process of producing an utterance and understanding it occurs. Pratt and Grieve defined at a general level Metalinguistic awareness as the ability to think about and reflect on the nature and function of language. It isn't easy to be more specific in defining metalinguistics or metalinguistic awareness terms. Because the nature, processes, and typical age of the new metalinguistic awareness are still much debated (Pratt & Grieve, 1984).

El Euch and Huot say that metalinguistics is simply the ability to think about language and talk about it. When a lecturer asks his students to discuss the use of some words or explain the relevance of an argument, he promotes the development of metalinguistic awareness/ability (El Euch & Huot, 2015).

Malakoff says that individuals need to step back from understanding or to produce an utterance to consider the linguistic forms and structures that underlie the utterance's meaning. So, a metalinguistic task requires individuals to think about messages of linguistic

4
nature, to pay attention to and reflect on the structural features of the language. To become metalinguistically aware, individuals must know how to approach and solve certain types of problems that require specific cognitive and linguistic skills (El Euch & Huot, 2015; Malakoff, 1992).

They were referring to the explanation of El Euch and Huot in their writings, who say that this metalinguistic ability needs to be developed, especially in adolescent learners. In addition, they also noted that there is something essential to improve metalinguistics, namely metacognition. Metacognition becomes a vital thing as a cognitive process in one's life. They explained that building metacognition in students begins with metacognition in teachers or lecturers, so teachers/lecturers play a role in developing students' metacognition, significantly improving metalinguistic abilities/awareness. A teacher will be an example to his students. He can transfer his students' metacognition if they have succeeded in acquiring metacognition (El Euch & Huot, 2015).

Several reasons should motivate teachers to design educational activities to develop students' metalinguistic awareness. First, metalinguistic awareness enables learners to understand how language is used in various contexts. Once set to a high level, it helps the learner to use the language with increased confidence in multiple contexts (home, school, work, etc.) because he controls the message he wants to convey. In addition, many studies have demonstrated the importance of metalinguistic awareness in school achievement in different subjects, such as reading (El Euch & Huot, 2015). This article attempts to describe several hypotheses of the brain as the ability to carry out commands in the body's organs, including language. This research also leads to several strategies to improve metalinguistic skills in acquiring Arabic, some of which are developments in learning Arabic as a means of achieving Arabic.

In addition to strategies to improve metalinguistic abilities, there is lateralization of the brain in language acquisition. Arifuddin (2010) explained that there are several hypotheses for brain lateralization in language acquisition. There are five hypotheses about brain lateralization in second language acquisition; 1. the Balanced Bilingualism Hypothesis. 2. the Second Language Hypothesis. 3. the Second Language Acquisition Rate Hypothesis. 4. the Second Language Acquisition Method Hypothesis. 5. Age Hypothesis in Second Language Acquisition (Anisah, 2019; Dehaene-Lambertz et al., 2006; Elman, 2001; Indah, 2011).

This study aims to know brain lateralization and strategies to improve metalinguistic ability in Arabic language acquisition. The background of this research is one's metalinguistic ability or awareness and strategies to increase the metalinguistic ability to acquire Arabic language skills.

METHOD

The method used in this study is a qualitative method with descriptive analysis. This research describes the theory of brain lateralization in language acquisition. This study also describes strategies to improve metalinguistic skills in acquiring Arabic as a foreign language. In this study, the researcher uses a qualitative approach, the case study, because it aims to describe brain lateralization in Arabic language acquisition and the strategies to improve metalinguistic ability in Arabic language acquisition. In general, case studies are research strategies that use how and why in the main question. Researchers have little opportunity to control the events being investigated. The focus of research lies on contemporary phenomena (Yin, 2003).

RESULTS AND DISCUSSION

Five Hypothesis on Brain Lateralization in Arabic Language Acquisition

1. The hypothesis of balanced bilingualism

Galloway says that being a bilingual speaker, better known as bilingual balance, requires the involvement of "cognitive restructuring," which may have neurophysiological implications for how language is processed in bilingualism. Specifically, it is recommended that proficient bilinguals use the right hemisphere more than monolinguals in their first and second language (Arifuddin, 2010).

Neurophysiological roles, especially the senses of sight and hearing, play a role in acquiring a second language. The sense of sight and the listener's taste are the determining factors for someone to learn well. These senses serve as a tool to receive input from the spoken and written language, which then the right brain part or the left brain part processes the input and processes it into a language code that can be relayed back either through spoken or written language or also sign language (sign language such as nodding and others).

Metalinguistic ability is a conscious and naturally occurring language process. Theoretically, bilingual societies can use it mainly to obtain and learn a second language. For example, Arabic in introductory courses in Islamic religious universities in all non-

linguistic study programs. For language study programs such as Arabic Language Education and Arabic Language and Literature among them, Arabic language courses use the *furû'* or *separated system* approach (*Nazâriyât al-Furû'*) or a separate system. Some learners come from schools that have studied Arabic, such as *Madrasah* or *Pesantren*. The above learners, which the researcher means as bilingual learners, are students from schools that study Arabic, such as *madrasahs*, or schools that implement a bilingual school system, such as *Pesantren* or some other bilingual schools. However, the fact is that some students who come from bilingual schools or who have studied Arabic are not good enough to use Arabic consciously to communicate well.

One of the students that the researcher observed was a student who came from the Sundanese tribe. Both of his parents are from the Sundanese tribe. He was born not in Indonesia but in Saudi Arabia, to be precise, in the city of Mecca. Both parents work in Saudi Arabia and have a Mukimin Certificate (Such as an ID card or Domicile Letter in Indonesia). Since birth, her parents have spoken more often in Arabic, using Arabic or called the language 'Amiyah. Return to Indonesia only once a year during Eid al-Fitr.

Hence he tended to be fluent in Arabic, which became his mother tongue even though Arabic was 'Amiyah. He completed his primary education to advanced education in the natural science program in Saudi Arabia. After graduating from the advanced secondary level, she continued higher education in the Serang city area by taking the first year of the Arabic language and literature program. He struggled to communicate with the lecturer and his classmates in Indonesian. She tends to use Arabic to answer questions while she studies Indonesian. According to him, it will take a year to be able to adjust the Indonesian for daily communication use.

The habituation she carried out with the help of an environmental situation that is no longer an Arab environment so that the process of obtaining Indonesian became successful. He said the tendency of his father and mother to speak Arabic from when he was a child until he was a teenager made him more fluent in Arabic than her mother tongue, namely Sundanese and Indonesian. By the time she learned Arabic as a *Fusha* language, it was not too difficult because he was adjusting to the rule. Even in Saudi Arabia, she never learned the *Nahwu* rules well.

By the time he had acquired the ability to speak Indonesian, even his regional language was Sundanese. However, the ability and skill to use Arabic in oral and written

skills were still excellent. There is no decrease in competence or reduction in the ability to use Arabic, both spoken and written. It is also exciting for researchers to see to what extent a person allows to learn and acquire a foreign language so that it becomes his second language. He used to communicate well using Arabic.

2. Second language hypothesis

Galloway also explains this hypothesis about the first language versus the second language. This hypothesis emphasizes the difference in lateralization between the two languages spoken by bilingualism. In essence, the involvement of the right brain has a much more significant role in the acquisition of the second language than in the acquisition of the first language. This suggests that the human brain controls second language acquisition and in response to second language acquisition (Arifuddin, 2010).

The second language acquisition in this hypothesis differs from the first language acquisition. The difference lies in the dominance of brain use between the right and left brains. Although basically both parts of the brain, both the right brain and the left brain, have the potential to speak, only the implementation and response are different (Dennis & Whitaker, 1976; Khasinah, 2014; Muradi, 2018; Sakai, 2005; Wasserman, 2007).

3. Second language acquisition level hypothesis

The difference in lateralization between the two languages spoken by bilingualism decreases with increasing proficiency or proficiency of the second language, and individuals are at a more excellent stage of using more advanced languages (Arifuddin, 2010).

The second language acquisition level hypothesis is the relationship between bilingualism and brain lateralization (Thiery, 1978). This part of the left brain plays a role according to its analytical functions. The left-brain part will work in language processing in already proficient language users. It shows that a person who has mastered more language skills will predominantly use the left brain for his analytical functions. So in second language users with a mature level of proficiency, the function of the left brain will work to analyze the possibility of errors in language. Language, of course, also looks at the target language used as a second language instead of a second language with a sense of the first language.

There are differences in this hypothesis, especially between individuals who have matured using Arabic and individuals who deliberately learn Arabic. So, it can be assumed, based on this hypothesis, that students who have studied Arabic at the previous level of

education certainly already have better abilities compared to students who do not have the ability or have not studied Arabic, even if the final process can be with results that are not much different or tend to be the same. In one case, it can be better. This hypothesis concludes that the right brain is more suitable or tends to be used for language processing in beginner language learning.

Applied linguistic theory is known as language acquisition in addition to the theory of language learning. According to Fathuddin (2018), acquiring language is an unconscious process that occurs accidentally in humans. He is not aware of this subconscious process, but he is aware that he uses language to communicate. Regarding the teaching of Arabic, it is a term that refers to the excellent process that the individual carries out when teaching a second language, with a conscious preference for the rules of the language, knowledge, and the ability to talk about them. Some experts view language acquisition as a process for children and adult teaching (Hafidz bin Zain et al., 2021).

4. The hypothesis of how to acquire a second language

The results of several proven studies show that informal language acquisition involves different processes used in formal language acquisition or learning. (Krashen, 1982). The role of the right brain dominates informal language acquisition activities in a natural context which emphasizes more on the demands of the use of communicative language. In short, the hypothesis suggests that the involvement of the right brain is more significant when a second language is acquired in the context of natural and informal acquisition. Whereas in formal language acquisition, the left brain dominates more (Arifuddin, 2010).

This hypothesis explains that formal learning conditions usually judge that language is a set of systems that are *Ajeg* and should not be structurally wrong. The left brain dominates because it requires analytical functions in learning a language compared to learning in informal conditions. Language is learned for communication, so the most important thing is how language is used to communicate and convey information so the recipient can understand it. So, it tends to use the right brain to process and learn Arabic.

5. Age hypothesis in second language acquisition

The age hypothesis in second language acquisition is related to the time of acquisition or learning of the second language, that is, early acquisition at a young age and late acquisition or considered late adulthood. This discussion is also related to the critical

period of language acquisition. Opinions about the beginning and end of the critical period still vary, although some say that it is based on the later functions of both sides of the brain. This lasts until the age of five, even at puberty (Arifuddin, 2010).

The age hypothesis in acquiring a second language is certainly a study that looks at what age a person begins to study a second language. Whether in childhood, adolescence, or adulthood. Of course, there will be different behaviors in starting the learning process of obtaining a second language at each age. Although many other factors, such as stimulation and motivation of the individual himself.

Tarigan (1997) describes various language acquisition strategies associated with the bilingual hypothesis with brain lateralization according to the researchers. These strategies are the Tarigan extract from Lindfors. In some studies on language acquisition, the question arises regarding whether it is a difference between first-language acquisition and second-language acquisition and whether a person obtains both in different ways. The five hypotheses about bilingualism and brain lateralization in second language acquisition also have differences between first language acquisition and second language.

The acquisition of Arabic as a second language is expected at school age. Children who take education, such as Madrasah and Pesantren, learn Arabic and even tend to use it for daily communication. The acquisition of Arabic as a second language, especially at the advanced school level until the age where admission to higher education tends not to acquire a second language ideally. This is judged by the overall success rate of second language acquisition in adulthood.

The acquisition of Arabic as a second language is likely to find or fail. There are undoubtedly many factors that cause this, such as lack of motivation, insufficient stimulation, and the absence of habituation to use Arabic in everyday communication. So, acquiring a second language at the adult level is rarely successful. This means that it is necessary as early as possible to be able to master Arabic as a second language. Researchers have experienced one while teaching at a course institute in Serang. One of the students in a beginner Arabic course class is equivalent to the Researcher's age. One of the reasons for learning Arabic is to understand the book well (vocabulary and rules) that he will be studying at one of the pesantren traditional. The problem researchers see in these individuals is the difficulty of acquiring language naturally because it is not supported by intensive stimulation and refraction from self-learner.

In this variation feature, acquiring a second language results in a diverse success rate. Variety can be caused by factors of age, persistence, and process. For the diversity of results, for example, it could be that the first learner acquired the second language well in a short period while the second learner acquired the second language well but in a not short time. This diversity is based on the theory of second language acquisition in adolescence-adulthood and on the formal and informal processes.

In the feature of the goal of obtaining a second language, it focuses more on the level or level of fluency than on the competence and accuracy of the use of the target language. This is because users of the language in acquiring a second language learn how the second language is learned and gain fluency.

On the teaching features (perhaps entry for educational purposes), acquiring Arabic as a second language is considered necessary. It even tends to be needed. The need to increase information and knowledge, especially about religious texts that are sourced and written using Arabic, needs to be mastered. This is so that there is no misinterpretation in understanding texts written in Arabic.

In this case, Arabic, as the acquisition of a second language, will be found in language errors. Language errors, both spoken and written, mean that a person has not thoroughly acquired Arabic as a second language. It is this language error that needs to be corrected. This correction or justification is one of the processes of obtaining a second language in increasing its competence in using Arabic as a second language. In the affective feature, acquiring a second language becomes the leading role in bringing success in acquiring Arabic as a second language. This influential role also supports the success of the learning process of acquiring Arabic as a second language.

On the features of success thoroughly in acquiring the Arabic language above, it was mentioned that adult second language learners do not acquire a thorough mastery of the second language. Students who study Arabic in the Arabic language and literature study program. Both students who already have grammatical knowledge of Arabic before lectures and who do not have it still does not show significant Arabic acquisition. Students have not shown good mastery of the four skills. Students have not been skilled in speaking, using Arabic, or writing texts in Arabic. Not many theses have been written in Arabic as a result of paraphrasing quotes quoted from several sources both in Arabic and other language sources such as language Indonesian and English. The results of this observation

show success in writing Arabic, especially in the mastery of using language in four abilities/ language skills. Unlike what happens in the process of obtaining the first language. If Arabic is considered the first language acquired at the age of child development, then it will achieve results with good mastery.

The typical failure feature is that acquiring a second language is rarely successful. This means that the second language is considered difficult to get good results. Many factors can influence whether or not the results obtained in learning a second foreign language (Arabic). So it can be used as a language to communicate. According to the first feature's presentation, Arabic is still difficult to obtain correctly. The grammatical learning of Arabic has not been enough to simulate acquiring Arabic, especially in mastering the four skills of Arabic.

In the variation feature, second language learning shows diversity at the level of success and stages. Diversity in the learning process and acquisition is based on factors such as the diversity of stimulation obtained by each student in improving Arabic language skills that will align with the acquisition of Arabic well. The diversity of variations in acquiring Arabic is usually seen when they use Arabic at any given time without preparing the text. Students who already have a good knowledge of Arabic grammatical and are trained to use it in communication will be better than those who do not train even though they have and understand the Arabic language.

On the features of the purpose of obtaining a second language, the learning of the second language does not focus on the competence and accuracy of the use of the target language but instead on fluency. The researchers observed that Arabic is still considered lecture material for students in general. They have not judged that language should be used as material or knowledge. However, it is also a competence, a tool for understanding the text, and the accuracy of using Arabic as the target language. Courses such as *naḥwu*, *ṣarf*, *kitâbah*, *qirâ'ah*, and others support the ultimate goal that students can use Arabic by grammatical rules which apply in writing a study using Arabic as the language of instruction. Therefore, students need to understand the essential things about the purpose of studying Arabic in the Arabic language and literature study program. So understanding learning objectives up to acquiring Arabic is an essential competency.

The feature of fossilization in acquiring a second language is that it is common and returns to the early stages of development. The acquisition of a second language differs from the acquisition of a first language. The difference is striking in the feature of the

acquisition process that occurs naturally without teaching the first language acquisition. Whereas in acquiring a second language, in this case, Arabic occurs based on the stimulation of language acquisition devices and can occur naturally with some of the supporting factors.

Through the intuition feature of the acquisition of the first language in children, they develop a clear intuition of truth. Contrary to ⁵ the acquisition of the first language, the acquisition of the second language the learner of the second language is often unable to make a clear grammatical assessment. The process of using Arabic students of the Arabic language and literature study program still has difficulty presenting *the dzauq* (taste) of Arabic in their language. They are still affected in Indonesian and included in Arabic. So that the Arabic they use is still an Indonesian flavor, which means that the Arabic language used is a *poor Language Arabic*, and they still have difficulty translating using Arabic directly.

In the teaching feature, acquiring Arabic as a second/foreign language also in adulthood requires stimulation, such as learning and being taught. Krashen said that acquiring a second language occurs in adulthood and is stimulated by the learning process. The acquisition of the first language does not require formal teaching. Meanwhile, the acquisition of a second language needs stimulation in the form of teaching and learning in a standard form and presents reinforcement on the informal and non-formal sides. Language teaching is needed to obtain a second language to recognize grammatical rules properly and avoid mistakes in using spoken or written Arabic.

In the negative evidence feature, obtaining a second language generally requires correction. Corrections are made on errors in using a second language. Correction is carried out to train on language rules in communicating with the target language. So it is necessary to monitor the use of a second language in communication. The existence of errors in using Arabic in oral and written communication provides an opportunity to reassess and present the correct communication rules. It is not only the rule that language errors may be found but also the accuracy of the use of terms that apply to the target language. It could be that the terms used in Indonesian become different in Arabic. An example of "Prepare an umbrella before the rain" cannot be translated directly into Arabic without knowing whether the term is appropriate in Arab culture. So negative evidence

provides an opportunity to learn a language and obtain it not only to the extent of linguistic rules but throughout.

The last feature, namely the affective feature, is that the acquisition of a second language requires an affective aspect that plays a significant role in determining the success of acquiring a second /foreign language. The practical feature views that the learning objectives are related to the passion in the learner's psyche towards the values of truth he receives that will be reflected in behavior, feelings, and interests. This means that students' motivation, interest, and sincerity in learning Arabic to obtain Arabic so that it can be used as a tool to get much information is essential. There will be differences in students who involve affective aspects well in the results of the Arabic acquisition process compared to those that do not involve affective aspects. Arabic will only be used as lecture material without looking at the primary purpose of learning Arabic.

Strategy to Develop Metalinguistic Ability in Arabic Language Acquisition

1. Speaking in front of the Mirror

Researchers use the term speaking in front of a mirror. This researcher did this because things were used to being done in Islamic boarding schools when motivating students to improve their speaking skills. If there is no interlocutor to develop the ability to speak Arabic or feel ashamed if he uses Arabic, speaking in front of a mirror becomes a strategy. Speaking in front of a mirror is an activity to train both pronunciations in speaking Arabic or to train metalinguistic consciousness to acquire the ability to speak well naturally.

Speaking in front of a mirror is a strategy used by researchers to give treatment to students the to see speaking Arabic in front of the mirror. The first thing to do is to prepare the text in Arabic. The prepared text can revolve around *al-Ta'â Ruf* or selfhood. At first, students only need to read the text without having to be memorized it. Then after it was felt that some vocabulary and sentences were remembered, they started practicing speaking without reading the text. Each with control through the worksheet. Because Arabic language learning during the covid-19 period is still enforced online, researchers meet once a week to see the effectiveness of speaking strategies in front of this mirror to improve the metalinguistic ability in acquiring Arabic.

In the researcher's experience, speaking in front of a mirror is used to exercise self-confidence. A person who is studying a foreign language (Arabic or English) sometimes does not have the confidence at the time to speak a foreign language. This self-distrust

usually also appears as *self-talk* in him who speaks whether what he will convey later can be understood by the interlocutor or the listening one. Whether the language used is by the grammatical rules of the correct language.

Researchers apply this strategy to motivate students to generate confidence in using Arabic in communicating. Regardless of whether the language used is still grammatically wrong. However, the mistakes made and realized will make them learn to correct the mistakes made. They will be trained to have oral and written language skills by remembering what they practice when speaking in front of a mirror to avoid mistakes when they face exposure. So that when *role-playing*, they speak in front of the interlocutor directly, can minimize mistakes, and use Arabic well and grammatical language.

Asrida (2017) researched student strategies for relieving anxiety in speaking English. He said that students use the strategy of speaking in front of a mirror before they speak directly in front of an audience. According to him, this can train self-confidence. Also, Fitri (2017) on the effectiveness of CBT (*Cognitive Behavior Therapy*) for students. In the activity of "Becoming a Hebar Speaker," before students start it or do *role-playing*. They train themselves by speaking in front of a mirror as a strategy before facing *exposure*. Talking in front of the mirror will be able to judge the results of what they say in front of the mirror, especially about the wrong and correct sentences and grammatical they use.

2. *Selftalk* (Talking to Yourself)

Speaking alone, or called self-talk (An essential strategy for developing metacognition is self-talk. Principals involve this strategy in their problem-solving process to ensure their actions are well understood. Teachers also usually call for this strategy to improve their classroom management skills. More importantly, learners should encourage self-talk as part of their learning development. Self-talk is a vital strategy for success as it develops awareness of what is expected in a text, whether spoken or written to ensure clarity and completeness of the message. When students learn to identify incomplete, fuzzy, or ambiguous messages, they can be trained to turn these messages into explicit ones through self-talk. Later, they will transfer this strategy to their messages by producing them orally and in writing. By thinking about the language used on the web, After the text, the learner can develop awareness about the different parts of speech to make the message more explicit. Self-talk allows people to expand their thinking, analyze the language they speak or deal with and understand it beyond their intuitive use (El Euch & Huot, 2015).

Researchers provide the question above and statements as material for self-talking. Even in other concepts, such as *risk-taking*, it is not so necessary to *take self-talk* like this because it does not take the courage to take risks. Some foreign language learning research on extroverted personalities are more willing to take risks. For example, it is making grammatical mistakes in speaking Arabic. However, raising awareness of metalinguistic *self-talk* became a strategy to bring it to the process of acquiring Arabic.

As explained in the strategy of speaking in front of a mirror, *self-talk* begins to appear when there is self-distrust when using Arabic in front of an audience/interlocutor. *Self-talk* directs to the process of *al-isti'dâd* in speaking using Arabic. *Self-talk* trains metalinguistic abilities/consciousness to be used quickly. No longer overthink to be afraid to speak in Arabic. In Indonesia, many sometimes use two languages at once to communicate and mix Indonesian with other languages. It is just that it is more often between Indonesian and English. Also, Indonesian with a regional language.

Students train *self-talk* to see if there is a possibility that Arabic is used well before it is used. The result of *self-talk* is that students will be more prepared and confident and minimize more mistakes when using Arabic. They train readiness to use Arabic with the correct grammatical rules in communicating. His metalinguistic abilities/consciousness will be trained, and he will begin to get used to calling grammatical understanding and using it in a good way in the conscious state.

Self-talk focuses more on speaking ability compared to other language skills. As described above, this strategy gives confidence in speaking a foreign language. Speaking ability is a priority over other language skills. No wonder ability to speak is one of the leading indicators in showing students who are successful in learning and acquiring a foreign/second language. When speaking in front of an audience or interlocutor, there is often a sense of insecurity about talking to others. Moreover, speaking using a foreign language and with the interlocutor as *nâtiq bihâ*. Therefore, this strategy is *self-talk* used to minimize this difficulty.

According to Spantidi (n.d.), *self-talk* is a powerful strategy that can help a person improve language skills and other areas of life, such as metalinguistic abilities/consciousness. *Self-talk* can also help match language anytime a person wants, talk about whatever is wanted, memorize new words and phrases more easily, feel comfortable with the language, and talk faster; learning new words and phrases is more

natural. Self-talk has been discussed in any theory and the literature to increase self-awareness and self-regulation (Depape et al., 2006).

3. Paraphrase

This strategy was created to train metalinguistic skills against obtaining writing skills. *Paraphrasing activities* are activities that look at the level of ability of each individual. Not all individuals can easily use this strategy. However, paraphrasing is an activity that requires high enough criticism to be able to rewrite (paraphrase) ideas that have been written using language and interpretation that is different.

El Euch and Huot (2015) that lecturers, teachers, or learners (students and students) paraphrasing (Alkhatib & Shaalan, 2018) what works is when one can understand and produce one's text from someone else's spoken or written text. It not only involves understanding the message but also analyzing words and sentences to understand it but also using different sentences and words to express the same idea.

Paraphrasing requires two cognitive processes: language analysis and language control. In this strategy, the Researcher gives a simple text to the students and asks them to read and understand it. Once the text is read and understood, they are asked to rewrite it in their language with the same central idea or idea as the given text. This strategy is carried out in addition to increasing their metalinguistic awareness and measuring their knowledge of the text and the linguistic rules they have. For use in natural processes.

Students train themselves to paraphrase the sentences they read. The text read is certainly in Arabic. Paraphrasing emphasizes writing ability and explaining something in different forms and languages with the same substance. Paraphrasing trains students to get used to taking the quintessence of a paragraph and writing it down with a good understanding.

4. Play with Language

This strategy has been widely used to increase students' understanding of vocabulary, such as *scrabble* games, *match cards*, etc. This strategy is used to make learning as if you are not learning. Playing closer to the learning process is naturally accompanied by another goal of making things more interesting.

Playing with language involves using language allusions in several ways, such as metaphors, personifications, parables, oxymorons, and parables. It also involves playing with sounds from different languages in the same sentence. Playing with language

requires the learner to distance themselves from the text, going beyond the literal meaning of words to get the intended message. Language analysis is the first step in the process, followed by language control, awareness of the meaning of words, and the reasons they are used in a particular context. Playing with language is, therefore, more related explicitly to metalinguistic consciousness than metacognition in general.

Nonetheless, lecturers and students can use it to highlight specific concepts. For example, when holding an initial annual meeting, the principal may compare their school year planning with the planning of the holiday to draw the attention of the lecturer to the different necessary steps and goals to be achieved (for example, when a person plans a trip, he chooses the goals, means of transportation and where he will live. When planning the school year, the team must establish the final result, a strategy to achieve those results, and a calendar of meetings so they can ask questions and make sure everyone is on the right path) (El Euch & Huot, 2015).

5. Read Aloud

A study was conducted on variability in the ability to reflect on a language, that a person with *poor-reading* quality would have a deficiency in metalinguistic functions compared to someone with *poor reading*. A person with *poor reading* performs poorly on functions that involve manipulating consciousness from phonological units or syntax, such as supplementing morphemes or a word that is missing on a construction. Also, detect or correct the contours of unstructured sentences according to the rules of the language (Fletcher et al., 1981; Galambos & Goldin-Meadow, 1990; Liberman et al., 1974; Mann & Liberman, 1984; Bohannon et al., 1984)

Flood and Menyuk (1983) examine the Development of Metalinguistic Consciousness and Its Relation to Reading Achievement. They concluded that reading ability is directly related to metalinguistic ability; Metalinguistic abilities develop over time, and in particular; The development of metalinguistics is influenced by the following variables: age, reading ability, type of metalinguistic awareness, task requirements (oral processing, reading or writing), the presence or absence of the context of the part, and the type of task (productive or receptive).

Reading aloud is widely used to learn reading skills, especially in foreign/second languages. Reading aloud produces a memory that can be remembered by the brain system and can be summoned at any time if desired. In improving metalinguistic plurality/awareness, researchers concluded that reading aloud helps respondents to get

used to pronouncing text in a loud voice to stimulate the system in the brain and store it in the subconscious for use in the conscious.

Reading aloud is practiced by students in addition to practicing the pronunciation of letters in Arabic and seeing the harmony with the grammatical rules of the Arabic language. The Arabic text will undoubtedly be read according to the position.

6. Teach Ambiguous Language

³
Understanding that words and sentences can have more than one meaning improves comprehension by allowing readers to think flexibly about the exact meaning. In addition, understanding monitoring benefits from training in recognizing and re-examining the meaning of ambiguous sentences because students are taught to consider the meaning and reread if necessary. To evaluate and organize the understanding of the text, it is necessary to know that the words in the text can add more than one possible meaning and context, and alternative explanations must be considered. The ability to contemplate and manipulate this language is essential for reading (Zipke, 2008).

Yuill says about ambiguous language teaching for the improvement of metalinguistic ability/awareness that the teaching of ambiguous language applies to metalinguistic consciousness more than metacognition and is thus adopted by teachers more than by the principal, even if this should be careful when communicating with teachers and parents to avoid accidental mistakes. In the context of learning, drawing students' attention to the possibility that words and sentences may have some meaning will help learners recognize the arbitrary character of the language. Then, knowing the existence of two meanings that do not correspond to a word or sentence and determining which meaning is preferable will play a significant role in reading comprehension (El Euch & Huot, 2015; Yuill, 1998).

CONCLUSION

This study aims there is brain lateralization based on theory. Furthermore, there are strategies to improve metalinguistic ability in Arabic language acquisition. This research showed five hypotheses about brain lateralization in second language acquisition. First is the balanced bilingualism hypothesis. The second is the second language hypothesis. The third is the second language acquisition rate hypothesis. Fourth, the second language acquisition method hypothesis. Fifth, age hypothesis in second language acquisition.

Moreover, there is more strategy to develop metalinguistic ability in Arabic language acquisition. This study provides recommendations to take a deeper look at Arabic language acquisition as a second language for non-native speakers in Indonesia. Especially on metalinguistic abilities in Arabic acquisition and the relationship between the human brain with Arabic acquisition in the learning phase.

REFERENCES

- Alkhatib, M., & Shaalan, K. (2018). Paraphrasing Arabic Metaphor with Neural Machine Translation. *Procedia Computer Science*, 142(AC Ling), 308–314. <https://doi.org/10.1016/j.procs.2018.10.493>
- Anisah, Z. (2019). Relevansi Operasional Bahasa dengan Otak Manusia. *Stilistika: Jurnal Pendidikan Bahasa Dan Sastra*, 12(2), 187-196. <https://doi.org/10.30651/st.v12i2.2901>
- Arifuddin. (2010). *Neuropsikolinguistik*. Jakarta: Rajawali Press.
- Asrida, D. (2017). Strategi Mahasiswa untuk Menghilangkan Rasa Cemas Ketika Berbicara Bahasa Inggris di Kelas. *Jurnal Bahasa Lingua Scientia*, 9(1), 27–40. <https://doi.org/10.21274/LS.V9I1.531>
- Bohannon, J., Warren-Leubecker, A. & Hepler, N. (1984). Word order awareness and early reading. *Child. Development*, 55, 1541-1548.
- Dehaene-Lambertz, G., Hertz-Pannier, L., & Dubois, J. (2006). Nature and Nurture in Language Acquisition: Anatomical and Functional Brain-imaging Studies in Infants. *Trends in Neurosciences*, 29(7), 367–373. <https://doi.org/10.1016/j.tins.2006.05.011>
- Dennis, M., & Whitaker, H. A. (1976). Language Acquisition Following Hemidecortication: Linguistic Superiority of the Left Over the Right Hemisphere. *Brain and Language*, 3(3), 404–433. [https://doi.org/10.1016/0093-934X\(76\)90036-5](https://doi.org/10.1016/0093-934X(76)90036-5)
- Depape, A.-M. R., Hakim-Larson, J., Voelker, S., Page, S., & Jackson, D. L. (2006). Self-talk and Emotional Intelligence in University Students. *Canadian Journal of Behavioural Science / Revue Canadienne Des Sciences Du Comportement*, 38(3), 250–260. <https://doi.org/10.1037/cjbs2006012>
- El Euch, S., & Huot, A. (2015). Strategies to develop metalinguistic awareness in adult learners. *WEFLA 2015, International Conference on Foreign Languages, Communication and Culture*, H, May. <https://doi.org/10.13140/RG.2.1.3207.9529>
- Elman, J. L. (2001). Connectionism and Language Acquisition. *Language Development: The Essential Readings*, 295–306. <http://crl.ucsd.edu/courses/commdis/pdf/elman->

- chapter.pdf%5Cnhttp://crl.ucsd.edu/~elman/Papers/conn_and_lang_acq-elman.pdf
- Fathuddin, A. 'Abdi. (2018). *Manḥaj Ta'lim al-Lughah al-'Arabiyyah fī al-Ma'âhid al-Salâfiyyah min Manẓur Manḥaj Ta'lim al-Lughah al-'Arabiyyah li al-Nâṭiqîn bi Ghairihâ*. Pekalongan: Penerbit NEM.
- Fitri, D. (2017). Efektivitas Cognitive Behavior Therapy Untuk Mahasiwa. *Jurnal Psikologi*, 10(1), 64–73. <https://ejournal.gunadarma.ac.id/index.php/psiko/article/view/1635>
- Fletcher, J. M., Satz, P., & Scholes, R. J. (1981). Developmental Changes in the Linguistic Performance Correlates of Reading Achievement. *Brain and Language*, 13(1), 78–90. [https://doi.org/10.1016/0093-934X\(81\)90130-9](https://doi.org/10.1016/0093-934X(81)90130-9)
- Flood, J., & Menyuk, P. (1983). The Development of Metalinguistic Awareness and Its Relation to Reading Achievement. *Journal of Applied Developmental Psychology*, 4(1), 65–80. [https://doi.org/10.1016/0193-3973\(83\)90059-X](https://doi.org/10.1016/0193-3973(83)90059-X)
- Galambos, S. J., & Goldin-Meadow, S. (1990). The Effects of Learning Two Languages on Levels of Metalinguistic Awareness. *Cognition*, 34(1), 1–56. [https://doi.org/10.1016/0010-0277\(90\)90030-N](https://doi.org/10.1016/0010-0277(90)90030-N)
- Hafidz bin Zain, A., Mahmudi, I., Ardiyanti, & Reformawati, N. (2021). Nazâriyât al-Wahdah wa Nazâriyât al-Furû'. *PINBA XIII 2021*, 458–466.
- Indah, R. N. (2011). Proses Pemerolehan Bahasa: Dari Kemampuan Hingga Kekurangmampuan Berbahasa. *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra*, 3(1), 1-17. <https://doi.org/10.18860/ling.v3i1.570>
- Khasinah, S. (2014). Factors Influencing Second Language Acquisition. *Englisia Journal*, 1(2), 256-268. <https://doi.org/10.22373/ej.v1i2.187>
- Krashen, S. D. (1982). *Principle and Practice in Second Language Acquisition*. Oxford: Pergamon Press Inc.
- Liberman, I. Y., Shankweiler, D., Fischer, F. W., & Carter, B. (1974). Explicit Syllable and Phoneme Segmentation in the Young Child. *Journal of Experimental Child Psychology*, 18(2), 201–212. [https://doi.org/10.1016/0022-0965\(74\)90101-5](https://doi.org/10.1016/0022-0965(74)90101-5)
- Malakoff, M. E. (1992). Translation Ability: A Natural Bilingual and Metalinguistic Skill. *Advances in Psychology*, 83, 515–529. [https://doi.org/10.1016/S0166-4115\(08\)61514-9](https://doi.org/10.1016/S0166-4115(08)61514-9)
- Mann, V. A., & Liberman, I. Y. (1984). Phonological Awareness and Verbal Short-term Memory. *Journal of Learning Disabilities*, 17(10), 592–599. <https://doi.org/10.1177/002221948401701005>

- Muradi, A. (2018). Pemerolehan Bahasa Dalam Perspektif Psikolinguistik dan Alquran. *Jurnal Tarbiyah : Jurnal Ilmiah Kependidikan*, 7(2), 145-162. <https://doi.org/10.18592/tarbiyah.v7i2.2245>
- Pratt, C., & Grieve, R. (1984). The development of metalinguistic awareness: An introduction. In *Metalinguistic awareness in children* (pp. 2-11). Springer, Berlin, Heidelberg.
- Sakai, K. L. (2005). Language Acquisition and Brain Development. *Science*, 310(5749), 815–819. <https://doi.org/10.1126/science.1113530>
- Spantidi, M. (n.d.). *Improve your foreign language by talking to yourself*. Retrieved July 12, 2021, from <https://www.language mentoring.com/how-to-use-self-talk/>
- Tarigan, D. (1997). *Pendidikan dan Bahasa Sastra Indonesia di Kelas Rendah*. Jakarta: Universitas Terbuka.
- Thiery, C. (1978). True Bilingualism and Second-language Learning. In *Language Interpretation and Communication* (pp. 145–153). Springer US. https://doi.org/10.1007/978-1-4615-9077-4_14
- Wasserman, L. H. (2007). The Correlation Between Brain Development, Language Acquisition, and Cognition. *Early Childhood Education Journal*, 34(6), 415–418. <https://doi.org/10.1007/s10643-007-0155-x>
- Yin, R. K. (2003). *Case Study Research: Design and Methods*. Illinois: SAGE.
- Yuill, N. (1998). Reading and Riddling: The Role of Riddle Appreciation in Understanding and Improving Poor Text Comprehension in Children. *Cahiers de Psychologie Cognitive/Current Psychology of Cognition*, 17(2), 313–342. <https://psycnet.apa.org/record/1998-02803-009>
- Zipke, M. (2008). Teaching Metalinguistic Awareness and Reading Comprehension With Riddles. *The Reading Teacher*, 62(2), 128–137. <https://doi.org/10.1598/rt.62.2.4>

Artikel 6

ORIGINALITY REPORT

8%

SIMILARITY INDEX

%

INTERNET SOURCES

%

PUBLICATIONS

8%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of Southern Mississippi Student Paper	2%
2	Submitted to Universitas Muhammadiyah Purwokerto Student Paper	2%
3	Submitted to Grand Canyon University Student Paper	1%
4	Submitted to Universiti Teknologi MARA Student Paper	1%
5	Submitted to Anglia Ruskin University Student Paper	1%
6	Submitted to University of Nottingham Student Paper	<1%
7	Submitted to Universitas Negeri Jakarta Student Paper	<1%
8	Submitted to Universitas PGRI Semarang Student Paper	<1%
9	Submitted to University of Southampton	

Student Paper

<1 %

10

Submitted to UW, Green Bay

Student Paper

<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On