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## **The Influence of Bi'ah Lughawiyyah on Arabic Language Acquisition: A Case Study of Firtalia Members from the Perspectives of Social Cognitive Theory and Psycholinguistics**

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### **Abstrac**

Arabic language acquisition is influenced by linguistic, cognitive, and psychological factors, and is supported by a structured and conducive language environment (bi'ah lughawiyyah) within the Firtalia community. This study aims to examine in greater depth how a systematically and sustainably managed language environment influences the language competence and psychological readiness of its members. This study employs a qualitative case study methodology, with data collected through in-depth interviews, participant observation, and document analysis to capture authentic, contextual, and dynamic language practices. The findings indicate that structured daily Arabic language interactions, peer modeling, and consistent routine practices effectively enhance speaking and listening competencies, while significantly reducing language anxiety and boosting learners' self-efficacy. This enables learners to communicate with greater confidence and engagement, producing more complex utterances. These findings indicate that Arabic language acquisition at Firtalia is a socially mediated, cognitively reinforced, and psychologically supported process, thereby underscoring the importance of integrating structured environmental exposure, social support, and motivation in language learning.

**Keywords:** Bi'ah lughawiyyah, Arabic language acquisition, self-efficacy

### **Introduction**

Language acquisition is a complex process influenced by both internal and external factors, especially the interaction between learners and their language environment. From a theoretical perspective, language acquisition occurs through meaningful exposure and interaction in a natural language setting, which supports the unconscious development of linguistic competence (Krashen, 1982; Ellis, 1997). In Arabic language learning, bi'ah lughawiyyah plays an important role by providing continuous language input and opportunities for communication beyond formal classroom instruction. An environment rich in Arabic language interaction, both in spoken and written form, can expedite the language acquisition process for learners (Syamsudin and Habibah 2024). The presence of a conducive

language environment enables individuals to be directly exposed to Arabic in their daily lives, thereby enhancing their comprehension and language proficiency. According to studies in linguistic psychology, language acquisition is influenced by individual psychological factors such as motivation, self-confidence, and social experiences (Oktaviani et al., 2024). One form of *bi'ah lughawiyyah* implementation in Arabic language learning can be found in student-based language communities. However, previous studies have generally examined language environment and psychological factors separately, and limited attention has been given to how *bi'ah lughawiyyah* functions within a specific student community through the integration of social cognitive theory and psycholinguistics. Therefore, this study offers a novel contribution by examining the Firtalia community as a unique context to analyze Arabic language acquisition using a combined theoretical framework. The implementation of *bi'ah lughawiyyah* in Arabic language learning is evident in student-based language communities such as Firtalia. Nevertheless, existing studies have provided limited analysis of how *bi'ah lughawiyyah* functions within a specific student community through an integrated application of social cognitive theory and psycholinguistics. Accordingly, this study contributes a novel scholarly perspective by positioning the Firtalia community as a distinctive research context examined through a combined theoretical framework. This group functions as a forum for its members to actively engage in Arabic practice, encompassing conversation, discussion, and other academic and training activities. Through such study groups, learners are afforded opportunities to develop their language proficiency in a supportive and interactive environment. Research on Arabic language acquisition among non-native speakers indicates that intensive social interaction aimed at enhancing linguistic abilities is crucial (Huda 2017).

In examining the efficacy of *bi'ah lughawiyyah* on Arabic language acquisition, the researcher determined that social cognitive theory could serve as a relevant theoretical framework. This theory posits that language learning occurs through processes of observation, imitation, and social interaction. Within the context of specialized language learning groups, participants can acquire language skills by observing linguistic models, emulating patterns of correct language usage, and receiving feedback that facilitates error correction (Rosyid and Baroroh 2019). Furthermore, factors such as motivation, self-efficacy, and social experience influence the extent to which an individual can acquire and master Arabic proficiently. In the study of Arabic language acquisition as a foreign language, a distinction is made between language learning and natural language acquisition, wherein

active engagement in the language environment can accelerate the acquisition process (Baity and Faiqoh 2022).

In addition to social cognitive theory, researchers also employ a psycholinguistic approach that provides insight into understanding the language acquisition process. Psycholinguistics examines how cognitive and psychological factors, such as memory, perception, and language processing, contribute to language learning (Zayuda et al. 2024). In the context of *bi'ah lughawiyyah*, learners are exposed to various linguistic stimuli that facilitate the internalization of Arabic structure and meaning in their cognitive processes (Syagif 2024). Studies on the psycholinguistic relationship in language acquisition corroborate that environmental factors and interaction with the target language significantly influence the success of language acquisition, both in formal and informal settings.

Consequently, research pertaining to the significance of *bi'ah lughawiyyah* in Arabic language acquisition is of considerable importance in the field of linguistics. An environment rich in language interaction enables learners to comprehend, retain, and utilize Arabic more efficiently and effectively (Hasan 2024). The presence of a learning community such as *Firtalia* provides the necessary support in this process, aligning with the principles of social cognitive theory and psycholinguistics. Therefore, the creation and optimization of a supportive *bi'ah lughawiyyah* within student-based language communities, such as the *Firtalia* group, are strategically important for enhancing Arabic language acquisition, particularly when viewed through the combined perspectives of social cognitive theory and psycholinguistics.

## **Method**

This study employed a qualitative case study approach to examine the influence of *bi'ah lughawiyyah* on Arabic language acquisition among members of the *Firtalia* community, as the research seeks to explore language acquisition processes, social interactions, and learners' psychological experiences through the perspectives of social cognitive theory and psycholinguistics within a specific real-life context. The research participants consisted of members of the *Firtalia* community who actively used Arabic in their daily activities, while the interviewees were limited to community administrators (*pengurus*) due to their direct involvement in designing, implementing, and supervising Arabic language policies and programs. These administrators were selected because of their strategic roles in managing and sustaining the implementation of *bi'ah lughawiyyah*. To ensure confidentiality, all informants were anonymized and coded as P1, P2, and P3, as

presented in Table 1. Data were collected through direct observation of Arabic language interactions, semi-structured interviews to explore experiences in language acquisition, and document analysis related to Arabic language policies and programs in Firtalia. The collected data were analyzed descriptively using the frameworks of social cognitive theory and psycholinguistics to elucidate how environmental factors, social interactions, and cognitive and psychological aspects influence the development of Arabic language proficiency among Firtalia members.

No	Code	Position in Community	Role in Arabic Programs
1.	P1	Head of Firtalia	Supervising Arabic language policies and activities
2.	P2	Secretary	Coordinating Arabic programs and managing documentation
3.	P3	Daily Administrator	Implementing and monitoring daily Arabic language use

Table 1.1 Research Informan

## Results and Discussion

### A. The Role of Structured Bi'ah Lughawiyah in Accelerating Arabic Language Acquisition in the Firtalia Community

The language environment (bi'ah lughawiyah) plays an important role in Arabic language acquisition; however, its effectiveness largely depends on how it is structured and managed within a particular social context. In the Firtalia community, Arabic is not merely introduced as a formal learning subject but is consistently enforced as the primary medium of communication in daily activities.

Interview data from community administrators indicate that this sustained exposure has resulted in observable changes in members' language practices. One administrator (P1) reported that members who initially experienced difficulty and lacked confidence in speaking Arabic gradually became more confident and actively engaged in daily conversations following the consistent implementation of mandatory Arabic language policies. This finding suggests that frequent and structured interaction functions as a mechanism that reduces learners' anxiety and promotes habitual language use, rather than simply increasing linguistic input.

From a social cognitive perspective, this phenomenon highlights the role of social regulation and peer modeling in shaping language behavior. Members are encouraged to use

Arabic not only through formal regulations but also through continuous interaction with peers who function as linguistic models within the community. This process is consistent with psycholinguistic perspectives that emphasize repeated exposure and meaningful language use as essential conditions for internalizing vocabulary and syntactic structures. Therefore, the acceleration of Arabic language acquisition in the Firtalia community does not occur solely due to the presence of *bi'ah lughawiyyah*, but rather because the language environment is systematically managed through clear policies, routine practices, and sustained social reinforcement.

### **B. Social Cognitive Mechanisms of Arabic Language Acquisition in the Firtalia Community**

Based on observational data and interviews with community administrators, Arabic language acquisition in the Firtalia community reflects key mechanisms proposed in Bandura's social cognitive theory, particularly observational learning, imitation, motivation, and self-efficacy. Language learning in this community does not occur solely through formal instruction, but emerges through continuous social interaction embedded in daily activities within a structured *bi'ah lughawiyyah*.

Administrators reported that less proficient members frequently observe how more fluent peers and mentors (*mudabbir*) use Arabic during routine conversations, meetings, and structured programs. During informal discussions following scheduled activities, learners pay close attention to commonly used expressions, sentence patterns, and pronunciation produced by more proficient speakers. One administrator (P2) explained that new members often begin by repeating frequently heard expressions, such as greetings and simple responses, before gradually producing longer and more complex utterances. This process indicates that observation serves as an initial stage of learning, while imitation functions as a bridge toward active language use.

Beyond observation and imitation, motivation and self-efficacy play a crucial role in sustaining learners' engagement in Arabic communication. Interview data reveal that motivation within the Firtalia community is fostered through explicit social support and structured encouragement provided by peers and mentors. One administrator (P3) stated that members are consistently encouraged to use Arabic without fear of making mistakes, as linguistic errors are framed as a natural part of the learning process rather than as failures. This supportive atmosphere reduces anxiety and encourages learners to participate more actively in Arabic interactions.

Concrete forms of support include verbal encouragement and corrective feedback delivered in a non-punitive manner. According to administrator P2, mentors often reformulate learners' utterances by modeling correct expressions instead of directly criticizing errors. From a social cognitive perspective, these interactional practices demonstrate how modeling and positive reinforcement strengthen learners' self-efficacy and willingness to communicate. Consequently, Arabic language acquisition in the Firtalia community is not driven solely by exposure to the language, but by a structured *bi'ah lughawiyyah* that systematically integrates observation, imitation, motivation, and self-efficacy within everyday social practices.

### **C. Psycholinguistic Causal Mechanisms of Arabic Language Acquisition in the Firtalia Community (Revised)**

From a psycholinguistic perspective, Arabic language acquisition in the Firtalia community is shaped by an interaction between linguistic exposure, cognitive processing, and psychological regulation within a structured *bi'ah lughawiyyah*. These factors work sequentially, progressively influencing learners' ability to comprehend, retain, and produce Arabic in daily communication.

Interview data indicate that sustained exposure to Arabic in routine interactions initiates cognitive processing. Repeated encounters with familiar lexical items and sentence structures help learners recognize linguistic patterns more efficiently, reducing cognitive load. Administrators noted that learners gradually shift from relying on memorization to retrieving vocabulary automatically, marking a move from controlled to more automatic language production.

As cognitive processing improves, psychological factors such as anxiety and self-efficacy are affected. Learners who understand and respond to Arabic with less effort experience reduced language-related anxiety, which in turn strengthens their confidence and self-efficacy. Higher self-efficacy encourages more active participation in Arabic interactions, creating further opportunities for practice and cognitive reinforcement.

This cyclical mechanism shows that Arabic acquisition in Firtalia is driven by a causal chain: environmental exposure enhances cognitive familiarity, which reduces anxiety and boosts motivation, resulting in increased language output. The structured *bi'ah lughawiyyah* sustains this process by continuously providing linguistic input and social support, highlighting language acquisition as a socially mediated, sequentially linked process rather than an isolated mental activity.

## Conclusion

The study shows that Arabic language acquisition in the Firtalia community is strongly influenced by a structured bi'ah lughawiyah that combines environmental exposure, cognitive processing, and social-psychological support. Among language competencies, speaking and listening skills were most positively affected, as members gradually became more confident in daily conversations through observation, imitation, and active participation.

From a psychological perspective, learners experienced a clear reduction in language anxiety and an increase in self-efficacy, which enabled them to engage more actively and produce longer, more complex utterances. Motivation was reinforced through peer modeling, positive feedback, and a supportive, non-punitive environment, sustaining both practice and confidence.

Overall, Arabic acquisition in Firtalia emerges as a socially mediated, cognitively reinforced, and psychologically supported process, where structured interaction and continuous exposure not only improve specific language skills but also strengthen learners' psychological readiness to use the language effectively.

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