

The Role of the Family Environment in Arabic Language Acquisition among Native Speakers

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Abstract

Families who are actively involved the process of a child's first language acquisition have an important role for their child. Therefore, the purpose of this research is to investigate the rule of the family environment in the the acquisition of Arabic as a first language among native-speaking family. This research employed a case study approach, and collecting data through interview with the parents and by listen and take notes from the recorded conversation between the parents and child. The results of this study show that the family environment, especially active parents, has a significant role in their child's acquisition of Arabic as their first language. This can be seen from the daily interactions between the family and the child and the vocabulary the child imitates from his family environment.

Keywords: *family environment, Arabic language acquisition, native speakers*

Introduction

Humans experience communication development through language development that corresponds with cognitive development (Balqis et al, 2024) and through the process of language acquisition. According to Fatmawati (2015) as cited in (Syaprizal, 2019) that language acquisition is a process that occurs in children's brains as they acquire their first language, or mother tongue. According to Allen in (Desrinelti et al, 2021) children aged 9-10 years often seek attention by talking continuously for no reason and found it hard to stop. At this age, children can express their emotions, feelings, and desires through words, and already capable to understand language as a tool of communication.

According to Skinner's (1957) behaviorist theory, human behavior is largely influenced by external factors, especially environmental factors, which have a significant role in shaping human behavior. Astuti (2022) also explains that the family environment has a significant influence on the process of children's language acquisition. It is because the active participation of the child in language use within the family environment helps optimize their language acquisition (Azizah et al, 2024). Therefore, the language acquired by a child is the result of stimulus and response between the speaker and the listener. The interactions that occur within the family environment can serve as stimuli in the child's language acquisition process, facilitating linguistic development (Makhsura & Agustin, 2023). Hence, the active role of the family in the child's first language acquisition process is essential, as the child spends much of their time interacting within the home environment. Moreover, children tend to imitate the vocabulary they hear from their

surroundings; therefore, parents should be able to provide a supportive and nurturing environment that fosters the child's language acquisition.

As mentioned earlier, the family environment can have a significant influence on children's language acquisition and the research on this topic has also been conducted by several researchers. Aryanto (2020) in his research on the acquisition of Indonesian as a second language, found that the family environment is one of the factors supporting the Indonesian language acquisition process. The research conducted by Chaeratunnisa (2020) on the acquisition of the Javanese-Serang language by two-year-old children shows that factor such as parents, the play environment, caregivers, and geographical significantly contribute to influencing and shaping a child's language style. Sari et al. (2024) also emphasize that a child's first language acquisition is greatly influenced by the family and home environment and they will imitate the speech they heard (Syaprizal, 2021). In accordance with Sukma (2022) in her research on the language of diplomat's child in India, which found that children's language acquisition cannot be separated from the role of their family. Therefore, parents must pay attention to the language they use because children easily imitate the words they hear. Every child's language acquisition is different depending on the stimulus they receive from their family, school, and play environments (Marfuah, 2023). Amiruddin & Jannah (2019) said in a study conducted on the acquisition of spoken English by students at an Islamic boarding school that students who often interact using english in their daily activities are more fluent, it is because they receive more input, which means that an effective language environment can influence a person's acquisition of their first and second languages.

Pribadi & Rafli (2019) also explain that children acquire language by listening and learning the words they hear around them. The environment provides models that children can imitate their language style, including the quality whether positive or negative. This is in line with Wardani et al (2025) that parents and family environment are the main facilitators that provide an environment that supports the language acquisition process (Fajarrini & Diana, 2024; Dewi, 2022; Yuswati & Setiawati, 2022). The family environment is the closest environment that can influence a child's language acquisition, parents have the right to introduce good language and apply good parenting patterns because children listen to and imitate what they hear (Khadiroh & Tabi'in, 2024). Therefore, according to Rifda (2024) and Hermawan (2025), parents must pay attention to the process of children's language acquisition in every stages of language acquisition. In addition to the family environment, the learning environment also has a significant influence on language acquisition, especially in early childhood. Syahdia & Khadija (2025) explain that a conducive learning environment, the availability of relevant learning media, and interaction between teachers and students can increase children's language skills.

Based on the previous studies mentioned above, it can be concluded that the environment has an important influence on children's language acquisition process. However, most of these studies have not specifically examined how the family environment of native speakers can play a role in children's Arabic language acquisition, especially in the use of imperative words. As explained earlier, families play an important role in children's language acquisition. Therefore, this study was conducted to analyze in depth the role of the native-speaking family environment in Arabic language acquisition, particularly in the context of imperative sentences.

This study reinforces B.F. Skinner's behaviorist theory that language acquisition occurs with the support of external factors such as the environment through the process of stimulus, response, and *reinforcement*. In the context of native speaker families, the consistent use of Arabic in the family environment becomes the main stimulus to

encourage children's language responses. Verbal interactions that occur in the family environment are also able to increase children's language skills. These findings confirm that the family environment provides facilities in the language acquisition process.

Method

This study uses a case study approach because it examines something in depth regarding an event (Rahardjo, 2017). This study aims to determine the role of the family environment in the process of Arabic language acquisition in native speaker families, particularly in the acquisition of command sentences. Therefore, the subjects of this study are native Arabic-speaking families, including parents and their ten-years-old children who use Arabic as their first language.

This study is based on Skinner's behaviorism theory (1957), paying attention to the stimulus, response and reinforcement that occurs in the family. This study uses a purposive sampling technique. According to Lune & Berg (2017) that allows researchers to target individuals who are able to provide information and insights relevant to the study. In this study, the research subjects selected are families who speak Arabic as their first language. The data collection method used was an interview conducted with the mother of the family and a note-taking method from recording of conversations between parents and children. The research instrument used in this study was an interview questionnaire. Meanwhile, observation and note-taking were carried out using recordings of conversations between mothers and children, namely observing language use and noting language use in accordance with the required data (Sudaryanto, 1993). Meanwhile, the data analysis technique used in this study refers to Miles & Huberman (1984) which consists of three main stages, namely data reduction, data presentation, and conclusion drawing. The data obtained from the interviews and observations will be filtered to organize the data according to the information needed, and then the data will be presented in the form of text or narrative. Following the stages of data reduction and data display, conclusions were drawn to answer the research question.

Results

This study aims to examine the role of the family in the process of acquiring Arabic as the first language in native-speaking families. Data were collected through interviews with parents and by listening and transcribing conversations between parents and children to identify utterances relevant to the focus of the research.

The interviews with parents showed that the family environment plays a role in the process of acquiring Arabic within native-speaking families. The use of Arabic as the daily language in the family environment greatly support and have a significant role in the acquisition of Arabic because it allows children to become accustomed to hearing Arabic vocabulary. The interviews also revealed that the interaction that occurs in daily life within the family environment also helps children acquire Arabic. According to the mother, Arabic is used as the language of daily interaction, and there is no specific time designated for using Arabic. Although the child uses Arabic as their first language, instance of the code-mixing with English or Indonesian during daily interactions (Mardiyani, 2022).

Table 1. Interview results with parents

| No. | Questions | Answers |
|-----|--|---|
| 1. | At what age should children be introduced to Arabic, and through what methods? | Arabic is introduced to the child while they are still in the womb through interactions between the child and parents during pregnancy. As the child grows, the child is accustomed to listening to Arabic movies or songs, using flash cards, and other supporting tools. |
| 2. | How is Arabic used in the family environment? | Arabic is used in everyday life at home by all family members, and there is no specific time set aside for the use of Arabic. To encourage children to speak Arabic, mothers usually engage them in conversation about daily activities, although children sometimes use Arabic mixed with Indonesian and English in their sentences. |

Stimulus, response, and reinforcement according to Skinner's behaviorism theory are the processes of language acquisition. The form of stimulus given is verbal stimulus by accustoming children to interact using Arabic at home, so that by the age of 10, children can understand the meaning of the sentences they hear and respond appropriately to the stimulus given. After that, there is reinforcement in the form of praise if the child is able to respond or say sentences as desired, and punishment or reprimands when the response or actions are not as desired.

Table 2. Results of interviews with parents

| No. | Questions | Answers |
|-----|---|---|
| 1. | What kind of stimulus do parents provide to encourage Arabic responses from their children? | In daily interactions are conducted in Arabic, even though the child will respond using Arabic and English in the same sentence. Nevertheless, the parents will consistently to encourage the child to interact in Arabic. In addition, the mother usually gives examples while demonstrating them, such as " <i>hadza yadil yumna</i> " while raising her right hand |
| 2. | How do child responds to Arabic spoken in the family environment? | Child is able to respond appropriately to the stimuli given. When given a command, children are able to understand the command given by their parents. |
| 3. | How is language reinforcement carried out? | Mispronunciation of a word is normal. If this happens, parents will immediately correct it so that the mistake is not repeated. Praise is also given if the child is able to respond by saying the Arabic word that matches what the person giving the stimulus wants. |

Based on recordings of conversations between parents and children, it was found that children tend to imitate the vocabulary and even the style of speech of people in their

family environment (Makhsura & Agustin, 2023). From these recordings, it was also found that children use *fi'il amr* as a form of command used in their family environment, imitating the speech of those around them.

Discussion

The Role of Family in Arabic Language Acquisition

Based on interviews conducted with the mothers of the family, Arabic has been used as the daily language in the family since the child was in the womb by reading Arabic stories, or listening to Arabic songs. This is also explained by Van DeCarr & Lehrer (1996) that start from 20 weeks, babies have the ability to sensing and distinguishing between day and night. Therefore, parents should take advantage of the golden period of childhood because during this time, children will experience physical, motor, cognitive, social, emotional, and even language development.

Arabic is the everyday language spoken at home, allowing children to become accustomed to hearing Arabic from an early age. The family is the closest environment for children, so interactions within the family can provide input for children's language acquisition. Mustofa et al. (2024) and Puspita et al. (2022) explain that the environment can provide language input or influence a child's language acquisition process, and that the child's surroundings will also serve as examples that they can imitate in terms of good and bad words, intonation, and so on. Although based on the interview results, the use of Arabic in the family environment as an everyday language is not only used by the mother but also by all family members, such as his siblings and grandmother. In their daily lives at home, family members actively use Arabic as a means of communication, which inevitably leads the child to use Arabic, even though they sometimes mix Arabic, Indonesian, and English. Pratiwi et al. (2023) say that families who play an active role in their children's language acquisition process will contribute more to improving their children's language skills. However, Pratiwi et al. (2023) also add that not many parents try to hone their children's language skills because they think that their children's language skills will develop over time.

Arabic is not only acquired by children through interaction with those around them, but parents also provide Arabic language media such as listening to Arabic songs, and use flash cards to help increase their vocabulary. Sari & Fitri (2021) in their research on fifth grade elementary school students on the use of songs to increase English vocabulary explained that the use of songs to increase vocabulary can help children improve their vocabulary. Furthermore, Arsini & Kristiantari (2022) also added that the use of flash cards and picture cards in Indonesian vocabulary material for second grade elementary school children can help children increase their Indonesian vocabulary. Furthermore, music or songs can also help improve students' personal development, such as cognitive abilities, reasoning, intelligence, creativity, reading, language, and social behavior (Nuridin & Sauri, 2012).

Ten years old children tend to enjoy talking to express their emotions through words. At this age, children are already able to understand language and grammar, enabling them to communicate in accordance with the grammar of the language they are using (Desrinelti et al, 2021). Based on the results of an interview with the mother, she mentioned that the child is able to communicate well using Arabic, although sometimes mixing English, Arabic, and Indonesian in one sentence. The mother also added that her child is able to understand what people around him say.

Table 3. Conversation between parents and child

| | |
|--------|--|
| Parent | من هذا؟ |
| Child | <i>Aku lupa kan i wanna tell you</i> |
| Parent | <i>What?</i> |
| Child | <i>Umm kan sembilan belas في العصر what about dua puluh lima aja</i> |
| Parent | يأتون طيب |
| Child | <i>dua puluh lima يأتون</i> |
| Parent | طيب لا بأس تذكر خمس وعشرون دقيقة |
| Child | Okey bye-bye |
| Parent | من هذا؟ |
| Child | <i>Aku lupa kan i wanna tell you</i> |

The table above shows that the child is able to understand the commands given by the parent. In this conversation, the child agrees to extend playtime from 19 minutes to 25 minutes. From the conversation above, also shows that the child understands the command used by the parent, "تذكر" which means that the child is asked to remember that playtime is 25 minutes. From the results of the conversation above, it can also be seen that the child understands questions as a form of stimulus given by the parent and responds with an answer that is appropriate to the stimulus given. This is also explained by Desrinelti et al. (2021) which states that children aged 9-10 years are already able to understand language and grammar.

The consistent use of Arabic within home and the amount of interaction serves as a stimulus and triggers responses in Arabic language acquisition. According to Rifda (2024) which explains that the child's environment has an important role to provides a space for interaction with children, and the more frequently interactions occur, the more vocabulary that the child acquire. The words used by family members will be the main stimulus in the language acquisition process and tend to be imitated by children. This affirms Skinner's behaviorism theory (1957) which emphasizes that the language acquisition process occurs through a process of stimulus, response and reinforcement.

Therefore, children's language acquisition is greatly influenced by their family environment. The family is the closest environment to a child, enables them to absorb language, speech styles, and intonation from their surrounding. Children's language acquisition in the family environment is also supported by the active role of the family in the process. The greater the contribution given to children, the greater the improvement in their language skills. The active role of the family environment in children's Arabic language acquisition is not only through daily interactions using Arabic, but also by providing media that supports the process of Arabic language acquisition in the family environment.

Stimulus-Response-Reinforcement in the Process of Arabic Language Acquisition

As explained earlier, the interaction between children and parents in the family environment are the stimulus in Arabic language acquisition. Verbal stimulus are the main component that shapes children's linguistic abilities from an early age in the process of acquiring their mother tongue (Muna & Ridwan, 2025). The interactions that occur in the family environment, whether between children and parents or other family members, such as questions, discussions, instructions, and others using the mother tongue are the stimulus that elicit responses from children as a process of language acquisition.

According to behaviorist theory, language acquisition in children is the result of responses to linguistic stimulus that provided by their environment. The language acquired by the child depends on the duration of practice or the amount of stimulus

received from their environment, the stimulus enhance and assist children's language acquisition (Skinner, 1957). The repeated and consistent use of verbal stimulus on a regular enables the child to recognize words and objects. From there, children will begin to acquire and form basic words they refer to (Muna & Ridwan, 2025). The child encouraged to respond the words frequently heard, either in the form of actions or spoken words (Nismawati & Darmawati, 2025). The interview results found that children receive a lot of stimulus from their family environment, including daily interactions using Arabic from an early age, watching Arabic language movies, or listening to Arabic songs. The other family members also agreed to continuously using Arabic as a daily language, even though the child responded in other languages, such as Indonesian and English.

Table 3 presents data in the form of short conversations between parent and child discussing who is in a photo.

| Table 4. Conversation between parent and child | |
|--|--|
| Orang tua | أريدك أن تخبرني أي واحدة من هذه الأسر لمن؟ |
| Anak | hah |
| Orang tua | أخبرني هذه أسرة من؟ |
| Anak | أنا |
| Orang tua | أسرتك أنت؟ |
| Anak | نعم |

In the sentence أخبرني هذه أسرة من (Tell me, whose family is this?), the word أخبرني (tell me) is an imperative sentences by his mother as a form of stimulus intended to prompt the child to respond. Based on the table above, the child tends to produce a verbal respon, because when asked to name who is in the photo, the child answers with the word "أنا" (me), which reflects a verbal response to the verbal stimulus provide.

The recording shows that the child is able to understand stimuli in the form of questions or commands given by parents by responding appropriately to the stimuli given. This is also explained by Desrinelti et al. (2021) that children aged 9-10 years are already able to understand language and grammar, as seen from their responses that are appropriate to the stimuli given.

Table 5 presents data in the form of short conversations between parent and child are discussing who is in a photo.

| Table 5. Parent and child conversation | |
|--|-----------------------------|
| Parent | من هذا؟ |
| Child | This? temennya yang college |
| Parent | صديق الابن هذا؟ |
| Child | yes, they are friends |
| Child | هذا بنت |
| Parent | البنت؟ و هذا صديقها؟ |
| Child | صديقها |
| Parent | طيب تكلم بالعربي لكي أفهم |
| Parent | هذه صديقته؟ ما اسمها؟ |
| Child | لا أعرف |

In the sentence "طيب تكلم بالعربي لكي أفهم" (Okay, speak in Arabic so I can understand), the word "تكلم" is an imperative word by the mother as a form of stimulus and prompt child to respond. Based on the table above, the child tends to give verbal response when asked to name the people in the photo, the child changes the language he uses from English to Arabic.

Based on the results of the recorded conversation between the mother and child, showed that the child answered all the questions asked in Arabic, even though he mixed the sentence with Indonesian or English. However, when the mother gave the command "تَكَلَّمْ بِالْعَرَبِيِّ لَكِي أَفْهَمَ", the child immediately used Arabic when answering the questions. The recording shows that the child is able to understand stimulus by responding appropriately to the stimuli given. This is also explained by Desrinelti et al. (2021), which states that children aged 9-10 years are already able to understand language and grammar, as seen from their response.

Parents must maintain awareness and control to prevent children from exposed to negative values in language, because parents have an important role in regulating the language received by children, both from their own family environment or external environment. In behaviorist theory, language acquisition is viewed through the stimulus, response and reinforcement experienced by the child. The reinforcement can be either positive or negative. Positive reinforcement including praise given by parents to children when they experience language development (Almizri & Neviyarni, 2022)

According to behaviorist theory, after receiving a response to a stimulus given, the child should receive reinforcement in the form of positive or negative reinforcement to encourage repetition or avoid repetition of the action in the future. Giving praise as a form of reinforcement can strengthen the use of a particular utterance. Providing praise also increase confidence to repeat a behavior that earns them praise. According to Jazilatur (2018) explain that giving praise to children can have a positive impact to them. From the recorded conversations between the child and his parents, found that the parents said "أَعْجَبْتَنِي هَذِهِ الشَّخْصِيَّاتُ" (this person amaze me) as a form of praise and positive reinforcement because the child answered the questions and responded in Arabic.

Meanwhile, the mistake made by the child in pronouncing word, parents should be able to assist the child by correcting the word. In such cases, the child usually receives a reprimand from the parents, as the response or behavior does not accordance with the stimulus that was given. This reprimand was given to reduce the possibility of the same behavior being repeated in the future (Almizri & Neviyarni, 2022)

The Use of Command Sentences in the Family Environment

The family is a child's closest environment from an early age, making the family environment highly influential in the child's language acquisition. Parents have a significant role in this process. Every stimulus given by parents to children will be recorded in their memory, whether it is good or bad which affect the quality of the child language (Astuti, 2022).

Table 6. Use of imperative sentences by children and parents

| Command words | Words spoken by the mother | Words spoken by the child |
|---------------|----------------------------|---------------------------|
| Sit down! | اجْلِسْ | اجْلِسْ |
| Eat! | كُلْ طَعَامَكَ | كُلْ طَعَامَكَ |
| Take a bath! | اسْتَجِمْ | اسْتَجِمْ |
| Pray | صَلِّ | صَلِّ |
| Wake up! | اسْتَيْقِظْ | اسْتَيْقِظْ |

This study found that the use of Arabic imperative sentences by children and parents has a similarity, namely that both only use *fi'il amr* as the imperative form. Utami (2018) explains that social interactions between children and their environment can influence each other. Similarly, in language acquisition, children tend to imitate the speech

of their immediate environment, such as their family environment, based on stimuli provided by their parents.

The imperative sentences or *amr* used by children and parents share a similarity in terms of the type of imperative sentence using *fi'il amr*. In Arabic, imperative sentences are called *amr*, which means requesting an action by a superior to a subordinate. According to al-Hasyimi in (An-Nisa et al, 2021), *amr* is divided into four types, namely *fi'il amr*, *fi'il mudhari'* preceded by *lam amr*, *isim fi'il amr*, and *masdar*, which replaces *fi'il amr*. According to Al-Ghulayayniy in (An-Nisa et al, 2021), *fi'il amr* is a word that indicates a person's request to do something without *lam amr*. Meanwhile, according to Nadwi in (An-Nisa et al, 2021), *fi'il amr* is any verb in Arabic that indicates a command and receives *nun taukid*. Based on the table above, the imperative form used in the family environment is only one type, namely the imperative verb, and no other imperative forms are found.

Based on their meaning, imperative sentences have many meanings for imperative sentences, including imperative sentences for requesting (praying), imperative sentences for advising, imperative sentences for equating (equal status), imperative sentences for hoping, imperative sentences for choosing, imperative sentences for equating, imperative sentences for weakening, imperative sentences for threatening, and imperative sentences for permitting (Maulana, 2019). Based on the recording of the conversation between the child and the parent, the child said "كُلْ طَعَامَكَ يَا جَوْجَ" when giving a command to his cousin to eat. Based on its meaning, this command sentence is a command sentence to someone who has an equal position.

Conclusion

This study shows that the family plays an important role in the process of acquiring Arabic in native-speaking families. Introduction to Arabic from an early age helps children in the process of acquiring Arabic as their first language, because children are accustomed to hearing Arabic in their daily lives. In addition, families play an active role in providing other Arabic-language media, such as Arabic-language films, books, and music as tools to aid in the process of acquiring Arabic. This study also found that ten-year-old children are already able to understand the language and grammar they hear as stimuli provided by their families and are able to respond in Arabic, although sometimes using two or more languages, to stimuli, both verbal and nonverbal. In this case, children are already able to carry out commands as instructed by their parents. The use of imperative words in the family environment, especially by the mother, is similar to that of the child, in that only one type of imperative word is used, namely *fi'il amr*.

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