



**ARABIC LANGUAGE ACQUISITION THROUGH INSTAGRAM CONTENT
LUGHOTY: PSYCHOLINGUISTIC STUDIES**

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Article Information

Article History:

Received : 05-August-2024
Revised : 15-September-2024
Accepted : 09-December-2024
Published : 17-December-2024

Keywords:

Arabic Learning;
Arabic language acquisition;
Instagram content;
Psycholinguistic studies

Articles Available Online:



ABSTRACT

This study was conducted based on the gap in student language environment while boarding and at home. Students can't feel the language environment at home, and there aren't digital learning media that can support the consistency of students' Arabic language acquisition. So, this research was carried out to make Instagram a place for students to acquire a second language and to determine the factors that can affect students' language acquisition based on psycholinguistic studies. This research uses descriptive qualitative methods, with data collection instruments in the form of unstructured interviews and description tests. The research sample was 20 SMAS La Tansa Islamic Boarding School students through a purposive sampling technique. Based on the test results, students could mention six new vocabulary words, one *uslūb*, and two words with writing errors. In addition, students can produce new sentences in Arabic through inference activities or reveal the implied meaning in the content. The language acquisition factors experienced by students are intrinsic in the form of interest, motivation, and language cognitive abilities. In contrast, extrinsic influences for students come from the language environment and curriculum design. The implication of this research for boarding school institutions is to integrate traditional curriculum and technology through Arabic language acquisition through Instagram content so that Arabic language acquisition gives an interactive and up-to-date impression. Future research should explore its impact on language skills, compare it with other platforms, and study teachers' preparedness for digital integration.



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How to Cite:

Adira, W. R., Setiyawan, A., Ramadhan, A. R., Amaliah, F., & Azzahra, A. F. (2024). Arabic Language Acquisition through Instagram Content Lughoty: Psycholinguistic Studies. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 8(2), 200-215. <https://doi.org/10.15575/jpba.v8i2.38164>

INTRODUCTION

Instagram, as one of the social media in the digital era that continues to grow, apart from being a medium for social interaction, has become one of the most important tools for expanding knowledge and skills, including language learning (Daud, 2021). Arabic content creators often create Arabic content using Instagram as a learning media platform. Still, Instagram users only use it as a platform for social interaction and have not utilized it for foreign language acquisition, such as Arabic (Anggraeni et al., 2023). As one of the largest social media platforms, Instagram has been recognized by various groups (Pittman & Reich, 2016) and can be one of the essential resources for people who want to understand a particular language better (Fitriani, 2021). One language that has received increasing attention is Arabic (Rahmawati et al., 2024), a learning destination for many people worldwide, especially Muslims (Dodego, 2022).

Learning Arabic as a second language through Instagram content is interesting for research because it combines technological sophistication with foreign language learning (Albantani, 2019). Problems at the research location show that almost all students in boarding schools actively use Instagram outside the school environment. Still, based on the results of interviews, the students only use Instagram as a forum for cyber social interaction without making it a source of auxiliary knowledge in Arabic. The importance of learning Arabic is not only limited to the communication aspect (Daud, 2021) but also includes understanding culture, history, and the language itself (Lin et al., 2022), both through written documents and digital content. Arabic language learning through Instagram content proves that Arabic can be learned informally (Ilmiani et al., 2020). In addition, social media is a positive platform among the negative impacts of its use (Purwaningsih et al., 2022). Language acquisition occurs naturally and unconsciously in informal contexts (Annisa et al., 2023).

Psycholinguistics is a branch of linguistics with two main words: psychology and linguistics. The main topics in this theory discuss language acquisition, the integration of language and brain, and the correlation of psychological development with language acquisition (Fauzi & Nurjannah, 2024). In psycholinguistic studies, second language acquisition factors can occur through internal and external factors. Internal factors usually include motivation and interest in acquiring a second language. In contrast, external factors can influence the first language (Mohammad & Shwater, 2018), the environment around a person developing a second language, and their habits. Motivation refers to the entire process of mastering a second language with specific goals that differ between individuals (Bitu, 2020). Thus, the primary purpose of this theory refers to the cognitive correlation of language with psychology, which is seen from the perspective of psycholinguistics (Fauzi & Nurjannah, 2024).

This research refers to several previous studies, one of which is the article by Maryam Nur Annisa, who said that the challenge of learning Arabic is to apply it as a second language in everyday life. This second language acquisition is achieved through learning activities after acquiring the mother tongue. Therefore, Arabic language acquisition as a second language in psycholinguistic studies is influenced by internal factors such as strong and consistent motivation and external factors such as understanding the differences between the first language and the second language as well as interaction with the learning environment (Annisa et al., 2023). Another study by Abdul Aziz states that second language acquisition is a cognitive process in a person's brain and is closely related to similar mechanisms when they

acquire their first language. Second language acquisition consists of three factors, namely psychological factors, the acceleration of students' memory in mastering the second language, and the use of the mother tongue as the primary language as well as physiological characteristics, which play a role in the need to use Arabic at every moment (Aziz et al., 2021). From the description of previous research, the novelty of the study offered in this article is using social media as a forum for students to acquire Arabic as a second language.

The researcher is interested in knowing the acquisition of Arabic as a second language through instagram content on Arabic language learners in boarding schools and the factors that influence it based on psycholinguistic studies, with research restrictions on the content of instagram *Lughoty* accounts that have been determined. So, this research has aimed at the potential of instagram as social media in Arabic language acquisition because, as reported by *dataindonesia.id*, the number of instagram users until February 2024 was recorded at 88.86 million users (Rizaty, 2024). In addition, the research contributes to showing Instagram as an effective media and learning strategy through social media.

METHOD

This research uses descriptive qualitative methods. Qualitative research is an approach used to explore and understand the meaning given by individuals or groups to a social or humanitarian issue. This research occurs dynamically, starting with questions and procedures that develop as needed. Data is collected directly from participants in their natural environment and then analyzed inductively, starting from specific details to produce significant themes. Finally, researchers provide interpretations to understand the meaning of the data (Creswell, 2009). By applying qualitative descriptive methods, the researcher can focus on actual problems by collecting, compiling, explaining, and analyzing data (Musthafa & Hermawan, 2018).

The subjects of this study were the person in charge of the language section of the female boarding school and several students. The research sample was taken from 10 students of class X and 10 of class XI of La Tansa Islamic Boarding School, which was obtained through a purposive sampling technique. Purposive sampling is based on specific considerations (Sugiyono, 2019). The considerations in this study are in the form of time and licensing limitations, so the researcher can only collect data on some students. According to Patton in his book *Qualitative Research and Evaluation Methods*, the sample size in qualitative research is highly dependent on the purpose of the research, the level of complexity of the phenomenon being studied, and the adequacy of the data obtained. He emphasized the importance of the saturation principle, which is when new data no longer provides significant or relevant additional information (Patton, 2015). Therefore, a research sample size of under 30 people can be sufficient if the data collected is in-depth and relevant.

Then, the instruments to collect data were obtained through interviews and tests. Interviews were conducted with the person in charge of the language section of the female boarding school and several students using an unstructured interview method to obtain in-depth information from the respondents. Interviews with the person in charge of the female boarding school were conducted to explore information related to learning media used as a forum for students' Arabic language acquisition. In contrast, interviews with students were conducted to identify factors that influence students' acquisition of Arabic as a second language. Test instruments were also used to determine the ability of respondents. In

contrast, the form of the test given is a description test at level 4 cognitive domain, namely analysis, to determine students' language acquisition of Instagram content in Arabic. The language acquisition indicators presented in the test include the acquisition of new vocabulary and its meaning, analysis of errors in writing, and expression of conclusions or implied meanings in the content.

This study uses data analysis techniques based on the theory of Miles and Huberman. They explained that data analysis in qualitative research is carried out simultaneously with the data collection process and continues after the collection is complete (Miles et al., 2014). For example, when conducting interviews, the researcher immediately analyzes the answers given by participants. If the answer is inadequate, the researcher will ask additional questions to obtain more valid data. This analysis process includes three main steps: data reduction, data presentation, and conclusion drawing or verification.

RESULT AND DISCUSSION

The study of psycholinguistics is closely related to language acquisition, learning, and human language use (Kusuma, 2018). In linguistics, students will produce a theory of language, while through psychology, students will get information related to learning theory (Suharti et al., 2021). Therefore, collaborating the two sciences is essential to acquiring a second language in students.

Arabic as a Second Language Acquisition through Instagram Content

Mastering Arabic as a second language is certainly a challenge for non-native learners. Mastery of the mother tongue is embedded in its daily use (Kholis, 2020). Innovations in language acquisition are constantly developed and improved in various ways, even in learning forums, through the environment, and social media (Maryani et al., 2024). The ease of access to social media such as Instagram can be utilized as one of the accesses to Arabic language acquisition attached by social media creators, which is expected to be accepted by all Instagram social media users (Husin et al., 2021). This can also be accessed by students, who are now experts in using social media, especially Instagram.

Language acquisition is obtained from various things: language environment (Aflisia & Harahap, 2019), textbooks (Chafidzoh, 2020), learning methods (Jubaidah, 2015), and technology (Muhammad et al., 2021); even today, it is obtained from social media (Husin et al., 2021). Students acquire Arabic in a classroom forum, where the class has textbooks, the environment, and dictionaries, and students get new Arabic terms or vocabulary. However, nowadays, students can use technological sophistication and the development of social media, especially Instagram, to acquire new Arabic language skills.

Lughoty is one of the learning content on Instagram media that has been present since October 2019. The account has around 87,000 followers and a total content of 1,801 posts. The Arabic content in the *lughoty* account varies, ranging from learning Arabic vocabulary, idioms, Arabic sayings or aphorisms, synonyms and antonyms of the Arabic language, learning nahwu, sharaf, and others. The learning is packaged in various forms of content, such as video reels, Instagram stories, feeds, quiz stories, poll stories, and others.

This Instagram account presents educational content focusing on learning Arabic, including vocabulary, grammar, and daily expressions. The content design is made interesting using visual elements such as illustrations, tables, and simple diagrams to facilitate

understanding. The material presented is also connected to Islamic values and Arabic. The account features interaction with the audience through quizzes and answer choices designed to increase follower engagement. The material is delivered in Arabic and accompanied by translations or explanations in Indonesian, making it easily understood by local audiences. In addition, the content is practical and relevant to daily needs, such as plural vocabulary, synonyms, or how to convey specific phrases in Arabic. By utilizing various media formats, such as images, text, and short videos, this account presents Arabic learning in an engaging, interactive, and accessible manner.

The content that is used as an object in this research is as follows:



Figure 1. Lughoty's Instagram Content

The researcher asked several questions about the content to obtain information about students' Arabic language acquisition. Based on the content, we found several forms of Arabic as a second language acquisition by the research sample, namely new vocabulary and its meaning, writing errors, and the content's conclusion or meaning.

a. New Vocabulary Acquisition and Its Meaning

The results show that out of 20 samples, there are differences in the number of new vocabulary acquisition and its meaning. 5 of 20 students acquired 1 new vocabulary, 4 of them acquired 2 new vocabulary, 10 students acquired 3 new vocabulary, and the rest acquired 4 new vocabulary.

The new vocabulary acquired by the students from the content is as follows:

Table 1. List of New Vocabulary Acquisition

No.	Vocabulary	Meaning
1.	الدُّعَاءُ	Prayer
2.	دَعَا لَهُ	Praying for goodness
3.	دَعَا عَلَيْهِ	Praying for badness
4.	دَعَا إِلَيْهِ	Ask Him
5.	وَسِيلَةً	Way
6.	إِنْتِقَامٌ	Revenge

Besides the above vocabulary, 6 students discovered a new *uslūb* (language style), namely:

Table 2. New Uslūb Acquisition

No.	Uslūb	Meaning
1.	مَا هِيَ أَفْضَلُ وَسِيلَةٍ لِلْإِنْتِقَامِ؟	What is the best way to get revenge?

Based on the research results in the two tables above, there are 6 new vocabularies that students could identify from the Instagram content presented. In addition, 6 students received new *uslūb* (language style).

Linguists argue that language skills or a person's level of ability in language is determined by an understanding of grammar and mastery of vocabulary (*mufradāt*). This opinion is supported by Rusydi Ahmad Thu'aimah, who states that a person cannot master a language without learning the vocabulary of that language (S & Baroroh, 2020). Vocabulary shows the richness of a language, and some of the vocabulary that students acquire helps them understand the context of the content.

b. Errors in Writing

In addition to acquiring new Arabic vocabulary, the students also acquired errors in the content in terms of writing. Through the analysis process, several writing errors were found in the content, including the following:

Table 3. Writing Errors Analysis

No.	False	True
1.	أنتقام	إِنْتِقَامٌ
2.	أدعى عليه	أَدْعُو عَلَيْهِ

This stage shows the cognitive development of students. Initially, students can identify new vocabulary, and then students arrive at the stage of analyzing writing errors in the content. Psycholinguistic studies state that understanding the psychological and cognitive aspects of Arabic language acquisition is the main focus of discussion (Annisa et al., 2023).

In the first word, "أنتقام" the word is false because the writing of the letter hamzah does not follow the provisions or rules that have been set. The word "أنتقام" is a form of mashdar (root) of the verb (fi'il) "أنتقم". The verb is classified as *fi'il kbumasiy*, consisting of 5 hijaiyah letters. Based on the rules of Arabic writing, the correct writing of hamzah in the word should use *hamzatul washal* (pronounced hamzah) is the writing of the hamzah above the alif letter is removed. The book "*al-lughah al-'arabiyyah adā-an wa nuthqan wa imlā-an wa kitābatan*" states that the forms of *fi'il kbumasiy* that should be written using *hamzatul washal* include *fi'il madhi kbumasiy* (past verbs), *fi'il amr kbumasiy* (command verbs), and *mashdar fi'il kbumasiy* (root verbs) (Sālih, 1987).

Furthermore, the second word writing error is "أدعى". Based on morphological rules, namely changes in word form found in *sharaf* science, the writing violates the laws of word change. The correct writing is "أدعُو". The word "أدعُو" is the direct verb (fi'il mudhari) form of the word "دَعَا" with the first-person pronoun (I) "أنا". The word "دَعَا" is classified as *fi'il mu'tal*, which is a verb that has one or two letters of 'illat (alif, wau, ya) init. *Fi'il mu'tal* is divided into several forms, namely *mitsal*, *ajwaf*, *nāqish*, and *lafif*. "دَعَا" belongs to *nāqish al-wāwu*, which is a verb (fi'il) whose *lam fi'il* (the location of the lam letter in the original word (فَعَلَ) is occupied by the letter 'illat wau (Arif & Nawashi, 1988). The word "دَعَا" is original "دَعَو", but due to the difficulty of pronouncing the word, the letter *wau* was substituted. Therefore, when the word changes to the *mudhari fi'il* form, the *lam* of the *fi'il* remains the letter *wau*, so the correct first-person pronoun *mudhari fi'il* form of the word "دَعَا" is "أدعُو".

c. Inference or Implied Meaning of the Content

In addition to the two points mentioned, another form of Arabic language acquisition on the content is that students can provide different conclusions to the content. Students' cognitive development starts with identifying new vocabulary and analyzing writing errors, and then students can conclude the meaning of the content. Students have produced their sentences (Pallawagau & Rasna, 2022) in Arabic according to their understanding. Some of the conclusions conveyed by students are as follows:

Table 4. Conclusion Generation

No.	Conclusion
1.	يُبَيِّنُ عَنِ الْفَرْقِ بَيْنَ دَعَا لَهُ، دَعَا عَلَيْهِ، وَ دَعَا إِلَيْهِ
2.	أَنَّ اللُّغَةَ الْعَرَبِيَّةَ مُهِمَّةٌ وَ تَعَلَّمَهَا سَهْلًا وَ لَكِنِ عَلَيْنَا أَنْ نُلَاحِظَهَا مُلَاحِظَةً جَيِّدَةً لِأَنَّ الْفَرْقَ الْقَلِيلَ فِيهَا يُغَيِّرُ مَعْنَاهَا كَثِيرًا

No.	Conclusion
3.	أَنَّ تَعَلَّمَ اللُّغَةَ الْعَرَبِيَّةَ سَهْلًا، فَعَلَيْنَا أَنْ نُجَاهِدَ فِي تَعَلُّمِهَا وَلَا تَتَكَاسَلْ لِفَهْمِهَا
4.	أَنَّ اللُّغَةَ الْعَرَبِيَّةَ مُهِمَّةٌ وَتَعَلُّمُهَا سَهْلٌ
5.	أَنَّ اللُّغَةَ الْعَرَبِيَّةَ مُهِمَّةٌ

The table above illustrates the results of students' overall understanding of the content they saw. Some students have the same conclusions as listed in the first conclusion in the table, "يُبَيِّنُ عَنِ الْفَرْقِ بَيْنَ دَعَا لَهُ، دَعَا عَلَيْهِ، وَ دَعَا إِلَيْهِ" which means that the content explains the difference between the words دَعَا لَهُ, دَعَا عَلَيْهِ, and دَعَا إِلَيْهِ.

All three words are derived from the same verb (*fi'il*), "دَعَا" followed by different letters after it. Understanding the differences between the three words reflects the student's ability to understand their meaning and use them in more complex sentences.

The second conclusion is "أَنَّ اللُّغَةَ الْعَرَبِيَّةَ مُهِمَّةٌ وَ تَعَلُّمُهَا سَهْلٌ وَ لَكِنَ عَلَيْنَا أَنْ نَلَاحِظَهَا مُلَاحِظَةً جَيِّدَةً لِأَنَّ الْفَرْقَ الْقَلِيلَ فِيهَا يُغَيِّرُ مَعْنَاهَا كَثِيرًا" with the meaning that Arabic is important and learning it is also relatively easy, however every difference that is found needs to be considered properly because the slightest difference can change the meaning significantly. This conclusion also has a connection with the first conclusion, where the use of different letters even though the verb (*fi'il*) is the same turns out to have a significant difference in meaning.

The next conclusion states "أَنَّ تَعَلَّمَ اللُّغَةَ الْعَرَبِيَّةَ سَهْلًا، فَعَلَيْنَا أَنْ نُجَاهِدَ فِي تَعَلُّمِهَا وَلَا تَتَكَاسَلْ لِفَهْمِهَا" can be interpreted that learning Arabic is important, therefore as students should be serious in learning it and not be lazy to try to understand it. In line with other conclusions, students say "أَنَّ اللُّغَةَ الْعَرَبِيَّةَ مُهِمَّةٌ وَ تَعَلُّمُهَا سَهْلٌ" and "أَنَّ اللُّغَةَ الْعَرَبِيَّةَ مُهِمَّةٌ", both have almost the same meaning and are not much different from the previous conclusions, namely to convey that Arabic is important and learning it is easy.

Meanwhile, the implied meaning in the content is found in the three images, where the first image of a man asking مَا هِيَ أَفْضَلُ وَسَيْلَةٌ لِلْإِنْتِقَامِ؟ (what is the best way to get revenge?), then the second man answers الدُّعَاءُ (prayer). The explanation of the prayer in question is found in the third picture, which is أَدْعُو عَلَيْهِ (I pray the badness for him).

Looking at some of the conclusions and the acquisition of new vocabulary obtained by students, students can understand the implied meaning in the text; this is shown by students' findings, which state that there are differences in meaning between 3 different but similar words and learning Arabic is easy. The straightforward statement reflects the

understanding of the content because otherwise if the student does not understand it, they will not appreciate its implied meaning. In addition, students also realize how important it is to learn Arabic. This is done by students consciously because of the encouragement from within students (intrinsic awareness) of the importance of Arabic, so they try (Pallawagau & Rasna, 2022) to be able to acquire Arabic as a second language. This awareness shows the relationship between a person's psychological and linguistic conditions (Hassan et al., 2024), which affect the process of second language acquisition (Pallawagau & Rasna, 2022).

Factors Affecting Second Language Acquisition

Acquiring a language is not just learning; there are supporting factors. Among the factors that influence Arabic language acquisition as a second language based on psycholinguistic studies are obtained from intrinsic and extrinsic factors (Muradi, 2018) as follows:

a. Intrinsic Factors

Jean Piaget's theory states that thought forms language; without thought, there will be no language (Amri & Putri, 2021), meaning that thought was born first before language itself. Crow said language learning is based on motivation, attitude, and interest to develop students' potential (Ismail et al., 2020). The essential nature of language acquisition is based on physical or psychological forms (Paturrahman et al., 2024). Students' interest and motivation (Bitu, 2020) in acquiring Arabic is a form of psychological encouragement, namely intrinsic factors from students (Abdullah et al., 2015). In addition, students' cognitive development (Norliani et al., 2023) is also classified as an intrinsic factor that can affect second language acquisition. A person's motivation to learn and use Arabic directly impacts the extent to which they commit and the effort they put into the learning process. Intrinsic motivation, which comes from a personal desire to learn Arabic out of interest and self-fulfillment, is often more effective in maintaining and developing language skills. Therefore, Arabic language learners need to build strong and lasting motivation to succeed in mastering a second language.

Based on the research results, 18 out of 20 students stated that they like and have a personal desire to learn and explore Arabic. Students' motivation to learn Arabic: 8 students stated that Arabic is the language of the Qur'an and one of the international languages. 5 students said their motivation to learn Arabic was due to school and home environment factors constantly interacting using Arabic. 2 students stated that they study and deepen Arabic to continue their studies in the Middle East, namely Egypt and Yemen. 5 students said their motivation to learn Arabic was because Arabic is fun to know and understand.

b. Extrinsic Factors

Students' intrinsic motivation in Arabic language acquisition must be channeled properly. Efforts to develop students' language acquisition, in addition to strengthening interest and motivation, can undoubtedly be assisted by extrinsic factors. Extrinsic factors of language acquisition can be obtained from the language use environment (Khoirunnisa et al., 2023), language learning that is carried out consistently, utilizing models, language learning methods, utilizing opportunities from technological sophistication, and using social media.

Language acquisition acquired by students extrinsically includes a cycle of language programs, including curriculum design for learning and language environment (*bi'ab al-lughamiyyat*) where students get used to using Arabic in daily activities, both inside and outside the classroom. Language activities outside the classroom include sharing 3 new vocabulary words per day, sharing 3 new *uslub* (language styles) per week, public speaking training, and conversation activities in bilingual language, one of which is Arabic. As previously described, the use of social media is part of the extrinsic factors that influence second language acquisition, as well as based on the research data obtained in the following diagram:

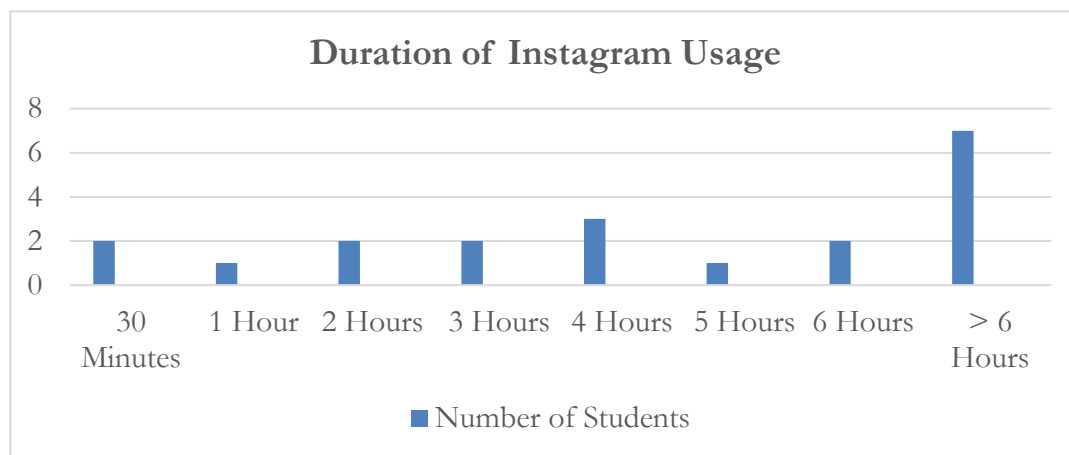


Figure 2. Diagram of Student Instagram Usage

Based on the diagram above, it can be seen that the duration of students' use of Instagram social media is when they are at home. 5 students use Instagram < 3 hours, and 15 other students use Instagram social media > 3 hours of use. The duration of social media use, such as Instagram, can affect students' Arabic language acquisition in various ways. Students who use Instagram for less than 3 hours may be limited in engaging deeply with language activities, so the chances of effectively enriching vocabulary or understanding Arabic structures may be lower. On the other hand, students who spend more than 3 hours on Instagram have a greater chance of being exposed to Arabic content, such as videos, images, and discussions, which could help enrich their vocabulary and improve their comprehension. However, it is essential to remember that the longer duration should be balanced with the quality of the content consumed. Students who access high-quality content relevant to Arabic language learning are more likely to develop language skills well. Conversely, if the duration of use is spent on content unrelated to learning, then the benefits can be minimal. Therefore, students and educators need to use social media optimally by accessing content that supports Arabic language learning.

Discussion

The results of this study highlight the potential of Instagram content as an innovative tool for Arabic language acquisition among students. The findings demonstrate that Instagram, particularly educational accounts like *Lughoty*, can effectively introduce new vocabulary, improve language comprehension, and engage students meaningfully. This discussion will analyze the implications of the research findings from a psycholinguistic

perspective, addressing the cognitive, linguistic, and motivational aspects of second language acquisition.

The acquisition of new vocabulary is a fundamental aspect of second language learning, as vocabulary mastery significantly impacts one's ability to comprehend and use the target language (Thu'aimah, 2020). This study revealed that students acquired between 1–4 new words per content piece, with additional recognition of a new *uslub* (language style). This finding aligns with psycholinguistic theories that emphasize the importance of input in the language learning process (Krashen, 1985).

The visual and interactive presentation of *Lughoty* content makes vocabulary acquisition more straightforward and engaging for students. By combining text, images, and videos, the content provides multisensory input, which enhances cognitive processing and retention. Students' ability to identify and understand new vocabulary reflects their cognitive development from simple recognition to meaningful comprehension. The findings support Vygotsky's theory of the *zone of proximal development* (ZPD), where students can achieve higher levels of understanding when provided with appropriate tools and scaffolding (Vygotsky, 1978).

Identifying writing errors, such as improper usage of *hamzah* and improper morphological structures, signifies a deeper engagement with the Arabic language. Students' ability to pinpoint these errors indicates their growing linguistic awareness, a critical step in second language acquisition. According to psycholinguistics, error analysis helps learners understand the complexities of a language and refine their grammatical knowledge (Corder, 1974).

For instance, recognizing that "أنتقام" should be correctly written as "إِنْتِقَامٌ" demonstrates students' understanding of Arabic morphological rules and their cognitive capacity to analyze linguistic structures. Additionally, the correction of "أدعى" to "أَدْعُو" reflects an advanced comprehension of *fi'il mu'tal* (irregular verbs) and word derivation rules. These findings align with the idea that learners progress through stages of interlanguage development, refining their skills as they receive more input and engage in analysis (Selinker, 1972).

The ability to infer implied meanings from the Instagram content demonstrates students' higher-order cognitive skills. Psycholinguistic studies emphasize that understanding implicit meanings requires critical thinking, contextual analysis, and language comprehension (Pallawagau & Rasna, 2022). Students' conclusions, such as recognizing the nuanced differences between "دَعَا عَلَيْهِ", "دَعَا لَهُ", and "دَعَا إِلَيْهِ", showcase their capacity to analyze language in context and produce meaningful interpretations.

This cognitive development reflects a transition from basic understanding to critical comprehension, where learners can connect vocabulary, syntax, and semantics. The student's ability to produce conclusions in Arabic further demonstrates their progress in constructing sentences and expressing ideas, an essential milestone in second language acquisition.

The study also identified intrinsic and extrinsic factors that influence Arabic language acquisition. Intrinsic factors, such as motivation and personal interest, are pivotal in students' commitment to learning Arabic. The data show that 90% of the students genuinely desired

to learn Arabic, citing motivations such as religious importance, academic goals, and personal satisfaction. These findings align with Piaget's theory that cognitive development drives language acquisition and Crow's argument that motivation and interest enhance learning potential (Amri & Putri, 2021; Ismail et al., 2020).

Extrinsic factors, such as the use of social media, technological tools, and language environments, further support students' language acquisition. The findings reveal that students who use Instagram for more than three hours daily are likelier to engage with Arabic content and acquire new vocabulary. This highlights the importance of quality input and meaningful interaction in learning, as Krashen's Input Hypothesis emphasizes. However, the duration of social media use must be balanced with the quality of content consumed to maximize learning outcomes.

The study confirms that Instagram can serve as a dynamic and accessible platform for Arabic language acquisition. The *Lughoty* account effectively utilizes various content formats, such as reels, quizzes, and visual illustrations, to present Arabic engagingly and practically. By combining education with entertainment, Instagram content promotes active learning, increases student motivation, and facilitates the retention of language skills. Furthermore, the interactivity of Instagram content, such as polls and quizzes, enhances engagement and fosters a collaborative learning environment. This aligns with sociocultural theories, emphasizing that learning is a social activity influenced by interaction and participation (Vygotsky, 1978).

CONCLUSION

This study shows that Instagram content plays a role in acquiring Arabic as a second language, especially in enriching vocabulary, understanding *usūb* (language style), and finding new meanings. In addition, students can also learn to analyze writing errors and understand the implied meaning of the content presented. Factors influencing this acquisition include intrinsic aspects, such as students' interest, motivation, and cognitive development, and extrinsic aspects, such as the language environment (*bi'ah al-lughawiyah*) and curriculum design. As a digital-based learning medium, Instagram offers a contextual and interactive approach that complements traditional methods, such as opening the dictionary (*fathu al-qāmus*), daily conversation (*al-mubadtsah al-yaumiyyah*), explaining the picture (*bayān as-sūwār*), and producing sentences (*ja'lu al-jumlah*) (N. Athifatil Mughniyah, personal communication, May 17, 2024). The platform's advantage lies in its ability to capture students' attention through visual and interactive content that is absent in traditional methods. However, its effectiveness requires planned integration in the curriculum, appropriate content selection, and training for teachers to utilize the full potential of this medium.

The findings of this study provide significant implications for developing strategies for teaching Arabic as a second language. Firstly, there is a need for a curriculum design that integrates Instagram with traditional methods to strengthen the learning process. The integration of visual and interactive content from Instagram can enhance students' motivation and engagement, improving their understanding and language skills. Secondly, this study indicates that external factors, such as the language environment and curriculum design, must be carefully considered for Instagram to be fully utilized in learning Arabic. Based on these findings, several recommendations can be made for future research. Firstly, further research is needed to explore the impact of Instagram content on other aspects of

Arabic language acquisition, such as speaking skills or writing proficiency. Research should also expand its focus to compare the use of Instagram with other social media platforms within the context of language learning. Secondly, longitudinal studies could provide insights into how the use of Instagram in language learning affects students' language development over time. Finally, research regarding teachers' preparedness and skills in integrating digital media like Instagram into the school curriculum is also necessary to ensure that this platform can be effectively utilized in Arabic language teaching. Thus, this study extends our understanding of Instagram's role in Arabic language acquisition and lays the foundation for developing more innovative curricula and teaching approaches in the future.

ACKNOWLEDGMENT

We extend our gratitude to the boarding school authorities, particularly to the Language Improvement Council of the female dormitory boarding school, Ms Nazahatu' Athifatil Mughniyah, as the language coordinator for this research and all of the student samples. We also thank the Editors, Reviewers, and the team at Ta'lim al-'Arabiyyah Journal of Arabic Language Education, UIN Sunan Gunung Djati Bandung, for providing a platform for publishing this Arabic Education research.

AUTHOR CONTRIBUTIONS STATEMENT

The [WRA] is the primary researcher for this investigation and the primary data gatherer, analyst, and writer of this journal article. As a research mentor, [AS] provided valuable advice regarding the research design, as well as helping to shape the conceptual framework of the article. [ARR], [FA], and [AFA], as discussion partners, complement the parts of this article.

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