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Analysis of Factors Influencing Arabic Language Acquisition as a Second Language

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ABSTRACT
The acquisition of Arabic as a second language is influenced by learners' internal conditions and the environment in which the acquisition process takes place. This study aims to identify and analyze the internal and external factors that contribute to the acquisition of Arabic as a second language. The study employs a library research method, drawing data from books, scholarly articles, research reports, and other relevant literature. The data were analyzed descriptively and interpretively to identify patterns of factors associated with the process of Arabic language acquisition. The findings reveal that internal factors consist of Intelligence Quotient (IQ) and intrinsic motivation, while external factors include the language environment and extrinsic motivation. IQ contributes to learners' cognitive capacity in processing, understanding, and retaining linguistic information, whereas intrinsic motivation encourages sustained engagement and independent efforts in learning Arabic. At the external level, a supportive language environment provides opportunities for meaningful exposure and interaction, while extrinsic motivation strengthens learners' engagement through social support, learning demands, and environmental stimuli. The analysis further indicates that these factors do not operate independently; rather, the acquisition of Arabic as a second language develops through the interaction between learners' cognitive and motivational capacities and the linguistic and social conditions surrounding them. Therefore, understanding the interplay between internal and external factors is essential for examining Arabic language acquisition more comprehensively, particularly in the context of second language learning.

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INTRODUCTION

Second language acquisition is a complex process shaped by the interaction between learner characteristics and the experiences gained within the target language

environment (Rosvita et al., 2025). In the study of *Second Language Acquisition* (SLA), language acquisition is not limited to the mastery of vocabulary and linguistic structures but also involves cognitive, affective, linguistic, and social aspects (Sinurat et al., 2025). Differences in individual characteristics may lead learners to demonstrate different patterns of language development even when they receive relatively similar instructional materials and are situated in comparable learning environments (Abdussalam et al., 2026). Research on individual differences in second language acquisition identifies cognitive ability, *language aptitude*, motivation, personality, and other individual characteristics as important components for explaining variations in the acquisition process (Annisa et al., 2023). This perspective indicates that second language acquisition does not occur through a uniform mechanism but develops through the relationship between learners' internal conditions and the external experiences they encounter.

This issue is particularly relevant to Arabic language acquisition because, for most learners in Indonesia, Arabic is acquired after the development of their first language and is generally learned through formal educational institutions (Kianinezhad, 2024). This condition means that Arabic acquisition takes place in circumstances that differ from first language acquisition. Learners are not only confronted with a new linguistic system but must also develop the ability to use Arabic in environments where the level of exposure and opportunities for communication are not always the same (Liu & Wang, 2023). Therefore, Arabic as a second language should not be understood merely as the outcome of classroom instruction. The process needs to be examined through the various conditions surrounding learners, including cognitive capacity, motivation, language experience, intensity of exposure, interaction, and the linguistic environment (Ozer & Akçayoğlu, 2021). Annisa et al., demonstrate that Arabic as a second language acquisition is associated with motivational, linguistic, and social aspects, indicating that the phenomenon encompasses broader dimensions than the mastery of linguistic elements alone (Annisa et al., 2023).

Within this framework, internal and external factors can be used as two analytical domains for understanding Arabic language acquisition. Internal factors include conditions within the learner, such as cognitive ability, *language aptitude*, motivation, interest, and attitudes toward the language (Fitri et al., 2026). External factors encompass the language environment, interactions with teachers and peers, opportunities to use the language, social support, and learning conditions. These two domains do not operate independently (Dalimunthe et al., 2025). Learners' motivation, for instance, may develop through learning experiences and environments that provide opportunities to use the language, whereas limited environmental support may reduce opportunities for learners to actualize their existing abilities (Munthe et al., 2022). In the context of Arabic, this relationship is particularly important because the development of listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*) skills involves acquisition experiences with different demands. Accordingly, acquisition factors need to be understood as interconnected components of a process rather than as isolated elements (Asmaniah et al., 2024).

One internal aspect that requires attention is cognitive capacity and motivation. Cognitive capacity is associated with learners' ability to receive, process, retain, and use linguistic information. In second language acquisition research, the concept of *language aptitude* is more appropriate than treating IQ as the sole indicator because *aptitude* specifically concerns an individual's capacity to learn a language. In addition, motivation plays a role in sustaining learners' engagement with the target language (Krashen, 2009). Motivation to learn Arabic may be associated with academic goals, professional needs, communication, identity, or personal orientations. Alshammari et al., demonstrate that motivation for learning Arabic as a second language has diverse dimensions and requires further attention in research on language acquisition. This finding indicates that learners' internal conditions should be positioned as an important component in understanding the continuity of Arabic language acquisition (Alshammari et al., 2024).

On the external side, the language environment provides learners with opportunities for exposure, interaction, and target-language use. Such an environment may take the form of classroom settings, *bi'ah lughawiyah*, teacher–student interaction, peer communication, language-related activities, and the use of Arabic through digital media. An environment that provides sustained opportunities for language use can enrich learners' experiences in understanding and producing Arabic. Conversely, limited exposure and interaction may restrict acquisition experiences even when learners possess strong learning motivation. Annisa et al., identify social factors as one of the dimensions associated with Arabic as a second language acquisition. This indicates that the environment is not merely the setting in which learning takes place but constitutes part of the acquisition experience that can shape learners' opportunities to interact with the target language (Annisa et al., 2023).

Several previous studies have provided a foundation for discussing factors in second language acquisition. He and Li, examined the factors influencing second language acquisition and identified environment, motivation, competence, language aptitude, and habit as important factors in the acquisition process (He & Li, 2023). Annisa et al., expanded the discussion of Arabic language acquisition by relating it to motivational, linguistic, and social factors (Annisa et al., 2023). Alshammari et al., paid particular attention to motivation in learning Arabic as a second language (Alshammari et al., 2024). Nevertheless, these studies remain dispersed across specific areas of focus and have not yet provided a comprehensive synthesis that maps internal and external factors in an integrated manner within the context of Arabic language acquisition. This gap constitutes the position of the present study, which integrates findings from various sources to examine how cognitive capacity and intrinsic motivation as internal dimensions, as well as the language environment and extrinsic motivation as external dimensions, shape Arabic language acquisition as a second language.

Based on this gap, the present study aims to identify, map, and analyze the internal and external factors that shape Arabic language acquisition as a second language through a review of relevant literature. The study is not intended to test the magnitude of the influence of one factor on another but rather to understand how these factors are described and positioned in the literature on second language acquisition, particularly in the context of Arabic. This position contributes to the field

by bringing together the individual dimension of the learner and the environmental dimension of acquisition within a single analytical framework. Accordingly, this study is expected to provide a more structured understanding of the complexity of Arabic language acquisition as a second language while offering a conceptual foundation for Arabic language instruction that takes into account learners' internal conditions and the quality of the linguistic environment simultaneously.

METHODS

This study employs a qualitative approach using the library research method. The selection of this method is based on the nature of the research data, which consist of texts and written documents relevant to Arabic language acquisition as a second language. The research data were obtained from academic literature, including books, scholarly articles, research reports, and other written documents addressing factors associated with Arabic language acquisition as a second language. Primary data sources were obtained through direct examination and review of literature that substantively discusses internal and external factors in second language acquisition, while secondary sources were used to strengthen the interpretation and provide theoretical perspectives on the main findings. The library research method was selected because it enables the researcher to identify, compare, and synthesize findings from previous studies, thereby providing a more comprehensive understanding of the research topic (Sugiyono, 2019).

The data were analyzed using content analysis to identify, categorize, and interpret relevant information obtained from various sources. The analysis was conducted systematically through several stages: (1) defining the research problem by establishing the focus of the study on the internal and external factors involved in Arabic language acquisition as a second language; (2) developing a conceptual framework by formulating analytical concepts and categories based on relevant theories and previous studies; (3) establishing the methodological framework, including the determination of data sources, criteria for data relevance, and procedures for reviewing the literature; (4) analyzing the data by identifying, categorizing, comparing, and synthesizing findings according to the categories of internal and external factors; and (5) interpreting the data by relating the synthesized findings to second language acquisition concepts in order to obtain a comprehensive understanding of the factors that shape Arabic language acquisition. These stages were guided by the content analysis procedures proposed by (Miles & Huberman, 2014).

RESULT AND DISCUSSION

1. Internal Factors

Internal factors refer to factors originating within individuals who learn Arabic as a second language. These factors are associated with learners' cognitive abilities, psychological conditions, prior knowledge, and individual characteristics that influence how they receive, process, retain, and use linguistic information during the acquisition process. One internal factor examined in this study is cognitive capacity, which is reflected through several language-related abilities.

1) IQ (*Intelligence Quotient*)

IQ refers to an indicator of cognitive ability that reflects an individual's capacity to think, remember, understand, evaluate, and process information. In Arabic language acquisition, these abilities are relevant because learners are required to process various forms of linguistic information, including vocabulary, grammatical structures, pronunciation, and meaning. Cognitive capacity influences how learners recognize linguistic patterns, retain newly encountered information, connect new knowledge with previously acquired knowledge, and retrieve linguistic information when it is needed in communication. Therefore, cognitive ability is not limited to general intellectual performance but is also reflected in specific language-related capacities that support the acquisition and use of Arabic.

a. Lexical Intelligence

Lexical intelligence refers to an individual's ability to understand, remember, and use vocabulary appropriately. In Arabic, this aspect is related to *'Ilm al-Ma'ājim* (علم المعاجم). Lexical ability encompasses understanding word meanings, using vocabulary appropriately according to context, and the ability to remember and apply newly acquired vocabulary in Arabic communication.

Table 1. Examples of Arabic Vocabulary Related to Lexical Intelligence

No.	Vocabolary	Meaning
1.	مكتبة	Desk
2.	مدرسة	School

The table above illustrates that an individual with high lexical intelligence can quickly understand that "مكتبة" means "library." Such an individual can immediately use the word in an appropriate sentence, for example: " أنا أذهب إلى المكتبة كل يوم." (*Anā adhhabu ilā al-maktabah kulla yaum*), which means "I go to the library every day." Beyond memorizing its basic meaning, the individual can also apply the word in various new contexts, such as in the sentence " المكتبة تحتوي على العديد من الكتب القيمة." (*Al-maktabah taḥtawī 'alā al-'adīd min al-kutub al-qayyimah*), which means "The library contains many valuable books." Similarly, the word مدرسة, meaning "school," can be readily used in a sentence such as "أذهب إلى المدرسة صباحًا." (*Adhhabu ilā al-madrasah ṣabāḥan*), which means "I go to school in the morning.

Their strong memory supports the retention and use of vocabulary across different contexts. They are also able to transfer their knowledge of newly acquired words to various situations due to their cognitive flexibility, as demonstrated in the sentence "المكتبة تحتوي على العديد من الكتب القيمة". (*Al-maktabah taḥtawī 'alā al-'adīd min al-kutub al-qayyimah*), meaning "The library contains many valuable books." High lexical intelligence facilitates faster learning, greater fluency, and improved communication skills, while also enhancing learners' motivation and confidence. Overall, students with high lexical intelligence demonstrate a more effective and efficient second language acquisition process, enabling them to progress more rapidly in learning a second language.

This ability enables learners to speak and write more fluently and with greater lexical variety. In addition, lexical intelligence can strengthen motivation and self-

confidence; the ability to master and correctly use new words provides learners with a sense of achievement that encourages them to continue learning and developing their language skills. Overall, students with high lexical intelligence are able to understand, use, and apply new words quickly and effectively, thereby facilitating the learning process and improving their overall language proficiency.

The understanding and mastery of Arabic vocabulary and grammar also influence an individual's ability to use the language accurately and effectively. Therefore, efforts to understand and address linguistic differences and difficulties in Arabic language acquisition are essential (Annisa et al., 2023). Vocabulary mastery is consequently crucial in the language learning process and in the development of language skills. Arabic vocabulary mastery involves an individual's ability to use and utilize the words they know to communicate and interact with others in Arabic (Kianinezhad, 2024).

b. Intelligence in Morphology or the Science of Shorof (علم الصرف)

Table 2. Arabic Verb Forms and Their Changes Based on Pronouns

No.	Basic Verb	Meaning	Word Form Change	Meaning
1.	كتب	He (male) has written	كتبتْ كتبتَ كتبتِ كتبتُ كتبوا كتبن	- She has written - You (male) have written - You (female) have written - I have written - They (male) have writtenThey (female) have written
2.	يكتب	He is writing	تكتب تكتب تكتبين أكتب يكتبون يكتبن	- I write - They write - They write - She is writing - You (male) are writing - You (female) are writing - I am writing - They (male) are writing - They (female) are writing

c. Syntactic intelligence or the science of grammar (علم النحو)

Table 3. Arabic Sentence Structures and Grammatical Function

No.	Sentence Structure	Arabic Grammar	Meaning
1.	البيت كبير	البيت functions as the subject (*mubtada'*), while كبير functions as the predicate (*khabar*).	The house is big
2.	كتب الطالب الدرس	كتب functions as the verb (*fi'l māḍī*), الطالب functions as the subject (*fā'il*),	The student wrote the lesson.

	and الدرسfunctions as the object (*maf'ūl bih*).

The basic structure of a nominal sentence (*jumlah ismiyyah*) in Arabic can be seen in the sentence "البيت كبير" (*Al-bayt kabīr*), which means "The house is big." "البيت" (*Al-bayt*) functions as the subject (*mubtada'*), while "كبير" (*kabīr*) functions as the predicate (*khabar*). Meanwhile, the structure of a verbal sentence (*jumlah fi'liyyah*) is demonstrated by the sentence "كتب الطالب الدرس." (*Kataba al-ṭālib al-dars*), which means "The student wrote the lesson." "كتب" (*kataba*) functions as the verb (*fi'l*), "الطالب" (*al-ṭālib*) functions as the subject (*fā'il*), and "الدرس" (*al-dars*) functions as the object (*maf'ūl bih*). In addition, a sentence containing a preposition (*ḥarf jarr*), such as " ذهبت إلى المدرسة." (*Dhahabtu ilā al-madrasah*), which means "I went to school," contains "ذهبت" (*dhahabtu*) as the verb (*fi'l*), "إلى" (*ilā*) as the preposition (*ḥarf jarr*), and "المدرسة" (*al-madrasah*) as the noun following the preposition (*ism majrūr*).

Understanding these sentence structures helps students internalize linguistic patterns, enabling them to construct grammatically correct sentences, improve their ability to produce natural and accurate language, and strengthen language retention and mastery through repetition and practice in meaningful contexts. By understanding various sentence structures across different contexts, students can improve their ability to comprehend and produce Arabic effectively, emphasizing the importance of patterns, context, and practice in language acquisition.

A deep understanding of *'ilm al-naḥw*, *ṣarf*, and *mufradāt* is essential for the ability to read and comprehend classical Arabic texts. This ability is necessary for understanding the meanings conveyed in such texts. "Europeans can understand a text by reading it, whereas Arabs must first understand it before they can read the text correctly," according to a Western proverb (Arifina et al., 2022). *'Ilm al-naḥw* is also known as *'ilm al-ālah* (instrumental science) because studying it facilitates the understanding of other fields of knowledge, such as *fiqh*, *tawḥīd*, and various other disciplines that use Arabic. With the assistance of *'ilm al-naḥw*, these fields of knowledge can be understood more easily (Hidayah, 2020).

2) Motivasi Intrinsik

Intrinsic motivation refers to internal drives that originate from an individual's personal interest in and attraction to the Arabic language and culture. This motivation encourages learners to engage in Arabic learning because they find the language interesting, meaningful, or personally valuable. In Arabic language acquisition, intrinsic motivation can support learners' persistence, curiosity, and willingness to use Arabic in various learning and communication activities. This factor includes personal interest in Arabic, enjoyment of learning activities, curiosity about Arabic culture, and personal satisfaction from understanding and using the language.

a. Personal Interest

Intrinsic motivation in the acquisition of Arabic as a second language is diverse and can have a significant impact. This motivation originates within the individual and does not depend on rewards or external reinforcement (Chafidzoh, 2020). Likewise, individuals who are interested in Islamic religious studies may be motivated to learn classical Arabic in order to gain a deeper understanding of the Qur'an and religious literature. In one study, Arabic as the language of the Qur'an

and learners' desire to pursue further education in Middle Eastern countries were identified as forms of intrinsic motivation (Albab, 2015). In addition, interest in careers or business in the Arab world encourages individuals to deepen their Arabic language skills by learning relevant terminology and practicing in professional contexts. Enthusiasts of Arabic literature and films, as well as individuals who have personal relationships with Arabic speakers, are also motivated to learn the language, thereby significantly enhancing their communication skills. Overall, this intrinsic motivation not only increases engagement and dedication in learning but also ensures that the process of Arabic language acquisition is effective and meaningful by utilizing relevant contexts and authentic resources to enrich the learning experience.

b. Enjoyment of Culture

For example, an individual with a deep interest in Arab history and culture may wish to read classical texts and gain a better understanding of their historical context. This interest encourages the individual to study Arabic more seriously. They may participate in courses focusing on classical Arabic literature, seek authentic sources, and spend more time reading and analyzing historical texts. As a result, their understanding of linguistic structures and vocabulary becomes deeper and richer, while their ability to read and comprehend complex texts improves significantly. Intrinsic motivation has a significant role in the acquisition of Arabic as a second language. Through personal interest, individuals tend to become more actively engaged in the learning process, seeking opportunities to practice and develop their Arabic language skills.

The presence of such motivation also strengthens consistency and dedication in learning, which are important factors in achieving a high level of language proficiency. Specific interest in Arab culture and the Arabic-language context enables more contextualized and meaningful learning, which directly enhances the understanding and retention of learning materials. In addition, intrinsic interest encourages individuals to use authentic resources, such as classical texts, religious literature, or professional materials, to enrich their vocabulary and cultural understanding. Overall, intrinsic motivation makes the Arabic learning process more enjoyable, satisfying, and effective, accelerating progress and the achievement of desired learning objectives.

From a psycholinguistic perspective, intrinsic motivation is a key factor in language acquisition, including Arabic, in which personal interest plays a significant role. High levels of interest increase motivation, engagement, and consistent practice, all of which contribute to faster and more effective learning. An individual interested in Arab history and culture may be more motivated to learn Arabic in order to read classical texts and better understand their historical context, while an interest in Islamic studies motivates many learners to understand the Qur'an and Islamic literature and to master the grammar and vocabulary required for this purpose. In addition, an interest in careers or business in Arabic-speaking countries may encourage individuals to master Arabic for business or diplomatic purposes. Enthusiasts of Arabic literature and films may be motivated to learn Arabic so that they can enjoy these works in their original language.

Personal relationships with an Arabic-speaking partner or close friend can also serve as a strong source of motivation, accelerating language acquisition through daily practice. Interest in Arabic literature, history, and culture, as well as engagement in hobbies related to Arab culture, such as listening to Arabic music or practicing calligraphy, can further strengthen motivation to learn the language. By utilizing personal interests and integrating them into learning strategies, individuals can achieve greater fluency and a deeper understanding of Arabic.

c. Hobbies and Activities

Engagement in hobbies related to Arab culture, such as listening to Arabic music or practicing calligraphy, can strengthen motivation to learn the language. Participation in such activities has a significant psycholinguistic role in the acquisition of Arabic as a second language. Psychologically, interest in particular cultural aspects can increase an individual's intrinsic motivation to learn the associated language. Arabic music, for example, not only introduces learners to distinctive melodies and lyrics but also exposes them to unique vocabulary and complex linguistic structures, which can stimulate a deeper interest in understanding and using the language. Similarly, Arabic calligraphy introduces learners to visual aesthetics while deepening their understanding of Arabic letter forms and linguistic patterns. Through observing and practicing calligraphy, learners can develop greater familiarity with linguistic forms, as the activity requires attention to detail and precision.

From a psycholinguistic perspective, engagement in such hobbies creates positive associations between experiences of Arab culture and the language learning process. This can facilitate language acquisition by connecting sensory and emotional experiences with cognitive learning. Regularly listening to Arabic music, for instance, can reinforce vocabulary retention and support learners' awareness of appropriate intonation in everyday communication, while practicing calligraphy can deepen familiarity with linguistic structures and improve writing skills. Thus, engagement in hobbies that reflect Arab culture not only enriches learners' cultural experiences but also plays an important role in strengthening motivation and facilitating the acquisition of Arabic as a second language through the development of linguistic skills and cultural understanding.

2. External Factors

External factors refer to factors originating outside the individual who is learning a second language. Understanding how these factors interact can help parents, educators, and researchers support children's language development more effectively. In the process of foreign language learning, humans act as organisms that acquire language. They receive stimuli from various external sources, such as the environment, motivation, books, and other resources. These stimuli are then responded to by individuals through the development of reactions manifested in the use of the target language in everyday communication (Wasil, 2024). These factors include:

1) Environmental Factors

The environmental factor plays a crucial role in the acquisition of Arabic as a second language. This factor can influence the learning process, motivation, and level of Arabic proficiency among learners. By taking these environmental factors into consideration, the process of learning Arabic as a second language can become more

effective and efficient. These factors interact with one another and collectively create conditions that support individuals in learning and mastering Arabic. An example of such an environment is presented in the figure below.



Figure 1. The Role of the Environment in the Arab Village (Pare)

Figure 1 illustrates that the role of the environment, particularly peers and teachers, can influence the acquisition of Arabic as a second language. Individuals who are exposed to such an environment on a daily basis have greater opportunities to practice the language in various contexts, thereby facilitating the learning process. By engaging in an Arabic-speaking environment, individuals can directly practice the language they have learned in class. Those who are accustomed to speaking Arabic every day tend to find it easier to remember and understand what they have previously learned. Regular interaction also provides continuous exposure to Arabic expressions and vocabulary, helping learners develop greater familiarity, confidence, and responsiveness in using the language during everyday communication.

Environmental factors play an important role in language acquisition. Children who grow up in an environment that supports language use tend to acquire language more easily, while an unsupportive environment can affect the development of children's language abilities. Thus, children who grow up in a language-rich environment tend to demonstrate better language development (Yuliasari et al., 2024). In this regard, Annisa et al., explain that the linguistic environment refers to everything that can be heard and seen that influences human perception during the communication process (Annisa et al., 2023). This includes linguistic interactions that occur in the classroom during language learning, watching television, group conversations, as well as activities involving reading written materials and mass media. All of these factors contribute to shaping a linguistic environment in which individuals can interact with the language and develop a better understanding of it. Language acquisition through these environmental factors can occur in both formal and informal settings. A formal environment is one type of language learning environment that focuses on the conscious mastery of language rules or structures in the target language (Gotama, 2023).

2) Extrinsic Motivation

Extrinsic motivation is an external factor in the acquisition of Arabic as a second language. It refers to motivation that arises from external rewards, expectations, social

demands, or practical benefits associated with learning Arabic. Individuals with extrinsic motivation learn Arabic because of the benefits or advantages that can be obtained from their language ability. Such motivation can encourage learners to participate in learning activities, complete language tasks, and continue improving their Arabic proficiency to achieve particular goals. This factor includes academic achievement, career opportunities, social recognition, and other practical benefits associated with Arabic language proficiency.

a. Academic Needs

Individuals may have academic needs that encourage them to learn Arabic, particularly when Arabic proficiency is directly related to their educational programs or academic requirements. Students may learn Arabic because they are enrolled in Middle Eastern Studies, Islamic Studies, Arabic Language Education, or other academic programs in which Arabic serves as an important language for accessing course materials and completing academic activities. In addition, some students may be required to develop Arabic proficiency because their courses involve Arabic texts, references, examinations, or academic assignments. Arabic learning may also be motivated by the intention to enter a particular university where the admission selection includes questions or assessments presented in Arabic. In such circumstances, Arabic proficiency becomes a practical academic requirement that encourages students to develop their vocabulary, reading comprehension, grammatical knowledge, and ability to understand academic texts. Thus, academic needs can provide learners with a clear external reason to acquire Arabic and maintain their engagement with the learning process.



Figure 2. Graduate Admission Test Questions

Figure 2. illustrates that an individual needs to understand Arabic in order to answer Arabic-language questions and pass the postgraduate admission selection at one of the universities in Indonesia. The process of acquiring Arabic as a second language can become more effective and efficient by fulfilling these academic needs. This enables individuals to achieve the desired level of language proficiency. In second language acquisition theory, motivation is generally understood as a set of

factors, including the aspiration to achieve certain goals through language learning, the willingness to make and sustain efforts to achieve those goals, and attitudes toward language acquisition and the community that uses the language (Oktaviani et al., 2024).

b. Career Opportunities

Many individuals in this context are motivated to learn Arabic because they recognize its practical benefits, particularly in relation to career opportunities and professional development. Arabic language proficiency can provide access to various occupations that require the ability to understand, communicate, and work with Arabic-language materials. Individuals seeking career opportunities, including professionals working as Arabic language teachers, university lecturers, translators, interpreters, researchers, and other language-related professionals, are often required to possess adequate Arabic proficiency. In this context, the prospect of obtaining employment, improving professional competence, and expanding career opportunities can become an external motivation that encourages individuals to acquire and continuously develop their Arabic language skills.



Figure 2. Arabic Language Teacher Job Vacancy

Figure 2 illustrates the acquisition of Arabic as a second language from the perspective of extrinsic motivation, specifically through career opportunities such as becoming an Arabic teacher at a school in Jambi. To pursue a career as an Arabic teacher, individuals are required to have adequate Arabic language proficiency, both oral and written, including the ability to communicate, comprehend texts, and effectively convey linguistic knowledge. The prospect of securing employment can motivate individuals to learn Arabic and continue improving their language skills as a means to achieve professional goals. By mastering Arabic, individuals can enhance their communication skills and gain broader career opportunities in an increasingly global job market. Furthermore, the strategic position of Arabic-speaking countries in international economic, educational, diplomatic, and business relations further enhances the practical value of Arabic proficiency across various professional fields. Thus, career opportunities can serve as a form of

extrinsic motivation that encourages individuals to acquire and maintain Arabic language skills.

In the context of language learning itself, acquiring a language can help individuals broaden their cultural knowledge, develop the ability to communicate with people who speak the language, and increase future employment opportunities. Listening, speaking, reading, and writing are all examples of how language is used in learning and acquiring a foreign language. Language also serves as a tool for learning academic content as well as the language itself. Developing strong language skills is essential throughout the learning process to broaden understanding and facilitate communication (Hidayah, 2020).

c. Immigration Purposes

Immigration purposes refer to situations in which individuals plan to move to, reside in, or work in an Arabic-speaking country and therefore need to acquire Arabic for social, professional, and daily communication. In this context, Arabic proficiency becomes an important practical requirement for interacting with local communities, accessing public services, understanding workplace communication, and adapting to the linguistic environment. The need to communicate effectively in the host country can encourage individuals to develop their Arabic skills before and during the immigration process. Thus, immigration-related needs can function as an external motivation that supports individuals' efforts to acquire and use Arabic as a second language.



Figure 2. Driver Job Vacancy in Saudi Arabia

Figure 2. illustrates that an individual can move to or work in an Arab country if they are able to acquire Arabic language proficiency. Arabic language skills can facilitate the immigration process to an Arab country. Mastering Arabic increases the opportunity to obtain employment in an Arab country and enables individuals to interact effectively with clients and colleagues. The acquisition of Arabic as a second language not only facilitates everyday communication but is also important for success in various aspects of life in Arabic-speaking countries. Mastering the local language facilitates the integration process, creates more opportunities, and enables individuals to have a deeper and more meaningful experience in a new environment.

In an increasingly globalized world, individuals are required to compete in the labor market. If everyone has the same means of communication, this competition can proceed more smoothly. In such circumstances, individuals need to master more than one language (Gotama, 2023). Simpson (2011) investigated a child from China who emigrated to the United States at the age of three in relation to the influence of motivation on second language acquisition. The findings showed that Jason sought to master Chinese, which became his second language, with the aim of building a career or obtaining employment in China in the future.

Based on the explanation above, extrinsic motivation is a drive that arises as a result of stimuli from outside the individual or originates from external factors that can influence a person's attitudes and desire to take action. Children begin to realize that language has many functions and can influence other people's feelings, encouraging them to learn more through responses from a supportive environment. Examples of extrinsic motivation include academic needs, such as students learning Arabic because their major or courses require it; career opportunities, such as professionals working for multinational companies operating in Arab countries that require Arabic language proficiency; religious reasons, such as Muslims learning Arabic to understand the Qur'an in its original language and perform religious practices more effectively; and immigration purposes, such as individuals planning to move to an Arabic-speaking country and needing to master the language for social and professional integration. Thus, extrinsic motivation plays an important role in encouraging individuals to acquire a second language through learning and development based on external stimuli that are relevant to their needs and goals.

CONCLUSION

Arabic language acquisition as a second language is a process that involves mastering various linguistic elements, including vocabulary, morphology, and syntax, as well as listening, speaking, reading, and writing skills. Based on the findings of this study, the factors influencing Arabic language acquisition can be categorized into internal and external factors. Internal factors include Intelligence Quotient (IQ) and intrinsic motivation. IQ is associated with learners' cognitive abilities to understand, retain, process, and apply linguistic information, which in this study is reflected in lexical, morphological, and syntactic aspects. Meanwhile, intrinsic motivation refers to an internal drive arising from learners' interest in the Arabic language and culture. This factor includes personal interest, enjoyment of Arab culture, and hobbies and activities related to the Arabic language. Such interests can encourage learners to engage more actively with the target language and maintain their involvement in the acquisition process.

External factors include the language environment and extrinsic motivation. The language environment encompasses the roles of family, peers, schools, and teachers in providing exposure to Arabic, opportunities for interaction, and opportunities to use the language in various situations. A supportive environment provides learners with opportunities to connect linguistic knowledge with actual language use. Meanwhile, extrinsic motivation arises from needs or goals originating outside the learner. In this study, these include academic needs, career opportunities, and immigration purposes. These factors indicate that Arabic language acquisition does not depend solely on individual abilities but is also shaped by the environment and practical goals associated

with the learning process. Therefore, the acquisition of Arabic as a second language develops through the interaction between learners' internal capacities and external conditions that provide experiences, motivation, and opportunities for continuous language use.

DECLARATIONS

Author's Contributions

Nova Ariyanti, Agus Salim, and Nurul Aini: Conceptualization, original manuscript writing, and data accuracy. **Titi Fitri**: Methodology, data collection, data analysis, and visualization. **Syafridian Asesa and M. Alfi Mufti Syam**: Investigation, manuscript review, language enhancement, and editing.

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Conflict of Interest

The authors declare that this research was conducted without any conflict of interest.

Ethical Approval

The authors obtained permission from the research site to conduct the study. The institution approved the implementation of the research and permitted the findings to be used and published for academic purposes.

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