

Transformational-Generative Theory Perspective in Teaching The Four Language Skills of Arabic

Muhammad Jundi^{*}, Nabila

Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Jawa Timur, Indonesia

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ABSTRACT

Keywords:

Language skills learning, transformative-generative theory, Arabic language

Language, as a communication tool, has drawn the attention of linguists to research and discover new theories about language. The Transformative-Generative Theory by Noam Chomsky is believed to have revolutionized the development of linguistics. This theory holds that human language ability is not a natural product, but an innate potential in humans since birth. This article examines how Arabic language learning can be viewed through the lens of the Transformative-Generative Theory. The research method used in this study is a qualitative approach with descriptive methods. Regarding language learning from the perspective of the transformative-generative theory, the four language skills are emphasized as follows: 1) listening comprehension, which requires language acquisition-based activities; 2) speaking, which relates to language creativity; 3) reading, which is related to competence and performance; and 4) writing, which is related to surface and deep structure. These concepts can be applied to writing instruction in analyzing and producing texts.

Kata Kunci:

Pembelajaran keterampilan berbahasa, transformative-generative theory, bahasa Arab

Bahasa, sebagai alat komunikasi yang telah menarik perhatian para ahli bahasa untuk meneliti dan menemukan teori-teori baru mengenai bahasa. Teori Transformatif-Generatif oleh Noam Chomsky diyakini telah membawa revolusi pada perkembangan linguistik. Teori ini berpandangan bahwa kemampuan berbahasa manusia bukanlah produk alam, tetapi potensi bawaan manusia sejak lahir. Artikel ini mengkaji bagaimana pembelajaran Bahasa Arab dalam kacamata Teori Transformatif-Generatif. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif dengan metode deskriptif. Mengenai pembelajaran bahasa dalam kacamata teori transformatif-generatif yaitu dari empat kemampuan bahasa antara lain: 1) Pembelajaran menyimak, dalam hal ini perlu adanya aktivitas atau kegiatan yang bernuansa pemerolehan bahasa; 2) Pembelajaran berbicara, pembelajaran berbicara berkaitan dengan kreativitas berbahasa; 3) Pembelajaran membaca, pembelajaran membaca berkaitan dengan pembahasan kompetensi dan performansi; dan 4) Pembelajaran menulis, pembelajaran menulis berkaitan dengan pembahasan struktur luar dan struktur dalam. Konsep ini dapat diterapkan dalam pembelajaran menulis baik dalam menganalisis teks maupun memproduksi teks.

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Corresponding author:

jundijundi10@gmail.com (Muhammad Jundi)

1. Introduction

Language is the most valuable heritage of humanity, as it is inherited from one generation to the next. Unlike other legacies, language is a living and evolving legacy that reflects the history, culture, and identity of its speakers. Language acquisition and use play a fundamental role in human communication, making it a crucial tool for social interaction and cultural expression. Understanding the importance of language is critical, as it is an essential aspect of a nation's identity. Language is a powerful means of preserving and transmitting cultural values and norms, enabling people to connect with their roots and history. In addition, language is vital for the survival and development of human civilization, as it fosters cooperation, socialization, and cultural exchange. The urgency of language in the continuity of human civilization cannot be separated from the function of language itself, which serves as a medium for communication and social interaction (Jundi & Dalle, 2022; Jundi & Kasan, 2021).

Various perspectives have emerged regarding language, coinciding with the proliferation of language studies over time. As a continuously evolving field, linguistics in its current era is inseparable from various methods and theories in language analysis. The emergence of various language theories is a result of diverse scholarly perspectives on the nature, aspects, and terminology of language in the pursuit of describing language. The linguistic analysis of language, its structure, and its functions, have yielded new insights into the ways in which language reflects and shapes human cognition, culture, and social interaction (Ulfah & Kamal, 2021). From structuralism to functionalism, and from cognitive to generative theories, linguistics has made significant contributions to understanding the complex nature of human language.

Noam Chomsky is a significant figure in the development of the Generative-Transformational Grammar theory. The theory emerged with the publication of his book *Syntactic Structure* in 1957, which was later developed in his second book, *The Aspect of The Theory of Syntax*, published in 1965. It was this second book that introduced the Generative-Transformational Grammar theory (Alshargabi, Kamil, & Hazem, 2022; Permata, 2015). The Transformational Grammar theory includes several significant ideas, such as differentiating between competence and performance, as well as deep and surface structures. Additionally, this theory uses rules of transformation to indicate movement within a clause, and it analyzes the structure of phrases through tree diagrams (Hakim, 2019). Noam Chomsky's contributions to the development of this theory have had a substantial impact on the field of linguistics, bringing about a revolution in the study of language.

Several studies have investigated the application of this theory in learning, namely: 1) Chomsky's Transformational Linguistic Theory in Writing Skill at Islamic Senior High School: Transforming Language Learning Pedagogy (Wargadinata, Risalah, Elmi, Maimunah, & Mei, 2021), 2) Nazhariyah Noam Chomsky fii An-Numu Al-Lughawi wa In'ikasatuha 'ala Ta'lim Al-Lughah Al-Arabiyyah (Ningsih, Munir, & Mustapa, 2022), 3) Aplikasi Teori Generatif-Transformasi Dalam Pembelajaran Bahasa Arab Di Pondok Pesantren Nurussalam Krapyak Yogyakarta (Basit & Ummah, 2018).

The three research papers share a common focus on the implementation and effectiveness of Chomsky's Transformational Linguistic Theory in language learning, specifically in writing skill implementation. However, there are some differences among them. Research 1 and 3 appear to be similar as they share the same aim and methodology. Both studies aimed to identify the supporting and inhibiting factors in implementing Chomsky's theory in Arabic language learning, and data were collected through interviews, observations, and tests. Additionally, both studies obtained the difference in scores between the pretest and posttest of the control class and the experimental class. The main difference between the two studies is the location where the data were collected, as Research 1 was conducted in Indonesia while Research 3 does not specify the location.

On the other hand, Research 2 takes a more theoretical approach and argues for the importance of teaching language within the framework of Chomsky's theory. The study emphasizes the need to provide students with an appropriate linguistic description and to consider the student's intellectual level when teaching language. This study does not provide empirical data or focus on the implementation of the theory in practice, unlike the other two studies. In summary, while all three studies share a common focus on Chomsky's theory in language learning, Research 1 and 3 have similar aims and methodology in identifying the factors affecting its implementation, while Research 2 takes a more theoretical approach to discuss the importance of teaching language within Chomsky's framework.

This research titled “Transformational-Generative Theory Perspective in Teaching the Four Language Skills in Arabic: A Descriptive Study” appears to be related to the other three studies in terms of the focus on Chomsky’s Transformational Linguistic Theory in language learning, specifically in the Arabic language. However, there are some research gaps between your study and the other three studies. Research 1 and Research 3 focused on identifying the supporting and inhibiting factors in implementing Chomsky’s theory in Arabic writing skill implementation, while this study appears to have a broader scope in covering all four language skills: speaking, listening, reading, and writing. Therefore, the study may provide a more comprehensive understanding of how Chomsky’s theory can be applied to all four language skills in the Arabic language. Research 2, on the other hand, takes a more theoretical approach in discussing the importance of teaching language within the framework of Chomsky’s theory. Your study, however, may provide a more practical perspective by describing how the theory can be applied in teaching the four language skills in the Arabic language.

2. Method

The chosen research methodology for this study is the library research method, which employs a qualitative approach. The reason for selecting this method is due to its suitability in providing an in-depth explanation of the research object. The sources of data for this research are primarily secondary sources, which were collected through various means such as online databases, journals, books, and other relevant sources. To analyze the data collected, the researcher utilized the content analysis technique. This method involves a series of procedures that allow for the extraction of relevant information from the data. It is a comprehensive approach to studying the content of written or printed information in mass media (Saebani, 2012, p. h. 165). The aim of content analysis is to uncover patterns and themes within the data, which can provide insights into the research problem being investigated. Overall, this research methodology is highly effective in producing comprehensive and reliable findings that can contribute to the advancement of knowledge in the field of study.

3. Results and Discussion

3.1. Transformational-Generatif: A Short Introduction

Grammar is a set of rules that are limited in number but are capable of generating an infinite number of correct sentences. Transformational-Generative, on the other hand, refers to the creation and alteration of linguistic structures to produce new forms. Thus, Transformational-Generative grammar is a linguistic framework that studies and describes the changes in form from basic patterns to new ones, utilizing symbols in its description. This framework emphasizes the role of transformational rules in the structure of language, which allow for the generation of a vast array of sentences from a limited set of rules. As such, it has been regarded as a groundbreaking approach to the study of grammar, revolutionizing the field of linguistics and leading to new discoveries about the nature of language (Suhardi, 2017a).

Noam Chomsky, as previously mentioned, is the foremost figure and founder of the Transformatif-Generatif theory. This theory is based on the fundamental assumption that language is a component of humans and a unique product of the human mind, where mind and language have a strong relation (Kadir *et al.*, 2022). According to Chomsky, it is the human mind with all of its intelligence that is capable of producing language. The ability to think and reason is what distinguishes humans from animals (Nandang & Qosim, 2018). The Transformatif-Generatif theory is the most prominent modern theory that reflects the power of the mind, discussing language, its acquisition, and its relationship with human intelligence and knowledge. This theory highlights the significant role that the human mind plays in the production and comprehension of language, paving the way for further exploration and development of linguistics as a field of study (Permata, 2015).

The theory of Transformatif-Generatif grammar was first introduced by Noam Chomsky in his work entitled “Syntactic Structure” in 1957. Several years later, Chomsky refined his theory in his subsequent work “Aspect of The Theory of Syntax” in 1965. In this second book, the modeling of Transformatif-Generatif grammar was introduced. This theory falls under the category of cognitive theories because

it emphasizes the basis of language acquisition and learning in the brain, mind, and cognition (Permata, 2015). Chomsky's work critiques earlier views that he believed only saw language from its external aspects, such as the structuralist perspective. Chomsky argued that the ability to use language is not a product of nature but an innate potential of humans since birth. Structuralists only saw language as a surface structure and empty structures devoid of meaning, mind, and cognition. Chomsky believed that such a view was incomplete because it disregarded the peculiar phenomena of language. Instead, he recommended that research on language should pay attention to the aspect of human mind and cognition in the production of speech (Nandang & Qosim, 2018).

The Generative-Transformational theory stands out due to its contrasting ideas with other language theories. It vehemently opposes the language acquisition theory as a habit formation rule, as proposed by Skinner in his structuralist theory. Chomsky's view on language acquisition is shaped by the innate aspect, whereby individuals have an inherent ability to acquire language. Chomsky believes that in the process of language acquisition, individuals acquire a set of "universal" rules that they mentally know (Hoque, 2021). This concept has been a driving force in revolutionizing linguistics, giving rise to the Generative-Transformational theory. The theory has challenged traditional approaches to linguistics, emphasizing the fundamental role of language acquisition in understanding language structure and usage (Chomsky, 2006).

Chomsky's method places a strong emphasis on the aspect of the mind. In contrast, the structuralist and behaviorist approaches tend to focus on the external structure of language, disregarding its internal structure and meaning. For Chomsky, language is the key to understanding the human mind and cognition. He sought to convince others that linguistic studies are an inseparable part of cognitive psychology. Based on his view that the human mind and its ability to think are what distinguish humans from animals, it is illogical to consider language as merely a structure devoid of meaning (Tarigan, 2009). Therefore, Chomsky's approach is distinctive and significant for its emphasis on the connection between language and the mind (Nandang & Qosim, 2018).

Chomsky explained that grammar consists of three main components: *The Syntax Component*, which determines the interpretation of sentence meaning and also describes the creative aspect of language. This component consists of two main parts: phrase structure rules (basic rules) and transformational rules (rules for changing structures). *The Phonology Component*, which determines the sound form of sentences produced by the syntax rules. With phonology, a series of existing elements can be expressed or pronounced and the representation of these sounds can be performed. *The Semantic Component*, which determines the interpretation of sentence meaning. This component is closely related to the structure generated by the syntax component to display clear meaning.

The three components mentioned above are inseparable units. The syntactic component is the main component, and the semantic and phonological components will animate and influence the syntactic component, but not the other way around. Within the syntactic component, there are basic rules (phrase structure rules) and transformational rules. The basic rules are filled by certain categories and lexicons that will produce the basic or deep structure. This is animated by the semantic component which will provide interpretation of the existing basic structure. The transformational rules play a role in changing the basic structure into the surface structure. This is determined and defined by the phonological component and is closely related to the semantic component that is capable of providing interpretation of the meaning within it. For clarity, the information will be visualized in the following diagram.

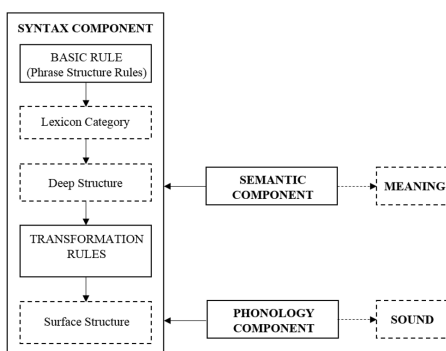


Figure 1. Syntax component

Initially, the transformative-generative theory was more inclined towards discussing first language acquisition. Chomsky himself never explicitly explained language learning within this theory. However, nowadays the theory is considered relevant and often used for research on foreign language learning by academics as it is seen as still relevant to foreign language learning (Permata, 2015). Therefore, researchers are trying to explain how Arabic language proficiency can be achieved through the perspective of this theory.

3.2. Transformational-Generative on Four Arabic Language Skills Teaching

In discussing this point, the researcher will first present definitions of each language skill and then collaborate them with Chomsky's theory in designing Arabic language learning. The discussion is also organized according to the four language skills.

3.2.1. Listening Skills Teaching

Listening has appeared as a significant constituent of language pedagogy to foster facilities for the learners in maximizing their development in transmitting information in a speech event and make the appropriate communication based on that (Nazarieh, Razmi, Azizian, & Ghani, 2022). In the skill of listening, there are many sub-skills that students are expected to master, as described by Tuaimah. These include: recognizing Arabic sounds and distinguishing between different sounds that are heard, understanding the main ideas and supporting ideas of a paragraph or discourse that is listened to, using context to understand the meaning of a heard sentence and attempting to understand the speaker's intention, visualizing events/situations that are referred to by the speaker in their speech to understand the situation, knowing a wide range of vocabulary and being able to draw conclusions from what is heard (Tu'aimah, 1985).

The discussion of listening comprehension in language learning is closely related to Chomsky's theory of language acquisition. This theory can also be applied in examining language learning, even though acquisition and learning are two distinct concepts. According to Sigel & Cocking, language acquisition is a process used by children to adjust a series of hypotheses with their parents' speech until they can select the best and simplest grammatical rules of the language in question (Al-Harbi, 2019) and (2. This is different from language learning, which occurs in a formal and artificial setting, while language acquisition generally takes place in society where language is more oriented towards communication (Permata, 2015).

Skinner posits that language acquisition is nurture-based, where a human being acquires language based on environmental influence (Zghair, 2018). On the other hand, Chomsky argues that language acquisition is nature-based because he believes that when a human child is born, they are equipped with a set of specific tools that are used to acquire language. These tools are called the Language Acquisition Device (LAD), which is universal, as evidenced by the similarity among children in the process of acquiring their language (Al-Harbi, 2019; Chomsky, 2006; Yusuf & Nengrum, 2021) and (2. According to Chomsky, every human individual possesses what is called the "faculty of mind," which is a sort of intellectual compartmentalization in the brain, and one of them is allocated for language use and acquisition. A normal child acquires their mother tongue quickly due to the functioning of the LAD. In this process, there are universal rules that individuals have mentally comprehended, and this is not due to the child's response to external stimuli (El Qorny, 2018; Permata, 2015).

In 1986, Dardjowidjojo modeled child language acquisition using the gamelan game based on Chomsky's analogy. When listened to, the gamelan game is very rich with various sounds that support each other such as the sound of gongs, kendang, gambang, kenong, rebab, gender, and others. All of these sounds fill the void at the right time. However, if each instrument is observed separately, the sound produced is actually very simple. It becomes complex and harmonious because of the proper interaction between one sound and another. Human language acquisition is similar. Chomsky calls the analogy of the gamelan instruments "modules," where each module contains principles that are compared to the sounds of the gamelan instruments. Each principle is simple when viewed in isolation. Principles become complex when they interact with principles from other modules. When a child is born, they already have innate knowledge about these principles. However, the parameters to be used are not yet known (Dardjowidjojo, 2012).

The nature vs. nurture debate in language acquisition remains controversial. The behaviorist perspective posits that language acquisition is nurture-based, or determined by the surrounding environ-

ment. According to this view, humans are born as blank slates, or *tabula rasa*, without any innate predispositions. This slate is then filled by the environment, including its language. Conversely, the transformational perspective suggests that language acquisition is nature-based, or that individuals are born with a language acquisition device (LAD). While the nature perspective of Chomsky and his transformational approach is considered to be closer to the truth, the influence of nurture cannot be completely ignored (Dardjowidjojo, 2012). While a child does have a language acquisition device, the environment also plays a role in shaping their future language development.

The implication of this theory in teaching listening comprehension is the need for language acquisition-oriented activities or tasks to enhance language absorption through listening learning. Listening comprehension is the earliest stage in acquiring language, and it is crucial to direct activities towards language acquisition subconsciously. Teachers can begin by consistently using Arabic language in their interactions with students in the classroom. Teacher also use as much as possible direct method on this skill learning (Maha, 2023; Xuan & Mei, 2018; Zahro, Amalia, & Amin, 2020). Students will subconsciously listen to the teacher's sentence by sentence utterances while also being taught listening materials determined by learning objectives.

Repetitive practice or called drilling method (Y. Hidayat, Herniawati, & Ihsanda, 2022; Putra, 2018), one of the main characteristics of the behaviorist approach, is also important in listening comprehension learning to train and familiarize students with the taught materials just like a baby acquire language (Wahyuni, 2020). This is not to say that the use of Arabic language alone should be the sole means of interaction between teachers and students. Teachers should also reinforce what has been previously said to confirm students' understanding of both the teacher's words and the taught material.

3.2.2. Speaking Skills Teaching

Language as means of effective communication, speaking skill is one of the most important skills to be developed and enhanced (Gonçalves, Sarmento, & Costa, 2019; Leong & Ahmadi, 2017; Mega & Sugiarto, 2020; Setiawan & Pranowo, 2022). In the skill of speaking, there are various sub-skills as described by Tuaimah, including: pronouncing Arabic letters fluently, correctly, and clearly, and being able to distinguish between these sounds; speaking while distinguishing between long and short vowels correctly and accurately; paying attention to intonation and stress while speaking; choosing sentence expressions that correspond to ideas in accordance with linguistic rules and situational contexts; observing the speed of speech according to the interlocutor's ability, and others (Tu'aimah, 1985).

The learning of speaking skills is closely related to the discussion of language creativity and language performance as defined by Chomsky. Language creativity refers to the ability of a speaker to understand the elements of language in their own language, process them, determine their correctness, and produce new sentences even without prior exposure or learning. This ability is considered innate and not just a habit, as claimed by behaviorist theory (Suhardi, 2017b). The importance of language creativity is a crucial element of the transformative-generative theory, which emphasizes the role of creative language in distinguishing human language from artificial forms of communication and other forms of animal communication. Creativity in language is not only a distinguishing feature, but it is also related to linguistic competence and performance (Nandang & Qosim, 2018).

Given that language creativity varies among individuals and is related to their language competencies (Asoulin, 2013; Bergs, 2019; D'Agostino, 1984), teaching speaking skills can be varied in various ways, one of which is by allowing students to speak according to their intentions and abilities by first providing them with a context. It is important to build a language environment for more effective language practice (Dalle & Jundi, 2021). With a specific context, students are given the freedom to express sentences according to the given context, but the form of the sentence is left open according to their creativity. The teacher can then provide feedback to give appreciation and evaluation related to the students' language use. In this case, teacher's ability in managing classroom is required (Jundi & Yasin, 2020).

3.2.3. Reading Skills Teaching

Reading comprehension is considered as a part of new literacy required to encounter the industry era (Setiyadi, Kuswendi, & Ristiana, 2019). For learning language, reading skill is essential which is necessary to be mastered (D. N. Hidayat, Mulyati, & Husna, 2022; Nasirudin, Baharudin, Yusoff, & Yusof, 2022). Tuaimah has outlined several sub-skills involved in the reading proficiency, which include: reading

from right to left, connecting sound symbols with written forms, analyzing the parts of the text and understanding their relationships, summarizing the general meaning of the text, distinguishing main ideas from supporting ideas, comprehending implied meanings, distinguishing between facts and opinions, and so on (Tu'aimah, 1985).

Similar to other language skills, reading proficiency is related to the concepts of competence and performance. Competence refers to the creative language ability of a speaker or user of a language, while performance encompasses actual language usage such as listening, speaking, thinking, and writing (Permata, 2015). Competence is a generative activity and not a 'storehouse' containing words, phrases, or sentences, as in the concept of *langue* proposed by De Saussure. In transformative-generative linguistics, structure is equivalent to grammar. Grammar is the knowledge possessed by speakers of a language, commonly referred to as 'competence', which is then utilized in language execution or 'performance' through speaking or comprehending speech. More broadly, competence includes the ability to transform, construct grammatical teachings, and understand the ambiguity of an utterance. Performance includes the ability to pronounce, speak, and write (Suhardi, 2017b).

Competence refers to the fundamental knowledge of a language system, including phonology, morphology, syntax, and semantics. It is the grammatical knowledge that exists in the mental structure behind the language, and it is not the ability to construct and interpret sentences, but knowledge of the rules or the system of rules. Performance, on the other hand, is the actual production of language such as speaking, writing, and listening. In reality, performance does not always reflect competence because there may be mistakes or errors in performance, but the person is still able to understand and comprehend their mistakes because they have language competence (Hamidah, 2017).

In the Chomsky theory of reading, the learning process is directed towards understanding the implicit information within a text. Students are encouraged to appreciate and draw conclusions from the analyzed texts and to be able to express them in their own words, even if they are still simple and imperfect. Building a deep understanding among students is crucial as they should not only be able to read a discourse but also comprehend the cause-and-effect concepts conveyed in the text.

3.2.4. Writing Skills Teaching

is probably the most complex and challenging skill in language learning. It requires many devices such as complex grammatical devices, stylistic skills, mechanical skills, a careful choice of vocabulary, and judgment skills (Yulianawati, Saleh, Mujiyanto, & Sutopo, 2022). In writing skills, there are various sub-skills as explained by Tuaimah. These include correctly writing words that are read or seen, understanding how to write the Arabic letters in all positions (initial, medial, and final), practicing writing from right to left, paying attention to the rules of grammar (Jundi, 2020; Jundi, Kasan, & Kadir, 2021), translating sentences accurately, and other related skills (Tu'aimah, 1985).

The teaching of writing skills is related to the concept of internal and external structure. Chomsky's linguistic theory proposes the analysis of language with regard to its internal and external structure. According to him, humans are distinct from other creatures primarily due to their intelligence and thinking ability. Therefore, it is illogical to analyze language, which is of utmost importance, solely from an external perspective (Nandang & Qosim, 2018).

Deep structure, also known as internal structure, is defined as a hidden knowledge concept possessed by language users, which enables them to understand the grammatical rules of their language. Another definition describes deep structure as the hidden knowledge that language users possess to organize sentence structure and determine all factors necessary for understanding the sentence and its meaning, since the logical relationship between sentence parts is clear and comprehensible at this level (Nandang & Qosim, 2018). In other words, deep structure refers to an abstract arrangement of ideas or thoughts that can be represented by a clear form in sentence structure. It is sometimes referred to as the sentence's underlying structure or inner structure (Permata, 2015).

Surface structure, also known as external structure, refers to the audible or visible form of language that is spoken, heard, or read. It represents the final phase of the rule-governed process in generating sentences, after certain transformational rules have been applied to its deep structure (Permata, 2015). In other words, while surface structure is the tangible form of language that is spoken or written, deep structure is an abstraction of what is heard or seen (Nandang & Qosim, 2018). Every human possesses a deep structure within themselves, which they then transform into surface structure in the form of speech

or writing using basic patterns and transformational rules, such as addition, deletion, permutation, and abbreviation (El Qorny, 2018; Suhardi, 2017b).

The meaning of a sentence is determined by the relationship between the deep structure and surface structure. This relationship is called transformation, and thus, this grammar theory is called transformational generative grammar. The process of producing a sentence is carried out through the intermediary of transformational rules that convert the deep structure into the surface structure, and then the surface structure is analyzed (Nandang & Qosim, 2018). In this process, the syntactic components must combine both structures (Permata, 2015). The transformational rules (T-rules) are one of the essential features of this theory that distinguish it from other grammatical theories. These rules play a role in transforming the basic or deep structure into the surface structure. One of the benefits of analyzing language using the deep structure or surface structure is that it can be seen in questions, commands, and other types of sentences. In this case, the possibility of addition, deletion, and permutation in the deep structure can be observed. Therefore, it can be predicted that the transformational rules can include processes such as addition, deletion, structural change, replacement, and others on the existing deep structure (Suhardi, 2017a).

The concept of surface structure and deep structure can be applied in writing instruction, both in analyzing and producing texts. In text analysis, it can be related to transformational rules such as deletion, expansion, substitution, and so on. In text production, various types of sentences can be varied by using appropriate transformational rules that match the intended meaning and contextual situation.

4. Conclusion

Based on the discussions above, it can be concluded that Noam Chomsky, the founder of the Transformative-Generative theory, bases this theory on the fundamental assumption that language is a component of human beings and a unique product of human intelligence. Human intelligence and mind, with all their capabilities, are capable of producing language. Several important discussions can be related to language learning, namely the concept of language acquisition, surface structure and deep structure, language creativity, as well as competence and performance.

The application of the Transformative-Generative theory in Arabic language learning includes listening comprehension, speaking skills, reading comprehension, and writing skills. In listening comprehension, language acquisition is related to the discussion. Therefore, listening activities or exercises are needed to improve language absorption through listening. Because listening is the earliest stage in language acquisition. Speaking skills are related to language creativity. Given that language creativity is different for each individual and related to their language competence, speaking skills learning is tailored to context and needs. Reading comprehension is related to the discussion of competence and performance. In reading comprehension with Chomsky's theory, learning activities are directed to the processes of understanding implicit information in texts. Writing skills are related to the discussion of surface structure and deep structure. This concept can be applied in writing learning both in analyzing texts and producing texts.

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