

EXPLORING THE ENGLISH CURRICULUM ON THE USE OF MULTILINGUALISM IN FORMAL AND NONFORMAL ASPECTS AT MANAHIJUSSADAT ISLAMIC BOARDING SCHOOL

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Abstract.

This study uses a phenomenological study. Data collection techniques were carried out by observation, interviews and document analysis. The results of this study indicate that the multilingual position in the English curriculum has 2 aspects, namely, formal and non-formal at the Manahijussadat Islamic Boarding School, the first is the multilingual position in the English curriculum on the formal aspect, the use of English in learning English in the classroom is the most important part for support students' ability to use English, both speaking, writing and listening. then the use of Arabic in learning English in the classroom is a companion for English learning, the third is the use of Indonesian as a supporter in learning English in grade 1 junior high school. The second is a multilingual position in the English curriculum on the non-formal aspect, the use of English in activities outside the classroom is basically a part that is devoted to the Islamic boarding school program. Then the use of Arabic in the English curriculum outside the classroom is as a companion to the English learning process by using a switching language. Then the use of Indonesian in the English curriculum outside the classroom is not recommended because it will hinder the process of learning English. The second is The factors that can influence students to start using English in their daily interactions, there are allowed to use switching language and Compulsion to speak full English. The third is Strategies used by teacher and language department to minimize the weakness of using English which can be seen in 24-hour language habits, muhadatsah activities, muhadhoroh, vocabulary, language debates, competition dramas and others. which every student who violates the rules of the language section will be penalized.

Keywords: English Curriculum, Multilingual, Formal, NonFormal

1. INTRODUCTION

As a means of communication and interaction that only humans have, language can be studied internally and externally. Internally, it means that the study is only carried out on the internal elements of language, such as phonological, morphological, and syntactic structures. While external studies mean studies conducted on things or factors outside the language, but relating to the language users themselves, the speech community or their environment. The study of foreign languages also examines the assimilation of various languages in an area and the mastery of second, third, and even further languages by speakers or language users. A person who masters one language is called monolingual, mastering two languages is usually called bilingual and mastering more than two languages is called multilingual.

As someone who is involved in the use of two languages and also with two cultures, a bilingual is certainly inseparable from the consequences of using two languages. One of the consequences is the overlapping and mixing between the two language systems used or used from one language element to another. This can happen due to a lack of mastery of the second language by the speaker or even because of habit. The mixing of language elements is called code switching and code mixing. As a result of the increasingly intermingling of cultures in this era of globalization, code switching and code mixing often occur both in daily conversations and in written discourse. Moreover, one's education which involves

the use of two languages is also the most influential big aspect. this can be seen from several learning methods that we can call the curriculum.

Curriculum development can be based on the discovery of new learning theories and the demands of society on schools. the role of the curriculum is very important for the development of material and material models to be delivered by an educational institution. In this case, the pesantren curriculum has a desire that is influenced by religious ideology, therefore pesantren absorbs many things from its environment. With this process, pesantren can survive for a long time with their own curriculum that is different from pesantren in general.

There are three fundamental weaknesses of Islamic education that need to be modernized immediately: First, the weakness of foreign languages other than Arabic, especially English. Second, the weakness of the Islamic religious science research method or the method of understanding Islam. Third, the lack of interest in science. Now, with all its systems and variants, Islamic boarding schools have shown their existence as up-to-date, quality and competitive educational institutions. Pesantren is not always synonymous with the yellow book or Islamic religious education. However, Islamic boarding schools have been able to provide educational services that are in accordance with the needs of the community, both religious and scientific.

The Manahijussadat Islamic Boarding School is an educational institution that implements a modern cottage system, which in addition to prioritizing religious knowledge, also prioritizes the ability of students in foreign languages, both Arabic and English. That way, students' abilities in foreign languages are growing and can communicate well both orally and in writing. This is what underlies the author to raise this issue as material to be studied.

II. METHODS

This study uses a qualitative method. Because the qualitative method is the process of collecting data obtained through the investigation of knowledge problems or social phenomena. In qualitative research, the researcher is the main research tool. In qualitative research, the skills required by the researcher are observation, interviewing, recording, etc., as these are an important part of the data collection technique.

Which words will be obtained from the interview process that will be carried out to several informants, namely the headmaster, English teacher, students' language department, and students. then about which actions will be obtained from the observation process of observing the classroom environment and the daily life of students in language. which is then a source of written data called analytical documents, and photos that are used as documentation. In this study, the instruments used to collect data were interviews, observation, audiovisual media and document analysis.

III. RESULT AND DISCUSSION

Based on the findings, some data or evidence from the observation and interviews should be discussed in the following lines in depth as follows :

Multilingual positions in the english curriculum of Manahijussadat Islamic boarding school, both in Formal and Non-Formal aspects

Based on the observation, interviews and document analysis that was conducted by the researcher, the placement of multilingual positions in the english curriculum of Manahijussadat Islamic boarding school, both in formal and non-formal aspects can be identified as follows:

English Language

Formal

The position of English in the Manahijussadat Islamic Boarding School is the most important part of the communication and learning aspect in the classroom, this is supported by one of the informants in this study, Yuli stated that in daily linguistic practice there are two languages used, namely Arabic and Arabic. English. Likewise, researchers have made observations when researchers place themselves as students in the class, seeing that teaching and learning activities in class use

multilingualism. In this multilingual use, the researcher enters the English class where the teacher explains using English, the students will respond to the teacher using English. Therefore, in this observation, the placement of the English language becomes a kind of specialty and seems to be a hallmark of learning in the classroom. This is also supported by the statement from Tomlinson that English learning materials refer to everything that can be used by teachers and students to facilitate learning. Learning materials can be in the form of videos, DVDs, emails, YouTube, dictionaries, books, photocopies, exercises, newspapers, photos, live talks, instructions, student assignments, and discussions between students.¹ Therefore, the researcher saw that students in the classroom used English in English subjects with several methods that consciously and unconsciously used dictionaries, books, speaking exercises, listening to teacher instructions, live talk with teachers and other students, discussions between students. also be one of them.

Non Formal

We can see the position of English in non-formal activities in the daily conversations of students outside the classroom. Then English is also used in certain activities such as extracurricular English debate, drama competitions, public speaking, and special use of English, for two weeks a month. According to Salsabila, who is part of the language of students, it is stated that the use of English outside the classroom is rarely used, due to the lack of student interest in English which is influenced by the difficulty of pronouncing English compared to the use of Arabic. However, the use of English is still used in everyday life even though there is still a switching language in it. This is also supported by observational evidence, starting when the researcher positioned himself as a student at the Manahijussadat Islamic Boarding School, there was a problem that was quite unique, in which there was still a lack of confidence in the students to use English.

Arabic Language

Formal

The application of Arabic in the classroom or formal does use two languages, namely English and Arabic. The placement of the Arabic language in the English curriculum is a companion for English learning, for example in the application of learning in the classroom, when the teacher explains the material to the students and does not understand it until the end point of the English explanation, the teacher will explain using switch language to the students. This is a process so that students understand what is explained by the teacher. This is also supported by the results of the researcher's observations, which at the time of learning English, the researcher placed himself as a 3rd grade junior high school student, seeing that teaching and learning activities in class were against the use of Arabic in English class, when the teacher felt stuck because students did not understand. , then the teacher will use switch language in the explanation. This is also supported by the meaning of multilingual in the Oxford Dictionary, multilingualism is the ability to use three or more languages, either separately or in various levels of code mixing. There is no general agreement on the level of competence in each language that is required before a person can be considered multilingual.

Non Formal

According to Fani Fauziyah Aziz in the interview, the use of language switching is commonplace and has been passed down from generation to generation, this is a form of applying the vocabulary that has been given. Therefore, the use of English in Arabic week is highly recommended, this is because the dominance of the use of Arabic which is switched with English will make it easier for students to get used to using English.

¹ Tomlinson, B. *Material development in language teaching (2nd ed.)*. (Cambridge University Press. 2011), 22.

Indonesian Language Formal

On the results of observations in class, the use of Indonesian is indeed more widely used in exact lessons, this is to facilitate students' understanding of exact material. but in several situations in grades 1 and 2 of junior high school, the researcher found several cases in the use of Indonesian in learning English. Researchers saw in learning English in grade 1 junior high school, the use of full English in the classroom was very difficult for students who were just adapting to multilingual languages. This is also expressed by Fani Fauziyah Aziz as a teacher that it is permissible to use Indonesian in the explanation of learning in class for new students or 1st grade junior high school students. therefore the use of Indonesian in the classroom is a supporter of learning English for grade 1 junior high school students.

In the results of observations and interviews, the use of Indonesian outside of classroom learning is strictly prohibited, this is supported by Yuli's statement as the connector of the head of Tarbiyatul Muallimin, in everyday language practice there are two languages used, namely only English and Arabic. Even in the observations that I have seen, if the use of Indonesian is used in non-formal activities it will only slow down the mastery of other languages, especially English.

The factors that can influence students to starts using English in their daily interactions

There are several considerations that influence students to start speaking English in daily interactions. Among other things, language switching and the dominance of Arabic over other languages. From these considerations, there are 2 factors that influence students to start speaking English in daily interactions.

Allowed to use switching language

This language shift is one of the effects caused by the use of multilingualism, this is supported by the results of observations where the learning process in the classroom has not maximized the use of language, especially in English subjects.

This is supported by Fani Fauziyah Aziz's statement that language transfer in student communication is a common thing that is done from generation to generation to apply the vocabulary that has been given. the use of English mixed with Arabic is used only in Arabic week. However, in this program, language changes in English week are not allowed and will be subject to sanctions, this is an effort to improve English at the Manahijussadat Islamic Boarding School.

Compulsion to speak full English

The effect of multilingual use on students in a lack of student interest in one language. This can be seen from the results of the interview revealed by Citra Mardiyana, where Arabic is the language that is more in demand by students. This is also supported by the results of observations when I put myself as a research student when I encountered students who mocked their friends who used English. According to him, the use of English is too imposing and inappropriate if used by him on the grounds that it is too difficult to pronounce English. From this, Salsabila said, because of the dominance of other languages compared to English, the English week was held in 2 weeks in a month, which forced the students to use English in their daily life for two full weeks by mixing other languages.

Strategies used by teacher and language department to minimize the weakness of using english

Strategies used by teacher and language department to minimize the weakness of using English in daily life can be supported from interview statements about activities that can support students' language skills, namely the obligation to speak English and Arabic within 24 hours, this is also in specialize in using English on a special English week, and whoever violates it will be subject to sanctions, then it is allowed to use English on Arabic week, this is also an effort to improve students' English. then at 05.30 there is a training activity for muhadatsah (Arabic conversation) and Conversation (English conversation) in the open field, where the text must be memorized first. there are muhadhoroh activities or public speaking which are held on Thursday afternoons, Friday nights, and Monday nights. At 21.30, before students enter the bedroom, they carry out activities to increase vocabulary in their

respective buildings. Then there is a language theater activity, namely a competition between students (each building competes with each other) featuring English and Arabic dramas. There is an English debate activity held every Saturday night. which then all activities will be tested at the end of the year, namely there is a language test and the material to be tested includes previously memorized vocabulary and conversations.

We can see other strategies from Salsabila and Fani's statements where there are several sanctions used when students violate the language section, this is intended so that students can be wiser in using language, especially English.

IV. CONCLUSION

The conclusion is strategies used by teacher and language department to minimize the weakness of using English in daily life can be supported from interview statements about activities that can support students' language skills, namely the obligation to speak English and Arabic within 24 hours, this is also in specialize in using English on a special English week, and whoever violates it will be subject to sanctions, then it is allowed to use English on Arabic week, this is also an effort to improve students' English. The effect of multilingual use on students in a lack of student interest in one language. This can be seen from the results of the interview revealed by Citra Mardiyana, where Arabic is the language that is more in demand by students. This is also supported by the results of observations when I put myself as a research student when I encountered students who mocked their friends who used English. According to him, the use of English is too imposing and inappropriate if used by him on the grounds that it is too difficult to pronounce English. From this, Salsabila said, because of the dominance of other languages compared to English, the English week was held in 2 weeks in a month, which forced the students to use English in their daily life for two full weeks by mixing other languages.

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