

CHAPTER I

INTRODUCTION

A. Background of Study

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.

B. Focus of The Study

In this study, the authors focus on explores the position of multilingual of the English curriculum in formal and non formal aspect at the Manahijussadat Islamic Boarding School.

C. Identification Of Problems

Based on background of study above, the problems of this research can be identifies as follows:

1. The existence of internal and external factors that can affect language learning
2. There is a switch of languages in the use of communication in everyday conversation
3. There is a difference between the Islamic boarding school curriculum and the school curriculum in general
4. There is a fundamental weakness in Islamic education, especially in foreign languages other than Arabic, especially English

D. Research Questions

Based on the identification of the problems, the researcher purpose three research questions as follows:

1. How is the multilingual positions in the learning curriculum, both in formal and non-formal aspects?
2. What are the factors that can influence students to start using English in their daily interactions?

3. What are the strategies used by the teacher and the language department to minimize the weakness of using English in the Manahijussadat Islamic Boarding School?

E. Objective Of Study

Based on the statement of the problems above, the researcher purpose the objective of study as follows:

- a. To find out how to place multilingual positions in the learning curriculum, both in academic and non-academic aspects?
- b. To see the factors that can influence students to start using English in their daily interactions?
- c. To observe the strategies used by the teacher and the language department to minimize the weakness of using English in the Manahijussadat Islamic Boarding School?

F. Significant of The Research

The results of this study are expected to contribute to writers, teachers, students and other researchers. The significance of the study is:

1. For writers

With the results of this study, the authors hope to find out some of the impacts of the curriculum used in Islamic boarding schools for students.

2. For teachers

Teachers can absorb some of the advantages of learning English in the curriculum used in Islamic boarding schools, this can evaluate teacher performance on student output in order to get better multilingual learning outcomes.

3. For Students

This research is expected to be used by students to find out their interest in how to learn English in accordance with the output needs of each student with the Islamic boarding school curriculum, this can support the ability of students to speak English according to what they want to achieve in the future.

4. For Other Researchers

The author hopes that this research can be a reference for other researchers in the future, which can facilitate, and can reproduce references that can be used for other researchers.

G. Previous Study

There are several previous studies regarding foreign language curriculum, *the first is: Designing English Syllabus for Multilingual Students at Pesantren Schools.*¹ This ponder this study attempted at exploring the students' need for designing the English syllabus to the multilingual students. The results found that the English syllabus for the multilingual students will be designed by adjusting the multilingual material to the existing language syllabi. It will be different in some of the competencies, types of language, the content of the topics and the context of dialogues, learning activities, and exercises. It mostly focused on verbal and listening skills, while writing and reading were the complement skills. These findings will contribute further to develop the lesson plan and course book for language learning at pesantren schools.

*The second previous study is : Multilingual teaching and learning at Pesantren Schools in Indonesia.*² this study aims to determine; 1) the approach of multilingual teaching and learning used

¹ Saidna Zulfiqar Bin-Tahir, *Designing English Syllabus for Multilingual Students at Pesantren Schools*. Vol 23. (Asian EFL Journal Research Articles, 2019), 5, 6.

² Saidna Zulfiqar Bin Tahir, *Multilingual teaching and learning at Pesantren Schools in Indonesia*. Vol 98. (Indiana University, 2017). 74-94.

by language teachers at pesantren; and 2) the implementation of a multilingual teaching approach at pesantren. The researcher showed that; 1) the teachers were not conscious of the approach that they used in multilingual teaching at pesantrens, but the findings of observation show a combination of approaches were used including immersion, transitional approach, dual language, and pullout; 2) The implementation of multilingual teaching at pesantrens consisted of four main specific teaching strategies, namely teacher-student communication, student-student relationships, daily routines, and language-group time activities.

*The third previous study is : Descriptive Analysis of Using Code Switching and Code Mixing in English-Arabic Daily Conversation of Students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare,,English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare.*³ The purpose of this study is to analyze the use of switching codes and mixing codes English-Arabic daily conversation students Madrasah Aliyah. The results of this study

³ Ade Monica Sari. *Descriptive Analysis of Using Code Switching and Code Mixing in English-Arabic Daily Conversation of Students Madrasah Aliyah Pondok Pesantren DDI Ujung Lare Parepare,,English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare.* (2019). 16.

are beneficial for teachers and students because they will get an effective new strategy to be used in the process of developing two languages at once namely English and Arabic students especially in everyday conversation. The results in this study indicate that some students use switching codes and mixing codes in everyday conversations and there are several types of code switching and code mixing. Based on data analysis, found 1 data that uses the type switching code for inter-sentential switching in 32 mixed code data which consists of 3 types of insertions, 21 types of alternations and 6 types of congruent lexicalization. It can be concluded that students are more often use code mixing instead of code switching.

The conclusion that the author can draw from the several journals above is that the author's research has differences because the research that will study learning focuses on the position of the English curriculum on the use of multilingualism in formal and non-formal aspects at Manahijussadat Pesantren with qualitative phenomenological methods. while the above journals use quantitative methods such as quasi-experimental and R&D.

The similarities between the four previous studies are that they discuss Multilingualism in Islamic boarding schools, strategies to be used in multilingual development in Islamic boarding schools, and discussion of code switching and code mixing. So, what is discussed in the previous research is a continuation of what will be discussed in the next chapter of this thesis.

H. Organization of Writing

This study contains 5 chapters, with the following descriptions:

- a. Chapter I Introduction, therein:
- b. Chapter II contain literature review.
- c. Chapter III contain methodology.
- d. Chapter IV contain discussion and analysis of the research.
- e. Chapter V provides conclusions and suggestions