

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of the research about “Investigating The Implementation Of Bilingual System At Daar El Istiqomah (An Ethnography Study At Daar El Istiqomah Islamic Boarding School)”. Daar el istiqomah pesantren has a vision Determined to produce Muslim cadres who are smart, broad and straight with the Islamic religious insight with the Al-Qur'an and the Sunnah of the Prophet Sallallahu Alaihi Wasaallam as a guide.

The education system at Daar El-Istiqomah Islamic boarding school uses the KMI curriculum. In general, the method recommended for use in learning Arabic or English is the direct method. For example, the search for the meaning of the word as much as possible through the Arabic to Arabic dictionary or directly showing objects and / or demonstrating the concept of the vocabulary without rushing to translate it into Indonesian.

Learning Arabic in Islamic boarding schools has two approaches, namely formal and non-formal learning. Formal bilingualism learning is carried out through Arabic subjects in schools and the use of Arabic as the language of instruction in the teaching of religious sciences with composition being Arabic for Arabic subjects, it is usually in the subjects of fiqh, Islamic dates, tamrin lughoh, muthola'ah , mahfudhot, hadits, dinul islam, science of adab, balaghoh, faroid, are religious subjects with Arabic as an introduction, and general subjects that use Indonesian and English as the language of instruction and usually follow the language rules that are rolled out once a week. The organizational unit that is responsible for the implementation of bilingualism learning in the el istiqomah list is the language club. Many supporting activities in language development at the Daar El Istiqomah Islamic

Boarding School are carried out in the daily activities of the pesantren such as Muhadarah, Ligo Mufradat, Muhadatsah, Diec and Alqodic. ceremonies in Arabic or English, the application of discipline in the use of Arabic and English in the daily activities of the students. The Santri Care Bureau, the management especially the Central Language Section and the language club as well as the room leaders are the organizations that are responsible for the implementation of these activities.

Through a series of Arabic and English learning activities using these two approaches, both formally and informally, from morning to night, has resulted in a linguistic environment that can encourage students to continue to have language contact with Arabic and English. The creation of a linguistic environment encourages students to master Arabic and English so that they hone their listening, speaking, reading and writing skills and fostering sensitivity to language acquisition.

B. Suggestion

Based on research the researcher tries to give some suggestion related with the implementation of bilingual system at daar el istiqomah. The suggestion are for the teacher, students, boarding school, and future research.

1. The boarding school better make a special guidebook for student conversations that will make it easier for students to memorize mufrodat / vocabulary
2. students should be better directed to master Arabic and English by introducing the use of proper grammar in every conversation, so that students get used to speaking in accordance with the prevailing grammar