

The impact of language use on multilingual santri at Luhur Malang Islamic Boarding School: Sociolinguistic study

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ABSTRAK

Penelitian ini bertujuan untuk melakukan pemeriksaan cara penggunaan bahasa lebih dari satu oleh santri Luhur Malang. Dalam penelitian ini, data tentang cara menggunakan bahasa itu dikumpulkan, dan faktor-faktor apa saja yang bisa terjadi dalam penggunaan bahasa lebih dari satu. Tujuan utama dari penelitian ini adalah untuk memahami bagaimana penggunaan dua bahasa itu terjadi, faktor apa yang menyebabkan, bagaimana cara terjadi alih

kode, campur kode, dan lain sebagainya. Serta apa saja yang mempengaruhi dalam hal-hal tersebut. Dua puluh peserta dalam penelitian ini kelas B dan C.

ABSTRACT

This study aims to examine how more than one language is used by Luhur Malang students. In this study, data on how to use the language was

collected, and what factors can occur in the use of more than one language.

The main purpose of this research is to understand how the use of two languages occurs, what factors cause, how code switching, code mixing, and so on occur. As well as what are the influences in these matters. Twenty participants in this study were in grades B and C.

Introduction

Language is all around us in textual or audible form, as displayed in shop windows, posters, official notifications, news, discussion forums, and traffic signs. In this case, some people pay little attention to the 'linguistic landscape' that surrounds them. The use of multilingualism students' language refers to the skill of students to convey two languages or more than that. This can happen when students grow up in an environment where more than one language is used, or when students learn an additional language besides their mother tongue at school or in a language learning context. Multilingual students have an advantage in cross-cultural communication and interaction with individuals from different language backgrounds. The use of language by multilingualism students can reflect their cultural identity. They can use their mother tongue to maintain their cultural heritage and convey their family's values and traditions.

Therefore, when we speak two or more languages, we cannot stop the conversation because it will create interesting things about literacy and its development (Indah, 2017). In multilingualism, they can develop problem-solving skills, flexibility of thinking,



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and the ability to understand different cultural perspectives. The use of language in the context of multilingualism can involve more complex cognitive control and improve their ability to manage multiple languages. Besides that, they can also adopt the new language they learn as part of their identity. Language use and language learning are interrelated with social factors, Cultural identity and power dynamics are two examples. This research will examine how students use language in various contexts, such as in the classroom, in an informal setting, in discussion forums, and in interactions with peers and teachers. Spoken multilingualism is conversation that involves changing languages. Most of the research is concentrated in this area, while other forms of multilingual expression, such as spoken and written communication, tend to be relatively neglected by researchers.

Theory

In a society where multiple languages are spoken, the preference for a particular language depends on various factors. These factors include the subject of discussion, social class of the individuals involved, age groups, gender, and the context in which the language is being used. When an individual is fluent in two or more languages, they may select one language over the others, which is often referred to as code switching. Another related phenomenon is code-mixing, which involves using fragments or elements from different languages while predominantly using one language. These borrowed elements can be words, phrases, or even larger linguistic units. Some languages around the world are communicated with sound and one of the most obvious is that they sound different (Sudarmant, 2007).

Then, divides mother tongue into five factors :

1. Code-switching

Code switching occurs in people who have different backgrounds and languages. (Wanti and Arifah, 2022).

2. Code-mixing

Code-mixing is when someone predominantly uses a language which is followed or entered by another language. (Degaf and Rofiq, 2015).

3. Bilingual/Multilingual

Multilingual learning for language learners in pesantren, as described by Bin-Tahir et al. is simultaneous-sequential multilingualism and the Target Language model and this model is based on the grade or ability level of the students. (Bin Thir, Hanapi, Rahman, and Tuharea, 2019).

4. Digglosia

Digglosia is a language standardization technique when there are two kinds of languages that coexist in people's lives and each has its own social function (Muslimin, 2010).

5. Interference

Interference usually occurs in the following consonants: First, there were several consonants that were assimilated into the consonant 's'. Secondly, as many as four words were pronounced with incorrect pronunciation into consonant 's' (Latifah and Siqoyah, 2021).

This study specifically examined the multilingual of students at Luhur Malang Islamic Boarding School. The research focused on one variable, which was the students' use of multiple languages. The study aimed to answer the following research inquiries concerning the students multilingual behavior at the pesantren. The research question are : 1) What is the factors that influence the use of multilingualism on English language? 2) How does multilingualism affect English language?

Method

The title implies that the research would adopt a qualitative approach to examine the influence of language use on multilingual santri (students) at Luhur Malang Islamic Boarding School. The researcher used qualitative. 20 Student (Santri) from class B & C of Luhur Malang Islamic Boarding School were suitable sample. Several criteria were used to select subjects are: 1) They have lived in the Islamic boarding school for at least one year; 2) They have lived in Islamic boarding schools for more than 3 years; 3) They can talk Indonesian, Arabic, English and regional languages well. Studies conducted from 25 June 2023 to 28 June 2023 in the city of Malang, Indonesia.

Qualitative research aims to interpret social phenomena by exploring the experiences, viewpoints, and interactions of individuals within a specific context. The study would likely involve gathering data through interviews, observations, or analysis of texts to gain insights into the impact of language use on multilingual santri (students) at the Luhur Malang Islamic Boarding School. The author uses qualitative research with observation techniques in making observations on the use of multilingualism at the Luhur Islamic Boarding School in Malang. Observations were made by going directly to the location, and seeing directly what are the influences on the use of multilingualism and its effects on learning English. Observation is a type of qualitative research method which includes not only participant observations, but also work and research in the field. In the observational research, several research locations involved. Data collection techniques is a search or search for accurate information from the internet, journals, books, and others (Solikhah and Indah, 2021). Research on "The Impact of Language Use on Multilingual Santri at Luhur Malang Islamic Boarding School".

Observations were made by going directly to the location. Observers observed several things regarding the influence of multilingualism in the Luhur Malang Islamic Boarding School. First, Santri at Luhur Malang Islamic Boarding School experience the influence of accent in learning English from a multilingual environment. Second, santri at Luhur Malang Islamic Boarding School will lose their L1 language skills completely, after continuing to use their L2 language effectively. And for the last, Santri at the Malang Luhur Islamic Boarding School experience the influence of their language because in their daily lives, they interact with friends who have different language backgrounds.

The data analysis of all the data gathered from the various source, including observations, interviews, documentation, serve as the starting point for the data analysis. The three-stage methodology used in this research which consist data reduction, data display, and data presentation, allowed the data analysis process to run concurrently with the data collection. But all three of these phases happened at once.

Findings and Discussion

Data from observation and interviews were gathered during the teaching and learning in the classroom, within the Islamic boarding school environment, and also outside the Islamic boarding school environment. Direct observation of students' speaking and conversation activities in their daily activities yielded data on their spoken language. The data found from student documentation, on bulletin boards, and field notes.

In this case, the technique used to analyze the data is to use three approaches including sociological, psychological, and sociolinguistic. With this can be used to find out more about the factors that influence students in language.

Sociological Approach

Based on the sociological approach to education, the depiction that can be drawn from the use of language is that Indonesian is more needed in formal events, such as general learning in class or outside class, ceremonies, seminars, and some extracurricular activities. The use of Arabic shows that Arabic can be used in classes with Islamic subjects, or outside classes where it is necessary to use Arabic. Arabic is also used as the use of language in religious activities such as sermons, lectures, speeches, art, and reading the holy Al Qur'an. In other, patterns of use of English language are also widely used in everyday life both outside the classroom and in the classroom. The use of English language is widely used in speeches, ceremonies and arts. Meanwhile, in the use of local language patterns or regional languages. The local language is used as an interaction between individuals with other individuals with different backgrounds. The use of this local language allows us to be able to interact within the pesantren environment. And also as an alternative for us to carry out our interactions in the form of community service in Islamic boarding schools.

Psychological Approach

In choosing language, the analysis uses emphasis which must focus on human psychology or the subject under study, which also pays attention to the individual himself. The meaning of the words above is that language must focus or be oriented to the intended individual, not to his social situation.

The results of research on the enthusiasm of students in learning Arabic, Indonesian, English, and local languages that they bring from their regions, really support them in gaining as much knowledge, experience, and relationships as possible. And also support them, for example, English and Arabic, which of these two languages can be used as a requirement for travelling or continuing studies in Western countries and Middle Eastern countries. Furthermore, the motivation here is very important to

support students learning languages. In learning there are points of sanction or punishment given to students who violate or the consequences of not going to a higher level.

Sociolinguistic Approach

According to this description, the linguistic phenomena that frequently occur at the Luhur Malang Islamic Boarding School include code-mixing, code-switching, monolingualism, biliteralism, multilingualism, diglossia, and interfering. In multilingual settings, speakers occasionally fall back on their first language's features while switching to an unfamiliar language. As a result, linguistic occurrence associated with language learning emerge. As demonstrated in the sample below, one such occurrence is code-camping.

Student said (In Indonesian : Saya tahu je itu.

Student said (In Javanese) : "Aku ero je itu."

Student said (In English) : "I know je that."

Language use at Luhur Malang Islamic Boarding School

1. *In the classrom : Code-mixing, monolingual, multilingual, digglosia, interference, code-switching.*
2. *In the environment of pesantren : Code-mixing, monolingual, multilingual, digglosia, interference, code-switching.*
3. *Religious program : Code-mixing, monolingual, multilingual, digglosia, interference, code-switching.*
4. *Individual letter : Multilingual*
5. *Writing on bulletin board : Code-mixing, multilingual, interference*
6. *In the extracurricular program : Code-mixing, monolingual, multilingual, digglosia, interference, code-switching.*
7. *In community outside pesantren : Code-mixing*
8. *Majelis santri's meeting : Code-mixing, monolingual, multilingual, digglosia, interference, code-switching.*
9. *Forum discussion (Halaqoh Ilmiah) : Code-mixing, monolingual, multilingual, digglosia, interference, code-switching.*

Conclusion

Based on the result and discussion, the following conclusions were :

Indonesian as a common language or can be used in subjects and communication in class. Indonesian is also widely used in extracurricular activities or formal student activities such as sports, speeches, scouts and seminars at school. In addition, Arabic

serves as a means of communication or understanding in Islamic subjects and is also sometimes used by students in communication at Islamic boarding schools as part of practicing a science. Arabic is also used for reading verses from the Qur'an, sermons, and reading books and hadiths. English language is also widely used and is an international language. English is also widely practiced in class as well as speech events, arts, and also seminars with foreign speakers. In addition, English is also our adaptation when we meet foreigners or when foreigners visit Islamic boarding schools. Meanwhile, the local language includes the language for our interactions with friends who have different regional, ethnic or linguistic backgrounds. The local language becomes our tool for adaptation in the pesantren environment and can also add knowledge, experience and relationships.

The impact of language selection that occurs in Islamic Boarding School is multilingual, bilingual, monolingual, code mixing, digglosia, code switching, and interference. Students in this situation switch from their first language to the foreign language they wish to employ.

The factors that influence the selection of language at Luhur Malang Islamic Boarding School were as follows: the environment they occupied before, mother tongue, habits, previous educational background, and teachers who master two foreign languages and have transferred knowledge to their students.

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