

The Comparison Of Arabic-Indonesia Bilingual Interaction In Learning Speaking Skills At Al Izzah Junior High School Batu

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Abstract. The purpose of this study is an analysis related to students who have problems with Systemic Thinking or critical thinking in speaking and including aspects of language. This study uses a quantitative method with comparative approach through case study techniques. For the data collection in this research, the researcher used interview and observation techniques. The analysis focused on the causative factors, and the development of speaking skills problems in junior high school students. This study aims to analyze the comparison of different interactions in children when speaking, because there are obstacles in the Systemic Thinking process. This is caused by the lack of stimulus from parents, especially the bilingual environment. The result of the comparison of bilingual interactions is that there are differences in the teaching process of speaking skills

Keywords: Bilingual Interactions , Systemic Thinking, Speaking

1 Introduction

Education is an aspect of necessity with the ability to provide an important role in the process of human development¹. Education is one of the most optimal parts and tools in life useful to improve and support human intelligence. Even through educational activities that are neatly organized and implemented interestingly, it will indirectly give full contribution to the progress of a nation².

The nature of education can be reviewed as a form of learning activities with several main components in it, ranging from educators, students, curriculum, to administration, then just enter the evaluation aspect to assess the abilities of students, both from their knowledge and personality value in long-term learning planning. Education is very inherent in the process of studying between learners and educators. Even the golden age in humans is indeed mandatory for the implementation of good education.

Learning is an important part of the educational mechanism with the transformation process of learning and teaching or giving and receiving knowledge, in an organized manner and also having goals and curriculum tools. Learning is an activity that has been structured in order to achieve certain objectives characterized by the involvement of several components related to one another³. The first knowledge that must be understood by all students is of course the basis for daily communication, this can be implemented in the learning process Indonesian, especially in speaking skills.

Iskandar Wassid revealed that speaking skills are the skills of producing articulated sound system currents to convey the will, needs of feelings, and desires to others. This skill also requires some preparation in general, because this skill is an aspect that must be mastered by students, moreover, this speaking skill is an important part of the capital to have good communication skills. And one capital to be able to speak is the confidence to speak reasonably, honestly, correctly, and responsibly by also providing emphasis and solutions related to psychological problems such as shyness, low self-esteem, tension, stage fright, and others⁴.

¹ Departemen Pendidikan Nasional, Undang-Undang tentang Sistem Pendidikan Nasional Jakarta: Sinar Grafika, 2016, h. 6.

² Syulbi Andayu, Susilawati, dan Sri Haryati, Implementation of Search, Solve, Create and Share (Sscs) Learning Model To Improve Students' Learning Achievement on the Subject of Solubility Equilibrium in Class XI Science SMAN 2 Pekanbaru, JOM FKIP 5, no. 2 2018: 3.

³ M. Sain Hanafy, —Konsep dan Pembelajaran, Lentera Pendidikan 17, no. 1 2014: 66–79

⁴ Iskandar Wassid dan Dadang Sunendar, Strategi Pembelajaran Bahasa, PT Remaja Rosdakarya, Bandung, 2011

Bilingual education consists of two types, namely additive bilingualism and subtractive bilingualism Garcia (in Puspandari, 2008). Bilingual education is said to be additive bilingualism if the mother language (mother language) is used and the second language (second language) is in addition. Meanwhile, in subtractive bilingualism, teachers teach in both languages, namely mother tongue (mother language) and second language (second language). However, in certain parts the mother tongue ceases to be used, and is continued by a second language, so that in the end students use only one language in learning⁵. According to Abidin (2012), the goals to be achieved with bilingual learning are (1) improving mastery of the subject matter, (2) improving English language skills in scientific and non-scientific forums, (3) being able to access scientific knowledge from various international media, and (4) being able to communicate between students both from within and outside the country⁶.

Based on the results of previous research, research conducted by Noor Aniza Fauziah, the results did not have a significant difference between the learning outcomes of Islamic Religious Education between bilingual class students and regular class V class students of Madrasah Ibtidaiyah Negeri (MIN) 1 South Tangerang. Further research was conducted by Dhita Dianita who obtained the results that there were differences in learning outcomes aspects. significant knowledge is seen from student assignment scores, students' midterm test scores and students' final semester exam scores, and there is no significant difference in learning outcomes aspects of learning attitudes seen from students' learning impressions, student study habits, and self-confidence of students at SMP Negeri 28 and SMP Negeri 21 Bandung.

This research will focus on some of the main subjects of learning between Indonesian and Arabic as one of the learning that exists at all levels of junior high school. And in the end result of the bilingual bilingual learning process, especially in the process of speaking skills, comparisons will be found to be considered in the learning process.

2 Method Research

In this study, using a qualitative approach, with descriptive data research procedures, the research report contains excerpts of the data derived from personal documents, interviews, field notes, notes or memos, as well as other official documents. Moleong revealed that using a descriptive method means that researchers analyze the data collected can be words, images, and not numbers. The data may come from interview manuscripts, field notes, and

⁵ Puspandari, Ririn dkk. Testimony Contribution In Improving. Skripsi. Yoyakarta. UNY. 2008.

⁶ Abidin, Y. Pembelajaran Membaca Berbasis Pendidikan Karakter. Edisi Pertama. Bandung: Refika Aditama. 2012.

other documents⁷. Bogdan and Taylor in Handini say a study that generates descriptive data such as written and spoken words from the observed as well as in this study with a case study approach⁸.

Case study research is a qualitative research that seeks to find meaning, narbuko mentioned that investigating the process, gaining understanding and a deep understanding of the individual, group or situation. This opinion confirms that case study research examines a subject and research background in depth⁹. Case study research is conducted on ongoing events or symptoms. Case study methods are carried out intensively, in detail and deep into a particular symptom or phenomenon. To obtain in-depth information on a case, the case study data is not only from the case under study, but from all parties who know and know the case well¹⁰.

This research was conducted at Al-Izzah International Islamic Boarding School. Data collection techniques in this study used observation and interviews. Where researchers observed AF,AN,NA in a school setting. The data collected is in the form of primary data and secondary data. Primary data is data collected by researchers based on information obtained when meeting in person. Primary data were obtained from the results of observations and interviews. While secondary data is data obtained from the results of literature studies, references, journals, books, the internet and so on. It aims to be supporting data related to research.

3 Discussion

The interaction of learning language skills is an effort to understand problems or circumstances based on language variations. Interaction can be understood as the interconnectedness of everything that makes up the whole. The whole world can be seen as an interaction of language that has its share with understanding as an attempt to see the whole. That is, we are invited to see the relationship of things (interconnectedness) without fixating on fictitious events¹¹.

Based on the observations of researchers observing AF, AN, NA have difficulty interacting in their own language because they are more likely to be seen in learning, where AF is still very minimal in vocabulary. where at the same age should already have a large vocabulary with theory mastered in the language, the use of the word AF or sentences that spoken AF does not have a clear meaning, where AF speaking skills are still under development and it

⁷ Lexys, Moleong. *Metodologi penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya. 2010.

⁸ Handini, Myrnawati. *Metode penelitian untuk pemula*. Jakarta: FIP press. 2012.

⁹ Narbuko, Achmadi. *Metodologi penelitian kualitatif*. Jakarta: Bumi Aksara. 2002.

¹⁰ Ariesto H. Sutopo. *Teknologi Informasi dan Komunikasi dalam Pendidikan*. Yogyakarta: Graha Ilmu. 2012

¹¹ Crow, Lester D., dan Crow, Alice D. *Psikologi Pendidikan*. Surabaya: PT.Bina Ilmu. 1984.

is difficult to retell a story or event. Whereas in the difference in AF language interaction it is only difficult to answer questions, which in general some students may still lack the courage to express an answer to an Arabic question. This is indeed the difference in learning how speech is used to understand various areas of human life, ranging from politics, business, urban planning to how the human mind works. The learning of speaking skills offers a new point of view for us to understand the interrelationships that are not directly visible to the view. Therefore, the real interconnectedness is the basic feature of everything that exists in this universe.

3.1 Comparative Differences of Arabic-Indonesian Bilingual Interaction in Speaking Skills Learning

Differences in interaction in Arabic and Indonesian language skills Types are caused by geographical factors of a region in the area because this also affects the accent or tempo of speech as well as the internal development and imbalance of the child's external development. Differences in speaking have different types from one another which are shown by the interaction experienced by students because of the differences between the two languages in bilingual development, based on research problems there are several data taken for analysis including:

- a. The first data is found in conversational learning when practicing speaking skills that have differences between two languages. The sentence is as follows : العقاب يعطي فسوف الحكومة. The meaning of the 1.1 data sentence spoken by NA is "the government will give punishment". The use of verbs in Indonesian is not bound by time or circumstance. It can be said that verbs in the order of sentences Indonesian have the same and fixed words. Meanwhile, on the contrary, the narrative and order of Arabic sentences of verbs will change according to the subject in it. The subject in the two languages in the sentence presupposes that he is male then the verb will follow the form corresponding to it, and vice versa. Because the sentence thrown by the speaker is female, the verb that follows it must also be in the form of a female verb. The correct sentence is تعطي فسوف العقاب الحكومة.
- b. The second is in the point of word-forming error found in AN and AF conversations when practicing Arabic conversations. The sentence is as follows : إلى مصدر المقرر نظار which is composed in sentences, word نظار which is supposed to be in that order is the fi'il form of the verb. Judging from the use of verbs in Indonesian the condition of speakers in data 1.2 when interacting and dialogue with listeners indicates that the use of masdar in the preparation of spoken sentences is not appropriate. Indirectly when the speaker or speaker is conducting a dialogue, signaling that he is in a state of "present or future

verb". Thus the use of "fi'il" is more appropriate for the sentence than the use of "masdar". The correct sentence is : إلى المصدر المقر ننظر.

- c. The third about Merging or pluralization is the combination of two vocabularies without connecting sentences that have singular vocabulary synonyms. Differences in this type of interaction rarely occur during speaking exercises using the debate method, but researchers found sentences spoken by NA The 7th grade leader of Al-Izzah Junior High School when doing story exercises to be continued with Arabic: صليت العصر (Data 1.3) أمي أب مع The Ummi/Abii sentence in data 1.3 is two vocabularies that are connected without the use of connecting sentences. Ummi and Abii = meaning Parents and in Arabic means والدين. Researchers review this phenomenon because the speaker is confident that his speech will be understood by the listener even if the order of the sentence is not perfect. But in learning Arabic is not good to do. Sentences that صليت العصر مع والدي. Merging or pluralization due to the familiarity of speakers to the use of the first language order lack of standards and significant differences in Arabic rules and Indonesia, makes sentences spoken by speakers less efficient. It is proven in the results of the data presented by researchers that often speakers prefer to use two vocabularies without connecting words in a sentence rather than using singular vocabulary synonyms.
- d. On these points of repetition and duplication are found in AF,AN,NA mobilizing language year activities via google meet yesterday, the sentence is as follows: سرعة- سرعة، سينتهي الوقت هيّا The use of duplication in data 1.4 is not justified in Arabic use. Because in Arabic it does not have the word repetition. Whereas in Indonesian, a word duplication is very commonplace. There are even some original and default words that are duplicated. For example: be careful, handsome etc. Duplication or repetition often occurs because speakers bring the first language uslub to the second language uslub. In Indonesian the repetition of command sentences legitimate communication is carried out. But in the use of Arabic that has change of sentences according to circumstances, time, and nature, repetition is not allowed to be used because it can damage the language that is currently Learned. Supported by the theory put forward by Aslinda (2007) that "Repetition in differences of interaction includes repetition entirely, repetition by getting a prefix, repetition by getting a prefix and suffix, and pluralization".

The results of the study above show that there are differences in the interaction of Arabic and Indonesian with the systemic model carried out by grade 7 students of Al-Izzah Junior High School during conversation activities and language month events when mobilizing the continuity of language month activities. The result of the interaction difference is erroneous when applying the rules to a sentence. because it is caused by the flow of thinking about their daily language. This is evidenced by the large number of Arabic phrases, clauses, or

sentences that are the result of the use of the first language system. This process is called the bilingual process.

Table 1. The differences in arabic and indonesian intercatation forms

No.	Speaker	Indonesian Form	Arabic Form
1		Word formation error	فسوف الحكومة تعطي العقاب
2		Word formation error	إلى ننظر المصدر المقرر
3		Merger or compounding	صليت العصر مع والدِّي
4		Reduplication or repetition	هيا نتسرع، سينتهي الوقت

4 Conclusion

The results showed that by NA the language was "the government will give punishment". The use of verbs in Indonesian is not bound by time or circumstance. It can be said that verbs in the order of sentences Indonesian have the same word and still have the ability to speak and AN words and sentences are still under development that is not at their age, and find it difficult to retell a story or event. One of the factors causing AF, AN, NA experiences differences in interaction, one of which is the lack of stimulus from a bilingual environment. NA has Merging or pluralization due to the familiarity of speakers to the use of the first language order which is less standard and there are significant differences in the rules of Arabic and Indonesian, making sentences spoken by speakers less efficient But AF does not seem to think much about it. The effort in the teacher's approach to AF is that the teacher often invites AF to chat by telling stories, speaking with clear and slow articulation.

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