

BILINGUAL ENVIRONMENTAL AWARENESS (BEA) IN PESANTREN FOR ENHANCING SPEAKING SKILL

Hari Prastyo

hari@lecturer.uluwiyah.ac.id

Institut Agama Islam Uluwiyah Mojokerto, Indonesia

Jl. Raya Mojosari – Mojokerto KM. 4 No. 10 Mojokerto

Ika Irmawansah

ika.es@lecturer.uluwiyah.ac.id

Institut Agama Islam Uluwiyah Mojokerto, Indonesia

Jl. Raya Mojosari – Mojokerto KM. 4 No. 10 Mojokerto

Imam Wahyudi

imam@lecturer.uluwiyah.ac.id

Institut Agama Islam Uluwiyah Mojokerto, Indonesia

Jl. Raya Mojosari – Mojokerto KM. 4 No. 10 Mojokerto

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Corresponding Author:

hari@lecturer.uluwiyah.ac.id

Abstract: Bilingual Environmental Awareness (BEA) which is implemented at certain community is mostly taken place in Pesantren. This article tried to investigate the steps in implementing Bilingual Environmental Awareness (BEA) at Pesantren to enhance speaking skill. It was kind of research that used Snapshot Exploratory Case Study. The subject of this research was students and teachers of pesantren of Al Multazam Mojokerto. The result showed that (1) To implement Bilingual Environmental Awareness (BEA) at Pesantren environment should combine Teaching-Learning Activities and Language Usage. Teaching and Learning Activities includes Drilling, Explaining, Immitation, Questioning and Answering, Modeling, Making Dialogue, Practicing, Giving Feedback, and Concluding. Then (2) Language Usage (LU) includes Language Acquisition and Language Environment. In addition, (3) The combination of Teaching-Learning Activities and Language Usage which were integrated could enhance speaking skill at Pesantren environment.

Keywords – Bilingual Awareness, Enhancing, English Environment, Language Awareness, Pesantren, Speaking Skill

INTRODUCTION

Numerous studies have been conducted on improving speaking abilities. Ratnawati, Yuliasri, and Hartono conducted the initial study. They came to the conclusion that teaching speaking skills effectively involves combining the Three Step Interview and Number Head (Ratnawati, Yuliasri, and Hartono, 2018). Additionally, according to Fauzan, debate and peer assessment can enhance speaking skills (Fauzan, 2016). Overall, Cooperative Learning Techniques are used the majority of the time to improve speaking ability.

The key to learning English is for students to improve their speaking abilities. Similarly, Universities in Yemen have a specialized program to improve students' speaking abilities (Tamimi and Pandian, 2008). It shows the significance of this skill for students. Since speaking ability gives students a better chance in the future, whether it's in terms of getting a job or continuing their education. These two explanations lead to the conclusion that speaking needs to be regarded as the most crucial skill that students acquire. Speaking is also a useful skill in the teaching and learning of languages. Writing is another productive skill, along with speaking. This study, however, only looked at speaking ability. In order to improve the speaking abilities of students in Indonesia, speaking ability must be taken into account, especially for the students at Pesantren environment.

However, GTM was used in Pesantren, where the researcher conducted research, to implement improving speaking. In comparison to Gomleksiz's research, it is different. He claimed that using grammar to teach speaking had a negative impact on students and was ineffective at enhancing their speaking abilities (Gomleksiz, 2007). Additionally, when the teacher taught speaking using grammar, the students exhibited passivity (Ning, 2011). Based on the findings of those two studies, it can be concluded that teaching grammar to students is not a good idea because it may result in passive learners.

The Pesantren practice, however, differed from the findings of those two studies. As a result, it is crucial to conduct in-depth research in Pesantren that relates to improving speaking ability. Given that, it can fill the gap in the research on speaking skill instruction, especially at Pesantren environment. In view of the fact that, Pesantren has bilingual environment and the students has an awareness to practice English at pesantren area. However, there has ever been research on Pesantren speaking abilities. The study focuses on the use of speaking abilities in Pesantren. As a result, we refer to Pesantren's environment as English. One of the researchers who studied the English environment was Nur et al. In two instances, they claimed, the English environment in Pesantren could function well. There were two types of settings: formal and informal (Nur, Gani, Samad,

and Nur, 2021). According to this study, Pesantren students' English-speaking abilities were practical.

Additionally, Hidayat stated that grammar and pronunciation were the main areas of focus for teaching English in Tarbiyah Islamiyah Paiton Probolinggo Pesantren, particularly the language component (Hidayat, 2007). It provided evidence that teaching grammar to Pesantren students is actually applicable. This indicates that there was a gap in the theory of using GTM to teach English, particularly when it came to teaching grammar at Pesantren. According to Gemlekzis (2007) and Ning (2011), students would not benefit from grammar instruction. However, it was distinct from Hidayat (2007) and Nur, Gani, Samad, & Nur (2021). They all conducted research at Pesantren and concluded that using grammar when teaching English is crucial. Due to the fact that they were in a setting all their own, pesantren students were able to apply the grammar lessons they had learned in class. Then the setting or the environment that Pesantren has is called as Bilingual Environmental Awareness (BEA). There were two kinds of environment that Pesantren has, they are formal and informal environment. It is clear from the foregoing discussion that it is urgent to conduct research on Pesantren environments that instruct English speaking skills and practice speaking in Pesantren environments. In addition, the English at Pesantren is not taught formally, but also informally. Even English is practiced in daily activity. It shows that Pesantren has Bilingual Environmental Awareness (BEA). Consequently, this research focused on the implementation of speaking skill at Pesantren.

This research has four primary objectives, they are: (1) to describe the problems faced by Pesantren in implementing bilingual environment; (2) to reveal the way in solving the problems, including the program of Bilingual Environment, (3) to expose the materials delivered to the students at Pesantren, and (4) the way the materials delivered to the students at Pesantren (Teaching Strategies).

This research provided the techniques in implementing speaking skill by using Bilingual Environmental Awareness (BEA) at Pesantren. It is kind of research article that can be used as a stepping stone of Model in Enhancing Students Speaking Skill at Pesantren context.

METHOD

This research uses Snapshot Exploratory Case Study. It is a kind of case study that is used to examine one particular event to explore those situations (Gustafsson, 2017; Mohajan, 2018). The subjects of this research will be the students and teachers at Pesantren al Multazam, Mojokerto, East Java, Indonesia. The focus of this research is about Bilingual

Environmental Awareness (BEA) at Pesantren al Multazam Mojokerto, East Java, Indonesia. Meanwhile, the limitation of this research is that the researchers only focus on (1) the problems found in the implementing Bilingual environmental Awareness (BEA) at Pesantren al Multazam Mojokerto, East Java, Indonesia; (2) to reveal the way in solving the problems, (3) to expose the the materials delivered to the students at Pesantren, including the program of Bilingual Environment, and (4) Pesantren strategies in implementing Bilingual Environmental Awareness (BEA) at Pesantren al Multazam Mojokerto, East Java, Indonesia. For the strategies, this research will focus on instructional material and syntax of the model in implementing Bilingual Environmental Awareness (BEA) at Pesantren al Multazam Mojokerto, East Java, Indonesia.

The subject of this research is 10 teachers consist of 2 English teachers in formal class, 2 Non English teachers in formal class, and 6 English teachers at Pesantren, and 75 students of Pesantren Al Multazam Mojokerto.

The instrument of this research will be the researchers. To get the data about the problems in the implementing Bilingual environmental Awareness (BEA), the researchers will use interview guide to the students and teachers. Then to get the data about the strategies, the researchers will use documentation and interview guide (for instructional materials), while observation sheet and interview guide will be used for getting the syntax of BEA Model at Pesantren. The data in this research is analyzed by using descriptive qualitative method by Miles and Humberman. In this research, the researcher used source triangulation and method triangulation for thrustworthiness.

FINDINGS AND DISCUSSIONS

Findings

Problems Found in Implementing Bilingual Environmental Awareness (BEA) at Pesantren

Based on the interview, the researchers found some problems in implementing Bilingual Environmental Awareness (BEA) at Pesantren. There were two kinds of problems found, they were previous problem and recent problems. In the previous problems, Researchers found that the implementation of Bilingual Environmental Awareness did not run well because the students had lack of vocabularies. The second problem which was categorized as the previous problem was the circulation of Arabic and English Practice. Based in the interview with head of Language Center, Ghoni stated that students have difficulty in adaptation using English and Arabic. he explained that Pesantren implemented weekly language. It means that the students must speak English

one week, and Arabic a week after. It is not easy for the students to change two languages in a short time.

At the different place, the students said that in a week, they understood or found a vocabularies. However, they could not practice well the vocabularies because they had to change into another language (Arabic) in second week. Then in third week, they had to remember again the vocabularies found at first week. Consequently, they had problem in practicing the language. The third problem relates to the program of English Show that was done once a month. That is the program of students' show by using English as a means of communication. There were about 300 students Pesantren. However, the show was done at one place. Consequently, Not all the students could focus on the English show. The students who sat at behind, they sometimes ignored the show. It means that not all the students joint the program well. Those three problems were called as previous problem.

In addition, the current problem was that the students sometimes did not speak English on the area of Pesantren. It happens until this research was done. It happened because the students were lazy to practice the English. However, it is only a few students who did not speak English. To make clear the problems, see the table below:

No	Problems	
	Previous	Recent
1	Lack of Vocabularies	Lazy to Practice
2	Schedule in Practicing Foreign Language	
3	One Place English Show	

Table 1: Problems in Bilingual Environmental Awareness (BEA) at Pesantren

Solving the Problems in Implementing Bilingual Environmental Awareness (BEA) at Pesantren

Solving the problem of Bilingual Environmental Awareness (BEA) at Pesantren was done based on the previous and recent problems faced by pesantren. For the problems of vocabularies, Pesantren implemented Morning Vocab Program (MVP) for the students. This was a program to give 3 words to the students. they did not need to memorize the vocabularies, they just need to read many times in the morning, before the class begin. The steps to do this program was as follows, (1) The English teacher gave list of vocabularies to the formal teacher; (2) at 6.45 the class begin and formal teacher wrote down the vocabularies to the students; (3) The students imitate the teacher in pronouncing the words; (4) the teacher chose one of the students to lead in pronouncing the words and other students repeat the words; (5) the students read the words together. This activity was done around 10-15 minutes every morning.

“Every Morning, we list 3 words. Then we send the words to the teachers at school. We have good communication between Teachers at Pesantren and Teachers at school.”

The second program to solve the problem about scheduling was that to reschedule the time in practicing Bilingual Environmental Awareness (BEA). Re-Scheduling means that Pesantren changed from weekly program to monthl program. By using this schedule, the students can practice foreign language in Bilingual environment. In detail, the first week, the students tried to remember the new words they got. At the second week, the students tried to use the new words they got. At the third week, the students started to be accustomed using new words they got. The forth week, they speak Foreign language naturally.

“Last Time, we implemented one week English and one week Arabic. But now we change the program. Because the students usually could speak English well when they had been at second or third week. It happens because at the first week, the students was still slow in remembering the words.”

The third program to solve the problem was redesign the program of English Show. Pesantren made 6 spots (before it just one spot) for English Show Program. It means that Pesantren distibuted the students into some spots in order that they could focus on the English Show Program. Furthermore, by doing this way, most of the students could be involved in the show. They did not only came as audiences, but also as player. This condition was really helpful for the language skill of the students, especially speaking skill.

“Now, we have 6 spots for the English Program. Each spot has one English teacher.”

The forth program which was implemented to solve the problem of lazy was punishment. In this way, pesantren implemented different punishment for the students. Usually, the students should pay Rp100 when they did not speak English one word. However it was effective. Consequently, Pesantren implemented Educational Punishment for the students. in this punishment, the students should make sentences 1 page for the one who did not speak English one word.

“We call the students who break the rule. They must stand up in front office and write some sentences in English. One word should be punished by one page. We give this punishment in order the students regreted. “

Those were the way of Pesantren in solving some problems related to the implementation of Bilingual Environmental Awareness. To make clear about the way, please see the table below:

No	Problems	Solutions
1	Lack of Vocabularies	Morning Vocab Program (MVP)
2	Schedule in Practicing Foreign Language	Monthly Bilingual Environmental
3	One Place for English Show	6 Palces for English Show
4	Lazy to Practice	Educational Punishment, Educational Game

Table 2: Solving Problems in Bilingual Environmental Awareness (BEA) at Pesantren

Instructional Material for Supporting Bilingual Environmental Awareness (BEA)

The materials given by the teachers were about 5 tenses. All of them were taught in active and passive during 6 years. Then the teacher also gave conditional sentence as a basic material to help the students in supporting speaking skill.

“grade 7, only simple present tense. Grade 8 present continuous, grade 9, present perfect, grade 10 simple past, and grade 11 simple future. We emphasize on practicing although we teach the lesson based on the grammar”

However, not only tenses, but also other material relates to English was given to the students. To summarize, the materials given was described as follows:

Grade 7	Grade 8	Grade 9
➤ Alphabet and Spelling	➤ Daily Activity	➤ Present Perfect
➤ Greeting	➤ Present Continuous	➤ Request
➤ Expressing Gratitude	➤ There is / there are	➤ Prohibition
➤ Introduction	➤ That is / this is	➤ Permission
➤ Days, Month, Year	➤ How much is it?	➤ Speech
➤ Sentence	➤ Numeral	➤ Text of MC
➤ Pronoun	➤ Time	➤ Describing
➤ ‘Simple Present	➤ Getting info and Direction	
	➤ Invitation	

Table 3: Instructional Materials Given to the students 7 to 9

Additionally, it was different English material for Islamic Senior High School level.

To summarize, the materials given was described as follows:

Grade 10	Grade 11	Grade 12
➤ Simple Past	➤ Simple Future	➤ Participle
➤ Passive Voice	➤ Elliptical Construction	➤ The ways of story telling
➤ Stative Passive	➤ Other and another	➤ Reading
➤ Causative Verb	➤ Degree of Comparison	➤ Describing picture
➤ Conditional Sentence	➤ Articles	➤ Procedure
➤ Reported Speech	➤ Gerund	➤ American Accent
➤ Adjective Clause	➤ To Infinitive	➤ Discussion certain topic
➤ Adverbial Clause		

Table 4: Instructional Materials Given to the students 10 to 12

The Way of Delivering Instructional Material for Supporting Bilingual Enviromental Awareness (BEA)

In the process of teaching and learning, the teacher used a variety of methods. It can be categorized according to the techniques, activities, and language used. The table for Pesantren's method of instruction is shown below.

The Way of Delivering IM for BEA		
Technique	Activities	Language Usage

Table 5: The Way of Teaching

The teacher used a variety of methods when teaching and learning. The exercises that the teachers use to practice their English are the students practiced in pairs or with partners or friends. However, the teacher first presented a sample of a dialogue to the class before having them practice the language in groups. See the table to have detail information;

Status	Students	Teacher
Students	1. Making a Dialogue	Drilling and immitating
	2. Practicing a dialogue	
	3. Using English as daily conversation	
Teacher	Drilling and immitating	Model of Dialogue

Table 6: Some Activities Used in the Classroom

The researchers not only observed the activities involved in teaching and learning, but also paid close attention to the methods the teacher used. The methods included breaking down the subject matter, Drilling the students, and compiling a vocabulary list. See the table for detail:

Steps	Involved
Drill to review previous lesson	Students-teacher
Explaining	Teacher
Immitation	Students-teacher
Question and Answer	Students-teacher
Model of dialogue	Teacher
Making dialogue	Student-students
Practicing dialogue	Student-students
Giving feed back	Teacher
Making conclusion	Teacher-students

Table 7: Procedure in Teaching and Learning Process

Discussions

Based on the findings above, we can see some important point related to the implementation of Bilingual Environmental Awareness (BEA) at Pesantren al Multazam Mojokerto. The discussion will focus on the problems faced by Pesantren in Implementing Bilingual Environmental Awareness (BEA), the way to solve the problems in implementing Bilingual Environmental Awareness (BEA), the instructional materials given to the students for supporting the implementation of Bilingual Environmental Awareness (BEA), and the way the material given to the students for supporting the implementation of Bilingual Environmental Awareness (BEA).

Problems Found in Implementing Bilingual Environmental Awareness (BEA) at Pesantren

The first problem in implementing Bilingual Environmental Awareness (BEA) was lack of vocabularies. It is inline with research done by Riadil (2020), he stated that the problem of practicing speaking is mostly caused by the usage of mother tounge (77%). It shows that the students have a problems in vocabularies. Consequently, they used mother tounge for communication. Furthurmore, the students argued that mother tounge was easier than English. Both the reason showed that the preference in using mother tounge showed the lack of vocabularies in foreign language, in this case is English.

Then the second problem is about Schedule in Practicing Foreign Language. This kind of program or activities is really important. Because the schedule time relate to the habit that the students have in practicing the language. Because by having good schedule, the students will have opportunity to create a habit in using foreign language, English. It shows that habit is very important. It is supported by Patterson (1917). He stated that habit has important role for the students in acquiring the second or foreign language.

The next problem, was one place English show. It can be a problem because it can decrease the involvement of the students in English activity. While the involvment in

English activity also has the big role in succeeding the program of Bilingual Environmental Awareness (BEA). Involvement of the students in English activities shows their motivation in learning English. Then motivation has correlation with the success of learning English. According to Alizadeh (2016), Motivation has an important factor for explaining the success or failure of any complex task. Consequently, it is important to pay attention to the motivation of the students in implementing Bilingual Environmental Awareness (BEA) at Pesantren. This kind of problems relate to the last problem, that is laziness. It means that the lack of involvement and laziness should be paid attention well in order that the students have good motivation in implementing Bilingual Environmental Awareness (BEA) at Pesantren.

Solving the Problems in Implementing Bilingual Environmental Awareness (BEA) at Pesantren

The problem of vocabularies was solved by the program of Morning Vocab Program. It is kind of program that is important. Because Morning Vocab Program (MVP) was given gradually to the students. This program can enrich the vocabularies of the students. It is really important to enrich the vocabularies. According to Richard (1976) Vocabularies has an important role in teaching.

Then the problem of Schedule in Practicing Foreign Language was solved by changing the schedule from weekly to monthly practicing Arabic and English. This kind of program or activities is really important. Because the schedule time relate to the habit that the students have in practicing the language. Because by having good schedule, the students will have opportunity to create a habit in using foreign language, English. It shows that habit is very important. It is supported by Patterson (1917). He stated that habit has important role for the students in acquiring the second or foreign language.

The last problem was about one place English show and laziness. It was solved by the preparing 6 places for English Show. These 6 places can increase the involvement of students in English activities. Involvement of the students in English activities shows their motivation in learning English. Then motivation has correlation with the success of learning English. According to Alizadeh (2016), Motivation has an important factor for explaining the success or failure of any complex task. Consequently, it is important to pay attention to the motivation of the students in implementing Bilingual Environmental Awareness (BEA) at Pesantren.

Delivering Instructional Material for Supporting Bilingual Environmental Awareness (BEA)

On the basis of the data presentation above, we can draw some conclusions. The first point is that the teacher assessed the students' language proficiency using English. It indicates that the teacher wants to facilitate the students' language learning. Since the instructor spoke directly to the students, it may have aided their learning. According to Shneidman and Susan Goldin-Meadow (2012), language input by using directed speech can help the students to get the acquisition. In addition, language acquisition is really needed by the students.

Additionally, it is backed up by the notion that acquiring a second language is extremely beneficial for students. It proves how the students' exposure to language can significantly improve their speaking abilities. Furthermore, the students even can create Bilingual Environmental Awareness (BEA) in Pesantren environment.

To see the correlation among Classroom, Foreign Language, language environment, and the program of Pesantren relates to Bilingual Environment, we can see the the chart below.

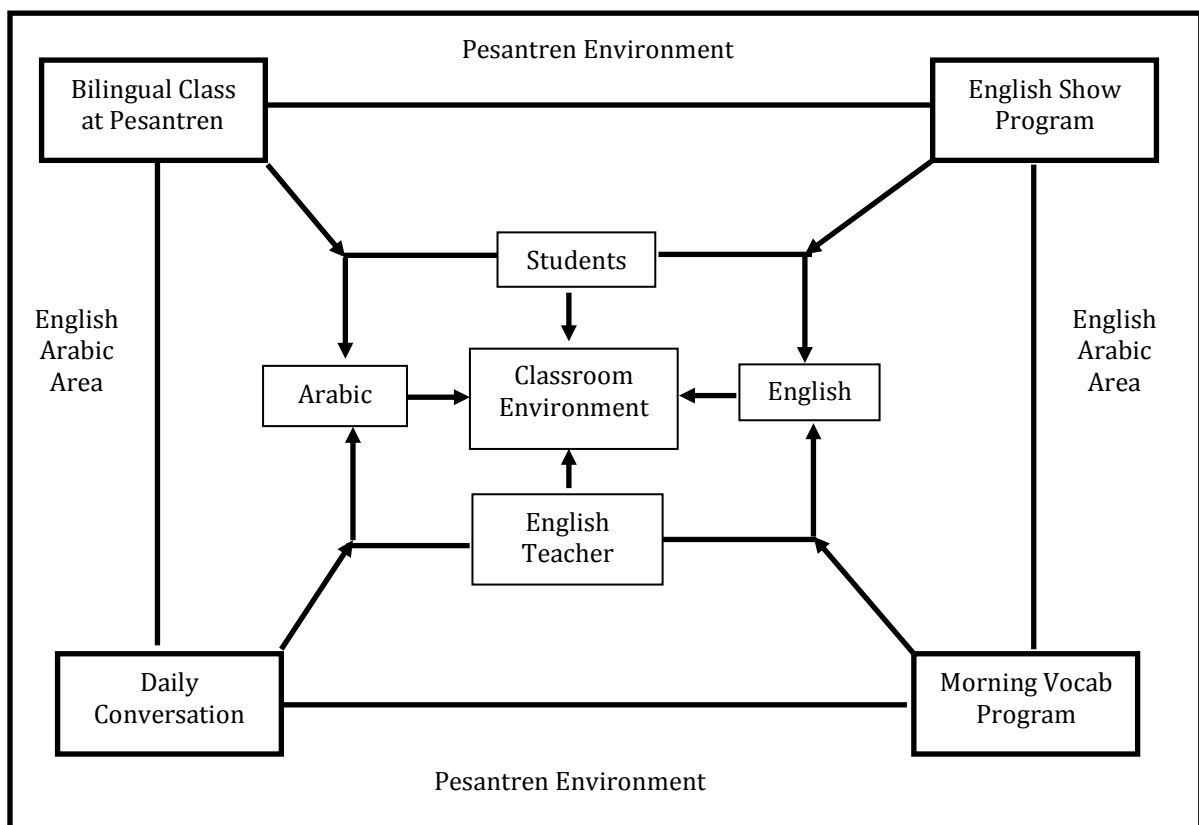


Chart 1: The Syntax of Bilingual Environment Awareness at Pesantren al Multazam Mojokerto

Based on the chart 1 above, we can see that both in the classroom and outside the classroom (Pesantren Environment) uses English as a means of communication. Furthermore, to support the implementation of Bilingual Environment Awareness (BEA) at Pesantren, there were some programs such as Morning Vocab Program, Daily Conversation, English Show Program, and Bilingual Class at Pesantren. It means that, to create Bilingual Environment Awareness (BEA), it needs both classroom activity and non-classroom activity. Because both of them support each other.

Based on the findings, we can see that Pesantren Al Mulatzam used formal and informal environment. It can be seen from the language program which are integrated between formal and informal situation. It means that the students use English as a means of communication both in pesantren context and school context.

Furthermore, the activities that Pesantren al Multazam has in implementing Bilingual Environmental Awareness (BEA) were dialogue, making sentence, story telling, and discussion. even it has English Show Program once a month to explore the students' ability in using English.

All in all, Pesantren al Multazam has done some activities to create Bilingual Environment and also the students have eager to practice English in daily activity, both in Pesantren context and in school context. To make clear please the chart below:

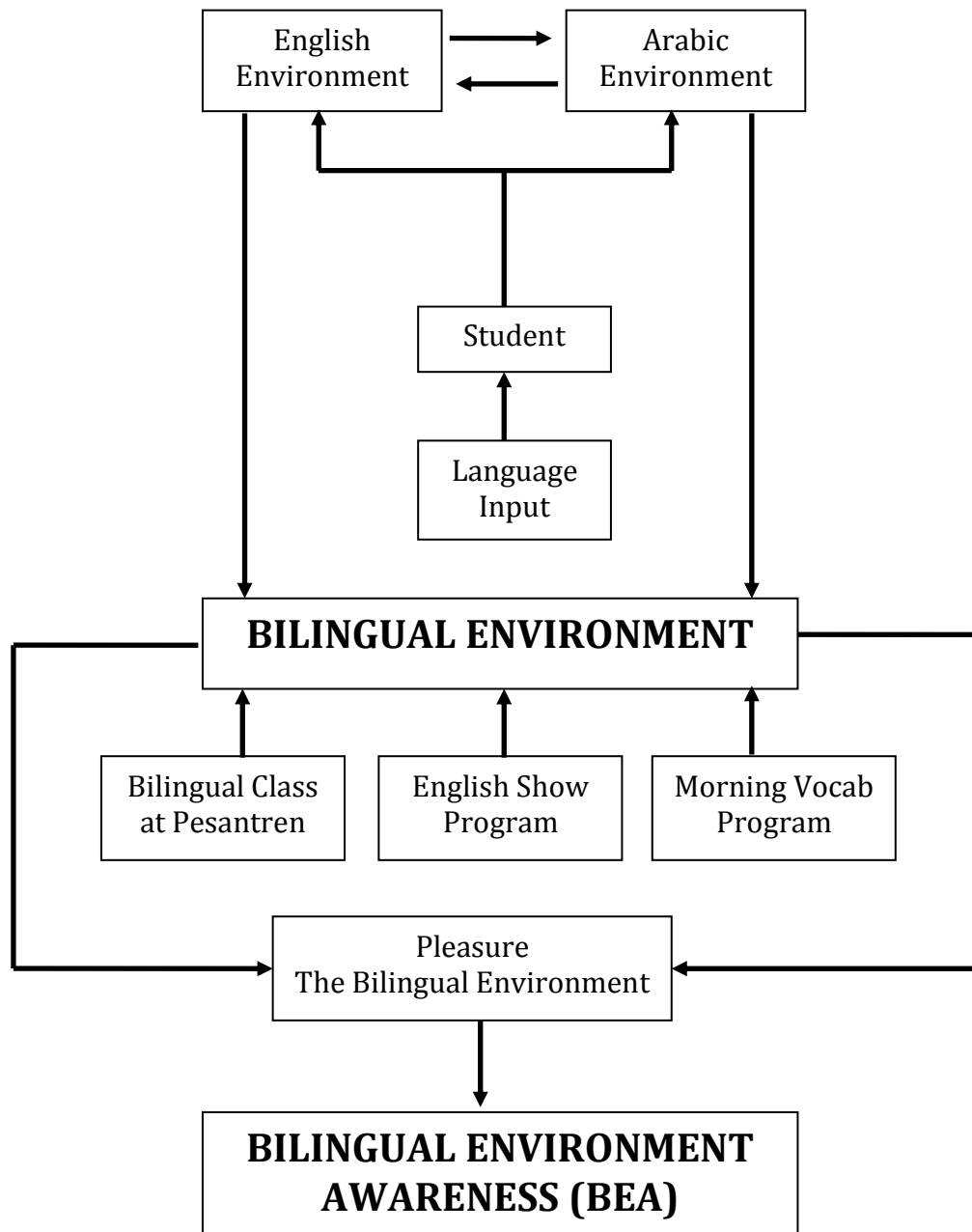


Chart 2: The Syntax of Bilingual Environment Awareness (BEA) Development

Discussions

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CONCLUSIONS AND SUGGESTION

Based on the discussion above, to implement Bilingual Environmental Awareness can be done by doing some steps. Firstly, The students must be given an input about foreign language, both by using formal way or informal way. Secondly, the teachers should provide an environment for the students to practice the language that the students learnt. Then we call it as Bilingual Environment. Thirdly, Pesantren provides some programs that can support the students' ability in speaking. Consequently, the students will be able practice English in comfortable situation. By this way, Bilingual Environmental Awareness (BEA) can be created at Pesantren.

For the next researchers, it is suggested to develop material for Bilingual Environmental Awareness (BEA) at Pesantren by using R n D Design. It will be very useful for Pesantren in order that Pesantren has certain material that can be used universally in enhancing speaking skill of the students.

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