THE DIFFICULTIES OF BILINGUALISM (ENGLISH AND ARABIC) ON SPEAKING ABILITY FACED BY THE MEMBERS AT THE FIRST SEMESTER AT APK (ASRAMA PUTERI KHADIJAH)

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Abstract:

The phenomenon of billingualism happens around us. There are some people that acquire more than one language. The competency of using two languages in a communication is called billinguality. Billinguality deals with the language, and speaking is a part of language skills. APK (Asrama Puteri Khadijah) is a dorminotory for college students of STAIN Pamekasan in which the members are required to speak using two languages (English and Arabic) in their daily activities. The problem raises, the members have some difficulties in keeping speaking English and Arabic in balance. Therefore, investigating the process of how the members of APK (Asrama Puteri Khadijah) speak bilingual, some difficulties for them to speak bilingual, and the strength and weaknesses of bilingualism for them are the focus of this study. A descriptive qualitative research is applied in this study. The thress data collection procedures that were applied are observation, interview, and documentation. This study results that the process of bilingualism of the members of APK deepens on the concept of grammar understanding in English and Arabic Intensive class, memorizing vocabulary, Muhādhoroh program (formal situation), and how the members practice speaking English and Arabic in their daily communication. Some members used code switching, code mixing, and inference to solve their billinguality problems on speaking. Furthermore, despite some problems, their mistakes of billinguality are still understandable and communicative, however the problems on the morphological, phonological, and syntactical levels are still unresolved.

Key Words:
Billingualism, Speaking Ability

Introduction

According to Jannedy et. al, "Every language is enormously complex. Despite this enormous complexity, every language is systematic on many levels, from the system of sounds to the organization of discourses."[1] Language itself is about what the members of particular society speak. Language is

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[1] Stefanie Jannedy, *Language Files,* (Colombus: Ohio State University Press, 1994), p. 2

dynamic, it can change every time. The study of language is called Linguistics.

In this research, the researcher will conduct a research about Bilingualism. Bilingualism means "regular use of more than one language".[2] It means that Bilingualism is the use of two languages or two language codes. Someone who can acquire two languages is called bilingual. Billinguality is the competence of using two languages in a communication.

Talking about bilingualism, it discusses about language. Language cannot be separated with speaking. Speaking ability is the competence of language user in producing the utterance. Speaking ability is about how the speakers speak fluently, pronounce well, and comprehend the structure or grammar. To be a good speaker in two languages is not easy. So, bilingualism can raise some problems such as code mixing, code switching, and interference. Abdul Khair and Leonie Agustina stated that, "Code mixing is happened if the clauses or phrases which are used in one speech act consist of mixing phrase, while code switching happened if the clause used in speech act has grammatical structure from one language and the next clause is arranged based on the other language grammatical. Interference means using one language with the element of another language, so it is being a mistake because it diverges from the rule of language used."[3]

In this case, APK (Asrama Puteri Khadijah) as a dormitory which is specially built for the student college of STAIN Pamekasan is bilingual area. The members who stay in this dormitory must communicate using two languages (English and Arabic) in their daily communication except on Sunday. This is the regulation that should be obeyed by the members. If the members of APK (Asrama Puteri Khadijah) speak use another language such as Madura or Bahasa Indonesia, they get a punishment from the supervisor. Obligating the members to speak English and Arabic is one of mission hold by APK (Asrama Puteri Khadijah) "*Membiasakan Berbahasa Arab, Berbahasa Inggris, dan Baca Kitab Setiap Hari*" to reach a vision "*Membentuk Muslimah yang Berakhlakul Karimah, Terampil Berbahasa Arab, Terampil Berbahasa Inggris, dan Terampil Baca Kitab*".

Accustoming of speaking English and Arabic in daily communication is the way to help the members of APK

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[2] Edited by Ceil Lucas, *The Sociolinguistics of Sign Languages,* (United Kingdom: Cambridge University Press, 2004). p. 41.

[3] Abdul Khair and Leonie Agustina, *Sociolinguistik : Perkenalan Awal* (Jakarta: PT Rineka Cipta, 2004), p. 115, 120.

(Asrama Puteri Khadijah) in increasing their speaking ability. Dr. Buna'i, S.Ag, M.Pd as Founder of APK (Asrama Puteri Khadijah), has initiative of making the output of APK is able to speak English and Arabic well. Speaking two languages, English and Arabic, for the members of APK (Asrama Puteri Khadijah) is not easy as the researcher thinks. The members of APK (Asrama Puteri Khadijah) have to keep their bilingual in balance, speaking English fluently and so does speaking Arabic. Surely, the members have some difficulties in keeping speaking English and Arabic in balance. So that, as the researcher, the researcher is interested to investigate the process of how the members of APK (Asrama Puteri Khadijah) speak bilingual, some difficulties for them to speak bilingual, and the strength and weaknesses of bilingualism for them.

Example of the local language impact of bilingualism happened in APK (Asrama Puteri Khadijah) are:

- هيا eat together
- الي الجامعةالان go will I
- She is still **calling calling** with her boyfriend right now
- انت ah فكيف- ?
- خلص تاءكل انت؟

Based on the phenomenon above, the researcher interests in conducting the research entitle "The Difficulties of Bilingualism (English and Arabic) on Speaking Ability Faced by the Members at the First Semester at APK (Asrama Puteri Khadijah)". It is hoped the members of APK (Asrama Puteri Khadijah) can speak English and Arabic well without any difficulties.

Theoritical Framework
A. Bilingualism

According to Mackey on Josiane F. Hamers' book, *Bilinguality and Bilingualism,* "Bilingualism defined as the alternate use of two or more languages by the same individual."[4] It means that Bilingualism is about how speaker speaks two languages. Bilingualism is the concept of using two languages in the society.

In this case, the researcher takes an example APK (Asrama Puteri Khadijah) as bilingual society in which the members of APK use two languages (English and Arabic) in their daily conversation.

The Process of Bilingualism

Bilingual individual process language is a long standing topic for research in language science. A fundamental characteristic of bilingualism is the fact that a given

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[4] Josiane F. Hamers and Michel H. A. Blanc, *Bilinguality and Bilingualism: Second edition,* (United Kingdom: Cambridge University Press, 2004), p. 30.

semantic concept has at least two different lexical representations in the two languages. The most direct link between such two lexical representations in two given languages is called translation equivalence. Translation equivalence has also served as a context of choice in studies of word production in bilinguals. Translation equivalence has also been studied with ERPs (Event- Related Potential), which are averaged brain waves recorded from the surface of the scalp time-locked to the onset of a stimulus of interest. The high temporal resolution of ERPs (millisecond range) makes them an ideal index of cognitive processing.[5] It means that Bilingualism is using two languages by the speaker to communicate with the others in daily speaking. Bilingual is not easy term, there is a process of choice in producing the words from two languages which is called with translation equivalent. The process of bilingualism is included into cognitive aspect (related with the brain).

The Difficulties of Bilingualism

In linguistics, code-switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. Multilinguals-speakers of more than one language - sometimes use elements of multiple languages when conversing with each other. Thus, code-switching is the use of more than one linguistic variety in a manner consistent with the syntax and phonology of each variety.[6]

Code mixing is happened if the clauses or phrases which are used in one speech act consist of mixing phrase. Interference means using one language with the element of another language. [7]

The Strength of Bilingualism

Speaking two languages as we called bilingualism is very good for the students, because bilingual can improve their knowledge of language. It supported by the statement of Ellen Bialystok, "Second, as compelling as the possibility is that bilingualism might affect the intellectual achievement of children, the hypothesis remains untestable without some specification of what is meant by "intelligence."[8]

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[5]http://www.ncbi.nlm.nih.gov/pmc/articles/ PMC3153788/, accessed on Wednesday, 22nd April 2015 at 04.56 pm.

[6]http://en.wikipedia.org/wiki/Code- switching, accessed on Sunday, 20th April 2015 at 03.036 pm.

[7] Abdul Khair and Leonie Agustina, *Sociolinguistik : Perkenalan Awal* (Jakarta: PT Rineka Cipta, 2004), P. 115, 120.

[8] Ellen Bialyston, *Bilingualism in Development,* (Australia: Cambridge University Press, 2003), p. 183.

The weaknesses of Bilingualism

The weaknesses of Bilingualism are that the children or students do confused to the language. One of languages may not be as strong initially. The students also feel less intelligent and confident in any grades. They may never learn to be fluent in their second language and more easily forget their cultural roots.[9] Bilingualism is not only give advantages to the students (speakers), but also the disadvantages that the students get. Also one language (it can be L1) can influence another language (L2) the students have, for example the students speak English and Arabic. So that, Arabic can influence English, or both of them will be mixed.

B. Speaking Ability
Definition of Speaking Ability

Speaking ability is the students' ability in expressing their ideas orally. When we speak we produce the text which is meaningful.

There are four components of speaking ability: [10]

1) Pronunciation

Pronunciation is the way how the language spoken. It means that pronunciation is an important of language including its aspect such as the segmental features-vowels, consonant and the intonation pattern.

2) Grammar

Grammar is very important in speaking. Without grammar, the students cannot make a good sentence in their speaking. Grammar can help the students to speak fluently.

3) Vocabulary

Vocabulary is the basic items that have to be known by the students, in order to be able to speak either in English or other languages.

4) Fluency

Fluency means the ease and speed of the flow of speech. Fluency is about how the students are able to speak smoothly and easily.

The Characteristics of Speaking Ability

The characteristics of speaking ability are:[11]

1) The students talk more

The students often speak all the time. The students always practice

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[9] http://www.creators.com/advice/sylvia-rimm-on-raising-kids/advantages-and-disadvantages-in-bilingual-start.html, accessed on Thursday, 30th April 2015at 01.34 am .

[10] Siti Sundari, *The Implementation of "I am the" Model Technique in Teaching Speaking Ability at Eight Grade of MTs Khairul Ulum Tambelangan,* (Thesis: STAIN Pamekasan, 2012), p. 16.

[11]http://rujukanskripsi.blogspot.com/2013/06/definition-of-speaking-skil, accessed on Thursday, 23th April 2015 at 06.15 am

the language in all activity. This is the result of their competence.

2) Motivation is high

Learners are eager to speak because they are interested in the topic and have something new to say about it.

3) Language is an acceptable level

The language that the students express is relevant and easy comprehensible to teach other and of acceptable level of language accuracy.

The Strategy of Teaching Speaking Ability

Harmer stated that there are three majors that can be applied in teaching speaking or producing skill:

1) Introducing new language
2) Practice
3) Communicative activities.[12]

C. Previous Study

Actually, the researcher found the similar study about this research, on Wallayah Alheyasi's research proposal entitle "*Impact of Bilingual Education Approach to ELL Instruction*". He stated that bilingual education, bilingualism, and newcomer center programs are just a few ways which identify programs that

assist bilingual students acquire language proficiency and be able to succeed in their transitional mainstream classes. There are many advocates for these types of curriculums that have positive effects on students. Two-way bilingual education programs have a significant impact to Ell instruction.[13] The similarity of this study with the research that the researcher is going to conduct is both of researches study about Bilingualism. While the difference is about the previous study used quantitative approach and this research use qualitative one. The researcher wants to try describing some difficulties in speaking two languages.

The second similar study is from Siti Admiyati on her Thesis, *The Influence of Bilingual Teacher's Talk on Students' Mastery Speaking Skill in Seventh Grade of SMPN 4 Pamekasan*, "Students who have bilingual ability will have more experiences, because every language runs with different behavior system, history, tradition, the way of communication different literature…"[14]. As her statement, the students will get more knowledge of language by having

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[12]http://rujukanskripsi.blogspot.com/2013/06/definition-of-speaking-skill.accesed on Thursday, 23th April 2015 at 06.35 am

[13] Wallayah Alheyasi, *Impact of Bilingual Education Approach to ELL Instruction,* (A Research Proposal, University of Michigan-Dearborn, 2010), p. 6

[14] Siti Admiyati, *The Influence of Bilingual Teacher's Talk on Students' Mastery Speaking Skill in Seventh Grade of SMPN 4 Pamekasan,* (Thesis: STAIN Pamekasan, 2012), p. 16.

bilingual ability. The students also will get boarder experiences because every language has different items such as tradition, culture, literature, and also characteristics. The students who can speak bilingual will have highest intelligences than those who only mastering one language. The students who used to speak bilingual will increase their speaking ability. While in this research, the researcher wants to describe the difficulties that the speakers faced when they speak by bilingual.

Research Methods

A. Approach and Kinds of Research

Approach of Research

The approach of this research going to apply is qualitative research. Why this research is called Qualitative one because in this case the researcher will describe how the members' of APK speaking ability is, what the difficulties faced by the members in speaking bilingual are, and what the strengths and weaknesses of bilingualism are.

Kinds of Research

The kind of research used by the researcher is descriptive research. This research is called with descriptive research because it describes and explains the difficulties of Bilingualism (English and Arabic) which is faced by the members of Asrama Puteri Khadijah.

B. Research Attendance

The researcher attendance to APK (Asrama Puteri Khadijah) as the setting of this research in getting the data is all times because the researcher herself is also one of APK members. The researcher interacts with all members of APK (Asrama Puteri Khadijah) every day and every time. So, the researcher is easier to get the data. The researcher can collect the data whenever she wants and during the opportunity is being there. The researcher attendance in getting the data starts from July, 7 2015 and will finish till the researcher get all data she needs.

C. Research Setting

In this research, the researcher took Asrama Puteri Khadijah (APK) as the setting of this research. Asrama Puteri Khadijah (APK) was built on 14th of July 2008 and dedicated on 1st of April 2009. APK located at street Panglegur km. 04 in the west of Perumnas Tlanakan Indah Pamekasan. Asrama Puteri Khadijah is a dormitory that has principle of boarding school (Pesantren), so there is teaching and learning program of "Kitab Kuning" for the members. There are 138 members in Asrama Puteri Khadijah. Because of all members are female, so it is not only "Kitab Kuning" that has been taught

there but also the basic Islamic law of female.

In another hand, all members of APK (Asrama Puteri Khadijah) also must communicate using two languages, English and Arabic, in their daily activity. If the members of APK (Asrama Puteri Khadijah) do not obey the rule, they will get a punishment from the supervisor. One of the mission that Asrama Puteri Khadijah hold is "*Membiasakan Berbahasa Arab, Berbahasa Inggris, dan Baca Kitab Setiap Hari*" as the vision that should be reached "*Membentuk Muslimah yang Berakhlakul Karimah, Terampil Berbahasa Arab, Terampil Berbahasa Inggris, dan Terampil Baca Kitab*". Asrama Puteri Khadijah also has the other programs that can support them to master English and Arabic such as English and Arabic Intensive Class and memorizing vocabulary for the first semester. Some difficulties in communicating may be occurred in that place. So that, the researcher thinks that APK is the interested place in conducting the research.

D. Data Sources

Subject

Subject of this research is the members of APK (Asrama Puteri Khadijah) at the first semester at Academic Year: 2015-2016 which consists of 45 members. But, the researcher takes 15 members as the informant in this research.

Object

The object of this research is the difficulties of bilingualism (English and Arabic) on speaking ability.

E. Research Instrument

Observation

Creswell stated that, "Observation is the process of gathering firsthand information by observing people and places at a research site".[15] There are two kinds of observation; participant observation and non-participant observation. Participant observation is the role of observation in which the researcher is taking part in the activities. Non participant observation is the role of observation in which the researcher just comes to the setting of the research and record the information without taking part in the activities.

Interview

The statement of Buna'i, "Interview is the result of mixing seeing, listening and asking activity"[16] There are three kinds of interview; structured, semi structured and unstructured interview.

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[15]John W.Creswell, *Educational Research :Planning, Conducting, and Evaluating Quantitative and Qualitative Research,* (Boston: Pearson Education, 2012), p. 213.
[16]Buna'i, *Penelitian Qualitatif,* (Pamekasan: STAIN Pamekasan, 2008), p.72.

1) Structured interview

Structured interview is an interview in which the researcher already prepared the list of question.

2) Semi structured interview

Semi structured interview is an interview in which the researcher conducts interview by using communication tool, such as: e-mail, phone and etc.

3) Unstructured interview

Unstructured interview is an interview in which the researcher does not prepared before it.

Documentation

Creswell stated in his book, "Documents consist of public and private record that qualitative researcher can obtain about a site or participants in a study, such as newspaper, minutes of meetings, personal journals, or diaries".[17]

F. Data Collection Procedure

Observation

In observing the place of this research, the researcher used the technique of participant observation in order to make the data that taken accurate. The researcher observes how the process of speaking bilingual of members, their consistency in speaking bilingual, and identify the mistakes in their utterance.

Interview

In collecting the data, the researcher used unstructured interview. The researcher interacts with the members of Asrama Puteri Khadijah (APK) and asked some questions to the members as the participants of this research directly without any preparation before. The researcher does not make question lines related with the research problem before doing an interview. The researcher does an interview to the subject of this research especially about the difficulties that face by them when they speak or communicate by bilingual.

Documentation

Kinds of documentation used by the researcher in this research are recording on the members' of APK speaking ability, memorizing material (book), and picture.

G. Validity of Data

Triangulation of Data Sources

In this case, the researcher used the members of APK at the first semester as the data sources.

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[17]John W. Creswell, *Educational Research.* p. 620.

Triangulation of Data Collection Technique

In this case, the researcher conducted interview, observation, and documentation as the technique of collecting data.

H. Data Analysis

There are three steps that the researcher apply in analyzing the data collected.[18]

Data Reduction

In this case, the researcher selected and summarized all of the data that collected from observation, interview, and documentation. The researcher chooses the important data and summarizes them. A clear description will be gotten from the data reduction.

Data Display

After reducing the data, the researcher displayed the data. Reducing the data helps the researcher easy to understand what is happened and to do further analyzing based on that understanding.

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[18] Matthew B. Miles, cs., *Qualitative Data Analysis,* (London: Sage Publication, 1994), P. 10-11

Conclusion Drawing and Verification

After displaying the data, the researcher will take a conclusion from the data displayed.

I. Steps of Research

a. Observing the process which is done by the members of APK (Asrama Puteri Khadijah) to speak bilingual (English and Arabic).

b. Recording the members' of APK conversation or when they are telling story.

c. Analyze the strength and weaknesses of bilingualism (English and Arabic) for the members of APK. The researcher used some aspects to know the strength and weaknesses;
1) Phonological level/ صوتية
2) Morphological level/ صرفية
3) Syntactical level/نحوية

d. Doing an interview to know the difficulties faced by the members of Asrama Puteri Khadijah in speaking bilingual (English and Arabic).

Finding and Discussion

A. The process of how the members of APK (Asrama Puteri Khadijah) speaking bilingual (English and Arabic) at the first semester

To get the data about the process of how the members of APK (Asrama Puteri Khadijah) speaking bilingual (English and Arabic), the

researcher observes in formal situation and natural situation. In formal situation, the researcher observes the members of APK (Asrama Puteri Khadijah) when they are in the teaching and learning program of English and Arabic Intensive Class.

On Tuesday night, 8th March 2016 at 07.30 pm the researcher comes to Arabic Intensive class (*Mubtadi' class*) to observe the teaching and learning program there. The researcher found that the teacher more focused on the structure. The material at that time is about مرفوعات الأسماء. There are some topics which are explained by the teacher about that material such as فاعل, نائب الفاعل, مبتدأ, خبر, عامل نواسخ, و توابع للمرفوع. At the last time of the class, the teacher reviews the last material through giving some examples. In this class, the teacher not only explains the material but also gives chance students to speak by mentioning the examples such as "حضر الزيدون, جاء أبوك, قمتم".[19]

While in natural situation, the researcher observes how does the members of APK (Asrama Puteri Khadijah) speak bilingual (English and Arabic) every day. In one situation, exactly on Wednesday, 23th of March 2016 at 04.25 pm the researcher was sitting down with some members in front of television while watching movie. The researcher here found some sentences in their speaking that mixing English and Arabic language; "أما أنا don't know", "no mbak أنالا look at this movie", "really I hate Tapasya جدّا".[20]

To increase the members' of APK (Asrama Puteri Khadijah) at the first semester speaking ability, they also memorize five vocabularies after taking prayer *Shubuh* every day. The vocabulary was packaged in a book in order to make the members of APK easier to memorize without writing before. Monday, Tuesday and Wednesday for memorizing Arabic vocabulary and Thursday, Friday and Saturday for memorizing English vocabulary. The members of APK memorize the vocabulary change by change to the each guider or tutor. There are four tutors for English and also four tutors for Arabic. The members of each tutor are determined by the supervisor. After the members of APK (Asrama Puteri Khadijah) memorize, the guiders (tutor) ask them to make sentences from the vocabulary which they memorized for example in English; the word "Discuss", in a sentence; *the students discuss the lesson in the class.* While the example in Arabic are;

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[19] Observation conducted at *Mubtadi'* class on Tuesday night, 8th March 2016 at 07.30 pm.

[20] Observation conducted in APK (Asrama Puteri Khadijah) on Wednesday, 23th of March 2016 at 04.25 pm.

أبيض ج بيضاء : عندي ثوب أبيض , هذه السبّورة بيضاء

ماهر x جاهل : أنا ماهر وأنت جاهل

In this case, the researcher also found how the members of APK (Asrama Puteri Khadijah) practice their speaking English and Arabic in *Muhādharah* program, include to speech, poetry, and drama exactly on Monday night, 7th of March 2016. The theme at that program is "Save Palestina". The members use three languages in that program; English, Arabic and Madura. There are English and Arabic speakers at that time. After the speaker delivered the speech in the certain topic, one of the audiences is appointed to give a conclusion related with the topic. One of the members in this group also delivers poetry in Bahasa Madura. While in drama session, the members speak by mixed language (Arabic, English and Madura).[21]

Based on the result of observation above, the researcher can assumed that the process of bilingualism of the members of APK are deepening the concept of grammar understanding in English and Arabic Intensive class, memorizing vocabulary, *Muhādhoroh* program (formal situation), and how the members practice speaking English and Arabic in their daily communication.

It supported with Scott Thornbury, "speaking is a skill, and as such needs to be developed and practised independently of the grammar curriculum."[22] It means that speaking is not easy skill to be mastered. We need to learn it specially and have to practice consistently in our daily. In order to be a good speaker, it needs some processes that should be done. Because speaking ability is not only how fluency the speakers speak or how the speakers pronounce well, but also how the speakers comprehend the grammar to produce a good utterance.

B. The difficulties of speaking bilingual (English and Arabic) on speaking ability faced by the members of APK (Asrama Puteri Khadijah) at the first semester

The result of observation which was done by the researcher is that the difficulties of speaking bilingual (English and Arabic) faced by the members of APK (Asrama Puteri Khadijah) are; *Firstly,* they are lack of vocabulary. In this case, although the members of APK (Asrama Puteri Khadijah) memorize vocabulary every day either in English or Arabic, but they forget when they practice in their speaking. *Secondly*, the members of APK (Asrama Puteri

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[21] Observation conducted in *Muhadharah* program on Monday night, 7th of March 2016 at 08.15 p.m.

[22] Scott Thornbury, *How to Teach Speaking* (England: Pearson Education Limited, 2005), p. iv.

Khadijah) do not know how to put the word in a sentence. These difficulties are included to linguistic difficulties.

Bariza Nazla Azzulala as the member of APK (Asrama Puteri Khadijah) at Advanced of English Class and *Mutawassith* of Arabic class said:

> "We can memorize vocabulary every day. If I forget to the vocabulary I combine Indonesian and English language or Indonesian and Arabic language. I usually practice my memorizing with my friend".[23]

Based on the result of interview above, the researcher can assumed that the difficulties faced by the members of APK (Asrama Puteri Khadijah) such as; forget to the vocabulary make them decide to use mixing language between English and Arabic. It also raises some problems of language such as code mixing, code switching, and interference.

Code mixing is happened if the clauses or phrases which are used in one speech act consist of mixing phrase. Interference means using one language with the element of another language. [24] In linguistics, code-switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation.[25]

Some examples problems of language happened in the members' of APK (Asrama Puteri Khadijah) speaking;

1) Code mixing;
   - خلس eat?
2) Code switching
   - الصعب في القواعد (اللغةالعربية), But in English language, Grammar
3) Interference
   - Evi is calling-an in her room.

The difficulty faced by the members of APK also on how they pronounce the word. Another statement is from Istianah. She has been at the same level between English and Arabic, Intermediate and *Mutawassith* class. She stated:

> "Kesulitan saya dalam berbahasa arab adalah saya tidak begitu mengerti bahasa Arab. Kalo dalam bahasa Inggris adalah dalam pengucapannya. Saya tidak terlalu kesulitan dalam vocabulary karena saya menghafal setiap hari. Sebenarnya hafalan vocab itu sangat membantu karena di asrama ini diwajibkan berbicara bahasa Inggris dan bahasa Arab."[26]

It means that: "My difficulty in Arabic is that I do not know more about that language. And for English language, I get difficulty in pronunciation. I am not

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[23] Interview: Bariza Nazla Azzulala, one of APK members at the first semester, on Friday 11th of March 2016 at 07. 52 pm at APK (Asrama Puteri Khadijah).

[24] Abdul Khair and Leonie Agustina, *Sociolinguistik : Perkenalan Awal* (Jakarta: PT Rineka Cipta, 2004), P. 115, 120.

[25]http://en.wikipedia.org/wiki/Code-switching, accessed on Sunday, 20th April 2015 at 03.036 pm.

[26] Interview: Istianah, one of APK members at the first semester, on Friday 11th of March 2016 at 08.07 pm at APK (Asrama Puteri Khadijah).

too difficult in vocabulary because I have memorized them every day. Actually memorizing vocabulary helps me much because in this boarding house must speak bilingual (English and Arabic)."

Non-linguistic difficulties faced by the members of APK (Asrama Puteri Khadijah) in speaking bilingual (English and Arabic) is that not all members of APK from English and Arabic department, but also from the other department such as *Perbank-an, Pendidikan Agama Islam, Ekonomi Syariah, etc.* Not all members can speak English and Arabic well. Sometimes they do not understand what the others speak. So, the members sometimes use mixing language between English and Arabic or speak Bahasa Indonesia.

C. The strength of Bilingualism for the members of APK (Asrama Puteri Khadijah) at the first semester

To know the strength of bilingualism (Speaking English and Arabic) for the members of APK (Asrama puteri Khadijah), the researcher focuses on social factor. In this case, the researcher observes how the members interact with their friends in their daily life since all members especially the first semester come back to this boarding house on 21st of February 2016 until the researcher get all the data she needs about this focus.

Based on the phenomenon which is gotten by the researcher, the strength of bilingualism (English and Arabic) for the members of APK is on the members' bravery to speak English and Arabic. The members are confident to speak bilingual although they get some difficulties. The obligation to speak English and Arabic that must be obeyed by the members also support them to increase their speaking ability. So, the members of APK (Asrama Puteri Khadijah) have broader knowledge of language. The members can speak English and Arabic although they still need more strategy to increase their speaking ability.

The strength of Bilingualism also can be found in linguistic aspect. Although the members of APK (Asrama Puteri Khadijah) sometimes use mixing language between English and Arabic but it is still communicative. It means that the language used by the members is acceptable and understandable. It suitable with one of the characteristics of speaking ability that "Language is an acceptable level, it means the language that the students express is relevant and easy comprehensible to teach other and of acceptable level of language accuracy."[27]

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[27]http://rujukanskripsi.blogspot.com/2013/06/definition-of-speaking-skil, accessed on Thursday, 23th April 2015 at 06.15 am.

D. The weaknesses of Bilingualism for the members of APK (Asrama Puteri Khadijah) at the first semester

The researcher uses some aspects to analyze the weaknesses of bilingualism (English and Arabic) for the members of APK (Asrama Puteri Khadijah) as follow:

Phonological level/ صوتية

Phonology is the study about how to produce the sounds. Phonology is related with pronunciation. According to Crystal on Mulyadi's book, *Introduction to Linguistics,* "Phonology is a branch of linguistics which studies the sound system of languages".[28]

In this case, the researcher will present the telling story of the members of APK about their personal identity and speaking test which was recorded by the researcher. Here is:

"My name is Fitriatul Qamariah. I come from Sampang. My mother's name is Nur Hayati. My father's name is H. Zainul fataa. I have one young brother. His name is Mohammad Tabaroq"[29]

The researcher found how Fitriatul Qamariah pronounces the word "name" /naim/, it should be /neim/. The

way to pronounce well is not easy in English.

Morphological level/ صرفية

Morphology is study about word. Mulyadi stated in his book, "Morphology is a branch of linguistics which studies the structure or forms of words, primarily through the use of morpheme structure."[30]

In this case, the researcher found some error words in members' speaking English and Arabic. For example: "the rice *di-take* dah?" It should be "is the rice taken by you.

Another statement of Najihatul Abadiyah, she told about her personal identity:

"إسمي ناجحة الأبدية. أنا من قرية لنجار. أبي إسمه عبد المنّان وامي إسمها جازية. عندي ثلاثة أخوات"[31]

From that statement, the researcher found a mistake in Morphological aspect. The word "ثلاثة" is wrong. It should be "ثلاث". It should be ثلاث أخوات. For quantity 3 up to 9 if المعدود (something is counted) is مذكّر, so العدد (count) is مؤنث. And so does if المعدود (something is counted) is مؤنث, so العدد (count) is مذكّر.

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[28] Mulyadi, *Introduction to Linguistics,* (Pamekasan: STAIN Pamekasan Press, 2009), p. 10.

[29] Interview: Fitriatul Qamariah, one of APK members at the first semester, on Monday 21st of March 2016 at 07.13 pm at APK (Asrama Puteri Khadijah).

[30] Ibid. 46.

[31] Interview: Najihatul Abadiyah, one of APK members at the first semester, on Monday 21st of March 2016 at 07.49 pm at APK (Asrama Puteri Khadijah).

Syntactical level/ نحوية

According to Mulyadi's opinion that, "the relation of words in sentences is from a branch of linguistics called 'syntax'."[32] Syntax is study about sentence structure. The members of APK (Asrama Puteri Khadijah) also sometimes get wrong in making grammatical sentence. For example:

> "My name is Madinatul Munawaroh. You can call me Dina. I from Mandangin island. My father Zahid and my mother Musrifah. I have your sister, my name Laura Diana. You can call me Laura. My hobby is reading"[33]

The researcher found some mistakes on Madinatul Munawaroh's sentences. They are:

1) "I from Mandangin island". It should be "I am from Mandangin island".
2) "My father Zahid and my mother Musrifah". It should be "My father *is* Zahid and my mother *is* Musrifah".

Conclusion

Based on the result of this research, Bilingualism (English and Arabic) should support the members of APK (Asrama Puteri Khadijah) at the first semester to increase speaking ability. But, it still needs a strategy to solve the members' difficulties. The supervisor should pay attention more to the rule of speaking bilingual (English and Arabic).

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[32] Mulyadi. p. 49.

[33]Interview: Madinatul Munawaroh, one of APK members at the first semester, on Sunday 13th of March 2016 at 08. 25 pm at APK (Asrama Puteri Khadijah).

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