Exploring Language Use Strategies with Zoning-Based Language Rules in SMPIT Hidayatul Qur'an Boarding School

Ardi Maulana[1], Noor Aida Aflahah[2✉], Hafizhatu Nadia[3], Miftah Al Farhan[4], Ruri Narulita Sari[5], Khusnul Amalin[6]

[1-4]*Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Banjarmasin, Indonesia*
[5]*Fakultas Ilmu Sosial dan Ilmu Politik, Universitas Muhammadiyah Madiun, Indonesia*
[6]*Fakultas Sains dan Teknologi, Universitas Muhammadiyah Klaten, Indonesia*
✉*Corresponding email:* nooraida_aflahah@umbjm.ac.id

Abstrak

This study aims to describe the implementation of zoning-based language rules in SMPIT Hidayatul Qur'an Boarding School and explore language use strategies implemented by the students. This study is a case study, and the data are collected using interview and observation. The participants are one English teacher and five students with the criteria of having good English score. The results can be concluded in two points, namely: 1) The zoning-based language rules are adapted from Darussalam Gontor Modern Islamic Boarding School. Some zones that are mandatory for formal language are public places such as dormitory, kitchen, mosque, canteen, and school area. However, the use of the formal language in the school area only when outside of school hours. Then, not all students are required to follow this rule because grade 7 students who have just entered SMPIT HQBS need to get used to the rules first. 2) About language use strategies from the students, it is found that they only use retrieval, rehearsal, and communication strategies. They use retrieval strategies to recall their memory of vocabularies, they use rehearsal strategies to practice the use of certain language structures, and they use communication strategies to create meaningful communication through several ways such as through writing, using body language, or mixing formal and informal language. They don't use coping strategies because they cannot cope with their lack of language knowledge by themselves.

Kata Kunci: communication strategies, retrieval strategies, rehearsal strategies, vocabulary recall

Introduction

English language has become important part of many aspects of life including education. Almost all educational institutions have included English as compulsory subject or local content subject, so every student can be guaranteed to learn English for quite a long time. This fact applies to all kind of educational institutions, public or private, including boarding schools. Therefore, the importance of learning

English have been realized by all parties involved in the administration of education because it does not have any boundaries that can hinder the development of learning English among students.

In Indonesia, most boarding schools have regulated English as one of colloquial language that students have to use all the time around boarding school area. From many boarding schools established in all over Indonesia, Darussalam Gontor Modern Islamic Boarding School is one of the biggest and most famous boarding school until now because it already has more than 350 branches established by its alumni and spread throughout Indonesia. Thus, the education system which is famous for its bilingual rules, Arabic and English, is applied in all the branch boarding schools and followed by many other public and private schools.

When compared to conventional schools, boarding schools are stronger in encouraging their students to improve foreign language abilities. This can be seen from the way the institution makes regulations, such as scheduling the use of formal language every week, giving penalties for students who use languages outside the regulations, giving rewards to the best language users, and so on. Students at the beginning of their school time in the boarding school are informed with this kind of system and are given a certain amount of time to adjust to all the instructions and regulations applied. Therefore, students should have certain strategies to help them learn the formal languages effectively, especially English,

in order to follow the rules applied in the boarding school.

In the theory of language use strategies, students can use several strategies to use language effectively such as retrieval strategies, rehearsal strategies, coping strategies, and communication strategies (Cohen, 2011). Retrieval strategies are used to call up language material from storage by means of whatever memory searching strategies the learner can muster. Rehearsal strategies could be part of language learning as well as part of language use. First, it is necessary to commit the structures to memory through rehearsal, and then after learning them, it should be used in an actual communicative exchange. Coping strategies have two kinds; those that learners use to allow them to compensate for a lack of some specific language knowledge, and those for creating the impression that they have control over material when they do not. Communication strategies have the focus on approaches to conveying a message that is both meaningful and informative for the listener or reader (Cohen, 2011).

Yansyah et al., (2023) also explained the bilingual introduction strategy that was carried out early on. The strategy that can be used to hone students bilingual skills from an early age is through big book storytelling. Students are introduced to bilingual vocabulary using flashcards. It is proven that this strategy is able to attract students interest in learning bilingualism, introduce new vocabulary,

and improve students language interaction skills.

The abilities possessed by student cannot be separated from the motivation to learn that is in the student. As stated by Purnama et al., (2022) regarding learning motivation created by teachers can encourage students to learn and understand bilingualism as well as possible. With the motivation to learn, the students willingness to learn will also increase, so that the ability to understand a reading or material will also be achieved.

Gontor's bilingual education system controls how students interact and communicate with other using English and Arabic as the formal languages for every activities in the boarding school. It is intended for the students to have a good mastery of active language use for daily conversation (Zarkasyi, 2015). For example, they have to speak in formal language (English or Arabic) in their dormitory even though they only talk about normal things and needs. They also have to speak in formal language in all places outside of school area such as dining room, bathroom, canteen, mosque, and even in the football field when they are playing football. All these things are only intended to improve students' language ability with an active use everyday.

In South Kalimantan, there is a school named SMPIT Hidayatul Qur'an Boarding School (HQBS) which adopts the same education system from Gontor such as the regulation of using English everyday. However, this boarding school has some modifications and adjustments that makes it different from other boarding schools established by Gontor alumni. The main difference is located in the regulation of using English around boarding school area. When almost all boarding schools with Gontor's bilingual system regulates the use of formal language in all areas around the boarding school, SMPIT HQBS only applies the regulation based on zoning system in the boarding school, so only in certain zones that students have to speak English.

In many previous studies, the settings where research is conducted are boarding schools which fully applies bilingual system as applied in Gontor or ones that do not apply the same system at all. For example, Al Farhan (2019) conducted a research about the implementation of English week in Darul Hijrah Modern Islamic Boarding School and how is its implication to the students. The study was conducted in a boarding school where English and Arabic are treated as the main formal languages to be used in everyday communication both in and outside the classrooms.

Research related to efforts to increase understanding of English and Arabic vocabulary is in line with the research of Utama et al., (2022), Syamsu (2018), Zaid (2012) which also explains that the methods that can be given can be in the form of teaching using media images and real objects. Training students' language skills is done by practice, and continuous practice is needed because language skills cannot

be separated from skills in using the language itself.

Another study from Suardi, Emzir, and Rafli (2017) discusses about the process of learning English in Islamic boarding school Al-Junaidiyah Biru Bone using ethnographic method. This study was conducted in a boarding school where students are normally pushed to practice and speak English in various situations such as when communicating in a dormitory, in a mosque, in a dining area, while watching TV, communicating with friends or with others, and during some extracurricular activities that require the use of English.

In another study, Al-Baekani and Pahlevi (2018) conducted a study about English learning model that is suitable for students in traditional Islamic boarding school. This study is the one conducted in a boarding school which does not apply Gontor's bilingual system at all because it is a traditional Islamic boarding school. The boarding school has some specific learning systems in Javanese language such as sorogan, bandungan, and weton applied to learn religious subjects commonly used in traditional Islamic boarding school.

Another similar study was also conducted by Syaifudin (2022) who discussed the management of Pondok Gontor Campus 7 in implementing Arabic in the boarding school environment, as well as explaining what factors supported and hindered the language activities carried out during the teaching and learning process. The difference between this research and the research being conducted, namely the

object that is carried out in the realm of students at SMPIT HQBS, and how the implementation is based on the rules that exist in the school. There is no research that discusses the implementation and teaching strategies as well as the use of language at the junior high school level which is limited by certain zones or places where the use of bilingualism is mandatory.

The zoning system applied by SMPIT HQBS for the implementation of language rules is unique because most of boarding schools, especially in South Kalimantan, apply the language rules similar to Gontor's billingual system where students are obligated to speak English all the time everywhere. In addition, little research is known about the zoning system for language rules implemented by boarding schools in South Kalimantan. Therefore, this study attempts to provide a deeper insight of zoning-based language rules focusing on the implementation of language use strategies. The research questions are 1) How is the implementation of zoning-based language rules in SMPIT Hidayatul Qur'an Boarding School? and 2) What are language use strategies implemented by the students to follow the zoning-based language rules?

Method

This study used qualitative approach with case study design. It was considered suitable to accommodate the process of studying the problem or the case of this study because the case is unique and needs an in-depth

understanding to be explored. The uniqueness of the case is indicated by the occurrence of an unusual interest which does not exist in another place (Creswell & Poth, 2018).

The participants of this study were one English teacher and five students with the criteria of having good English score, so they were selected with purposive sampling. The English teacher can give detail information related to the implementation of zoning-based language rules in the boarding school. Besides, the students can give information related to the language use strategies that they use to follow the zoning-based language rules implemented by the boarding school.

There are several techniques that can be used to collect the data in qualitative research, such as interview and observation. In this study, observation and interview were used to collect the data related to the research topic. First, observation was conducted around boarding school areas where the language rules are implemented, so that students' activities in those areas can be observed and analyzed. Second, interview with one English teacher was conducted to find out the data related to the implementation of zoning-based language rules and compare it with the previous data from observation. The last, interview with the students was conducted to collect the data related to

the use of language use strategies based on the result of the initial observations.

In this study, the data analysis techniques consisted of three stages, namely data condensation, data display, and conclusion drawing and verification (Miles, Huberman, & Saldaña, 2014).

Result and Dicussion
a. The Implementation of Zoning-Based Language Rules

This study was conducted to describe the implementation of zoning-based language rules in SMPIT Hidayatul Qur'an Boarding School (HQBS) and to explore language use strategies implemented by the students. The findings above have explained about the implementation of zoning-based language rules. As stated by the teacher, the zoning-based language rules are a form of adaptation of the rules for language use at Darussalam Gontor Modern Islamic Boarding School as the center of modern boarding schools.

Other research also stated that the language system from Gontor is applied in many other boarding schools such as Darul Hijrah Modern Islamic Boarding School and Darul Istiqamah Modern Islamic Boarding School (Al Farhan, 2019). However, the system was adapted in SMPIT HQBS in the form of zoning system that classifies certain places as zones where the formal language is required. This aims to build a supportive learning environment for the students to learn language more effectively, similar to the statement of previous studies that

claim environment favorable to learning has a big impact on how proficient EFL students are (Nugroho, Zamzami, & Ukhrowiyah, 2020).

The learning environment as explained by Kiatkheeree (2018) is divided into three categories, namely academic environment, the physical environment, and the psychological environment. In SMPIT HQBS, all these types of learning environment can be found in different context. The academic environment can be seen in terms of the subjects at school that learn about English and Arabic languages, the physical environment can be seen in the use of posters to mark the language zone, and the psychological environment can be seen from the motivation and direction given from the teachers or room managers.

From the results of interview, some of the zones that are mandatory for formal language are public places where students carry out many of their daily activities such as dormitory, kitchen, mosque, canteen, and school area. However, the use of the formal language is mandatory in the school area only when outside of school hours because they also study general subjects that do not speak English or Arabic, such as mathematics, Indonesian, science, social studies, and so on. Therefore, it can be seen that the formal language is obligated only in informal situation, not formal situation such as teaching and learning process. It is not similar to the result of Suardi, Emzir, and Rafli (2017) who claimed that English is used in formal and informal situation in Islamic

boarding school Al-Junaidiyah Biru Bone. This difference is simply because of the different system applied by each boarding school.

b. Students' Language Use Strategies

About language use strategies implemented by the students, the results of interview find different answers between respondents. According to the theory, there are four language use strategies, namely retrieval, rehearsal, coping (compensatory strategies and cover strategies), and communication strategies (Cohen & Weaver, 2006; Cohen, 2011). Retrieval strategies are used to remember any language materials in their memory, rehearsal strategies are used to practice the use of certain language structures, compensatory strategies are used to show that they can deal with certain lack of language knowledge, cover strategies are used to hide some embarrassment of inabilities of doing language learning activity by pretending of mastering it through creating an appearance of other language abilities, and communication strategies are used to lead certain discussion to create meaningful results.

For retrieval strategies, it is clear that students use this strategy to recall their memory of vocabularies to help them use formal language in daily activities. For rehearsal strategies, they also use this to practice the use of certain language structures through boarding school activities, practicing answering quizzes, daily conversations, and communication with teachers and room managers. For coping strategies that

include compensatory and cover strategies, they don't seem like they use this strategy because they cannot do it by themselves. Based on the interview, they ask for help from others or simply choose not to deal with it. In fact, the coping strategies must be done by the person to compensate or cover their lack of language knowledge (Cohen, 2011). The last, for communication strategies, they use this strategy through several ways such as through writing, using body language, or mixing formal and informal language.

Conclusion

This study can be concluded in two points. First, the zoning-based language rules are adapted from Darussalam Gontor Modern Islamic Boarding School. Some zones that are mandatory for formal language are public places such as dormitory, kitchen, mosque, canteen, and school area. However, the use of the formal language in the school area only when outside of school hours. Then, not all students are required to follow this rule because grade 7 students who have just entered SMPIT HQBS need to get used to the rules first. Second, about language use strategies from the students, it is found that they only use retrieval, rehearsal, and communication strategies. They use retrieval strategies to recall their memory of vocabularies, they use rehearsal strategies to practice the use of certain language structures, and they use communication strategies to create meaningful communication through several ways such as through writing, using body language, or mixing formal and informal language. They don't use coping strategies because they

cannot cope with their lack of language knowledge by themselves.

References

Al Farhan, M. (2019). *Implementation of English Week In Darul Hijrah Modern Islamic Boarding School Martapura.* English Education Department. Banjarmasin: UIN Antasari Banjarmasin.

Al-Baekani, A. K., & Pahlevi, M. R. (2018). Investigation of English learning model at traditional Islamic boarding school (pondok pesantren salafiyah) Darul Ulum Al-Barokah Karawang. *JUDIKA (Jurnal Pendidikan Unsika), 6*(2), 1-5.

Cohen, A. D. (2011). *Strategies in learning and using a second language* (2nd ed.). New York: Routledge.

Cohen, A. D., & Weaver, S. J. (2006). *Styles and strategies-based instruction: A teachers' guide.* Minneapolis: Center for Advanced Research on Language Acquisition, University of Minnesota.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (4th ed.). California: SAGE Publications.

Kiatkheeree, P. (2018). Learning environment for second language acquisition: through the eyes of English teachers in Thailand. *International Journal of Information and Education Technology, 8*(5), 391-395.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Washington DC: SAGE Publications.

Nugroho, A., Zamzami, M., & Ukhrowiyah, N. (2020). Language input, learning environment, and motivation of a successful EFL

learner. *Journal on English as a Foreign Language, 10*(1), 45-67.

Purnama, A. D., Desiarti, E. M., Aflahah, N. A., & Ekaningrum, V. C. (2018). Utilizing Memes to Promote Students' motivation in Language Classroom. *LET: Linguistics, Literature and English Teaching Journal*, 7(2), 134-153. (DOI: http://dx.doi.org/10.18592/let.v7i2.1946)

Suardi, S., Emzir, E., & Rafli, Z. (2017). English learning in Islamic boarding school Al-Junaidiyah Biru Bone (ethnographic studies). *Journal of Education, Teaching and Learning, 2*(2), 224-227.

Syaifudin, S., Hasan, M., Naufal, I., Ihsanudin, M. H., & Agustian, A. A. (2022).

Manajemen Pesantren dalam Menerapkan Bahasa Arab di Pondok Modern Darussalam Gontor Kampus 7 Kalianda Lampung Selatan. *Islamic Management: Jurnal Manajemen Pendidikan Islam*, 5(02). (DOI: http://dx.doi.org/10.30868/im.v5i2.3004)

Syamsu, P. K. (2018). Pembelajaran Bahasa Arab di Pondok Modern Darussalam

Gontor. *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab*, 7(2), 18-40. (DOI: 10.24235/ibtikar.v7i2.3319)

Utama, W., Suprapto, S., & Ranam, S. (2022). PKM Meningkatkan Pemahaman Kosakata Bahasa Inggris dan Bahasa Arab melalui Media Gambar pada Anak Usia Dini di Bimbingan Belajar Pelita Hati Jakarta Selatan. *Jurnal Pengabdian Kepada Masyarakat Bangun Cipta, Rasa, & Karsa*, 1(3), 67-70. (Doi: Https://Doi.Org/10.30998/Pkmbatasa.V1i3.1189)

Yansyah, Y., Hamidah, J., & Ariani, L. (2023). Membangun Literasi Dwibahasa melalui Big Book Storytelling untuk Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(1), 500-509. (DOI: 10.31004/obsesi.v7i1.3697)

Zaid, A. H. (2012). Pendekatan Komunikatif Dalam Pengajaran Bahasa Arab (Pengalaman Pondok Modern Darussalam Gontor). *At-Ta'dib*, 7(2). (DOI: https://doi.org/10.21111/at-tadib.v7i2.77)

Zarkasyi, H. F. (2015). Modern pondok pesantren: Maintaining tradition in modern system. *Tsaqafah, 11*(2), 223-248.