Strategy for Establishing an Arabic Language Environment in the Palengaan Laok Village School, Palengaan Pamekasan

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Abstract

Learning Arabic will be maximized and perfect by creating a conducive language environment. The language environment provides intensive teaching to students to practice their language skills both orally and in writing. Learning Arabic in the classroom generally prioritizes understanding of linguistic rules including nahwu and sharaf, communicative Arabic practice is rarely applied in class because learning refers to the curriculum and specified material. The language environment is a place for students to practice their language skills, especially speaking skills. Armed with an understanding of the language rules learned in class, students have a great opportunity to apply their Arabic language skills with linguistic activities that are implemented in a speaking environment to the fullest. The type of research used is descriptive qualitative research. The researcher chose this method because the data obtained by the researcher in the field was stated in verbal form and in descriptive analysis without using statistical data. This research was conducted with an inductive point of view, the researcher went into the field first to identify the problem under study. Then the researchers conducted further research and collected data related to the formation of a language environment. The language environment in schools and boarding schools in Palengaan Laok provides opportunities for students to be creative in practicing their language skills as well as various language activities that support the development of their language skills significantly, with a language environment. Arabic learning process becomes more dynamic, effective and varied.

Keywords: Strategy, Arabic, Language Environment

Abstrak

Pembelajaran bahasa Arab akan lebih maksimal dan sempurna dengan menciptakan lingkungan berbahasa yang kondusif. Lingkungan bahasa memberikan pengajaran intensif kepada siswa untuk melatih kemampuan berbahasanya baik secara lisan maupun tulisan. Pembelajaran bahasa Arab di kelas umumnya mengutamakan pemahaman kaidah kebahasaan termasuk nahwu dan sharaf, praktik bahasa Arab komunikatif jarang diterapkan di kelas karena pembelajaran mengacu pada kurikulum dan materi yang ditentukan. Lingkungan berbahasa merupakan wadah bagi siswa untuk melatih keterampilan berbahasanya, khususnya keterampilan berbicara. Berbekal pemahaman tentang aturan bahasa yang dipelajari di kelas, siswa memiliki peluang besar untuk menerapkan keterampilan bahasa Arab mereka dengan kegiatan linguistik yang dilaksanakan di lingkungan berbicara secara maksimal. Jenis penelitian yang digunakan adalah penelitian kualitatif deskriptif. Peneliti memilih metode ini karena data yang diperoleh peneliti di lapangan dinyatakan dalam bentuk verbal dan bersifat deskriptif analisis tanpa menggunakan data statistik. Penelitian ini dilakukan dengan sudut pandang induktif, peneliti terjun ke lapangan terlebih dahulu untuk mengidentifikasi masalah yang diteliti. Kemudian peneliti melakukan penelitian lebih lanjut dan mengumpulkan data terkait pembentukan lingkungan bahasa. Lingkungan bahasa di sekolah dan pondok pesantren di Palengaan Laok memberikan kesempatan kepada siswa untuk berkreasi dalam melatih kemampuan berbahasanya serta berbagai kegiatan berbahasa yang mendukung perkembangan kemampuan berbahasanya secara nyata, dengan lingkungan bahasa. Proses pembelajaran bahasa Arab menjadi lebih dinamis, efektif dan variatif.

Kata Kunci: Strategi, Bahasa Arab, Lingkungan Bahasa

Introduction

The Arabic language teaching system in schools and boarding schools is increasingly dynamic and varied according to the development of human knowledge. One strategy that can support the achievement of language learning goals is to create a language environment. The language environment with all the linguistic activities contained in it and carried out by students properly can support the process of mastering the language.(Aflisia & Harahap, 2019)

The environment has a big role in the acquisition of students' speaking skills. A language environment that is maximally organized and programmed in line with teaching objectives can help students succeed in achieving goals. The difficulties experienced by students in acquiring speaking skills are caused by a non-conducive language environment. An optimal language environment can make it easier for students to master language skills. The ease that students feel apart from the language environment applying theory directly, language students can also directly hear, see, pronounce and imitate what is heard, seen and exemplified. In this way the goals of language learning can be achieved properly.(Ningsih & Hamdy, 2021)

The language environment is a facility for students in acquiring language knowledge. The language environment is related to all aspects that support the language acquisition process, be it from the place, from natural conditions, and human behavior, all of which are very important in realizing speaking skills for Arabic students. In line with this objective the question is formulated: What are the models for forming a language environment to improve students' language skills in schools and boarding schools? The answer to this question can contribute to Arabic teachers in carrying out the language learning process. In addition, this research can also be a basis for policy makers in developing an Arabic-speaking environment.(Hamdy & Ningsih, 2022)

KPM activities are a manifestation of the higher education tridarma which is one of the academic obligations of course carried out systematically and paying attention to real benefits. The use of the right method is necessary in creating interaction with the local community.

Therefore, we try to use persuasive methods in an effort to blend ourselves into community life both individually and as a group, especially with village government officials. In addition, by studying and following the customs of the local community, it is hoped that the community will be able to accept the presence of KPM students in Palengaan Laok properly and openly.

Method

This study aims to analyze the Strategy for Forming a Language Environment, because the formation of a language environment is a very important strategy in the acquisition and mastery of Arabic. The place of this research is a school in Palengaan Laok.

Language activities carried out in the hostel include: muhadatsah yaumiyah, muhadharah, ilqo' mufradat in the morning, Arabic speech contests, language debates.

The type of research used is descriptive qualitative research. The researcher chose this method because the data obtained by the researcher in the field was stated in verbal form and in descriptive analysis without using statistical data. The research is aimed at describing and depicting existing phenomena, both natural and human-made. This descriptive research does not provide treatment, manipulation or changes to the variables studied, but instead describes a condition as it is, how the process takes place, what are the obstacles in the process of forming a language environment.(Sugiyono, 2018)

This research was conducted with an inductive point of view, the researcher went into the field first to identify the problem under study. Then the researcher conducted

further research and collected data related to the formation of the language environment including language activities, facilities and infrastructure that support the process of forming the language environment and the responses of all parties involved in the formation of the language environment in the hostel. With this inductive approach, research is not influenced by previous concepts or views and opens opportunities for researchers to make discoveries.

Result and Discussion
Language Acquisition

Language acquisition is a person's process of gaining an ability, understanding and using language as a means of communication, language acquisition is referred to as a natural process that a person is not aware of, this process takes place when a person acquires his or her first language or mother tongue. Language acquisition is a subconscious process, or a mental process that leads to language competence and mastery of grammar.(Maharani & Astuti, 2018)

Language acquisition occurs naturally without human awareness, this process takes place when a person interacts directly with people in the surrounding environment, without paying attention to language theories but more focused on its use in communication. The natural and practical strategies experienced by students in acquiring their first language can be applied by listening a lot and imitating the target language. This process is set formally, namely by learning language in class, there are teachers, students, materials, objectives, teaching and learning activities, and evaluations carried out to develop language skills.(Muradi, 2018)

The second language acquisition stage through the learning process by optimizing the second language learning environment will be stimulated by various factors outside the student. The stimulation given will give birth to a response in the form of using the right target language.(Khairi, 2018)

Several factors influence the acquisition of language, namely biological factors, social environmental factors, intelligence and motivation. Biologically, humans from birth have the potential for language that can be developed with the role of the surrounding environment. The environment in question is the stimulation given to students in the form of language examples or models. Language acquisition can develop well supported by a normal level of intelligence. In addition, motivation also plays an important role in developing language acquisition in students, both intrinsic and extrinsic motivation.

Language acquisition is a cognitive process that forms the basis of someone using language.

The cognitive process that takes place when someone speaks and listens is the process of remembering what is heard, identifying the meaning of what is heard, thinking, and expressing what is stored in memory. Learning a second language is highly dependent on students' cognitive development and the complexity of the language being learned. This means that when students get language from outside themselves, they will process the language by thinking about its meaning without paying attention to the structure of language rules which then become language output.(Muradi, 2018)

Language Environment

The language environment is everything that is seen, heard and felt by students related to the target language being studied. The Arabic language environment in Indonesia is deliberately formed as a means for students to communicate in the target or target language.

The Arabic-speaking environment is a society in which there are various Arabic language activities, be it daily conversations or other language activities, such as: speech practice, seminars, language competitions, language games, and other related activities.(Aflisia & Harahap, 2019)

The language environment is an important factor for language learners to master the target or target language. The language environment influences language students in producing good language skills both personally and communally because each individual can learn and absorb language in their community, the quality of the language environment is something that is very important for students' success in learning a language.

The language environment is divided into two, namely the non-formal environment and the formal environment. The formal environment is an environment that is formally formed and planned, an environment in language learning that focuses on mastering the rules of the language that is being studied consciously. The formal environment is not limited to the classroom because the main thing in this formal environment is that students can consciously know the rules of the language learned both from the teacher in the classroom, from books, and from other people outside the classroom.(Hamdy, 2019)

In other words, in a formal environment, language learners are directed to master the grammar of the language. The non-formal environment is everything that is heard and observed by students naturally. This non-formal environment in essence occurs without engineering and unplanned formation. The learning process goes unnoticed by students, the target language is used by the entire community in their environment, be

it on the street, at the market, at home, at school and so on. The non-formal environment occurs naturally and the frequency is greater than the formal environment, the non-formal environment also has more roles than the formal environment in terms of language acquisition and learning.

In creating a non-formal environment it takes quite a long time compared to a formal environment. The non-formal environment consists of several types:(Aflisia & Harahap, 2019)

First, the Psychological Environment, this environment is formed by providing knowledge to students about the various urgencies of learning Arabic, the benefits of understanding Arabic in its application in everyday life as Muslims, and building the perception that learning Arabic is very easy and fun. This is done with the aim of motivating students, so that they have high enthusiasm for learning Arabic.(Fauzi, 2019)

Second, the Speech Environment, teachers as native speakers (nâthiq bi al-lughah al-'Arabiyyah) must optimize their functions and roles by interacting and communicating using Arabic to students. The learning process takes place using Arabic, asking questions, giving directions and prohibitions on using Arabic and daily conversations are also in Arabic. Holding "Arabi Week" and giving educational sanctions to students who do not use Arabic when the language obligation has been implemented. Cultivating simple Arabic expressions in daily activities, such as mabruk, ahlan wa sahlan and so on. Because basically language is a habit that is repeated, continuous and consistent application.(Hamdy, 2020)

Third, Viewing/Reading Environment, viewing/reading environment is formed by giving written announcements in Arabic, naming places in Arabic, for example the kitchen room is written "al matbakh", the bathroom is written "hammamun", prohibition signs and orders are written in Arabic in a strategic place, for example "laa tajlis 'alal maktab" and so on, Arabic aphorisms and a bulletin board containing a list of mufradat or Arabic vocabulary which is written and updated every day.

Fourth, the Listening Environment, the teacher gives instructions in Arabic, all information is read in Arabic using the media

Language Environment in the Palengaan Laok Village School

The language environment really supports the process of mastering Arabic in schools and boarding schools in the village of Palengaan Laok.

One theory states that the formation of a language environment is able to increase the

language proficiency of language students. The language environment becomes a varied, innovative and fun language learning medium, because the process of learning Arabic that takes place in the language environment does not only occur in the classroom and is not focused on the rules of the Arabic language, but all material and immaterial elements that are around it become a source of language learning for students.

Learning methods that involve all aspects and parties make students active and enthusiastic in the language learning process. Developed from previous research on the listening environment which aims to improve language students' speaking skills.

The model for forming the language environment that is applied is realized by applying the viewing environment, listening environment, hearing viewing environment so that students will get language input from what they hear, see, think, pay attention to and feel repeatedly while in the language environment. Every Arabic expression, announcement, prohibition and instruction given by the teacher as well as interactions between students and members in the language environment will also be a stimulus for students in learning and applying Arabic in everyday life.

Various linguistic activities and Arabic language learning that takes place optimally in a language environment are able to train students' proficiency in linguistic aspects, this shows that the language environment is very supportive of the process of mastering Arabic.

The language environment is also a means of communicatively empowering Arabic through the implementation of muhadatsah yaumiyah activities, muhadharah, debates and seminars in Arabic. Functionally language is a human communication tool in conveying ideas, ideas and interactions between people, so one of the goals of learning Arabic is to be able to communicate, convey ideas and ideas using Arabic fluently.

An indication from a student who is considered to have mastered the language is proven that verbally he is able to speak Arabic and understand the meaning of the language well. Basically this communicative approach is a language learning approach that emphasizes learning on mastering language skills rather than mastering language structures.

Adequate learning infrastructure, teachers as professional language movers and high enthusiasm (interest) in Arabic students will not necessarily guarantee success in achieving these goals if the environment does not support intensive dialogue between students and teachers and with each other.

The practice of muhadatsah yaumiyah applied in the language environment can create spontaneous communication between speakers and listeners. This practice can also develop students' ability to identify and associate the meaning of the language they hear to respond immediately. Reciprocal communication between listeners and speakers in this language environment occurs directly and continuously in the language environment with consequences for students who do not speak Arabic will be given sanctions. Muhadatsah activities are carried out in several stages, namely: beginner, intermediate and advanced.

In the beginner stage, students are trained in simple conversation patterns with light discussions such as daily activities and so on. In the middle stage, the topic of conversation becomes wider, students can identify the meaning of the language they hear independently to respond directly to the other person. In the advanced stage, students are considered proficient in speaking Arabic and the teacher is sufficient to provide direction and evaluation.

With this conducive language environment, it is evident that the language environment has empowered Arabic communicatively. The language environment strengthens the learning of Arabic that has been studied in class, students have the opportunity to practice their Arabic language skills. The position of the language environment becomes a semi-natural supporting situation such as the process of language acquisition.

Arabic language learning that takes place in the classroom with a monotonous atmosphere and a duration that is not too long makes the language input obtained by students limited, whereas in a language environment all language activities are implemented and carried out every day for 24 hours, Arabic learning is also given in various ways through the listening environment, speaking environment and viewing/reading environment.

Therefore, learning Arabic will be maximized and perfect by creating a conducive language environment. The language environment provides intensive teaching to students to practice their language skills both orally and in writing

Meanwhile, the formation of a language environment that is attempted is carried out by:

First, it requires the use of Arabic continuously and repeatedly so as to form a habit of using Arabic in every activity in the hostel, both during Arabic learning, during daily activities in the hostel, in the mosque, in the field and in all other places. become a language area. Practice using Arabic repeatedly will help improve students' proficiency in Arabic.

Second, the hostel held a language week, two weeks in Arabic and the following two weeks in English. This obligation applies to all teachers and students in the hostel, and if there are students who violate the language or do not use the language that has been set, they will be given sanctions by the language mover.

Third, holding ilqa al-mufradat activities (giving vocabulary) for students after the morning prayer every day, starting with the pronunciation of the teacher, then students follow what the teacher says, and write it down in their respective books then they are required to memorize the new mufradat along with its use in perfect sentence examples.

Fourth, on Wednesday and Sunday mornings, the dormitory students carry out muhadasah (conversations) between students and teachers using Arabic before they exercise in the dormitory field. Fifth, writing exercises are also held every Sunday after Duha prayer, so that the dormitory students can hone their ideas and thoughts in the form of simple written works. Sixth, evaluation and sanctions are given to students every day by implementing a spy (jasus) who supervises every student who is found to violate the language. Their names will be mentioned after the evening prayer lecture at the pulpit of the mosque, then they have to go to the "lughah court", the goal is to get social sanctions and educational sanctions so they try to always use Arabic.

Everyday vocabulary lessons (mufradat) are arranged in a simple sentence. Students are also assigned to add vocabulary independently and will be evaluated every week in terms of correct pronunciation, sentence construction and writing. Social skills are also taught to students, so that they are able to adapt and interact with the environment, learn Arabic from all the components around them.

Strategy for Establishing an Arabic Language Environment in the Palengaan Laok Village School

The formation of the language environment in the school environment in Palengaan Laok is based on the determination and commitment of the leaders and teachers in realizing communicative and enjoyable Arabic learning. Teacher competence is also the main thing in forming a conducive language environment, because the teacher acts as a driver and creator in the formation of a language environment.

Adequate infrastructure such as language laboratories, mosques, language libraries, language studios, internet services and so on are available to support the process of implementing a language environment and adapting to global needs, as well as to prepare competitive Madrasah students

based on the Qur'an and technology-based education. .

The management of the language environment in this dormitory is oriented towards the Darul Ulum Banyuanyar Islamic boarding school system. However, not as a whole, because the hostel also follows the established Madrasah curriculum. The management mechanism is by forming a "markazul lughah" as a part whose job is to be an administrator, consultant as well as an activator in the language department.

The strategies applied in the formation of the language environment are formal and non-formal. The language environment at this Madrasah has proven to be able to influence students' Arabic proficiency, partly because the compulsory language system implemented in the hostel makes students learn Arabic gradually and continuously in every day's activities. In addition to the mandatory language, proper supervision and reinforcement from teachers and language promoters is one of the factors the language environment implemented in this hostel has succeeded in making students speak Arabic proficient. The stimulus given by the teachers to students in creating a language environment is then responded to by students in an orderly manner using Arabic in daily conversations. Various additional activities such as intensive guidance, giving motivation and language competitions also increase the enthusiasm of students.

The approach used in the formation of a language environment in schools in Palengaan Laok is as follows:

First, emphasizing interactionist strategies that are based on communicative activities and not focused on explaining excessive rules.

Second, varied materials with authentic materials so that learning becomes interesting and meaningful.

Third, providing various linguistic inputs as assignments for students in both written, audio and audio visual media.

Fourth, it requires all students to actively communicate and the teacher acts as a director and facilitator.

Fifth, organizing supporting activities such as daily prayer, weekly speeches, group interviews and other language-lovers groups. Sixth, providing "language studios" guided by language administrators by providing language learning facilities so that students can access various linguistic knowledge independently.

An Arabic-language environment that is formed with the determination to build a positive image in learning Arabic which is often considered difficult by students, this is done because the

ideal Arabic-speaking environment is an environment that is able to provide language teaching unnoticed by students so that they feel comfortable and not pressured. in the learning process.

Language activities carried out in dormitories tend to be consistent and do not change every year so that students simply follow the flow of existing activities. A language contest program at the dormitory is also held to train students' mentality in terms of speaking skills in front of a large audience.

The language environment can also hone students' talents and creativity in speaking skills and other skills. Tradition of a kind of reward and punishment to students for achievements and violations in the language environment can encourage motivation to continue to improve their ability to speak Arabic.

Models of the formation of the language environment

Models for the formation of a language environment in schools and boarding schools in Palengaan Laok include the following:

First, the non-social environment, this environment is in the form of dormitory buildings, mosques, study classes, administrator rooms, offices, laboratories, canteens, boarding health centers, fields and places throughout the dormitory area are named using Arabic, so that students can see and get used to pronouncing it. For example, on the door of the administrator's room is written "hujrotul mudabbir", canteen reads "maqsof", office "diwan" and so on. Command and prohibition signs are also written in Arabic, for example "laa takallam illa billughotil 'arabiyah", "laa taghsob" in strategic places,

Second, the social environment, all parties involved in the formation of the language environment, starting from the hostel leaders, administrators, teaching staff and students are all required to use Arabic.

Third, the Formal Environment, the form of the formal environment is carried out by giving mufradat, imla' training, insya', muhadatsah yaumiyah, teaching nahwu and sharaf rules and so on. Fourth, the non-formal environment, the creation of a non-formal environment is the main goal of forming a language environment, namely the creation of an environment to speak Arabic by all parties in the language environment. Providing information in Arabic, published Arabic slogans and written works to students, as well as playing Arabic songs.

Conclusion

The formation of a language environment is one of the efforts to support the process of mastering Arabic. With a language environment, students' language skills in aspects of Arabic language

proficiency can be maximized. The results of research at schools and boarding schools in Palengaan Laok that apply a language environment show that the language environment plays an active role in improving the Arabic language skills of the students in it.

Models for the formation of language environments include: Non-social environments, in the form of dormitory buildings, mosques, study classes, administrator rooms, offices, laboratories, canteens, boarding health centers, fields and places throughout the dormitory areas are named in Arabic , intended so that students can see and get used to pronouncing it. The social environment, namely all parties involved in the formation of the language environment, starting from the hostel leadership, administrators, teaching staff and students are all required to use Arabic. The formal environment, the form of the formal environment is carried out by giving mufradat, imla' training, insya', muhadatsah yaumiyah, teaching nahwu and sharaf rules and so on. The non-formal environment, the creation of a non-formal environment is the main goal of forming a language environment, namely the creation of an Arabic speaking environment by all parties in the language environment. Various language activities and learning Arabic which takes place optimally in a language

environment can train students' proficiency in aspects of the language, this shows that the language environment greatly improves students' language skills.

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