

ISSUE  
JAN 2021



E-ISSN: 2684-8139

# Islam Universalia

International Journal of Islamic Studies and Social Sciences

## Abubakar Sani, Bilyaminu Muhammad

The Impact of Faith-Based Organizations  
on Da'wah and Community  
Development in Kano State, Nigeria

## Suginam et al

Analysis Influence of Information  
Technology on Financial Transparency  
BAZNAS in Sharia Maqashid Perspective

## Ahmad Hafiz Ali Makdom et al

The Methodology of Al-Qiyas  
Al-Iqtirānī by 'Abd Al-Qādir Wangah in  
Describing The Attribute of Qidam's  
Burhān in Taqrib Al-Ikhwan

## Mulizar, Syafieh

Tasawuf in Sharia Obstacles:  
The Dynamics of The Persecution of  
The Naqshabandiyah Tarekat  
Prof.Dr.H.Kadirun Yahya in Langsa, Aceh

## Tb. Endayani

Mastery of Two Foreign Languages:  
English and Arabic  
(A Study to The Students of MAN  
Meulaboh Aceh Barat)

*Vol 2*

NO. 3  
JAN 2021

*Received: 03 Nov 2020; Revised: 22 Jan 2021; Accepted: 25 Jan 2021  
Published: 29 Jan 2021*

# **MASTERY OF TWO FOREIGN LANGUAGES: ENGLISH AND ARABIC (A STUDY TO THE STUDENTS OF MAN MEULABOH ACEH BARAT)**

**Tb. Endayani**

STAIN Teungku Dirundeng Meulaboh

## **Abstract**

---

*Mastery of foreign languages in this global era is very necessary to expand the network, namely education and business networks and even politics. For this reason, at the secondary school level, foreign languages must be equipped, namely English and Arabic. This study aims to determine the extent of the mastery of English and Arabic students in MAN 1 Aceh Barat and how the supporting factors in learning two languages at the same time. The author conducted this research using a qualitative method which will describe the ability to master the language through interviews using two English and Arabic then the interview will be assessed as a result of the test proficiency. The results showed that out of 9 students there was 1 student who could not master two languages but 8 of them had the ability to speak Arabic and English. However, most of them have more difficulty mastering Arabic than English. Then, how can they learn the language well because the parents are very supportive of providing facilities in the form of language lessons or other support, besides that the environment also greatly influences language learning.*

**Keywords:** *Mastery of two languages, English and Arabic.*

---

## **Introduction**

Discussing about language means investigating human custom and culture. It reasonably interesting to examine.

According to Microsoft Encarta Encyclopedia Deluxe “language is the principal means used by human beings to communicate with one another.”(Eva Eddy, 2001) Absolutely, academics are not strange to foreign languages. They certainly learn both English and Arabic in a time. At least, they learn one foreign language. The most studied languages in Indonesia are Arabic and English. Both are international languages which become the official language of the United Nations (UN) council. Those who study in general education institutions will be more dominant in learning English. While students who are in Islamic education institutions will learn more about Arabic. So, with a foreign language it becomes a new identity for these academic scholars in mastering two languages. The process of using two or more languages by someone is called multilingualism.(Suresh Canagarajah and Adrian J. Wurr, 2011).

Students who study at Islamic education institutions such as Islamic boarding schools provide more Arabic subjects. Furthermore, the study of the classic books gives a clue how serious the Arabic foundation learned. Islamic education institutions also provide Arabic language courses that are more dominant to their students. In fact, many Islamic colleges today are implementing intensive Arabic language teaching programs. Besides students, the lecturers were also given various Arabic trainings but as if they did not show maximum results in their mastery.

The academic community has assumed that the use of Arabic as a foreign language is easier to master English than on the contrary. In general, English users are generally unable to communicate with Arabic as a foreign language. Indonesia is a country with its population as the largest Muslim in the world. Every day at least 5 times to pray with Arabic. The number of media related to Arabic, it should also produce many academics who are able to communicate with them.

On the other hand, students who pursue Arabic tend to be more able to communicate and master English. Although, the supporting media obtained in everyday social life is less. Basically, Muslims in Indonesia as a majority have the potential to master the basics of Arabic. Everyone should not be separated from various activities related to Arabic both directly and indirectly. This can be seen from religious rituals such as prayer, adzan, tahlil, reading al-quran and so on. From these various activities a Muslim should be able to master Arabic naturally. The subject of the discussion here is why the natural process seems to have no effect on Muslim academics in Indonesia.

This research will focus on the analysis of factors that cause many Arabic scholars easily to master English than english scholars in mastering Arabic around islamic Institution. From the background described, researchers feel needs to examine deeper to this social assumptions. The result of the study intends to:

1. Measure students ability in mastering Arabic.

2. Measure students ability in mastering English.
3. Figure out the supporting factors of mastering two foreign languages in a time.

## **Literature Review**

### **1. English Language Learning**

Today, English is an International language that should be mastered a each generation mostly for young. In a second language situation, English is the language of the mass media: newspapers, radio and television are largely English media. English is also the language of official institutions—of law courts, local and central government— and of education. It is also the language of large commercial and industrial organizations (Geoffrey Broughton et al, 2003).

The place of English in the life of many second and foreign language learners today is much less easy to define than it was some years ago. Michael West was able to state in 1953: The foreigner is learning English to express ideas rather than emotion: for his emotional expression he has the mother tongue.... It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be (Geoffrey Broughton et al, 2003).

For mastering English, students have to learn the skills, they are;

a. Vocabulary

Vocabulary can be defined, roughly, as the words learn in the foreign language. However, a new item of vocabulary may be more than a single word; for example, *book store*, *police line*, *mother-in-law* which are made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day* where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words' (Penny Ur.1996).

b. Grammar

Grammar is the way we arrange words to make proper sentences which covers verbs and tenses, nouns, adverbs etc. It correlates a Sentence level grammar that covers phrases, clauses, reported speech etc. Grammar is the system of a language. People sometimes describe grammar as the "rules" of a language; but in fact no language has rules\*. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences (Geoffrey Broughton et al, 2003).

c. Pronunciation

Pronunciation means learning how the sound to utter. It includes the sound of language or phonology, stress and

rhythm, and intonation. It is useful to be able to list and define sound or phonemes of the language. Then, English speech rhythm is characterized by tone-units; a word or group of words which carries one central stressed syllable (Penny Ur, 1996). Learning to acquire the pronunciation habits of a foreign language, however, involves a larger number of new skills, especially recognition skills. In order to hear the new language accurately enough to imitate it, the foreign learner must respond to a whole new sound system. Hearing correctly is not always easy, and he is handicapped not only by his lack of control of the new sound structure. Every aspect of knowledge of the language reinforces every other, and pronunciation teaching should always be set in a context of genuine language use (Geoffrey Broughton et al, 2003).

## **2. Arabic Language Learning**

Arabic is a Semitic language originating from the Arabian Peninsula. With its Origins in the 6th Century, the Muslim World expanded, Arabic spread into Africa and Asia. The distribution of the Arabic language began within the seventh century throughout the Islamic conquests which expanded Arabic's reach from the Middle Eastern countries into Northern Africa. Arabic began to prosper for a while before having to incorporate new words and technological dependent terms (<https://www.importanceoflanguages.com/importance-arabic-language/>).

Arabic is widely considered one of the world's toughest languages to learn. Its grammar rules are almost mathematical and spoken Arabic is entirely different from the written language. So, even if you're reading novels in written Arabic (called Modern Standard Arabic), you might not be able to order a coffee. The vowels are left out of written Arabic, which can make reading challenging, and each letter has three different shapes, depending on where it fits in a word. So – fair warning – learning the alphabet will take some time! The spoken language comprises dialects which vary from country to country, and even from city to city. Pleasantries or niceties are common (i.e. 'may your hands be blessed'), such that your standard interaction with, say, the guy at the corner store might involve four or five different pleasantries. All of this makes learning Arabic quite difficult.

On a practical level, beginners both Arabs and non-Arabs find it difficult to learn nahwu-sharaf science due to the complexity of nahwu-sharaf rules. For Indonesian students feel this difficulty because the rules of nahwu-sharaf are very much different from the rules of the Indonesian language. Examples of this Arabic / nahwu grammar difficulty are partly because in Arabic the I'rab theory (changes in character and letters at the end of the word) is caused because there is 'amil (words that can influence the word afterwards), tawabi theory' (adjustment theory I'rab the word with the previous word) and there are many other rules that make it difficult for beginners where the rules are not in Indonesian. But on the other hand this complexity is precisely



as proof that Arabic has advantages and shows that Arabic is rich (Miftah, 2008).

### **3. Difference between Arabic and English**

Actually, English belongs to the Germanic language family, especially the Germanic branch of the West. His closest relative is Friesland. English vocabulary was influenced by French, which entered the Norman conquest which allowed the use of French as the official language for several centuries in government circles. Besides that, English is also one of the official languages in international organizations such as the United Nations and the International Olympic Committee, as well as official languages in various countries, such as in South Africa, Belize, Philippines, Canada, Nigeria, Singapore, and others (Sri Isnani Setiyaningsih, 2015).

Arabic and English are the two most studied international languages in Indonesia. Both languages have such a contrast that both in terms of language, it can be seen from the form of writing, spelling, wealth of vocabulary meaning, grammar method, and so on. Arabic is a semitic language family that still has relations with Hebrew. Initially, Old English was a group of dialects that reflected the diverse origins of Anglo-Saxon kingdoms in England. One of these dialects, finally West Saxon who dominates. The dialects spoken by immigrants who invaded Britain today are called by the name of Old English, and finally the Anglo-Saxon language. Later on, this language was

influenced by the North Germanic language while English came from the Germanic language family, also known as the Anglo Saxons (Ahwy Oktradiksa & Mujahidun, 2014).

Although the environment and social atmosphere are more supportive for learning Arabic, the community feels that learning Arabic is considered more difficult, especially for those who are familiar with English. For students or academics in English, learning Arabic as if it is a scourge that is so frightening.

## **Methodology**

This research is a qualitative study that uses a descriptive analysis to obtain data in the form of information relating to the mastery of two foreign languages (Arabic and English) for student based on one skill focused between Arabic and English. A quantitative study asks specific question and work with quantifiable data that are analyzed using statistic in an unbiased, objective manner. Meanwhile, a qualitative study asks general questions and relies on participant views that consist of words (text) as data then are analyzed in a subject manner (John W Creswell, 2008). The research was concerned on discussed students' mastering on two languages English and Arabic in which how far they comprehend the two languages mentioned. It is purposed to figure out if students good in English were also good in Arabic or just the opposite. Furthermore, this research intended to examine supporting factors that carry the students in learning English and Arabic. At last, the writer suited the study

to be a qualitative approach with field research design in which the data needed is from interview and test then narrated descriptively.

## **1. Participant**

This study involved 9 students who are to be the informants. All participants came from grade 2 of MAN Meulaboh. The participants are formulated using purposive sampling where researchers determine some students who learn English and Arabic in the same time and place. The use of purposive sampling is considered to be representative of the specified population. The participants are in the second period of MAN I Meulaboh they were studied in boarding in which using English and Arabic for daily practice and also they have good value in English and Arabic. In this regard, the sources of information for the study were required from those who are considered to have knowledge of the issues discussed. In other words, the participants were not randomly chosen in order to give valid information needed.

## **2. Collecting data**

### **a. Test**

Test was conducted to measure how far the participant master in English and Arabic matter. It was oral test which focus on speaking, pronunciation, vocabulary mastery, and using grammar in conversation. Writer was an English background tested in English Issue with conversation test. Then, she was assisted by her friend with Arabic background to have

conversation test with Arabic. The results of values are compared between English and Arabic of the participant.

b. Interview

Writer collect the data with interviews to investigate the students' motivation in learning two languages English and Arabic. The question cover around students' motivation in learning English and Arabic and how their parents support them such as "do you prefer English or Arabic, why?", what kind of support from your parents in learning English / Arabic?". All the conversations of interviews were transcribed so that the data could be analyzed in detail before display the data.

c. Documentation

In this stage, the researcher asked an English and Arabic value of the participants to the teacher. It was selected the students who mastered to languages.

### **3. Research Procedure**

The research was conducted in December 2019 after having the final test. After obtaining a list of participants that agreed to participate, then research carried with giving the participant a test and doing an interview. Furthermore, the result of test and information from interview are analyzed with the qualitative approach. Finally, assure the saturation of themes emerged by checking back all the data and making sure that no additional information arise (Lexy, J. Moleong, 2005). During the coding data, researcher accumulated the test value and

compared it into English and Arabic. It appeared who has good English and Arabic. To make description, it was taken from an interview data.

## Result and Discussion

### a. Students Mastery of English and Arabic

Basically learning English and Arabic is very different where learning English is very easy to find in online courses or classes but instead learning Arabic is very difficult for the general public where there are rarely courses that focus on learning Arabic. The rules of learning Arabic are often found in Pesantren (boarding collage). So this can affect the ability to master the two languages. The presentation of comparative mastery of English and Arabic can be seen in table 01.

Table 01: The table shows the result of English and Arabic Test test

No	Name	Language	Vocabulary	Grammatical	Pronunciation	Fluency	Overall
1	PA	English	40	45	50	55	190
		Arabic	50	35	40	60	185
2	Uw	English	30	35	30	30	125
		Arabic	50	30	35	50	165
3	M	English	50	60	70	65	245
	W	Arabic	40	30	50	35	155
4	RM	English	20	30	20	20	90
		Arabic	10	10	10	10	40

5	DH	English	60	65	70	60	225
		Arabic	20	10	30	20	80
6	M	English	60	65	70	65	260
	P	Arabic	25	20	20	15	80
7	AR	English	20	25	20	15	80
		Arabic	10	10	10	10	40
8	NP	English	40	30	30	25	125
		Arabic	25	20	20	20	85
9	FR	English	40	40	45	40	165
		Arabic	10	10	15	10	45

From the research data, it shows that students who master English do not necessarily also master Arabic. 8 out of 9 participants have higher English scores than Arabic scores. They do not have balanced English and Arabic values. However, 1 out of 9 participants namely UW has higher Arabic scores than English. This proves the existence of the same learning and the same hours (time) but the results are different. Unlike the perception of most people that when students who master English also master Arabic.

For the test, interviewer asked in English / Arabic to the participant to explore their idea orally. The interviewer asked “do you like English?” in Arabic it can be sad “Hal Tuhibbu lughatul ‘Arabiah? They answer either in English and Arabic. A participant said “*I like those two languages but Arabic is more difficult to study, I am confused. So for me English is easier*”. In

addition, there are some mistakes of pronunciation, grammar or vocabulary error. *“I like speaking English but I feel difficult for study. I am usually study together with friends in school.* The participant has error structure in uttering the idea but it was not really bad. Whereas in Arabic they mostly incorrect speech utter. *تعلم اللغة العربية، لكنن لا أفهم حقًا استبدال الكلمات.* This data cover the reality that the participants feel difficult in learning Arabic than learning English.

Learning English and Arabic each has a difficulty level according to what Ur said that pronunciation in English is often read differently from the writing as well as Arabic pronunciation that uses hijaiyah letters and must first understand its rules such as the use of pronouns of people or objects. So for students learning a language the level of difficulty will also affect the level of interest in that language. Furthermore, *“I can easily memorize English vocabulary, then Arabic”*. Some of them cannot describe their ide in Arabic because it was difficult to utter words by words. But of the participant said *“I like Arabic and English but prefer in Arabic because it seems to be proud. Many people can speak English but little for Arabic.* This phenomena describes how important mastering some international language to hold the world. Either English or Arabic is good but some of the participants most of them are low in Arabic. It was showed from the table value of test. The test was taking from speaking practice to know how deep they master in two languages.

## **b. Students' Supporting Factors For Mastering Two Foreign Languages; Arabic And English**

Learning needs some element that support and motivate students to be comfortable and easier. In success, certainly not easily succeed of their selves without the supporting factors. In accordance with the results of the interview between the factors that are very supportive in learning English and Indonesian are:

### 1. Motivation

When there is motivation, it will raise achievements. That is the word for the performance. Students must have motivation in learning if he wants to focus and enthusiasm in achieving achievement. As stated by one of the respondents "*I want to be good at mastering foreign languages, English and Arabic, so I study hard*" intrinsic motivation that encourages a strong desire to be able to. Then another thing was conveyed that "*I like myself without the influence of anyone to learn to learn foreign and Arabic languages, even though I have not been able to master Arabic properly*" motivation is one of determines of someone success such Dörnyei, Z said "Motivation is a driver of behavior towards a goal based on the existence of a need" (Dörnyei, Z., 2009).

### 2. Families (Parents)

The family is an environment where social interaction is very intents especially children and parents. Parents are one of the determining factors for a child's success, where the role will greatly affect the child's achievement. A



participant said *"my parents always reminded me to study and support me so that I could master foreign languages English and Arabic. With the support of my parents, I am more enthusiastic in learning"*. Parents always hope the best for the children,

### 3. Facilities

When studying, a student does not only have basic needs but there must be a secondary need that must be met to support the child's learning process. A participant said that *"my parents used to give English courses to all other than school hours so that I could master them well."* From these results we can conclude that the existence of supporting facilities is a very important aspect that must be paid attention to by education providers so that they can increase the motivation and ability of students in language learning.

## Conclusion

From the findings and discussion which aim to know the extent of students' language knowledge, namely English and Arabic, and also to find out supporting factors for the success of mastering English and Arabic, it can be interpreted that in embracing the world globally it must master international languages including English and Arabic.

The data showed that 8 participant form 9 had value of test higher in English than Arabic. It was able to say that English

is easy to learn without any changes for the world. But, one of 9 participant the value of Arabic was higher than English. It cannot be said one who master in English is master in Arabic because it has no guarantee.

Furthermore, the research reveals that the most dominant factors that support in mastery foreign language: Arabic and English are Motivation, Parents and Facility. Three factors mentioned by participant were very relevant. To raise the goal one should has motivation. Then, parent has bid contribution for children success with giving some facility in order the children easier to study.

## References

- Aladdin, Ashinida, (2013). "Demotivating Factors in the Arabic Language Classroom: What demotivates non-Muslim Malaysian learners when it comes to learning Arabic?" *Procedia - Social and Behavioral Sciences* 93.
- Alemi, M., & Tayebi, A. (2011). *The influence of incidental and intentional vocabulary acquisition and vocabulary strategy use on learning L2 vocabularies. Journal of Language Teaching and Research*, 2(1), 81-98. DOI:10.4304/jltr.2.1.
- Bernaus, M., Wilson, A. and Gardner, R.C. (2009). Teachers' motivation, classroom
- Creswell, John W. (2008). "Educational research; Planning, Conducting, and Evaluating quantitative and qualitative research," New Jersey: Pearson Education, Inc,
- Dörnyei, Z., (2009). The L2 motivational self system. *Motivation, language identity and the L2 self*, 36(3),pp.9-11.

Eva Eddy. (2001). *On Interconnections Among Selected Aspects Of English Grammar In Slovak Learners'acquisition.* Journal.

Geoffrey Broughton et al.(2003). *Teaching English as a Foreign Language.* New york: Routledge Education Books.

John Edwards. (2013). *The Handbook Of Bilingualism And Multilingualism,Second Edition.* Edited By Tej K. Bhatia And William C. Ritchie. Blackwell Publishing Ltd. Published 2013 By Blackwell Publishing Ltd.

Miftah, (2013) “Usaha Penyederhanaan Nahwu bagi Non Arab : Mengikis Kesulitan Belajar Bahasa Arab”, (<http://www.miftahArabic.com>, 2008, Diakses pada 28 November pukul 22.00 WIB).

Moleong.,Lexy, J. (2005). *Metodologi Penelitian Kualitatif.* Bandung: Pt. Remaja Rosdakarya

Oktradiksa, Ahwy, & Mujahidun, (2014). *Penelitian Dosen: Pengembangan model pembelajaran bahasa inggris melalui quick reading passage untuk meningkatkan belajar siswa MI Magelang.*

Penny Ur. (1996). *A course in Language Teaching: practice and theory.* Melbourne: Cambridge University Press. P.60

Rabab'ah, G., (2005). *communication problems facing Arab learners of English,* Journal of language and learning, 3(1), ISSN 1740-4983

Rouhollah Rahmatian & Mahdieh Farshadjou. (2013). *the simultaneous learning of two foreign languages, english and french, by adult persian-speaking learners.* doi:10.5539/ies.v6n10p70 URL: <http://dx.doi.org/10.5539/ies.v6n1>

Sardiman. (2004). *Interaksi & Motivasi Belajar Mengajar.* Jakarta: PT Raja Grafindo

- Setiyaningsih, Sri Isnani, (2015). *Bias gender dalam verba: sebuah kajian leksikon dalam bahasa Inggris*, sawwa, V. 11(1).
- Sri Isnani Setiyaningsih ( 2015). *Bias gender dalam verba: sebuah kajian leksikon dalam bahasa Inggris*, sawwa, V. 11(1), hal. 25.
- Sugiyono, (2016). *Metode penelitian; kuantitative, kualitative, dan R&D*. Bandung: Alfabeta. P.216
- Suresh Canagarajah and Adrian J. Wurr. (2011). *Multilingual Communication and Language Acquisition: New Research Directions. journal. the reading matrix*. Volume 11, Number 1. *the L2 self*, 36(3),pp.9-11.
- Zhang, S., (2009). *The role of input, interaction, an output in the development of oral fluency*, English Language.