



BILINGUAL REPRESENTATION OF BILINGUAL SPEAKER STUDENTS AT THE SHARIA FACULTY OF IAIN SULTAN AMAI GORONTALO

Nur Aina Ahmad

Abdul Rahmat

IAIN Sultan Amai Gorontalo

Email: nakke.aina@gmail.com

Article history:	Abstract:
<p>Received: 3rd April 2023 Accepted: 10th May 2023 Published: 11th June 2023</p>	<p>Bilingualism or bilingualism, in the history of human language development, was born from the diversity of languages that grew and lived side by side in one social group. A dynamic speech community in the process of interaction with one another will greatly enable bilingualism to occur. The process of bilingualism itself can occur through the acquisition of language naturally or through the learning process. This is referred to by Reynolds (1991: 20) as balanced bilingualism, namely the simultaneous acquisition of two languages that occur at an early age and in a natural context and first language acquisition. In addition, the acquisition of a second language after the first language is referred to as balanced bilingualism which occurs as an adult and after entering formal education. In Indonesia, the speaking community grows by knowing regional languages and Indonesian before being introduced to certain foreign languages. Therefore, it is certain that children who are born and raised in a community or ethnic group whose regional languages are still maintained have enormous potential to grow up to become bilingual speakers through natural processes.</p>

Keywords:

INTRODUCTION

Bilingualism, in Indonesian, is commonly referred to as bilingual. Of course, the notion of bilingualism in the general context refers to the use of two languages by speakers in their interactions with other people alternately (Chaer and Leonie, 1995). In addition, Hastuti (1989) also divides bilingualism into two categories based on how it occurs. First, natural bilingualism or primary bilingualism, namely the process of bilingualism arising in a natural, spontaneous and unorganized environment. Second, assisted bilingualism or artificial bilingualism or secondary bilingualism, that is, bilingualism is deliberately regulated and taught regularly and formally.

The fact shows that bilingualism can be found in childhood which will lead to bilingualism in adulthood. Most bilingual children acquire a second language through natural processes. Acquisition of a second language, among others as a result of population movements, inter-ethnic marriages, urbanization, and as a result of the educational process (Kamaruddin, 1989: 70). However, today it is rare to find speakers who only master two languages. This is due to the development of technology, so that people are increasingly familiar with various languages. Although mastery of the language is limited to understanding vocabulary. From several statements related to bilingualism, it can be concluded that a bilingual is an individual who has the habit and ability to use more than one language in communicative activities.

Since the Indonesian language was declared at the Youth Pledge on October 28, 1928 and was subsequently compiled in a language plan which was manifested in the form of a national language political policy, the use of regional languages as the first language and Indonesian as the second language went hand in hand. In its use, both have their own realm of usage, roles and functions so that they do not replace each other's functions, roles and positions for each of these languages. In interactions with social groups and families, the function of communication is carried out by the local language, while in educational and governmental circles, the function of communication is carried out by the Indonesian language.

Indonesian people, except for some in remote areas that have not been touched by the world of education and progress, generally have mastered at least two languages, namely the regional language (native vernacular) and Indonesian (second language). Regional languages are obtained from parents' mother tongue which is used in everyday life as the language of instruction and Indonesian is learned in schools and from certain environments. Therefore, it can be said that the opportunity or potential for every language speaker in Indonesia to become bilingual speakers with various levels or bilingual classifications is very large.

METHOD

The method used in this study is a qualitative method, with a descriptive analysis method. This method seeks to answer the problems that are being faced at this time. Furthermore, the steps taken are starting with data collection, data classification, data analysis, data grouping, data management and finally making conclusions and reports. Through these steps it is expected to obtain a comprehensive picture of a situation or object objectively in a clear description, namely the linguistic phenomena of bilingual speaking students at the Sharia Faculty of IAIN Sultan Amai Gorontalo

DISCUSSION

Bilingualism (Bilingualism) and Its Variations

Linguists have long been aware of the influence of the first language on the second language. This is called language transfer or language transfer in English terms (Gass and Selinger, 2008). Language transfer is also widely known as language interference or language interference. Everyone tends to transfer forms and meanings as well as the distribution of forms and meanings that exist in L1 and their culture into foreign languages and cultures (Lado, 1957).

Level of Bilingualism and Cognitive Performance The level of proficiency achieved by bilingual children in both languages can be an intervening variable on the influence of bilingualism on cognitive and academic development (Cummins, in Kamaruddin, 1989). He called this theory the "threshold hypothesis" and stated that there are two thresholds that occur in bilingual development. If a child shows a low level of proficiency in both languages, it means that the child is on the low threshold of bilingual ability and the consequences of this situation are negative, especially on achievement in school. In children who are bilingual and show proficiency in one dominant language and are similar to native speakers, bilingualism does not result in cognitive influences, either positive or negative. In contrast, children who achieve higher levels of proficiency in both languages, mother tongue and second language, will show a positive cognitive influence on learning and academic achievement.

The ability to solve problems in the field of science has been studied by Kessler and Quinn (in Kamaruddin, 1989). They compared bilingual and monolingual pairs of pupils on IQ, socioeconomic status, class age, reading scores, and average grades, in hypothesising ability and syntax. It was found that bilingual children were superior in terms of hypothesis quality and written language complexity scores. In a subsequent study monolingual students were compared with two bilingual groups. One bilingual group was a subtractive bilingual group and the other bilingual group was an additive bilingual group. The study shows that both bilingual groups have higher problem-solving abilities, and additive bilinguals perform better than subtractive bilinguals.

Variety of Bilingualism can be classified based on several points of view and one of them is based on the Threshold Hypothesis. Based on the threshold hypothesis, Cummins (in Tarigan, 1988) explains that bilingualism based on the threshold hypothesis is Subtractive bilingualism, namely explaining the condition that the first language is a minority language, while the second language is the majority language, and the second is called Additive bilingualism. Additive bilingualism describes the condition that the first language is the majority language and the second language is the minority language.

In addition, the variety of bilingualism or bilingualism is seen based on the age of learning a second language. Cummins and Swain (in Tarigan, 1988) categorize it as Simultaneous Bilingualism or Early Bilingualism, which is the acquisition of the first and second languages which are carried out simultaneously or simultaneously. So there is no time gap in the acquisition of both languages. Next is sequential or advanced bilingualism Sequential or advanced bilingualism begins with the acquisition of the first language and then continues with the acquisition of the second language.

In addition, based on the Stages of Age of Acquisition Based on the stages of a person's age in acquiring a second language, Haugen (in Soewandi, 1995) categorizes it as follows.

1. Childhood bilingualism (infant bilingualism) This bilingualism is preschool bilingualism. Acquisition of both languages is carried out simultaneously.
2. Child bilingualism This bilingualism is school bilingualism. Acquisition of a second language occurs in the first year a child attends school or after acquiring a first language.
3. Bilingualism in Adolescence (adolescent bilingualism) This bilingualism is obtained before someone is fourteen years old.
4. Adult bilingualism (adult bilingualism) This bilingualism is acquired after a person is in his teens.

Based on Context Based on context, bilingualism according to Stern (in Tarigan, 1988:8) is categorized as follows.

1. Artificial Bilingualism Artificial bilingualism is bilingualism that is studied systematically within the scope of learning activities.
2. Natural bilingualism Natural bilingualism is naturally acquired bilingualism. For example, from the playground, from the family, or during the child's first year of school.

Bilingual Representation of Sharia Faculty Students of IAIN Sultan Amai Gorontalo

Students of the Sharia Faculty of IAIN Sultan Amai Gorontalo consist of bilingual speakers who come from various regions in Indonesia. Apart from the Gorontalo, Bolaang Mongondow, Kotamobagu, Luwuk Banggai ethnicities, several regional languages in Central Sulawesi, there are also bilingual speakers from the Javanese and Bajo tribes. From the results of observations and interviews with several informants, namely students, it was found that they acquired their first language in the family, while Indonesian was acquired after they entered formal school. There are

also several families that use Indonesian as their first language because of interethnic mixed marriages and there are also families that use Indonesian as their first language even though there are no mixed marriages.

Local language as the first language in everyday life is used to communicate in the family and play environment. However, this also occurs in communication activities in formal settings, such as schools and offices or workplaces. Based on the results of research in the field, it shows that of the 188 population of sharia faculty students in Semester II, the portrait of bilinguality or bilingualism is generally obtained through subtractive bilingualism where the condition of the first language, namely the regional language, has become a minority language compared to the second language, namely Indonesian.

Table 1
Bilingual Variety of Sharia Faculty Students of IAIN Sultan Amai Gorontalo based on the Threshold hypothesis

No.	Bilingual Variety	Number Of Responden Students
1.	Subraktif Bilingual	150 Student
2.	Aditif Bilingual	38 Student

Based on the data described in table 1, it can be concluded that only 20 percent of students have an additive bilingual variety, where the first language is the majority and the second language is the minority language. Students whose bilingual level falls into the second category, namely additive, on the basis of threshold theory, have a tendency to acquire first and second languages simultaneously since childhood. The level of mastery of the two languages obtained by both regional languages and Indonesian is equally good.

In addition to the bilingual classification based on the threshold, the bilingual category of semester II students at the Syariah Faculty of IAIN Sultan Amai Gorontalo can be seen from the context of artificial and natural bilingualism. This can be described in the following table:

Tabel 2
Bilingual Variety of Sharia Faculty Students of IAIN Sultan Amai Gorontalo based on Context

No.	Bilingual Variety	Number Of Responden Students
1.	Artificial Bilingualism	3 Student
2.	Natural Bilingualis	185 Student

Based on the table, the percentage of students with an artificial bilingual variety based on theory is studied systematically within the scope of learning activities, only at a very low percentage, where only three students out of 188 total students are used as informants. This indicates that the acquisition of language, whether it becomes the first or second language, is obtained through a natural process or through hereditary inheritance as the language used for daily communication since the child learns to speak. In accordance with the background of the majority of Sharia faculty students who were raised by parents who came from the same ethnic background. Therefore, the condition of the diversity of student bilingualism, whose percentage is still very high, is quite reasonable.

Many factors lead to the acquisition of the language of bilingual speakers, one of which is the language environment. Kholid (2006) states that "the language environment is a learning condition that allows students to obtain various inputs related to the language being studied". What includes the language environment is the situation in which the person learns L2, for example at home, at school, at the office, in hangouts, and so on. The quality of the language environment is one of the most important things for someone's success in learning a second language.

Then, further, Dulay (in Nurhadi et al, 1990) states that "there are four things from the language environment that influence L2 learning, namely the nature of the target language, the learner's way of communicating, the supply of concrete references, and the model of the target language. In a language environment that is natural, the focus of communication is the content of the message, not the linguistic form. Learning language naturally shows better performance than going through a formal environment that focuses on consciously acquiring linguistic rules or using formal linguistic forms.

CONCLUSION

The use of two languages is what we usually call bilingualism and the use of more than two languages is known as multilingualism. bilingualism is about the use of two languages". So, we can all understand that bilingualism/bilingualism is the use of two languages by speakers alternately. One should be able to master more than one language because being in a multilingual society like Indonesia, which is an archipelago, of course, has various ethnicities and cultures. Each tribe has its own regional language

The representation of Indonesian people who are bilingual or bilingual can also be seen in the language speakers of the students of the Sharia Faculty of IAIN Sultan Amai Gorontalo who come from various ethnic groups and regional

languages which are also diverse. The bilingual variety of sharia faculty students shows the same level of bilinguality between mastery of the first language and the second language which is still as good.

REFERENCES

1. Bloomfield, Leonard. 1958. *Language*. New York: Henry Hold and Company.
2. Kamaruddin. 1989. *Kedwibahasaan dan Pendidikan Kedwibahasaan*. Jakarta: Proyek Pengemabangan LPTK.
3. Kholid, Idham. 2006. *Pengaruh lingkungan bahasa terhadap hasil pembelajaran bahasa Inggris pada MAN Model Bandar Lampung*. Lampung: Institut Agama Islam Negeri Raden Intan.
4. Krashen, Stephen D. 1983. *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press
5. Lambert, Wallace E. 1962. *Language, Psychology, and Culture*. California: Satnford University
6. McLaughlin, Barry. 1988. *Theories of Second-Language Learning*. London: Edward Arnold
7. Nurhadi, dkk. 1990. *Dimensi-dimensi dalam Belajar Bahasa Kedua* Bandung: Sinar Baru.
8. Purwo, Bambang Kaswanti. 1990. *Perkembangan Bahasa Anak: dari Lahir sampai Masa Prasekolah*. Yogyakarta: Kanisius
9. Reynold, Allan G. 1991. *Bilingualism, Multiculturalism, and Second Language Learning*. New Jersey: Lawrence Erlbaum Associates.
10. Rahardi, Kunjana. (2001). *Sosiolinguistik: Kode dan Alih Kode*. Yogyakarta: Pustaka Pelajar.
11. Reynold, Allan G. 1991. *Bilingualism, Multiculturalism, and Second Language Learning*. New Jersey: Lawrence Erlbaum Associates.
12. Subyakto, Sri Utari Nababan. (1992). *Psikolinguistik Sebuah Pengantar*. Jakarta: Gramedia Pustaka Utama