

English for Academic Purposes on Multilingual Education in Pesantren Context: A Need Analysis

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ABSTRACT

Pesantren is a distinctive religious education institution in Indonesia, especially Java, which has become a well-established institution in the community. Generally, they are known for their religious study and Arabic as its instructional language during their study. Now on many Pesantren also put some work to add other languages such as English in addition to their formal study which make the students in Multilingual Education setting. This research serves as the “needs analysis” stage in the course design process, which collects data around learners’ needs of English language materials that may suit the student’s interest in their learning based on their lacks and necessities. The research focuses on reviewing the needs analysis from Pesantren’s literatures “on English language learning research and then supported with interviews and questionnaires in some related institutions. The findings of this study reveal that there are several needs that could become the basis of English language course design in Pesantren such as the needs of English as their daily communication, the needs to present the ideas, the needs to read several Islamic sources in English language, and the needs to write the academic writings. Those needs that come from the students could affect their perspective and motivation in multilingualism setting during the English language learning which focus on academic purposes in Pesantren.

Keywords: *English for Academic Purpose; Multilingual Education; Pesantren; Need Analysis*

INTRODUCTION

EAP (English for Academic Purposes) is the study of English with the particular purpose of helping learners to study, engage in research or teach within the language. It is also an international program of immense scale (Flowerdew & Peacock, 2001). Hyland and Hamp-Lyons determine the field of EAP as “the linguistic description, sociolinguistic and psycholinguistic description of the English language as it occurs in the context of academic study and the exchange itself” (Hamp-Lyons, 2011). EAP includes the fields of grammar, punctuation, syntax, vocabulary, and appropriate discourse. EAP students should instantly embrace the idea that language is context-dependent, meaning that the words and structures a speaker chooses can differ from one situation to another. While general English can be described as informal and subjective, academic English is traditionally more formal and objective.

In the present world, multilingual contexts are the common, not the exception. The United Nations Educational, Scientific and Cultural Organization's (UNESCO) Atlas of World Languages reveals that there are approximately 7,000 spoken or signed languages spoken around the world. It is calculated that at least half of the global population is multilingual, living their daily lives in two or more languages or dialects. Multilingualism or bilingualism is the term used to describe the phenomena of individuals possessing more than one code (language) (Thesis & Cakrawarti, 2011). A bilingual is “someone who has some functional ability in the second language,” according to Spolsky (1998: 45) (Nuraeni et al., 2018). This can range from a very strong command of both languages to a limited ability in one or more domains. Bilingualism, according to Bloomfield (in Rahardi, 2001: 13), is the ability of a speaker to use two languages independently (Sutrismi, 2014).

Actually, bilingualism and multilingualism are based on the same idea. The use of multiple languages by a speaker in interpersonal communication is known as bilingualism or multilingualism.

A person's language preference in a multilingual culture is influenced by a number of factors. Dialog topics, users from different social strata, age and gender groups, and usage scenarios are some of them. When a multilingual person selects which language to employ, it's commonly referred to as "code switching." Code-mixing, which is softer than code-switching and is defined as a speaker using language sections, is essentially speaking in one language after another. Words are often the form in which language pieces borrowed from other languages are used.

There are 726 languages spoken in Indonesia (Tahir, 2015), but multilingual education is still a relatively new topic that has to be carefully studied to identify multiple factors that have contributed to the bilingual instruction. As a result, numerous factors and strategies that need to be taken seriously prior to creating the bilingual curriculum for academic purpose on school especially on Pesantren. The main goal of multilingualism in pesantren is to develop proficiency in multiple languages, facilitating communication and understanding. It also encouraging greater social cohesion and interaction among students from different language backgrounds.

Nowadays, practically all pesantren concentrate on using these two foreign languages as their main language of instruction during the teaching and learning process, as well as as means of communication in regular interactions with their teachers and peers (Muhammad & Purbani, 2024). However, because students would rather learn and communicate in Arabic than English, the implementation of this approach in pesantren has not been perfectly successful (Meutia, 2018). While some students think that learning English will put at risk their religious identity, others think it will help grow Islam more widely. Pesantren provides the necessary resources for motivating students to study a language, including Arabic and English, and also creates an environment in which the target language is used (Risdianto, 2016). The development of a language environment will motivate students to advance and improve their proficiency in the target language (Muhammad & Ashadi, 2019). This policy aims to help students modify to their new surroundings. During the first three months, they can communicate in "Bahasa," and they receive intensive training to help them adapt to speaking in both Arabic and English in a bilingual setting. However, using local languages, such as Javanese, Sundanese, etc., is not accepted (Syamsu, 2018).

Beside that Multilingualism has cognitive advantages. Multilingual children have increased memory, attention, and problem-solving skills. They also become more creative and more understanding of other cultures. In addition to multilingualism having an influence on pesantren, this study found several needs that must be included in multilingual education including the need to present ideas, the need to read various Islamic sources in English, and the need to write scientific papers.

METHODS

The authors wanted to collect a comprehensive, detailed, or thick contextual account of some social acts in the setting, therefore they performed this study using an ethnographic descriptive qualitative approach (Geertz, 1973 in Pole and Morrison, 2003). The collects data around learners' needs of English language materials that may suit the student's interest in their learning based on their lacks and necessities. in an East Java university with a pesantren foundation, as well as various interviews with students and stakeholders connected to the events that took place there. The data was then presented using a content analysis method that focused on the needs analysis from pesantren's literatures on English language learning research and then supported with interviews and questionnaires in some related institutions

RESULTS AND DISCUSSION

The analysis of the students obtained several points related to several needs that can be the basis of the design of English courses in Pesantren such as the need for English as a daily communication, the need to present ideas, the need to read some Islamic sources in English, and the need to write scientific papers. The four points were mostly stated in the interview session and written on their questionnaire answers according to the questions given by the researcher.

The Needs to Use English as Daily Communication

This study found that students use English as one of their daily communication languages. Both in the school environment and the dormitory environment they use English. The main reason they use English as one of the languages of daily communication is because their boarding school has its own policies related to multilingualism with daily language. In addition, this is due to some lessons that students receive also use English. However, there is a lack that they face even though they use English as the language of daily communication. These include a lack of knowledge of English vocabulary and an environment that is less supportive of speaking English or the lack of an English-speaking partner. With these two lacks, they found several solutions for themselves, such as watching foreign language movies, repeating the vocabulary they have learned and often opening the dictionary. However, they also have some necessities to implement multilingualism in Pesantren, these necessities are an environment that supports the practice of multilingual communication frequently, intensive conversation activities and the existence of regulations that are tied to the use of multilingualism as a daily conversation.

As already known, vocabulary is a table of words in the language that must be mastered as an early comprehension competence, it is also one of the active factors used to listen, read, speak and write effectively (Nunan, 1999). Vocabulary is one of the main problems for us if we want to use English as a language of daily communication, because there are over 750,000 words in the English language (James, 1994). However incisive people's memory is, it must have obvious limits, even for some people. Therefore, it is not just a matter of remembering such a huge number of words, but an even more enormous problem is choosing the proper word and using its confusing, and often seemingly endless variety of denotations and connotations, as well as the various rules and shades of meaning that have been associated with it. Knowledge of words is as important as grammar in daily communication. According to Al-Qahtani, 2015 "Lack of vocabulary is a huge issue for learners, which hinders language learning and practice" (Naeem Afzal, 2019).

Based on Walters, 2004 "Communicating without using words is almost impossible. Both teachers and students' vocabulary acquisition are one of the main factors in learning" (Mofareh Al Qahtani, 2015).

The Needs to Present the Ideas

Besides having multilingual as daily communication Pesantren also implements discussion activities using multilingual. This activity is usually held once a week and there is a special week of discussion for the higher grades in the Pesantren. With these activities, it is possible that there is a lack in the discussion of the students. The researcher found several lacks for discussion activities in Pesantren, including lack of pronunciation, grammatical errors and lack of mastery of the material. With these gaps, they have several necessities such as discussion topics that are appropriate to the present time and in accordance with the Pesantren, the availability of sufficient dictionaries and determining comprehensive sources.

Discussion is an activity that utilizes one of the English language skills, namely speaking. One of the most difficult aspects for students in learning English. According to Brown (2010) it requires continuous direct interaction so that when the speaker is unable to express his ideas, the listener will definitely misunderstand the meaning. In addition, anxiety is often encountered in speaking, which includes discussion. Brown, (2000: 151) further explains that stress is linked to negative emotions such as frustration, self-doubt, or anxiety. As aside, Hinkel (2005) notes that the communication breakdown occurred as a result of the trainees' understanding of words that they did not understand, derived from words that they read but did not understand how to use or comprehend that they were unable to express what they understood.

The needs to read several Islamic sources in English language

Many students have read Islamic Sources in English language such as journals, Islamic stories and others to fulfill their assignments at school or just as an additional knowledge. However, there are still some difficulties in these sources, such as the difficulty of understanding the meaning in the source due to lack of vocabulary or new vocabulary, sentence structure and pronunciation when reading the

Islamic source. The need to read Islamic Resources in English language is due to the fact that the student's own school is based on a pesantren that integrates Islamic values and applies multilingualism in its daily life. In fact, with Islamic knowledge we will get to know Allah better, understand His laws, and obtain goodness and blessings in this world and the hereafter.

In addition to those goals, Islamic knowledge has integrated sources including morals, or morality and ethics, which are the goals and outcomes of education. Akhlak is a term for morally-based behavior that is based on morals and ideals relating to individual actions (Cahyo et al., 2019). Since it refers to the lessons that students should be learning, it also refers to the objectives of education. There are three categories for the goals cognitive, affective, and psychomotor also refer to as achievement. Each of the three components should support the creation of Akhlak of a human person or student as shown by Figure. According to Fairclough's review of Abdollahzadeh, "language connects with the social entity through being both a site of and a stake in, struggles of power," as well as through being the principal domain of ideology. To live as global citizens, students must learn English. According to Khosravani et al., leadership life abilities, the ability to think critically, and the ability to make conclusions and manage problems are frequently absent from the textbook or learning materials in English (Khosravani et al., 2014). Thus, need analysis must be conducted in order to complete the needs for every aspect when it comes to teaching English in Pesanten.

The Needs to Write the Academic Writings

In academia, there is a need for writing in daily learning. Writing activities are something that has become a habit in writing down material, but in pesantren multilingual writing activities must be improved because of their habit of using two languages such as insya or dictation, so that students can be trained not only in communication. However, many students still find difficulties in writing multilingual writing, including lack of student interest, writing only because of competitions, still lacking in vocabulary and style of writing rules or improper sentence construction, grammar and others. then what must be done is to raise student literacy, give rewards when holding writing competitions, hold writing seminars, be given assignments to write such as writing experiences, teach grammar or organize grammar in correct writing.

The writing needs mentioned above are important skills needed for various tasks, such as publication, communication, and research. Writing well is a skill that teachers, lecturers, and students need to possess, whether they're writing research papers, requests for funding, scholarly articles, or lesson plans (Badger & White, 2000). Writing helps writers arrange their ideas and do specific, systematic analyses of material, which makes it an excellent instrument for developing critical thinking abilities. Strong writing abilities are also necessary for students in the scientific field to finish homework, produce lab reports, and publish research papers. Writing can be difficult, even for those who are not naturally talented in the field, despite its significance. But anyone can learn the abilities required to become a skilled writer with effort and practice. People in the scientific field can become better writers and more proficient communicators with writing workshops, internet resources, and the support of experience classmates and mentors.

According to those needs, writing is also key aspect of Pesantren. Students will write tasks that can be as short as one paragraph or as long as several pages, and they will write responses to tests and exams that can be as short as a few phrases or as long as a full essay (Zemach & Rumisek, 2006). Academic writing in English may differ from regular English-language writing as well as from academic writing in the students' native tongue. This book's goal is to assist students in identifying and creating the kind of writing that will be completed by Pesantren.

CONCLUSION

The results allowed the researchers to make several of conclusions about english for academic purposes on multilingual education in pesantren context: a need analysis. First, the main reason they use English as one of the languages of daily communication is because their boarding school has its own policies related to multilingualism with daily language. These include a lack of knowledge of English vocabulary and an environment that is less supportive of speaking English or the lack of an

English-speaking partner. With these two lacks, they found several solutions for themselves, such as watching foreign language movies, repeating the vocabulary they have learned and often opening the dictionary. Second, besides having multilingual as daily communication Pesantren also implements discussion activities using multilingual. Discussion is an activity that utilizes one of the English language skills, namely speaking. One of the most difficult aspects for students in learning English.

Thus, need analysis must be conducted in order to complete the needs for every aspect when it comes to teaching English in Pesantren. And the last A key aspect of your pesantren is writing. Students will write tasks that can be as short as one paragraph or as long as several pages, and they will write responses to tests and exams that can be as short as a few phrases or as long as a full essay. Academic writing in English may differ from regular English-language writing as well as from academic writing in the students' native tongue. This book's goal is to assist students in identifying and creating the kind of writing that will be completed by Pesantren.

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