

THE USE OF BILINGUALISM IN STUDENTS LIFE: A Case Study on The Daily Lives of UMNU Kebumen Students

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Abstract

This research examines the use of bilingualism in the daily lives of students at UMNU Kebumen. The study aims to explore the extent of bilingual language mastery among students and the factors influencing their ability to speak two or more languages. This research is using qualitative methods, using interviews via Google Forms with 12 respondents mastered Indonesian and Javanese, while some also spoke English (6 respondents), Arabic (3 respondents), Bugis (1 respondent), and Japanese (1 respondent). The results show that bilingualism not only facilitates communication and cultural understanding but also enhances academic and professional opportunities. The study concludes that bilingualism plays a significant role in social and educational context, helping students adapt to different environments and broadening their social networks.

Abstrak

Penelitian ini meneliti penggunaan bilingualisme dalam kehidupan sehari-hari mahasiswa di UMNU Kebumen. Penelitian ini bertujuan untuk mengeksplorasi sejauh mana penguasaan dua Bahasa di kalangan mahasiswa dan faktor-faktor yang mempengaruhi kemampuan mereka untuk berbicara dalam dua bahasa atau lebih. Penelitian ini menggunakan metode kualitatif dengan menggunakan wawancara melalui Google Formulir dengan 12 responden menguasai Bahasa Indonesia dan Bahasa Jawa, sementara beberapa juga berbicara menggunakan Bahasa Inggris (6 responden), Bahasa Arab (3 responden), Bahasa Bugis (1 responden), dan juga Bahasa Jepang (1 responden). Hasil penelitian menunjukkan bahwa bilingualisme tidak hanya memfasilitasi komunikasi dan pemahaman budaya, tetapi juga meningkatkan peluang akademis dan professional. Penelitian ini menyimpulkan bahwa bilingualism memainkan peran penting dalam konteks sosial dan pendidikan, membantu siswa beradaptasi dengan lingkungan yang berbeda dan memperluas jaringan sosial mereka.

Keywords bilingualism, students, language, education.

A. Introduction

In this article, the researchers conducted research on "*The Use of Bilingualism in Students Life: A Case Study on the Daily Life of UMNU Kebumen Students*" with the aim of knowing the extent of language mastery possessed by UMNU Kebumen students and its implementation in their daily lives, which no one has previously researched. Because now the mastery of two languages and even more is not a taboo among the community even among students. (Cari Herndon, 2023) Speaking two languages fluently is known as bilingualism. In addition, the researcher also examines what factors influence UMNU Kebumen students to be able to master two or more languages. This research uses a qualitative method using a questionnaire instrument distributed to several students from the Faculty of Teacher Training and Education, Faculty of

Engineering, and Faculty of Animal Husbandry and Agriculture. (Sugiyono, 2013) Qualitative research is often known as naturalistic research since it takes place in a natural environment. It is also known as ethnographic research since it is often employed in religious anthropology. Finally, the enormous amount of data collected and evaluated qualifies it as a qualitative research method. The researchers know the respondents well so that the data collected can be confirmed in reality. In this study, it is hoped that readers can find out what factors influence a person to master two or more languages, especially in the scope of students. After that, the hope for all is to be more enthusiastic in learning the mother tongue or main language and also the second language and or international language.

This ability is applied in various social contexts, such as mass media, work, and education. Bilingual people learn their second language in various ways. Native bilingualism is a state in which young children acquire two languages at the same time, either at home or in their community. These children grow up to speak multiple languages in various situations as second nature. A young child who moves from another country, for example, might speak one language at home and learn another at school. Learning a second language later in life, however, is usually referred to as second language acquisition (SLA) or foreign language learning. This approach involves learning a new language outside the mother tongue, usually through formal education or self-study.

Rooted in the need for individuals to communicate across language and cultural barriers, bilingualism has a long history. Bilingualism has always existed in all civilizations because people have to interact with people who speak different languages. Children become bilingual for a variety of reasons, including immigration, schooling, extended family, temporary living in another nation, geographical dislocation, or simply being born in a culture where bilingualism is expected (Bialystok, 2003).

These explanations point to greater socioeconomic inequalities, including variations in context, social status, educational possibilities, expectations, availability of support networks, opportunities to practice the language, and their mother tongue background. It is the duty of parents and schools to encourage literacy in two languages. Bilingualism is accepted in some countries but considered a barrier to language learning in others. Early intervention for bilingual literacy activities at the right time undoubtedly supports language and literacy development at the age and school level, which eliminates school failure (Rehman, 2022). As individuals have to interact in multiple language contexts, language interaction and communication promotes bilingualism. Difficulties in interethnic communication are gaining importance in today's world,

which has caused bilingualism to expand more widely. This is due to the increasing need for proficient communication across racial and cultural differences.

B. Literature Review

(Reynolds, 1991) divides bilingualism into two forms based on how it is acquired. First, two languages are acquired simultaneously at an early age and in a natural setting (balanced bilingualism). Second, un-balanced bilingualism refers to the acquisition of a second language after learning one's first language as an adult and entering formal education. (Nur Aina Ahmad, 2023) The use of regional languages as the first language and Indonesian as the second language went hand in hand ever since the declaration of the Indonesian language at the Youth Pledge on October 28, 1928, and its subsequent compilation in a language plan, which was subsequently embodied in a national language political policy. In order to prevent them from taking the place of one another, each of these languages has its own domain of usage, roles, and functions. The local language serves the purpose of communication in contacts with families and social groups, whereas the Indonesian language serves the same purpose in governmental and educational settings.

(Nurul Fitri Azzahra, 2023) There are several factors that influence the bilingual phenomenon or a person's dual language skills. Here are some factors that significantly influence a person's bilingual ability:

1. Family Environment: A person's bilingual skills are heavily influenced by their family environment. If family members interact in more than one language on a daily basis, the individual is more likely to have been exposed to many languages since childhood, allowing them to practice and develop multilingual abilities.
2. Education: Education has a big influence on bilingualism. Individuals who obtain formal education in a bilingual setting or in schools that use multiple languages as the major language of instruction will have more opportunities to strengthen their bilingual skills.
3. Presence of a Bilingual Community: If a person lives in a community where more than one language is widely spoken, they will have more opportunities to practice and use both languages in everyday situations. The existence of a bilingual community can affect a person's ability to speak multiple languages.
4. Age: Age had an impact on bilingualism as well. Children tend to learn new languages faster than adults. Individuals who are exposed to two languages at an early age are

more likely to develop superior multilingual skills than those who learn them later in life.

5. Motivation and Cultural Awareness: Individual motivation to learn and use several languages, as well as a comprehension of the benefits, all influence bilingual competency. Individuals who are extremely driven to communicate with various cultural groups and recognize that value bilingualism are more likely to be eager to increase their skills.
6. Availability of Resources: The availability of language learning resources, such as books, study materials, courses, and programs, influences a person's multilingual competency. If a person has easy access to these resources, they can increase their proficiency in both languages.

C. Research Method

This research discusses bilingualism in the sociolinguistics course which uses qualitative methods for its research. The Sociolinguistic Approach is a communication-focused methodology built with qualitative data.

The researcher used an interview technique through a google form filled out by 12 respondents. In carrying out this research, the researcher did not go directly to the field because the researcher knew the use of the language that the respondent used in their daily life. In it, there are several questions about how respondents can master two or more languages. Respondents were also asked about the implementation of the language they mastered in their daily lives as students. Furthermore, respondents were also asked to provide their reasons for mastering two languages among students.

D. Discussion

Based on research that has been conducted by researchers to 12 respondents, the following data is obtained by researchers:

Table 1. The Use of Bilingualism in Students Life:

A Case Study in the Daily Lives of UMNU Kebumen Student

No.	Name	Language Mastered	Opinions on Bilingualism in Students Life
1.	Respondent	Indonesian, Javanese	To make it easier to communicate with others.
2.	Respondent	Indonesian, Javanese	-

3.	Respondent	Indonesian, Javanese, Bugis	It's important because we interact a lot outside of ourselves.
4.	Respondent	Indonesian, Javanese, English, Arabic	Because we can learn a variety of languages other than our home language.
5.	Respondent	Javanese, Indonesian, English, Arabic	Students need to master the world of language, because with the understanding of these two languages students are easy to communicate with the opposite sex, especially understanding Indonesian, because Indonesian is the language of our country, of course all regions in Indonesia understand it.
6.	Respondent	Indonesian, Javanese, English, Japanese	In social life or in the business world today, it is necessary to master two or more languages in order to have a very wide range of connections and relationships and increase the possibility of becoming more successful or better in the future in any aspect.
7.	Respondent	Indonesian, Javanese, Arabic	Yes. Because not everyone needs it and those who need it may not be able to do it.
8.	Respondent	Indonesian, Javanese	Just adjust.
9.	Respondent	Indonesian, Javanese, English	It is important, because if we are in an area/region where the language is different, we need to be able to communicate so that we understand the language of our surroundings.
10.	Respondent	Indonesian, English, Javanese	So that we can understand what the other person is saying.
11.	Respondent	Indonesian, Javanese	Because mastery of two languages can help to communicate with different people, it should not only be 2 languages if possible other languages are also tried to understand, but most importantly Indonesian and each regional language.
12.	Respondent	Javanese, Indonesian, English	Because in the age of globalization, we as students must be able to master at least one foreign language. By mastering a foreign language, students have the opportunity to access new knowledge in following various world developments. In addition, foreign language skills also

			open up opportunities for higher education abroad.
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In the data attached above, all respondents mastered Indonesian and Javanese, while 6 respondents mastered English, 3 respondents mastered Arabic, 1 mastered Bugis, and 1 other respondent mastered Japanese. In the questions that the researchers included in the interview session via google form, the respondents were UMNU Kebumen students, namely 2 respondents who were migrants (from Pangandaran) and 10 respondents who were local residents (from Kebumen). Furthermore, provided a question in the interview session, namely about the factors that made them mastered two languages, 6 respondents stated the factor that made them mastered two languages was due to the family environment, then 4 respondents stated that the factor that influenced them to master two languages was due to education, 1 of the respondents stated that the factor that influenced them to master two languages was due to cultural awareness, and 1 other respondent stated that the factor that influenced them to master two languages was due to intelligence from childhood. The respondents also stated that mastering two languages for student life is very important for various reasons as listed in the data table above.

E. Conclusion

The findings of this study suggest that the environment is one of the supportive variables that influence the emergence of the bilingual phenomenon. This study also demonstrates that bilingualism can help people adjust to unfamiliar surroundings and serve as a language liaison interpreter for those who struggle to communicate. It helps you to interact with more people, learn about their cultures, and build stronger relationships. This can broaden your social circle and facilitate cross-cultural collaboration. Bilingualism is extremely significant for education, particularly among students, and it is one of the conditions for continuing studies overseas. Not to mention, in the business sphere, it is also utilized to extend business contacts, not just within the country but also abroad. In the data attached above, all respondents (12 respondents) mastered Indonesian and Javanese, while 6 respondents mastered English, 3 respondents mastered Arabic, 1 mastered Bugis, and 1 other respondent mastered Japanese.

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