

CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to present the introduction of this research consist of research context, research focus, research objective, significance of study, and definition of key terms.

A. Research Context

In today's globalized world, learning two foreign languages at the same time has become increasingly important, as countries seek to bridge cultural boundaries and promote international cooperation and understanding. Bilingualism, or the ability to speak two languages, has been found to have numerous benefits, both personal and societal. For example, bilingual individuals tend to have enhanced cognitive function, greater job prospects, and improved communication skills ¹. Additionally, bilingualism has been found to promote cultural awareness and empathy, leading to greater social integration and cohesion.

However, the process of learning two foreign languages at the same time can be challenging, and requires a carefully planned and structured approach. Students who learned two languages simultaneously tended to display higher levels of lexical overlap and interference than those who learned one language at a time. Similarly, simultaneous bilinguals tended to display specific patterns of grammatical mixing, or code-switching, that differed from those exhibited by sequential bilinguals.

¹ Ellen Bialystok, (The bilingual adaptation: How minds accommodate experience,) *Psychol Bull* 143, no. 3 (March, 2017): 233-262, <https://doi.org/10.1037/bul0000099>.

Based on interviews conducted by researchers alongside several teaching staff at Bata-Bata Bilingual Center (BBC), it was discovered that some students who engage in simultaneous study of English and Arabic at BBC encounter a challenge leading to difficulty in effectively communicating using both languages.² This obstacle stems from several factors. Firstly, there exist significant disparities in grammar structures between the two languages, posing a hurdle for learners in navigating the linguistic differences. Additionally, the pronounced variations in intonation further compound the challenge of mastering both languages. Furthermore, the absence of reminders or reinforcement from teachers exacerbates the students' struggles. Moreover, the diverse educational backgrounds of some students contribute to the difficulty, with prior attendance at Arabic language development institutions (LPBA) or Bata Bata English Center (BBEC) influencing their linguistic inclinations. Consequently, certain students may exhibit a preference towards the language they previously acquired. Additionally, some students lack a foundational understanding of both languages, further hindering their progress. Finally, external factors such as influence from friendships may also impact language acquisition. Some students tend to think that some grammatical structures or vocabularies are the same in both English and Arabic languages, when they are actually different. This can lead to confusion and mistakes, as students may use the wrong word or structure in a sentence. This problem is not due to similarities between the two languages, but rather a misunderstanding of the unique rules and structures of each language. Despite these challenges, however, the significance of

² Mustofa, Muhammad Mufti, Mochammad Hilman Ammar, Teaching Staff at Bata Bata Bilingual Center, *Phone Interview* (March 16, 2024)

bilingualism has grown considerably due to its necessity for international travel, media engagement, immigration, and the thriving global economy³

Against this backdrop, this research seeks to explore the challenges and opportunities of learning two foreign languages at the same time, with a particular focus on the perspectives of language learners and teachers. Drawing on existing research on bilingual education and policy, as well as on recent findings related to the challenges and opportunities of learning two foreign languages at the same time, this study aims to provide a more nuanced understanding of the complex dynamics of bilingualism. Additionally, the study seeks to identify effective strategies and approaches that can be used to promote bilingualism and linguistic diversity in education. By shedding light on these issues, this thesis aims to contribute to the development of more effective policies and practices for promoting bilingualism and linguistic diversity in education.

And for that, the researcher is interested in doing a research entitled “Analyzing the Challenges and Opportunities of Learning Two Foreign Languages Simultaneously: Perspectives of Language Learners and Teachers at Bata-Bata Bilingual Center in 2024 Period”

B. Research Focus

The problem that will be investigated is stated as follows ;

1. What are the challenges and the opportunities faced by students and teachers in teaching learning two foreign languages simultaneously?

³ Afnisa Choiriah, “Exploring Students’ Perception on The Implementation of Bilingual Program in English Learning at Modern Boarding School” (Thesis, UIN Syarif Hidayatullah, Jakarta, 2022), 1.

2. What are the strategies used by students and teachers to acquire proficiency in two foreign languages simultaneously?

C. Research Objective

Research aims to solve problems. Therefore, this section contains a description of the objectives to be achieved in the study. Its content is closely related to the research question that has been formulated.⁴ The function of giving research objectives is to understand problem solving in research. This will be the answer to the research question. Based on the research questions mentioned above, the researcher can determine the research objectives of the study, namely:

1. To explain the challenges and the opportunities faced by students and teachers in learning two foreign languages simultaneously.
2. To explain the strategies used by students and teachers to acquire proficiency in two foreign languages simultaneously.

D. Significance of Study

The research purposes that can be taken from this research are ;

1. Theoretical significance

The results of this research are expected to be able to identify the challenges and the best way to learn two foreign languages especially when English and Arabic are being the subject, so that student and teacher can make a development for bilingual skills and use it for their own science development process. As an approach in language skill improvement.

⁴ Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, Pedoman Penulisan Karya Tulis Ilmiah, Edisi Revisi, (Pamekasan: IAIN MADURA, 2020), 38.

2. Practical significance

a. The Tutors

It promises to inspire English teachers to use effective language teaching materials. Useful information for teachers to help you understand how to improve students' language skill using bilingualism.

b. The Students

The study holds importance for students as it explores the challenges and opportunities of learning two foreign languages simultaneously, providing valuable insights from both learners and teachers.

c. The Next Researcher

This study is expected to provide valuable insights and understanding of the challenges and opportunities faced by language learners and teachers when learning two foreign languages simultaneously, informing future research and potentially leading to improved language learning strategies.

d. For Bata Bata Bilingual Center

This study is expected gain valuable insights into the challenges and opportunities of learning two foreign languages simultaneously, providing a foundation for enhancing the bilingual course and improving language learning strategies.

e. For Researcher

Learn about teachers' efforts to develop students' language understanding at Bata Bata Bilingual Center. This study will provide knowledge about learning two foreign languages. This study can be used as a material to expand the knowledge of researcher to help them become professional and competent teacher candidates.

f. For IAIN Madura

This research is expected to be useful as supplementary literature and insight in IAIN Madura library.

E. Definition of Key terms

1. Challenge: a challenge is like a tough problem or obstacle that students and teachers might encounter while trying to learn or teach something new. It's like a tricky situation that they need to figure out or deal with in order to make progress. And a challenge in this study refers to difficulties or obstacles faced when learning two foreign languages simultaneously.
2. Opportunity: Opportunity means a good chance or situation. In this study, it means the good possibilities that come up when you're learning two foreign languages at the same time.
3. Simultaneously: Simultaneously means like "at the same time" in this study student and teacher often use two languages in their daily instead of only one language.

F. Previous Study

Previous studies are intended to provide some guidelines and as a benchmark to get updates from future studies on the same topic. There have been many previous studies on this matter.

The first study, by Ulfi Yuliandini “Implementasi Pendidikan Bilingual Dalam Mengenalkan Kosakata Bahasa Inggris Pada Anak Usia 5-6 Tahun” in 2022. Ulfi explained about how the teaching and learning activity is done in bilingual system at Lazuardi Cordova Kindergarten, West Jakarta.⁵ The similarity between Ulfi’s research with researcher’s is that the learning progres is going to be around two languages and one of the target language is English. While the difference is the subject of Ulfi’s research is children aged 5-6 years at Lazuardi Cordova Kindergarten, West Jakarta, and the subect of this research is the members of Bata Bata Bilingual Center. Ulfi’s research is also more focused to the use of two languages namely English as foreign language and Bahasa Indonesia as their mother tongue, while this research is focused in the challenges and the opportunities of language learners and teachers when learning and teaching two foreign languages namely English and Arabic.

The findings in Ulfi’s research indicate that the learning goals can be achieved after they applied the languages that they are going to use as a habitual, also some facilities is also needed to achieve the result that they want.

The second study, by Afnisa Choiriah “Exploring Students’ Perception On The Implementation Of Bilingual Program In English Learning At Modern

⁵ Ulfi Yuliandini, “Implementasi Pendidikan Bilingual Dalam Mengenalkan Kosakata Bahasa Inggris Pada Anak Usia 5-6 Tahun,” *Childhood Education: Jurnal Pendidikan Anak Usia Dini* 3, no. 2 (June, 2022):1-17, <https://doi.org/10.53515/CJI.2022.3.2.1-17>.

Boarding School” in 2022. Afnisa explained about how students liked the bilingual program in the dormitory for learning English. It made them feel comfortable, improved their speaking skills, and expanded their vocabulary. Some challenges were students being reluctant to use the language and a shortage of English mentors, but overall, the students had a positive view of the program.⁶ The similarity between Afnisa’s research with researcher’s is that the students learn about two foreign languages namely are English & Arabic. While the difference is the subject of Afnisa’s research is the students Muhammadiyah Boarding School Darul Arqom Sawangan Depok, and the subject of this research is the members of Bata Bata Bilingual Center with minimalist facilities.

In the end of research, Afnisa’s research indicated that students had a positive view of the bilingual program in the dormitory for learning English in class. They felt comfortable and enjoyed the program, becoming more aware of the material and believing it improved their English skills, particularly in speaking and vocabulary. However, some obstacles remain, such as students being reluctant to use the language and a shortage of English mentors. Overall, the research concludes that students have positive perceptions of the program.

The third study, by Muniroh, Mamluatun Ni’mah , and Terza Travelancya DP “Implementation of Bilingual Learning in Early Children in Kindergarten Muhammad Shodiq Sumberduren” in 2023. They explained about how the implementation of bilingual learning at Muhammad Shodiq Sumberduren Kindergarten successfully enabled children to master knowledge and speak in two

⁶ Afnisa Choiriah, “Exploring Students’ Perception on The Implementation of Bilingual Program in English Learning at Modern Boarding School” (Thesis, UIN Syarif Hidayatullah, Jakarta, 2022), 38.

languages through immersive, practice-based instruction conducted by teachers. This approach had a positive impact on child development, enhancing language skills and proficiency over time.⁷ The similarity between their research with researcher's is that the students learn about two foreign languages namely are English & Arabic. While the difference is the subject of their research is the students Muhammad Shodiq Sumberduren Kindergarten, and the subject of this research is the members of Bata Bata Bilingual Center.

In the end of research, their research indicated that the implementation of the bilingual learning program at Muhammad Shodiq Sumberduren Kindergarten appears to have been successful in promoting language acquisition and overall child development through immersive and effective teaching methods tailored to the children's age and learning needs.

⁷ Muniroh, Mamluatun Ni'mah, Terza Travelancya DP, "Implementation of Bilingual Learning in Early Children in Kindergarten Muhammad Shodiq Sumberduren," *Golden Age : Jurnal Pendidikan Anak Usia Dini* 7, no. 1, (April, 2023): 41.
<https://doi.org/10.29313/ga:jpaud.v7i1.11553>.