The Use of Arabic with a Communicative Approach: A Sociolinguistic Review

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ABSTRACT

The purpose of this study was to explore a sociolinguistic review of the use of Arabic with a communicative approach in Klego Village, East Pekalongan District, Pekalongan City. This research is a library research and is descriptive-analytic in nature whose data is taken from the results of excavation and searching of books and other references relevant to the research theme. then the data were analyzed by deductive and comparative methods. The results of the study indicate that the communicative approach in using Arabic is an approach that aims to develop communicative abilities and teaching procedures for the four language skills, namely listening, speaking, reading, and writing in a balanced way. The use of language skills with a communicative approach in terms of sociolinguistics contains the same content, namely the practical purpose of using language which is then applied in the real life of society. One of the non-linguistic factors that can affect the teaching of Arabic from a social context is a social phenomenon. While the social context itself is divided into several things, namely: home (residence), community (surrounding environment), schools, social gatherings and groups, mosque groups, play groups, and mass media.

Keywords: Sociolinguistics, Arabic language teaching, communicative approach.

INTRODUCTION

As a tool for interacting, language has various functions, whether it is to ask, command, ask for help, and so on. This is what then influences and creates various kinds of language variations in the social sphere. In addition, every activity carried out by speakers is very necessary and can cause language variations (Atkinson, 1994).

In its development, language is not only seen as an independent phenomenon in society. Researchers see a relationship between language and external factors. Therefore, to explore in-depth understanding, language is studied by experts using approaches from other sciences and then inter and multidisciplinary sciences emerge;

namely a combination of linguistics and other social sciences. In the end, it merged into a part of linguistics itself, such as Sociolinguistics, Psycholinguistics, Neurolinguistics, Geolinguistics, Anthropology, Policolinguistics, Socio-Politicolinguistics, Theolinguistics, and so on(Égré, 2018).

In general, sociolinguistics studies about social problems and their relationship with society (Schiffrin, 2011). Sociolinguistics has become an independent science that focuses on studying language and its relationship with society. Each side of the language building is very regular, the method of use is related to social and cultural functions. Therefore, we must pay close attention to the use of a term or a name as the theme of this discussion. Because language learning and its relationship with society and culture are very broad in scope. And it is enough for us to study other sciences or branches with the same theme based on a study with several different names. However, between these sciences there is a confusion or intervention as is clearly seen in the names that appear now for these sciences who want this theme from one side or the other as a role for the understanding of real science (Bortoni-Ricardo, 1997).

Experts also use other names that are in accordance with Sociolinguistics, namely the sociology of language, anthropology of language, or ethnology of language. The term Sociolinguistics in English has two names, namely: Sociological Linguistics and Social Linguistics. From the two names above, we take the term Sociolinguistics because it is more famous in terms of usage and has more certainty, but actually the two names are one.

Sociolinguistics also pays attention to language learning and types, language specificity for boys and girls, as well as in terms of the high and low voice or the types of words that are attached between the two (Spotti et al., 2019). He also pays attention to the learning side of things that are prohibited or inappropriate in conversation. And as for the problems of this science, there are many, including about different dialects, social differences between several strata which lead to dialect descriptions, so that each dialect becomes an independent dialect or stands alone.

People of Arab descent have contributed several roles in Indonesia. Among them are in the fields of spreading Islam, education, and trade. Many people of Arab descent who live in Indonesia work as da'i or spreaders of Islam, ulama, or traders. The need to communicate and socialize between people of Arab descent and other ethnicities (Javanese, Chinese) encourages language contact in the form of the emergence of various languages used by the speech community in Klego, Pekalongan city. They not only use Arabic, but also use a variety of other languages such as Javanese (BJ) and Indonesian (BI) in their daily communication. Today, Arabic is widely used among the people of Arab descent. Sometimes Arabic is also used externally by ethnic Arabs in certain situations and conditions. As happened in Klego, Pekalongan city, non-Arab people follow some words and phrases in Arabic that are often used by people of Arab descent.

This condition continues with the use of various other languages (BJ, BI) in every communication event, such as communication at school, work environment, home, or community which results in their increasing ability to master a variety of languages (Liu, 2016). Factors that are thought to be behind this, among others: (1) the higher the frequency of interaction due to the improvement in the communication system, (2) the development of a democratic life, (3) the higher the level of social mobility.

Klego Village is one of the villages located in East Pekalongan, the majority of the population comes from Javanese ethnicity and ethnic Arab descent and a few ethnic Chinese descent. In their daily conversations, they experience a mixture of Arabic and Javanese. Not infrequently Arabs who speak Javanese are sometimes inserted with a distinctive Arabic language, as well as Javanese people who speak Javanese are sometimes inserted with Arabic, this happens due to social interactions between them. The peculiarity of the Arabic language from mixed Arabic-Javanese conversations by ethnic Arab and Javanese descent in the Klego community of East Pekalongan, when viewed from the derivation element, lexical meaning and vocabulary, is difficult to find in any dictionary, even in colloquial Arabic (market) in general. .

The variety used in the communication of the people of Arab descent in Klego is also diverse, namely high variety and low variety. According to the researcher's observations, the high and low variety is influenced by the situation and the themes discussed in communicating. Most of the people in Klego work as traders in their daily life, they often interact with buyers using Arabic (Nourmohammadzad & Makki, 2018). The Arabic word that is often used in the interaction between buyers and traders is "kam". Meanwhile, young people of Arab descent usually use Arabic in the words "futhur" (breakfast)," ghodaa" (lunch), "asya" (dinner). In addition, in certain situations, people of Arab descent use a variety of fusha in wedding speeches in walimatul "ursy".

As for another example: "yesterday I met Rejjal Gas'ah", which means yesterday I met a handsome man. In Arabic غسلة does not have any meaning, they use the word غسلةas a compliment they got from their ancestors. While Rejjal is an Arabic word رجل, namely ال which means male / male.

Previous Research

1. Linguistics Study in Arabic-Javanese Mixed Conversation and Its Contribution to Social Harmonization in the "Kampung Arab" Community of Klego-Pekalongan. The results of this study discuss that in the communication process there is often a change of words in two different languages alternately. This research is from Muhandis Azzuhri, a lecturer at IAIN Pekalongan in 2011.
2. Implementation of the Sociolinguistic Approach in Arabic Learning. The results of this study discuss that the application of sociolinguistics in language learning cannot be found explicitly. The contribution of sociolinguistics in language learning in linguistic applications is divided into three stages: Linguistic description stage, the

second application stage is related to syllabus questions, and the third application stage is the stage of language learning activities. Research from Nurhapsari Pradnya Paramitha, Permanent Lecturer of the Arabic Language Education Study Program, STAI Masjid Syuhada Yogyakarta.
3. Interaction of Arabs with local communities in Pekalongan. This journal discusses the interaction between the people of Arab descent and the local community in Klego Village, Pekalongan City and knows the driving and inhibiting factors for the interaction between the people of Arab descent and the local community. Community journal from Dian Kinasih MA Al Banat, Kudus, Central Java, Indonesia in 2013.

METHODS

Nature of Research

The method used in this research is descriptive qualitative method and is presented in the form of descriptive non-statistical analysis. The variables in this study were citizens of Arab descent in Klego. While the process of data collection is done by using the method of interview, observation and documentation. The subjects of this research are citizens of Arab descent in Klego. This study uses a qualitative research approach that emphasizes analysis on descriptive data in the form of written words and notes, as well as books that are used as the basis for research. In this study, the researchers tried to describe how the Sociolinguistic Review of the Use of Arabic with a Communicative Approach in Klego Village, Pekalongan Timur.

Population and Sampling Techniques

The primary data sources in this study were the Klego village head and Arab citizens living in Klego village. Primary data sources in this study were used to obtain data related to sociolinguistic reviews about the use of Arabic through a communicative approach in Klego Pekalongan Timur Village, all of which could be done, either through interviews, observations and documentation obtained from Klego Pekalongan Timur Village.

The secondary data source in this study, the researcher intends to take data from the existing literature, which will assist researchers in completing this research, such as from scientific books, review articles or educational journals related to sociolinguistic reviews about the use of Arabic with a communicative approach in Klego Pekalongan Timur Village or other books related to the research title.

The researcher uses the Miles and Huberman model of inductive thinking, where data analysis in qualitative research is carried out during data collection, and after completing data collection within a certain period. At the time of the interview, the researcher had analyzed the answers of the interviewees. If the interviewee's answer after being analyzed feels unsatisfactory, the researcher will continue the question again to a certain stage, credible data is obtained.

In the process of data analysis in checking the validity of the data, researchers used the triangulation method. The triangulation method used is to compare and check

both the degree of trustworthiness of information obtained through different times and tools in qualitative research, check the data obtained from an informant, then the data is checked by asking other informants continuously until data saturation occurs. meaning until no new data is found again.

Place and Time of Data Collection

The place for direct data collection is in Klego Village, East Pekalongan District, Pekalongan City with interviews with local Arab residents. Data collection was carried out on December 25, 2019.

RESULT AND DISCUSSION

Sociolinguistics Review About the Use of Arabic with a Communicative Approach

Language functions as a communication tool, while the purpose of language teaching is to develop students' communicative competence. Hymes stated that the theory of language learning is part of the general theory of communication and culture. According to him, communicative competence is understood as the instinctive mastery of native speakers to use and understand language appropriately in the process of interaction and in relation to social contexts. In this sense, Stern (1985) believes that the concept of communicative competence implies sufficient linguistic competence in it, but its main focus is on instinctive mastery of socio-cultural rules and meanings contained in each utterance (Fathuddin, 2017).

In contrast to Chomsky's emphasis on grammar, Halliday (1973) defines language as a potential meaning, namely a set of meaning options available to speakers in a social context. For Halliday, language is a tool that has a function in society. The language functions referred to according to Halliday are: Instrumental function, which is using language to obtain something. Regulatory function, namely using language to control the behavior of others. Interactional function, which uses language to create interactions with other people. Personal function, namely using language to express feelings and meanings. The heuristic function is using language to learn and find meaning. Imaginative function, namely using language to create a world of imagination. Representational function, which uses language to convey information.

The learning theory that underlies the communicative approach is the theory of natural second language acquisition that developed in North America after 1970. According to Stern, in Huda (1987), proponents of this theory assume that the language learning process is more effective when the language is taught informally through direct communication. in the target language. Because, formal language teaching tends to direct learners to acquire knowledge or language skills but does not direct the use of those language skills. Stern argues that when speaking, the reader's attention is directed to the message conveyed, not to the formal codes of language. And, teaching that emphasizes mastery of formal codes (grammatical) does not succeed in making students use language in actual communication situations. Language teaching with a communicative approach must lead students to master the language in a communicative context. The next theory that supports the communicative approach is

Krashen's theory which distinguishes two ways of acquiring a second language for adults. The first method is called acquisition, which takes place informally like a small child learning his mother tongue. The second way is called learning, which takes place through formal classroom teaching about the rules of grammar (Thurgood et al., 1981).

Krashen explained that acquisition refers to the unconscious development of the target language system as a result of using the language for real communication purposes (Muklis et al., 2020). On the other hand, learning is a process of grammatical mastery that is realized as a result of teaching, and it cannot lead to acquisition. So, second language acquisition becomes a strong foundation for communicative language teaching. Second language acquisition experts have different views about individual learner differences. Fillmore (1994) mentions the following two views: first, individual differences are important in the process of acquiring a second language because it will lead to interactions between learners. Second, individual differences are not important because second language acquisition is considered the same as first language acquisition. The results of Fillmore's study show that individual diversity is important in the process of second language acquisition, and that diversity is related to interacting social and cognitive factors of second language acquisition (Hu & Chen, 2019).

In teaching language skills, namely listening, speaking, reading, and writing skills with a communicative approach from a sociolinguistic perspective, it contains the same content, namely the practical goals of language teaching which are then applied in the real life of the community. This means that in language teaching, which in this case is Arabic, does not only develop linguistic elements but also pays attention to social elements and the function of language in its use. The sociolinguistic understanding has implications for language teaching, among others, language teaching must be directed to the use of communicative competence by students. The way to analyze communication through language is to examine the language functions related to the communication or use of the language. Linguistic analysis of communication activities is to find the linguistic forms needed in communication activities. Analysis of the language that develops in society needs to be mapped. That is, language teaching needs to be directed at studies of languages that live in society to see the dynamics of the language (Greenhill et al., 2017).

Factors of Using Arabic

The factors that can influence the use of Arabic with a communicative approach in Klego Village, Pekalongan Timur District, Pekalongan City in the sociolinguistic context, namely the factors that can affect the success of teaching Arabic skills, both internal or linguistic factors as well as external factors that can be sociocultural or psychological (Arabiat et al., 2020). In addition, knowledge and understanding of other scientific disciplines is also required as a support or support, including sociolinguistics, psycholinguistics and other sciences. Arabic teachers are expected to be selective in choosing the right approach, method, and technique in teaching the four Arabic language skills so that students more easily digest the material delivered and it is easy to practice it in everyday life (Muflihah & Aziz, 2018). in terms of social context is a social phenomenon. We can see this from social contact, where a group of humans will

get used to using a language because they need continuous communication to convey the intentions and goals that are in their hearts. While social contact itself is divided into several things, namely: home (residence), community (surrounding environment), schools, social gatherings and groups, mosque groups, play groups, and mass media.

CONCLUSIONS

From the analysis that the author did after conducting the research, it can be concluded that the sociolinguistic review of the use of Arabic with a communicative approach in Klego Village, East Pekalongan District, Pekalongan City is that the communicative approach in the use of Arabic is an approach that aims to develop communicative abilities and teaching procedures for the four skills. language, namely listening, speaking, reading, and writing in a balanced way. The use of language skills with a communicative approach in terms of sociolinguistics contains the same content, namely the practical purpose of using language which is then applied in the real life of society. One of the non-linguistic factors that can affect the teaching of Arabic from a social context is a social phenomenon. While the social context itself is divided into several things, namely: home (residence), community (surrounding environment), schools, social gatherings and groups, mosque groups, play groups, and mass media.

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