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Performance of Arabic Language Learning Participation at Ponpes Al-Ikhwan Serapuh ABC

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ABSTRACT

This study aimed to describe the performance of Arabic language learning participation at Al-Ikhwan Serapuh ABC Islamic Boarding School. The ethnographic method proposed by Spradley [1][2] was applied in this research, from collecting data to analyzing it. The participation theory uses the participation structure proposed by Philips, and the participation framework uses Goffman's opinion[3]. The data were text, co-text, and context on Arabic language learning situations. The data were collected through recordings, interviews and participant observation. This study focused on finding the patterns of participation performance in the Arabic language learning process in the classroom through an anthropolinguistic approach [4]. The study results showed that students' participation in learning Arabic is a performance of testing, confirming and curious. The pattern of participation obtained is important data that can describe the phenomenon of speaking activity.

Keywords: Participation, Performance, Ponpes Al-Ikhwan Serapuh ABC

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan performansi partisipasi pembelajaran bahasa Arab di Pondok Pesantren Al-Ikhwan Serapuh ABC. Metode etnografi yang dikemukakan oleh Spradley [1][2] diterapkan dalam penelitian ini mulai dari pengumpulan data hingga analisisnya. Teori partisipasi digunakan dalam mengungkapkan struktur partisipasi yang dikemukakan oleh Philips dan kerangka partisipasi menggunakan pendapat Goffman [3]. Data yang digunakan adalah teks, koteks, dan konteks situasi pembelajaran bahasa Arab. Pengumpulan data dilakukan melalui rekaman, wawancara dan observasi partisipan. Penelitian ini fokus untuk menemukan pola performansi partisipasi dalam proses pembelajaran bahasa Arab di kelas melalui konsep pendekatan antropolinguistik [4]. Hasil penelitian menunjukkan bahwa performansi partisipasi siswa dalam pembelajaran bahasa Arab merupakan performansi menguji, membenarkan dan penasaran. Pola partisipasi yang diperoleh merupakan data penting yang dapat menggambarkan fenomena aktivitas berbicara.

Kata kunci: Partisipasi, Performansi, Ponpes Al-Ikhwan Serapuh ABC



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1. Introduction

Participation is essential in speaking. The information obtained shows the speaker's speaking style through participation performance. The anthropolinguistic approach used in the research is the approach proposed by Sibarani [5]. The study of oral traditions explains meaning and patterns as a whole. Meaning is defined as a function of values, norms, and local wisdom, while patterns are defined as rules, formulas, and structures [6][7].

An anthropolinguistic approach can be used for oral traditions that contain texts, linguistic components, and culture. That analysis of the structural form of oral traditions cannot be carried out separately from the text, co-text and context [8][9]. This is because all elements (text, co-text, and context) appear together in the performance. Participation performance can inform learning conditions in the class and the participation patterns used by students. Participatory performance research explains displays through speech production that can be seen and observed. This display is a valid habit and becomes the standard form for evaluating and

determining next actions. Many researchers have applied various approaches and learning models in teaching Indonesian and foreign languages but have not paid attention to or considered the atmosphere of participation between teachers and students. However, participation activities are an important part of method implementation and teaching evaluation because they are part of the initial process.

Learning is an activity programmed by teachers in instructional design to enable students to learn actively, focusing on providing learning resources [10]. Learning means a collection of physical and mental actions aimed at changing a person's behaviour due to their experiences in interaction with their environment, which is related to cognitive [11]. There are two types of learning: formal and informal. The focus of this research is learning in a formal context because there are standards that lead to assessment. In this case, both parties are involved in learning: teachers and students. Al-Ikhwan Serapun ABC Islamic boarding school students come from various ethnicities, such as Malay, Batak, Mandailing and Javanese.

Performance in learning procedures comes from the participation that is formed in the learning process, such as the state of speaking transitions between teachers and students and between students and students during the learning process [12]. The application of student-centred learning may be successful in some places but not necessarily in others. Before applying this approach to students, several things must be considered because they are closely related to their behaviour. Students in Western cultural countries who can interrupt or ask their teachers while teaching will not cause problems during the learning process. However, in Indonesia, interrupting or interrupting when a teacher is teaching is an action that is contrary to the ethics and norms adopted because interrupting an older person while speaking is considered impolite. In this case, some characteristics and conditions must be had before applying the method/technique. This must be considered so that learning methods/techniques can run well.

Research on learning participation performance aims to explain how students participate in class while learning occurs. Sociolinguistic participation studies usually focus on problems between individuals and large groups being studied and have homonyms with social network relationships. However, linguistic anthropologists prefer to study language used in face-to-face interactions, such as switching speech in ceremonies, narrative activities, jokes and arguments [13][14].

The definition of participation comes from three researchers who researched participation. Explains the structure of participation structure [15]. Philips considers participation structures to be specific types of interaction sequences. However, Goffman, who expanded Hymes' study, introduced the term "footing" (the position or alignment taken by someone in uttering a linguistic expression), dividing participants into author, animator, and principal. The principal is an individual or organization that represents or holds office. The author is responsible for the choice of words and sentiments submitted. The animator, who is also often referred to as the "voice box", is the person who speaks to convey the message.

This research discusses the performance of language learning participation (PPPB) at the LP3i Medan Polytechnic [16]. The focus of the research is to find patterns of participation in the classroom language learning process through an anthropolinguistic approach that includes text, co-text, and context. The participation patterns found are important data that can describe the phenomenon of speaking activity in the situation in question. By finding this pattern, we can know how to apply the teaching model in an effective teaching and learning process. Research data is recorded through video recordings, in-depth interviews, and participant observation.

The participation theory used is the type of participation structure proposed by Philips, and the participation framework uses Goffman's opinion. The research results show that student participation in language learning is the performance of testing, confirming and finding out. Testing participation performance is found in type I participation structure, namely during presentation tasks, while confirming and finding out performance is found in type IV participation structure, namely during writing tasks. Another finding is that there is a shift in meaning from speech text coded with interrogative sentences to imperative sentences because speech is closely related to intention.

The difference between this research and the previous one lies in the object and location; this research uses Arabic language learning and the location at the Al-Ikhwan Serapuh ABC Islamic boarding school, while the previous research only uses language learning and the location at the Medan LP3i polytechnic. The similarities are that both examine the performance of learning participation. In this research, the principal

and author are teachers because teachers are representatives of the institution to teach the material and are responsible for learning outcomes. The author is also a teacher with features that master the classroom and create ideal learning conditions. Animators act as speakers or produce speeches for teachers and students. Speakers may perform all three roles but do not have to do them all at once [17]. The data consists of conversation texts, in-depth interviews, and observations from several classroom meetings. Separate interviews and observations were conducted to complement text data and interviews to find out the meaning of utterances made by students during class meetings.

2. Method

This research was conducted at Al-Ikhwan Serapuh ABC Islamic Boarding School, Padang Tualang sub-district, Langkat district. The participants were teachers and students in grades 1 and 2 of Al-Ikhwan Islamic Boarding School. They were learning Arabic in the even semester of 2023/2024. There were 12 female students in class 1 and 18 in class 2. This type of research is qualitative and carried out in field research.

Qualitative research is a systematic and subjective approach to describe life experiences and provide meaning [18]. This research was conducted using an ethnographic research design. Ethnography includes the work of describing a culture. The aim is to understand a view of life from the perspective of indigenous people. Ethnography attempts to pay attention to the meanings of actions from events that happen to the people we want to understand [19].

3. Result and Discussion

The aim of teaching Arabic at Al-Ikhwan Serapuh ABC Islamic Boarding School is so that female students can speak and write correctly. This means that language learning is a process of gaining knowledge and ability to use language according to the situation being experienced. As is known, Arabic is the language used every day when in a boarding school environment. However, students are required to master the use of the language in formal situations such as during presentations, as well as ongoing activities at school or when writing and speaking in formal situations.

Through 20 meetings, three meetings will be held to provide information, starting with an introduction, learning objectives to be achieved, and the structure of the presentation. The teacher used a predominantly speaking structure in three meetings to convey the message. The presentation of the type of participation structure and performers is based on three analyses, which discuss domain analysis, taxonomic analysis and component analysis, to understand the character of the participation being performed.

1. Domain Analysis

Based on the findings of this research, the domain is performance, participation is a type of performance, and performance is a component of performance by the actor.

You can see Figure 1 of the domain analysis diagram as follows:



Figure 1. Domain analysis diagram with semantic relationships in PPPBA research at Al-Ikhwan Serapuh ABC Islamic Boarding School

In Figure 1, the participation structure is connected to class performance. Structural participation is then further classified into the types of structures found in language learning in the classroom.



Figure 2. Diagram domain analysis with the semantic relationship "part of"

In Figure 2, the participation performer is the focus of participation, namely as a speech producer. The effort is to connect it with the performance domain. Therefore, the semantic relationship is bridging, namely

showing that the performer is part of the performance displayed in class.

2. Taxonomic Analysis

The next step is to classify the participation structure and performers according to the type that occurs in the class; then, the participant and performer framework is divided into principal, author and animator. There are four types of basic participation structures: (1) type I, the interaction of each female student in class with her teacher. This type focuses on female students selected to perform tasks such as show and tell. In this type, all female students get a turn to speak; (2) type II involves groups of female students with the rest completing their respective assignments; (3) type III involves interaction between each female student and the teacher, and (4) type IV is different from the previous types in that it asks female students to do their respective assignments by writing on answer sheets.

In the context of learning Arabic, there are two types of exercises. In the first exercise, each female student is divided into 2\3 people, each group whose task is to present the results of their discussion and each practice to write them down again. For example, female students are allowed to ask questions after the next presentation, and if the presenter's explanation is unclear, then female students are allowed to ask the teacher. The classification diagram can be seen as follows:

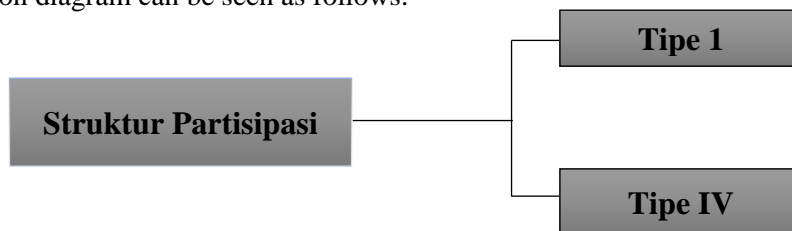


Figure 3. Classification diagram

Based on the types proposed by Philips, the participation structures used are type I and IV. The type I participation structure efficiently allows female students to speak in a formal setting and can directly find out what obstacles and difficulties they face when speaking in public. For writing assignments, type IV is used, which has the difference stated by Phillips because, in this type, the female students still interact with either the teacher or fellow female students.

In this situation, before students do their writing assignments, they can study together and discuss the material they have studied. Next, the students answer the questions given in written form, and they complete the assignment based on the next meeting. In the fourth type, they work on their respective assignments because the questions given are in different sentences but with the same goal. However, interactions went well between female students, teachers and fellow students. If they experience difficulties or do not understand the questions given or if what they understand is the same as their friends, The same situation also occurs when a writing assignment is given. The performer classification shows a framework based on participation proposed by Goffman, which can be seen in the following diagram.

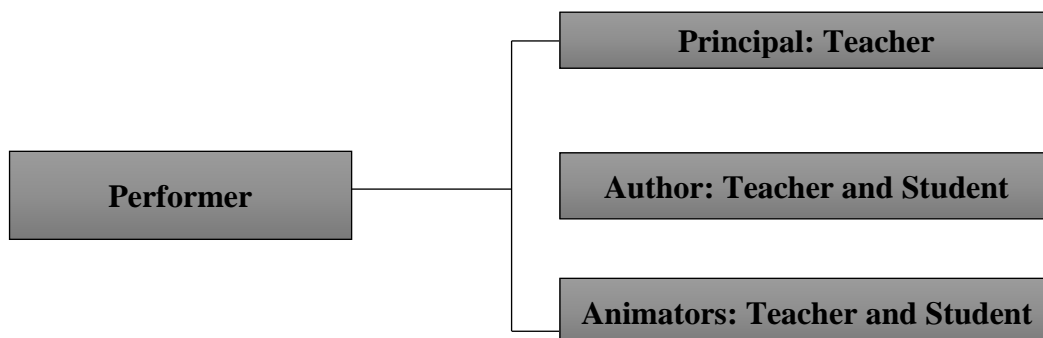


Figure 4. Performer classification shows a framework based on participation

Performer based on the framework of thought put forward by Goffman, the principal position is designed as the party responsible for the message conveyed. Teachers and students carry out the author's position. However, in this process, the teacher is more dominant in describing the situation (framing). The term "Framing" is a tool for conveying ideas as part of a discourse that marks the case of a listener and speaker who mutually understand what is being conveyed. Both must be aware of the context in question.

Misunderstandings and misinterpretations often occur when the speaker and listener are in a conversation and have a framework related to the conversation or not connected. Analyzing how framing is present in discourse from a root perspective in linguistic anthropology [20][21]. Next, teacher and student animators. Meanwhile, the teacher responsible for the learning process has a teaching goal and is responsible for the learning outcomes and conditions produced. An example of a conversation when starting the learning process can be seen as follows:

السلام عليكم ورحمة الله وبركاته صباح الخير

Teacher: Assalamualaikum warahmatullahi wabarakatuh. Good morning everyone

والسلام عليكم ورحمة الله وبركاته صباح الخير مدرس

Student: Waalaikumsalam warahmatullahi wabarakatuh. good morning ustadzah

اليوم المجموعة الثالثة يرجى المجموعة الثالثة للمضي قدما

Teacher: Today, group three has a percentage; please ask group three to come forward. (all group members come forward, and the presentation takes place)

Sometimes, some female students are nervous and trembling during presentations, so it is visible in their performance. If there is a mistake in pronouncing vocabulary, all the girls laugh or smile. To overcome this impact, the teacher immediately took over speaking to calm the learning conditions. The remarks conveyed were as follows:

يرجى الانتباه إلى الجميع. كل ذلك في عملية التعلم ، يجب علينا احترام
عملية الآخرين

Teacher: Please pay attention to everyone. All in the learning process, we must respect other people's processes (The atmosphere becomes silent and introspective, the presentation continues)

This situation means that the teacher, as the principal, is responsible for comfortable learning conditions. As principal, the teacher is responsible for controlling the situation when learning takes place, such as respecting each other, listening to each other, understanding if there are mistakes and correcting each other. This attitude is critical to have against condescending attitudes and ridiculing each other, which are negative attitudes in the learning process.

Students with negative traits, such as difficulty speaking Arabic, fear of making mistakes, and being laughed at by their friends, will have difficulty learning Arabic because they do not want to practice it. Furthermore, during the question-and-answer session, female students in the audience position are allowed to ask questions by raising their hands. The speaker will choose three questioners in the first session and two more in the second session.

أنا ابنة المجموعة الخامسة أريد أن أسأل...

Questioner: I am the daughter of group 5 and want to ask...

Based on the results of investigations and interviews, it was found that a small number of questions were asked that were not appropriate to the topic presented by the speaker. The speaker's position results in nervousness and lack of confidence, as well as controlling emotions when responding to the questioner's attitude. This means that we need understanding and explanation in turns when speaking. It was the turn for the presentation to be included in the presentation procedures presented at the next two meetings.

3. Component Analysis

Table 1. Component Analysis

Performer	Speech Function
Principal	Imperative
Author	Imperative, declarative, and interrogative
Animator	Imperative, declarative, interrogative, and offer

Table 2. Functions of Speech and Text by Principal

Speech Function	Text
Teacher	اليوم المجموعة الثالثة يرجى المجموعة الثالثة للمضي قدما

Utterances delivered based on text, co-text, and context are commanding utterances coded into imperative sentences.

4. Conclusion

Based on these results, female students' participation in the class during language learning is a performance of testing, confirming and finding out. Teacher participation performance is the performance of motivating teaching and advising. The type of participation that occurs in class is in two types, namely type I and type IV, as explained by Phillips, different from type IV, where the female students do their work at their desks but still interact with the female students and the teacher. Generally, female students are more dominant in asking fellow female students. If there is something they do not know or do not understand, the student will ask the teacher directly. To deal with this situation, the attitude (participation performance) that is avoided is the attitude of testing fellow female students because this impact will lead to negative actions such as belittling and humiliating.

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