

CHAPTER I

INTRODUCTION

This chapter is an introduction to this paper, this chapter consists of a background of the research, problem of research, objective of study, scope of the study, significant of study, key of term definition, research disclaimer.

1.1 Background of The Research

Language is a medium that can be applied as a tool for communication, as well as English is a very important language to be learned by students from elementary school to college level because English is an international language that we will need as a means of communication between foreign nationals. According to Maduwu (2016), English is one of the important international languages to master or learn.

In general, language is divided into two, namely formal language and non-formal language. Formal language is an official language that has standardization or rules in its use with a standard form and is usually applied in formal forums. Meanwhile, non-formal language is a language that does not have standardization or rules in its use and is applied according to each region where the language is used. According to Pratama (2020), when using formal language, there are certain rules or forms of language that are acceptable and there are also language rules that we cannot use in formal language. While informal language is when there are no rule restrictions.

In the world of education, understanding the use of standard and non-standard language appropriately greatly affects the effectiveness of student learning where they can place the use of language according to the situation that should be specialized in learning English. According to Putri & Budiarta (2016), effective communication can create a conducive learning environment.

Al-Mujaddid is a boarding school that offers a unique educational environment, where students live and learn together in a controlled environment. In this environment students are required to interact daily using English in order to create opportunities to improve language skills. Al-Mujaddid students themselves are very enthusiastic in using the language wherever and whenever according to the rules set by the institution, although sometimes the language they use is still mixed with Arabic due to some vocabs that they have not mastered.

Based on the initial researcher during the speech competition at Al-Mujaddid, the average student participating in the English speech used quite good formal language, but most of those who participated in the competition were students who were classified as proficient in language. Therefore, researcher wanted to make performance test of other students with different language abilities through speech practice that is done every week. Because performance test during speech practice is appropriate to assess the extent of students' ability to use standardized language. According to Aeni & Ahmadi (2021), forms of communication can be formal or non-formal. One of the formal forms is a speech that involves one communicator and others as listeners. The researcher himself is a graduate and has served as a teacher at the Al-Mujaddid integrated Islamic boarding school, so the researcher knows the research location quite well.

Based on the background that has been explained, this research identifies several main problems. First, there are different variations of language use according to formal and informal contexts, but they have not been well managed. Second, the lack of understanding of standard language causes its use to be less than optimal in daily communication. Third, the social environment has a significant influence on students' language use patterns, which are often not in line with standard language rules. Fourth, the lack of systematic evaluation of students' ability to use standard and non-standard language, both orally and in writing, results in difficulties in measuring and improving their language competence effectively. The identification of these problems is an important basis for formulating steps to improve students' language skills in the future.

Based on the background of the problem and the identification of the problems that have been stated, the scope of the research which is very broad needs to be limited to be more focused. Therefore, the researcher decided to only examine the use of standardized and non-standardized language in Al-Mujaddid Integrated Islamic Boarding School. This study uses an instrument in the form of a test quantitative to measure the extent to which students are able to use standardized language in appropriate formal contexts, as well as non-standardized language in everyday conversation. Thus, this study is expected to provide a more specific picture of students' ability to use both types of language.

1.2 Research Question

Based on the background of the research, the question of this research is how is the students of Al-Mujaddid boarding school ability in using standard and non standard language?

1.3 Objective of Study

Based on the research problem state above the research the Objective of how the students ability of Al-Mujaddid boarding school in using standard and non standard language.

1.4 Scope of Research

This research focuses on analyzing students' ability to use standard and non-standard language at Pesantren Al-Mujaddid Sabang, which is one of the educational institutions that integrates religious learning with formal education. This research will examine students' understanding and application of standard and nonstandard language, especially in the context of daily communication, formal conversation, and academic writing.

1.6 Benefits of Research

Based on the research objectives to be achieved, this research is expected to have benefits in education both directly and indirectly, as for some of the benefits of this research as follows:

1 Students

This research provides important benefits for students, namely as a source of information, support, and input to pay more attention to the learning

process delivered by the teacher. Through this research, students are expected to understand the importance of the use of standard and non-standard language and be able to apply it in everyday life and formal situations, such as discussions or presentations. This research also provides insight into effective communication according to context, thus improving students' interpersonal communication skills.

2 Teachers

This study can help teachers understand the level of students' ability to use standard and non-standard language, so that they can design more appropriate learning strategies to improve students' communication skills in various contexts. Teachers can utilize the results of this study to provide appropriate guidance regarding when and how to use formal and informal language in different situations.

3 Institutions

As a result of this research, institutions can design training programs for teachers that are more targeted to the effectiveness of teaching the use of standard and nonstandard language. Which is useful to help maximize teacher performance.

4 Researchers

This study is useful for future researchers as a reference in studying students' ability to use standardized and non-standardized language, especially in a pesantren environment, as well as a basis for developing teaching strategies or similar research in various educational contexts.

1.6 Definition of Terms

To clarify the topic discussed, the following is the definition of terms used in this research:

1.6.1 Standard Language

Standard language is a language that conforms to grammatical rules that have been agreed upon by authorized institutions and used in formal situations such as education and administration. In English language learning, standard language is known as “Standard English,” which is used in official and academic communication. The understanding and use of standardized language is essential in educational contexts and formal communication. Standard language helps ensure clarity, consistency, and uniformity in the delivery of information, which is indispensable in academic, administrative, and official communication environments. By using standardized language, communication becomes more structured and professional, avoiding misunderstandings that can occur in formal interactions (Widiyanto, 2017).

1.6.2 Nonstandard Language

Nonstandard languages are languages used in informal situations, are more flexible, and are influenced by social, cultural, and geographic factors. This language is used in daily conversation or non-formal communication (Devianty, 2021). Although not bound by standard rules, non-standard language has a very important role in everyday life. The use of this language shows familiarity and closeness in social interactions, and reflects cultural diversity and local identity.

Nonstandard language allows individuals to communicate in a more relaxed and expressive way, while still being effective in more casual situations.

1.6.3 Formal Communication

Formal communication uses standardized language and occurs in official or structured contexts, such as in meetings or academic writing (Crystal & Quirk, (2021). The use of standardized language in formal communication is necessary to ensure that the message conveyed can be received clearly and professionally. In academic or organizational contexts, formal language shows respect for existing norms and helps build credibility and trust in communication. By using standardized language, messages can be conveyed more systematically and avoid ambiguity.

1.6.4 Informal Communication

Informal communication involves the use of nonstandard language in casual conversation, often using slang or other expressive forms (Sulaiman, 2013). Informal communication allows individuals to speak more freely and expressively. The use of nonstandard language in this context creates a more intimate atmosphere and allows for closer social relationships between individuals. Although informal language may reduce formality, it is still effective in building strong personal connections, as it better reflects the social and cultural realities of the group in question.