

Multilinguals in ISlamic Boarding House

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Multilingualism and Its Impact of Islamic Boarding House Students in an Organized Multilingual Community

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Abstrak

Penelitian ini berasal dari masalah multibahasa dimana informan adalah multibahasa, kesenjangan yang ditemukan dalam penelitian sebelumnya adalah tempat dan efek dari multibahasa. Para informan dikumpulkan dalam satu lingkungan yang diorganisasikan dengan aturan dan batasan, informan tidak boleh berbicara bahasa lain kecuali bahasa yang diperintah untuk digunakan di area tertentu, juga, informan awalnya berasal dari berbagai tempat dan ras yang berarti juga bahasa yang berbeda, kebiasaan, dan budaya. Penelitian ini terbagi menjadi tiga, multi bahasa sebagai titik inti, preferensi bahasa sebagai titik menengah dan efek dari multi bahasa sebagai titik lanjut. Poin lanjutan menjelaskan identitas pribadi informan dan nilai budaya yang dijelaskan dengan memadai tentang efek multibahasa. Penelitian ini menggunakan metode deskriptif kualitatif, wawancara, dan observasi untuk memperoleh data. Data tersebut berupa file rekaman dari 3 informan. Hasil penelitian juga dibagi menjadi 3 bagian. Pertama, informan adalah pembelajar bahasa yang terbukti sebagai multibahasa. Kedua, konteks formal dan informal ditentukan oleh aturan asrama dan pilihan bahasa informan seperti berbicara kepada guru menggunakan konteks formal dan berbicara di kamar tidur menggunakan konteks informal. Ketiga, identitas dan budaya dari bahasa terbaru informan memengaruhi identitas dan budaya asli. Informan belajar bahasa Inggris, identitas dan budaya modernisme memengaruhi identitas dan budaya asli mereka, (mis.) Seorang informan lebih suka orang Singapura daripada orang Jawa.

Kata kunci: Pondok Pesantren, multibahasa, identitas, budaya, bahasa, satu lingkungan, aturan, kebiasaan.

Abstract

This study was derived from multilingual issue where the informants were multilinguals. The gaps found in the previous study were the place and effects of multilingualism. The informants were gathered in one environment that organized with rules and limitations, the informants were not allowed to speak other languages except the language that ruled to use in certain areas, also, the informants originally came from various places and races which mean also different language, habit, and culture. This study was divided become threefold, multilingualism as a core point, language preference as an intermediate point and the effects of multilingualism as an advanced point. The advanced point involved informant's personal identity and cultural value which adequately explained the multilingualism effect. This study used descriptive qualitative method, interview, and observation to gain the data. The data were in the form of a recording file from 3 informants. The results of the study were also splitted into 3 parts. First, the informants were language learners whose were proven as multilinguals. Second, formal and informal context were determined by boarding house rule and informant's language choice such as speaking to teacher uses formal context and speaking in bedroom uses informal context. Third, the identity and culture from informant's latest language affected the original identity and culture. In this case, Informants learnt English, the identity and culture of modernism influenced their original identity and culture, (e.g.) an informant preferred to be Singaporean rather than Javanese.

Keywords : Islamic boarding house, multilingualism, identity, culture, language, one environment, rule, habit.

INTRODUCTION

Regions, where people use multiple languages, were known since the early age of mankind on earth. Recently, there are such phenomena close to multilingualism that make it become unique. Unlike numerous occasions, some problems that is related to multilingualism currently categorized as one of distinctive linguistic features which is also being a crucial condition in language acquisition and defining individual identity. Multilingualism has been interesting researchers, especially sociolinguistic studies and few learners such multilingualism Aronin & Hufeisen (2009).

The common focus in research is the 'unique' of individual or community that use number of languages. Defining the definition of multilingualism can be seen from two various reasons: one comes from a complex situation which regard to the use of various languages, purposes, background knowledge and ideologies. Another, most of psycholinguistics researchers define multilingualism as the use of three languages or more which can be problematic, in terms of complexity that determine by language proficiency, functional capability and identity. Complexity is characteristic of natural multilingual informants (multilinguals) languages that infer context in linguistic and cultural value. Multilinguals may use number of languages on account of many different social, cultural and economic reasons. They may live in a multilingual community, or overlapping bilingual communities, or be in contact with several monolingual communities. Their proficiency in each of their languages is likely to differ and may fluctuate by the time (Aronin & Hufeisen, 2009). Multilinguals language may have different roles, functions and purposes, they may use codemix, codeswitch or make new utterance which understand by certain multilinguals who have specific background knowledge. They are still described as multilingual whether they know three, five or seven languages.

Multilinguals have "the ability to use three or more languages, either separately or in various degrees of code-mixing. Different languages are used for different purposes, competence in each varying according to such factors as register, occupation, and education" Hulstijn (2015). Multilinguals may not have equal proficiency in or control over all the languages they know. Recent emerging research states that defining 'multilingual' in general or any context leads to misperception and problematic. Multilinguals are described as the ability to use three or more languages to some extent, whether these are in the same or different domains. But, the 'languages' stated in general contains contrivertional matters

such as 'how may languages be counted?' or 'what factors influence to make people can be categorized as multilinguals?'. In fact, counting language is highly problematic, whether it comes from measurement difficulties or criteria needed to be a parameter. Degree of proficiency means an individual should be able to speak or use each of their languages in order to be considered as multilingual. As how it is to be measured. Recently, the speaker is required to be proficient in a language in order to count it as one of the counted languages has been diminished. The contradiction of degree of proficiency is being debated, some experts conclude a melting point where the speaker of one language can produce complete, meaningful utterances in the other language, counted as a language. Besides, a recent study showed that some other structures are involved in changing and maintaining and executing language choices. Language control and language choice have been closely studied, typically using cued picture-naming tasks Serreli (2018). In such tasks, a cue is indicating the language to be used for naming is presented before.

Identity is one of the simplest and most used word in daily life. Identity is everything that related and pointed to a significant subject or object. Every characteristic, pattern, origin, composition, shape ethnicity, nationalism or race that may symbolize to a person or thing Day (2002). Identity also intended for any remarkable thing or person. Identity can be interpreted in certain meanings with peculiar conditions and context. One of the example is ethnicity, thought of the sense of group identity deriving from real in common bonds such as language, race and religion. Among studies on language and culture such sociolinguistics, linguistic and cultural studies and cultural linguistics deal with society and culture that describes the correspondence of language and culture in certain interactions Baydak, Scharioth, & Il'yashenko (2015). Cultural linguistics is one of the branch of conceptual linguistic and culture which indicates the relation between linguistics and cultural studies. It is studying many cultural features in society, captured and attached to language. In this case the linguistic concept aims to the outline result, focuses primarily on human beings in their culture and language. Shortly, sociolinguistic refers to social interaction, linguistic and cultural study deals with the concept of linguistic and those are associated as cultural-linguistic. Cultural linguistics gives a brief analysis of the meaning, method and process of interaction of language and culture Baydak et al., (2015). The aim of cultural-linguistic is the existence of a culture of various ethnic groups in language and culture reflection, the relation and interaction in order to filter the meaning and interpretation. In

recent decades, language and culture studies have been popular, some complex problems that require these binaries (language and culture) to solve the problem or phenomenon. The common definition⁶ of 'concept' in modern linguistics according to many sciences: philosophy, logic, semiotics, psychology and linguistics are different. Some studies interpret the meaning and association of 'concept', others are trying to replace the term by such terms as "word", "notion", "sense", "meaning", etc Baydak et al., (2015).

The concepts of human-nature relations are largely different across people living in technology-oriented urban cultures, where humans are seen as a unique existence independent of the living environment and those living in rural areas, where humans are¹⁴ seen as a part of the ecological system in nature Imai, Kanero, & Masuda (2016). However, the special relationship between culture and language has not yet been addressed. Human-nature, either the one who lives in technology-oriented or rural areas, different cultures and language has important binaries called cultural values. Each binaries represent individual identity that can be developed, declined and evaporated. The position of each individual development especially culture, in society is unique and different. In other words, how they behave, perceive and interpret their and other's behavior, how they address social issues and take positions in society²⁰ cultural and language. In present day, the link between language, culture and identity is under research. The phenomenon of multilingualism and culture cannot be separated by any boundaries, because language is a communication instrument and culture is a social instrument, both cannot be separated from human's life. In order to define cultural value, some binaries and links are attached in a certain level of dimension. Social interaction, judgment, explanation, identity, habit or any factor that may imply the boundaries between multilingualism and cultural value Singh (2015). Culture values determine personal identity, such as belonging and origin, in this case, identity can be picked as a critical boundary between cultural value and multilingualism.

This study talked about language transformation of Islamic boarding house students in an organized multilingual community with some research questions: (1) What are informants' languages during their interaction in Islamic boarding house (2) How do the informants choose a language in certain contexts in Islamic boarding house. (3) How do the informants represent their identity and cultural value in Islamic boarding

house. Those research questions related to the issues in multilingualism, identity, language choice and cultural value, the way students managed their language in order to speak with some people in various areas called as language choice that had several factors.

METHOD

Descriptive qualitative method was applied for this study because it covered the result properly in the form of details text. A qualitative approach was the type of research that requires individual interviews, focus groups, observation, and a review of existing documents as data sources containing rich information. The goal was to recognize from the participants' perspective. This study was considered as a case study regarding the focus of the study depends on several subjects. The analysis related to the success in criticizing the concept of multilingualism in this phenomenon, identifying the language choice and figuring how it could reveal the identity and cultural value. The descriptive qualitative method applied and gave such advantages for this study to be fully explored and observed.

Subject and Setting

Informants of the study are some Islamic boarding house students from female students from one of a boarding house in Jombang. Those informants chosen according to their proficiency in explaining and elaborating their opinions. They are teenagers to adults, those aged between 13 – 18 years old. They are members of ILP (Integrated Language Program) that design by the Islamic boarding house. The informants would be 3 students of 90 total students. They lived in a particular room and they are duties to use certain languages in certain places such as English in the bedroom, Arabic outside room and a proper Bahasa Indonesia to Islamic boarding house managements. This program lasted for up to 6 months. This study was conducted in certain areas in Islamic boarding house, because of some regulations by the management. The data of this study embodied any spoken data from informants that might answer the question in order to complete this study. The source of the data is conversations with informants, it will be recorded and analyzed carefully.

This study used interview and observation as data collection technique, because the data was collected from the utterance of informant's conversation, each informant was asked about their personal opinion and compared by discourse analysis in the conversation. Also, observation was a conditional technique which mean it was used to analyze people and areas around the informants,

due to answer the research questions respectively, the various requirements of research question made a different type of data collection technique. Based on the aspects which are offered, it could help to figure out the appropriate data for every research question in this study.

Data reduction referred to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcripts Hubberman (1994). Data condensation was applied to reduce the data. Only the sentence which fulfills the aspect for answering every research question would be applied.

RESULT

In order to find the reason for language choice used in certain contexts and its impact on informant's identity and cultural value. First, there would be a verification that informants are multilinguals. Second, this study explained the correlation between the data and aspect/theory used, the explanation would be categorized by each aspect such as multilingualism, language choice, personal identity, and cultural value. Third, there would be an outline in each aspect that leads to conclusion and drawing verification. At first, this study divided to become 3 layers, basic concept, guide concept, and advanced concept. First, the factual condition that multilingualism was verified in a Islamic boarding house as a basic concept. Second, language choice and context played the role of the bridge of the study that relate basic and advanced concept to make them relatable and suitable to discover the findings of the study. Third, in order to solve the gap of this study, personal identity and cultural value issues are used to make an advancement of this study and support the findings. These 3 layers would be elaborated.

1) Informants are Multilinguals during the Multilingual Program

According to multilingualism theory, the ability to use three or more languages, either separately or in various degrees of code-mixing and different languages were used for different purposes, competence in each varying according to such factors as register, occupation, and education can be called as multilinguals Hulstijn (2015). There are 3 informants, all of them are multilinguals based on the theory above. Informants are proficient in English and Arabic during their Islamic boarding house program, as how it stated that the 'languages' stated in general contains conventional matters such 'how many languages be counted?' or 'what factors influence to make people could be categorized as multilinguals?'. In fact, counting language was highly problematic,

whether it came from measurement difficulties or criteria needed to be a parameter. Well, stating that informants are proficient is enough to prove they are multilinguals.

According to the interview, the informants learnt 3 languages but the first informant was used to speak English around the family circle, the informant's family probably expected her to be English native or at least proficient in English. "ana yulimtu, laa tadzhab ila madrasah" one of recorded conversation from third informant, it means "I was unwell, I do not go to school". The part of conversation indicated that the informant was able to speak Arabic, it was happened in boarding house when informant speak to teacher. At some points, this proven how observation checklist was verified, in observation checklist, informants speak Arabic in formal context in boarding house. "mohon maaf karena saya tidak bisa datang tepat waktu" first informant said in administration room. First informant was asking for apologize to boarding house staff, in this part, informant speak to elder people using Bahasa Indonesia in order to make both speaker understood. Informants proven speak Bahasa Indonesia. Another example, "I don't do the assignment because it was too late" the third informant speak to teacher in the school using English, according to the observation checklist formal context used in school and English was a duty.

2) Language Context and Preference during the Multilingual Program

During the research, a little observation conducted to investigate whether informants use different contexts (formal and informal). Informant's language preference needed to be investigated more whether it was caused consciously or not. According to the data formal context mostly used English, some reasons are favorites, hobbies, rules and trends as how it was relevant to Serreli theory that speakers identified with linguistic practices and performances were being discussed in more or less intentional identity and culture, through their linguistic behavior and their environments. This identity and culture referred to the next result in linguistic behavior referred to the language that informant mostly used and how the environment support or dismiss the development of their language. Based on the conversation transcript above, the first informant choose English because her interest in it, else, the family supported her to upgrade her English into the next level such as how her parents asked to buy some stuffs herself, this means the environment support to have linguistic behavior. The second informant had almost the same situation with the first informant, their preference for English mainly supported by family and environment surroundings. The analysis above

was based on the common factors which only noted from the interview section, in order to gain more specific data that need to answer research question one, *the context*. The observation result is attached below.

Context (Formal)			
Informant/ Place	School	Bedroom	Boarding house
First informant	English	English	Bahasa Indonesia
Second informant	English	English	Bahasa Indonesia
Third informant	English	Arabic	Bahasa Indonesia

Context (Informal)			
Informant/ Place	School	Bedroom	Boarding house
First informant	English	Javanese	Bahasa Indonesia
Second informant	Bahasa Indonesia	Javanese	Bahasa Indonesia
Third informant	Arabic	Javanese	Bahasa Indonesia

a) Language in formal context

According to Widdowson (2008) the extension of language choice which is relatable to context is a matter to identify the reason behind the usage of certain language, in a formal or informal context. To apply this theory and prove that formal context was represented, the table 'formal context' will be explained more at this point. Deriving from the table, first, formal context mostly use English, there were two reasons, (1) school has a rule that except English, another language is forbidden, (2) in a bedroom, informants use language that they familiar the most, in interview sections informants mostly know English longer than Arabic. Second, using Bahasa Indonesia around the Islamic boarding house is also the rule from the program, considering that some other teachers do not have basic proficiency in English and the communication needs to be continued.

b) Language in informal context

According to Widdowson (2008) the extension of language choice which is relatable to context is a matter to identify the reason behind the usage of certain language, in a formal or informal context. To apply this theory and prove that formal context was represented, the table 'informal context' would be explained more at this point. Deriving from the table, first, informal context

mostly used Bahasa Indonesia, as how it was explained in 'Language in formal context' that Bahasa Indonesia was one of a melting point in this multilingualism environment, retrieving that Bahasa Indonesia is the national language and the first language at once which are Indonesian have the most. Second, Javanese or other local language used in a personal area when informants communicate with their friends, this built a special mark that people who speak the same local language would be identified as local people. At last, the third informant used Arabic because of the identity issue, the informant believed that using Arabic would be considered as a good Muslim.

3) Personal Identity and Cultural Value during the Multilingual Program

Before research question three answered, the main theory divided twofold. (1) Language and personal identity, (2) language and cultural value. First, according to The Handbook of Language and Identity Day (2002), the description of identity is everything that related and pointed to a significant subject or object, every characteristic, pattern, origin, composition, shape ethnicity, nationalism or race that may symbolize to a person or thing. There are 3 informants, they gave various answers during the interview sections. The informants were asked their opinions about their nationalism, hometown and the comparison between past and now. Second, based on Singh (2015) social interaction, judgment, explanation, identity, habit or any factor that may imply the boundaries between multilingualism and cultural value. The informants were asked various questions starting from their hometown's culture, mindsets of culture, personal opinion of hometown culture and current culture that most of the informants choose.

First informant

[First informant – 15 years old]	
Interviewee	So your native language is Javanese? What do you think about yourself, I mean like, maybe you like Arabic and you think that their civilization is better or else, after learning these languages in the program? It is like, your preference is changing or your feeling of being Javanese still dominant?
Informant	Seringnya, I use Javanese. I feel like being English people like in Singapore is better, I don't know if its because I went there or something else but I feel like its something close to modern world and modern world brings us like easy way to do many things. Dibanding budaya lokal, it is

	complicated because I have to do so many things as women.
Interviewee	what complicated things becoming a woman? do you remember when exactly you think about culture and what you want to be?
Informant	you know like, I have to have skill in cooking, to take care my husband haha after I learn many things about English here

The first informant's native language is Javanese. It means, including English, Arabic and Bahasa Indonesia, she had 4 languages. Firstly, the first informant thought that being Singaporean was interesting and better, it meant her identity was represented in two sides, Javanese and Singaporean. According to the opinion, when something dealt with a modern mindset, it seem easier and more efficient as how globalization and technology help human life in their daily. In line with Edwards (1994) sense of group identity deriving from real in common bonds such as language, race and religion. In the first informant's case, language and race are two binaries that followed the Edwards theory, two bonds of binaries refer to one sense of group identity. Those binaries are English as language and Singaporean as race. Race is one of identity determiner Edwards (1994) that explained the reflection of Edward theory and this study was clearly described in the language that the first informant chooses and the race. Race is a smaller society, its convergence named nation as it is stated by Ushioda (2009) nationalism thought as an extension of ethnicity in that it adds to the belief in shared characteristics a desire in a particular business, such as politic, economy, and culture. Singaporeans that categorized as a nation and the feel of a nation is nationalism. Those explanations between race and nationalism respectively have the same point that referred to identity determiner.

Secondly, First informant assumed that the comparison between modern and traditional, Singaporean and Javanese are two *vice versa*. Perceiving those binaries from cultural study's point of view is considerable. First informant said that Singaporean which was related to modern world is better than Javanese with its tradition. This concept modern and rural built by environmental perspective, people in rural thought that being modern carry better efficiency and people in modern think that rural was unique and classic. Both concept have their own binaries in comparison, the first informant unconsciously hit by this concept, after considering that the setting of this study placed in Jombang. The statement 'Javanese seems complicated' point out the concept of cultural understanding in sociolinguistics. The

minor preference of first informant caused by various issues, starting from unIntroduced culture, mindset until habitual preference in the family. It was proven from the interview that her parents support her to speak English, it was matched to the sociolinguistics theory by White (2006) one of the most impacting issues of a person's identity comes from people surround (family environment).

Second informant

[Second informant – 14 years old]	
Interviewee	Are you following local culture around your city? You know, its like Ponorogo with Reog. Is there any difference in terms of opinion before you are going here, like past and now?
Informant	Im not really understand about the culture in my city, but, I think everyone knows Ondel Ondel and Kalender Jowo. I was thinking that its little old, like you know, kuno. When I am starting to study here, I learn many culture especially culture in English country and modern. I prefer to choose them if I can, they are more simple, not like Kalender Jowo and we have to do so many things.

Second informant's native language was Bahasa Indonesia, it stated in the interview included English and Arabic, second informant had 3 languages on learning progress by now. Firstly, based on the conversation transcript above, the comparison of being modern refers to something simple. This means indirectly, second informant considered English is better (simpler) than local identity. Second informant said 'English country and modern', this words perceived English is barely close to modern world, technology and developed country. The context 'nationalism' admitted by second informant generalizing that English is owned by English country and supported some details such as the comparison of the simplicity concept between English and local identity. After considering Day (2002) theory, every characteristic, pattern, origin, composition, shape ethnicity, nationalism or race might symbolize a person or thing, the correlation between second informant transcript and the theory were revealed by some points such characteristic and nationalism. Both points were supporting true identity through deep analysis from the conversation transcript above. Characteristic, people in early age (as well as second informant) had a simple thought during decision taking, that concept came from Elaine Day book entitled Identity of Young Learner, the characteristic that

emphasized in the conversation transcript 'they are more simple, not like Kalender Jowo and we have to do so many things.' seems quite understood that showed up a simple characteristic of a young learner. Those explanations could not reach out to the result of how the identity represented, but, referred to nationalism point which definitely true that second informant preferred to live in English countries highlight a brief result that being English is better than Javanese.

Secondly, each informant had a different point of view in explaining the concept of their culture. Second informant knew better the distinctive approaches between these to the concept of culture (English and Javanese). It was proven by stating Ondel Ondel and Kalender Jowo, both cultural value are exclusive, that means the value of local culture was highly represented in second informant's argument. Cultural linguistics dealt with society and culture that described the correspondence of language and culture in certain interactions Baydak, Scharioth, & Il'yashenko (2015) extracting Badyak's theory and the data from second informant, the interaction as well as stating cultural value. Second informant's knowledge about the local culture surround was perfectly detail, it was not only description but the development of how Ondel Ondel become mystical to physical (entertainment) and how the belief of Kalender Jowo slightly diminished but, in contrary, second informant statement about her English culture preference because of it's technology and simplicity brings unlimited perception of the result of this study. At last, those facts emphasized that second informant has a local culture but it was invaded by modern culture that disposed during multilingualism program in Islamic boarding house.

Third informant

[Third informant – 17 years old]	
Interviewee	how do you know and how do you explain the effect you talked before?
Informant	I think that the language we learn give some effects, it can be indirect or not. Its like attack our ideas about maybe budaya or kebiasaan. I learned English and I started to have an idea like 'why not I speak English everyday especially to my friends. English is fun and like cool' people think that a person who can speak English is clever. For me, it gives impact to my thoughts. I am starting to think that prom night is interesting.

Third informant's native language was pure Javanese, including English, Bahasa Indonesia, Arabic and Germany, third informant had 5 languages. Firstly, some concepts and ideas were shared before the conversation conduct to the informant, this was happened because the third informant knew many things about the study conducted already, some information about cultural studies were shared to make a brief explanation and help the informant during the conversation. According to the conversation above third informant assumed that language use in certain environments surrounding unconsciously affected the identity and cultural value of people. This presumption is in line with Singh (2015) theory, in order to define cultural value, some binaries and links were attached in a certain level of dimension, social interaction, judgment, explanation, identity, habit or any factor that implied the boundaries between multilingualism and cultural value. Third informant said 'we eat together, we sleep together, we go to school together, it was difficult to avoid another mindset like habit or thought by our friends', without giving a related example of the theory, it was clearly described how Singh theory applied in the environment. The sentences 'why not I speak English everyday especially to my friends. English is fun and like cool' and 'people think that a person who can speak English is clever' perceived that English identity is becoming a trend by now, the reason behind third informant's identity preference also proven by the statement about English language as an identity trend.

Secondly, the sentence 'I am starting to think that prom night is interesting' violated the concept of Javanese culture which was close to politeness. Cultural linguistics gave a brief analysis of the meaning, method and process of interaction of language and culture Baydak et al., (2015) which confessed the analysis of third informant interaction lead to misplaced between Javanese and English culture. The informant who guided by pure Javanese culture in Jogja since early age was displaced by English culture during the progress of English language acquisition. The guidelines of politeness continuously changed during the language acquisition progress to be freer and idealist, persued to be more western. This phenomenon was caused by various things, yet, the highest possibility was caused by the trends and globalization as well as first and second informant assumed.

DISCUSSION

1) Language Learners are Multilinguals

The first finding of this study was the most basic concept of recent debates in multilingualism study. The fact of how language could be counted and how people can be labeled as multilinguals were two abstract concepts of questions. This study

validated that there is no exact measurement of people's language proficiency, either learner, teacher and even master are respectively called multilinguals. Every language that learned is counted as language. The informants in this study were not proficient enough in English language stated, but, the informants were able to use three or more languages, either separately or in various degrees of code-mixing and different languages were used for different purposes, competence in each varying according to such factors as register, occupation, and education could be called as multilinguals that suitable to Hulstijn (2015). Without considering the parameter, measurement and criteria to be labeled as multilinguals, because it was terribly problematic if the case was needed to use those facts to give an exact evidence in form of number. There is no exact calculation of these debates surrounding language proficiency and multilingualism out there, there is no theory found to support that calculation.

2) The Context is Determined by Boarding House Rule and Informant's Language Choice

Firstly, it has been analyzed above that language used in certain contexts depends on the rule that upheld by Islamic boarding house. Speaking to teachers or seniors in school should use English, but in the dorm was optional, Bahasa Indonesia used when the interlocutors are outside the program. Secondly, formal and informal context was determined by the language that familiar the most to informants, as well as the result of each informant in a personal area when informants communicated with their friends, this built a special mark that people who speak the same local language would be identified as local people. This was happened not only for local language, but also the others. It built a special connection, probably like inference. These findings are not completely correct, remembering this is study case and every possibility from small binary probably change the findings.

3) New Culture and Identity Invade the Original One as the Effect of Multilingualism

Based on the elaboration in above, identity and culture were actually two continuous bonds that have a strong connection each other. The dismissal of cultural value affected informant's personal identity. Second informant was one of the example, the dismissal of Ondel Ondel and Kalender Jowo as a culture binary affected the personal identity represented. Second informant preferred to follow a modern culture that relates to English/Western civilization. The characteristic that Elaine Day stated in her theory compromise with culture and identity. Else, third informant thought that using Arabic (more) would represent

her identity as a good moslem, it was proven that some languages bought a direct/indirect effect on personal identity. Assembling the result of 3 informants clarified some aspects that influence multilinguals (the informants) such as nationalism/races, mindsets and environments. The threefold of these impact suite Baydak and Day theory, firstly, the result gained from first informant indicate that race was one of identifiers that can be used to analyze people's identity or where they belong. First informant had Javanese as her first language but the displaced position between local language and English prove the perception of identity invasion. Secondly, both first and second informants were using the concept of binary opposition between traditional and modern culture. The language used was local language, the theory of local language emphasized rural feelings and English as modern and trendy language has been generated and attached into the informant's personal identity. This pleading showed that this invasion comes from culture, then it was derived into personal identity changing. Thirdly, cultural linguistics gave a brief analysis of the meaning, method and process of interaction of language and culture Baydak et al., (2015) this theory embodied almost all the whole things of multilingualism, cultural value and personal identity issues. The theory covered the whole assumption of all informants, the interactions (preferences, learning progress, habits) that considered as the process of interaction of language and culture.

CONCLUSION

Firstly, a basic principle of Hulstijn theory is applied and well-proven in Islamic boarding house era, each person who study/learn/use more than 2 languages are multilinguals, in fact, the organized multilingual community supported the existence of multilingualism in Islamic boarding house. This study derived from multilingualism issue into identity and cultural debates, the bridge between these two sides was language choice and context. Secondly, according to the data from interviews and observations, informants mostly choose English as their favorite language and some of them use English more than the others. This concept supported by the informant's habit and knowledge in Islamic boarding house. This preference depended on twofold factors, context (formal and informal) and personal choice. Thirdly, English preference lead to identity and cultural value invasion that affect informant's confession about their identity and culture. English which is very relatable to easy way and modern world is more liked than the original identity and culture.

SUGGESTION

Related to the conclusion stated above, it could be expected for the next researchers which include the same topic about multilingualism and its impact in organized multilingual community to be much better in doing the research especially for the perspective point. Using multilingualism theory as basic and identifying the preference using language choice and context would make this easier to understand and look for further findings in study case. At last, the previous research conducted by A. Suresh entitled *Multilingual Communication and Language Acquisition: New Research Directions* and Valentina Serrelli entitled *Identity work through language choice in the Siwa Oasis: The exploitation and iconization of Siwi* would be able to help to conduct a research with similar topic. Hopefully, this study could give contributions in readers understanding about multilingualism and its impact in organized multilingual community.

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