

Teacher's Perspective Towards Plurilingualism and Its Influence on English Academic Achievement and Language Learning Styles

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Abstract

Plurilingualism gives confidence that a person can have the competence of more than one language to switch between several languages depending on the situation for ease of communication. The study of plurilingualism is closely related to English which is the second language in Indonesia. This of course is also related to learning English. So, because of that, this study aims to know the teacher's perspective on Plurilingualism and its effects on the achievement of academic English and the style learn children's language good from aspect quantitative or qualitative. With methodology used is through method mixture or what is called with mix methods with taking sample study student fifth and sixth-grade school Ibtidaiyah Elementary and Madrasah ages 10 to 12 years. With data collection techniques through questionnaires and interviews. Based on the results of research and calculations that earned level significance (1-tailed) $0.095 > 0.05$, that could conclude that teacher's perspective on plurilingualism has a connection and influence on the achievement of children's academic and language learning style, especially in English learning at school. So, by giving attention to the results of this study, teachers should believe that each child has the competence of more than one language to switch between several languages. That way it will be able to affect children's English learning outcomes to be more optimal.

Keywords

teacher's perspective;
plurilingualism; achievement
academic; language style



I. Introduction

Man as a social creature must master the language for continuity in his life. Because language is one means very important communication for man for could communicate and interact with man other. Because anyway man no could fulfill the need and keep it in his life with other people (Khaulani et al., 2020). Besides Language as a tool for communication, language is a tool for stating thoughts and feeling to others, so language stimulation to the child must develop optimally (Hurlock, 1980). Language works as a tool for communication and interaction. Learning here constitutes the core of the whole educational process, with the teacher as the holder's main role. The teacher is professionals that require skill special. Therefore, becoming a professional teacher requires a special condition that includes the ability to communicate well in class (Afif, 2019).

Language is used as a means of communication and interaction between humans (Nikolaeva & Synekop, 2020) beings along running time knowledge and technology keep going develop until the moment this, so man must have ability good language so that you can convey as well as give information between the fellow man with a good. In the era of

globalization in the world of education, which is increasingly growing, a lot of things to do for do update could increase quality as well as quantity in the world of Education (Phantharakphong, 2012) so that various breakthroughs new in draft learn on the curriculum learning and fulfillment of suggestions and the educational infrastructure alone.

Dedicated volume contributor also shows the means of facing neoliberal discourse in education language. Role 'global' and dominant language like English in life social and political crisis. Language is one of the most important things in the life of every human being. Each of them is of course inseparable from language, the first time a child gets a language that is heard directly from the father or mother when the child is born into this world. Then as time goes by and as the child grows, they will acquire a language other than the language taught by the mother and father, either in the form of a second, third, foreign language or so on which is called language acquisition where it depends on the social environment and cognitive level possessed by these children through the learning process in their environment. (Purba, N. et al. (2020)). In doing it, they attempted to respond to the fact that plurilingualism promoted in destination policy, language permanent given values different symbols and repertoire linguistics specific developed through education school often rated more from source power from track migration (Hélot & Young, 2005), they question their 'moral self' as professional, because they buy together critical, however through profession they by implicit in tune with, principles certain from neoliberalism (West, 2019).

This volume shows how researchers and collaborators they work for build 'moral', or what they consider fair by social and appropriate contextual approach education language. Approach sort could help practitioners create pockets of resistance and communities that can lead to social activism. However, there is the temptation to give in to the sense of futility when facing strong hegemony (Erling & Moore, 2021).

Competence language needs form different learning from learning While this used. Due to the environment and aspects, the culture around student could be utilized for Becomes context formation draft with destination learn so that language learning can be dominating and not only dominate aspects culture that can make it capable behave with good (Mahriyuni, 2020). In the world of education no accessible communication between teachers and students. With draft learn on the curriculum, learning naturally is not free of the language used daily through the culture's language. That thing conducted habituation in daily at school with draft study plurilingualism.

It seems Indonesian people have no foreign again with draft learn plurilingualism. Indonesia has many ethnicity and language. Learning from the culture could also apply when Indonesians learn a foreign language or English. Plurilingualism is one's language experience in a certain context, especially in learning (Smith, 2015). The study could be defined as a process in which an organization changed its behavior due to experience. That thing shows that study needs time (Wu et al., 2020). Ability someone to absorb and understand a learning process already specific different in his skill. Difference methods work the tend to aesthetic and intellectual matters, respectively.

Plurilingualism appears from the European council with stage studies about development general for learning language and evaluation in purposeful teaching (Erling & Moore, 2021) for adjusting some category that describes man in communicate through language as well attitude and skills in usage communicate (Coste et al., 1997). Using language as a medium of communication in interacting intercultural could assume that students could use or switch from Indonesian to English. That thing affects achievement, academics, self alone, and social environment (Monteiro et al., 2020).

Draft pluralism is a learned language from the culture (Mahriyuni, 2020). Because when a student already gets used to learning the appropriate language with culture and beliefs that are so tall for being plurilingual then will more easy strengthen language learning, apart from that supportability brain students (Jeoffrion et al., 2014). Besides, that can also go through teacher guidance to encourage and deepen English learning. In influence behavior or results in a study in English state, there are three categories: student to belief student to plurilingualism: belief about case, belief about self, and belief about context social (Beswick, 2006).

Academic achievement is gaining knowledge and developing skills at school in eye usual lessons has given a grade in showing ability children's language knowledge. Besides that, style study is a reference for an individual to get knowledge and skills (Pearson, 2013). Learning style is very involving strategy and habits learning, although also influenced by the character of students who are introverted, extroverted, or ambiverted (Revola et al., 2018). Learning style with achievement academic each other sustainable because style study refers to the information obtained. With that, the style study gets information obtained and understands lessons learned at school. For example, schema theory that according to students' perceptions is effective for use in language learning (Nurandini et al., 2017).

From various types of style study, the researcher analyzes that style study student moment this more suitable with do habituation with multiply vocabulary. Student Language Style in the survey through habituation is very pragmatic look for practical implications from any ideas or theory new before evaluating students. Based on the phenomenon in the field action student moment in the classroom and achievements obtained, researchers find that style study them. So, the researcher concludes with the title teacher's perspective on Plurilingualism, and its effects on the achievement of academic English and the style learn English.

II. Research Method

2.1 Population and sample

Study this use design study with method quantitative and qualitative or called explanatorily mixed (Senjaya, 2018). Semi-structured interviews were also conducted through qualitative data (Miles & Huberman, 1994). The population in the study is students 10 to 12 years old from fifth and sixth grade. They are taking a sample study using cluster random sampling (Dornyei, 2007). Size minimum sample that can be accepted for studies correlation is not enough 30. A sample more significant than 30 may be far better forgive meaningful results. Thereby, the researcher took 60 students from four classes by asking students to fill in a questionnaire study through google form about confidence and style learn the language. Then researcher interviews five students from every class.

2.2 Instruments

Election students the meant to represent scores low, medium, and high in belief student, then from that researcher used stratified random sampling. The first data to be used is a questionnaire. Two questionnaires are the first against pluralism and style study students in the study. Each item is composed of 15 question items.

2.3 Data analysis procedures

Analyzing the data used three data presentation processes: data reduction, data presentation, and withdrawal conclusion. Besides that, the study uses triangulation of data and supporting theory. Later findings conclusion from the survey this using qualitative data.

III. Result and Discussion

Based on the results study for a test, the validity of the data carried out in the study through calculating statistics from *one to Kolmogorov - Smirnov test* through *SPSS 23* on the table under this generated normal parameters data on performance English academic as well as a belief to plurilingualism obtained standard deviation 2.102 and 2.443 with Mark cheerful on performance 0.101 academic and confidence to plurilingualism of 0.112 and negative values -0.132 and -0.086 with level significance (2-tailed) on achievement educational $0.011 < 0.05$ while the belief to plurilingualism $0.057 > 0.05$ p could be seen in the table under this.

Table 1. One-Sample Kolmogorov-Smirnov Test

		English Academic Achievements	Belief Towards Plurilingualism
N		60	60
Normal Parameters ^{a,b}	mean	41.92	39.38
	Std. Deviation	2.102	2.443
Most Extreme Differences	Absolute	.132	.112
	Positive	.101	.112
	negative	-.132	-.086
Test Statistics		.132	.112
asympt. Sig. (2-tailed)		.011 ^c	.057 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Meanwhile, from the teacher's perspective on Plurilingualism and its effects on achievement in academic English and style of study language in the study, this was found a correlation with the use of analysis *person product moment* for find the possibilities Among variable with seeing influence that occurs. Based on the results study obtained table correlation as follows.

Table 2. Correlations

		English Academic Achievements	Belief Towards Plurilingualism
English Academic Achievements	Pearson Correlation	1	-.172
	Sig. (1-tailed)		.095
	N	60	60
Belief Towards Plurilingualism	Pearson Correlation	-.172	1
	Sig. (1-tailed)	.095	
	N	60	60

Based on the results study, product-moment analysis obtained a *person correlation* data of -0.172 with a level significance of 0.095. In interpreting connection from the coefficient correlation, a high coefficient (positive) means a strong relationship Between

two variables, while a coefficient (negative) shows that no there is a relationship. Based on the table indicating that belief student has a positive relationship with achievement English academic students, which is the level the resulting significance more of 0.05, i.e., the student has a trust to plurilingualism that tends to reach achievement learn higher. Because of that alternative from the hypothesis that states that there is a significant relationship Among belief student with pluralism and achievement academic in English they accepted with good.

Table 3. ANOVA Table

			Sum of Squares	df	Mean Square	F	Sign.
Belief Towards Plurilingualism * English Academic Achievement	Between Groups	(Combined)	33,505	9	3,723	.584	.804
	Within Groups		318,679	50	6.374		
	Total		352,183	59			

Based on the data in the table above, N = 60 with a minimum value of 34 and a value of the maximum of 47 with an average in English academic achievement of 41.92 and a belief towards plurilingualism of 39.38 with a level significance of 0.804. Statistically level trust student to plurilingualism could predict that English student achievement academic.

Differences in score levels in students' English academic achievement maybe because they believe in multilingual people and believe in themselves. Meanwhile, in the belief about themselves, students with high scores tend to have high confidence about their ability to master English compared to medium and low scores. Students in achievement academic English. Then as an answer to the first research question, "How is the correlation between students' belief in plurilingualism and their English?" academic achievement?," the researcher used linear regression to test the correlation between students' belief in pluralism and their English academic achievement

Correlation Among belief student to pluralism and language English they Achievement academic reflected in view about the person in control many Thing languages (including language English), and opinions about self they alone. Students who trust plurilingualism see people who can master many languages as special people who can get honor from their abilities.

However, researchers also found that students with a level of trust currently to pluralism see language English no many is used, so that ability in language English is not too used in Indonesia. Whereas for view students about themselves alone to trust themselves in dominant language English, researcher finds there is a slight difference Among students who have level belief high, medium, and low to pluralism.

The student with high trust in pluralism tends to have high trust self and likes the challenge. They want to use and communicate with English everywhere, for everyone, and every moment. They like to look for a chance to use the language of England. Students currently tend not to believe enough self as it feels several students have trust decent self, however, still, some are lacking accept self if speak with friends outside use language England. Then they are afraid to make an error and always feel that they do not have enough can of English. For student level, low is not far different from student medium. However, they tend to feel not enough to believe in themselves, even more down from the student medium. In many aspects, they have disadvantages, such as in talk (often feel

anxious), grammar (less control), etc. That thing is caused because environment and habits are made daily in the or outside home.

Next, based on the interview, the researcher finds a reflection correlation Between belief students in pluralism and learning their language style in activities at school. Students with confidence in pluralism tend to speak or talk directly mixed in Indonesian, but who they will use and communicate with that language depends on who they say or chat. Because not all children or students at the school can or used to talk about language English daily. That thing is also not done only at school but outside their school to do the same thing in communicating with language England.

Whereas for level belief moderate to pluralism, students tend to ' give up ' if the researcher speaks about using language England outside class as well as in class, they still want to use language English. Still, they tend to use Indonesian because they feel uncomfortable with the state. Whereas for level students, her trust low to pluralism, rare very uses language English, even inside the class. The frequency of use language English they are significantly less. Compared to the student medium, they are more passive. They already see the condition around those who use English in the environment could say it is still minimal or still a little getting used to it.

Besides that from results interview on qualitative data linkages in teacher perspective to student reflected in view they about students who are fluent in languages including English have level trust high self to pluralism, see students who master language could be said as special because have more abilities his age because considered cool, amazed his age already can and understand foreign languages, especially English.

But on the other hand, students who have the ability currently even low in English level trust make they more choose speak Indonesia only, so ability speak English seldom use.

According to the teacher's perspective, children 10 to 12 years old do not yet tend to speak English in their daily life. Although many accustomed children speak a foreign every day, the environment at school more often uses Indonesian. However, plurilingualism has a connection and influence on children 's language.

Usage and English habits at school are not yet fully implemented by the teacher will, but slowly the teacher starts getting used to the language used at school so that children used to say and speak English smoothly. So that future all children will be used to talking in English. That thing expected is not only conducted at school or in class, but kids get used to it use that language outside the school environment ok environment House nor environment play it.

3.1 Discussion

After getting analysis from quantitative data obtained results correlation show that teacher's perspective on Plurilingualism and its effects on achievement academic English and style learn the language in children ages 10 to 12 in fifth grade, and grade six as many as 60 students school bases have significant influence and have correlation on each dependent variable and independent variable.

These research results align with a previous study showing that the connection Between belief students to plurilingualism is significant (Cassidy & Eachus, 2000). As for analysis, others say that variables have a positive relationship. In other words, students with high English have quality more value tall than students with low trust in plurilingualism, especially in academic achievement (Tanaka, 2003).

Academic achievement is an intellectual achievement from good performance in curricular and non-curricular students, which shows students' learning results (Ganai &

Mir, 2013). So other researchers describe that successful student achievement academic is the student with a percentage Mark superior or tall in the exam, while the low student or fail in the exam as achievement students academic not successful. It could be concluded that achievement in study language English is the results study students taken from teacher making test and show ability knowledge language English and skills from students and here declared as an achievement.

Plurilingual Education is not just considered a method new for language teaching. Conceptualization in language teaching on the eyes lesson this view language as an essential thing in life every day. Values, Language, Educational, and developmental benefits contribute to opportunities and means of expressing personal and emotions in all dimensions. This Form of Education follows a global education project that should be implemented in different shapes.

Plurilingual education tends to characterize the Conception of this Education as has been determined by values like ever proposed. This thing aims for development competence plurilingual for expanding language and at the same time preparing for study students. In relationship destination whole from promoting pluralism and language diversity of each language taken by separated must be replaced with the role of language in general language education which ability transverse students (Smith, 2015).

For reflection on connection Among belief students to pluralism and achievement in academic language English, researchers find that results in line with someone who stated level belief to plurilingualism (Jeoffrion et al., 2014) have an advantage, that is, make study other languages easy. They will use the language English everywhere, for everyone, and every moment no cares what. Students who believe in pluralism tend to be afraid to make errors and always feel no dominant language in England. Thereby they like to 'play safe' in learning English. They more choose for no use language English than make error moment talk (Kushner, 2003). Whereas with student-level low in belief to pluralism, they realize that they have lack of ability language England. They are more afraid than students moderate in making an error. Trust yourself, and they are deficient. So that inactive, they tend to follow friends who don't speak the language of England.

It can also be causing education more languages satisfying in Thing functional, for example in connection with individuals and activities professional in the future. This, however, benefits secondary even if they are direct and more seen for general opinion and media than the development of the personal individual. From the corner look methodology teaching, plurilingual and intercultural education must be considered methodology new for teaching language. Change in perspective, characterized by facts that Thing that not only involve language foreign but also adjacent language, language repertoire participant educates, language school and all eye lesson, is an integral part of it (Choubane, 2020).

IV. Conclusion

Based on the results research above could be concluded that a teacher's perspective on pluralism has a connection, as well as a significant influence on achievement in academic English and style, learning the language with getting a level 1-tailed significance of $0.095 > 0.05$ as well with results interview showing that ability somebody in speak, as well as trust self-student to plurilingualism, hold the perfect role for achievement academic as well as influence on style study child ages 10 to 12 years. That thing impacts students with more confidence tall to pluralism tend to have more tall achievement academic language England. Another determining factor achievement of academic language English students is the points they view about other people or people who have the ability in any

language. The student with an elevated level of trust in plurilingualism tends to praise. The following study could give more resources and insights in as well as more widely in various corner view done so that expected could beneficial for researcher next in researching study about plurilingualism.

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