CHAPTER I
INTRODUCTION

A. Research Background

Law of Republic of Indonesia Number 18 of 2019 Article 3 states that the purpose of holding Islamic boarding schools is very complex. Religious goals and national goals are the two main things that form the basis for the main purpose of establishing Islamic boarding schools. The goal of religion is to create understanding in the practice of Islamic religious values, besides that, it also aims to form individuals who are experts in religion and faith, have noble character, independent, pious, and knowledgeable. Meanwhile, the goal in nationalism is to create an understanding of moderate, diversity, harmonious living in religious communities, love Indonesian homeland, and form an intelligent, progressive, and dignified nation's civilization.[1]

Data obtained by the Ministry of Religion of the Republic of Indonesia in 2021 stated that there were 31.385 Islamic Boarding Schools in Indonesia.[2] Islamic boarding schools continue to increase in number from the previous data. It shows that Islamic boarding schools exist in society. Islamic boarding schools are the best places to study books of Islamic studies and science, so that Islamic boarding schools are important educational institutions and become educational milestones for the welfare of nation and state. There are several lessons taught in Islamic boarding schools in various regions in Indonesia and even in the world, such as learning about Islamic laws, *Al-Qur'an*, *Al-Hadist*, *Tauhid*, *Kutubut Turats*, and many more. But what will happen if there are English learning program in Islamic boarding schools which are known as places for learning religious knowledge and this Islamic boarding school just inaugurated by the minister of religion?

Kutubut Turats are classic books those are usually taught to students in Islamic boarding schools, but In order to enrich the knowledge of learning in the world, several Islamic boarding schools in Indonesia make English learning become mandatory program in

---

[1] Law of Republic of Indonesia Number 18 of 2019 about Islamic Boarding School, accesed on November 4, 2022.

[2] Vicki Hanim Roiva, "Islamic boarding school merchandise web page business model based on santri empowerment *" Santripride Indonesia"* (Doctoral dissertation, Gadjah Mada University), (2022), accessed on November 5, 2022.

their curriculum.[3] In industry 4.0 the world of education is one component that is affected by the development of technology and information. English has an impact on every individual around the world. English is a language that is growing rapidly, starting from a small number of countries that have made English their national language and now an international language that is widely studied by people in the world.[4] Globalization that makes people around the world depended on English, while globalization is a phenomenon that can no longer be avoided in this era.[5] Various countries in the world make English a language that must be learned and practiced in every of life because it aims to keep up with developments and avoid being left behind due to unstoppable world competition. Even employment will prioritize individuals who have the ability to speak English and influential role in speaking English because they can communicate fluently and extraordinary. Therefore, the urgency in implementing English language learning is very important and needs to be considered by various educational institutions.[6]

There are several Islamic boarding schools that apply English language learning which are contained in the following scientific journals; *Journal of English Language and Literature* "English Learning Difficulties Faced by Santri in Islamic Boarding School" which focus on describe the implementation of English learning.[7] *Journal of Education, Teaching and Learning* be entitled "English Learning in Islamic Boarding School *Al-Junaidiyah* Biru Bone". Which focus on English learning component to improve students English skill.[8] *JUDIKA (Jurnal Pendidikan Unsika)* be entitled

---

[3] Syaiful Mujab, and Yuyun Yulia. "An Evaluation of English Program at Pesantren Ali Maksum." *Journal of English Language and Pedagogy 1*, Issue 1 (2018): 1, accessed on July 19, 2023. https://doi.org/10.36597/jelp.v1i1.2798.

[4] Nicola Gallowa. "Heath Rose, Incorporating Global Englishes into the ELT classroom" *ELT Journal* 72, Issue 1 (2018): 4, accessed on November 5, 2022. https://doi.org/10.1093/elt/ccx010.

[5] Ahmad Tauchid, Mursid Saleh., Rudi Hartono, Januarius Mujiyanto. *English as an international language (EIL) views in Indonesia and Japan*: A survey research *8,* Issue 10 (2022), accessed on November 7, 2022. https://doi.org/10.1016/j.heliyon.2022.e10785.

[6] Satya Sri Durga. "The need of English language skills for employment opportunities" *Journal for research scholars and professionals of English Language Teaching 2,* Issue 7 (2018): 5, accessed on november 8, 2022.

[7] Umar. "English Learning Difficulties Faced By Santri In Islamic Boarding School: An Analysis." *JELL (Journal of English Language and Literature) STIBA-IEC Jakarta 6.* Issue 2 (2021). accessed on July 19, 2023. https://doi.org/10.37110/jell.v6i2.124

[8] Suardi, Emzir, and Zainal Rafli. "English learning in Islamic boarding school Al-Junaidiyah Biru Bone (ethnographic studies)." *Journal of Education, Teaching and*

"Investigation of English learning model at traditional Islamic boarding school Darul Ulum Al-Barokah Karawang." which focus on learning model that are applied to create effective learning with learning that have been planned by the teacher.[9] The subject of coaching English as a second or overseas language has grew to be an increasing number of critical at schools and universities, because some modern Islamic boarding schools have implemented this policy for the betterment of the institutions and individuals in it as well. Why English learning is taught to students in Islamic boarding school ?. The implementation of foreign languages in the Islamic boarding schools environment is something that is already familiar in today's era, but how successful is it if the implementation of English language learning in one of the newly built Islamic boarding school ?.

The Islamic Boarding School in this study is an Islamic boarding school that adheres to the *Al-Qur'an* and *Hadist*. This Islamic boarding school is managed by Mr. MD and Mrs. MF which is located in Kudus.Learning curriculum contained in this Islamic Boarding School are *Al-Qur'an*, *Kutubut Turats*, scientific research, entrepreneurial learning, and bilingual system (Arabic and English).[10] Interesting English learning program was implemented in this Islamic boarding school, although interesting there are also some obstacles that arise because the target object is not only from the English department on campus but students from other majors. Therefore research related to English learning program in newly built Islamic Boarding School is needed.

B. Research Focus and Scope

The researcher will examine about the English learning program in an Indonesian Islamic boarding school according the 4 main skills in English, they are listening, speaking, reading and writing. There are 13 participants in the interview conducted by the researcher. There are 10 students which are 2 males and 8 females, their aged between 18-23 years old, the number of female students was higher than the male students so that most of the interview data

---

Learning 2 Issue 2 (2017). accessed on July 19, 2023. https://www.learntechlib.org/p/209090/.

[9] Al-Baekani, Abdul Kodir, and Muhammad Reza Pahlevi. "Investigation of English learning model at traditional Islamic boarding school Darul Ulum Al-Barokah Karawang." *JUDIKA (Jurnal Pendidikan Unsika) 6.* Issue 2 (2018), accessed on July 19, 2023. https://doi.org/10.35706/judika.v6i2.1788

[10] Observation data was obtained on February 15, 2023.

were female students. The other participants were 2 principals of the Islamic Boarding school and 1 teacher, the English teacher is a graduate of English education and has more than 14 years of teaching experience, now the English teacher is a lecturer at one of the campuses in Kudus. This research also examines several factors that support, some of the obstacles that face during English learning program and solutions to overcome those obstacles for achieving optimal English learning program.

C. Research Question

From the explanation that has been described in the background, there are several problems that will be investigated in this research:

1. What are English learning programs implemented in one bilingual Islamic boarding school in Kudus?
2. What are the supporting factors and obstacles faced by students related to English learning programs in one Islamic boarding school in Kudus?
3. What are the solutions to overcome these obstacles based on English learning programs implemented in one Islamic boarding school in Kudus?

D. Research Objectives

From the questions that have been described in the research questions, the objectives of this research are:

1. To explain English learning programs implemented in one bilingual Islamic boarding school in Kudus.
2. To explain the supporting factors and obstacles faced by students related to English learning programs in one Islamic boarding school in Kudus.
3. To find out the solutions to overcome these obstacles based on English learning programs in one Islamic boarding school in Kudus.

E. Research Significances

There two things that this research is expected to be useful for, namely both theoretically and practically.

1. Theoretical Benefit

   Theoretically, it is hoped that this research can broaden the reader's horizons and add scientific references, and for the next research can make this research one of the bases and materials in

English learning programs implemented in an Islamic boarding school with a bilingual system.

2. Practical Benefit
    a. For Islamic Boarding School, this research is expected to be an evaluation material and improve the quality of English learning programs especially Islamic boarding school in ths research. So that the existence of the use of English and the implementation of English learning programs in Islamic boarding schools becomes better in community and in demand by students.
    b. For teachers, this research can become a references both strategy and method that used by the teacher in implement English learning program especially Islamic boarding schools that implement bilingual system, so that new ideas are found and better ideas can be provided through this research.
    c. For students, this research is expected to be a motivation for students in learning English. Feeling with high enthusiasm that students have can create an exciting learning atmosphere, student's English skill increase, and the problems experienced by students can be minimized.

F. Definition of Key Terms

To avoid misunderstandings the meaning of some terms in this thesis, it is necessary to discuss the meaning of important terms.

1. English Learning

    English learning is about learning that aims to develop students' abilities in using English. Students learn English skill such as listening, speaking, reading, and writing with effective English learning methods to achieve learning goals.

2. Islamic Boarding School

    Islamic boarding school is a place to gather and study Islam. Islamic boarding school can also be called traditional Islamic education and all students live together and study under the guidance of a *kyai* (adviser in Islamic boarding school), but now there are several Islamic boarding schools that have modern system.

3. Bilingual System

    The bilingual system is a system that is usually applied in the world of education by using two different languages in learning. It aims to achieve mastery of the language in order to reach

international knowledge. Islamic boarding school in this study implemented English and Arabic in learning.

G. Organization of Thesis

Organization of this thesis aims to make it easier to understand contents of the research discussed.

Chapter I   **Introduction**

This chapter describes the background of this research, the focus of this research, the formulation of the problems, the research objectives, and the significance of this research.

Chapter II   **Review of Related Literature**

This chapter reviews the theoretical descriptions in the research, the theoretical framework, reviews of previous studies that can be explored and developed in this research.

Chapter III   **Research Methodology**

This chapter describes the research method, the research setting which include the place and time the research was conducted, participants involved, instrument and data collection, data validity, data analysis, and research ethical consideration.

Chapter IV   **Research Findings and Discussion**

This chapter presents the results of research and discussion that have been carried out, describes new discoveries in the fields and answers from list of questions in the problems formulation.

Chapter V   **Conclussions and Recomendation**

This research presents summaries of the research that has been carried out and recomendations aimed at current problems and for further research.