CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Descriptions
1. English Learning
a. The Definition of English Learning

Learning is an activity or process that learn something.[1] So English learning is activities or process that learn about English. English is a language that is widely studied in the world. English in Indonesia is studied at all levels, from kindegarten to college students, everyone learn it. Due to the development of the times, development of information and communication technology that cannot be avoided, it requires individuals to be able to master English as a pervision to improve self-quality and improve otheraspects.[2] In the world of programmer and scientific research the use of English is no longer a stranger[3] therefore English is one of the language used as a teaching tool for subject.[4]

English learning is very important to be addressed to early ages. English is the main subject taught in schools and has been determined by the government. When compared to other language learning, such as Chinese, French, Arabic, and other languages taught in schools, English language learning is prioritized. Parents of students believe that English learning is very valuable for the years to come. Even though English is not their native language, global challenges that can't be avoid are one of the reasons parents introduce English to their children. Not only in school but also in courses that provide English learning.[5]

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[1] Learning. 2022. At Online KBBI, accessed on November 30, 2022 from kbbi.kemendikbud.go.id/entri/bilingual.

[2] Supiah. "The Attitude of Non- English Major Student in Learning English" *Tarbawy: Jurnal Pendidikan Islam 5*, no. 1 (2018): 41, accessed on November 18, 2022. https://doi.org/10.32923/tarbawy.v5i1.830.

[3] Parupalli Srinivas Rao. "The importance of speaking skills in English classrooms." *Alford Council of International English & Literature Journal (ACIELJ) 2*, Issue 2 (2019): 6, accessed on November 18, 2022.

[4] Lin Gu. "Language Ability of Young English Language Learners: Definition, Configuration, and Implications *Language Testing" 32*, Issue 1 (2015): 21, accessed on November 18, 2022. https://doi.org/10.1177/0265532214542670.

[5] Nida Husna, et al. "The Urgency of English Teaching in Private Primary School: Stakeholders' Perceptions" *Jurnal Basicedu 6,* Issue 4 (2022): accessed on December 20, 2022. https://doi.org/10.31004/basicedu.v6i4.3094.

In English learning at every level of education needs to be improved, both from the most basic level to higher level of education. English language learning is currently in the spotlight because it is in demand by everyone, both for their own educational purposes, work purposes, comunication purposes, research purposes and so on. So many courses focused on English learning are found which are not new anymore. In English learning of course the role of the teacher is very dominating because the motivation given to students will be a separate motivation in english language learning. In addition to providing motivation, teachers need to understand in considering the material that must be delivered, taking care with the differences in the characteristics of students, delivery of material that is easy for learners to understand, careful lesson planning, professionalism, media and tools that are in accordance with students' interests and can influence students with positive things in English language learning. An educator must also be able to make open English language learning adapted to the language that is easier for students to understand and support the learning process in improve the ability of English learning by students.[6]

In addition to the teacher's role in English learning activities. Lerning approaches, methods and techniques also influence whether or not students fully accept each material taught. English learning topics also need to be introduced and explained to students. In English learning there are four main skills that are applied in each lesson, among the four skills are listening, speaking, reading and writing. These four main skills are usually used as the focus of learning applied in English learning. When learning about English skills, of course there are many difficulties that foreign language learners find, this happens because a foreign language is a second language after their mother tongue.[7] In English

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[6] Del Siegle, Lisa Davia Rubenstein, Melissa S. Mitchell. "Honors Students' Perceptions of Their High School Experiences : The Influence of Teachers on Student Motivation" *Gifted Child Quarterly 58,* Issue 1 (2014): accessed on December 20, 2022. https://doi.org/10.1177/0016986213513496.
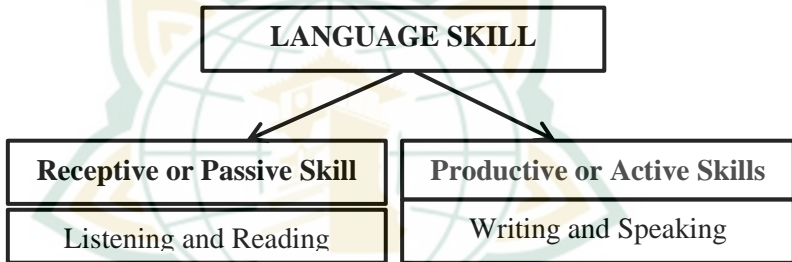
[7] Ismail Cakir and Birtan Baytar. "Foreign language learners' views on the importance of learning the target language pronunciation." *Journal of Language and Linguistic Studies 10*, Issue 1 (2014): 99, accessed on December 21, 2022.

language teaching, practice is important that must be applied rather than just theoretical explanations.[8]

b. Basic English Skill In English Learning.

As the language of international communication, English is a language that is learned by many students from various countries around the world. Based on research conducted by Parupali Sarvinas Rao[9] in the learning process there are 4 basic skills that must be learned they are listening, speaking, reading and writing. Listening and reading are receptive or passive skills, while writing and speaking are productive or active skills.

Chart 2.1
Basic skills in English Learning

LANGUAGE SKILL

Receptive or Passive Skill	Productive or Active Skills
Listening and Reading	Writing and Speaking

1) Speaking

Speaking is an activity that cannot be avoided in everyday life wherever and whenever it is. Speaking is an important thing in interacting with each other as social beings in conveying messages or ideas orally. The application of the use of English for real speaking and communication is a habituation process for mastering English speaking skills. With speaking activities, the skills possessed by students such as grammar and vocabulary will increase and develop, so that other skills will also be easy to improve. Individuals who have more ability to speak English will be prioritized and have greater opportunities in organizations. particular occupation, education or community.

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[8] Solak, Ekrem, and Adem Bayar. "Current challenges in English language learning in Turkish EFL context."*Participatory Educational Research 2,* Issue 1 (2015): accessed on December 21, 2022. https://doi.org/10.17275/per.15.09.2.1.

[9] Parupali Sarvinas Rao. "The Importnce of Speaking Skills In English Classroom".*Alford Council of International English & Literature Journal 2,* Issue 1 (2019): 7, accessed on December 21, 2022.

When students analyze English learning, speaking can help their capacity to use the language. Speaking has been very crucial to the achievement of human beings. The importance of speaking is found withinside the every day sports of individuals. Speaking is an interactive pastime and it takes place beneathneath the actual time constraints. Speaking allows people to provide sentences for the actual communication, in different phrases they truely want to speak in language to get precise objectives.[10]

2) Listening

Listening is one part of the four main English skills. Listening is one of the receptive skills in learning English like reading too. This listening skill is the first skill that develops in humans, so that tones, rhythms, intonations and sounds can only be adapted by listening as the first sense to receive. Listening has an important role in learning and contributes to developing language proficiency. From the various speech styles and accents owned by speakers from different countries, it takes an understanding of nuances in certain languages that must be owned by listeners. So listeners will know the beauty of a language.[11]

Listening skills are also very necessary in certain methods of learning English. Listening skills will make learning English more perfect. Human verbal exchange is a complicated process.[12] Speaker is not only tasked with speaking but also being a listener for effective communication.[13] In the world of communication, listening is the most important part because it requires responses and understanding that are not found in other

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[10] Leong Lai Mei & Ahmadi Seyedeh Masoumeh. "An Analysis of Factors Influencing Learners' English Speaking Skill". *International Journal of english Research* (2017): 34-35, accessed on December 23, 2022.

[11] Renukadevi. "The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening". *International Journal of Education and Information Studies 4*, Issue 1 (2014): 59, accessed on December 23, 2022.

[12] Arefah Nasiei and Abbas Pourhosein Gilakjani. "A Review of EFL Learners' Speaking Skoll and The Strategies for Improvement." *Modern Journal of Language Teaching Methods* 6, Issue 9 (2016): 53, accessed on December 21, 2022.

[13] Leong Lai Mei and Ahmadi Seyedeh Masoumeh, "An Analysis of Factors Influencing Learners' English Speaking Skill", 36

skills. Listening skills have an important role in learning English because students can find new knowledge in learning English, such as new vocabulary, word stress, how to pronounce words correctly, and differences in accents applied by speakers. Thus communication will not be achieved without listening skills.[14]

3) Reading

One of the skills that is very important and most needed in educational institutions and in life in general is reading. Critical reading skills and analytical reading skills are skills that students must learn at school. Reading is a skill that is usually tested in any task at school. It's no wonder that reading is also considered a challenging skill. When reading something usually contains two things that must be understood, namely the explicit meaning and the implied meaning in the reading, that's why the teacher also has an important role for the maximum mastery of reading skills.[15]

The ability to predict, the ability to connect word for word, the ability to conclude, the ability to summarize are the abilities contained in reading skills. With this ability shows a good understanding. Reading is a basic skill that is commonly used in academic institutions such as schools and courses. So the researchers argued that reading is a skill that must be taught to students because it is one of the keys to increasing understanding.[16]

4) Writing

Writing is one of the English language skills which includes three main skills at once, namely reading, listening and speaking. Writing requires skills that are also considered to be more careful. This is due to the ability to write, students are required to be able to plan properly and conceptually, pay attention to the parts that are in accordance with applicable and established rules, think about sentence structures based on the reader's

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[14] Renukadevi, "The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening", 60

[15] Hulya Kucukoglu. "Improving reading skills through effective reading strategies". *Procedia-Social and Behavioral Sciences* 70 (2013): 709, accessed on December 25, 2022. https://doi.org/10.1016/j.sbspro.2013.01.113.

[16] Hulya Kucukoglu, "Improving reading skills through effective reading strategies", 712

understanding, which is clear and logical. That way if students can master writing skills it is judged that they can master a foreign language.

Writing is something that is considered very important. because this skill is used in a wide range, both in higher education and in the world of work which dominates. Writing is a skill that is considered to be able to express the author's self, this means that the writer cannot communicate well. In professional communication, one form of skill commonly encountered is Proposal memos, reports, e-mail, and certain tests.[17]

c. Theory of English Language Learning

Research conducted by Lokita Purnamika Utami in Language, Arts and Teaching Journal,[18] there are two popular theories in English language learning, the theory from Jean Piaget and the theory from Vyogotsky about the cognitive or intellectual development of foreign language students. Jean Piaget believes that learning is a self-discovery process by observing and interacting with the environment and constructing his own knowledge. So there are several stages as follows: (1) Sensorimotor Stage experienced by infants aged 0-2 years old who learn the world with their senses. (2) Pre-Operational Stage experienced by children aged 2-7 years old who already have motor skills. Learning process is carried out by the teacher saying words in English and then being followed by students repeatedly, so understanding of grammar has not been intoduced. (3) The concrete operational stage experienced by children aged 7-11 years who are already able to think logically. English learning is taught by the teacher showing objects or media that are concrete or real. Such as mention of colors on some item. (4) The formal operational stage experienced by children age over 11 years old At this stage, children have reached their intellectual maturity, therefore learning the structure of a new language is introduced.

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[17] Klimova, Blanka Frydrychova. "Approaches to the teaching of writing skills." *Procedia-Social and Behavioral Sciences 112* (2014): 147, accessed on December 25, 2022.

[18] Lokita Purnamika Utami. "Constructivism Theory and Sociocultural Theory: Applications in Teaching English*". Journal of Language, Art, and Teaching 11*, Issue 1 (2016): 6, accessed on December 25, 2022. https://doi.org/10.23887/prasi.v11i01.10964.

Meanwhile, Vyogotsky believed that students' knowledge and cognitive development were the result of interaction with their environment. Social and cultural aspects are influential. Therefore English teachers need to pay attention to the following things: 1) Teachers need to pay attention to students who do not master the lesson, so they need the teacher's help to solve problems. 2) To increase learning productivity and completion of difficult English material, students are grouped with other students who are more competent. 3) The teacher gives English questions according to the abilities of the students. 4) There is interaction and involvement of other students in understanding an English material.

2. Islamic Boarding School

a. The Definition of Islamic Boarding School

Islamic boarding schools are educational institutions that teach various religious knowledge. Islamic boarding schools are educational institution that have their own characteristics and different from other educational institutions. So that in Indonesian history, Islamic boarding schools are the oldest Islamic educational institution that play a role in the process of national education sustainability. Various histories of the Indonesian nation have been documented by historically of Islamic boarding school, both economic history, socio-cultural history of Muslims and the politics of the Indonesian nation. The perspective of the Indonesian people has changed regarding the meaning of education and religion are two important things, so that the people of the archipelago believe that Islamic boarding schools are the right place for deepening and thorough study of religious knowledge. Educating the nation's life, creating intelligent generations and knowledgeable generations is the main function of pesantren in its growth.[19]

Three categories of Islamic boarding schools which from their development still exist until now:[20]

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[19] Muhammad Iddris Usman. "Pesantren as Islamic Educational Institution." *Jurnal Al Hikmah 14*. Issue 1 (2013): 101, accessed on December 26, 2022.

[20] Imam Syafe'i. Islamic Boarding School: Character Building Educational Institution. Al-Tadzkiyyah: *Islamic Education Journal 8*, Issue 1 (2017): accessed on December 28, 2022. https://doi.org/10.24042/atjpi.v8i1.2097.

1) Traditional Islamic boarding schools

Islamic boarding schools that still apply old traditions in their daily lives, the learning of the books is still original in yellow, the teaching of the Islamic books being taught are Islamic books written by fifteenth century scholars using Arabic language. There is no new learning in the form of other skills for their students. Knowledge is fully provided by kyai (an advisor in Islamic boarding schools) in their learning and the curriculum is determined by the advisor.

2) Semi-modern Islamic boarding schools

Islamic boarding schools that combine the traditional Islamic boarding school system with modern Islamic boarding schools, the curriculum that is applied is also a combination of the original curriculum from Islamic boarding schools and also the curriculum decided by the government.

3) Modern Islamic boarding schools

Islamic boarding schools whose management of Islamic education is modern and not bound by traditions such as traditional Islamic boarding schools, the orientation of learning in modern Islamic boarding schools are to leave the traditional system. The curriculum is the nation curriculum. Modern Islamic boarding schools are also equipped with new skills needed by students in today's era, such as learning foreign languages, art, entrepreneurship and so on.

The types of Islamic boarding school that have been mentioned can give illustrates that the demand of the times and era have also influenced the course and development of Islamic boarding schools. In addition to the religious sciences, modern Islamic boardinng schools also teach general knowledge such as organization, entrepreneurship learning, arts learning, scientific research, and so on. Islamic boading schools must have a curiculum that is used as a guide in carrying out learning and teaching. The curriculum applied can be from the curriculum made by the Islamic boarding

itself, it can also be from the government curriculum which is modified by religious subject matter.[21]

    b. Islamic Boarding School Function

        Based on the Law of the Republic of Indonesia Number 18 of 2019 Chapter 2 article 4 the scope of Islamic boarding schools functions[22]

    1) Education

    2) Proselytizing

    3) Community Empowerment

        Islamic boarding schools are one of the institutions that are familiar to the community, because one of the oldest Islamic educational institutions in Indonesia is Islamic boarding schools. It is hoped that students who study at Islamic boarding schools will become cadres of scholars who have Islamic knowledge and become examples in their environment after completing the learning process at Islamic boarding school.[23] Islamic boarding schools are also educational institutions that aim to produce future generations of the nation who have good character, behave politely, build self-reliance, train the mentality of students, and make generations of people who are moral in accordance with Pancasila and the nation's character.[24] Therefore the Islamic boarding school system where the students live together in a building will make it easier to build character for students.[25]

    c. Law of the Republic of Indonesia Number 18 of 2019

        According to Law the Republik of Indonesia Number 18 of 2019 Chapter 1 article 1 : "Islamic boarding schools are

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[21] Ismail Baharuddin. "Growth and Development of Islamic Boarding Schools In Indonesia." *Pedagogic Forum.* (2014). accessed on December 25, 2022. https://doi.org/10.24952/paedagogik.v0i0.465.

[22] Law of the Republic of Indonesia Number 18 of 2019 about Islamic Boarding School.

[23] Ahmad Malik, et al. "The Function of Character Education to Overcome Juvenile Delinquency in the Correctional Institution for Class II B Children in Sungai Raya District". *Equatorial Journal of Education and Learning 2*, Issue 12 (2013) accessed on January 2, 2023. http://dx.doi.org/10.26418/jppk.v2i12.4124.

[24] Yusuf Agung Subekti. "Character Education in Children's Islamic Boarding School". *TaLimuna:Islamic Education Journal 4,* Issue 1 (2018): 55, accessed on January 2, 2023. http://dx.doi.org/10.32478/ta.v4i1.114.

[25] Ahmad Rodli Makmun. "Character Formation Based on Islamic Boarding School Education: Studies in Traditional and Modern Islamic Boarding Schools in Ponorogo Regency" *Cendekia : Journal of Education and Society 12,* Issue 2 (2016): 211, accessed on January 2, 2023.

community-based institutions founded by individuals, foundations, Islamic community organizations and communities that instill faith and piety in Allah SWT. Creat humble, tolerant, balanced, moderate environment, and other noble values of the Indonesian nation through education, Islamic preaching, exemplary, and community empowerment within the framework of the unitary state of the republic of Indonesia. Islamic boarding schools are educational institutions that apply classic book (*kutubut turats*) as a characteristic of Islamic boarding school".

Law the Republik of Indonesia Number 18 of 2019 Chapter 2 article 3 Islamic boarding schools are organized with the aims of as follows :

1) Forming superior individuals in various fields who understand and practice the values of their religious teachings and become experts in religious knowledge who are faithful, pious, have noble character, are knowledgeable, independent, help each other, balanced and moderate.

2) Forming a moderate understanding of religion and diversity and love for the motherland as well as forming behavior that encourages the creation of religious harmony.

3) Improve the quality of life of people who are empowered to meet the educational needs of citizens and social welfare of the community.

Law the Republik of Indonesia Number 18 of 2019 Chapter 3 article 43: "Islamic boarding schools carry out community empowerment functions that are oriented towards improving the welfare of Islamic boarding schools and the community".

In the law stipulated by the government the implementation of Islamic boarding schools in the Islamic boarding school law aims to:

1) Form individuals who understand and practice the values of their religious teachings, and become good religious experts, pious, high faith, pious, noble, knowledgeable, and independent spirit.

2) Encourage the formation of moderate religious understanding, love for the motherland, harmony among religious communities, and form the character of a nation's civilization that is intellectual, dignified, progressive.

As a form of government support for Islamic boarding schools is the issuance of law number 18 of 2019 concerning Islamic

boarding schools. With this law, Islamic boarding schools will be maximized.

3. English Language Learning in Islamic Boarding School

Actively or passively the universal language needs to be learned. English learning is not only directed at general educational institutions. In order to realize the progress of institutions and students, learning English is no stranger to being taught in Islamic educational institutions such as Islamic boarding schools.[26] It is because Islamic boarding schools are Islamic educational institutions that are part of national education from various points of view, so that education in Islamic boarding schools not only provides religious education but also carries out national education.

The success of applied learning is certainly motivated by the learning model and the role of the teacher in each of its stages. Like research conducted by Muhammad Dadan sudawan in LOGIKA Journal related to the direct learning model is through the following stages: 1) The planning stage which includes teaching objectives, selection of material to be given, conducting task analysis, and planning implementation time. 2) The assessment stage which includes all teaching assignments, giving appropriate exam questions and utilizing test results to improve the learning process.[27] In this research there is also an explanation regarding the phases and the role of the teacher in the direct learning model. 1) Conveying goals and preparing students which includes selecting material and giving motivation to students. 2) Demonstrating knowledge and skills which include delivering the material step by step. 3) Guiding training. 4) Checking understanding and providing feedback. 5) Provide training and application of the concept. Meanwhile research conducted by Lokita Purnamika Utami in Language, Arts and Teaching Journal.[28] "Academics people believe that there are no suitable methods and strategies for all students", but this problem can be overcome by implementing strategies that are useful with

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[26] *Dariyanto. et al. "*Analysis of the English learning procss in Islamic elementary boarding schools." *Jurnal Basicedu 6,* Issue 1 (2022): 926, accessed on January 4, 2023. https://doi.org/10.31004/basicedu.v6i1.2053.

[27] Muhammad Dadan Sundawan. " The difference between the constructivism learning model and the direct learning model." *LOGIKA Jurnal Ilmiah Lemlit Unswagati Cirebon* 16, Issue 1 (2016): 6-7, accessed on January 5, 2023.

[28] Lokita Purnamika Utami. "Constructivism Theory and Sociocultural Theory: Applications in Teaching English", 4

the following criteria: 1) Assignments given directly. 2) There is a suitability of the sense that students have with their way of learning. 3) There is a combination relationship of one strategy with other relevant strategies". With these strategies, it is hoped that they will become one of the supporting factors for the success of learning English. However the application of foreign languages is not only limited to attending scheduled classes, it is not always about grammar formulas that must be mastered, but the real implementation is by direct practice every day by living in Islamic boarding school.[29]

There are many of English language learning programs implemented in Islamic boarding schools. Therefore there are some studies that discuss it like research conducted by Ilham Nurjaman in UIN Sunan Gunung Djati Islamic Education Journal.[30] SMP Plus Al-Aqsa Islamic Boarding School is one of the Islamic boarding schools in West Java that implements English learning. This institution has a public educational institution (junior high school) and Islamic boarding schools which are one foundation. The curriculum implemented at the SMP Plus Al-Aqsa boarding school is KMMI (*Kulliyat al-Muslimin wa al-Muslimat al-Islamiyat*), this institution have effective and quality institutional management. The following are some of the programs implemented: 1) Daily Vocabulary is carried out for 15 minutes every morning, students are required to memorize the vocabulary that has been given at least 15 to be deposited. After the deposit is made, it is continued with the addition of five new vocabularies. 2) Weekly Conversation is held every Wednesday in the morning, students stand and face each other with their partner in front of the dormitory in an elongated position. The conversation starts after the theme is determined by the central language improvement (CLI). 3) Speech Practice is carried out every Saturday night which is attended by all students. The seating system is based on each class. However, previously students were asked to make speech texts in 3 languages (Indonesian, English and Arabic) to be displayed according to their turn.

Another programs of English language learning in Islamic boarding school is research conducted by Sri Kamaliasari and

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[29] Ilham Nurjaman. "English Learning System In Pesantren" *Islamic Education Journal UIN Sunan Gunung Djati 28*, Issue 3 (2013) : 500, accessed on January 6, 2023.

[30] Ilham Nurjaman. "English Learning System In Pesantren", 507-509.

Amrizal in Akademia journal.[31] Nurul Hidayah Islamic Boarding School is one of the educational institutions located in Riau. Learning curriculum implemented in this Islamic boarding school is the KMI (*Kuliyatul Al-Muslimin Al-Islamiyah*). In this Islamic boarding school there are several groups that are responsible for language, including the CLI (Central Language Improvement), LAC (Language Advisory Council) and DLC (Domitory Language Council). The following are some of the programs implemented. 1) Activities in Classroom that make students will be grouped into several groups according to the conditions and abilities of students. 2) Students have good habits by implementing the use of foreign languages as their daily language communication, therefore students are given new vocabulary every day to practice in daily conversations. 3) Watching English Videos as reference for every student. Once every Friday for 2 weeks and students are gathered in one place to watch movies together. 4) Students practice English speech in public once a week every monday night. Students practice simulations in front of the language team first before actually appearing in front of the crowd. 5) English competitions and games to improve students' English skills, once every two weeks on Friday a competition is held between students.

4. Bilingial System
    a. The Definition of Bilingual

        Bilingual is the ability or habit using two languages well and related to two languages.[32] Language skills meant by the definition is not only about the ability to speak in a foreign language, but also to understand what is communicated by other people, both written and spoken. Individuals who are bilingual have the ability to master two different languages well, both in terms of listening, speaking, reading or writing. There are many institution that implement bilingualism in their institutions such as schools, Islamic boarding schools, courses and so on.[33] There are at least two languages that are

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[31] Sri Kamaliasari, and Amrizal, "English learning activities at the Nurul Hidayah Bantan Islamic Boarding School in improving students' speaking performance" *Akademika* 17, Issue 1 (2021) : 20-24. accessed on November 4, 2022.

[32] Bilingual. 2022. At Online KBBI. accessed on November 30, 2022 from kbbi.kemendikbud.go.id/entri/bilingual.

[33] Huifang Zuo and Chuang Wang. "Understanding sources of self-efficacy of Chinese students learning English in an American institution" *Multicultural Learning and*

used to communicate by the majority of people in this world, there are even several countries in the world that teach students in schools with 3 foreign languages. There are many reasons for the importance of mastering a foreign language for each individual in various ways. Individuals who apply the use of L2 as often as possible, it will make these individuals have good foreign language skills and are almost like native speakers.[34] Even the direction of individual behavior can be influenced by language.[35]

In the world of education, bilingual is a term that is already familiar to use, the famous term bilingual when the government stated that quality human resources will create a knowledgeable nation, so that new breakthroughs pursued by the government are expected to increase the high quality of education. The ability to process and manage the bilingual system is something that must be mastered by bilingual speakers, bilingual speakers can recognize the intended target language, besides that bilingual speakers are also able to recognize language changes from L1 to L2 and vice versa.[36] So that cognitive control skills in bilinguals have more advantages than monolinguals.[37]

The learning process that uses a bilingual system or even an international standard school is a form of government's relation to quality education services. Factors that are the main cause of the importance of bilingual learning include:
1) Natural science are fundamental item that need to be mastered by humans, while humans are individuals who

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Teaching 11, Issue 1 (2016): 83, accessed on January 10, 2023. https://doi.org/10.1515/mlt-2014-0005.

[34] Maurits Van den Noort, et al. "Does the bilingual advantage in cognitive control exist and if so, what are its modulating factors? A systematic review" *Behavioral Sciences 9,* Issue 3 (2019): 27, accessed on January 10, 2023. https:doi.org/10.3390/bs9030027.

[35] Rina Devianty. "Language as a mirror of culture" Jurnal: Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan 24, Issue 3 (2017). accessed on January 10, 2023.

[36] Peter A. Starreveld, et al. "Parallel language activation during word processing in bilinguals: Evidence from word production in sentence context." *Bilingualism: Language and Cognition 17,* Issue 2 (2014): 258, accessed on January 11, 2023. https://doi.org/10.1017/S1366728913000308

[37] Esli Struys, et al. "A domain-general monitoring account of language switching in recognition tasks: Evidence for adaptive control" *Bilingualism: Language and cognition 22, Issue 2* (2019): 606, accessed on January 11, 2023. https://doi.org/10.1017/S1366728918000342

have been the determinant of the competitiveness of technological studies now.

2) Every branches of scince are disseminated using English, both from the internet and books, the dissemination of knowledge mostly uses English in various aspects today.[38]

From this statement it can be concluded that every individual is required to have the ability to master science and technology in this globalization era. Individuals are also required to master English as a global language, it is because language is believed to have an important position and power as a means of communication. The language used is related to the frequency of input and output that may be produced and received by each individual (time of language use and percentage of context of language use) in bilingualism.

b. Benefits of Using Bilingual System.

Young people have high interest in learning languages these days. There are two reasons that make high interest of young people: 1) Awareness regarding bilingualism and multilingualism because the international world is very influential on life. 2) People elevated hobby in cross-language research of language acquisition in general.[39]

Based on the research that has been conducted by Ulin[40] there are several benefits that individuals get if they have bilingual abilities.

1) Increase Competitiveness.

The ability to speak English possessed by the younger generation makes the generation superior because they easily and quickly obtain various kinds of knowledge shared by more advanced nations, this is because most of technology and knowledge is disseminated in foreign languages.

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[38] Bambang Sugianto. "Optimizing the Application of Bilingual Classes Towards Effective Learning at SMP Negeri 1 Dukun Gresik".*Journal of Education Policy and Development 2, Issue 1* (2014). accessed on January 15, 2023. https://doi.org/10.22219/jkpp.v2i1.1732

[39] Annick De Houwer. Bilingual language acquisition. *The handbook of child language* (2017): 219, accessed on January 15, 2023.https://doi.org/10.1111/b.9780631203124.1996.00009

[40] Ulin Nuha. "Improving the quality of library services with a bilingual approach". *Libraria : Library Journal 2,* Issue 1 (2016). accessed on January 20, 2023 http://dx.doi.org/10.21043/libraria.v2i1.1190

2) Unlimited Relations.

Someone who has bilingual ability has the opportunity to communicate with other people of different nationalities and ethnicities in a wider and varied scope compared to someone who is monolingual.

3) Broad Understanding.

Individuals who have bilingual abilities from childhood will create an understanding of cultural differences so as to create high tolerance, more advanced thoughts and actions, sharp, flexible, creative thinking, and be careful in communicating with others.
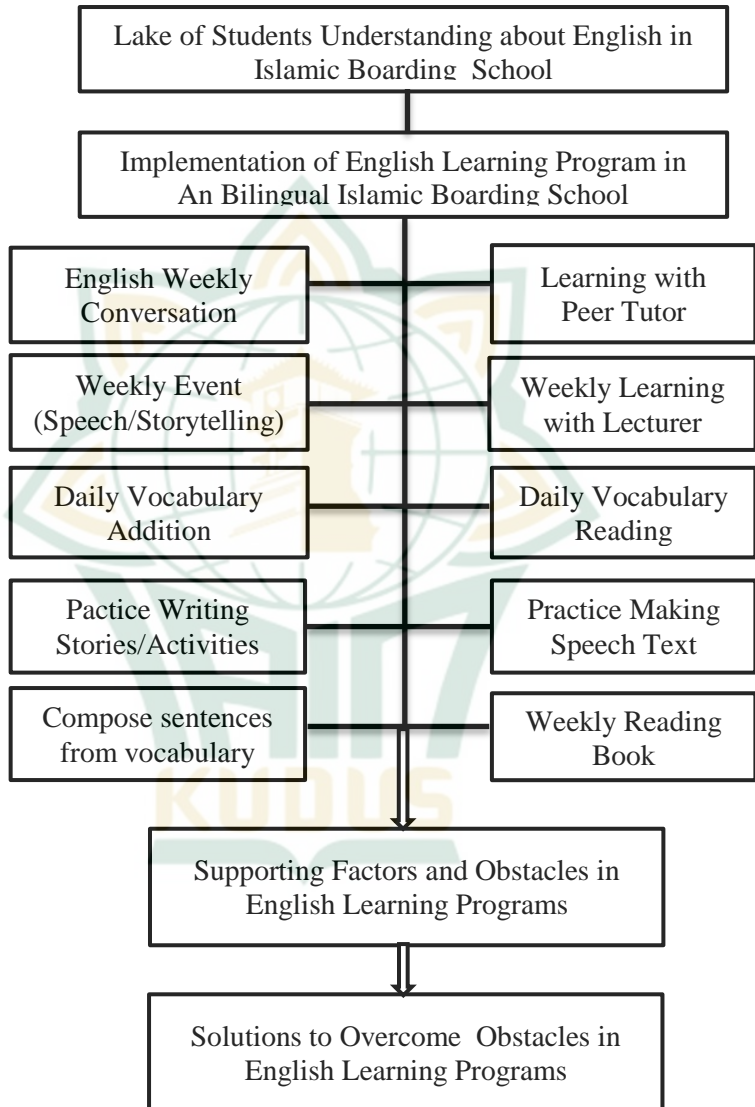
B. Theoretical Framework

The English learning program at one of bilingual Islamic boarding schools starts with problems experienced by students in learning English. Students at this Islamic boarding school are students from various departments on campus who do not know much about English, in the campus, students are only taught basic knowledge in English lessons, moreover if they live in Islamic boarding school, they live in an environment that is very supportive for language improvement. This is one of the reasons for implementing English language learning programs in one of Islamic boarding schools in Kudus.

The basis for the establishment of Islamic boarding schools is based on law number 18 of 2019 concerning Islamic boarding schools. Islamic boarding schools that have a long-term goal and direction, of course, have more awareness of mastering English skills that really need to be mastered because of the many benefits to be gained, thus implementing the process of learning English at one of Indonesian Islamic boarding school is very interesting to study. Learning with English expert that are effective and suitable to the characteristics of students makes the learning process more enjoyable and without any pressure that students will feel. Besides that there are also several other programs that support the improvement and development of students' English skills such as English weekly conversation, weekly public speaking event, Daily adding and repeating vocaboularies, practice writing story, activities, and compoese sentence from new vocaboularies, practice writing speech text, weekly reading English text, and sometimes learning with peer tutor. In the learning process of course, there are supporting factors and encounter various kinds of

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obstacles. So that there needs solutions to overcome the obstacles that occur.

Chart 2.2
Theoretical Framework

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┌─────────────────────────────────────────────┐
│ Lake of Students Understanding about English │
│ in Islamic Boarding  School                  │
└─────────────────────────────────────────────┘
                       │
┌─────────────────────────────────────────────┐
│ Implementation of English Learning Program   │
│ in An Bilingual Islamic Boarding School      │
└─────────────────────────────────────────────┘

┌──────────────────────┐        ┌──────────────────────┐
│ English Weekly       │        │ Learning with        │
│ Conversation         │        │ Peer Tutor           │
└──────────────────────┘        └──────────────────────┘

┌──────────────────────┐        ┌──────────────────────┐
│ Weekly Event         │        │ Weekly Learning      │
│ (Speech/Storytelling)│        │ with Lecturer        │
└──────────────────────┘        └──────────────────────┘

┌──────────────────────┐        ┌──────────────────────┐
│ Daily Vocabulary     │        │ Daily Vocabulary     │
│ Addition             │        │ Reading              │
└──────────────────────┘        └──────────────────────┘

┌──────────────────────┐        ┌──────────────────────┐
│ Pactice Writing      │        │ Practice Making      │
│ Stories/Activities   │        │ Speech Text          │
└──────────────────────┘        └──────────────────────┘

┌──────────────────────┐        ┌──────────────────────┐
│ Compose sentences    │        │ Weekly Reading       │
│ from vocabulary      │        │ Book                 │
└──────────────────────┘        └──────────────────────┘

┌─────────────────────────────────────────────┐
│ Supporting Factors and Obstacles in          │
│ English Learning Programs                    │
└─────────────────────────────────────────────┘
                       │
┌─────────────────────────────────────────────┐
│ Solutions to Overcome  Obstacles in          │
│ English Learning Programs                    │
└─────────────────────────────────────────────┘
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C. Review of Previous Study

In the following are some previous studies related to the "English Learning Program In Bilingual Islamic boarding schools".

1. Research conducted by Ema Umiatul Husna and others in the Journal of Education and Management Studies Volume 4 Number 1 February 2021 entitled "Learning Strategy For Arabic and English Programs To Increase Alumni Competitiveness In The Industrial Revolution 4.0 Era at the Mamba'us Sholihin Islamic Boarding School Suci Manyar Gesik. The differences found in this study are this research focuses more on the strategies implemented in the application of English and Arabic learning,. Another difference is in the existence of a language organization that supports the application of a bilingual system both Arabic and English.[41]

2. Research conducted by Eka Warohma in the research and community service journal Volume 9 Number 2 January 2020 entitled "Basic English Learning Assistance For Nurul Huda Islamic Boarding School Students (PPNH) Sukaraja". The differences found in this study are the learning system that leads to basic English learning training such as giving weekly vocabulary, the absence of bilingual implementation in student activities, and the method applied in the English learning process at the Nurul Huda Islamic boarding school. Some of them are memorizing and guided by Islamic boarding school students themselves who are considered capable and have mastered English language learning materials to be taught to other students who are deemed to have not mastered English very well, so that these students are deemed worthy of becoming a learning tutor or supervising teacher.[42]

3. Research conducted by Purbatua Manurung in the Journal Al-Irsyad: Journal of education and counseling Volume 10 Number 1 June 2020 entitled "Strategies For Arabic And English Learning At Raudhatul Hasanah Islamic Boarding School Paya Bundung Medan". The differences in this study are on the subject

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[41] Husna, Ema Umiatul. "Learning strategies for Arabic and English programs to increase the competitiveness of alumni in the era of the industrial revolution 4.0 at the Mamba'us Sholihin Suci Manyar Gresik Islamic Boarding School." *JoEMS (Journal of Education and Management Studies) 4*. Issue 1 (2021).

[42] Warohma Eka, "Basic English Learning Assistance for Nurul Huda Islamic Boarding School Students (PPNH) Sukaraja. Manhaj: Journal of Research and Community Service 10, Issue 1 (2021), accessed on November 4, 2022. https://doi.org/10.29300/mjppm.v10i1.4046.

of discussion which focuses more on strategy or planning which contains a series of activities to achieve the objectives of the activity with a certain design. There are 3 strategies applied in this study, they are *organizing strategy, learning delivery strategy, and learning management strategy*. The another difference is in the research method based on literature or literature study with researchers going through the process of reading and recording the data obtained and then processing the data obtained into research material.[43]

4. Research conducted by Sri Kamaliasari and Amrizal in the Religious and Educational Journal Vol 7 Number 1 June 2021 entitled "English Language Learning Activities in Nurul Hidayah Islamic Boarding School Bantan In Improving Students' Speaking Performance". The differences in this study are the subject of discussion which is more focused on one of the basic English skills, namely English speaking skills. The lessons applied include the use of daily conversations, playing English videos, practicing English speech, and speaking English competitions. The active language organization (Language Advisory Counsil) .This organization functions as a language driving organization focused on providing motivation and encouragement to students. students in growing their interest in speaking English, making improvements and corrections to mistakes made by students in speaking English, supervising and taking action on language violations among students.[44]

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[43] Purbatua Manurung."Arabic and English Learning Strategies at Raudhatul Hasanah Islamic Boarding School Paya Bundung Medan." AL-IRSYAD 10, Issue 1 (2020): 107, accessed on November 8, 2022.

[44] Sri Kamaliasari and Amrizal, "English learning activities at the Nurul Hidayah Bantan Islamic Boarding School in improving students' speaking performance." Academics 17, Issue 1 (2021), accessed on November 4, 2022.