

## CHAPTER IV RESEARCH FINDING AND DISCUSSION

### A. Overview of Research Object

#### 1. History of One Islamic Boarding School in Kudus<sup>1</sup>

This Islamic boarding school is an Islamic boarding school established for the purpose of Islamic preaching. Initially, this Islamic boarding school had a few students who were close relatives of principals who came from out of town. There is an interest in studying in Kudus institution, so some of these students have to stay in the house of principal to make it easier to access the campus. A few months later there are additional students who live in the principal's house. It's motivated by the relationships that principal has. Another reason for the establishment of this Islamic boarding school was because there were many cases of deviating from local people who violated religious norms. Therefore, the pincipal determine to establish an Islamic preaching institution that becomes a role model for the local community and minimizes other deviant incidents. As religious Muslims, carrying out Islamic worship is an obligation that must be carried out in every sphere of life, starting from families who make prncipal's house as shelters to campus students who wish to deepen their knowledge of religion until become students one of Islamic boarding schools in Kudus.

#### 2. Profil of The Islamic Boarding School

This Islamic boarding school is an educational institution located in Kudus Central Java built in 2020. This Islamic boarding school is an Islamic boarding school based on the *Al-Qur'an* and *Al-Hadith*. This Islamic boarding school was guided by Mr. MD and Mrs. MF. This Islamic boarding school is an educational institution that provides educational opportunities for college students and school students to add their knowledge, both religious and general. Then on March 11<sup>th</sup>, 2022 this Islamic Boarding School was inaugurated with proof of an operational letter from the ministry of religion.

The one of bilingual Islamic Boarding Schools in Kudus is strongly designed to bridge the community's needs for fulfilling the values of good and polite Islamic learning and education. The design of this Islamic boarding school is intended to provide

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<sup>1</sup> Participant Mr. MD, interviewed by researcher, March 20, 2023. Interview 1, transcript.

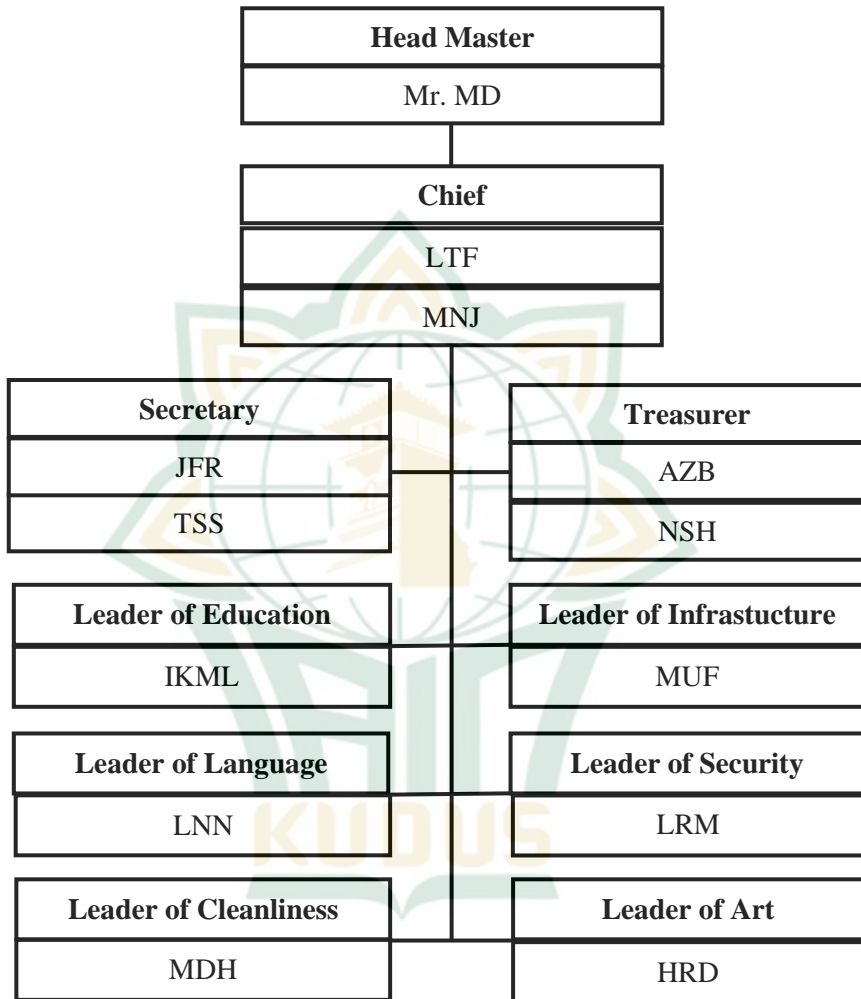
maturity of religious provisions that can enable students to actively gain Islamic knowledge with Arabic and English as capital. This Islamic Boarding School is designed as a boarding school that will combine classical and modern learning systems so that these two formulations can further strengthen the students' response to their higher education field. The community's need for an understanding of classical books (*kutubut-turats*) as authentic religious sources from the *Ulama' Salaf* is a fundamental demand for them to understand the basics of religion as a whole and not partially. As a follow-up, understanding the language of instruction for the classic books (*kutubut-turats*) is a necessity that must be realized.<sup>2</sup>

The establishment of a bilingual Islamic Boarding School in Kudus was fully designed to provide educational and learning facilitation for the people so that they are not blind to understanding the classical world as the sources holder of religious law. Henceforth, there is no denying the presence of a global world that requires them to actively collaborate with their existence because they already have the readiness of human resources to follow with reliable skills and abilities. Then to make it easier for arrangements and support learning process, it is necessary to have a management structure that plays an important role. The following is the management arrangement in the Islamic boarding school:

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<sup>2</sup> Documentation data of SK. Menkumham RI. No: AHU-0011167.AH.01.04.Tahun 2020.

**Chart 4.1**  
**Management Structure of**  
**One Islamic Boarding School in Kudus**



3. Daily Activities of Students in Islamic Boarding school<sup>3</sup>

To support the progress of students in various fields of education, the following is a table about the daily activities of students while studying in this Islamic Boarding School.

<sup>3</sup> Observation data was obtained on January 25, 2023.

**Table 4.1**  
**Students Time of Daily Activities**  
**An Bilingual Islamic Boarding School in Kudus**

<b>Time</b>	<b>Activities</b>	<b>Responsible Person</b>
20.00 - 20.15	Addition of Arabic vocabulary	MNJ
	Addition of English vocabulary	TSS
20.15 - 21.30	Learning activities ( <i>Madrasah Diniyah</i> )	LTF
21.30 - 22.00	Dinner	MNJ
22.00 - 23.00	Self study time	IKML
23.00 - 4.00	Time to sleep	All students
04.00 - 05.00	Praying <i>Subuh</i> together	All students
05.00 - 05.30	Repeating of English and Arabic vocabulary	MNJ
05.30 - 07.00	Reciting <i>Al-Qur'an</i>	Mr. MD Mrs. MF
07.00 - 07.15	Breakfast	NSH
07.15 - 12.00	College time	-
12.00 -13.00	Praying <i>Dzuhur</i> together	All students
13.00 - 13.15	Lunch	AZB
13.15 - 15.00	College time	-
15.00 - 15.30	<i>Praying Asar</i> together	All students
15.30 - 17.00	College time	-
17.30 - 18.30	Praying <i>Maghrib</i> together	All students
18.30 - 19.00	Reciting Holy Qur'an and school student tutoring	MDH LTF

19.00 - 19.30	Praying <i>Isya'</i> together	All students
19.30 - 20.00	Reciting <i>Al-Qur'an</i> and school student tutoring	MDH LTF

**Table 4.2**  
**Time of Madrasah Diniyah Program**  
**Academic Year 2022/2023**

		1 <sup>st</sup> Week	2 <sup>nd</sup> Week	3 <sup>rd</sup> Week	4 <sup>th</sup> Week
<b>Time</b>		20.00 - 21.30	20.00 - 21.30	20.00 - 21.30	20.00 - 21.30
<b>Place</b>		1 <sup>st</sup> Floor	1 <sup>st</sup> Floor	1 <sup>st</sup> Floor	1 <sup>st</sup> Floor
<b>Sunday</b>	Teacher	Aminuddin, S. Si.	Amin Nasir, S.S., M.S.I.	Aminuddin, S. Si.	Amin Nasir. S.S., M.S.I.
	Subject	Write in popular media	<i>Balaghah</i>	Write in popular media	<i>Balaghah</i>
<b>Monday</b>	Teacher	Sholihin & Syarkowi	Sholihin & Syarkowi	Sholihin & Syarkowi	Sholihin & Syarkowi
	Subject	<i>Rebana</i> Learning	<i>Rebana</i> Learning	<i>Rebana</i> Learning	<i>Rebana</i> Learning
<b>Tuesday</b>	Teacher	Muh. Misbahul Munir AP, M. Pd.	Muh. Misbahul Munir AP, M.Pd.	Muh. Misbahul Munir AP, M.Pd.	Muh. Misbahul Munir AP, M.Pd.
	Subject	Listening and Speaking	Listening and Speaking	Reading and Writing	Reading and Writing
<b>Wednesd ay</b>	Teacher	Moh. Muhtador, M. Hum	Dr. Mas'udi, S. Fil., M.A.	Moh. Muhtador, M. Hum.	Ismanto, M.Pd.

	Subject	<i>Tafsir al-Qur'an</i>	Qualitative Research	<i>Tafsir al-Qur'an</i>	Qualitative Research
<b>Thursday</b>	Teacher	Dr. Mas'udi, S. Fil., M.A	Dr. Mas'udi, S. Fil., M.A.	Dr. Mas'udi, S. Fil., M.A	Dr. Mas'udi, S. Fil., M.A
	Subject	<i>Tasawuf</i>	<i>Khat &amp; Imla'</i>	<i>Tasawuf</i>	<i>Khat &amp; Imla'</i>
<b>Friday</b>	Teacher	Muflihah, S.S., M.A.	Muflihah, S.S., M.A.	Muflihah, S.S., M.A.	Muflihah, S.S., M.A.
	Subject	<i>Al-Istima' wa Al-Ta'bir</i>	<i>Al-Istima' wa Al-Ta'bir</i>	<i>Al-Qira'ah wa Al-Kitabah</i>	<i>Al-Qira'ah wa Al-Kitabah</i>
<b>Saturday</b>	Teacher	Conditional	Conditional	Conditional	Conditional
	Subject	<i>Public Speaking (Speech)</i>	<i>Public Speaking (Khitobah)</i>	<i>Public Speaking (Speech)</i>	<i>Public Speaking (Khitobah)</i>

4. Students Data of Darun Najah Islamic Boarding School<sup>4</sup>

**Table 4.3**

**Students data of Darun Najah Jepang Islamic Boarding School**

<b>Name</b>	<b>Place and Date of Birth</b>	<b>Home Address</b>	<b>Major</b>
LTF	Sumenep June 6, 1996	Sumenep	<i>Aqidah</i> and Islamic Philosophy
JFR	Pamekasan October 3, 1999	Pamekasan	Islamic Communication and Broadcasting
AZB	Blora July 16, 1999	Blora	Sufism and Psychotherapy
IKML	Pamekasan May 8,	Pamekasan	Biology Education

<sup>4</sup> Documentation data was obtained on January 25, 2023.

	1999		
TSS	Demak September 6, 2001	Demak	English Education
NSH	Demak August 11, 2001	Demak	Islamic Family Law
MDH	Pamekasan August 29, 2002	Pamekasan	Social Science Education
MUF	Situbondo July 28, 2002	Situbondo	Islamic Communication and Broadcasting
MNJ	Demak March 20, 1996	Demak	Arabic Education
HRD	Demak January 16, 2000	Demak	Arabic Education
LRM	Indramayu November 6, 2004	Pati	Arabic Education
LNN	Pamekasan May 18, 2003	Sumenep	<i>Dakwah</i> Management

#### 5. Facilities and Infrastructure<sup>5</sup>

One of the factors that support the achievement of the teaching and learning process in Islamic boarding schools is the existing facilities and infrastructure. Here are some of the facilities and infrastructure provided by one of Islamic boarding schools in Kudus:

- a) Building three-floor with the large of the ground 306 m<sup>2</sup> as the center for students activities.
- b) Library that provide various kind of knowledge and reference books to support learning activities both boarding and campus.
- c) The office as the administrative place and place for admission of students family or other guests visiting.
- d) The bathrooms with a good condition there are 13 units.
- e) The extensive halls are used as centers of learning activities.
- f) The cooperative managed by students themselves and providing various learning needs, such as stationery and the others.
- g) The kitchen as a place to process food ingredients for students needs. Such as breakfast, lunch, dinner, and other needs.

<sup>5</sup> Observation data was obtained on February 15, 2023.

- h) Some sound systems are used for activities in Islamic boarding school. Such as reciting *Al-Qur'an* every morning, reciting *dzikir* after praying, weekly public speaking event, *Dziba'* activity, and supporting other activities.
- i) Projector / LCD that supports the learning process.
- j) There are nine fans to support the comfort of students.
- k) Three whiteboards in good condition to support learning activities.
- l) The meeting room used by students in discussing something or other interests for students of Islamic boarding school.
- m) Extensive Clothesline for washing and drying clothes.

Based on from the data above, this Islamic boarding school are sufficient and support students comfort in learning process.

## B. Finding

### 1. English Learning Program in An Indonesian Islamic Boarding School

Based on the finding of Documentation, observation and interview with anyone that involved in English learning programs. As stated by the principal of this Islamic Boarding School Mr. MD about the reasons of the principal implemented foreign language learning in Islamic boarding schools are motivated by the principal experience about the importance of foreign languages for the future. In addition, Arabic and English are languages designated by the United Nations as the *Lingua Franca* and that means being recognized as international communication.<sup>6</sup> "The reason we designed this Islamic boarding school with the application of a foreign language is it greatly influences the future, Arabic and English are international languages that connect each other from various countries."<sup>7</sup>

Then this opinion was supported by female principal who also have an important role in every learning curriculum implemented in this Islamic boarding school. Mrs. MF is an Arabic language lecturer, but she feels the importance of English language learning. She always reminds students to always maintain their language, both in learning activities and other activities. Therefore she strictly forbids if there are several words

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<sup>6</sup> Suzina, Ana Cristina. "English as lingua franca. Or the sterilisation of scientific work." *Media, Culture & Society* 43.1 (2021): 171, accessed on April 17, 2023

<sup>7</sup> Participant Mr. MD, interviewed by researcher, March 20, 2023. Interview 1, transcript.



spoken other than English, if students do not know English from a certain action, they must practice it using sign language that make other person can understand. English language learning is important to master cause English is often used as a reference in some of the literature. Therefore maintaining foreign languages is very important to do. "Even though I am compiling scientific papers related to Arabic, I need several references whose sources are written in English."<sup>8</sup>

Beside that the role of teacher in every lesson is very necessary. The success or failure of a lesson also has the role of the teacher who influences it. For English learning programs in this Islamic Boarding School, the principal is very selective in choosing teachers who can also be students' friends in loving English learning. Moreover, foreign language teachers need to master every material that will be asked by students in every aspect of language. Therefore, the headmaster choose teachers from lecturers whose insights have been recognized so that questions can be answered properly according to applicable rules.<sup>9</sup> In routine weekly learning activities with an English teacher, of course, learning preparation, learning process, and learning evaluation are carried out by the English teacher. The purpose of English language learning program in this Islamic boarding school is about introducing and exposing the students to reachness of English vocabulary. The second purpose is about grammar accuracy, every material is about vocabulary and grammar mastery because prepare the worlds and the specific grammar to be taught in the classroom is important. Based on the results of interviews conducted by researchers with teachers who teach English language learning in this Islamic boarding school.

"When I want to teach in this Islamic Boarding School the preparation is about material, kind of specific material before the learning process usually there are sentences that was previously made by the students, and I'm as the teacher will scanning the sentences if there is grammatical error, miss spelling and also other alternative words to be use in the sentences."<sup>10</sup>

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<sup>8</sup> Participant Mrs. MF, interviewed by researcher, March 20, 2023. Interview 1, transcript.

<sup>9</sup> Observation data was obtained on November 28, 2023.

<sup>10</sup> Participant Mr. MB, interviewed by researcher, March 21, 2023. Interview 2, transcript.

This grammatical accuracy is usually related to the tenses used and the effectiveness of the sentences. Besides grammar accuracy, the English teacher also provides feedback regarding the vocabulary used by students. The English teacher will provide detailed corrections, provide synonyms and antonyms, and also several alternative words related to the sentences being studied. There is no problem while English language learning process in this Islamic boarding school, because the students is still in learning stage, they still not ready yet probably to practice, so during learning process, everything just listen to the explanation of the teacher. However in other day when the teacher can't come to the class, the students can practice by themselves and their practice become next material that will be discussed. And the cycle repeated.

The researcher also conducted interviews with several students studying at the Islamic boarding school who were students from various majors on campus. In fact, many of them come from Arabic majors, because in general, Islamic boarding schools can be found teaching classical books in Arabic. However, this Islamic Boarding School is an Islamic boarding school that has a modern concept that is not fixated on the classic curriculum like the previous Islamic boarding schools, so one of the advantages of this Islamic Boarding School is the implementation of foreign language learning. Some of the students are Arabic education student, they feel if learning a new foreign language, especially English is considered important and become challenge for them. However, English language learning in this Islamic boarding school is in good condition and structured. It makes students enjoy the flow. Moreover when students met with very supportive environment in English language learning process.”<sup>11</sup>

Observations made in one Islamic Boarding School produced data related to several English language learning.<sup>12</sup>

a. English Weekly Conversation

This activity is carried out every Friday morning. It is carried out every week depending on the day of the applicable

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<sup>11</sup> Participant HRD , interviewed by researcher, March 18, 2023. Interview 4, transcript.

<sup>12</sup> Observation were made from February 2022 to February 2023.

language. Standing one sided with each partner, the required duration is approximately 1 hour with a predetermined theme.

MNJ : “This program is supportive in improving speaking skill”

HRD : “This program is good for new vocabulary addition”

LRM : “ The students so excited in joining this program”

IKML : “The students can explore their speaking style freely”

NSH : “ This program is involved the principals, so supportive”



Picture 1. Weekly Foreign Language Conversation

b. Weekly Public Speaking Event

This activity is a weekly activity that becomes an excellent event, it is because during this activity students wear formal clothes and invite English teachers to provide evaluations and suggestions. Some of the students got the task of being a master of ceremony, being a speakers to deliver speeches, and some giving conclusions on speeches

delivered in English. The activity is held every Saturday night.

LNN : “ Our mental trained in this program”

MUF : “ Many corrections that can correct our mistakes”

LTF : “ Learn to speak in front of many people”

AZB : “ The supervisor is an English expert”

LRM : “ We practice first with the principal before appearing”



Picture 2. Weekly Public Speaking Program

c. Daily Adding Vocabulary

This activity aims to increase the vocabulary of each student. The addition of vocab is carried out on the day after the Isya prayer led by one of the teacher who acts as a teacher, and the other students act as students. The addition of vocabulary is 3 words every day.

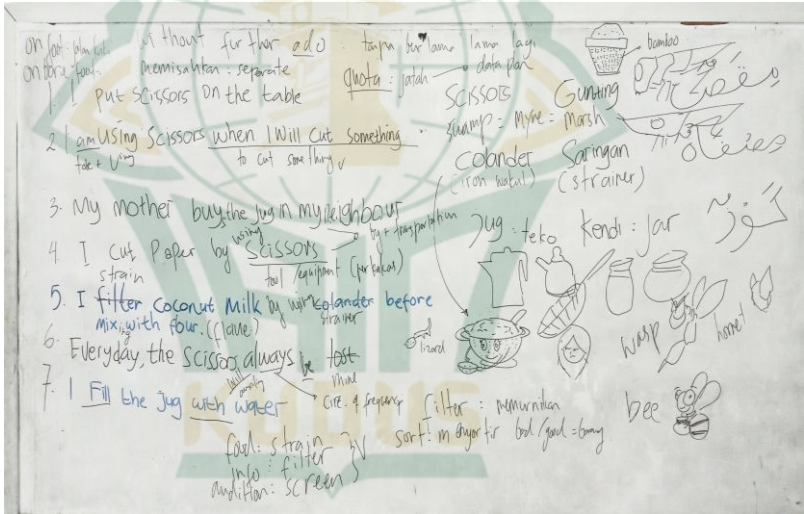
LNN : “Important program for addition of new vocabulary”

MUF : “Students so excited to follow this program”

HRD : “We learn the pronunciation of new word that are taught”

MDH : “Supportive program because we are taught by peer tutor”

IKML : “We are allowed to shout in mentioning new vocabulary”



Picture 3. Daily Adding Vocabularies and Compose sentences from vocabulary

d. Daily Reading Vocabulary

This activity is carried out in the morning after the subuh prayer. All of the students holds their own special vocabulary book and read together loudly. This activity is useful for remembering the vocabularies that has been shared every night.

NSH : “ I like it cause I can memorize new vocabulary everyday”

LRM : “ This program is useful if at anytime we need it in our daily life, maybe if wanna tell something”

HRD : “ There is a special book that makes it very easy for us to open it again”

MDH : “ If we read the vocabulary book everyday, surely the vocabulary in the book will be memorized by itself”

LNN : “ This is very useful program to fill the free time after reading *Al-Qur'an*”



Picture 4. Repeating Vocabularies

e. Writing Practice

This activity is carried out every Friday afternoon after returning from campus. Students are trained to make up stories with their own imaginations such as writing happy or sad experiences, holiday stories, or making up their own stories with their thoughts. This activity is guided by one who has more ability in English.

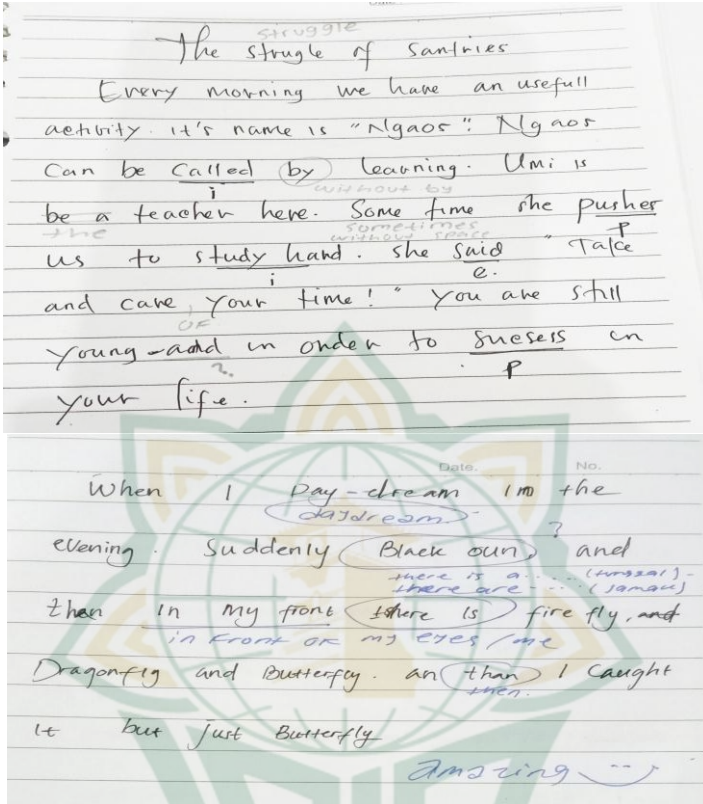
NSH : “ This program is useful for improving my writing skill”

MUF : “Many corrections that can correct our mistakes for everything that we write”

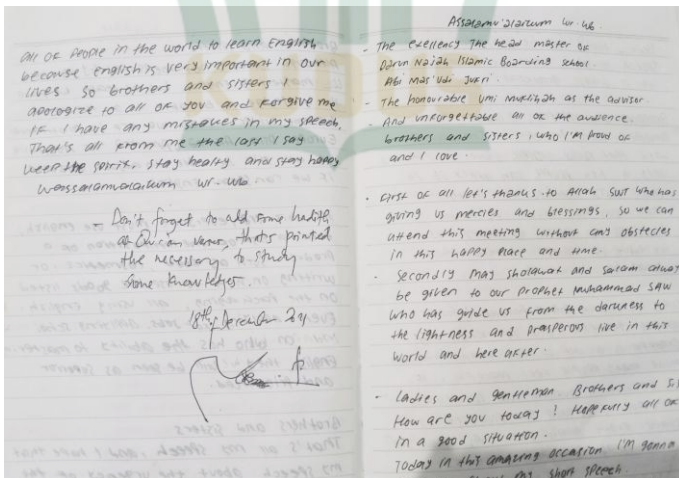
LTF : “There is no judgment on our writing, all works are appreciated, it's really supportive”

AZB : “ There are many new vocabulary from the text that we writhe every the word”

LRM : “ The principal is also involved in this program, so that it is more conceptual”



Picture 5. Pactice Writing Stories/Activities



Picture 6. Student's English Speech Text

f. Compose sentences from vocabulary

Students compose sentences by taking one or several words written on the blackboard carried out every day after the new vocabulary is given. It aims to improve students' English writing skills.

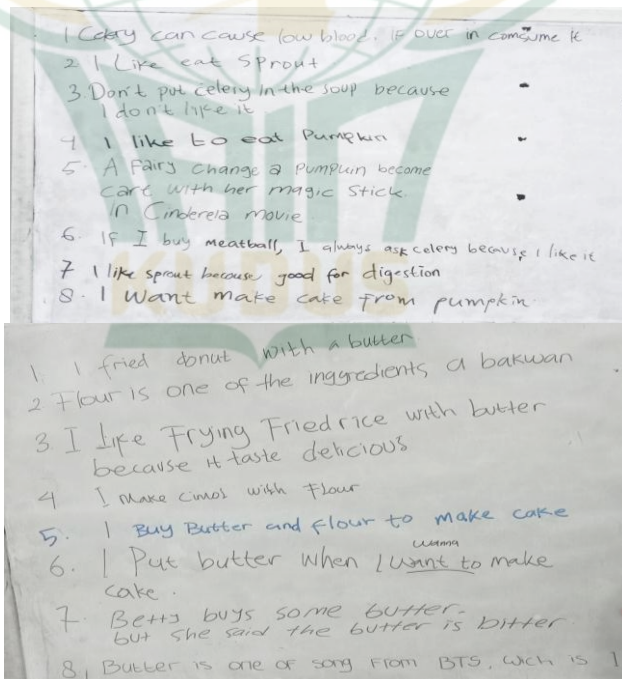
MB : “ This program is very important for students because it really helps students to develop their writing skill”

MF : This program is suitable if used for further research focus”

LN : “ There is a correction from the English teacher which makes us enthusiastic”

LTF : “Although sometimes the English teacher cannot correct directly during meetings, other time even online there are still discussion cause we have whatsapp group”

LRM : “Every word that we compose, the English teacher will give examples of alternative words that we can used”



Picture 7. Compose sentences from vocabulary



g. Weekly Reading English Text

This activity is carried out at 04.00 - 05.00 every Friday. The book that was read was a book that contained special Islamic reading entitled English for Islamic Studies by Drs. Djamaluddin Darwis, MA.

IKML : “Many of Islamic Vocabulary on the text that we have never known before”

MNJ : “The text that we read are text about Islamic studies so that hopefully this program will increase our faith”

MUF : “ We have a collection of Islamic insight in English”

NSH : “ Beside the new vocabularies that we get, we also learn how to pronounce it properly”

MDH : “This is very supportive because there is no judgment each other”



Picture 8. Weekly English Text Reading

h. Learning with Peer Tutor

Learning English carried out by students when they are not with an English teacher, but they are learning under the guidance of a peer tutor, held every week with different activities.

MB : “The role of students, especially those from the English Department, is really needed, because teachers need more than one to make learning more optimal”

HRD : “In learning activities with peer tutors, I don't need to be confused about asking any explanation”

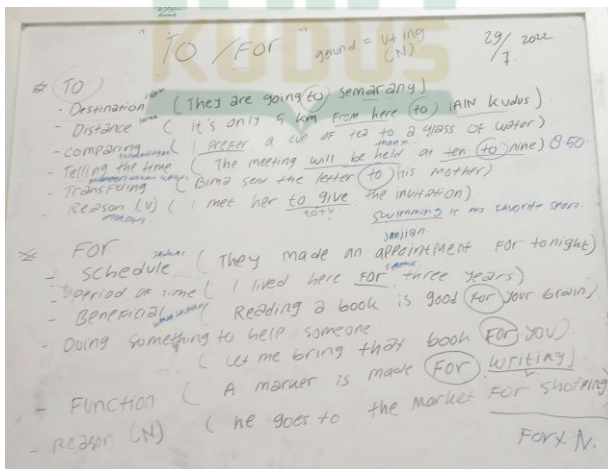
MDH : “This program is good for me who is embarrassed to ask”

LTF : “This program helps students understand material from the teacher that has not yet been understood”

AZB : “No need to be awkward in carrying out any confusion in English material”



Picture 9. Corrections and Explanations after composing



Picture 10. English Learning with Peer Tutor

## 2. Supporting Factors and Obstacles Related to English Learning Program in An Indonesian Islamic Boarding School

The English learning in Islamic boarding schools is an extraordinary thing, moreover, it is a newly built Islamic boarding school. Therefore there are several supporting factors that make the implementation of English learning program in this Islamic boarding school run well. Following are some findings related to supporting factors made by researcher.

### a. Student's Great Motivation

English Language Learning in an Indonesian Islamic Boarding School is very conducive with the existence of a language curriculum and scheduling of student activities in learning. This is in accordance with the statement expressed by the English teacher of this Islamic boarding school. He said that English language learning process in this Islamic boarding school is run well, When he teaches there he feels there is a great enthusiasm to learn with the students. The students have high enthusiasm in learning English.<sup>13</sup>

### b. Learning Support Activities

The English learning program in an Indonesian Islamic boarding school of course learn the 4 English basic skills that need to be learned. These skills include listening, speaking, reading and writing. There are several activities to support the implementation of English learning program in an Indonesian Islamic boarding school, including adding-repeating English vocabulary, weekly English public speaking programs, weekly reading English text, and learning with peer tutor. There were several students who gave presentations regarding programs that support the implementation of English learning program. Once in a week there is an activity that requires the students to speak in public according to their respective duties. Some of them get turn to deliver a speech, but before deliver the speech they need to make the text first and ask the principal to correct it and give some feedback, this will make the students learn from mistakes. There is also an activity to write sentences that will measure students level of understanding.<sup>14</sup> MDH who is one of the students in this Islamic Boarding School also gave

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<sup>13</sup> Participant Mr. MB, interviewed by researcher, March 21, 2023. Interview 2, transcript.

<sup>14</sup> Participant NSH , interviewed by researcher, March 18, 2023. Interview 5, transcript

opinion regarding programs that support the implementation of English language learning

"I am one of the shy students at this Islamic boarding school, so to ask the English teacher directly I still feel embarrassed, but there is peer tutoring activities that can help me to overcome my lack of understanding in English language learning which has been explained by the English teacher before."<sup>15</sup>

c. Supportive Atmosphere

Foreign languages learning at Islamic boarding schools is the right choice, this is because at Islamic boarding schools students will live together in one building, carry out all activities together and interact with each other without judging each other. They have the same goal to learn and support each other. The atmosphere created in learning a foreign language can increase students' enthusiasm to continue to add vocabulary and some other knowledge about English. The principal of this Islamic Boarding School created the atmosphere that obligates the students to speak and communicate each other in English and Arabic as particular specific foreign language. The succes of English language learning is about atmosphere, when the atmosphere support the students, their English language learning become easier.<sup>16</sup>

d. Supportive Principals

Islamic boarding school must have a principal who guides and is responsible for the activities of the students while studying at the Islamic boarding school. Principal have an important role in every lesson and always provide full support education for their students. Mastering foreign language is important thing and needed for the future. As said by the principal of an Indonesian Islamic boarding school, English learning progams implemented in this Islamic Boarding School is a commitment by the principal. Based on the principal experience living in Islamic boarding schools where foreign languages are used for daily communication, he feels that

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<sup>15</sup> Participant MDH , interviewed by researcher, March 18, 2023. Interview 5, transcript

<sup>16</sup> Participant Mr. MB, interviewed by researcher, March 21, 2023. Interview 2, transcript

English language learning will be beneficial for students themselves and their future.<sup>17</sup>

Mr. MD familiarizes students with using English in their daily lives. Not only on special days English is applied, but also in *kutubut turots* learning. The principal every first day of changing from Arabic to English, they always remind students to keep their language. They also always accustom the students to be enthusiastic in learning. Likewise in *kutubut turots* learning usually interpreted in Javanese and Arabic, but the caregivers also alluded to some of these words for students to interpret in English.

e. Qualified English Teacher

The teacher is an important role holder in the success of learning. This is because the teacher has the ability to master the material needed by students, can motivate students with the strategies and learning methods they do, and can understand the conditions of different understandings owned by students. LRM as a students of an Indonesian Islamic boarding school said if the reasons she likes learning English because of the teacher who teaches it. Even though she is Arabic education student, but she ever taken English lesson before, and now she is grateful can met a teacher who could be a friend to his students. The English teacher also really understands the level of English mastery his students have.<sup>18</sup>

f. Student's Confidence

Confidence is the first step in carrying out every job to the fullest. This right is because confidence has more keys to open wider opportunities. Students of this Islamic boarding school have confidence in participating in the English learning process. This is supported by the statements expressed by the English teacher who taught them.

“Confident and motivation is very important strength, the students of this Islamic boarding school have great motivation, Although they still try to speak up, but they also have good confident, and as their English teacher I

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<sup>17</sup> Participant Mr. MD, interviewed by researcher, March 20, 2023. Interview 2, transcript

<sup>18</sup> Participant LRM , interviewed by researcher, March 18, 2023. Interview 5, transcript

can feel that. The students are still in learning stage and this is a good start”<sup>19</sup>

Although the implementation of English learning program in an Indonesian Islamic boarding school is supported by various factors involved, there are also several inhibiting factors that influence the implementation of English learning program in this Islamic boarding schools. Here are some data obtained from researchers.

a. Lack of Learning Time with English Teacher

The English teacher who teaches in an Indonesian Islamic boarding school cannot accompany students 24 hours. The time for English language learning with the teacher is once a week on Tuesday. The students motivation and the atmosphere is good, but the time to develop English learning by students and teachers is quite lacking.<sup>20</sup>

b. Bilingual Focus

The application of foreign language learning program in an Indonesian Islamic boarding school is not only English, but also Arabic. From the opinion conveyed by LTF. Even though students enjoy the process of foreign languages learning in Islamic boarding school. The students who are not English major on their campus, they will learn two foreign languages directly which are not their mother tongue, this makes the students sometimes use Arabic language even in English day.<sup>21</sup>

c. Easy to Forget

In the interview conducted by the researcher, there were answers from AZB who stated that it was easy to forget the previous material presented by the teacher. The students get a lot of material from English teacher, but sometimes the students forgot the implementation in everyday life, therefore some of the students feel awkward answering conversations made by their interlocutors even though they understand what they are saying.<sup>22</sup>

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<sup>19</sup> Participant Mr. MB, interviewed by researcher, March 21, 2023. Interview 2, transcript

<sup>20</sup> Observation data was obtained on February 15, 2023.

<sup>21</sup> Participant LTF , interviewed by researcher, March 18, 2023. Interview 3, transcript

<sup>22</sup> Participant AZB , interviewed by researcher, March 18, 2023. Interview 3, transcript

d. Daily Chores

One of Islamic Boarding School in Kudus is one of the educational institutions under the auspices of a foundation. The foundation also houses the Daycare Center which cares for children whose parents leave them while they work. This allows the students who are involved in caring for the child to change their foreign conversational language into Indonesian. Apart from that, when doing serious chores accidentally pronounce Indonesian to avoid difficulties.<sup>23</sup>

**3. Solution to Overcome the Obstacles Related to Bilingual System in An Indonesian Islamic Boarding School**

a. More Intens Meeting

In every lesson it takes a long time to really understand and master it. Therefore, it is necessary to add learning hours with teachers/English experts who can help improve students' ability to learn English. If the English teacher can't 24 hours like most of their time being there in Darun Najah Ismic boarding school to support them, the students have less quality time in English language learning and have less access to that, it makes the students still become like stuck running on the place. That's why the students can share the experience with the English expert in this case. Even though there is peer tutoring activity, the students also need to share their English problems with the English teacher in order to balance their formal languages, namely Arabic and English. If only Arabic is often taught to students, their English will be neglected.<sup>24</sup>

b. More English Teacher/English Expert

As the data previously obtained shows that special activities for learning English together with the teacher are only carried out once a week, therefore it is necessary to have the role of students who are sufficiently qualified in English who can become language controllers at Islamic boarding schools, this is because special teachers English learning cannot be with students 24 hours. Having more English Teacher is good to support the English language learning. Not only one English teacher, the students can have English teacher more than one. Moreover from English Education

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<sup>23</sup> Observation data was obtained on January 1, 2023.

<sup>24</sup> Observation were made from February 2022 to February 2023.

Department which is expert enough to teach their friend. It's will support the English language learning.<sup>25</sup>

- c. Learning Independently and Maximize Whatsapp Group Function.

In the lesson time, the teacher sometimes asks about material that has been discussed before, but some students cannot answer it for reasons of forgetting. Therefore it is necessary to study independently with several English books. Not only books for reference, because now there are many websites that discuss English language learning. There is a special group consisting of all English students and teachers which can be accessed 24 hours, this is a good opportunity for students to deal with various kind of problems encountered while studying on their own. WhatsApp group is a platform that is easy to access, so English teacher is willing to answer any questions students haven't had time to ask during meetings or questions that arise during activities.<sup>26</sup>

- d. List of Vocabularies and Carry a Pocket Book Anywhere.

Mrs. MF always reminds students to always maintain the spirit of foreign language habituation in everyday life. One way that can be done to make it awake is to invite the daycare children to communicate using a foreign language. It is proven that there are some children who can say a few words in English. Apart from taking care of the children, in doing chores you also need to apply it. If there are some words that the English language is forgotten, then there is a vocabulary list that has been posted on the walls.<sup>27</sup> One of the Islamic boarding schools that implement English learning is Darussalam Gontor. Darussalam Gontor requires every student to bring a small book that can be put in their pocket, this aims for students to be able to write every new vocabulary they get, or write foreign vocabulary that they have never encountered before.<sup>28</sup>

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<sup>25</sup> Participant Mr. MB, interviewed by researcher, March 21, 2023. Interview 2, transcript

<sup>26</sup> Baishya, Diganta, and Saurabh Maheshwari. "Whatsapp groups in academic context: Exploring the academic uses of whatsapp groups among the students." *Contemporary Educational Technology* 11.1 (2020): 32, accessed on April 20, 2023. <https://doi.org/10.30935/cet.641765>.

<sup>27</sup> Observation data was obtained on January 1, 2023.

<sup>28</sup> [https://youtu.be/edbhl1\\_EaNac](https://youtu.be/edbhl1_EaNac) (Inthiq Rasmiiyatan – Student's Language Movie Gontor) accessed on April 21, 2023.



### C. Discussion

This research will focus on discussing: (1) English learning program in an Indonesian Islamic boarding school, (2) Supporting factors and obstacles faced by students related to the English learning program, and (3) Solution to overcome those obstacles in the process of English language learning in an Indonesian Islamic boarding school.

#### 1. English Learning Program in An Indonesian Islamic Boarding School

This research will discuss about English learning program that is implemented in bilingual Islamic boarding schools. It's accordance with one of the functions of Islamic boarding schools is educational function based on the Law of the Republic of Indonesia Number 18 of 2019 Chapter 2 article 4.<sup>29</sup> The implementation of bilingual system makes students balance about the importance of two foreign languages, so that English learning activities in this Islamic boarding school run well and structured. In the implementation of English language learning, students are required to maintain their daily language, so it is strictly prohibited to include elements of other languages besides English and Arabic. Even in *kutubut turots* learning, the caregivers provide explanations by combining Arabic and English in giving explanations to students.<sup>30</sup> There is no specific sanctions if there are some students who commit violations or accidentally say a few words other than Arabic and English, it is because the caregivers assess the students who live in this Islamic boarding school are mature enough to distinguish between obligations and prohibitions.<sup>31</sup>

Based on research conducted by Muhammad Dadan sudawan in *LOGIKA Journal* 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

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<sup>29</sup> Law of the Republic of Indonesia Number 18 of 2019 about Islamic Boarding School.

<sup>30</sup> Observation data was obtained on January 1, 2023.

<sup>31</sup> Participant MF , interviewed by researcher, March 20, 2023. Interview 1, transcript

training and application of the concept.<sup>32</sup> as well as the stages of learning English at the Darun Najah Islamic boarding school, the English teacher will prepare the material to be delivered to students, besides that the teacher is also influential in the enthusiasm for learning, therefore the teacher always gives motivation to students, then the stages of learning activities and the last stage is the evaluation and giving feedback carried out by the English teacher. There is a special time for English learners with an English teacher. The implementation of this learning is included in the Madin program learning series which is held every Tuesday night starting at 8-10 P.M. with various kinds of English learning themes that have been prepared by the English teacher.<sup>33</sup>

Learning methods are also the main influence of success or failure of a learning, because optimally achieved learning is caused by appropriate and effective learning methods.<sup>34</sup> Teaching method of English learning in an Indonesian Islamic boarding schools delivered by English teachers using GTM (Grammar Translation Method) which means in this learning process teacher will focus on tenses, passive voice, direct and indirect sentences or even the small particular objects such as parts of speech related to pronouns, articles and some other material, TCL (Teacher Central Learning) which means In this learning method, the teacher has a very important role in the classroom. It is because total learning is centered on the teacher and during learning, students listen to the teacher's explanation. So the students did not engage like practicing in front of other students and rarely gave explanations like the teacher did. And the English teacher also implemented PPP method (Presentation Practice Production) which mean the English teacher will give an explanation first, then give some examples, and after that the students practice it using another example.<sup>35</sup>

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<sup>32</sup> Muhammad Dadan Sundawan. "The difference between the constructivism learning model and the direct learning model." *LOGIC Journal of the Scientific Lemlit Unswagati Cirebon* 16, Issue 1 (2016): 6-7, accessed on February 27, 2023.

<sup>33</sup> Observation were made from January 2023 to Mach 2023.

<sup>34</sup> Ali Abdi "The Effect of Inquiry-Based Learning Method on Students' Academic Achievement in Science Course." *Universal journal of educational Research* 2, Issue 1 (2014): 40, accessed on February 27, 2023.

<sup>35</sup> Participant Mr. MB, interviewed by researcher, March 21, 2023. Interview 2, transcript

These materials in English learning with the teacher are mostly related to grammar and anything, can be tenses, passive voice, direct and indirect sentences or even the small particular objects such as parts of speech related to pronouns, articles and some other material. Apart from focusing on grammar, the teacher also said that learning vocabulary also needs to be conveyed. Vocabulary material can be anything, Usually in one meeting there is a discussion related to vocabulary that discusses specific themes, such as for example vocabulary about work, vocabulary about school and anything related to the vocabulary then discussed together in the meeting. It is necessary to have a learning theme that will be conveyed by the teacher to students as a series of lesson plans. The English teacher prepares words and some grammar specifics that are important for students to know. Then in the process of learning, the teacher provides an explanation of some of the material that needs to be conveyed. Whereas for learning evaluation the teacher will provide feedback related to the learning that has been carried out, this feedback is related to the grammar accuracy of several sample sentences that have been made by students.<sup>36</sup>

In addition to specific learning conducted with the English teacher, there are several other learning activities carried out by the students themselves. Those activities includes weekly book reading activities, compose sentences from vocabulary, practice writing stories, and daily adding and repeating vocabularies under the guidance of a peer tutor. The tutor will assist students in learning the process of English language learning as an additional understanding of English materials. English peer tutor also always communicate with English teachers to ask about confusing material during the learning process.

English Weekly Conversation and Weekly Public Speaking Event. This learning aims to improve students' speaking skills because speaking is one of the efforts to improve and develop communication skills, and speaking is an effective skill for communication.<sup>37</sup> In addition learning to improve speaking skills, there is also writing practice. Writing is a skill that is less

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<sup>36</sup> Observation data was obtained on February 15, 2023.

<sup>37</sup> Leong Lai Mei & Ahmadi Seyedeh Masoumeh. "An Analysis of Factors Influencing Learners' English Speaking Skill". *International Journal of english Research* (2017): 36, accessed on March 1, 2023.

popular among students, this requires learning to support it.<sup>38</sup> That's why writing practice aims to improve students' writing skills, this is because writing is needed in various fields of life. Proposals, reports, emails, articles, journals and so on are evidence of the importance of having writing skills.<sup>39</sup> The last is the weekly reading book, reading is one of the skills in English that is usually done, but not a few do not know how to pronounce it, so this learning will improve the ability to pronounce words in the book and readers can understand the contents of what they read.<sup>40</sup> because pronunciation is an aspect to improve communication skills.<sup>41</sup> If those skills can be mastered well, the main goal of foreign learning is achieved and can be useful.<sup>42</sup>

## 2. Supporting Factors and Obstacles Related to English Learning Program in An Indonesian Islamic Boarding School

Learning and teaching activities are processes that certainly have supporting factors so that effective and optimal learning is achieved. These factors can come from people who are involved in the learning process such as students, teacher, headmaster, or other factors that influence it. In research conducted by Abdur Rohim entitled "The Teaching of English in An Indonesian Islamic Boarding School: Design, Enactment, and Hindrances" in the journal *Science Sosio Humaniora* there are several supporting factors for learning English in Islamic boarding schools, including: 1) Use of curriculum 2) Human resources involved 3) Environmental conditions 4) The rules that are obeyed 5) Motivation.<sup>43</sup> While the supporting factors in

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<sup>38</sup> Chaudhary, Anjum, and Sahar Al Zahrani. "Error analysis in the written compositions of EFL students: a classroom study." *International Journal of English Linguistics* 10.2 (2020): 357, accessed on March 1, 2023.

<sup>39</sup> Walsh, K. "The importance of writing skills: Online tools to encourage success." (2010).

<sup>40</sup> Amin, Md. "Developing reading skills through effective reading approaches." *International Journal of Social Science and Humanities* 4, Issue 1 (2019): 35, accessed on March 2, 2023. <http://dx.doi.org/10.2139/ssrn.3342538>.

<sup>41</sup> Nurani, Siti, and Amrina Rosyada. "Improving english pronunciation of adult esl learners through reading aloud assessments." *Lingua Cultura* 9.2 (2015): 109. accessed on March 1, 2023.

<sup>42</sup> Cholimatuz Zuhro dan Hermawati, Dyah Aju. "Communicative English Training as an Effort to Improve HR Quality in Facing MEA Challenges for Al-Husna Jember Islamic Boarding School Students, *Journal of Community Service J-DINAMIKA* 2, Issue 1 Jember: Politeknik Negeri Jember (2017): 6, accessed on March 3, 2023.

<sup>43</sup> Rohim, Abdur. "The teaching of english in an Indonesian Islamic Boarding School: Design, enactment, and hindrances." *Jurnal Sains Sosio Humaniora* 4.1 (2020): 47-56, accessed on March 4, 2023. <https://doi.org/10.22437/jssh.v4i1.9767>.

English learning programs in this Islamic Boarding School include: 1) Student's great motivation 2) Learning support activities 3) Supporting atmosphere 4) Supportive principals 5) Qualified English teacher 6) Students confidence.

- a. The great motivation of students. Motivation is the most fundamental factor in learning, this is because motivation has a major influence on the success of learning.<sup>44</sup> Students who are involved in learning English in this Islamic Boarding School have extraordinary enthusiasm. There are many English learning activities that are carried out every day or week. If they are not passionate about learning foreign languages, the learning outcomes achieved will not be optimal.
- b. Learning support activities. This Islamic boarding school is very supportive of every learning activity. These activities include English weekly conversations to improve speaking skills, weekly public speaking to train mentally in front of many people, daily adding and repeating vocabulary to support learning English, weekly reading books to improve students' reading skills, practice to write a story, and write practice to improve students' writing skills.
- c. Supporting atmosphere. This Islamic boarding school is one of the Islamic boarding schools that implements foreign language learning (English-Arabic). Students who study at this Islamic boarding school are not only from the English department but are also students from various study programs on campus, so they do not fully master English. However, they do not judge one another, they even teach one another. This is due to the atmosphere of the Islamic boarding school where they gather in one unit and create extraordinary strength.<sup>45</sup>
- d. Supportive principals. The role of principals in learning foreign languages is very strong, the principals also implement in their daily activities. Principals will provide evaluations every day, starting from correcting words that are

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<sup>44</sup> Filgona, Jacob, et al. "Motivation in learning." *Asian Journal of Education and social studies* 10.4 (2020): 17, accessed on March 6, 2023. <https://doi.org/10.9734/ajess/2020/v10i430273>.

<sup>45</sup> Umar, 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): 52, accessed on March 8, 2023. <https://doi.org/10.37110/jell.v6i2.124>.

sometimes mispronounced by students, providing corrections to speech texts that are usually written by students before being delivered in front of many people every week, providing evaluations and accompanying conversation activities which are carried out every week.

- e. Student confidence. Students who have high self-confidence in their abilities will make it better in the learning process.<sup>46</sup>

The students of this Islamic boarding school get an appreciate from the English teacher because when they speak or ask some questions about learning they have good confidence and speak well.

Although the application of English learning programs in this Islamic boarding school is supported by various factors involved, there are also several factors which are obstacles of English learning in an Islamic boarding schools.

- a. Lack of learning time with English teacher. each student has their own difficulties in understanding what they learn English.<sup>47</sup> Moreover English is a very important L2 for them to master. However, if the time for learning with experts is only done once a week, it will make students' questions unresolved. Especially in the learning process students do not practice directly in front of the teacher, they also still need to master vocabulary and important grammatical tools used in everyday life.
- b. Bilingual focus. This Islamic boarding school is an Islamic boarding school that implements 2 foreign languages (English-Arabic) alternate regularly every week. However, sometimes students mix up the 2 languages because the students are confused about what they are going to say, so the students choose from another language they know. This is because language is a real form of what is in the mind, so if

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<sup>46</sup> Nicholson, Laura, et al. "The key to successful achievement as an undergraduate student: confidence and realistic expectations?." *Studies in higher education* 38, Issue 2 (2013):285, accessed on March 8, 2023. <https://doi.org/10.1080/03075079.2011.585710>.

<sup>47</sup> Cho, Eunsoo, et al. "Examining sources and mechanisms of reading comprehension difficulties: Comparing English learners and non-English learners within the simple view of reading." *Journal of Educational Psychology* 111, Issue 6 (2019): 982, accessed on March 10, 2023. <https://doi.org/10.1037/edu0000332>.

someone has more than two language skills, behavior will adjust to the language contained in the language.<sup>48</sup>

- c. Students easy to forget the material. This was expressed directly by the English teacher who taught them directly. Sometimes they forget about the material that has been taught before. So when the teacher mentions the previous material they are still thinking about the answer. Maybe because they haven't quite grasped the material explained by the English teacher, because learning English in this Islamic boarding school also reviews grammar, even though grammar is actually not that important in real life. however being accurate would be better.<sup>49</sup>
- d. Daily chores. in carrying out daily activities, students at this Islamic Boarding School are required to use a foreign language. However, there are many violations of regulations by mixing it with other foreign languages or even their respective regional languages (Javanese-Madura). Besides that, every day students look after children who in fact cannot speak a foreign language that will hinder the process of learning language in everyday life.

### **3. Solution to Overcome the Obstacles Related to English Learning Program in An Indonesian Islamic Boarding School**

- a. For the first solution related to the lack of time to study English with the teacher, of course the addition of lesson time that is done by students with English teachers. It's really needs to be done because of the high enthusiasm of the students and the atmosphere that supports the process of English language learning. If learning with an English expert is only done once a week, it can reduce students enthusiasm. Besides that the teacher is also one of the factors supporting the success of learning. So students will not doubt their abilities.
- b. For the second solution related to bilingual focus is have more English teacher or English expert. It is necessary to add English teachers or English experts, not necessarily qualified lecturers, but maximize the role of students from

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<sup>48</sup> Noermanzah. " Language as a means of communication, image of mind, and personality." *National Seminar on Language and Literature Education*. (2019). accessed on March 11, 2023.

<sup>49</sup> Participant Mr. MB, interviewed by researcher, March 21, 2023. Interview 2, transcript

the English Department also need to guide their friends in learning English. This is because creating an English-speaking environment at Islamic boarding schools will be maximized when compared to just learning English theories but there is no place and partner to practice them. In the Islamic boarding school environment, communication and daily activities carried out by students are very supportive, this is because students can provide support to one another and then provide corrections and explanations if there are mistakes made by other students.<sup>50</sup>

- c. For the third solution related to easy to forget is learning independently and maximizing the function of the WhatsApp group. There are many books that support learning English at various levels, one of which is a book recommended by an English teacher, namely "Understanding Using English Grammar by Betty Schramper Azar" which is published at various levels.<sup>51</sup> In fact, every bookstore sell English books with various materials, and access to download e-books is also easy. In addition, there is a special WhatsApp group which is a place for online sharing and asking questions.
- d. The solution related about daily chores problem is maintain their language. Students in an Indonesian Islamic boarding school come from various study programs, so they do not fully master English vocabulary even though it is used in everyday life. Especially if there are activities that require a short time such as cooking for a big event, communication between students is certain, but if they are confused about saying a word they don't know in English, they will say it in Indonesian, Arabic or other regional languages. So it is necessary to attach vocabulary that is often used according to the place, such as for example about food seasonings, it is necessary to have vocabulary related to the kitchen that is attached to the kitchen and can be reached. Besides that students need to have small books that can be kept in their respective pockets, this is very useful for students' daily life in maximizing foreign language learning. Students can write every new vocabularies that they don't know in their own

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<sup>50</sup> Observation were made from February 2022 to February 2023.

<sup>51</sup> Participant Mr. MB, interviewed by researcher, March 21, 2023. Interview 2, transcript



pocket books. In addition, the students also look after children who are entrusted by their parents to work, so this will inhibit the habituation of foreign languages, so that training children to communicate using foreign languages is also good for them.<sup>52</sup>



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<sup>52</sup> Observation were made from February 2022 to February 2023.