CHAPTER I

INTRODUCTION

This chapter provides information about the framework of this research. The background, research questions, research purpose, research significance, research framework, and previous research will be briefly explained.

A. Introduction

In many Islamic boarding schools (IBS) in Indonesia, English has been officially adopted as the language of instruction and the lingua franca to improve students' speaking skills (Pohl, 2006 cited in Nurhabibah 2021). In addition to Indonesian and the local languages, almost all modern Islamic boarding schools now incorporate Arabic and English into their curriculum as the languages of instruction for teaching, learning, and daily communication. Students must communicate in English in everyday activities, especially outside the classroom. If they are found not to speak English, the heads and members of the IBS language department will punish the students (Fakhruddin & Megawati, 2018 cited in Nurhabibah 2021). It is assumed that students always communicate in English their English proficiency will improve. The obligation to use these foreign languages is aimed at enhancing students' knowledge of Islamic studies while expanding their language proficiency (Bin Tahir, 2017 in Muhammad & Ashadi, 2019).

Indra (as cited in Nurhabibah 2021) explains that the language learning system in Islamic boarding schools is carried out through daily and weekly activities. Furthermore, the English Week Program is designed and executed by a modern Islamic boarding school for two weeks a month. This program aims to provide practical help to improve students' abilities and develop good speaking and English habits. The program aims to equip students with good conversation, presentation, speech, and storytelling skills. And also to improve the psychology of students in learning foreign languages in terms of confidence, motivation as not to feel anxious and afraid when speaking English, and improving students' speaking

ability (Nurhabibah, 2021). Therefore, Students must participate in activity to improve their English skills.

In addition, the English Week Program has been widely applied in many schools, known as the English Day Program (EDP). According to Sinaga (2018), English Day Program (EDP) is also implemented as another strategy to help students develop speaking skills. The EDP is a community-organized program for the use of English for as a communication or medium of the teaching and learning of English on specific dates. This community certainly does not use English as their first Language. The purpose of the program is to encourage community members to speak English. Thornbury (2005, p. 1) argues that speaking is a part of everyday life that we take for granted. Therefore, students' speaking ability needs to be developed and practiced daily, especially on English days. However, the difference between these programs is that the English Week Program applies to all students in the school, not just specific communities, and they are required to participate in all English language activities for two weeks.

According to the preliminary observation on March, 10 2022, in a modern Islamic boarding school, in Bandung regency, the English Week Program has been running for decades since this school was founded. It is carried out for two weeks in every month and is supported by some fun learning activities that can improve students' speaking ability and motivation. This program is almost similar with the EDP, the difference between these two programs is only in the duration of implementation. This program is quite helpful in improving students' English skills. The students can use English in their conversations with friends or the teachers for two weeks, increase their confidence when speaking a foreign language and master common vocabulary. This program is also supported by habituation learning activities such as learning new words on a specific topic every morning, practicing public speaking, English conversation twice a week, and a fun Friday program that stimulates students' speaking skills and confidence. Although the students must speak English for two weeks. However, they still do not have good speaking skills, either in term of pronunciation, sentence composition, or accents that are still carried over by their local Language. Some assumptions effect this program to be

ineffective because the lack of human resources who are able to speak English. the problems is assumed that because is only two English teacher in the language development division and the other teachers focus more on Arabic, Students lack the motivation to speak English because they are more confident in using Arabic, and they are less motivation from their teachers.

There are recent studies that are relevant to current research. First, Sinaga (2018) explores students' perceptions of the role of the English Day Program in developing speaking skills in SMPK Penabur Kota Wisata in Bogor, Indonesia. Second, Tathahira and Nahrisya (2020) focuses on students' and teachers' perceptions of the English Day Program in SMAS Insan Madani South Aceh, Indonesia. Third, Noprival (2016) explores students' voices of EFL speaking problems in the English Day Program in a high school in Jambi, Indonesia. However, some differences are found between the current and previous studies. According to the recent studies above, no one has conducted research on the role of the English Week Program for modern Islamic boarding school students. Meanwhile, the current research focuses on observing the role of the English Week Program in students' speaking skill development at a modern Islamic boarding school. Furthermore, how this program is implemented to Islamic boarding school students by investigating the teacher's and the students' challenges in this program.

B. Research Questions

Based on the above description, this research is intended to answer the following questions:

1. How is the implementation of the English Week Program in students' speaking skill development?
2. What are the teacher's challenges in implementing the English Week Program?
3. What is the students' perception about the role of the English Week Program in their speaking development?

C. Research Purposes

From the research question above, this study is aimed at obtaining the following purposes:

1. To explore the implementation of the English Week Program in students' speaking development.
2. To find out the teacher's challenges in implementing the English Week Program.
3. To find out the students' perceptions about the role of the English Week Program in their speaking development.

D. The significance of the research

This research is expected theoretically to become a source of information about the role of the English Week Program at a modern Islamic boarding school for EFL classrooms or bilingual schools in improving students' speaking skills. Furthermore, this study is expected to become a reference for the English Week Program of how it is applied to the students.

Practically, this research gives significance to:

1. Teachers

This research will help the teacher create programs to improve the students' English skills and enthusiasm for learning English at school or in the classroom.

2. School

This study will contribute to the school to evaluate the English Week Program to improve the student's English skills, especially for a bilingual school or Islamic boarding school, in which English is used in the language learning.

E. Research framework

The English Week Program is a program designed and implemented by a Modern Islamic Boarding School in Majalaya Bandung regency, which runs for two weeks each month. It aims to improve students' abilities and develop good speaking and English habits. The course equips students with good conversation, speech, presentation, etc. To improve students 'speaking skills, students must

participate in activities to improve their abilities. This program has also been widely used in bilingual schools in Indonesia, commonly called the English Day Program (EDP).

According to Rhodes (as cited in Nurcholilah 2018), English Day is a program model that differs from the bilingual model, where students receive instruction only in English. Likewise, the English Day Program is designed to provide training and concepts to understand the use of English in everyday activities (Syahfutra and Niah cited in Nurcholilah, 2018). English Day Program is a supplementary activity outside of formal or regular school hours. It is usually held in specific schools for English as a Foreign Language (EFL) students in many schools and other learning communities. Its implements English Day Programs for learning purposes, especially in speaking English. However, not all students achieve the same level of English proficiency (Nurcholilah, 2018). A study by Saputra (2011) found that the English Day Program motivated students to practice their English, improved students speaking skills, and helped them express their ideas more confidently.

Nunan D (2003) argue that speaking is fundamentally an instrumental behavior. The speaker speaks to make an impact on the audience. It is the result of the teaching and learning process. A student's conversational ability is a core aspect of speech teaching. When language is used as a system for expressing meaning, it becomes a critical aspect of language learning success. Harmer (2007) also gave his view concerning speaking, pointing out that good speaking communication includes the ability to possess language skills and process information. However, not all students can practice Language orally because of the demands on language characteristics and social processing. Hornby (1989: 135 in Ismail 2014) also stated someone who is skilled in speaking can be seen from his ability to use spoken language fluently, clearly, and attractively.

Islamic boarding schools (Pesantren) are the existing education system in Indonesia, where the learning model was introduced by Hindus and then continued as an Islamic tradition. During the colonial era, Islamic boarding schools taught only Islamic and Arabic as their moderators to access and study the Qur'an verses.

Along with the global period comes the need for knowledge of other languages increases. The introduction of the new *Pesantren* model in 1926, with the addition of the word "Modern," changed the overall perception of the "traditional model of teaching". Some modern Islamic boarding schools add English, German, and Dutch to the curriculum to meet the most basic needs of building the next generation (Nurdianto, 2018 in Muhammad & Ashadi, 2019). Nowadays, almost modern Islamic boarding schools have incorporated Arabic and English into their curriculum and Indonesian and regional languages as languages of instruction in the teaching process and *everyday* conversations (Bintahir, 2017 in Muhammad & Ashadi, 2019). The obligation to use a foreign language aims to increase students' knowledge of Islamic studies and expand their language repertoire.

According to Sinaga (2018), students' perceptions play a significant role in learning success because students are the center of every learning process. Perception is from the Latin word "*percepto*" perception refers to the organization, identification, and interpretation of sensory information to represent and understand the environment. It is the process by which individuals select, organize, store and interpret the information gathered by these senses (Daniel, 2011 in Sinaga, 2018). Slameto (2010, p. 102 cited in Sinaga (2018) describes cognition as the process by which information or information enters the human brain through human perception of an ongoing relationship to the environment. This relationship is achieved through the senses, namely sight, hearing, touch, taste, and smell. According to Robbins (2003, pp. 108-109), three factors influence perception. The first is the perceiver. The second is the observation object or target. The third is the situation in which perception occurs. According to the explanation above it can be concluded that there are several things that determine perception, an individual will be influenced by their characteristics such as belief, attitude, motives, interest, cognitive structure, expectation, and cultural upbringing when looking at something and give an interpretation. In addition, perception must be considered contextually, which means the situation in which the perception arises should get attention. This situation is a factor that contributes to the process of building one's perception. Situations include time, work arrangements, and social settings.

F. Previous Research

There are several studies related to the current research. The first research was conducted by Noprival (2016). The research focused on investigating the English speaking problems encountered by a high school student in Jambi, Indonesia, during English Day. It was conducted at a high school in Jambi province, Sumatra Island, Indonesia. There are 5 participants consisting of students from the eleventh and twelfth grades of different majors. It was qualitative research using a convenience case strategy. The data were collected through demographic profiling and semi-structured interviews guided by an interview protocol. The result showed five prominent problems that emerged in this study; they are (1) inadequate knowledge of vocabulary, (1) grammar as a stumbling block, (3) fear of negative responses from others, (4) low self-esteem to speak in English, and (5) feel anxious to speak in English.

The second study was carried out by Tathahira and Nahrisy (2020). The research investigated the views of students and teachers on the implementation of the English Day Program. It was conducted in a high school in the Meukek sub-district in southern Aceh, Indonesia. The study used qualitative research methods, and the data were collected   by interviews. Participants in the study included four students and a teacher who participated in the English Day Program. The results showed that English Day was a pleasant learning environment for students to practice English. However, the students felt hopeless due to some psychological factors. Nevertheless, the teacher has supported the program and provided the students with the necessary feedback.

The third research was conducted by Rahmatullah, Gani, and Usman (2019). It measured students' satisfaction with teacher supervision and evaluation courses and students' skills and learning experience acquired during the English Day Program in an Islamic boarding school in Aceh, Indonesia. This study used a quantitative method to explore whether there was a significant difference in the satisfaction of male and female students with the English Day Program. This research used purposive sampling. The respondents of this research were third-year

students who participated in the English Day Program. 114 students participated as interviewees in this study. This study found that the students were satisfied with their school's English day course (mean = 3.71, SD = 1.06). In addition, there was no significant difference between male and female students' satisfaction with the program (p-value = 0.09> 0.05).

The fourth research was carried out by Sinaga (2018). It focused on investigating students' perception of the English Day Program in speaking skill development at SMPK Penabur Kota Wisata in Bogor, Indonesia. Descriptive analysis techniques are used to analyze the quantitative data collected in the questionnaire and the qualitative data obtained in the interview. The participants in this study were 35 students from the eighth grade. The results showed that students were very motivated to master a speaking skill, and they expected an English Day Program to help them improve their spoken English. Furthermore, it showed that the key to a successful speaking class was using suitable communicative speaking activities, such as role-playing, simulation, information gap, storytelling, discussion, and interviews. Such activities place learners in real-life situations where they need to communicate in the target language.

Based on the previous research above, it can be seen that the English Day Program is often applied in training English for EFL students for the development of speaking skills. It also has advantages and disadvantages. However, there has been no research on the English Week Program at IBS and the technical process of speaking English, especially speaking accuracy. Thus, this study aimed to explore the role of the English Week Program in the development of students' speaking in a modern Islamic boarding school.