

Chapter One

Introduction

There are several significant points presented in this chapter. The first one is research background explaining the reason this research is conducted. This chapter also explains identification of the problem, delimitation of the problem, research questions, research objective, and significance of the research. Last but not least, organization of the chapters is also presented.

Background of the Study

There are various types of schools in Indonesia, one of them is Islamic boarding school. The existence of this school was influenced by the fact that Indonesia is the largest Muslim country; thus, the education system is expected to provide schools that teach Islam deeper than regular schools provided by the government. Even though Indonesia is a large country with Moslems as the majority population, it does not mean Moslem parents are required to send their children to Islamic boarding schools. Because of the freedom of will in Indonesia, Moslem parents are also allowed to voluntarily send their children to public schools just like non-Muslim children (Muazza, Habibi, & Mukminin, 2018).

Students of Islamic boarding school are required to live and stay their nights in a provided dormitory. This type of school also provides more religious lesson compared to regular schools. Prasojo (1982) noted that in these schools, different

terms of calling people are used, such as *ulama* or *ustadz* for male teacher, *ustadzah* for female teacher, and student (male) or *santriwati* (female) for students staying in the dormitory (as cited in Das, Halik, & Amaluddin, 2016, p. 25). Meanwhile, boarding schools have various types because Moslems followed different religious ideology, commonly referred to the socio-religious organization. Although implicitly different, these Islamic boarding schools usually share one thing in common, which is the rule for speaking in English and Arabic.

The reason as to why English is used in Islamic boarding schools was because English is a global language and people are required to be fluent in said language. As a global language, English is required in various fields, such as government affairs, agricultural interests, even in dealings. Hence, English has been the most essential language until today. Referring to a study by Sholeh, Affandi, Komalasari, and Wiyanarti (2018), in the 21st century, students of Islamic Boarding School are demanded to develop intelligence and socialization knowledge which are required to be able to sympathize, empathize, and be present in all social activities in society.

Most of Islamic boarding schools regulate a bilingual system for their students' daily life. In one of the boarding schools in Kendal, Central Java, the students are required to speak English every two weeks and Arabic every two weeks throughout their study years. Hanafiah (2018) explain that there is an exciting activity called English day/weeks and Arabic day/weeks. This activity requires the

student to speak those language in a week which has been specified. Thus, the students do a conversation in two different languages in a month. Basically, they are using thus language for every occasion in dormitory, such as do a conversation with peers, speech in front of all of students in the mosque, talking to their teacher, and so on. Moreover, most of the schools own a language department to prosecute student who do not speak the specified regulated language. There is also a system of *jasus* for those who do not speak the proper language. Wekke (2018) explain that *jasus* is a synonym of spy, someone who monitors other student regarding their use of language. In this system, student who do not speak the proper language will get a penalty to find other people who also break the rules. As time goes by, more student who underestimate the language use rule will be punished. This research focuses on English weeks, which when they are only speak English for two weeks around the dormitory zone.

In general, there are differences between regular school and Islamic boarding school. A study by Das et al. (2016) noted that in boarding school, student tends to be together with their mates; thus, the feeling of caring and togetherness of each student are built firmly compared to regular school. Furthermore, the study also noted three types of Islamic boarding school based on the system used. The first one is the type of boarding school that regulates a 24-hour educational system that requires student to stay in the dormitory. The second school type regulates certain time educational system with no dormitory. Last but not least, the boarding

school that regulates educational system including general subject which requires the student to stay in the dormitory for 24 hours.

There were several studies related to English learning in Islamic boarding school. However, most of them were focused on how student executed code-switching and code-mixing when they were talking to each other. The study conducted by Humaera, Rahmiatin, Sukmawan, and Mulu, (2018) revealed that student would do code-mixing and code-switching if they did not know the vocabulary they wanted to say. Other study by Susylowati, Sumarlam, Abdullah, and Marmanto, (2019) explained code-switching as a multilingual phenomenon that occurred in Islamic boarding school environment; thus, efforts such as the ability to at least speak two or three languages was required for code-switching to occur properly. A study conducted by Ridlo (2019) stated about the various activities from daily, weekly, monthly, and annual activities to familiarize the students with language, but the focus of this research is Arabic language so there is no English result in this study. Another study by Jaliyya and Idrus (2017) also investigated students' perception and attitude about English learning. The result of this study indicated student learned English and Arabic at the same time. However, the percentage of Arabic use was higher than English; thus, the students were more fluent in Arabic than English. Moreover, Bin-Tahir, Suriaman, Rinantanti, (2019); Nurjaman (2013); Hidayati (2016) studies showed Islamic boarding school system and curriculum focused on four language skills, which were listening, speaking,

reading, and writing. Even though most of them emphasized on verbal skill such as listening and speaking because these two skills were used every day.

The present study aims to determine how the female student of one Islamic boarding school use English language in their daily lives outside the English learning classroom and how they attempt to keep communicating using English during the English week. This research investigated the use of English language performed by female student in dormitory and their strategies to speak English during English week. By conducting this research, female students are expected to be able to practice more and realize how much they use English in every day. Meanwhile, the teachers are also expected to teach effective English at the boarding school and to find out new ideas to teach them well. This research is expected to be a reference for boarding schools that want to regulate a new system of English learning or to evaluate their learning process.

Identification of the Problem

Various rules in Islamic boarding schools, such as the female student asked to speak in English in every activity they do when they are in the boarding school. The researcher is interested in investigating this topic because the researcher wants to know what activities are carried out by female student while at the dormitory on a daily, weekly, monthly and annually. Moreover, the first problem that occurs in the difficulty of English learning for Indonesian is English communication. English is hard to be learned in a country that considers it as a foreign language because the

people are not familiar with said language. Thus, the right method in teaching English and the right environment to use English are required for one to become fluent in this language.

The second problem is that researcher had the experience of living in two Islamic boarding schools with different regulations, school locations, and students' habits. Hence, a large number of experiences in terms of English learning in Islamic boarding school led the researcher to find out what kind of strategies used by female student in one Islamic Boarding School in Kendal to keep speaking English in the dormitory during the English weeks.

Delimitation of the Problem

The focus of this research is to investigate the use of English language performed by female student in dormitory when they are outside the classroom. The other focus is to know the female student of Islamic boarding school's strategies to speak English in dormitory during the English weeks. This research taken in one of the Islamic boarding schools in Kendal. The participants of this research are 6 female student third grader from senior high school and vocational high school who also a member of language department of a private Islamic boarding school.

Research Question

1. How is the use of English language performed by female student in their dormitory during the English weeks?

2. How do the female students maintain to keep speaking English in their dormitory during the English weeks?

Research Objective

Based on the research question above, the purposes of the research are:

1. To investigate the use of English language performed by female student in dormitory during the English weeks.
2. To find out female student's strategies to keep on speaking English in dormitory during the English weeks.

Significance of the Research

The result of this study is expected to benefit and be helpful for the following parts:

Female student

The findings of this research can be used to help female student realize what are the intentions of their English ability by ensuring their potential to learn English. Moreover, the female students are expected to be more comfortable when using English and have their own way to learn English more for their future preparation.

The Teachers

The findings of this research can be used to the teachers to understand better about activities the female students done regularly. The teachers are also may be

able to find new easy and fun methods and strategies for female student when teaching English so that female students are more motivated in learning English.

The Islamic Boarding School

The findings of this research can be used as introspective in every teaching technique and program for the boarding school. Also, this research can be used to provide a reflection for the school about the activities in the dormitory done by female students in Islamic boarding school.

Other Researchers

The finding of this study can be used as references for other researcher who want to do research with the topic of language activities in Islamic boarding school. Moreover, this study also can be a reference for other researchers who want to conduct some research with communication strategy as their topic.

Organization of the Chapters

Chapter one contains an explanation about an Islamic boarding school which one of the schools that is famous for its way of teaching about religious, social, general, and language sciences. Some Islamic boarding schools apply rules to use two languages, Arabic and English, for their student in their dormitory life. This research was conducted to find out the use of English in the lives of female student in a boarding school in Kendal, the strategies of female student to communicate in English, and how they learn English. In the future, hopefully that

this research can be the reference for female student, *ustad* and *ustadzah*, and the Islamic boarding school itself in fixing the system of using language, which is already running quite well.

Chapter two contains an explanation of Islamic boarding school, the foreign language used in Islamic boarding school, and several studies that explain about the use of English in many Islamic Boarding Schools in Indonesia. The next is an explanation of the language learning strategy, communication strategy, and some strategies used by students in general in Islamic boarding schools for English learning. Several studies are also taken as the sub-chapters of related studies in this chapter.

Chapter three consist of an explanation about the methodology of this research. This research is a qualitative research, which then has a qualitative descriptive as the design. The type of interview is and open-ended question, and the instrument is an interview guideline. The researcher went to Darul Arqom Islamic boarding school in Kendal to collect the data directly and perform data analysis such as open coding, analytical coding, axial coding, and selective coding to process the data obtained. There are six female student as the participants who are the member of language department.

Chapter four explain the results of this research which obtained about the activities that require the female student to use English. Female student is also prohibited from using Indonesian and Javanese, so they will be punished if they

violate the rules. They also have various strategies to keep communicating, such as code-switching and code-mixing, body language, asking for help, approximation, circumlocution, and writing vocabulary on a small note. Moreover, they listen to English songs and watch English movies to improve their English language skills.

Chapter five contains a summary of this research and some implications for the female student, the teachers, as well as the Islamic boarding school. The research finding is explained here, and as a closing statement, there would be a suggestion so that in the future the activities using everyday language for female students can be run more optimally.