

CHAPTER 2

LITERATURE REVIEW

This chapter provides a detailed analysis of theories proposed by experts relevant to the research topic. The literature review delves into learning English as a foreign language, Islamic boarding School, Education in Islamic Boarding School, and Islamic Boarding School students' challenges. Additionally, it explore the challenges in learning English as a foreign language.

2.1 Theoretical Framework

2.1.1 Learning English as a Foreign Language

In today's globalized world, the ability to communicate in English is an invaluable skill. English serves as the dominant language in international business, science, technology, and many other fields. Learning English as a foreign language (EFL) offers numerous personal, academic, and professional benefits (Aziza, 2020). Thus, Learning English can be a gateway to a world of opportunities and benefits. It is the most widely spoken language globally, making it a key tool for international communication in business, travel, and cultural exchange. Proficiency in English can significantly enhance job prospects, as it is often a requirement in global markets and multinational companies. this is in line with what Crystal (2003) state that English language proficiency is increasingly vital in our globalized world, opening doors to academic and professional opportunities. Consequently, the acquisition and mastery of the English language are highly regarded as valuable assets that can provide individuals with broader chances and prospects in multiple domains (King, 2018).

Learning English as a foreign language is a multifaceted process that involves acquiring proficiency in English within a non-native English-speaking environment. This process necessitates the implementation of various strategies tailored to accommodate different learning styles, objectives, and skills. by Goundar (2019) suggests successful vocabulary acquisition is not confined to a single method but

rather involves incorporation of diverse strategies. Among the most employed strategies by foreign language learners are repetition, memorization, the use of dictionaries, translation, and the application of background knowledge. Repetition helps in reinforcing new vocabulary, while memorization aids in the retention of words. Dictionary strategies provide precise meanings and usage contexts, whereas translation bridges the gap between the learner's native language and English. Using background knowledge allows learners to connect new information with what they already know, facilitating deeper understanding and retention.

Additionally, the social aspect of language learning is highlighted in Vellayan et al. (2021) study, which underscores the effectiveness of cooperative learning strategies. Cooperative learning, which involves students working together in groups to achieve common learning goals, has been shown to enhance the active and enjoyable learning of English. This method fosters a supportive learning environment where students can practice speaking, listen to peers, and receive immediate feedback, thereby improving their speaking skills. The interaction within groups not only builds confidence but also encourages the use of language in a natural, conversational context.

Both studies collectively suggest that a holistic approach, incorporating both individual and collaborative learning strategies, is vital for mastering English as a foreign language. By engaging in a variety of learning activities and working collaboratively, learners can achieve a higher level of proficiency and confidence in their English language skills. This integrative approach ensures that learners are not only memorizing vocabulary but also applying it in practical, real-life situations, thus enhancing their overall language competence.

2.1.2 Islamic Boarding School

Islamic Boarding Schools are educational institutions that combine Islamic teachings with academic curriculum. Sheriff Jallow (2023) also define Islamic Boarding School as a traditional School that

focuses on Islamic education and is usually founded by a kyai or cleric. Moreover, (Mahendra et al., 2022) also also pointed out that Islamic Boarding Schools, known as Pesantren, have played a significant role in Indonesia's educational history for many generations. In contrast to traditional educational institutions such as public and private Schools, the unique appearance of Islamic Boarding Schools is a defining feature that contributes to their enduring popularity among Indonesian parents seeking educational options for their children. Sheriff Jallow (2023) said that the unique of Islamic Boarding consist of student's study Islam, Arabic, hadith interpretation, the Qur'an, jurisprudence, morality, and a variety of other sciences at the Islamic Boarding School.

Islamic Boarding Schools are educational institutions that are based on Islamic values and provide dormitory facilities for their students which aim to shape the character and personality of their students to be virtuous, moral, and beneficial for religion and society. Romainur et al. (2022) state that the learning method at Boarding Schools promotes students' character building through 24-hour education and independent living. According to Ihsan et al. (2021) The culture and climate of Islamic Boarding Schools play a significant role in shaping the religious attitudes of students.

In conclusion, Islamic Boarding Schools in Indonesia offer a comprehensive educational approach that extends beyond academics, emphasizing character building, moral development, and entrepreneurial skills. These institutions instill core values such as discipline, honesty, and responsibility within a structured, faith-based environment. By incorporating technology and adapting to modern demands, Islamic Boarding Schools not only equip students with essential life skills but also prepare them for the challenges and opportunities of the 21st century. This holistic approach positions these schools as significant contributors to both intellectual and personal growth within the broader societal context.

2.1.3 Education of Islamic Boarding School

Education in Islamic Boarding Schools underscores a comprehensive approach to student development, encompassing academic, character, and moral dimensions. Central to these institutions is the cultivation of strong, virtuous individuals through a structured environment steeped in core values including discipline, honesty, responsibility, and religious teachings Ilmi (n.d.) Additionally, entrepreneurship education features prominently within the curriculum, equipping students with practical skills in identifying opportunities, fostering collaboration, and mastering marketing techniques (Panaemale & binti Saifuddin, 2023). In response to the demands of modernity, Islamic Boarding Schools have embraced technological advancements, evidenced by the integration of Wi-Fi infrastructure and the sanctioned use of mobile devices and laptops (Aprilia & Syahna, n.d.). Collectively, these findings underscore the pivotal role played by Islamic Boarding Schools in both intellectual development and character formation within the broader societal context, highlighting their adaptive capacity to meet evolving educational needs.

2.1.4 Islamic Boarding School Students' Challenges

Islamic Boarding Schools face various learning challenges. One challenge is the implementation of halaqah da'wah, which aims to build the religious and honest character of the students (Jauhari, 2023). This implementation can be hindered by students feeling tired and drowsy after activities, leading to reduced concentration (Ritonga et al., 2022). Another challenge is the use of traditional learning media, which ignores technological developments (Holandyah et al., 2022a). However, there are opportunities to apply technology-based media in Arabic learning, as Islamic Boarding Schools are open to accepting changes and have the necessary resources. Additionally, Challenges in Information Technology implementation include a lack of human resources, infrastructure limitations, and limited socialization of

information systems. Overall, these challenges highlight the need for efficient scheduling, curriculum revisions, and teacher competencies to enhance learning in Islamic Boarding Schools.

2.2 Study of the Relevant Research

Before undertaking on the current research, the researcher conducted a review of previous studies related to challenges faced by EFL students. The following order will be used to discuss these previous studies:

Islamic Boarding School students may face specific challenges in learning English, often stemming from their educational environment, cultural background, and instructional methods. These challenges are very significant due to students' success in gaining their achievement in their English study.

In the meantime, there are some aspects as well like limited exposure to English in Islamic boarding schools, the primary focus may be on religious studies and language instruction, leaving little time or emphasis on English language learning. As a result, students may have limited exposure to English outside of formal classroom settings. In addition, cultural differences of Islamic boarding schools may differ significantly from that of English-speaking countries. Students may struggle to understand English language and culture due to differences in social norms, values, and customs (Akbari, 2015).

Moreover, lack of resources Islamic boarding schools may have limited resources for teaching English, such as textbooks, audiovisual materials, and qualified teachers. This can hinder students' ability to practice and improve their English language skills. Religious considerations some students and parents may prioritize religious studies over English language learning, viewing English as secondary or even unnecessary. This mindset can affect students' motivation and willingness to invest time and effort in learning English. Limited speaking opportunities English language learning often requires ample opportunities for speaking practice, but students in Islamic boarding schools may have few chances to engage in meaningful conversations in English, especially if their peers and teachers primarily communicate in another language (Syafiqah Yacob & Md Yunus, 2019).

Lack of confidence students also may feel self-conscious or insecure about their English language skills, particularly if they perceive themselves as being behind their peers or if they have had limited exposure to English-speaking environments. Integration of Islamic values integrating English language instruction with Islamic values and principles can be challenging for teachers and curriculum developers. Finding appropriate materials and teaching methods that resonate with students' religious beliefs while also promoting English language proficiency may require creativity and adaptation. Limited access to technology Islamic boarding schools may have limited access to technology or internet connectivity, which can impede students' ability to access online resources, language learning apps, and interactive multimedia materials for English language learning (Poedjiastutie & Oliver, 2017).

Linguistic differences Arabic, the language commonly used in Islamic boarding schools for religious instruction, has a different linguistic structure and script than English. Students may find it challenging to switch between Arabic and English, particularly in terms of grammar, vocabulary, and writing systems. Parental expectations parents of students in Islamic boarding schools may have specific expectations regarding their children's education, prioritizing religious studies or academic subjects over English language proficiency. This can create pressure on students to excel in certain areas while neglecting others (Solak & Bayar, 2015).

In conclusion, Islamic boarding school students encounter numerous obstacles in English language learning, ranging from limited exposure and cultural differences to a lack of resources and speaking opportunities. These challenges are further compounded by religious considerations, confidence issues, the difficulty of integrating Islamic values into instruction, limited technology access, linguistic differences, and parental expectations. Acknowledging these multifaceted challenges is crucial for developing effective strategies to enhance English language instruction in Islamic boarding schools.