

## CHAPTER 1

### INTRODUCTION

This section provides the background of the study, the reason why the researcher chooses this kind of study, and the goal of the study. The study is based on the phenomenon of how students have no the same abilities in practicing English around the Islamic boarding school. Therefore, this kind of school needs to provide some program which improves their communication in English. Moreover, the researcher tried to explore the English program from an ethnographic perspective to explore more about the complete program description to help students' English communication practices around the Islamic boarding school.

#### **1.1 Background of the Study**

Many Islamic boarding schools require students to communicate using English in everyday life. Islamic boarding schools which focus on a bilingual education system, usually give priority to foreign language learning, especially Arabic and English (Nurjaman & Sahida, n.d.). In one of Islamic boarding schools at Tasikmalaya Indonesia, students are obligated to use English and Arabic in their communication practices. Different from other schools, Islamic boarding school not only provides class every morning and leaving every midday, but students in the Islamic boarding school are obliged to stay in the dorm in the school area and to speak English to immediately practice English in their daily life (Nurjaman & Sahida, n.d.). Therefore, the students are required to use English on certain days (Latif, 2019). In some cases, the students do not have the same abilities to communicate in English. Further, this kind of school needs to give more time to make their students get a better understanding in English (Soyunov et al., n.d.). In addition, students need facilities to make it easier for students to communicate in English. Further, the existence of a program from an Ethnographic perspectives hopefully could help students to express their English for their good communication practices in an Islamic boarding school.

The English program is a coursework designed for the students who are looking to study English. They look for English as their first, second, third, or in some cases for their four languages. In this Islamic boarding school, the English program is a program that consists of several activities with the aim to provide an input rich environment to maximize opportunities for the students to practice their English in a particular language society created by the boarding school. Huang, Trube, and Yu (2011) explained that in the English program, English language learning is taught as meaningful as possible addressing the daily life of the students and attracting them to use English in their everyday activities as cited in Supriyono et al. (2020). Hence, language learning itself is not the matter of memorizing grammar and structure, but how to practice the language itself in their daily life activities. There is an emphasis on creating a desire for the students to learn the second language to engage in meaningful and interesting communication (McNamara, 1973). Further, this English program conducted in this boarding school could be proficient for the students to help their English communication practices in an Islamic boarding school from an Ethnographic perspective.

Linguistically, Ethnography is a portrait of a society. Hanifah (2010) stated that, "Ethnography is a written description of a culture, custom, belief, and behavior based on the observations of the researchers who directly go to the field, where the researcher should be the focus on the objects to get natural results" (cited in Febrianti & Purwokerto, 2019). Lately, the use of ethnographic studies is not only in the field of anthropology but has been widely used in the field of medicine, psychology, sociology, information system and education" (Wijaya 2018 as cited in Febrianti & Purwokerto, 2019). Hanifah in Febrianti & Purwokerto (2019), Ethnographic research in education can be done to understand the pattern of relationships between teachers in a school, the teaching process with using certain methods or media (such as teaching vocabulary by Total Physical Response), or procedures for implementing certain activities, such as English Speaking Days program in a school and learning to design via the internet at a school in a class. Therefore, it is necessary to examine the activities that are incorporated in an English program using Ethnographic perspective.

The English program, conducted in the boarding school investigated in this research, is employed by *Central Language Improvement (CLI)*. CLI as the language activists come from the OSPC or equivalent as called by OSIS (*Organisasi Siswa Intra Sekolah*) in another school (Nandang & Sanusi, 2017 p. 102). This OSPC serves to run the wheel of discipline for 24 hours (Nandang & Sanusi, 2017 p. 102). In this Islamic boarding school, CLI obligates the students to use English in students' daily activities from waking up to going back to sleep; in addition, the CLI made an English program to facilitate the students' English ability. With the presence of CLI and LAC, it is expected that within 24 hours of the life of the students with existing devices they can use the foreign language in accordance with the schedule every week (Purwasih & Rahman, 2018). Furthermore, the existence of the English program of CLI could help students in raising their English, especially their communication practices around the Islamic boarding school.

The previous study had discovered outstanding findings on Learning English at Senior High School 1 Kupang Nusa Tenggara Timur, a study from an Ethnographic perspective which has demonstrated the research directed at the classroom background and the behavior of the teachers and students as research subjects holistically and contextually which the result shows that the role of the English teacher at SMA Negeri 1 Kupang in learning activities are enough to help students to explore their potential to master language competence in more depth (Sulaiman, 2021).

Since the previous study concerned more with the evidence of English learning from every behavior, whether students or teachers, meanwhile this current study takes an idea to portray the complete English program description conducted by CLI in 2021/2022 for high school level in one of the Islamic boarding school at Tasikmalaya Indonesia from an Ethnographic perspective. Hence, exploring such an English program used by a boarding school can function to develop and to evaluate the program itself. Furthermore, it could be a model to develop by the other boarding schools to build such a good English program that can help student English communication practices.

## 1.2 Formulation of the Problem

The research question addressed in this study is how is the English program of CLI in 2021/2022 for high school level conducted in one of the Islamic boarding schools at Tasikmalaya Indonesia?

## 1.3 Operational Definitions

To avoid misinterpretation of this research, researcher provides four definitions associated with this study:

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|-------------------------------|--|
| 1.3.1 English program         | Coursework designed to help students who are looking to learn English as their second, third, or in some cases, fourth language. An English program formed by CLI can help students' English practices in one of Islamic boarding schools at Tasikmalaya Indonesia.  |
| 1.3.2 CLI                     | 'Central Language Improvement' as language activists who manage an English program and students' language environment in one of the Islamic Boarding Schools at Tasikmalaya Indonesia. CLI as a member of OSPC ( <i>Organisasi Santri Pesantren Condong</i> ) obligates students to practice English around the boarding school environment from waking up to going back to sleep. |
| 1.3.3 Islamic boarding school | An institution in which students live within the premises while being  |

given formal instruction. The word “boarding” is used in the sense of “room and board”, where students are responsible for 24 hours. Islamic boarding school is located in Tasikmalaya who has established the English program of CLI since 2001.

#### 1.3.4. Ethnography studies

A qualitative research method to describe the characteristics of an individual or group in depth. Ethnography in this present research tries to describe the English program of CLI established by one of the Islamic boarding schools at Tasikmalaya Indonesia

### **1.4 Aim of the Study**

This present study aims to find out how the English program of CLI 2021/2022 for high school level is conducted in one of Islamic boarding schools at Tasikmalaya Indonesia from an Ethnographic perspective so that it can help students’ communication practices in their daily life around the Islamic boarding school.

### **1.5 Significances of the Study**

#### **1.5.1 Theoretical Use**

The theoretical contribution of this study gives a lot of insights into the English program conducted by CLI 2021/2022. The points of view of the finding can significantly be useful for the teachers in gaining a deep explanation about the new way of teaching English; the student will have a new environment in learning English.

### **1.5.2 Practical Use**

The practical contribution of this study is to provide learning strategies based on the English program of CLI 2021/2022 landscape which can function as a reference for another institution/Islamic boarding school to design an English program to improve the students' English proficiency in an Islamic boarding school.

### **1.5.3 Empirical Use**

As an empirical contribution, this study provides experiences for the researcher in paying attention to the language environment in an Islamic boarding school. The findings will be useful for improving and widening the knowledge about the new way of teaching English and the other researcher will enhance knowledge for further English program from an Ethnographic perspective