

CHAPTER 1

INTRODUCTION

A. Background of Study

As a religious institution, boarding school is a traditional Islamic educational institution which directly takes part of the effort to educate the life of nation and completely contributes in the implementation of education in Indonesia. Boarding school itself has a meaning as “students’ residence”, where student or *santri* in Indonesian Language Dictionary means “a group of people who goes deep into Islamic teaching.” (2008: 1266) Samsul Nizar (2013: 85-87) said that education system of boarding school has an aim to understand, live, and practice Islamic teaching emphasizing the importance of religious morals as a way of social life. Therefore, boarding school always tries to produce outputs in the form of students who have strong religious morals in order to be able to get involved in prospering people in general just like the role of Islam as *rahmatan lil’alamin*.

In South Kalimantan, there have been so many boarding schools which exist for years although Kalimantan itself is well-known by ‘Dayak tribe’ where most of them are not moslems. One of the most popular boarding schools in South Kalimantan is Darul Hijrah Modern Islamic Boarding School Martapura. It was established by some graduates from Gontor who came from South Kalimantan, namely: KH. Ghozali Mukhtar, KH. Zarkasyi Hasbi, KH. M. Nasrul Mahmudi, and KH. Syahrudi Ramli. Another boarding schools in South Kalimantan which

were established by the graduates from Gontor are Darul Istiqamah Modern Islamic Boarding School Barabai and Ibnu Mas'ud Islamic Boarding School Kandangan.

Education and language learning system in Darul Hijrah Boarding School follows the same system applied in Gontor. The system of education applies the term 'Modern Islamic Boarding School' which integrates with balance between general education and religious education (Samsul Nizar, 2013: 285-287), so the students have to study about general lessons using school curriculum and about Islamic lessons using boarding school curriculum at the same time.

The system of language learning in Modern Islamic Boarding School makes English and Arabic languages as the main language in every learning activity at classroom, except for general lessons taught by teachers who are not graduates from the boarding school. It is also applied in every students activity outside the classroom, just like in dormitory, canteen, mosque, etc. The system can be called as a language learning strategy because it's a conscious step which the students take to learn and use a language. (Mehmet Emin Uslu and friends, 2016: 74) In two weeks, all students are required to talk to other students or teachers in Arabic which is then named 'Arabic week'. At the following two weeks, the language required to use is English which is then named 'English week', and so on.

English week is when the students have to speak English all the time, and they are not allowed to speak by another languages such as Arabic, Indonesian, etc. In that week, there are some activities related to the use of English as a part

of language learning in order to improve their language skills such as listening, reading, speaking, and writing. The activities are like conversation and public speech. In conversation, the students are given a topic to talk about to their partner in English, so they learn how to speak well and fluently to people to make them understand about what they are talking about. In public speech, the students are given a topic, and they have to create a simple text with a specific title related to the topic given by the teacher. Then, they have to memorize it and speak it out in front of another students for a few minutes.

According to the case stated above, education system of Darul Hijrah Modern Islamic Boarding School applies a strategy of language learning by making English and Arabic language as the colloquial language for students. Especially for English language, writer notices that the strategy seems like having a positive implication toward students ability in using English in their daily activities, just like in their vocabularies, speaking skill, listening skill, etc. Also, writer notices more about the English week, like how it is implemented there and how its implication to the students is. Therefore, writer is interested to conduct a research about **Implementation of English Week In Darul Hijrah Modern Islamic Boarding School Martapura.**

B. Research Questions

1. How is the implementation of English week in Darul Hijrah Modern Islamic Boarding School?
2. How is the implication of English week implementation to students in Darul Hijrah Modern Islamic Boarding School?

C. Objective of Study

Based on the research questions above, the objectives of this research are:

1. To know and describe the implementation of English week in Darul Hijrah Modern Islamic Boarding School.
2. To explain the implication of English week implementation to students in Darul Hijrah Modern Islamic Boarding School.

D. Significance of Study

The results of this research are expected to have benefits as follow:

1. By knowing the description of the implementation of English week in Darul Hijrah Modern Islamic Boarding School, it's expected that its positive components can be followed by other boarding schools and applied in their language learning system.
2. By knowing the explanation of the implication of English week implementation to students in Darul Hijrah Modern Islamic Boarding School, it's expected that the teachers can determine the next step of the

implementation of English week appropriately, whether to develop the positive one or to evaluate and improve the negative one.

E. Definition of Key Terms

In order to avoid misunderstanding toward title editorial intended, so it needs to be described an operational definition from some words of the title, they are:

1. English week is a system implemented by Darul Hijrah Modern Islamic Boarding School to all students, so that they always use English in every activity all the week. As long as they stay in boarding school area, so the system will always be applied.
2. Implementation here means the process of the implementation itself, like students activities inside and outside classroom, strategies of language use development, the culture which shows up from the students about their language use, etc.
3. Implication is a change in students ability in using English. It's such an answer of the question, "What can the students do by English?" Then, the data needed to describe the implication of English week implementation is students' perception.