

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter deals with the findings which are related to the formulated question which has been decided by the researcher. It shows the data and it is divided into data findings. The findings and discussion will be discussed further in the following text

#### A. Finding

1. The implementation of English dormitory program in Al-falah islamih boarding school

English dormitory programs are part of the language learning system implemented at the *Al-falah Putra* Islamic Boarding School. For a period of one year, all students participating in this program are expected to talk with other English program students or teachers which is then called the 'English Dormitory program as a result, English and Arabic are the primary languages in all learning activities in the dormitory. This is also applicable to all student activities outside of the dormitory, such as those held in the classroom, canteen, mosque, and so on.

Al-Falah has a department that specifically manages and controls the course of this language learning system, based on the author's interview with the language program's director coordinator, Ustadz Muhammad S.Th.I, he explained that in addition to the English language program, there is also an Arabic language program implemented by Islamic boarding schools. who are members of the "Al Falah Putera Islamic Boarding School Language

Program", with the aim of being a forum for developing the interests and talents of students in foreign languages at the Al Falah Islamic Boarding School.

There are several important points that explain how the implementation of the English dormitory program is implemented in Al Falah, namely:

### **1. Activity**

This language program usually completes a study program within 1 year with several activities in it as follows:

#### 1) Study

this learning activity focuses on learning basic English skills are speaking, reading, writing, and listening; this activity is carried out several times outside of school hours, in the afternoon and evening

#### 2) Memorize

Every student is required to memorize new vocabulary everyday. Vocabulary can be obtained from the teacher every day and from the vocabulary memorization module that has been provided by the program management. In a day, students are usually asked to memorize 10–15 words or small talk

3) Bulletin board

This is carried out to train students' writing skills in writing in English, this activity is carried out once a week.

4) *Lalaran* (repetition)

This repetition is carried out with the aim of strengthening the students' memorization of the vocabulary they have memorized rather than being lost. The time of implementation is after the morning prayer.

5) Conversation

This activity is carried out to familiarize students to get used to speaking English, usually the teacher will provide a topic or theme of conversation and students will be paired with their friends to talk about the topic using English, apart from this conversation activity that students are required to speak English every day in the English language program area.

6) Listening

Kegiatan listening ini dilaksanakan di lab computer pesantren namun bisa juga dilaksanakan di dalam asrama dengan menggunakan speaker

7) Games

This play activity is carried out as entertainment for students when they are bored in learning, this activity can be in the form of guessing words, connecting songs, making yells, throwing balls and

other types of games this activity is usually carried out while studying or on Friday When students have school holidays

8) Performing arts

Art performances or talent shows are held to develop the interests and talents of students in English. This activity is held once a month with several activities, namely singing, speeches, debates, poetry, and drama using English

9) Exam / evaluation

Tests are carried out twice in one program period to evaluate santri lessons and take final grades before graduating santri in this program who will later be graduated, this test is carried out with two events, namely oral and written.

10) Graduation

This graduation activity is carried out after the students complete the English program with one year in the program and follow all activities, regulations, and exams.

Based on the activities stated above, students acquire the fundamentals of four English language skills: speaking, reading, writing, and listening with proper grammar. Students are also asked to memorize and repeat vocabulary every day, implementing art performances to maximize students' talents and interests in English such as drama performances, speeches, poetry, singing, and games

## **2. Material**

The material he teaches comes from modules or text books provided by the language dormitory program as teaching and learning materials for teachers or students in learning English, The material taught focuses on four fundamental English skills: speaking, listening, writing, and reading. The text book also includes a grammar, dialogue, and vocabulary section

## **3. Strategy**

Based on the author's observations during research and the results of interviews with teachers and students that students who follow the English boarding program are required to always use English in all their daily activities, here the author concludes that the strategy used is immersion strategy.

Based on an author interview with the English teacher conducted during program activities, they still require the students to use English when conversing with one another. In addition, several language development activities are included in the program. to help students develop their language skills, such as public speaking, English conversation, vocabulary distribution, and performing arts.

- a) During public speaking training, they must deliver a speech in front of the dormitories. members for a few minutes on a specific issue without reading the complete text in English Students will

receive comments and suggestions from the supervisor at the end of the meeting.

- b) In the division of vocabulary, students will get ten to fifteen new vocabulary every day from the hostel manager. They pronounce and repeat the word correctly so that pupils understand how to pronounce it.
- c) Performing arts is an option for students to develop their potential and talents in English. In performing arts, students will show some of their talents and works in English such as drama, poetry, singing, storytelling, etc.

As a result of the author's findings, Al Falah Putra Islamic Boarding School has an environment where the majority do not use English all the time or as their daily language. Therefore, this language program system was formed to support the foreign language skills of the students. This strategy has already been used. by the mudir of Al Falah for years since it was founded 11 years ago by the leadership of the lodge. Students become acquainted with the cultures of English and Arabic in order to avoid complications when continuing their studies overseas.

In this case, such an approach encourages some pupils to learn more about English and apply it in their daily lives. However, most learners continue to struggle with English., especially in grammatical structure material. They don't sound like native English speakers when

they speak English, but more like Indonesians They are converting their Indonesian sentences into English. in the “Word for Word” translation. For example, they might say, “Where are you going?”, “One meal for me, one meal for you. Food (eat-*an yok*), and so on.

they are used to speaking in English using a bit of local vernacular a few extra words like “*lah, am, an*” in their everyday dialogue, giving the impression that they are speaking in a traditional language, especially Banjar’s. For example, they might say, "You know that girl?", "fight nah?", and so on.

*Boarding school* Always strive to enhance and expand this language learning method. Culture, as a reflective learning, brings up some positive and unfavorable points. In addition, it strongly encourages students to practice their English skills, but they still need to learn more about the structure of English to improve their practice. Concerning the implementation of the English dormitory program, the author attempts to learn more about students' perspectives by distributing questionnaires to program participants and interviewing some of them to understand more about them.

## **2. The student preception of English dormitory program**

This research has been conducted with data taken from interviews with five students about students' perceptions of the English dormitory program The results of this interview are:

*I am very interested in this program I want to improve my grammer*

*skills but I am still often wrong and still use banjar language and accent sometimes. (student 3)*

*The English dormitory program is very good. I like it because I can practice my speaking and pronunciation skills. (student 5)*

From the results of the interviews above, student 3 and student 5 felt that their English skills had improved quite a lot, but for student 3 who had a positive response, he still had some weaknesses and mistakes in practicing English. For students 1,2 and 4, have the opinion that the English dormitory program is very good, interesting and has a good environment to improve their English

*Yes, of course, I can improve English skills such as speaking reading listening and writing, debate, and grammatical, there is English every day and increase vocabulary every day. (student 1)*

*Yes, it's very helpful, but it's hard for me because I haven't really mastered good grammar and pronunciation. ( student 3)*

From the results of the student 1 interview, it can represent the general opinion of students 2, 4 and 5. because all of them feel helped by this English language dormitory program in helping them learn about speaking reading listening and writing, debate, and grammatical. As for the results of interviews from student 3 regarding this program can help them or not in improving English language skills, student 3 said this program did help but was still constrained by a lack of knowledge before entering this program.



*For the lessons, I really like the lessons, especially in speaking, grammar, and listening. (student 2)*

*Yes, of course, because in this program I can learn English not only seriously but also learn while playing. ( student 4)*

Based on the results of interviews with student 2 that he really likes learning in this program especially in speaking, grammer, and listening. While the results of the interview with student 4 he also likes learning in this program because learning is not only taught seriously but also can learn while playing students 1, 3 and 5 feel that learning in this program is interesting and good

*The teachers here always give us the best lessons and they are also drawn from the best students from the previous generation of the program. ( student 1 )*

From the results of interviews with student 1 stated that the teachers teaching in the program are very good at teaching based on their experience in previous generations. And according to students 2,3,4 and 5 stated that the teachers of this program teach well and good

*Here sometimes I feel why English is very difficult but I realize that this program helps me to be able to speak English and be more able than those who do not participate in the program so I like this program. ( student 2)*

*What I feel when I join this program is comfortable, happy, and I like this program because I can gain knowledge and unforgettable experiences.*

(student 5)

Based on interviews with students 2 and 3 basically they feel that this program makes them comfortable in learning English but on the other hand they are aware that they are still lacking in English language skills. for the results of interviews with students 1, 4 and 5 they are not at all constrained in learning English they feel happy and happy with this program

## **B. Discussion**

according to the data shown above, which were obtained by observations, interviews, and documents, The majority of them explained the culture of studying and improving English in general. in the *Al Falah* Islamic boarding school.

### **1. Implementation of the English Dormitory Program**

Al falah boarding school through the implementation of the Language Dormitory Program. In accordance with the explanation above, the boarding school method in developing students' English proficiency level is to emphasize speaking practice. As a result, that the respondents of the Language Dormitory Program students always speak English during the Language Dormitory Program, although there are still some respondents who mentioned that they do not speak English during the Language Dormitory Program all the time. Implementation is more than just an activity it is an activity that is planned in order to achieve the activity's goals. Based on this opinion, the purpose of the language

program is to train students to speak English. The program is designed based on the needs and effectiveness to make students speak English.

All learners are familiarized with the English culture and environment with very strict rules that encourage them to always practice English. In fact, despite having activities such as Quran, soccer, basketball, badminton, pencak silat, and so on, the author found that all students are still required to be in the 'English zone'. Based on research conducted by Oktaviany, Suhartono, and Supardi (2014) on "English Zone for Motivating Students to Speak", the research findings show that the English zone can encourage students to exert strong effort when speaking. As a result, this viewpoint is consistent with Literature's assertion that, in addition to age and environment, motivation is one of several factors that might affect one's language acquisition.

#### **A. Activity**

The process of gaining or enhancing knowledge of a subject or ability through practice, instruction, or study is known as learning. In the findings of this study (Brown, 2000), the language program implemented by the pesantren also uses activities as a means to improve the English language skills of the students. In the implementation of the program, several learning activities are carried out inside and outside the classroom. This seeks to make activities fun and not boring and can familiarize students to use English in their daily lives.

## 1. Study

this learning activity focuses on learning basic English skills are speaking, reading, writing, and listening; this activity is carried out several times outside of school hours, in the afternoon and evening .Learning is the process of gaining knowledge. and abilities that requires the use of storage, memory, and cognitive systems. (Brown, 2000) in this language program is taught basic English material with a specified period of time and continues to repeat this is certainly in accordance with what brown said that the process of gaining knowledge must use memory and cognitive systems by continuously giving knowledge of it.

## 2. Memorize

Vocabulary can be obtained from the teacher every day and from the vocabulary memorization module that has been provided by the program management Learning can also refer to a relatively long-lasting change in behavior as a result of practice or experience (Brown, 2000). In this program, memorization is one of the most common ways for students to quickly get used to English, this is also consistent with Brown's opinion that long-term learning is one of the ways that can be done to develop student language.

### 3. Lalaran (repetition)

This repetition is carried out with the aim of strengthening the students' memorization of the vocabulary they have memorized rather than being lost. Learning is the process of gaining knowledge, and abilities that requires the use of storage, memory, and cognitive systems (Brown, 2001). in this program, the follow-up to the memorization program that has been carried out is the repetition activity with the aim of making students' memorization better, this is part of the long-term teaching carried out by the pesantren to the students.

in the following activities this program carries out conversation, listening, art performance, evaluation and graduation. all activities of this program aim to familiarize students with English so that they are more comfortable learning the results expected after this activity is carried out is that students' understanding of language becomes deeper than entering this program.

### **B. Materi**

The material he teaches comes from modules or text books provided by the language dormitory program as teaching and learning materials for teachers or students in learning English hal ini berkesinambungan dengan theory bahwa Teaching materials must support the goals that have been set (mulyasa, 2004).

### **C.Strategy**

In this program, the strategies implemented are the obligation to speak English in all areas of the school, vocabulary memorization every day and art performances every month. The obligation to speak English in all areas of the school aims to create a supportive environment in the development of student language. with an environment that supports learning students will become more easily accustomed to speaking English and its daily use. vocabulary memorization aims to enrich students' English vocabulary by adding 15 vocabulary words every day. This activity is also continuous with the previous activity about speaking English daily with the support of the previous activity, this activity will be the main input in students' English vocabulary. art performance activities are carried out to support students' creativity and talent in learning English. This activity is carried out once a month with several performances such as singing, drama, poetry, lectures, and debates. This activity is also sustainable with previous activities to apply the lessons they have learned in a performance.

#### **1. Students preception of English dorimitory program**

Based on the results of interviews conducted with students, several responses regarding the English dormitory program have been found.

In the first response regarding the question "what do you think about the English dormitory program" all students answered that they were

interested in this program as evidenced by the answer of one of the students "The English dormitory program is very good I like it because I can practice my speaking and pronunciation skills". However, there is one slightly different opinion saying that "I am very interested in this program I want to improve my grammar skills but I am still often wrong and still use banjar language and accents sometimes" in this response it can be seen that students want to improve their English which still has shortcomings in the basics of English.

In the second question the researcher asked about "do you feel helped by this program in improving English language skills". Students' answers to this question in general that they feel very helped by the existence of this program are evidenced by students' answers "Yes of course, I can improve English skills such as speaking reading listening and writing, debate, and grammatical, there is English every day and add vocabulary every day" but there is a slightly different opinion, namely "Yes, it is very helpful, but this feels hard for me because I haven't really mastered good grammar and pronouns" in this response students also gave good responses about the program but were still lacking in ability and knowledge.

In the third question the researcher asked "how do you think about learning in this program is interesting or not" in general students answered that learning in this program is interesting this is evidenced by the student's response "Yes of course because in this program I can learn English not only seriously but also can

learn while playing" from these responses it can be seen that students are interested and like learning in this program.

In the fourth response the researcher asked "what do you think about the teachers who teach" all students stated that the teachers teaching in the program were very good at teaching this can be evidenced from the students' answers "Teachers here always give the best lessons to us and they are also taken from the best students also from previous generations of the program" from the above answers stated that the teachers of this program teach well and well

In the last response, the researcher asked about "what do you feel while participating in this program?" Broadly speaking, students answered that they felt comfortable, happy and happy while participating in the program. This can be proven by the results of students' answers "What I feel when joining this program is comfortable, happy, and I like this program because I can get unforgettable knowledge and experience" from these answers it can be seen that students feel comfortable, happy and happy while learning and participating in the program.

On the overall response of students who take part in the language dormitory program, based on the theory Positive perception means that this perception describes all knowledge and the response in line with the perceived object by Grafiyana (2015).based on this theory that students' responses to this program are positive and interesting.