

CHAPTER I

INTRODUCTION

A. BACKGROUND OF STUDY

Talking about education In the Islamic boarding school environment, English has a very important role in building global insights for students. As an international language, mastery of English not only facilitates access to knowledge from various global sources, but also becomes an essential skill in communicating and interacting with the outside world. Many global Islamic higher education institutions use English as the language of instruction, so mastering it will open up more opportunities for students to continue their studies to a higher level.

More than just a means of communication, English also has a strategic role in Islamic propagation. In today's digital era, Islam needs to be spread more widely through various international platforms, such as social media, article publications, and Islamic seminars. By mastering English, students have the opportunity to convey Islamic teachings to the world community, clarify misconceptions about Islam, and discuss with people from various cultural and religious backgrounds. The ability to speak English also allows them to participate in international conferences that discuss Islamic issues, so that da'wah is no longer limited to the local scope, but can reach the global community.

In addition, in daily life at the boarding school, the use of English also trains students in critical thinking and confidence in public speaking. By applying English in discussions, presentations, and social interactions, students are accustomed to conveying ideas systematically and logically. This is very important to form a generation of Muslims who are not only knowledgeable, but also have the ability to convey Islam clearly and persuasively in the international arena. Therefore, learning English in Islamic boarding schools is not just an academic skill, but also part of the preparation of students to become Islamic preachers who are able to bring Islamic values to the world level.

Islamic boarding school is a social institution of religious education for Muslims who wants to explore religious sciences.¹ The institution gives superior attention to Islamic sciences, but also spending much activities to provide the common sciences learning and never make the general sciences being left as a priority for learner in general. The differences is only on the boarding school system which make the students live for 24 hours in the school. The learner will get many educating activities for 24 hour straight. Not only happening in the class, but the educational non-academical learning that related to mentality improvement, self-sufficient, social interaction, even language habituation, and so on. Even so, boarding schools are not inferior in teaching their students in their English skills. Because for them, English is one of the paths of Islamic propagation to the world. Which cannot be achieved without mastering it. Therefore, Islamic boarding school is becoming the best institution for students to learn with comprehensive educational integrity from various aspects.

One of Islamic Boarding school located in Bogor is Al Umm ASWAJA Islamic Boarding School which has been implementing guidance and mentoring firmly in every activities that involved the learners.² Al Umm ASWAJA Islamic Boarding School is an Islamic education institution which is giving precedence to bilingual language learning in every element of activities and learning experiences. Such as Arabic as Islamic language and English as international language. In the process of learning, Al Umm ASWAJA has done many efforts in Supporting the learning methods and language activities in academic and non-academic involvement. The four skills of English learning had implemented in the movement and experience for the learners. It is like one of the mottoes of Modern Darussalam Gontor Islamic Institution said, *“Apa yang didengar, dilihat dan dirasakan santri harus mengandung unsur Pendidikan”*, which mean that every activities which held in boarding school should be educating and giving

¹ Ghofur, A., & Syuhud. (2023). Perubahan Paradigma Pendidikan di Pesantren: Rekontekstualisasi Pendidikan Islam di Era Kontemporer. Nusantara: Indonesian Journal of Islamic Studies, 3(2), p. 208. <https://doi.org/10.54471/nusantara.v3i2.37>

² “Ita Herlitasari, Mustolah Maufur,(2022) ‘Student Guidance Management Through Student Organization Modern Boarding School Al-Umm Aswaja Ciawi Bogor’, p.4.”

philosophy of education in every second of it. Al-Umm ASWAJA Islamic Boarding School is one of the alumni boarding school of Modern Darussalam Gontor Islamic Institution, so some of the methods, the mottoes, and even the books is normally similar to Gontor.

Based on the results of the author's pre-research, the author conducted a small interview with the supervisor of the language section, one of the teachers of Al Umm ASWAJA Islamic Boarding School where she mentioned that the speaking skills of the students of Al Umm ASWAJA were still very lacking due to lack of interest and motivation in speaking English. Surely the frequent problems about the students is lacking in their English learning proficiency which often discovered in their academic activity. In teaching and learning English as the foreign language, most students cannot speak English well. In the learning activity of English language at school, many students find it challenging to understand the learning materials, even the daily vocabularies. One of the causes is the lack of interest in learning English, there is no language background, lack of teaching methods improvisation, or even inadequate facilities. The problem mentioned surely needs improvisation and solutions so that learning progress will continue without any obstacles. In learning English, many students felt the difficulty mostly in speaking. Speaking is a productive skill which harder to practice than reading and listening as receptive skill. According to Nunan , speaking is an ability to express feelings, emotion, ideas, and thoughts. Not only to express but also the ability to respond other speaker in conversation.³

One of the methods used in case of implementing the English Language Learning is the ZPD or Zone of Proximal Development by Vygotsky. Vygotsky defined the ZPD as *“the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in*

³ Muklas, (2019) “Talking Chips Technique To Teach Speaking.” English Language Program of STKIP Nurul Huda Sukaraja, p. 59

collaboration with more capable peer". The ZPD was understood by Vygotsky to describe the current or actual level of development of the learner and the next level attainable through the use of mediating semiotic and environmental tools and capable adult or peer facilitation.⁴ Concerning the efforts of language learning which happened in this boarding school, the ZPD theory was implemented during the improvement in English learning such as the obligation to speak by English language in every situation for 2 weeks, which related to the improvement of the speaking skill and listening skill proficiency. It is because when the students having their conversation, they will get involved in a speaking skill as they produce words, and in accepting information as they receive words from the speaker.

The obligatory for speaking English language for 2 weeks is closely monitored by the language department from 'OPPAL' (*Organisasi Pelajar Pesantren Al Umm*). As the part of student councils of the boarding school, the Language department has an obligation to improve the quality of the students' language skill proficiency. Their program in doing so are very numerous, ranging from language demonstrations, language seminars, educational watching, and many more.

The problem is, many students in Al Umm ASWAJA still doesn't have intention to speak English or even learning it at all, due to their lack of interest or even proficiency in English. But surely the Language department also has disciplinary rules and has a punishment that will be given if one of the students violates the rules that have been written. One of them, if the students do not use the language on the specified week, the students will be included in the list of the Language Court, which is one of the efforts to solve the problem of students' language skills.

Through language court, students are expected to speak English properly and not repeat their mistakes when they not speaking English at all. when

⁴ Payong, Marselus Ruben (2020) "Zone Of Proximal Development And Social Constructivism Based Education According To Lev Semyonovich Vygotsky," Jurnal Pendidikan Mission, p. 174.

language court is held, students will be summoned by the language department due to their mistakes that do not speak the language. then violators will be given strict advice and warnings and even punishments due to their mistakes. which punishments are still related to language improvisation such as memorizing vocabulary, writing language essays and many more.

From the description above, the study explores the problem students are facing of speaking English in their daily activity at an Islamic boarding school, while Language Court given a special role in Supporting their Speaking skills proficiency. Besides, the study aims to analyze **“THE ROLE OF LANGUAGE COURT TO LANGUAGE VIOLATOR’S SPEAKING SKILL (CASE STUDY OF AL UMM ASWAJA ISLAMIC BOARDING SCHOOL)”**

B. PROBLEM STATEMENT

Based on the description above, the author formulates the problem as follows:

1. How is the condition of students' English speaking skills at Al Umm Aswaja?
2. How is the role of Language Court in improving violators' English speaking skills?

C. RESEARCH OBJECTIVES

The objectives of the research that the author conducted is written below. There are:

1. To analyze the current condition of students' English speaking proficiency at Al Umm Aswaja Islamic Boarding School.
2. To examine the role of the Language Court in enhancing violators' speaking proficiency at Al Umm Aswaja Islamic Boarding School.

D. SIGNIFICANCE OF STUDY

This research aims to provide benefits to all levels of society in adding insight, especially for those who want to deepen their knowledge in English Language Teaching. The benefits of the research are divided into two parts. There are theoretical benefits and practical benefits.

1. Theoretical Benefits

- a. This research can contribute to expand the current models of language learning, which focused on all aspect of English learning and communicative competence.
- b. The study also could provide for a better development for assessment tools and methods for evaluating English language learning proficiency through language court.

2. Practical Benefits

a. For Students

This research certainly has clear benefits in increasing the level of motivation for students in learning English. Due to the packaging of educational zone that is not monotonous, it helps students facilitating their process of English learning through the Language Court activity.

b. For Teacher

For a teacher, it is definitely has a benefits as a material for improving the teaching process in schools and also as a step to manage the students' behaviour at school.

c. For School

The research is expected to improve the methods in educating and teaching material for the teacher, in order to achieve the significant success in educating the learners.

d. For the Author

Provide the experiences and evaluation out the methods for the learning process, as a scientific insight into the teaching and learning process as a student and teacher.

E. SCOPE AND LIMITATIONS

The research conducted a qualitative research design. It focuses on students of Al Umm ASWAJA Islamic Boarding School, Bogor. The researcher chosen students whose related to Language Court activity, The teachers, The Student Council, even the violators of Language Court

F. SYSTEMATICAL WRITING

The study has been organized as follows: Chapter I, "Preface," includes several key sections: the Background of Study, which gives an overview of the topic; the Problem Statement, which outlines the main issues being investigated; the Purposes of Study, explaining the research goals; and the Significance of Study, describing why the research is important.

Chapter II, "Theoretical Review," is split into two parts: the Theoretical Review, which discusses the theories related to the study, and the Review of Previous literature, which looks at other studies that have been done on similar topics.

Chapter III, "Research Methods," explains how the research was conducted. This chapter covers the Research Types and Approaches, explaining the overall plan for the study; the Researcher's Presence, discussing the researcher's role in the study; the Research Location, detailing where the study took place; the Source of Data, identifying where the data came from; Data Collection Techniques, explaining how the data was gathered; and Data Analysis Techniques, describing how the data was analyzed.

Chapter IV, "Presentation and Data Analysis," focuses on showing and discussing the data collected. It includes General Data Presentation, which gives an overview of the data; Exposure to Specific Data, which looks at particular parts of the data in detail; and Data Analysis and Discussion, which examines the data and discusses what it means.

Finally, Chapter V, "Closing," wraps up the study. It includes the Conclusion, summarizing the main findings; and Suggestions, offering ideas for future research or practical applications. The study ends with a Bibliography, listing all the sources used in the research.