

CHAPTER I INTRODUCTION

The research is about the Implementation of the English language learning process at an Islamic English Course in Blora. This chapter discusses the research background, research focus, research question, research objective, research significance, key term definitions, and writing organization.

A. Research Background

Nowadays, many people have learned English because they are aware that it is very important as one of the international languages in the world. They also think that learning English can help them improve their ability and motivation in English school. Knowing English becomes important to be mastered by students, but sometimes students are not satisfied with what already exists when studying in formal schools. Some students decide to study English in non-formal schools, such as the English Course. Joining an informal school is chosen by some students who want to learn English more deeply.¹ An English course is an informal institution that provides additional learning for students. The difference is that an English Course usually takes a short time and only teaches one skill.

At an Islamic boarding school in Blora, an Islamic English course is available for the students who live there. This Islamic boarding school is the biggest in Blora. Not only providing English course, this Islamic boarding school also provides Arabic language courses. So, this Islamic boarding school has two language course programs, namely an Islamic English course and an Arabic course. The Islamic English Course program, as the author calls it IEC. The Islamic English Course was established in 2014. At that time, the board of the Islamic boarding school still took tutors from outside because there were no tutors from the Islamic boarding school itself.

¹ Suardi, Emzir, Zainal Arif Rafli, “*English Learning In Islamic Boarding School Al-Junaidiyah Biru Bone*”, *Journal of Education, Teaching and Learning* Vol 2, No. 2 (2017): 224

And for now, IEC tutors are postgraduate students who have taken part in the program.²

In IEC registration, students are not required to take a test first. Because this course is mandatory for students who live in Islamic boarding schools. Especially for Madrasah Tsanawiyah and Madrasah Aliyah students. Students who take the Qur'an memorization are not required to take the Islamic English course. Different from previous years, IEC was only attended by students who were interested in learning English at an IEC. Of course, during the implementation of the English teaching and learning process, it is slightly different, if not of their own free will. Learning at IEC uses minimal facilities and infrastructure, using prepared modules as well as whiteboards and erasers.³

Students at IEC are prohibited from bringing or using electronic objects, such as cell phones, because they are still in the Islamic boarding school area. This may also be one of the supporting factors hindering the ongoing process of teaching and learning English.⁴ So to find vocabulary or access something they need, students can only use the English dictionary. For good and smooth learning to take place, it is certain that the tutor at IEC has teaching skills so that the teaching and learning process of English goes well and smoothly. Teaching is considered either an art or a science. As a cultural endeavor, it highlights the creative and imaginative powers of educators in establishing advantageous learning environments for their students. It is a science that describes the logical, mechanical, or procedural steps that must be taken in order to achieve effective results in achieving goals. Various teachers have different perspectives on the concept of teaching.⁵ So this is certainly an important reason why this research was carried out. Is the process of English teaching and learning at

² FSF, Interviewed by the researcher, March 14, 2023, interview 1. Transcript.

³ FSF, Interviewed by the researcher, data on July 5, 2023, interview 1, transcript.

⁴ FSF, Interviewed by the researcher, data on July 5, 2023, interview 1, transcript.

⁵ Isola Rajagopalan, "Concept of Teaching", International Journal of Education, Vol. 7. No.2 (2019), p. 5.

IEC different from English courses outside, because this course takes place in Islamic boarding school and is mandatory for students at Islamic boarding school to follow? And this is also the reason why the process of implementing learning at IEC should be scrutinized. Because usually a course is only attended by students who want or are interested in taking it. The researcher can connect teaching and learning activities as written in the Al-Qur'an Surah Al Alaq, verse 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ
وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

“Read it, mentioning the name of your God who created it. He created man from a clot of blood. Read, and your Lord is the Most Merciful, Who teaches (humans) by means of qalam. He taught man what he did not know”.

Specifically, the values that need to be actualized in the Al-Qur'an, Surah Al-Alaq verses 1–5, First, education is a forum that needs to be implemented through various aspects, especially reading, which is prioritized in universal learning. Second, education essentially emphasizes the divine aspect as the basis and foundation for learning. Third, education is an effort to educate humans and, of course, requires self-introspection and repetition or evaluation in learning. Fourth, education is an effort to give birth to an Islamic young generation and provide good role models. So that the learning process can provide education that is in accordance with the foundations of Islamic law in the Al-Qur'an.⁶

IEC has access to supportive learning that provides a relaxed and enjoyable learning experience. In between scheduled activities, tutors can use student interests such as predicting, giving presentations, practicing oral reading, role-playing, telling stories, singing songs, and making art. Because of this, IEC is more convenient and enjoyable than classroom-

⁶ Dozan Wely, “Nilai-Nilai Pendidikan Islam Dalam Surat Al-Alaq Ayat 1-5” (Studi Tafsir Al-Misbah Karya M. Quiraish Shihab), Vol. 9, no. 02, (2020) p. 167

like settings. It also encourages practicing English in a more real-life student environment. This can increase their willingness to practice and learn on their own.⁷ Students can become disinterested and bored during the teaching and learning process in the classroom at times. For this reason, a skilled tutor should constantly try something new to address the issue and meet the needs of the students during the process.⁸ In the process of teaching and learning, students exchange ideas and listen to what their friends say to have a better understanding of English because they don't just learn directly from books and sources. Because an IEC or English course is a group consisting of students who excel together to participate in an activity for the same purpose that has been prepared, especially to learn English.

The researcher was conducting research at the IEC to analyze learning at IEC, where the focus of their research was the process of teaching and learning English. This is a great opportunity for the researcher to carry out this research in this Islamic English Course. The process of teaching and learning English at IEC is known for its power to educate students in Islamic disciplines, languages, and values.

Various studies have been carried out by other researchers. One of them is Yulianasari and Wendi, a student at the Teaching Faculty at the Muhammadiyah University of Makassar, who conducted a study entitled "Teachers' Strategies in Online English Club Activity in Students' Speaking Skill". According to the findings of a previous study, the English Club program has been defined as an additional student learning program in addition to regular English classes concentrating on mastering English skills in teaching and learning activities. An English Club, then, is a movement that has been planned by someone else. There are mentors or tutors in an English Club, and students enjoy the learning process in the classroom, but at

⁷ Sifa UI Hasanah, "The Influence Of Joining English Club Toward Students' Speaking Ability At 8th Grade of SMP N 1 Patikraja In The Academic Year 2018/2019" (2020).

⁸ Nadia Hasyim, Angga Taufan Dayu, & Yudha Aprizani, "The Teaching And Learning Of English At The Eighth Grade Of SMP Negeri 1 Batulicin School Year 2018/2019 With The Particular Attention To Vocabulary Using Media" (2019) Thesis <http://eprints.uinska-bjm.ac.id/id/eprint/443>.

English Club meetings, students are usually more free and enjoy themselves with their teacher, mentor, or tutor. English classes are directed by an English tutor who organizes a variety of stimulating and enjoyable language-based activities for students to participate. The student committee that helps run the English club occasionally organizes social activities outside of the club to encourage participation. To encourage all students to get involved in the community, the student committee that assists in running the English club occasionally plans social events outside of the club. The researcher made the most of the English Club in this last function.⁹

There are differences between IEC and English courses in general. The most recent research was conducted by Diah Maulidia Hans, which stated that in the English language learning process at AMBISCO LKP there are 6 main English language course programs consisting of the speaking-oriented program (SOP), English for Kids, grammar-oriented program (GOP), TOEFL preparation program, academic writing program, and fun holiday program. So the English course is attended by students who are interested and choose the program they want to study. The difference with IEC is that this English course is mandatory for all students, and there are no programs like those in general courses. Apart from that, in one IEC class, there are two levels combined, such as grades eight and nine. Of course, students get the same material.¹⁰

The researcher is interested in choosing the Islamic English Course (IEC) to be the object of research because IEC is one of the Islamic boarding schools that organizes English courses and is mandatory for students living in the Islamic boarding school. So that the researcher is interested in doing research there because if many students like the place, it means that the place is successful in educating its students. Therefore, the researcher determined IEC as the place for the research to take place. Based on the background above, the researcher is interested in conducting research with the title "*The*

⁹ Yulindasari, Aida and Kusriandi, Wendi. "*Students' Perception on English Club Extracurricular in Speaking Practicies at Madrasah*". (2019) Thesis.

¹⁰ Hans Maulidya Diah, "Pembelajaran Bahasa Inggris pada Lembaga Kursus dan Pelatihan (LKP) Ambisco Metro Lampung", (2023), DOI:[10.31004/anthor.v2i1.101](https://doi.org/10.31004/anthor.v2i1.101).

Implementation of English Language Learning Process at an Islamic English Course in Blora''.

B. Research Focus

The focus of this research is the implementation of the English Language Learning English at Islamic English Course, which is mandatory for all students of Madrasah Tsanawiyah and Madrasah Aliyah in Islamic Boarding schools.

C. Research Questions

Based on the background of the research problem described above, the following are the research problems:

1. How is the implementation of the English language learning process at an Islamic English Course?
2. What are the supporting and inhibiting factors in achieving the effectiveness of the English learning process at an Islamic English Course?

D. Research Objectives

Based on the research questions, the main objectives of this research are to find about:

1. The Implementation of the English learning process at the Islamic English Course
2. The supporting and inhibiting factors in achieving the effectiveness of the English learning process at the Islamic English Course

E. Research Significances

The benefits of research consist of the contributions that will be made after completing research. Uses can be theoretical and practical. Like the benefits for writers, agencies, and society as a whole, the benefits of research must be realistic.

Based on this explanation, the benefits are arranged as follows:

1. Theoretical Benefits

The research is expected to contribute to efforts to develop educational knowledge in Islamic boarding schools, especially with regard to the planning, implementation, and evaluation of the results of English learning.

2. Practical Benefits

a. To teacher/tutors

To show their experience when teaching English at Islamic boarding schools so that tutors can develop teaching techniques that suit the situation at Islamic boarding schools.

b. For the students

Making them more interested in learning English in Islamic boarding schools.

c. For the researcher

As training material in order to expand thinking and insights related to English learning management through special experience for the researcher in writing scientific papers both theoretically and practically.

d. For the wider community or readers

It is hoped that this research can help broaden readers' insight so that it is useful for all levels of society as a development of knowledge and as a motivation for the community or readers.

e. For the institutions

It is hoped that this research can be used to add references as material for further, more in-depth research in the future.

F. Definition of Key Terms

These key terms are given to avoid confusion or different perceptions of meaning. Based on the research title, there are two key terms used, including:

1. Learning the English language is an acquisition activity that focuses on students' improvement in process of mastering English language skills
2. The English course is an informal institution that provides additional learning for students.

G. The Organization of Writing

In order to facilitate readers' comprehension of the research results, the preparation of this research has been divided into multiple chapters. These include the following:

CHAPTER I : RESEARCH BACKGROUND

This chapter contains research background, research focus, research question, research objective, research significance, definition of key terms, and organization of thesis.

CHAPTER II : REVIEW OF RELATED LITERATURE

This chapter consists of three sub-chapters, namely the first contains a theoretical basis and a description of the theory, the second contains previous research, and the third subchapter contains a framework of thinking.

CHAPTER III : RESEARCH METHOD

Data sources, data collection techniques, and data analysis techniques.

CHAPTER IV : RESEARCH FINDING AND DISCUSSIONS.

In this section, an overview of research objects, description of research, and data analysis from the research.

CHAPTER V : CONCLUSIONS AND RECOMMENDATIONS

Consists of the conclusion of all explanations that have been presented and recommendations that are associated with the overall explanation.