

**THE IMPLEMENTATION OF THE ENGLISH INTENSIVE
PROGRAM AT DARUSSALAM ISLAMIC BOARDING
SCHOOL DUKUHWALUH PURWOKERTO, BANYUMAS
REGENCY.**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saiffudin Zuhri Purwokerto as a Partial Fulfillment of
Requirements of *Sarjana Pendidikan* (S. Pd.) Degree**

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AT DARUSSALAM ISLAMIC BOARDING SCHOOL
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Assalamu'alaikum Warahmatullahi Wabarakatuh

After conduction guidance, review, direction, and correction, then through this letter I convey that:

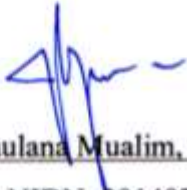
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Wassalamua'alaikum Warahmatullahi Wabarakatuh

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**THE IMPLEMENTATION OF THE ENGLISH INTENSIVE PROGRAM
AT DARUSSALAM ISLAMIC BOARDING SCHOOL DUKUHWALUH
PURWOKERTO, BANYUMAS REGENCY**

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ABSTRACT

The English Intensive program is an activity to familiarize yourself with English language in learning. This study aimed to explain the implementation of the English Intensive program at Islamic boarding schools. The method in this research uses qualitative descriptive. It was taken a place at Darussalam Islamic boarding schools Dukuwaluh Purwokerto, Banyumas Regency. Three data collection techniques were used: observation, interviews, and documentation data. The results of this study describe the implementation of English Intensive program in Darussalam Islamic boarding schools, where the implementation of this program is carried out with various activities such as: classroom learning activities, bedroom learning activities, and other activities. So, suggestions that researchers can recommend related to the findings of this study are further to study the implementation and evaluation of the program. In addition, cooperation from all program implementation components is essential to create a bilingual Islamic boarding school environment.

Keywords: Implementation Intensive Language Program, Islamic Boarding School

MOTTO

طلب العلم فريضة على كل مسلم

“Seeking knowledge is obligatory for every Muslim.”

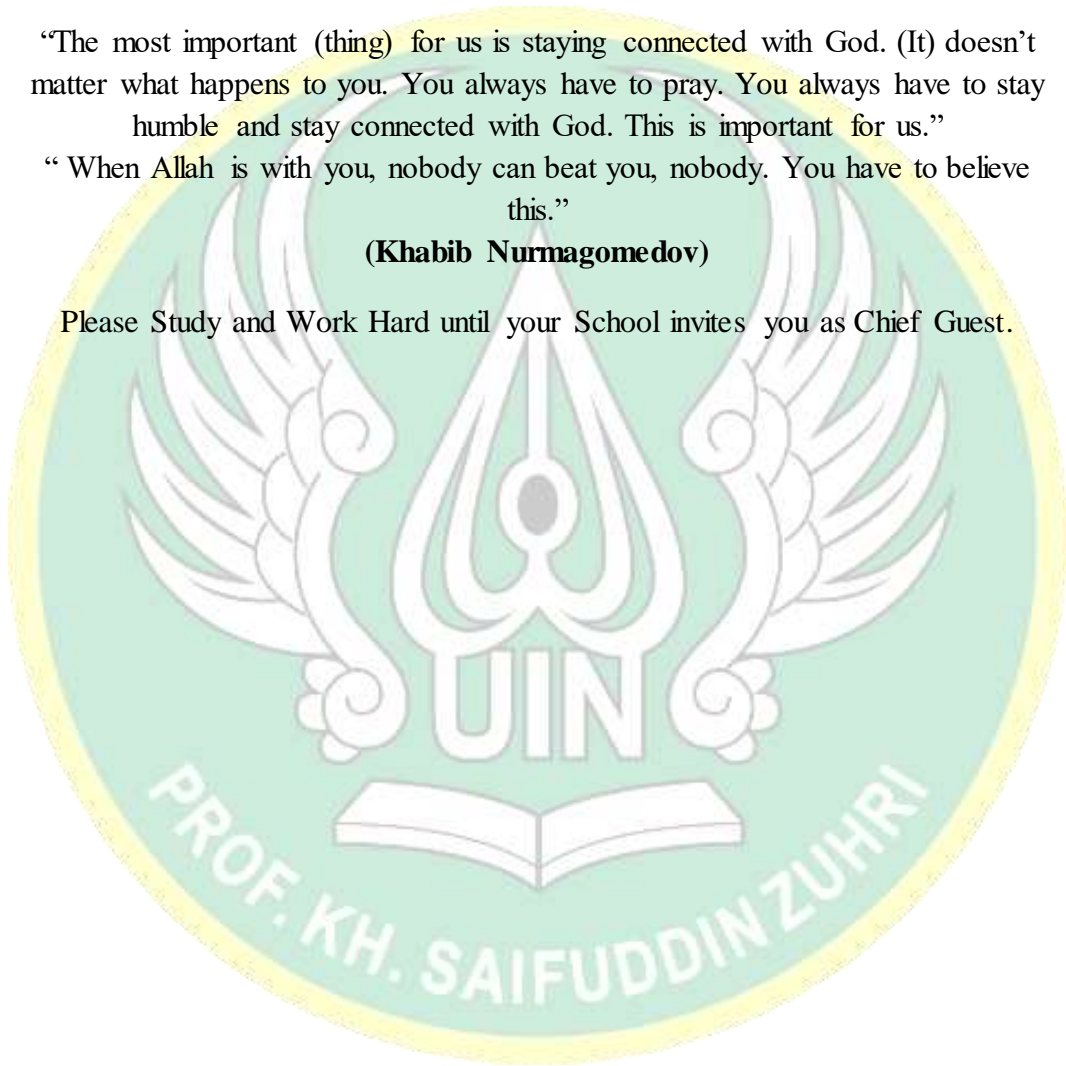
[HR. Ibnu Majah]

“The most important (thing) for us is staying connected with God. (It) doesn’t matter what happens to you. You always have to pray. You always have to stay humble and stay connected with God. This is important for us.”

“ When Allah is with you, nobody can beat you, nobody. You have to believe this.”

(Khabib Nurmagedov)

Please Study and Work Hard until your School invites you as Chief Guest.



DEDICATION

In the name of Allah SWT for the blessing and the merciful, with profound thanks and pride, Shalawat to Prophet Muhammad SAW his coming change world.

Special Thanks to:

My beloved parents, (Mr. Tarsudi) and (Mrs. Mungtofiatun). Who always give me support, prayer, and unconditional love.

My big bear brother, (Choky Arya Sidik). Who always pray for me and give me motivation and support.

My hometown community, (Jl.18/Kinali Unit 3 Desa Rimbo Mulyo, Kec. Rimbo Bujang, Kab. Tebo, Prov. Jambi). Who Always gives me motivation

My Islamic Boarding Schools (Darussalam) Always give me support, motivation, and a place to share happiness and sadness.

Although we are sometimes different, you tell me about true friendship's meaning, my Classmate (TBI-B "2017). Who never stopped telling me that time is everything to do this when we met from the first semester until now.

The readers of this thesis

I hope this achievement completes the dream entrusted to me all those years ago when you chose to give me the best education you could.

ACKNOWLEDGEMENT

Bismillahirrohmaanirrohiim

Alhamdulillah, all praise be to Allah, the lord of the words, for the blessing, strength, and guidance the researcher was able to finish this thesis entitled “**The Implementation of the Intensive Language Program at Darussalam Islamic Boarding School Dukuhwaluh Purwokerto, Banyumas Regency.**” Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of the world revolution.

The thesis has been proposed to the Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. KH. Saifudin Zuhri (UIN SAIZU) as the partial fulfillment of the Requirement for the bachelor degree in English Education (S.Pd.)

The author is sure this thesis would not have been completed without several sides' help, support, and suggestions. Thus, in this chance, the author will convey the honorable's gratitude and award as high as possible.

1. Prof.Dr H. Suwito, M. Ag., as the Dean of the Faculty of Tarbiyah and Teacher Training, State Islamic University of Prof. KH. Saifuddin Zuhri.
2. Dr. H. Suparjo, S. Ag., M.A., as the I Deputy Dean of Faculty Tarbiyah and Teacher Training, State Islamic University of Prof. KH. Saifuddin Zuhri.
3. Prof. Dr. Subur, S. Ag., M.A., as the II Deputy Dean of Faculty Tarbiyah and Teacher Training, State Islamic University of Prof. KH. Saifuddin Zuhri.
4. Dr. Sumiarti, M. Ag., as the III Deputy Dean of Faculty Tarbiyah and Teacher Training, State Islamic University of Prof. KH. Saifuddin Zuhri.
5. Dr. Maria Ulpah, M. Si., as the Head of Tadris department in Faculty Tarbiyah and Teacher Training of State Islamic University of Prof. KH. Saifuddin Zuhri
6. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of the English Education Program in Faculty Tarbiyah and Teacher Training of State Islamic University of Prof. KH. Saifuddin Zuhri

7. Maulana Muallim, M.A. My deepest gratitude goes to you also as my thesis supervisor, who is willing to spend your precious time to guide me patiently and support me in writing this thesis. I have learned how to be an open-minded girl thus far. May Allah shower His blessings upon you and your family. Thank you so much.
8. All the lecturers and administration staff in Faculty Tarbiyah and Teacher Training of State Islamic University of Prof. KH. Saifuddin Zuhri for teaching precious knowledge, sharing a philosophy of life, and giving the best experience study.
9. The students of the English Program at Darussalam Islamic Boarding School. Who have participated while I conducted this research.
10. My dear and honorable Alm. Abah Kyai Khariri, Ibu Nyai Umi Afifah as a caregiver of Ponpes Darussalam Purwokerto and Ndalem Family. Who always prays and gives great advice and useful knowledge.
11. The Informants have been very open to the interview and cooperate well. Completing this thesis would not have been possible without their cooperation from him, who willingly participated in this thesis. Thank you very much for your kindness
12. My beloved classmates, English Education'17 B, who always give the support, ideas, motivation, and information in arranging this thesis.
13. My beloved friends who always support me in every condition: Nanda Kurnia Safitri, Dina, Anggi, Vivi, Melly, Kitchen Team (Mrs. Yanto, Rani, Ina, Alvi, Fika, Nina, Firda, Sum, Nurul, Rara, Mimad, Ndin, Mumu, Cipto, Tahmid, Toto, Mpur, Aang), Leaf Family (Mr. Aye, Mrs.Hasna, Kafa, Ruroh, Atifa, Wiji, Rizky, Pekung, Rosadi), Group 4 PPL 2 FTIK Pepasco (Rahman, Aenun, Abqor, Dhea, Eka, Elfi, Febi, Halimah, Salwa, Tata), Khadijah Room 2021 (Oktri, Tikom, Adin, Pandu, Dewi, Uma, Hanuf, Mega, Alya, Bela), Khadijah Room 2022 (Ayudia, Haura, Najma, Maulida, Zilfa, Azka, Ersal, Linta).
14. My Motivator Xiumin, Suho, Lay, Baekhyun, Chen, Chanyeol, D.O, Kai, Sehun EXO, Luhan, Kris, Tao ex.EXO, and Erina, EXO-L around the world Always

be an entertainer, encouragement and give me motivation in working on this thesis.

15. My support system IKMAS (Ikatan Keluarga Mahasiswa Sumatera) UIN SAIZU.
16. Everyone who has contributed motivated and helped the researcher to finish the study at the State Islamic University of Prof. KH. Saifuddin Zuhri.
17. Last but not least, I want to thank myself for my hard work, for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all times.

We thank all the parties who helped the author arrange this thesis, which cannot be mentioned on this page. May Allah SWT always give guidance and blessing to us. Amin Ya Rabbal Alamin.

Purwokerto, October 20th, 2023

The Author,

Tia Safitri

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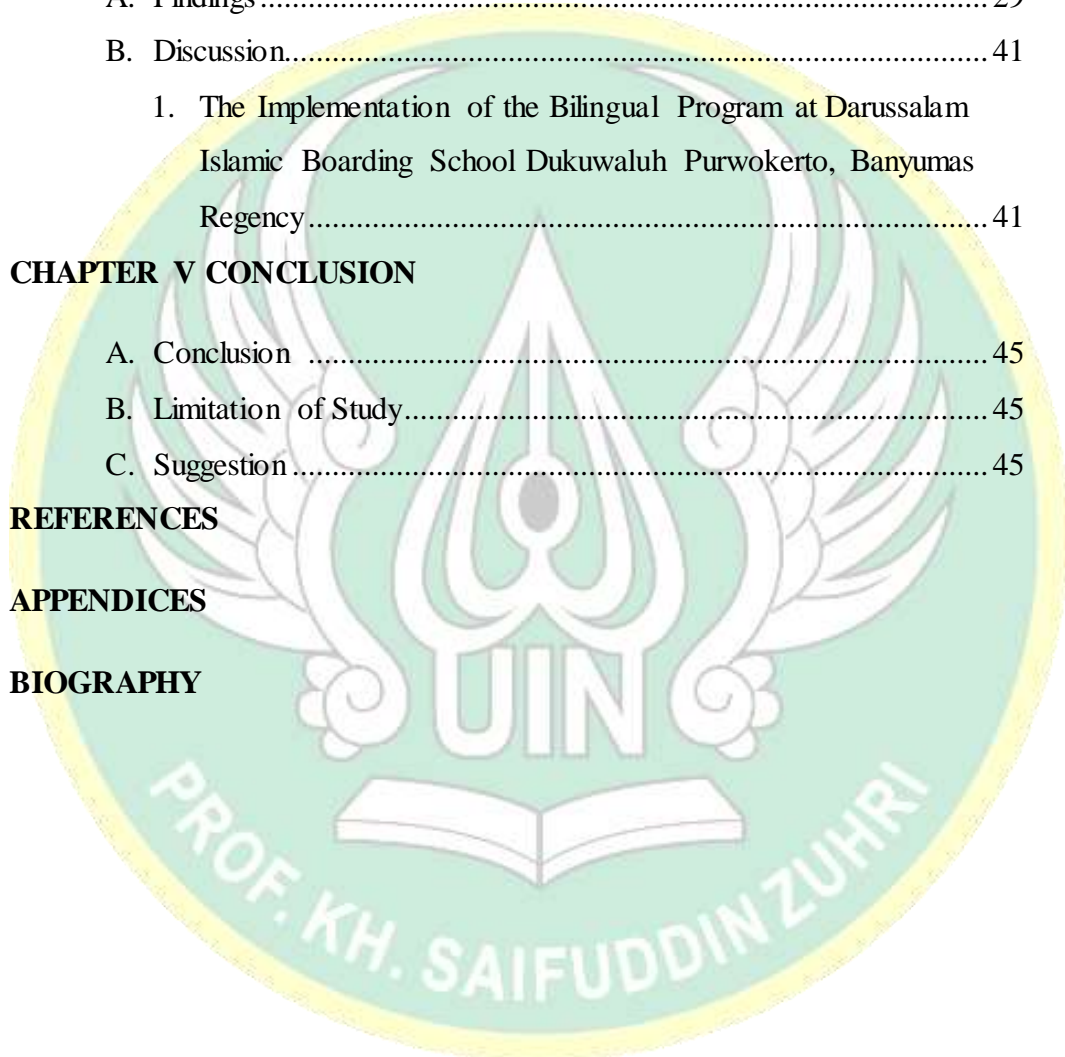
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LIST OF ABBREVIATION

Prof	: Profesor
K.H	: Kiai Haji
BTA	: Baca Tulis Al-Quran
PPI	: Pengetahuan dan Pengalaman Ibadah
D-TALK	: Darussalam Talk
UIN	: Universitas Islam Negeri
UNU	: Universitas Nahdatul Ulama
UNSOED	: Universitas Soedirman
UMP	: Universitas Muhammadiyah Purwokerto
UHB	: Universitas Harapan Bangsa
UAP	: Universitas Amikom Purwokerto
MAN	: Madrasah Aliyah Negeri
SMA	: Sekolah Menengah Atas
SMK	: Sekolah Menengah Kejuruan
SMP	: Sekolah Menengah Pertama



UIN
PROF. KH. SAIFUDDIN ZUHRI

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

In Indonesia today, without us realizing it, English is crucial in everyday life, both in informal and non-formal education and work. There is an English final exam at school and a TOEFL exam in college, while English language skills are a plus for us in the world of work. Thus, the ability to master a language other than the mother tongue is also essential.

English is a universal language that is spoken by people all over the world. Additionally, in certain nations, English is now the primary or second language. English is regarded as a foreign language in Indonesia. the phrase "as a Foreign Language" (EFL) is used to describe the observation of Non-native speakers of English using the language in countries where Language dominance does not always occur in English.

Many experts argue that Islamic boarding schools are one of Indonesia's most essential and oldest educational institutions engaged in developing Islamic religious knowledge. (Herman, 2013: 145) Before the Dutch arrived, Islamic boarding school-type educational institutions had been established in the archipelago. (Sudrajat, 2018: 65)

Islamic boarding schools are educational institutions with a distinctive type whose primary goal is to develop morals, science, and skills. The transformation of the Islamic boarding school to moderate itself is the response of the Islamic boarding school to define itself during change. The reference to the Islamic boarding schools, which is still maintained until now, is Maintaining old traditions that are still considered relevant and developing new things that are certainly better (Yusuf, Choirul Fuad, 2009: 32). Along with the complex rate of development of life and modernization in various fields, Islamic boarding schools are required to adapt to the rhythm of life. Therefore, Islamic boarding schools must also make changes,

especially in the educational model, and build graduates' general knowledge, talents, interests, and life skills.

Based on Republik.co.id online news with the title "Gontor Inspiration of the World of Education in teaching languages." Gontor Islamic boarding school has been famous for implementing the bilingual program in the activities of the boarding school for a long time. According to a news report, Gontor's method of teaching foreign languages involves using the language in daily life. Students are required to use the language for 24 hours. Complete, except in the classroom. "Even last year, a university from Brunei Darussalam came to share how to learn foreign languages in Gontor," Weldy said when contacted by Republik.co.id from Jakarta. This is reasonable considering that many graduates of the pesantren founded in 1926 are fluent in Arabic and English. Mastery of foreign languages, said Weldy, has helped many students to be able to continue their studies abroad. "Now, many of our students are studying in Europe and the Middle East," he said.

Darussalam Islamic boarding school Purwokerto is a boarding school under the auspices of Darussalam Sunan Bonang, established in 2003. With a collaborative learning method between the methods of the Salaf Islamic Boarding School and the Modern Islamic Boarding School, the Darussalam Islamic Boarding School in Purwokerto intends to produce highly intellectual students.

In Darussalam Boarding Schools Dukuhwaluh, Purwokerto learns Islamic education, life skills, and modern education. Language is one of the important one's concerns there. Besides using Arabic, students should also master English. One of the programs is English-Indonesian. Students should speak English in daily communication with other Santri. Darussalam used a learning system adopted from the Islamic boarding school system and language courses in Pare. Some of the activities are language learning in class using modules, daily speaking, memorizing vocabulary, deepening grammar material and other.

In addition, there are many materials and skill in learning English so that student can learn the language and technology efficiently. The English Intensive program at Darussalam Islamic boarding school applies all of these skill in learning English.

Based on the description above, the writer is interested to conduct a research on the English intensive program. The thesis is entitled “**THE IMPLEMENTATION OF THE ENGLISH INTENSIVE PROGRAM AT DARUSSALAM ISLAMIC BOARDING SCHOOL DUKUWUHWALUH PURWOKERTO, BANYUMAS REGENCY.**”

B. CLARIFICATION OF KEY TERM

Defining key terms is vital to guide the research that will be conducted. Three essential words related to this research will help direct how it is completed. Those are:

1. Implementation

Implementation is the application, process, actions in carrying out plans and decisions.

2. Intensive English program

Intensive programs are one of the superior programs provided by formal educational institutions such as campuses and schools or course institutions that provide language services. Specifically, for the intensive program in Darussalam Islamic Boarding School, Santri's were not only given religious subject matter such as Islamic boarding school in general, but they also learned a foreign language.

C. RESEARCH QUESTIONS

The problems that are analyzed in this research are: How is the English Intensive program implemented at Darussalam Islamic Boarding Schools Dukuwaluh Purwokerto, Banyumas Regency?

D. AIMS AND SIGNIFICANCES OF THE RESEARCH

1. The Aims of this research are:

To describe the English Intensive program implementation at Darussalam Islamic Boarding Schools Dukuhwaluh Prwokerto, Banyumas regency

2. The significance of the research

a. Theoretical significance

The researcher hopes that the results of this research could develop new knowledge and insights.

- 1) The expected result of this research can be helpful for any further researcher who wants to study the same case. Hopefully, this research will become a source of information and reference.
- 2) These research results describe implementing the English Intensive program in Islamic boarding schools.

b. Practical significances

The practical Significances of this research are:

1) For English Teachers

For the teacher who teaches with a bilingual system, it is expected that the result of this research can give information, input, and suggestion for better improvement in the future of their duty as educators of English teaching in that Islamic boarding school.

2) For Islamic boarding schools

Through this research, it is hoped that Islamic boarding schools assist teachers in the learning process and support them in improving the quality of the bilingual program.

3) For Researchers

The researcher hopes this research will give valuable information about the English intensive program's role, usage, strengths, and weakness.

E. ORGANIZATION OF THE STUDY

It is vital to categorize the research's structure to perform systematic analysis. The methodology of this study is described as follows:

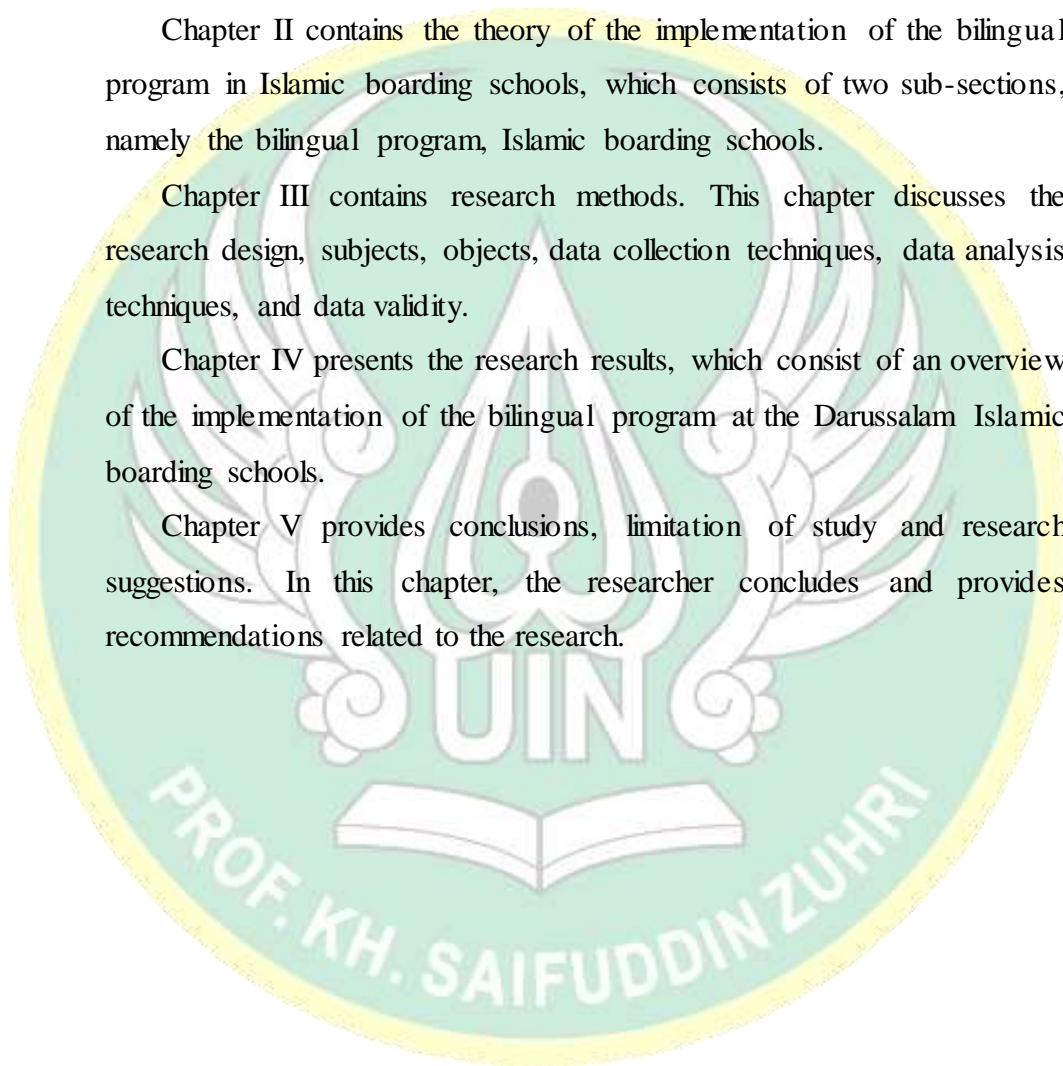
Chapter I contains an introduction to the background of the study, clarification of key term, research questions, aims and the significance of the research, previous studies and organization of the study.

Chapter II contains the theory of the implementation of the bilingual program in Islamic boarding schools, which consists of two sub-sections, namely the bilingual program, Islamic boarding schools.

Chapter III contains research methods. This chapter discusses the research design, subjects, objects, data collection techniques, data analysis techniques, and data validity.

Chapter IV presents the research results, which consist of an overview of the implementation of the bilingual program at the Darussalam Islamic boarding schools.

Chapter V provides conclusions, limitation of study and research suggestions. In this chapter, the researcher concludes and provides recommendations related to the research.



CHAPTER II

LITERATURE REVIEW

A. BILINGUAL PROGRAM

1. Bilingual Education Program

a. Definition of Bilingual Education program

The Big Indonesian Dictionary is able or can use two languages well. The term bilingual education program relates to using two languages as a medium of classroom instruction. (Anderson and Boyer, 1995.6). Brisk in Maulana Ismail (Ismail, 2021.8) stated that bilingual education is viewed as qualified education delivered in two languages. It implies that if we were to learn a foreign language on our own, the material should be delivered in two languages.

According to Howard in Maulana Ismail (Ismail, 2021. 10), the dual education program refers to any program that provides literacy and content instruction through two languages and promotes bilinguals and biliteracy. Indirectly, any education systems optimizing more than one language is a bilingual program. Hamers and blanc in Artika Dewanti (Dewanti, 2015. 10) argued that in the literature on bilingual education, the term is used to describe various educational programs involving two or more languages to varying degrees.

Bilingual education is a form of education in which information is presented to students in two or more languages. Technically, any education system that utilizes more than one language is bilingual, in at least the literal sense of the word. So, a bilingual program is a model of instruction applied in an environment. The languages are used to convey the learning material in two languages. The application of bilingual education programs tends to use a foreign language, mainly English as a second language instruction in teaching and learning.

b. The goal of Bilingual

Robert in Maulana Ismail (Ismail, 2021. 10) explained that goal of bilingual can be examined with the:

1. National goal

National goals are of two types: assimilationist and pluralistic Baker in Maulana Ismail (Ismail, 2021. 11). The objectives portray a "melting pot" culture and opine that secessionism could result from a failure to assimilate. Assimilationist objectives aim to integrate speakers of minority languages into the dominant language. In contrast, cultural pluralism objectives often uphold the rights of individuals and groups in their speeches and are considered as a kind of support for group autonomy. Whichever way may or may not be considered a danger to longer group cohesion.

2. Linguistic goal

The linguistic goal is to assist individuals in learning a second language for personal interest. For instance, a person's desire to learn multiple languages may be connected to better work possibilities, reaffirming religious beliefs, travel, preserving historical family links, personal enrichment, and other factors.

3. Education goal

An educational goal of using a minority language is promoting ability in the majority language (through the transfer of skill and knowledge, improved emotional support, etc.) So, the educational goal in bilinguals is to help the learners master the state curriculum and acquire the information knowledge that is present in the target language.

c. Methods of Bilingual Teaching

According to Kamaruddin in Artika (Dewanti, 2015. 12), there are at least three bilingual teaching methods, namely:

- 1) Both languages were used to teach one subject (such as the natural sciences or mathematics) but had different functions and were mixed up.
- 2) The less structured the application, and there was no attempt to separate the two languages. Both languages were used interchangeably. The teachers were free to change the language between the two languages when teaching, either because of necessity or practicality.
- 3) Functional approach. This technique developed from the practice of execution and was designed before. Language replacement occurred for communicative reasons. This approach was used when teachers assumed students found it challenging to understand what they described. Teachers switched to another language to provide translations, explanations, or information about the necessary background.

d. Types of Bilingual Education

Bilingual education programs are described broadly according to their goals, the type of students served, languages in which literacy is developed, and languages of subject matter instruction. Some of the bilingual learning models that can be applied are as follows (Margana & Sukarno, 2011: 84):

- 1) Submersion: This submersion program model focuses on using a second language in the learning process in the classroom. This model does not provide opportunities for using the first language in the learning process. This model assumes that using the first language is one obstacle to mastering the second language. The more students acquire English utterances, the faster they master the second language. This model is more often used for learning English as a second language.
- 2) The one-way immersion model emphasizes enrichment and focuses more on forming bilingualism and biliteracy. This mode

can be divided into two: complete immersion and partial immersion. Total immersion means that the teacher's learning process is using full English. On the other hand, partial immersion is the use of English that is not fully used in the learning process in the classroom.

- 3) Maintenance of traditional language: This model offers the use of two languages in teaching and learning activities starting from the mother tongue, first language, and second language. The target language is also used, but without omitting the use of the local language and first language.

As discussed above, the point of bilingual education is the use of two or more languages, either the first or second language, as the medium of instruction to deliver the content of the curriculum. Bilingual education models are divided into three broad models (May et al., 2004: 72):

1) Transitional Model

This model uses the first language (L1) in the early stages of schooling. Still, it aims to shift students from using their L1 as quickly as possible toward the greater use of the second language (L2) to cope with the academic goal.

Transitional bilingual education provides content area support in the native language while teaching the student English. Initially, the learner is taught content classes in the native language and is taught English as a second language.

2) Maintenance Model

The aim of this model is different from the previous model discussed. The purposes are more complicated than before because it aims at maintaining the first language. Therefore, the language used in instruction will be predominantly in L1 or equal between L1 and L2. Again, the program aims to maintain the L1 and facilitate the acquisition of L2. Language other than English

is seen as a resource, and it promotes the development of two languages.

3) Enrichment Model

This kind of model is closely related to the bilingual maintenance program. If the previous model is aimed at maintaining the L1, the latter model is generally associated with teaching majority language students through a minority target language. The purpose of this model is not only maintenance but also the development and extension of minority languages, cultural pluralism, and integrated national society based on the autonomy of cultural groups.

e. Supporting factors and inhibiting factors of learning foreign languages

1) Supporting factors of learning foreign languages

a) Age factor

Age 2 to 12 years is the ideal age to learn a language like a native speaker. Therefore, it is not surprising that many parents try to get their children to learn foreign languages so that they send them to schools that teach foreign languages from an early age. (Aini, 2013. 29)

b) Motivational factor

Research by experts on motivation in learning a second language is very different. Gardner and Lambert stated that integrative motivation is more important than instrumental motivation. Integrative motivation is if the motivation encourages someone to learn a language because of the desire to communicate with the community of speakers of that language or become a member of that community. Meanwhile, instrumental motivation is when motivation encourages someone to have the will to learn a second language because of a useful purpose or because of the urge to get a job or social

mobility in the upper strata of society(Aini, 2013. 47). In learning a second language, there is an assumption that people with a desire, drive, or purpose for learning a second language tend to be more successful than people who learn without based on an urge, goal, or motivation. Gardner and Lambert, Brown and Ellis also support the statement that language learning will be more successful if the learner has this particular motivation.

c) Formal environment

The formal environment is one of the environments that contribute to acquiring a second language. Namely, it allows the learner to vary in using the language according to its use. The learner can use the language more accurately, judging from the correctness of the rules. This introduction can satisfy the desires of learners who are interested in mastering the rules or rules of language about the rules of the language they are learning(Aini, 2013. 48).

d) First language factor

The first language (mother tongue or language acquired first) influences the process of mastering a second language for learners. In addition, the first language is considered disturbing in learning the second language. Based on the stimulus-response theory of behaviourism, language results from stimulus-response behaviour. So the influence of the first language in the form of transfer occurs when the second language will be very large if the learner is not continuously given a second language stimulus. This influence cannot be eliminated because the first language is already an intake for the learner(Aini, 2013. 49).

2) Factors inhibiting foreign language learning

a) Time

The time a person spends learning his mother tongue (his first language) is much longer than the time he gets when learning a foreign language or a second language.

b) Motivation

Someone who tends to have a higher motivation to learn a first language, than the motivation to learn a second or foreign language because they think that it is difficult.

c) Teaching materials and method

Sometimes there is material that is difficult to understand and teaching methods that are inappropriate. Thus, the application of a second or foreign language is not optimal.

d) Confidence

Feelings of insecurity often arise when learning a second language (foreign language) because you feel worried and afraid of making mistakes. This feeling is not felt when learning a first language.

f. Teaching and Learning

1) Description of teaching and learning

Teaching means giving the instruction to (a person): give a person knowledge skill. Teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning (Ismail, 2021. 15). Teaching is not only primarily telling but also helping other people to learn. A teaching theory is viewed as something that is constructed by individual teacher. From this perspective, teaching is viewed as driven by teacher's attempts to intergrate theory and practice.

Learning is an activity to gain knowledge or skill. According to Harmer in Maulana Ismail (Ismail, 2021. 15) learning can be defined as "the process of accepting the knowledge". Kimble & Garmezy in Brown learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.

From the explanation above, Teaching is a interaction between teacher and student, sharing information and knowledge in formal situation. Learning is the activity of obtaining knowledge by experience or analyzing the facts. It can be done also in the out class/ non formal situation.

2) Description of teaching strategy

Learning strategy is a learning activity that must be done by teacher and the students so the learning objectives can be achieved effectively and efficiently. In this case requires a learning strategy that is still conceptual and to implement use a variety of teaching methods. Learning method that can be used to imply learning strategies including lectures, demonstrations, discussions, simulations, laboratory, field experience, brainstorming, debates and symposia. The learning method is basically a form of learning that is reflected from start to finish that presented by the teacher.

Teaching strategy is a sequence of activities that systematic, general patterns of teacher activities that include about the sequence of teaching activities, the order of achieving the goals that have been specified. This include the sequence of teaching activities, teaching methods, instructional media, and time spent by teachers in completing each step of the teaching activity.

3) Teaching strategy in bilingual

There are a variety of effective strategies and activities that teachers can use in a lesson that will help all student, teachers can use a variety of strategies, based on Moore and Harris in Maulana Ismail.(Ismail, 2021.17)

a) Classroom Management Strategies

Create predictable classroom routines (starting class, colleting homework, working in group) by knowing the

predictable routines, bilingual students will not have to exert energy understanding classroom behavior. Instead, they can focus their energy on learning the content. Give directions step-by-step (orally and in writing) before assigning student to do independent, pair, or group work.

Give the student more time to process questions and formulate an answer. They have to think about the question in their native language and then work to find the English words to produce an answer in English. The students often have the ability to reason and understand concepts at much deeper level than they the vocabulary to express. This strategy gives everyone in the class more time to think about the question and form an answer. It also increases comprehension and give all students more opportunities to participate in class discussions. Allow the students to talk to a peer in their native language when necessary to clarify understanding and clear up misunderstanding.

b) Instructional Strategies that Increase Comprehension

1.1 Intergrate language and content

Teach vocabulary and language structures daily activities. Integrate the four language modes (listening, speaking, reading, and writing) into class. Talk aloud while solving problems on the overhead or chalkboard to show the thinking process and common errors. Have students explain their thinking process aloud to a classmate while solving a problem. Give explicit instruction and practice in reading and writing word problems. Teach students to identify key words in word problems that indicate a certain bilingual operation. Have students paraphrase and write complex concepts

in their own words (individually, pairs, or whole class).

And review vocabulary and concepts using games

2.2 Use a variety of modes of instruction

Design multi- sensory lessons (visual, auditory, tactile, kinesthetic). Vary grouping throughout the lesson (i.e., independent work, pair work, small groups, whole of class). Use real-life problem-solving situations to teach new concepts. Make interdisciplinary connections whenever possible.

1.3 Tap prior knowledge

Connect students' prior knowledge and experiences to new learning. Find out what students already know about a topic by making a semantic web on the board. Integrate students' culture into lessons whenever possible. Give students opportunities to share example. Begin a unit of study by eliciting students' own questions about a topic.

c) Encourage active learning and verbal interaction

Design meaningful and authentic collaborative activities to increase verbal interaction between students. Assign roles to students in collaborative activities. Discover the strengths of bilingual students and assign appropriate roles. Initiate discussions that are based on real-world situations.

d) Teach organization skills

Demonstrate how to read a bilingual program textbook. Point out key sections and resources in the textbook. Teach study and test-taking skills. Teach note-taking skill. For beginner bilingual students, copying notes is an effective way to begin learning writing conventions.

B. ISLAMIC BOARDING SCHOOL

The development of the world has created a modern period. Fundamental changes in socio-cultural often hit on a variety of establishments. So implicate the necessity to conduct modernization, without exception, for the Islamic boarding school education system. Therefore, the Islamic boarding school education system must consistently reconstruct his teachings to survive (Yusuf, Choirul Fuad, 2009. 28).

Islamic boarding schools can survive not only because of their ability to make readjustments but because of their existence as an institution that is not only identical to Islamic meaning but also has Indonesian meaning. Islamic boarding school has a close relationship with their environmental community. (Jalal & Aziz, 2017. 55)

Islamic boarding schools, in their development, remain religious institution that teaches and develops Islamic spiritual knowledge. With all its dynamics, Islamic boarding schools is seen as an institution that is the centre of community change through Islamic da'wah.

a. Definition

According to Farida by Artika, a boarding school was an Islamic education institution that grew and was recognized by the community (Dewanti, 2015. 18). In the dormitory system (a boarding school in the complex), the students receive religious education through recitation or a madrasah system that was entirely under the leadership of one or some Kiai. Islamic boarding schools are the result of the creation of the nation's children after cultural contact with pre-Islamic culture. Islamic boarding school is an Islamic education system similar to Hindu-Buddhist education. (Jalal & Aziz, 2017. 56)

Then, how the modernization of boarding schools (Islamic boarding schools) was implemented is still in question, and there should be clear restrictions. Sogarda Poerbakawatja also argues that an Islamic boarding school, according to the fundamental understanding a place for santri to study. At the same time, Pondok means a home or simple cottage made

of bamboo. In addition, the word "pondok" may be derived from the Arabic "Funduq," which means "hotel or dormitory."

Islamic boarding school is an Islamic educational institution where the students live in a boarding house led by a Kiai. The Santri study, understand, explore, appreciate and practice the teachings of Islam with the importance of morality as a guide to an attitude in everyday life. (Kompri, 2018. 34)

b. Type

1) Salafi Islamic boarding school or Traditional Boarding School

It is a boarding school that still maintains the traditional form with the components of Kiai, the lodge where students stay, mosques, santri, and lessons of yellow books (classical Islamic texts) with bandongan and wetonan teaching methods.

Salafiyah Islamic boarding schools are Islamic boarding schools that organize learning with a traditional approach, as has been going on since the beginning of its growth. Islamic religious learning is carried out individually or in groups with a concentration on classical books in Arabic.

2) Khalafi Islamic boarding school

It is a boarding school that has received the changes with classical or madrasah system and put general studies. Institutional organizations and religious thought also accept contemporary issues. Viewed from the transformation process, at least boarding schools can be divided into three patterns: traditional boarding schools. That boarding schools still maintain traditional values means not experiencing significant transformation in the education system. In addition, conventional boarding schools are not affected by the change and progress of the period. The distinctive features still preserved in this boarding school are the subject matter and methods, which refer to classical or yellow books. In teaching, the system is not inserted into general education at all. In transitional boarding schools,

education in a transitional style can be marked by the portion of its adaptation to the new values.

This type of education has begun to adopt the modern education system but not completely. Selectivity is a principle applied to maintain the traditional values that are still preserved. Positive values of the current education system are taken as a compliment or support the conventional approach, for example, teaching methods and some additional references that are considered to add students' knowledge. In terms of institutional and organization, the pattern of this boarding school is a foundation. Boarding schools began to be managed and regulated by a corporation or Management established by mutual agreement. Likewise, specific skills started to be taught. The alumnus of boarding schools tends to continue their education in traditional schools or colleges.

3) Modern boarding schools

This Islamic boarding school has experienced significant transformation in the education system and institutional elements. For example, the subject matter and methods entirely comprise the modern approach. Islamic boarding school is set up or managed neatly by the Management and administration. Classical education and the skills or expertise used as the preliminary study have been applied. The teaching system was implemented with equal portions between religion and public education. Mastery of foreign languages (Arabic and English), especially conversation, is emphasized.

c. Element

As an Islamic educational institution, Islamic boarding schools have five critical elements, namely Islamic boarding schools where students stay, mosques, students, teaching classical books, and Kiai. The five elements of Islamic boarding schools above are unique characteristics that have Islamic boarding schools that distinguish them from other educational institutions. (Yusuf, Choirul Fuad, 2009. 28)

1) Islamic boarding schools as a place to stay for students

This Islamic boarding school is defined as a place for students to live in carry out their daily activities. Islamic boarding schools are an institution that is said to be a form of a natural process of developing the national education system. If our country had not experienced colonialism, perhaps the growth of the education system would still follow the path of an Islamic boarding school.

2) Kiai

Talking about a leader in a hut cannot be separated from the figure of a Kiai. In Islamic boarding school circles, the Kiai is the leading actor. The Kiai pioneered the Islamic boarding school, nurtured, and determined the learning mechanism and curriculum, and revealed the Islamic boarding school in daily life according to their expertise and inclinations.

Zamakhsyari Dhofier explained Amin Haidari said that the term Kiai in Javanese is used for three different titles; first, an honorary title for sacred and sacred items, for example, Kiai Garuda Kencana is used for the golden carriage in the Yogyakarta Palace. Second, as a title of honour for older people in general. Third, the title is given by the community to an Islamic religious expert who owns or becomes the leader of an Islamic boarding school.

According to Zamakhsyari Dhofier's book via Kompri book, Islamic boarding school tradition, the formation of Kiai's charisma in Islamic boarding school is due to several things:

- a) Broad and adequate knowledge of religious knowledge, as a place to ask questions about religion.
- b) We have moral integrity and sincerity in serving and fostering the people as role models in the community.
- c) The figure shows that Kiai has an independent economic capacity and does not depend on help from anyone.

Thus, the Kiai is the most crucial element, and his presence is unavoidable. Although as an ordinary person, pious, wise, the answer to various problems, and his humble, sincere nature, people generally place him as a sacred public figure.

3) Santri

Santri is one of the essential components in the Islamic boarding school because, without santri, the Islamic boarding school will not have a complete function and meaning. There are two types of students: (1) santri bats are a term for students who do not stay in the boarding school and will return when they have finished attending lessons at the Islamic boarding school. (2) Mukim students stay in the lodge for a specific time. A privilege for students to have enough courage and be ready to face the challenges experienced while at the Islamic boarding school.

From the explanation above, it is clear that the word "santri" has two meanings when viewed from two aspects. First, as a social phenomenon, santri means a community or group that obeys Islam's teachings. The second is an education category, santri, which means students who study Islam with the teacher or Kiai and stay in a lodge or dormitory. As a further development, the name of Islamic education is growing to board school.

4) Books/teaching materials

The primary purpose of the santri study at the Islamic boarding school is to study religion. Religious instruction typically comes from digging classical Islamic books available in many Islamic boarding schools.

The books studied during the Islamic boarding schools are related to religion and the places in the Islamic boarding school that discuss other general lessons. The books here are sources or references other than the Qur'an and Hadith. Some of the books discussed in Islamic boarding schools in the branch of jurisprudence: Safinatu al-Najah,

fathu al-Qarib, fathu al-Mu'in, branch of monotheism: 'Aqidatul al-Awwam, Sufi sects: Tanbihu al-Ghafilin and Al-hikam, Nahwu Sharaf branch of science: Ajurmiyah, 'imrhiti, Alfiyah.

5) Mosque/Reading Room

The mosque is one of the essential elements because it is a strategic place to educate students in several ways, such as the five daily prayers, Friday prayers, teaching classical Islamic books, reciting the Koran, having religious discussions, and so on.

C. PREVIOUS STUDIES

Based on several sources related to this research, there are journals and previous research related to the topic of this research. The following are the result comparisons of prior research studies.

A thesis entitled "Exploring Teachers' Instructional Strategies in One Month English Intensive Program at Desa Bahasa Sragen" was written by Atun Marhatun Sholehah. This study has different discusses about the Instructional Strategies at Desa Bahasa Sragen. So, the result of this study show that in the difficulties faced by teachers in teachers in teaching speaking at desa bahasa Sragen come from problem faced by students in speaking such us: lack of vocabulary, less confidence, not good in grammatically, having no idea. And, the strategies used by the teacher to teach speaking are drilling, using the picture, using the game, and pair work.

A thesis entitled "*The Implementation of Bilingual Program in Teaching-Learning Math at Grade Eight B of SMP Islam Al-Azhar 21 Sukoharjo in Academic Year of 2022/2021*" was written by Maulana Ismail. With the same discussion, this study discusses the implementation of the bilingual program. This study has a different objective: to determine the implementation of a bilingual program in learning Math at the Junior high school. So, the results of this study show that in the teaching strategies, the researcher used a theory from Moore and Harris in judgment, and the teacher also used some media in the teaching process. Because of COVID-19, the teaching and learning process cannot be in the classroom with a

physical meeting. So, in the process, teaching and learning should be online. The teaching materials are everything used in the teaching and learning process to facilitate the acquisition of new knowledge. There are two types of material: created and authentic materials. The last types of evaluation used by the teacher are formative and summative.

A journal entitled "Kajian Literatur Implementasi Program Bilingual pada Pendidikan Berbasis Islamic boarding school" was written by Alifia Fitranti. Published by Al-Tarbawi Al-Hadistsah: Jurnal Pendidikan Islam, IAIN Syekh Nurjati Cirebon, 2021. She explained in her journal that Islamic boarding schools, as part of the National Education System, are expected to support Indonesia's educational goals by following the era of globalization, Islamic boarding schools may apply as national education system that can keep up with the times and compete globally with bilingual programs in the learning process, With the modernization of Islamic boarding school, it does not change the characteristics of Islamic boarding school as educational institutions that adhere to Islamic religious knowledge, Bilingual programs can be implemented in Islamic boarding school because they can improve the quality of education following the expectations of parents. (Fitranti, 2021. 154)

A journal entitled "*Program Intensive Course di Pondok Islamic boarding school Pada Masa Pandemi*" was written by Lauria Nanda Prameswati, Aliza Salsabilla, dan Frida Akmalia. Published by Tribakti: Jurnal Pemikiran Keislaman, 2021. They explained in the journal about the implementation of the Intensive Course program during the pandemic, including challenges in its implementation consisting of student attendance, teaching materials, and relatively short time, as well as the advantages and disadvantages of the learning program. This study only describes one Islamic boarding school in Kediri, Syarif Hidayatullah Islamic Boarding Schools. These results are helpful as an overview of I.C. during a pandemic and a reference for future research. This study provides evidence-based

research information, especially its implementation at the Syarif Hidayatullah Islamic boarding schools. (Prameswati et al., 2021. 383)

A journal entitled *"Implementasi Program Wajib Belajar Pendidikan Dasar 9 Tahun: Studi Kasus pada Pondok Islamic boarding school Salafiyah Syekh Burhanuddin Kuntu, Kecamatan Kampar Kiri"* was written by Gustrivoni, Hasnah Faizah, and Marzuki. Published by Jurnal Manajemen Pendidikan, Univesity Riau, 2011. This research were revealed through the sub-focus of research. The first: is the implementation of the establishment compulsory education program at Salafiyah Sheikh Burhanuddin boarding schools by Juknis (guidelines). The second: The program curriculum compulsory education taught six subjects in the national examination, they are: civic education, Indonesian language, English, natural science, social science, and mathematics. Third: The learning process compulsory education program is implemented integrally with Islamic subjects, just like traditional schools. Learning methods use active student learning (CBSA) in the classical style. Fourth: the study of learning outcomes of compulsory education programs implemented by educators, such as conducting daily tests, unit of education semester exams, and national exams held by the government regarding cognitive, affective, and psychomotor aspects. Fifth: the educator compulsory education program already has gotten qualified education. The sixth: the parent's perception of implementing the compulsory primary education program is positive. It accommodates the parents' wishes to increase the number of students significantly. (Gustrivoni et al., 2011. 41)

CHAPTER III

METHODOLOGY

This chapter presents the description of the research methodology. The method of this research design, data sources, techniques of data collection, the technique of data analysis, and the validity of data.

A. Research Design

This research was field research with a qualitative approach. This research method is very suitable to be used when researchers want to reveal something by starting with the question "How and why." Qualitative descriptive research is research that describes a phenomenon, facts, or reality by using explanation to solve the search problem.

According to Moleong, qualitative research aims to comprehend the phenomenon of what is experienced by the study subject, such as perception, behavior, motivation, holistically, action, in a unique natural context, using a variety of natural approaches. The researcher describes the implementation of the English intensive program in Darussalam Islamic Boarding School Purwokerto Banyumas regency, the obstacles, and the strategy to overcome the challenges.

B. Research Site

This research was conducted at Darussalam Islamic boarding school at Sunan Bonang Street 37, Dukuhwaluh, Kembaran, Banyumas, Central Java. In 2019, the concept of learning was changed into four programs: Tahfid, Arabic, English, and Kitab. This study focused on the English program in implementing the bilingual program in Islamic boarding schools. This research took place at the Darussalam Islamic boarding school because Darussalam has implemented a bilingual program for over three years, supported by teachers who are experts in their fields. Besides that, Darussalam students have students from different educational backgrounds from several campuses in Purwokerto and nearby SMA/MAN.

C. Subject and Object of the Research

1. The subject of the research

The subjects involved in this study amounted to six people. The topics of this research are the director, the coordinator, the English teacher of the Bilingual Program, and santri in Darussalam Islamic boarding schools, one female and two males. Sampling in this study used a snowball sampling technique is the sample was taken. (Prof.Dr.Mukhtar, 2013) To obtain detailed data, informants who know the studied problems are needed.

In determining the informants, the researcher used the snowball sampling technique. Sutopo stated(H.B, 2002.7):

"Snowball sampling is a method of selecting informants based on the instructions of the primary informants. Then determine new informants and take turns with other informants who were not planned so that complete and in-depth data will be obtained."

This viewpoint leads to the conclusion that in-depth data and data obtained to promote the attainment of research outcomes because it is expected that informants are more informed to get detailed and rich data.

2. The object of the research

The object of this research is the implementation of English-Indonesian, the strategy used to face obstacles in implementing the bilingual program at Darussalam Islamic boarding school Dukuwaluh, Purwokerto Regency, Banyumas Regency.

D. Data Collecting Techniques

Techniques of data collection are essential to know some methods of data collection. In this research, there three kinds of instruments are used to collect the data, they are observation, interviews, and documentation:

1. Observation

Observation is a study that systematically records phenomena or conduct that can be observed in observations. Observation is an activity to get the information needed to present an accurate picture of an event

to answer the researcher's question, help understand human attitudes, and evaluate, namely to measure aspects to provide feedback on the measurements. (V, 2014)

The research was conducted from 19 August to 19 October 2022. The instruments used include structured observation, namely observations designed systematically about what is observed, when, and where. The data was collected through statements made by researchers at the Darussalam Islamic Boarding School, Dukuwaluh Purwokerto.

2. Interview

Another technique of data collection is an interview. The interview is a purposeful interaction in which one person tries to obtain information from another. This type of interview is included in-depth interview category. The semi-structured interview is to find problems more openly, where the parties are invited to interviews were asked for their opinions and ideas (Cropley, 2021. 94). In conducting interviews, the researcher must listen carefully and take notes on what the informants say.

The researcher prepared a list of question as a guide in the interview. The researcher can add and explore the information in depth. The researcher also used a recorder as an instrument in obtaining data.

3. Documentation

The documentation used as the data of this research consist of Santri pocketbooks, learning modules, attendance, material agendas, special blackboards for writing vocabulary, and vocabulary patches.

Based on Sugiyono documentation itself can be interpreted as a record of events that have passed. There are various forms of documentation, such as diaries, biographies, regulations, pictures, statues, photo, video, etc. (sugiyono) the documentation used as supporting evidence regarding to the implementation of the bilingual program at Darussalam Islamic boarding school, Purwokerto, Banyumas regency.

E. Data Analysis

The analysis used in this research is thematic analysis. According to Braun and Clarke in Heriyanto(Heriyanto, 2018. 318), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) from data. Thematic analysis is more than just counting clear words or phrases and focuses on describing the explicit, implicit idea of the data, namely the theme. In addition, thematic analysis is flexible because it does not depend on theory.

Inductive analysis in this study is a process of coding data without trying to match it with a pre-existing code framework or with the analysis concept of previous researchers.(Braun & Clarke, 2019. 12)

According to Braun and Clarke, the stages of conducting the thematic analysis are as follows:(Heriyanto, 2018. 318)

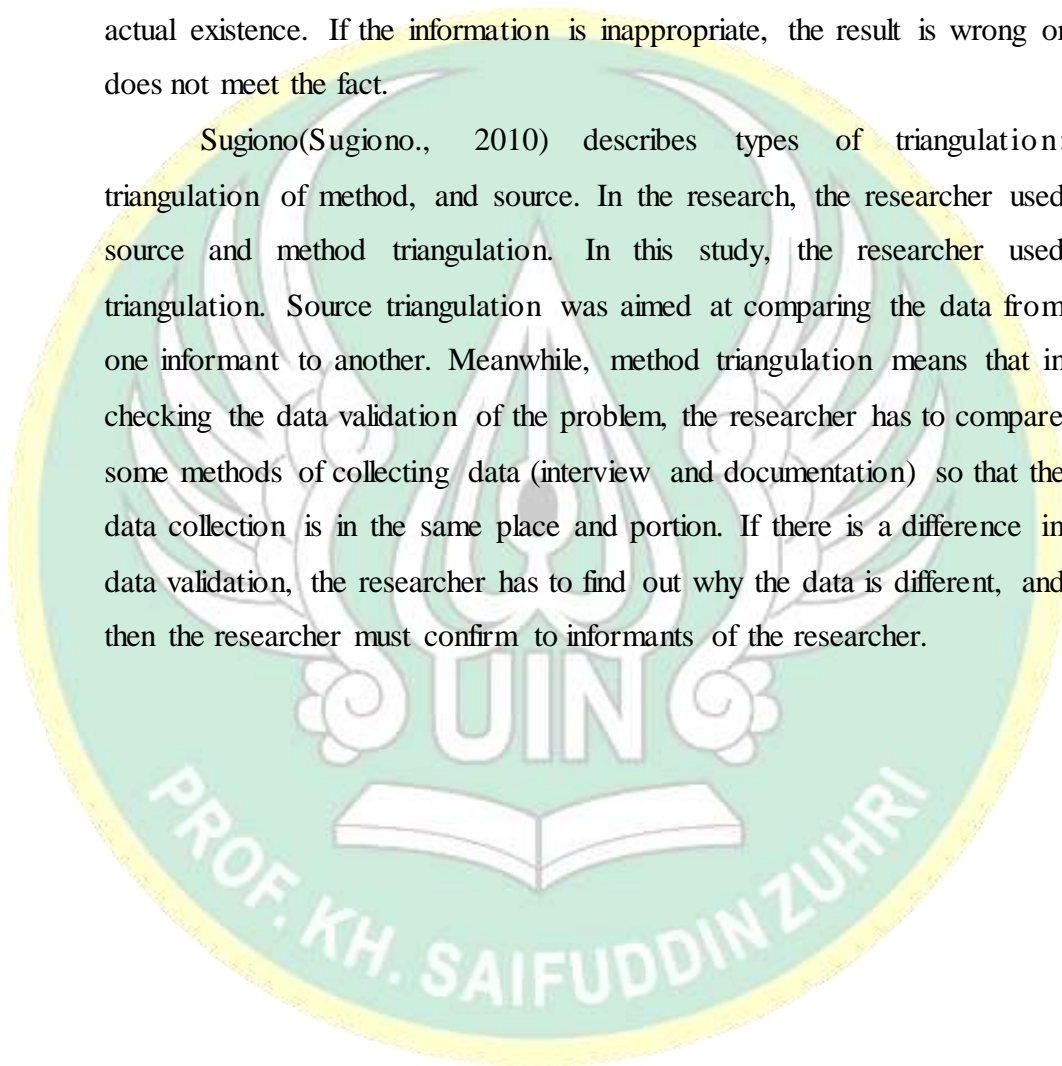
1. Familiarize yourself with data
2. Generate initial code
3. Search for themes
4. Review the theme
5. Define and name the theme
6. Make a report.

Based on the information above, the researchers carried out the following steps. The first step in the thematic analysis is to familiarize yourself with the data by reading the data repeatedly so that the researcher is familiar with the data. In the second step, which is to create the initial code, the researcher creates a code from the data considered related to the research question. The third step is to create a theme; the researcher begins to group similar codes. Then in the fourth step, reviewing the piece, the researcher looks back at whether the code grouped earlier has entered the right group. After the researcher was sure of the grouping, the researcher gave the code group names into themes. At the defining stage of naming, the piece is officially formed. In the final stage, the researcher will make a written report about the findings of the theme in this study.

F. The Validity of Data

The validity of research data collected through data collection must be examined, tested, and validated. Consequently, the research result can be explained. According to Nasution in Nugraha and Suyitno (Nugraha & Suyitno, 2021: 62), the researcher observes data validity following real life's actual existence. If the information is inappropriate, the result is wrong or does not meet the fact.

Sugiono (Sugiono., 2010) describes types of triangulation: triangulation of method, and source. In the research, the researcher used source and method triangulation. In this study, the researcher used triangulation. Source triangulation was aimed at comparing the data from one informant to another. Meanwhile, method triangulation means that in checking the data validation of the problem, the researcher has to compare some methods of collecting data (interview and documentation) so that the data collection is in the same place and portion. If there is a difference in data validation, the researcher has to find out why the data is different, and then the researcher must confirm to informants of the researcher.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the research present the findings, and the discussion of the research. The researcher describes the implementation of the English Intensive program at Darussalam Islamic boarding school Dukuwaluh Purwokerto, Banyumas Regency.

A. RESEARCH FINDINGS

1. The Implementation of the English Intensive Program at Darussalam Islamic boarding school Dukuwaluh Purwokerto, Banyumas Regency.

The English language is one foreign language in Indonesia. Not only in formal education but also in non-formal education, boarding schools have started to include English lessons, even requiring Santri's to use English for communication. Darussalam Islamic boarding schools is one of the non-formal education programs that have required students to use English. This program is also considered suitable as a habituation activity towards learning a foreign language.

The English intensive program is one of the programs participated in by Darussalam Islamic boarding school students from 2010 until now. This English intensive program is implemented with various types of activities. such as, activities in classroom, activities in the bedroom, and other activities.

a. Activities in the classroom

The implementation of the English Intensive program in the classroom is discussed in this section. The time location for an hour at Darussalam Islamic boarding school Dukuwaluh Purwokerto, Banyumas Regency is generally 60 minutes, per the instruction plan. However, in some circumstances, just 30 minutes for an hour session. In classroom learning, Santris are divided into elementary, pre-secondary, and intermediate levels. The function of having class levels for Santris is knowing methods and evaluations suitable for Santris. That was expressed by "NK" as follows.

"In terms of materials, we use modules for three elementary, pre-intermediate, and intermediate levels....." (12. NK)

The same thing was also explained by "PA & AT."

"Because the English program divides the classes, there are elementary, pre-intermediate, and intermediate." (9. PA)

"English program consists of 3 classes: 1. Elementary Class, 2. Intermediate Class, 3. Pre-Intermediate Class." (15. AT)

This is how teaching practice is explained:

1. Preparation

Teachers create a lesson plan before engaging in learning activities. It enables the teaching activities to achieve their objectives. The teacher also has a theme for the material that will be taught to the Santri. The material prepared must cover all skills or several skills, such as in one material there are Writing and Grammar skills, it can be Speaking and Reading material. Example for Material:

LEVEL 4	Learning outcomes	Grammar	Vocabulary
<p>How days of the week</p> <p>A. Identify B. Put the suggestions C. Respond to requests D. Making the sorry</p> <p>Pages 03, 73</p>	<p>Students can</p> <ul style="list-style-type: none"> describe the situation in the past express ideas suggest solutions describe how things have been improved describe something they missed 	<p>do and would the weather</p>	<p>Positive and negative expressions Verb and noun forms</p>
<p>Lesson 10: 115</p> <p>A. How did you feel? B. How did you feel then? C. How do you feel now? D. How do you feel now?</p> <p>Pages 03, 115</p>	<p>Students can</p> <ul style="list-style-type: none"> describe events in the past express sorry express surprise talk about how things might have been describe a memorable day 	<p>Past perfect Third conditional</p>	<p>Positive, negative, and -ed expressions with make and get</p>
<p>Can you explain it?</p> <p>A. Explain the differences B. Compare and contrast C. Study the differences D. Explain the differences</p> <p>Pages 03, 115</p>	<p>Students can</p> <ul style="list-style-type: none"> speculate about everyday activities speculate about future possibility use and speculate about historical events tell a story from their culture 	<p>Past tenses for speculating Embedded questions</p>	<p>Software, before, less Myanmar's culture</p>
<p>Perspectives</p> <p>A. A mythic accident B. As a new legend C. How it started an explanation D. Thought, value, and experience</p> <p>Pages 03, 115</p>	<p>Students can</p> <ul style="list-style-type: none"> report what people say change and return to the topic raise a specific one discuss thoughts and ideas 	<p>Reported statements Reported yes/no questions</p>	<p>Three-word present verbs Verb's dependent</p>

NR, the director of the English program at the Darussalam Islamic boarding school, explained that learning in class uses where the teacher explains the material in the module. We used two modules: a self-made module for all Santris and an exceptional four corners for Santris who choose a particular program. And each module includes material on four English skills, vocabulary, and grammar, as explained by "NR" in the following interview excerpt.

"And even now, there are still classes for the afternoon class. There are grades 1 and 2. Incidentally, I designed the complication module, in which there are already four skills – listening because listening is separated, then there is also grammar, so it's almost complete." (17. NR)

"In class, we use the existing modules, four corners, if I'm not mistaken, what I mentioned earlier, but the module that I made myself is for all the Santris who take the subject of English lessons, but four corners specifically for the English program." (20. NR)

2. Teaching Activites

a) Opening

It is one of the teaching skills that the teacher should master. Attracting the Santri's attention, motivating them, and providing a hint are all opening skills.

In this section, the teacher constantly draws the students' attention by clapping their hands and giving a hook concerning the most recent materials covered in class. Typically, the stages in this section begin with greetings, group prayer, and a list of attendees. It was discovered that the teacher explains the learning purpose of the learning activity. These activities can stimulate students to prepare for class activities and provide an instance of the topic to be learned based on these activities.

b) Core Activities

It is the main point of educational practice that most of the teaching skills should be applied, such as the ability to explain, the ability to vary, the ability to reinforce, the ability to manage a class, the ability to guide a small discussion, the ability to ask questions, and the ability to use the media. Other than these skills, the media, methods, and materials all impact learning activities

The teacher continued to discuss the materials using the whiteboard and marker. On the other hand, the learning activities give way for communicating materials to attain a goal. It is necessary to pay attention to this issue, which necessitates the teacher's creativity. Teachers employed games, discussion sessions, and interactive teaching by questions and answers in some of their teaching practices. Variation in media use still needs to be increased to support the achievement of learning objectives

Sometimes in every lesson in class, there will be games using flash cards or pictures so that there is variety, increasing Santris' interest in learning English.

"Occasionally there are games, using a kind of flash card or picture." (32. AT)

Therefore, the classroom implementation is learning English. As usual, there is a reciprocal relationship between the teacher and the Santris. In explaining the material teacher will usually use a mixed language of 50% Indonesian and 50% English.

Informant "AT" explained that the Darussalam Islamic boarding school also has a TOEFL class. Learning in the TOEFL class is usually a joint discussion between Santris and the teacher discussing the TOEFL questions that are already in the form of modules.

"If the class is TOEFL, just use the module." (33. AT)

c) Closing

It is the final activity to ensure that the Santri's well receive the materials. The meeting ended with a review of the materials and an evaluation. the teacher always re-checked the Santri's grasp of the topics, such as mentioning things around them in English and delivering a conclusion. After that, we will all pray together.

Based on the exercises listed above, English teachers can help Santri's develop their speaking skills by having them repeat a simple conversation and participate in a discussion session.

3. Evaluation

It was critical to improve and fix the learning activities and determine how the Santri's comprehension had changed as a result of the learning activities. The exercise was employed after learning activities in most of the teaching practice. Besides the student's work, the teacher evaluates their participation in classroom activities by asking and answering questions on the topic. It is one of the strategies used to teach Santri's to be critical.

b. Activities or learning in the bedroom

One of the implementations used in the bedroom is the Memorize vocabulary and expression method (mufrodad). This activity delivers new vocabulary and idioms to the santri and is then submitted to the musyrif/musyrifah, respectively. This activity is carried out every day. Santri will be given a new vocabulary daily and deposited every 2/3 days after that.

"Giving Vocab every day, but provide to musyrif/musyrifah every 2/3 days." (7. PA)

Similar opinion by "NK":

"learning in-room memorization of vocabulary and tenses." (9. NK)

At the Darussalam Islamic boarding school, the placement of the Santris' bedrooms is adjusted to the Santris' interests in the program to be

taken so that the Santris for the English program become one, so Santris are asked to speak English for 12 hours.

"For the daily program, we apply 12 hours of English speaking while in the bedroom." (17. AT)

In addition to memorizing vocabulary, tenses, and expressions and speaking English, 12 hours of musyrif/musyrifah are given the freedom to make variations in bilingual learning/activities in the bedroom, such as games, watching movies with English subtitles and storytelling. The following is an interview excerpt that explains this.

"like speaking 24 hours in English, I don't think it's here yet. Most speak 12 hours later. If someone doesn't speak English, there will be punishment. There will be vocab for 2/3 days once the vocab is deposited, tenses, expressions, continue to learn grammar, storytelling daily activities as well, now the program is in the evaluation period. For learning here, the English program runs regularly, and the teacher also sometimes gives games so that learning is fun." (5. PA)

c. Other activities

Based on the results of the interviews, the informants also explained other activities besides learning/bilingual activities in the classroom and the bedroom. Several themes emerged related to this other activity: mc and speech practice, singing a song, watching movies, muhadatsah, listening to music, games, D-Talk, talk shows, and events.

The following is an informant who stated that Islamic boarding schools do not only focus on learning/activities in the bedroom and classroom. But have other activities to further train English skills, especially in achieving the target desired by the boarding school where Santris can communicate with good at broadcasting da'wah. Therefore, Santris can carry out activities according to the passion of each Santri.

"The focus is on vocab and expression. The rest is an improvisation from fellow administrators. I only direct more vocab and expression memorization, but the administrators explore more such as MC exercises, speeches, singing a song, and watching movies. Those from above only provide motivation. In class, there is a module in the room that is more about vocab and expression." (22. NR)

"So the santri do not understand religious knowledge only but are also only able to communicate it and can preach not only among us but also outsiders." (11. NR)

The statement "AT" explains that it is in this other activity that Santris can directly practice what they have learned during bilingual learning/activities in the classroom and bedroom. The following is the informant's explanation of this.

"...Yes, this is a forum for Santris to practice the English skills they have acquired directly." (23. AT)

MC and speech exercises are exercises like generally how to do good manners, make good MC texts and speeches, and correct intonation when being an MC and a speaker in public. In addition, this exercise is also held to find or prepare Santris to be available when events require an MC or sample speaker to become an MC Haul and to prepare Santris to participate in a speech contest.

"Usually at the cottage, there is an event that needs to be MC, be it in Indonesian or English, so at least we have prepared the MC if the speech is to be sent as a contest representative." (31. AG).

Because the backgrounds, talents, and interests of the Darussalam Islamic Boarding School Santris are different, the Islamic Boarding School provides a place for them, such as singing talent. Sing a song is a place for

Santris who have talent and interest in singing, as described by "RL" below.

"The Santris continued to like singing. So the management took the initiative to provide a place to channel their talents." (16. RL)

Because the Santris at the Darussalam Islamic Boarding School are Santris and school children, there is no prohibition on using mobile phones as the expression "AG" is as follows.

"Then the Darussalam Islamic Boarding School is a semi-modern boarding school, meaning that it does not only often study religious knowledge but also general knowledge. Apart from that, Santris and schoolchildren are Santris, so we allow them to bring cellphones." (18. AG)

Santri often listens to music and watches movies on their cellphones, so listening and watching movies can train their listening skills. Know new vocabulary, correct pronunciation, or learn accents in English, such as American and British accents. So the management took the initiative to suggest songs in English or watch motivational films together, films that use English subtitles, and films with good pronunciation. As described by "AT."

"Listen to music and watch movies so that the Santris are refreshing, but they still train the Santris' vocab, pronunciation, and usually good films use English." (21. AT)

Supported by "AG."

"Besides that, watching movies usually trains the Santris' listening as well as the vocals, so the Santris know what American pronunciation and British accents are like, yes they relieve stress simultaneously." (20. AG)

Games are a distraction in every bilingual program learning activity. So that Santris don't get bored with bilingual lessons at the Darussalam

Islamic boarding school, there are games such as charades, guesswork, or the frequent tongue twister, but everything is still done in English. That was explained in an interview with "AT."

"Games are for fun, for example, guessing words, guessing moves, or tongue twisters." (22. AT)

Muhadatsah is a weekly activity that is held on Sunday mornings. This activity is designed to increase interest in learning English and Arabic for all Darussalam Santris. The following statements, "AG" and "AT," are as follows.

"Muhadatsah is a weekly activity, but not only learning English but alternating with Arabic, this week Arabic, English tomorrow." (27. AG)

"For Muhadatsah, it's once a week on Sunday morning, and it's for all Santris anyway." (28. AT)

So, this activity takes place in yards. So that the Santri can move more freely and play fun games, this activity is a conversation in pairs, often interspersed with some materials and games to help Santri learn English skills, as explained by "AT" below.

"Then, usually, the muhadatsah is in a field or place that is quite big so that it fits well. For example, when playing games, you can move freely. Sometimes the muhadatsah is filled with material or not conversations, and sometimes games too. This activity is designed to increase interest in learning English and Arabic for all Santri Darussalam." (29. AT)

D-talk stands for "Darussalam Talk" This activity is carried out Thursdays. D-talk is an activity such as a discussion in a forum that discusses and uses English. 5 Santri led this discussion. Before D-Talk was implemented, the guide team had themes such as education, health, economy, technology, history, etc.

"D-Talk is Darussalam Talk, where students will be trained in speaking through presentations or joint discussions. Later the students will be divided into groups of 5 people and given a theme to be used as presentation material. For example, education, health, economy." (29. AG)

In the first session, the moderator opened the discussion and directed the speakers to present material using a projector for a maximum of 45 minutes. Then the moderator invited other Santris as the audience to ask questions, refuse or add materials. Then the questions were answered by the presenters. As described by "NK" as follows:

"D-Talk is like a presentation, it's like college kids, later there will be a presentation, and then there will be a question and answer session."
(30. NK)

A talk show is an activity where a speaker or motivator will explain something to increase Santris's interest and motivation in learning English. The speaker chosen is indeed in his field or understands English well. Even though this event is in the realm of English, this event is for all Santri Darussalam.

The course of this event was opened by the MC, who announced the type of event, introduced the moderator, and then handed over everything to the moderator. Then the moderator took over to lead the event, explained the speaker's CV, and welcomed the speaker. Then, the speaker started to explain the material. After that, it was followed by a question and answer session, finally closed by the moderator as stated by "NK."

"There are talk show activities, like in general, so that it motivates Santris, teachers, and the organizers of the activities, yes, there will be a moderator, there will be a speaker." (25. NK)

Events are held when there are major holidays, such as the Haul & Hafilah series of events, Santri Day, the closing of the Madrasah Diniyah,

August 17, and the End of Year event. Bilingual Santri is asked to display their talents in front of all Santris and the Darussalam Islamic boarding school family, for example: by singing a song and drama.

In this event, Santris are trained to increase their confidence in using English and can be entertainment for all Santris who witness this event described by "NK" in her interview.

"This event is usually held on big holidays like memorizing, haul, August 17 they usually present something like singing a song, drama or being an MC." (32. NK)

Powered by "RL":

"There are events on special days. This event trains students to be confident in appearing in public and tests students' English language skills, and everything is just for fun." (18. RL)

In classroom activity, santri are divided into levels: elementary, intermediate and pre-intermediate. And the distribution of the material in the form of modules is adjusted according to levels. TOEFL class is only at the pre-intermediate level. Besides using modules in classroom learning, it will be interspersed with games.

Bedroom learning includes memorizing vocabulary and expression, grammar, speaking practice, storytelling, games, and watching movies. These activities are useful in training santris' speaking skills. Besides that, at the Darussalam Islamic Boarding School, santri speaks English only for 12 hours

Other activities are activities that follow the conditions of time during the bilingual program. Example The game will occur if the teacher is not present in class, or the event is held once a year on every big day.

As illustrated by the following table.

Table 1

Table of Schedule of English Intensive Program Activities

TIME	06.00-06.30	16.30-17.30	19.00-20.00	21.00-21.30
Monday	Vocabulary and expression memorizing (<i>bedroom learning</i>)	Madrasah Diniyah	Madrasah Diniyah or watching a movie (<i>other activities</i>)	Speaking Practice (<i>bedroom learning</i>)
Tuesday	Madrasah Diniyah	Madrasah Diniyah	Learning by Module or Toefl and games (<i>Classroom learning</i>)	Learning grammar or storytelling (<i>bedroom learning</i>)
Wednesday	Vocabulary and expression memorizing (<i>bedroom learning</i>)	Madrasah Diniyah	Learning by Module or Toefl and games (<i>Classroom learning</i>)	Speaking Practice (<i>bedroom learning</i>)
Thursday	Madrasah Diniyah	D-Talk or Games (<i>Other activities</i>)	Madrasah Diniyah	Learning grammar or Vocabulary and expression by memorizing/ listening to music (<i>bedroom learning</i>)
Friday	Madrasah Diniyah	Madrasah Diniyah	Madrasah Diniyah	Vocabulary and expression memorizing

				<i>(bedroom learning)</i>
Saturdays	Vocabulary and expression memorizing <i>(bedroom learning)</i>	Madrasah Diniyah	Madrasah Diniyah	Speaking Practice or watching movies/ listening to music <i>(bedroom learning)</i>
Sundays	Muhadatsah (Other activities)	Madrasah Diniyah <i>or</i> <i>Mc and speech exercise</i> <i>(other activities)</i>	Madrasah Diniyah <i>or</i> <i>Talk show and event</i> <i>(other activities)</i>	Vocabulary and expression memorizing <i>(bedroom learning)</i>

The one with a green background is the implementation of bilingual activities at the Darussalam Islamic boarding school, Dukuhwaluh, Purwokerto, Banyumas regency.

B. DISCUSSION

This part describes the justifications of finding based on the theories of some experts. Furthermore, the finding will be discussed with the relevant references from the expert to justify the research findings on the implementation of the bilingual program at Darussalam Islamic boarding school Dukuhwaluh Purwokerto, Banyumas regency.

1. The Implementation of the Bilingual Program at Darussalam Islamic boarding school Dukuhwaluh Purwokerto, Banyumas Regency

Based on research findings regarding the sub-topic of the implementation of the bilingual program at the Darussalam Islamic boarding school.

Classroom learning activities are one of the implementations of the bilingual program at the Darussalam Islamic boarding school. Teaching and learning activities where the teacher will explain the material contained in the module. Two modules are used at the Darussalam Islamic boarding school: the four-course module and the regular module, which includes four English skills, grammar, and TOEFL. There are three grade levels elementary, intermediate, and pre-intermediate. These class levels are according to the year of the class. The use of English in class is only 50% because the teacher will also explain it in Indonesian. There are game interludes so that Santris don't get bored quickly and increase motivation and interest in learning English lessons.

Bilingual activities in the bedroom are unlike learning activities in the classroom, bilingual room activities are still the same regarding English skills but with more practice.

The method of memorizing vocabulary and expressions used in the Darussalam Islamic boarding school helps add vocabulary to Santri's daily communication. With a system where Santri will be given new vocabulary and then deposited to musyrif/musyrifah within two days. In addition, the implementation of speaking English is only 12 hours because the Darussalam Islamic boarding school is not a boarding school that only focuses on language. Still, there is a yellow book and tahzfid, so it isn't easy to practice speaking English for 24 hours.

The freedom of musyrif/musyrifah in carrying out various bilingual activities in the room results in ideas such as games, watching movies, and storytelling. Other activities, informants also explained other activities such as mc exercises, public speaking and speeches, singing a song, watching movies and listening to music, muhadatsah, games, D-talk (Darussalam talk), talk shows, and events.

The bilingual program at the Darussalam Islamic boarding school aims for Santris to communicate using English well, so many activities emphasize speaking skills more. MC, public speaking, and speech

exercises are places for Santris to learn how to be a good and right MC or speaker. This activity is one of the steps to prepare Santris to become the MC/speaker of an event.

Many Darussalam Santris have talent in singing, so sing-a-song activities exist so that Santris can channel their abilities, especially songs in English. Trends in music and film are not separated from being a favourite of Santris at the Darussalam Islamic boarding school. According to Kompri M.Pd. I, a modern Islamic boarding school, have experienced significant transformation in the education system and institutional element. The teaching system was implemented with equal portions between religion and public education. Mastery of foreign languages (Arabic and English). (Kompri, 2018) Santri can easily access the latest music and films because Darussalam Islamic Boarding School is a semi-modern boarding school, and santri can bring and use electronic media such as cell phones or laptops to keep up with existing globalization developments. So, the administrators also take advantage of this opportunity to train Santris' English skills by suggesting English songs or watching movies together where the film is in English or with English subtitles. This activity can teach listening skills and increase English vocabulary, pronunciation, and accent. Games are a favourite activity of Santris as a distraction in learning the bilingual program at the Darussalam Islamic boarding school so that they are not dull. Usually, the games are not far from using English, such as charades, guess pictures, and tongue twisters.

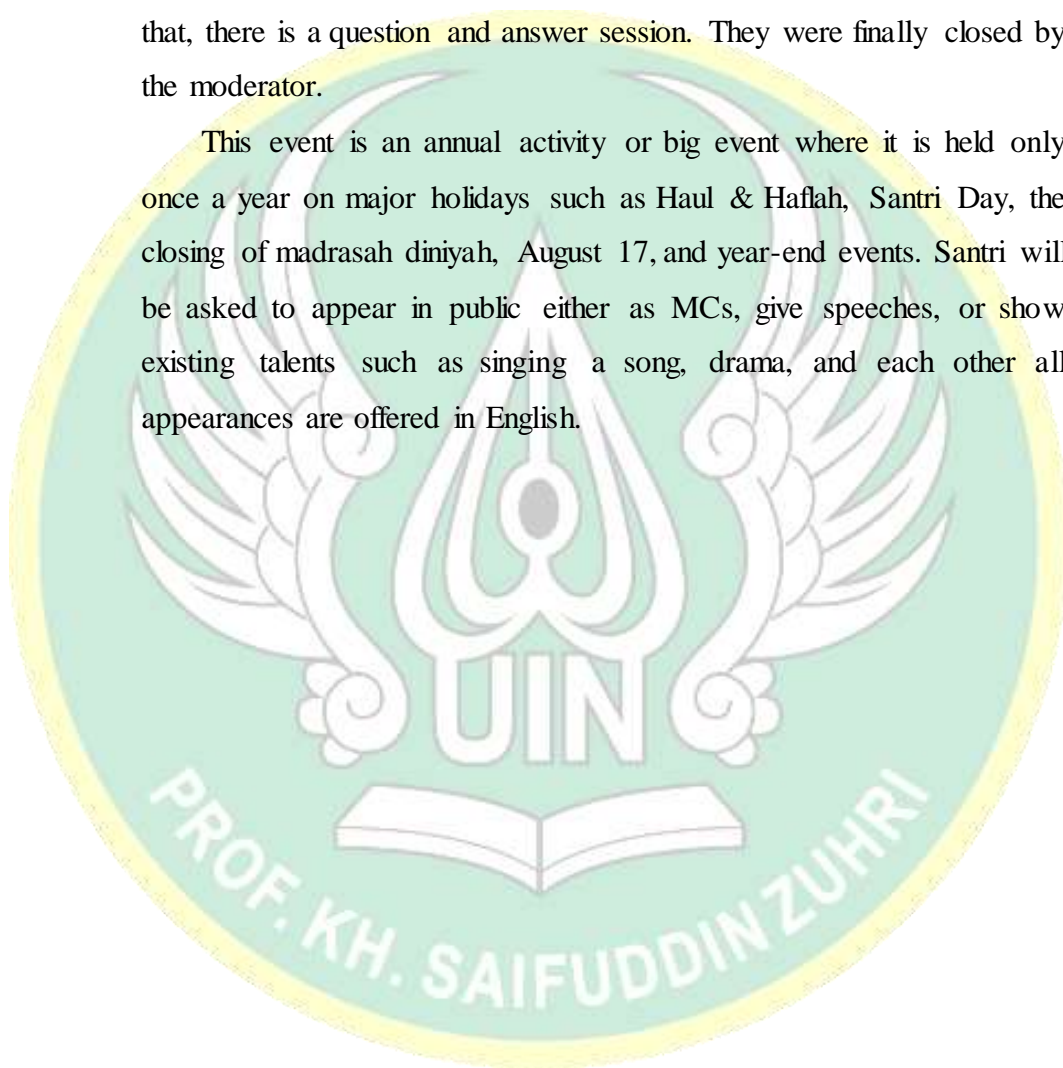
Muhadatsah is a weekly activity not only in English but Arabic too. This activity takes place in yards. So that Santris can move more freely and play fun games, this activity is a conversation with some materials and games to help Santris learn English skills.

D-talk (Darussalam talk) is a discussion activity using English with various themes, such as education, health, economy, technology, history, and each other. In D-talk, the moderator opened the discussion then the

presenters presented the material, other Santris refused to ask questions or add material, and the presenters answered the last question.

A talk show is an activity where a speaker will explain motivation or interest in improving Santris' English speaking skills. The process starts with the mc introducing the moderator, then the moderator introduces the speaker and is given time to explain the material. After that, there is a question and answer session. They were finally closed by the moderator.

This event is an annual activity or big event where it is held only once a year on major holidays such as Haul & Haflah, Santri Day, the closing of madrasah diniyah, August 17, and year-end events. Santri will be asked to appear in public either as MCs, give speeches, or show existing talents such as singing a song, drama, and each other all appearances are offered in English.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is presented the research's conclusions, limitations of the study, and suggestions. The conclusion is based on finding analysis of the research, and suggestions were gathered to answer research questions and directed to the English teacher, Santri and the Islamic boarding school.

A. Conclusion

Implementation of the English Intensive program at Darussalam Islamic boarding school through learning activities in class, namely learning using modules, and games that use flashcards or pictures, then there are three levels of learning in elementary, intermediate and pre-intermediate classes. TOEFL class only exists at the pre-intermediate level.

Bilingual activities in the bedroom are vocabulary and expression memorizing, speaking practice, learning grammar, storytelling, games and watching movies. At Darussalam Islamic boarding schools, they apply to talk in English for 12 hours for their Santris. And other activities such as muhadatsah, mc and speech exercises, watching movies, games, listening to music, talk shows, d-talk and events.

B. Limitation of Study

Although this research was conducted as thoroughly as possible, it still has limitations, and the object of this research is still too general. That causes the resulting findings not to be specific in describing the implementation of bilingualism in the Darussalam Islamic boarding school.

C. Suggestion

Based on the conclusions of the research results regarding the implementation of the bilingual program at the Darussalam Islamic boarding school, Dukuhwaluh, Purwokerto, there are several suggestions that the researcher can recommend as follows.

1. For further research

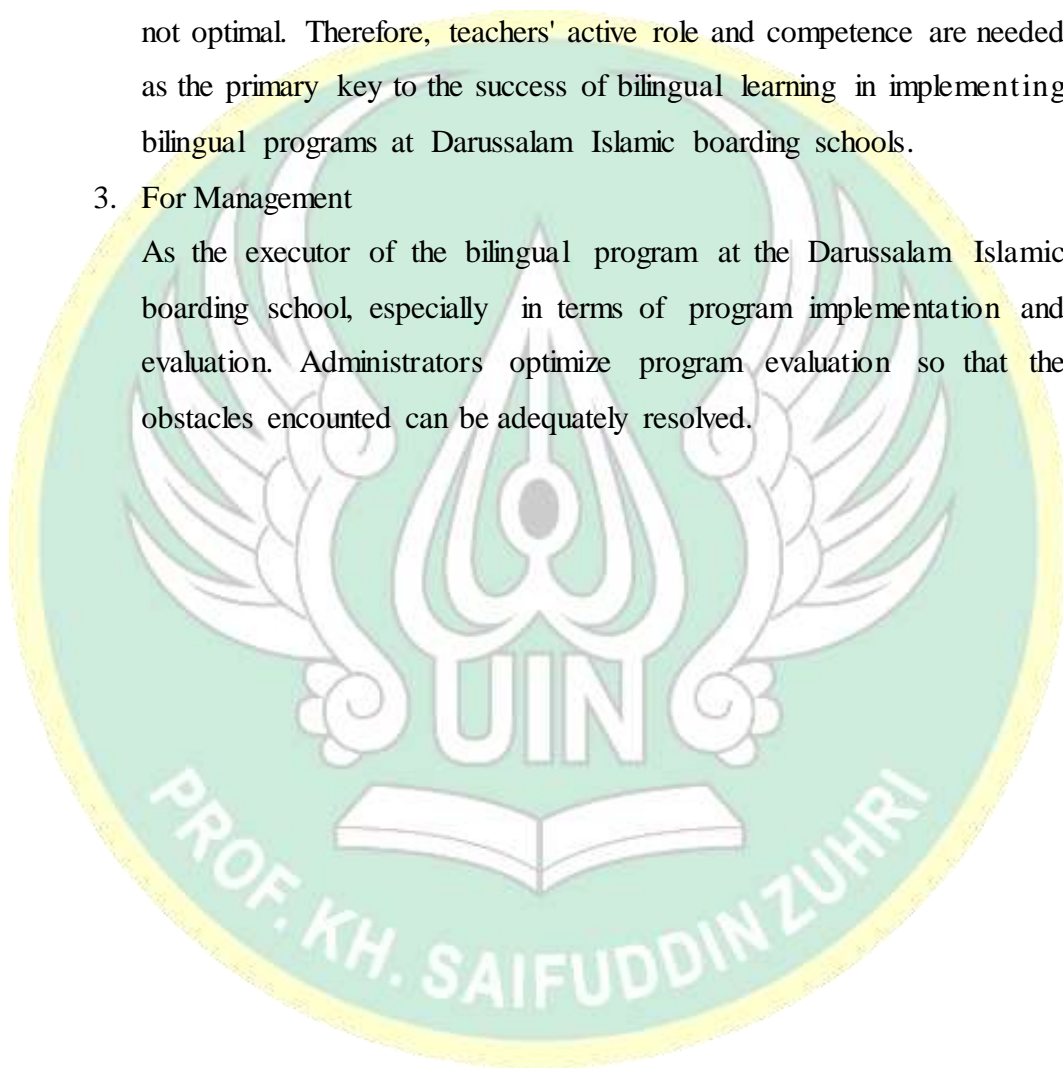
The researcher selects to investigate the relationship between themes in more specific objects and subjects.

2. For English teachers

Due to the research findings showing that some of the obstacles experienced by Santri, teachers, and administrators/boarding parties related to the implementation and assessment of bilingual programs are not optimal. Therefore, teachers' active role and competence are needed as the primary key to the success of bilingual learning in implementing bilingual programs at Darussalam Islamic boarding schools.

3. For Management

As the executor of the bilingual program at the Darussalam Islamic boarding school, especially in terms of program implementation and evaluation. Administrators optimize program evaluation so that the obstacles encountered can be adequately resolved.



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Appendix 1

Interview Transcript

NR

No	Interview Result	Coding	Description
1.	<i>bu, Apakah bisa ceritakan apa yang melatarbelakangi implementasi program bilingual di pondok pesantren Darussalam?</i>		
2.	Ini sebenarnya ada sejarahnya gitu ya, itu adalah abah sebagai pendiri pondok pesantren bercita-cita kalau santri itu tidak hanya menguasai kitab kuning saja tapi menggunakan alatnya ya itu bahasa internasional itu tidak hanya bahasa arab tetapi bahasa inggris gitu karena memang penting.	Alasan penerapan 2 bahasa atau pendirian program bahasa inggris	Santri diharapkan tidak hanya bisa kitab kuning tetapi juga dapat bahasa internasional seperti bahasa inggris dan arab
3.	Kemudian juga eee dulu itu memang weekly conversation gitu, itu setiap minggu memang diarahkan untuk ada hari bahasa. Itu memang	Kegiatan Mingguan	Conversation dua bahasa (Indonesia-Inggris) di pondok pesantren

	keinginan abah sendiri bisa membumikan dua bahasa itu di pondok pesantren.		
4.	jadi santri itu tidak hanya memahami ilmu agama saja tapi juga mampu mengkomunikasikannya mampu berdakwah tidak hanya dikalangan kita tapi juga diluar.		
5.	<i>Lalu Apakah ada target khusus pada pembelajaran/program bahasa inggris-indonesia mb?</i>		
6.	Jadi klau inikan berkembang dari dulu tahun 2010, pendirian inikan 2005 berkembang-berkembang kemudian 2010an itu pada awalnya hanya summatory subject.	Tahun-tahun pelaksanaan	Pendirian pondok pesantren 2005, Penerapan dua bahasa 2010,
7.	targetnya dulu itu berkembang ya karena dari awal itu kita dari semua skill bisa dipelajari oleh semua santri tapi berdasarkan minat bakat jadi dulu itu masih dipisah-pisah misalnya reading sendiri, speaking sendiri, grammar sendiri gitu. Ternyata lama-lama santri ingin	Pembagian materi dan classroom	Vocabulary, grammar, speaking, reading, listening, writing, pembagian materi modul dan kelas santri dan perancangan modul

	pindah karena dirasa tidak cukup kalau hanya cuma reading saja, vocab saja, speaking saja mereka ingin berganti akhirnya kita buat intergreting skill, jadi satu mata pelajaran yang mengcover semua skill gitu.		
8.	Dan sekarang pun masih ada itu untuk kelas sore ada kelas 1 dan 2 kebetulan saya sendiri yang merancang modul komplikasi disitu sudah ada 4 skill – listening karena listening terpisah kemudian disitu juga ada grammarnya jadi sudah hampir lengkap lah.		
9.	Targetnya apa? ya of course mereka can speaking English well sehingga ada kegiatan di boarding, di kamar dan di kelas.	Speaking well	
10.	pembelajaran dikelas kalau dikelas kita pake modul yang sudah ada four couners kalau nggak salah yang di pakai yang tadi saya sebutkan, tapi kalau modul yang saya bikin sendiri itu untuk seluruh santrinya yang	Pembelajaran menggunakan modul	Ada 2 jenis penggunaan modul yang mana modul sudah mencakup materi grammar, vocabulary, dan 4 english skill

	mengambil subject pelajaran bahasa inggris tapi kalau four corners khusus untuk program bahasa inggris.		
11.	<i>Lalu Apa saja kegiatan yang dilakukan santri saat di kamar?</i>		
12.	Fokusnya pada vocab dan expression, selebihnya improvisasi dari temen-temen program sendiri gitu kalau saya hanya mengarahkan lebih banyak kehafalan vocab dan expression, tapi sepertinya teman-teman program itu lebih explore lagi latihan mc dan pidato, story telling, sing a song, watching movie. Kalau yang dari atas itu hanya memberikan motivasi, kalau dikelas sudah jelas ada modul kalau dikamar lebih ke vocab dan expression.	Aktivitas penerapan bilingual program dikamar, dikelas dan d	Focus pada vocab dan expression. Terjadi improvisasi seperti ada latihan mc, pidato, story telling, sing a song, watching movie.
13.	<i>Kalau adanya tamu native speaker itu merupakan usulan dari pihak atas atau</i>		

	<i>memang menjadi kegiatan rutinan dari program?</i>		
14.	Kalau itu memang dari program, kebetulan kita berusaha untuk merutinkan untuk mendatangkan native kalau kita masih memungkinkan untuk itu kalau tidak native artinya mereka yang memiliki pengala ma n lebih dalam bahasa inggris itu kita datangkan.		Native speaker dari luar
15.	<i>Adakah kendala-kendala yang dihadapi selama pembelajaran bahasa inggris-indonesia di pondok pesantren?</i>		
16.	Kendala itu pasti ada yang pertama kita memang bukan pondok pesantren khusus bahasa sehingga kita mau mengkomunikasikan sebagai daily conversation in English itu kesulitan yak arena kesini ketemunya pake yang berbahasa jawa, ketemu yang bahasa Indonesia kita juga buildingnya belum terpisah itu kendalanya disitu.		

17.	Kemudian juga kedua kita sangat plural dalam hal background dan juga santrinya, pluralnya dalam hal apa? Misalnya santrinya adalah santri-santri yang memang kuliah atau sekolah diluar sekolahnya beda-beda kuliahnya beda-beda dan semuanya punya tugas masing-masing sehingga ketika mereka pulang sudah dalam keadaan capek jadi kurang focus dengan programnya sehingga itu juga yang menjadi kendala.	Background santri	Santrinya memiliki background yang berbeda-beda baik sekolah atau asalnya. Sehingga, kemampuan santrinya tidaklah sama semua
18.	Lalu karena kita itu masih mendapatkan porsi kecil dalam mata pelajaran artinya dalam satu minggu baru tiga kelas atau tiga jam malam 2x sore 1x jadi artinya porsinya kecil untuk meningkatkan intesitas belajar itu masih kurang.	Waktu yang terbatas	
19.	Itu juga SDM dalam hal teachernya, pengurusnya, musyrifnya. Teacher & musyrifnya nya kita sangat terbatas gitu bisa	SDM yang masih kurang	

	<p>jadi yang mondok disini yang jadi musyrif atau musyrifahnya memang bisa bahasa inggris tapi kan backgroundnya bukan bahasa inggris atau memang bahasa inggris tapi semester-semester awal, atau yang sudah senior kemudian lulus kan itu sulit. Kita memang belum apa namanya selain saya yang megang itu harus bener guru yang mendampingi dikamar bisa 24 jam.</p>		
20.	<p><i>Upaya yang dilakukan dalam mengatasi kendala-kendala tadi?</i></p>		
21.	<p>Strategi khusus yang pasti digunakan adalah kita slalu memotivasi ketika mereka sudah memilih program bahasa mereka harus serius mereka harus ikut aturan.</p>	<p>memotivasi</p>	<p>Penggunaan strategi khusus yaitu motivasi</p>
22.	<p>Memang dalam hal pendataan kita masih agak lemah karena terkadang santri yang masuk bahasa inggris tiba-tiba pindah atau sebaliknya sehingga data itu tidak valid atau belum valid</p>		

	karena bisa berubah-ubah jadi kita untuk mengukur dia itu dari awal misalnya belum mampu kemudian kesini-kesini sudah mampu itu agak kesulitan tapi yang pasti sih kita berusaha untuk melihatnya dari progress kenaikan kelas santri yang aktif dari kelas 1 elementary class itu nanti akan bisa meningkat skillnya naik ke kelas selanjutnya.		
23.	<i>Apa yang dilakukan pondok untuk mengevaluasi kemampuan santri dalam program bilingual?</i>		
25.	Iya ada ujian, ujiannya lebih kespeaking saya tekankan untuk guru-guru pengajar untuk diarahkan lebih ke speaking: practice, discussion, memorizeing itu kita fokuskan kesitu.	Ujian	

AT

No	Interview Result	Coding	Description
1.	<i>Sejak kapan sih program bahasa inggris itu ada?</i>		

2.	Agustus 2019 program ini sudah mulai di terapkan kepada santri, tapi sebelum menjadi program sendiri penerapan 2 bahasa (English-indonesia) sudah ada dari 2010	Program 2019	
3.	Berarti kelas diniyah sudah lebih awal dari program bahasa inggris ya mb?		
4.	Iya karena diniyah memang masuk madrasah diniyah atau program rutin, sedang program adalah pilihan dan baru ada tahun 2019.		Diniyah =program rutin Program bahasa= program pilihan
5.	<i>Lalu bentuk/implementasi program bahasa inggris di ponpes Darussalam seperti apa? Bisa mb ceritakan?</i>		
6.	implementasinya kami pernah dengan metode setiap pagi hafalan kosa kata kemudia disetorkan ke musyrifah masing2	Vocabulary memorizing	Santri menghafalkan kosakata kemudian disetorkan
7.	semisal sehari 5 vocabularies or 3 expressions	expression memorizing	

8.	kemudian untuk pembelajaran formal di kelas setiap hari selasa dan rabu malam kemudia kamis sore, jadi seminggu ada 3 kelas		
9.	program bahasa inggris terdiri dari 3 kelas: 1. Kelas Elementary, 2. Kelas Pre Intermediate, 3. Kelas Intermediate.	Tingkatan kelas	
10.	pembagian kelas tersebut awalnya berdasarkan kemampuan bahasa santri ² , kemudia karena keterbatasan kelas dan juga pengajar, akhirnya sistem kelas dibuat per tahun angkatan masuk pondok.		
11.	untuk program harian kita pernah menerapkan speaking English 12 jam selama di kamar.	Speaking English 12 jam	Santri menerapkan speaking English 12 jam di kamar
12.	pembelajaran di kelas kita menggunakan modul Four Courners sedangkan pembelajaran harian kita membuat pocket book kompilasi dari berbagai sumber.	Penggunaan modul dalam pembelajaran di kelas	Pembelajaran di kelas pembelajaran menggunakan modul four courner dan modul rancangan sendiri
13.	<i>Wah mantap,</i>		

	<i>Lalu apakah ada aktivitas lain diluar pembelajaran di kelas dan di kamar yang di lakukan guna mendukung program bahasa Inggris ini?</i>		
14.	aktivitas lain paling listening music sm watching movies, ya kadang ada games jg sih wkwk		
15.	Listening music sama watching movie biar sekali-sekali santrinya refreshing tapi tetap melatih vocab, pengucapan, dan film yang menggunakan bahasa inggris dengan baik.	Mendengarkan lagu and watching a movie.	
16.	Kalau games buat seru-seruan misal tebak kata, tebak gerak, atau yang sering tongue twister	games	
17.	Masih banyak jane, Ya, this is a forum for santri to practice the English skills they have ecquired directly		
18.	maksudnya controlling dr pengurus lg kurang maksimal,	Controlling system	

19.	<i>Lalu kaya muhadasah itu seperti apa mb?</i>		
20.	muhadatsah itu merupakan kegiatan mingguan dimana dilaksanakan setiap hari minggu pagi	muhadatsah	Kegiatan lain
21.	Jadi, kegiatan ini dilakukan di halaman . Sehingga Santri bisa lebih leluasa bergerak dan bermain game. Sebenarnya kegiatan ini berupa percakapan berpasangan sering diselingi dengan beberapa materi dan permainan untuk membantu santri berbicara. Kegiatan ini dirancang untuk meningkatkan minat belajar bahasa Inggris dan bahasa Arab bagi seluruh Santri Darussalam.	Proses muhadatsha	
22.	<i>MB sebagai teacher pembelajaran dikelasnya mb seperti apa?</i>		
23.	Selain pembelajaran biasa sesekali ada games sih pakai sejenis flash card atau picture	Flashcard and picture	
24.	kalaupun kelasnya toefl sih cukup pakai modul aja bahas soal-soal bareng santri	Kelas TOEFL	Pembahasan soal-soal yang sudah dalam bentuk modul bersama santri dan guru

25.	kelas program jg pakai modul yg penting practice terus, kelas diniyah aku metodenya drill materi dan bolak balik tanya santri mereka paham apa egk, klo gk paham ulangi		
26.	terus kasih tugas dan lgs aku koreksi di kelas one by one	Pemberian tugas	
27.	pengurus dan santrinya msh cukup solid buat jalanin program, program harian msh jalan bgt, punihsmen jg gitu	Kendala	
28.	<i>Selain beberapa hambatan yang MB sebut sebelum2nya ada ngk hambatan yang terjadi pada implementasi program bahasa Inggris di ponpes Darussalam?</i>		
29.	Ada, eh iconic dimana gk ada org itu program gak jalan, jd blm auto pilot misal, koor nya gak nyuruh ini, ya anggotanya jg gak gerak kmn gk disuruh jadinya program msh bergantung sm itu hehe	Kurang solid/ tidak kompaknya pengurus	Tidak berjalannya program karena pengurus utama tidak ada

30.	Program ingin berjalan seperti ini jika sistem tidak terpelihara dengan baik biarkan saja tidak berjalan maka dari itu perlu adanya kerjasama atau pengontrolan sistem agar kita tahu apa yang mempengaruhi program ini berjalan atau apa yang menjadi kendala agar kita bisa cari tahu solusinya		
31.	<i>MB sebagai pengurus dan guru? Apa upaya yang udh di lakukan dalam mengatasi masalah2 tersebut?</i>		
32.	bagi tugas, banyak kerjaan aku kasih ke pengurus biar mereka yg ngerjain atau woro2 di grup jangan lupa ini ini	Pembagian tugas	
33.	smbil sounding untuk pengakderan biar ada terus yg nerusin program	Pengkarderan penerus pengurus	
34.	<i>Bagaimana MB mengevaluasi perkembangan santri, guru dan program sebagai koordinator bhasa Inggris?</i>		

35.	evaluasinya lebih kepada menanamkan rasa butuh sm ikhlas bealajar dlu, gk muluk2 progres hrus bs ini itu		Menanamkan rasa ikhlas
36.	dr teacher memang harus kreatif dn menguasai materi sih biar anak percaya dan nyaman belajar di kelas dan dapat manfaat	Evaluasi terhadap guru	Meningkatkan kemampuan bahasa inggris
37.	dari santri harusnya jangan kebanyakan protes dan ikuti aja di ajak apa ya manut		Santrinya jangan kebanyakan protes
38.	Adapun evaluasi triwulanan yang diadakan sangat terbatas, sehingga tidak semua masalah tersampaikan, sehingga sulit bagi kami untuk mendapatkan umpan balik.	Evaluasi triwulan	Evaluasi yang kurang maksimal

NK

No	Hasil Wawancara	Deskripsi	Koding
1.	<i>Menurut MB nanda bagaimana penerapan program bahasa/bilingual di ponpes Darussalam seperti apa?</i>		

2.	Kalau pembelajaran di kelas ya cukup berjalan dengan lancar bahkan hampir tidak pernah ada jamkos.		Pembelajaran dikelas berjalan lancar
3.	<i>Lalu apakah ada aktivitas lain yang dilakukan selain pembelajaran di kelas?</i>		
4.	Ada, Pembelajaran di kamar, hafalan vocabulary, expression dan tenses	Hafalan vocabulary, expression dan tenses	
5.	Kalau praktek dri kamar seperti praktek speakingnya	Pembelajaran di kamar	Praktek speaking di kamar
6.	<i>Lalu bagaimana pembagian materi dan pengajar selama di kelas ?</i>		
7.	Klo materi kami pakai modul 3 tingkatan elementary, pre-intermediate dan intermediate Sementara ini masi mengadopsi buku lain. Sehingga kami dapatkan menyesuaikan kemampuan santri Darussalam dalam berbahasa inggris.	Pembagian tingkatan kelas/level	Terbagi menjadi 3 tingkatan

8.	terus memberikan tugas agar di buka lagi di kamar, jika tidak, kita akan membahas tugas bersama di kelas		
9.	<i>Kendala apa saya yang menjadi hambatan pembelajaran baik di kelas, mau secara praktek di program bahasa Darussalam?</i>		
10.	Namun memang bnyak kendala2nya external yg sedikit menghambat pembelajaran namun tidak sampai meniadakan pembelajaran	Kendala	Banyak kendala penghambatan pembelajaran
11.	Kurangnya pengajar yg mumpuni, kurangnya ruang kelas sehingga kelas cukup gemuk.	Hambatan pembelajaran di kelas	Kurangnya teacher Kurangnya ruang kelas
12.	<i>Lalu MB Nanda sebagai teacher sudah punya strategi sendiri dalam mengatasi kendala ini ?</i>		
13.	Klo kendala Eksternal semacam ini si sulit ya krna menyangkut fasilitas institusi.	Fasilitas institusi	

14.	Paling kalau teacher nya sedang berhalangan hadir kelas digabung menjadi satu bgitupun dg kelas yg lumayan gemuk juga teacher berusaha agar kelas tetap kondusif dan berjalan dengan baik	Penggabungan kelas	Jika ada teacher yang tidak hadir maka akan digabung kelasnya
15.	Dipondok pesantren Darussalam itu ada diklat teacher untuk teacher lama ataupun teacher baru. Later all will receive training from experts and then practice by presenting the RPP/material that has been made	Diklat teacher	
16.	<i>Menurut MB Nanda seperti apa aktivitas muhadasat, atau workshop (mengundang tamu dari luar) itu bagaimana?</i>		
17.	Menurut saya itu salah satu variasi model pembelajaran yang cukup untuk memotivasi siswa untuk meningkatkan kemampuan dalam berbahasa Inggris		

18.	Lewat pembelajaran muhadatsah atau conversation. Siswa mempraktikan materi yang telah dipelajari di kelas.	Aktivitas lain	Pembelajaran muhadatsah dan talkshow sebagai wadah santri dapat mempraktikan materi yang telah dipelajari
19.	Begitu halnya dengan talk show yg mendatangkan foreigners, ini salah satu ajang santri dapat berinteraksi secara langsung dan mempraktikan speaking mereka	Talk show	Sebuah acara mengundang native speaker
20.	Ada kegiatan talkshow seperti pada umumnya sehingga memotivasi santri, guru, dan penyelenggara kegiatan, ya ada moderator, ada narasumber		
21.	Untuk memotivasi Santri dan pengurus biasanya kami mengundang pihak luar atau orang yang ahli di bidangnya agar Santri mendapatkan semangat baru	Motivate	
22.	D-Talk (Darussalam Talk)	D-talk	

23.	D-Talk is like a presentation. It's like college kids. Later, there will be a presentation, and then there will be a question and answer session.		Sistem D-talk dilaksanakan
24.	Ada juga pelatihan mc, biasanya nanti tampil di event besar di pondok pesantren Darussalam.	Pelatihan mc	
25.	Acara ini biasanya diadakan pada hari raya besar seperti hafalan, haul, 17 agustus biasanya mereka membawakan sesuatu seperti menyanyikan lagu, drama atau menjadi MC	Event	
26.	<i>Berarti di ponpes Darussalam mengutamakan dalam skill speaking?</i>		
27.	Iya, main goalsnya program bahasa inggris itu bisa berkomunikasi dengan bahasa inggris kata Mrs Naeli selaku pembina program	Speaking	Goal dari program bilingual

PA

No	Hasil Wawancara	Deskripsi	Coding
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1.	<i>Menurut Pasya penerapan program bahasa Inggris di Darussalam seperti apa?</i>		
2.	Kalau penerapan sehari harinya kaya speaking 24 jam pake bahasa Inggris menurut aku disini belum si mba. Paling speaking 12 jam nanti kalau ada yang ga pake bahasa Inggris ada punishment nya	Kegiatan pembelajaran dikamar seperti: Speaking 12 jam	Berbagai aktivitas pembelajaran di kamar
3.	trus belajar gramer, story telling daily activity. Dari Musyrifah juga terkadang ngasih games biar pembelajarannya asik.	Belajar grammar Story telling games	Aktivitas-aktivitas bilingual di kamar
4.	Dikasih Vocab tiap hari, tapi setorannya setiap 2 hari/3hari sekali		Setoran vocabulary
5.	<i>Lah kalau Pembelajaran di kelas seperti apa?</i>		
6.	Karna program bahasa Inggris dibagi kelasnya, ada elementary, pre intermediate, intermediate.	Kelas dibagi menjadi 3	Pembagian kelas
7.	Disini aku jawab jadi siswanya ya mba karna aku bukan teacher heheh dan aku dikelas intermediate. Jadi kalau dikelas intermediate siswa/santri tuh lebih emm kaya skillnya mereka harus ditunjukin.	Dikelas intermediate santri dituntut lebih ke skill speaking sehingga	Speaking skill menjadi skill prioritas

	Kaya dituntut harus bisa presentasi didepan, harus bisa ngomong gitu gitu si mba. Nah dari teachernya juga sebenarnya dari ndalem langsung sama Miss naely,tapi kalau Miss naely engga bisa diganti sama teacher yang lain.	diharuskan presentasi di depan kelas	
8.	<i>Ada nggak aktivitas pembelajaran di kamar selain yang tadi pasya sebut?</i>		
9.	Emmm jadi di koridor itu ada papan tulis, nah setiap pagi nanti dari pengurus tuh nulis vocabnya mba. Trus mereka pada nulis dibuku setoran gitu. Pernah juga pas pandemi itu karna santri dipondok semua jadi paginya bareng bareng dikumpulin dikoridor nulis bareng trus dibaca bareng bareng dibantu sama pengurus/teachernya gitu.	Vocabulary yang di tuliskan di papan tulis sebagai bahan setoran.	Writing vocabulary
10.	<i>Lalu ada ngk kendala yang Pasya hadapi selama di program bilingual (Indonesia-english) ?</i>		
11.	Emm kalau kendalanya dari diri aku sendiri si kadang aku ga bisa/ga paham heheh sama materinya apalagi gramer	Tidakpahamanya santri terhadap materi terutama grammar	Kendala atau hambatan

12.	<i>Nggak pahamnya di mana? Apa karena gurunya atau faktor lain.</i>		
13.	Nggak juga sih, kadang gurunya menjelaskan pelan-pelan tapi kaya sekelas banyak, ruangan besar dan gurunya satu jadi ngk semua denger apa yang di jelaskan teachernya.		
14.	Belum lagi karena waktunya yang sedikit, jadi nggak semua paham harus udah loncat materi.		
15.	Dan di Darussalam kan banyak kegiatan lain yang melibatkan speaking, sedangkan pembelajaran di kelas kadang hanya teori saja.		
16.	<i>Lalu Pasya punya strategi tersendiri ngk buat menghadapi kendala tadi?</i>		
17.	Biasanya si tanya ke temen yg udah lebih paham si mba.	Melakukan diskusi/ bertanya pada teman	Solusi dalam mengatasi hambatan
18.	<i>Ada ngk aktivitas lain selain yang Pasya sebut td, aktivitas di luar pembelajaran kelas dan kamar?</i>		
19.	Ada mb,		

	Kaya muhadasah, pelatihan mc masih banyak lagi sih mb		
20.	<i>Disini Pasya bilang ada punishment, punishment seperti apa?</i>		
21.	Emm punishment itu jadi kan kalau ada yg denger dia ga pake bahasa Inggris ditulis namanya dikertas gitu mba. Trus nanti pas Minggu itu kan free bahasa Inggris, nah nanti diitung ada berapa kali dia ga ngomong bahasa Inggris. Habis diitung nanti dia suruh nulis verb. Misal dia ga ngomong bahasa Inggris 3 kali, setiap ga ngomong sekali kalau ga salah 5 atau berapa gitu mba lupa heheh. Jadi nanti 5 dikali 3 =15 verb. Nah itu ditulis trus di apalin disetorin.	Sistem punishment, sebab punishment, penambahan vocabulary	Strategy dalam mengatasi masalah malas santri

AG

No	Hasil Wawancara	Deskripsi	Coding
1.	<i>Mas agung bisa ceritakan Alasan memilih untuk berada di kamar bilingual?</i>		

2.	Karena suka bahasa inggris aku suka dengerin lagu-lagu, film bahasa inggris dan pengin lanjut S2 pake LPDP keren aja bisa lancar ngobrol ama orang pake bahasa inggris.		
3.	<i>Lalu menurut kamu implementasi program bilingual (Indonesia-inggris) di pondok pesantren Darussalam seperti apa?</i>		
4.	Sudah berjalan cukup baik, tapi antusias santri masih kurang.	Program bilingual berjalan cukup baik, namun antusias santri yang kurang	Kondisi dan kendala program
5.	<i>Memang pembelajaran dikelas seperti apa?</i>		
6.	Ya seperti biasa belajar dikelas, Karena sudah ada modul jadi teacher menjelaskan apa yang ada di modul kadang teacher juga berkreasi atau bervariasi dalam menyampaikan materi kadang ada games juga.	Teacher menyampaikan materi yang sudah ada dimodul dengan berbagai variasi dan games.	Pembelajaran bilingual dikelas
7.	<i>Emang dikelas belajar apa aja?</i>		

8.	3 skill: speaking, reading, writing soal kalau listening jarang paling melengkapi lagu bahasa inggris, terus ada expression, grammar lalu excersice		4 english skill Grammar excercise
9.	<i>Ketika kamu nyampaikan materi kamu full English atau mix?</i>		
10.	Lebih sering mix ya karena kita masih sama-sama belajar dan nggak semuanya hafal vocab bahasa inggris sih jadi lebih mudah dipahami kalau mix bahasa.		Mix bahasa Indonesia-english
11.	<i>Lalu kalau penerapan di kamar sih?</i>		
12.	Dari atas sih lebih menekankan ke speaking skill jadi ya kalau aktivitas di kamar lebih banyak melatih speaking skill contoh: hafalan vocab, expression, conversation terkadang kita watching movies yang subtitle English.		
13.	Kemudian Pondok Pesantren Darussalam merupakan pesantren semi modern, artinya tidak hanya sering mempelajari ilmu agama tetapi juga		

	ilmu umum. Selain itu, Santri dan anak sekolah adalah Santri, jadi kami izinkan membawa HP		
14.	Selain itu, nonton film biasanya melatih pendengaran dan juga vokal para Santri, sehingga para Santri tahu seperti apa pengucapan Amerika dan logat British, ya sekaligus menghilangkan stress.		
15.	<i>Lalu ada nggak aktivitas lainnya selain pembelajaran</i>		
16.	Ada Muhadatsah, D-Talk (Darussalam Talk), Talk show, ada pelatihan MC juga, kadang ada event juga		
17.	<i>bisa jelasin nggak isi dari aktivitas tadi?</i>		
18.	Muhadatsah itu aktivitas mingguan tapi tidak hanya pembelajaran bahasa inggris tetapi bergantian dengan bahasa arab, misal minggu ini bahasa arab minggu besok bahasa inggris.		

19.	D-Talk ini juga kegiatan mingguan biasanya sih setiap jum'at sore kalau ini Cuma diskusi nanti ada yang persentasi terus ada sesi tanya jawab.		
20.	D-Talk itu Darussalam Talk, dimana santri akan dilatih speaking melalui persentasi atau diskusi bersama. Nanti santri dibagi perkelompok terdiri dari 5 orang lalu diberi tema untuk menjadi bahan persentasi. Tema-tema umum sih contoh: pendidikan, kesehatan, ekonomi.		
21.	Talk show/seminar ini biasanya kita mengundang pembicara dari luar untuk memberi motivasi kepada santri.		
22.	Biasanya di pondok ada acara yang perlu MC, baik itu dalam bahasa Indonesia atau bahasa Inggris, jadi setidaknya kami sudah menyiapkan MC, jika pidato akan dikirim sebagai perwakilan kontes. Hasil dari pelatihan mc		

23.	Selain itu kita juga ada aktivitas event biasanya santri di minta tampil drama, sing a song atau berpidato bahasa inggris.		
24.	<i>Kamu kan dah lama di program bahasa/belajar bahasa Inggris di Darussalam kendala apa yang kamu hadapi selama menjalani program ini baik kamu sebagai teacher ataupun kamu sebagai santri serta sebagai pengurus?</i>		
25.	Gurunya bisa bahasa inggris, tapi backgroundnya bukan bahasa inggris, jadi untuk memahami materinya memang butuh usaha lebih atau memang bahasa inggris, tapi di semester awal, dan yang senior kemudian lulus, susah, bisa juga karena konflik dengan kegiatan lain. Kami belum memiliki guru pendamping 24 jam di ruangan.		
26.	Lingkungan sangat berpengaruh terhadap jalannya program bilingual, juga kelas sudah mentok di kelas 3 sehingga banyak materi yang diulang-ulang.		

27.	Pembiasaan Santri belum optimal sehingga jumlah Santri di kelas melebihi kuota		
28.	Juga disini masih banyak hal yang belum jelas, salah satunya adalah kurikulum yang tidak tetap, sehingga sebagai guru kita masih belum memiliki patokan yang pasti dalam mengajar.		
29.	<i>Kamu punya cara atau strategi yang kamu lakukan buat menghadapi masalah2 ini ngk ?</i>		
30.	Di optimalkan terkait rapat rutin musyrif dan pengurus Konsultasi dengan pembina Lebih dipertegas lagi Reward and punishment		
31.	Di pondok juga ada sesi pelatihan guru. Pelatihan ini juga dapat dijadikan tolok ukur untuk mengukur kemampuan guru dalam mengajar, untuk dibahas dalam evaluasi mendatang		
32.	Mungkin sudah dijelaskan betapa pentingnya evaluasi, sehingga evaluasi ini bisa menjadi		

	kendala dan salah satu strategi untuk menghadapi permasalahan yang ada		
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RL

No	Hasil Wawancara	Deskripsi	Kode
1.	<i>Kenapa ricko memilih program bahasa inggris?padahal masih banyak program lain?</i>		
2.	Kalo ditanya kenapa sebenarnya ga ada alasan yang jelas kenapa,cuman memang yang jadi parameternya itu kaya aku lebih butuh languagenya aja sih		
3.	<i>Selama kamu mengikuti pembelajaran program bahasa Inggris merasa sulit nggak kalau materinya di sampaikan dalam bahasa Inggris?</i>		
4.	So far ngga begitu sulit karna aksennya orang indo masih bisa dicerna		
5.	<i>Pembelajaran di kamar sih seperti apa?</i>		
7.	Kalo setiap kamar beda2 tergantung musyrif nya		
8.	Kalo di aku kamar jalaludin rummi itu kaya ngelatih buat public speaking, terus ngelatih	Melatih public speaking, menghafal vocab	Aktivitas di kamar

	mereka buat ngapalin vocab, terus abis itu kadang nonton film motivasi bahasa inggris		
9.	<i>Ada tidak selain pembelajaran dikamar?</i>		
10.	Santri pada suka menyanyi. Maka pihak pondok berinisiatif menyediakan wadah untuk menyalurkan bakatnya.		Aktivitas lain bilingual
11.	Ada acara di hari-hari khusus nanti Santri akan diminta tampil di depan umum untuk menunjukkan bakatnya. Selain itu, acara ini juga sebagai ajang untuk mempraktekkan secara langsung apa yang telah didapatkan dan untuk melatih kepercayaan diri Santri dan kemampuan berbahasa Inggris, semuanya untuk hiburan.		Event
12.	<i>Tadi ricko bilang kalau ada setoran vocabulary, bisa jelaskan nggk gimana sistemnya?</i>		
13.	1 hari 5 vocab plus kalimatnya Jadi nanti di kasih 5 vocab lalu ama kita dihafalkan sekaligus kalimatnya		Sistem hafalan vocabulary

14.	Contoh: vocabnya Hobby terus contoh kalimatnya My hobby is cooking. Atau kalimat lengkap lainnya. Vocab dari musyrif mb		
15.	<i>Setorannya setiap hari?</i> <i>Ada punishmentnya ngk kalau misal ngk nyampe target?</i>		
16.	Dulu setiap hari, kemudian di sortir jadi setiap yg ada jadwalnya aja. Ngapalin 2x lebih banyak vocab nya		
17.	<i>Ada kendala nggak selama Riko menjalani program bahasa Inggris ini?</i>		
18.	Kurang kekompakan musyrif, koordinasi kurang, saling mengandalkan, kurang team work, kurang tenaga musyrif.		Kendala
19.	Terkadang berjalannya program ini hanya di awal-awal saja, sehingga perlu kerja sama agar apa yang menjadi tujuan awal program ini dibentuk dapat tercapai dengan baik.		

20.	<i>Menurut ricko masih ada kendala nggak?</i>		
21.	Oh iya, masih belum jelas juga indikator keberhasilan program bilingual di pondok pesantren darussalam itu apa sih?	Belum jelas apa yang menjadi indikator keberhasilan suatu program dinyatakan berhasil.	Indikator keberhasilan
22.	Mungkin targetnya jelas contoh speaking well tapi yang menjadi indikatornya belum ada misal akan dibidang speaking well jika santri dapat menguasai setidaknya 300 kosakata atau tau ekspresi-ekspresi yang digunakan sehari-hari.		
23.	<i>Kalau dari santrinya?</i>		
24.	Santrinya banyak. The most important thing yaa anak2 nya kurang antusias kalo belajar bahasa jadi jarang berangkat		Antusias santri
25.	<i>Lalu upaya apa yang Riko lakuin buat menghadapi masalah2 td? Udah ada yang efektif belum ?</i>		

26.	Udah dikerasin, udah dilembutin, udah dihalusin, udah diapain ya emang terkadang karakter perlu adaptasi lagi.	Strategi
27.	Sudah ada jadwal setor, jika misalnya pada hari setor belum memenuhi target maka hukumannya adalah hafalan digandakan, misal 2x lebih	Hafalan di gandakan



Appendix 2

Observation Sheet

Activity: Learning in Class

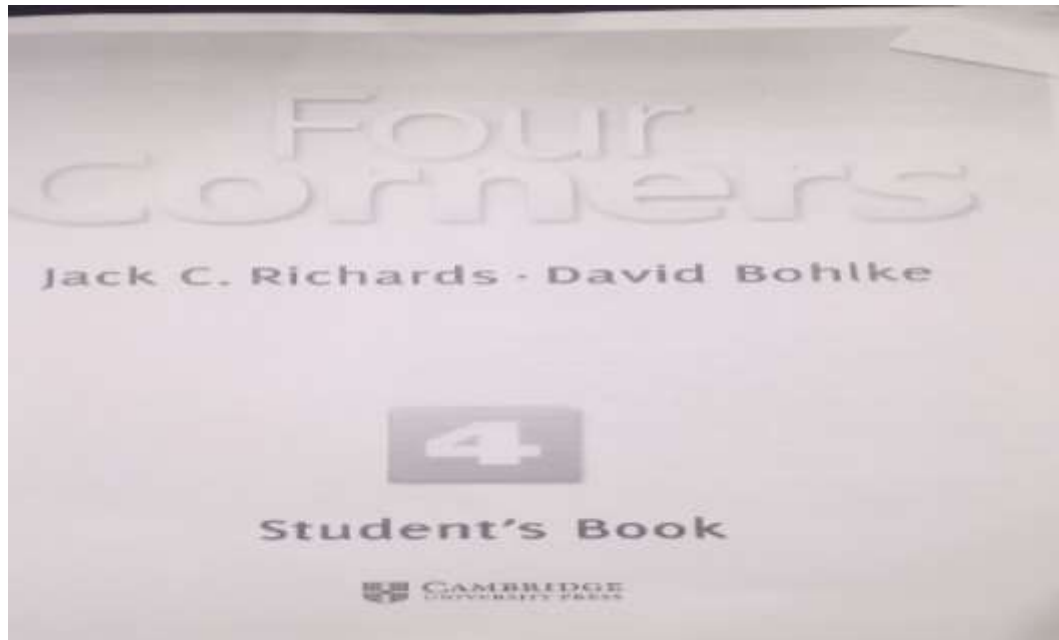
No	Situation	Yes	No	Description
1.	The use of English in every activity	√		Yes, even though it's only 50% because it's mixed with Indonesian
2.	Students experience difficulties in understanding the material	√		Experiencing difficulties in grammar material
3.	Conducive atmosphere, every teacher explains the material.		√	Because there are too many students in one class
4.	The use of learning media in each activity	√		They are using flashcards, whiteboards, projectors or other media.
5.	The teacher masters the material well		√	The teacher's background is not English, or because there is no preparation
6.	There is a reward for Santri	√		Santri will be given prizes or appreciation
7.	There is an evaluation of each activity		√	Motivating Santri to be passionate about learning.

Activity: Room Learning

No	Situation	Yes	No	Description
1.	The use of English in every activity	√		Yes, even though it's only 50% because it's mixed with Indonesian
2.	Santri experiences difficulties in understanding the material		√	The material is only vocabulary and expressions. Sometimes grammar.
3.	The use of learning media in each activity	√		Use projectors and other media.
4.	Musyrif/Musyrifah master the material well		√	Insufficient human resources
5.	There is punishment	√		Three times more
6.	There is a reward for Santri	√		Gift or appreciation
7.	There is an evaluation of each activity		√	Quarterly evaluation

Appendix 3

Documentation



Modul Four Corners

LEVEL 4	Learning outcomes	Grammar	Vocabulary
<p>How ways of thinking A. Discussing B. Getting experiences? C. Considering conditions D. Making the future</p> <p>Pages 65-73</p>	<p>Students can</p> <ul style="list-style-type: none"> describe important incidents suggest solutions discuss how things have been improved describe something they invented 	<p>to put each the passive</p>	<p>Positive and negative imperatives back and chain formation</p>
<p>Letters in life A. Why did I do that? B. What was your life like? C. What if...? D. A day in my life</p> <p>Pages 73-83</p>	<p>Students can</p> <ul style="list-style-type: none"> describe events in the past express sorry talk about something talk about how things might have been describe a weatherable day 	<p>Past perfect Third conditional</p>	<p>Prefixes: anti-, dis-, im-, in-, re- Expressions with more and get</p>
<p>Can you explain it? A. Everyday experiences B. To predict future C. Science's experiences D. Experiences from long ago</p> <p>Pages 83-92</p>	<p>Students can</p> <ul style="list-style-type: none"> speculate about everyday experiences express probability and impossibility ask and speculate about historical events ask a story from their culture 	<p>Past modals for calculating Embedded questions</p>	<p>Collocations: what/ how/ how Mycorrhizal roots</p>
<p>Parasitology A. A traffic accident B. A fire report C. There's always an explanation D. Thoughts, ideas, and experiences</p> <p>Pages 92-102</p>	<p>Students can</p> <ul style="list-style-type: none"> report what people say change and return to the topic report what people ask discuss thoughts and values 	<p>Reported statements Reported yes/ no questions</p>	<p>Down-ward phrases verbs + prepositions</p>

Material Exampel



Interview with Mrs. Naely Rosyidah



Interview with Mrs. Nanda Kurnia Safitri



Interview with Mrs. Atifa Tanjung



Muhadatsha



Learning in class



Talkshow



Event: MC in English



Games



Event : Singing a song



Quarterly evaluation

BIOGRAPHY

A. Identitas Diri

1. Nama Lengkap : Tia Safitri
2. S.N : 1717404079
3. Tempat/Tgl.Lahir : Rimbo Mulyo, 21 Maret 1998
4. Alamat Rumah : Jln.Kinali/18 unit 3 Desa. Rimbo Mulyo,
Kec.Rimbo Bujang, Kab. Tebo, Prov.Jambi
5. Nama Ayah : Tarsudi
6. Nama Ibu : Mungtofingatun
7. Nama Adik : Choky Aryasidik

B. Riwayat Pendidikan

1. Pendidikan Formal

- a. SD/MI, tahun lulus: MIN Rimbo Mulyo, 2010
- b. SMP/MTS, tahun lulus: SMP N 30 Tebo, 2013
- c. SMA/MA, tahun lulus: SMA TARUNA Dharmasraya, 2016
- d. S1, tahun masuk: 2017

2. Pendidikan Non-Formal

- a. Pondok Pesantren Darussalam

C. Pengalaman Organisasi

1. Karate
2. Staf SEMA-I 2019

Purwokerto, 20 Oktober 2023

Tia Safitri