

**SPEAKING ACTIVITIES IN ARABIC AND ENGLISH
DEVELOPMENT SKILLS (AEDS) PROGRAM AT ISLAMIC
BOARDING SCHOOL AL – IKHSAN BEJI,
KEDUNGBANTENG, BANYUMAS**



AN UNDERGRADUATE THESIS

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

By

**Nida Awalun Nasya
Student Number. 214110404090**

**ENGLISH EDUCATION STUDY PROGRAM
EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
2025**

STATEMENT OF ORIGINALITY

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Here with I,

Name : Nida Awalun Nasya
Student Number : 21110404090
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education

Declare that the thesis I wrote with the title **"SPEAKING ACTIVITIES IN ARABIC AND ENGLISH DEVELOPMENT SKILLS (AEDS) PROGRAM AT ISLAMIC BOARDING SCHOOL AL – IKHSAN BEJI, KEDUNGBANTENG, BANYUMAS"** is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and idea from several resources. All the materials from other sources and references from work done by other people or institution have been properly cited.

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Nida Awalun Nasya
S.N 214110404090

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaiu.ac.id

PAGE OF APPROVAL

This thesis, entitled

SPEAKING ACTIVITIES IN ARABIC AND ENGLISH DEVELOPMENT SKILLS (AEDS) PROGRAM AT ISLAMIC BOARDING SCHOOL AL IKHSAN BEJ, KEDUNGBANTENG, BANYUMAS

written by Nida Awalun Nasya (Student Number. 214110404090) English Education
Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State
Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on 9 January 2025
and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

Purwokerto, January, 11th 2025

Approved by:

Examiner I/Head of Examiners,


Desi Wijayanti Ma'rufah, M.Pd.
NIP. 19921215 201801 2 003

Examiner II/ Secretary


H. Agus Husein As Sabiq, M.Pd
NIP. 19870811 202012 1 006

The Main Examiner


Yulian Purnama, S.Pd., M.Hum.
NIP. 19760710 200801 1 030

Legalized by:
The Head of Education Department,




Dr. Maria Uyah, S.Si, M.Si.
NIP. 19801115 2005012004

OFFICIAL NOTE OF SUPERVISOR

OFFICIAL NOTE OF SUPERVISOR

To:
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri
In
Purwokerto

Assalamualaikum Wr. Wb.

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

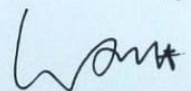
Name : Nida Awalun Nasya
Student Number : 21110404090
Grade : Undergraduate
Faculty : Tarbiya and Teacher Training
Study Program : English Education
Title : Speaking Activities in Arabic and English Development Skills
(AEDS) program at Islamic Boarding School Al Ikhsan Beji, Kedungbanteng, Banyumas

I recommended the thesis to be submitted to the Head of Education Departement Faculty Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

Walaikumsalam Wr. Wb.

Purwokerto, January 3, 2025

Supervisor,


Desi Wijayanti Ma'rufah, M.Pd.
NIP. 19921215 201801 2 003

**ARABIC AND ENGLISH DEVELOPMENT SKILLS (AEDS) PROGRAM
AT ISLAMIC BOARDING SCHOOL AL - IKHSAN BEJI,
KEDUNGBANTENG, BANYUMAS**

NIDA AWALUN NASYA

214110404090

ABSTRACT

Intensive English learning is not only carried out at the formal education level but also non-formal, one example is Pondok Pesantren Al - Ikhsan Beji, Kedungbanteng, Banyumas. At Pondok Pesantren Al - Ikhsan Beji there is an Arabic and English language development class program, namely the Arabic and English Development Skill Program (AEDS). The purpose of this study was to describe the implementation of the Arabic and English Development Skill Program at Islamic Boarding School Al - Ikhsan Beji, Kedungbanteng, Banyumas. This research uses a descriptive qualitative field research method. The data collection techniques used were observation, interviews, and documentation. The data analysis technique used refers to Milles and Huberman which includes data reduction, data presentation, conclusion drawing and triangulation methods. The results of this study indicate that the implementation of the English language development class program is divided into two, namely classroom activity and outside of the classroom activities. The classroom activity includes in-class learning which is carried out every day except Friday and Sunday. While the outside of the classroom activities includes Outdoor class, Language Month Competitions, Outing Class, Language Adventure, Training of Trainers, Hard Teaching and English Short Course.

Keywords: Intensive Language Program, Islamic Boarding School, Teaching Speaking.

MOTTO

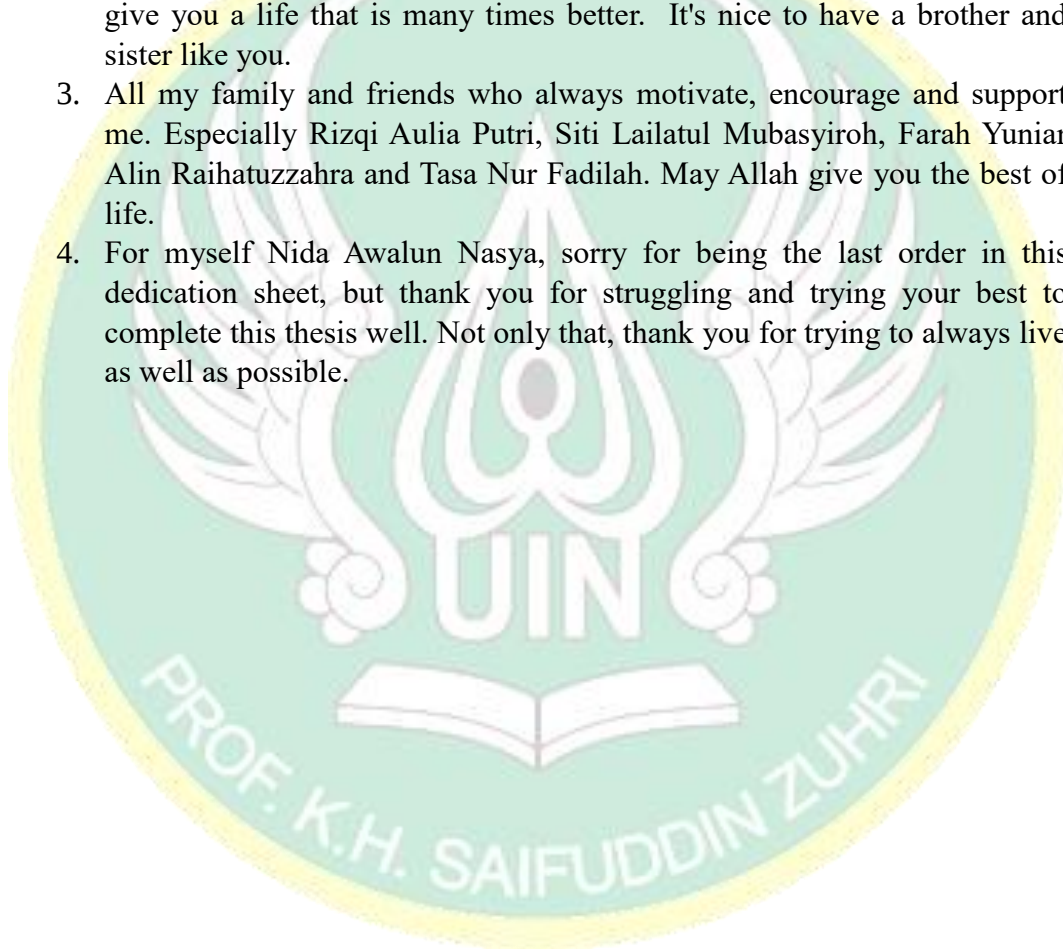
“When you give, you will get it back.”



DEDICATION

Alhamdulillah Robbil 'alamin, praise be to Allah SWT who has given grace, guidance, and all His favors so that the author can complete this thesis. With the deepest sincerity of heart, this thesis is dedicated to:

1. My beloved parents, Mr. Saripudin and Mrs. Ma'muroh, thank you for the great love, sacrifice, prayers and support given so that I can complete this thesis. With sincerity, I pray that all your blood, tears and sweat will be rewarded with heaven and the blessings of life by Allah SWT.
2. My two dearest siblings, Naifa Nisfi Suryani and Azmi Arfa Rabbani. Thank you for all the understanding in unpleasant situations, may Allah give you a life that is many times better. It's nice to have a brother and sister like you.
3. All my family and friends who always motivate, encourage and support me. Especially Rizqi Aulia Putri, Siti Lailatul Mubasyiroh, Farah Yuniar Alin Raihatuzzahra and Tasa Nur Fadilah. May Allah give you the best of life.
4. For myself Nida Awalun Nasya, sorry for being the last order in this dedication sheet, but thank you for struggling and trying your best to complete this thesis well. Not only that, thank you for trying to always live as well as possible.



PREFACE

Assalamualaikum wr. wb

Alhamdulillah, all praise and gratitude to Allah SWT who has given His grace and guidance to researcher so that they can complete this thesis as one of the final assignments to obtain a bachelor of education degree.

The researcher realizes that in preparing this thesis, many parties have sincerely provided support and assistance, so that researcher can complete this thesis as much as possible. With all humility, the author would like to thank all those who have helped in the completion of this thesis. Without reducing respect to all parties that cannot be mentioned one by one. With respect, the researcher would like to thank:

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12. All parties who have been pleased to help and provide support to the author in completing the preparation of this thesis which the author cannot mention one by one.

The researcher realizes that this thesis may still have many shortcomings. Therefore, the author really hopes for constructive criticism and suggestions. The author hopes that this thesis will be useful for the author in particular, and for anyone who reads this thesis.

Purwokerto, Januari 3, 2025

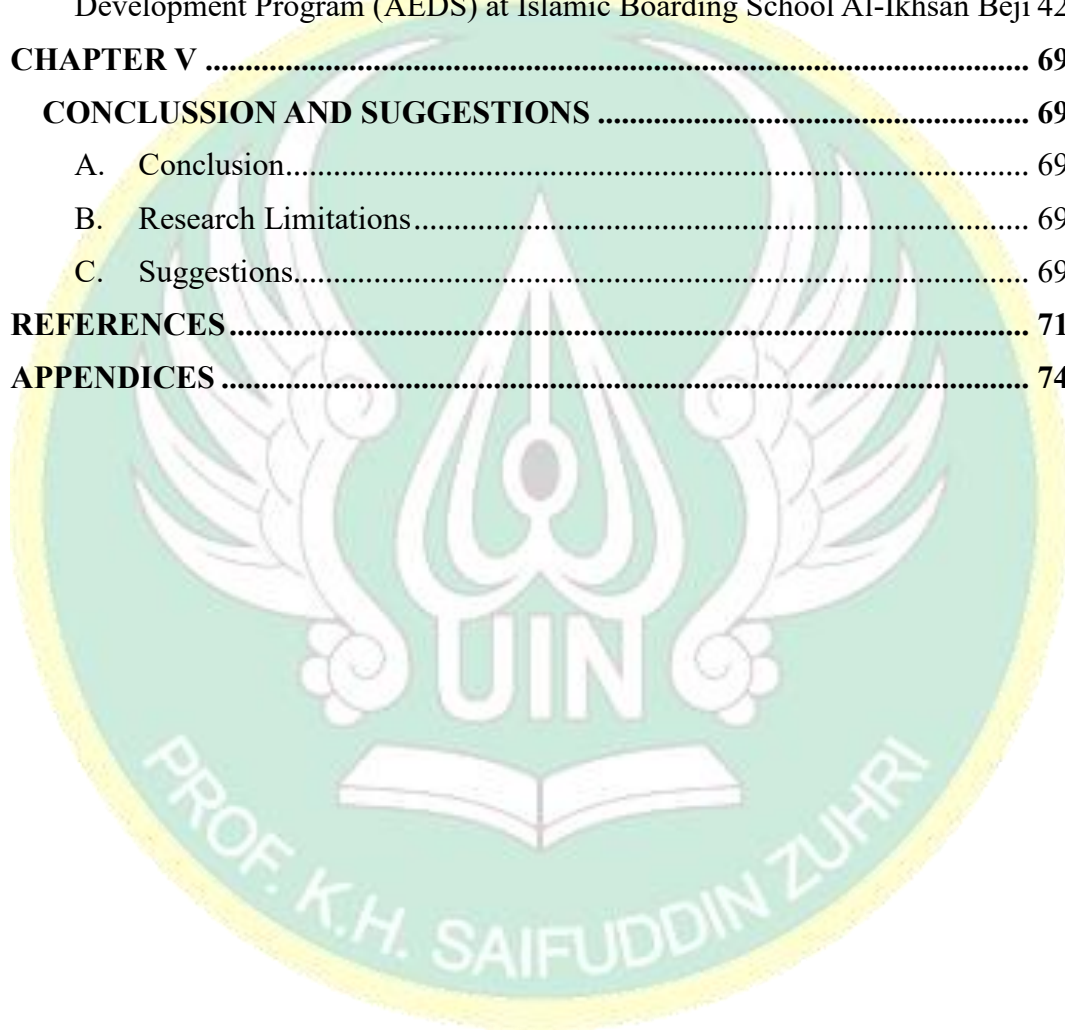


Nida Awalun Nasya
S.N. 214110404090

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CHAPTER I

INTRODUCTION

A. Background of the Study

Learning a foreign language has the main goal of enabling learners to use it well as a means of communicating both orally and in writing. In the present and future, the need to learn foreign languages is very important, especially English. This is because in addition to being an international language, most scientific and technological advances come from countries that use English as their language. Therefore, in order not to be left behind by the times, it is important to master English language skills. In learning English, there are four skills that must be mastered, namely reading, speaking, listening and writing. Although the four skills are equally important, speaking ability is often the benchmark of one's success in learning English. Speaking is the most effective form of communication. It is the most effective, most widely used and most important form of communication. By speaking we are able to express our hearts and minds about what we want to convey to others. Therefore, speaking skills require more attention and practice in the English learning process (Kamaliasari & Amrizal, 2021).

Based on data from Education First (EF) English Proficiency Index (EPI) in 2022 Indonesia ranks 79 out of 113 countries with the best English speakers. The cause of the problems students face in speaking English is not only because they have limited knowledge of the components of speaking skills including vocabulary, pronunciation, grammar, and fluency, but also because they have personal reasons, such as shyness, anxiety, confusion, lack of confidence, and fear of making mistakes (Candraloka & Rosdiana, 2019). Whereas courage and not being afraid to make mistakes are the most important elements in communicating

in English to make it more familiar. Because oral expression as a form of habituation of communication is one



of the properties of language, therefore conversation is one form of effort to facilitate speaking skills (Arfanti, 2021). Habituation in speaking English in all situations is necessary in order to speak English better and more fluently (Zahra et al., 2024). In addition, a strong desire and confidence in the application of the use of English can also be a factor to get better results. Something that we use every day will not be easily forgotten because without realizing it has become part of the activity. In this case, the role of the environment is one of the important factors in improving English language skills. The implementation can be done through habituation exercises that are outside of classroom learning activities, for example in the form of guidance in the form of vocabulary exercises, conversations, public speaking, and language clubs. The existence of these exercises is a supporting factor that helps students improve their abilities and desires. Because what has been given outside of learning to students can be applied and associated with daily speaking (Zuhairati et al., 2022).

Nowadays, English language learning is not only obtained from formal education, but also at the non-formal education level such as boarding schools. One of them is the Al - Ikhsan Islamic boarding school located in Beji, Kedungbanteng, Banyumas. Al - Ikhsan Beji boarding school implements the Arabic English Development skill (AEDS) program which aims to facilitate the students to learning English and Arabic language skills intensively.

The integration of pesantren culture impacts on English learning outcomes by providing contextualized learning materials based on the cultural context of the students' environment, enhancing character building, fostering good teacher-student relationships, and implementing cooperative learning and public speaking practices. These elements contribute to a more meaningful learning process and increase students' motivation and engagement in English language teaching (ELT) (As Sabiq & Suparjo, 2020). Overall, while many pesantren students accept learning

English based on their religious beliefs, their acceptance is moderated by their socio-cultural background and religious learning experiences (As Sabiq et al., 2022). Based on its history, pesantren is an Islamic cultural heritage in Indonesia. It is not only an educational institution, but also an Islamic culture itself (Sabiq et al., 2019).

In preliminary research researcher conducted an interview with the student who participated in the Arabic English Development skills program. Based on the interview results, this program is very helpful for students in learning English because it provides additional knowledge apart from school. They are realized that English is important, not only because it is an international language but also because it is often used in daily life, especially in technological developments. As part of the generation, it is a must to keep up with the times in order to also continue to survive and develop. Therefore, researcher want to research related to this program, it is hoped that later it can increase awareness and become a motivation for other educational institutions to further improve English language learning. So that later it can help many parties to continue to exist in all fields at the international level.

Previous study that conducted by Zuhairati et al. in 2022 show that the English language program that used in daily communication can improve students speaking skills. However, not many people know about the use of English as a daily language at Dayah Modern Darul 'Ulum.(Zuhairati et al., 2022). The next research was conducted by Ummi Nur Khasanah in 2021 that conduct to examine the learning methods used by teachers in the Arabic and English Development Skills program (Khasanah, 2021). The last research from Dinana Aqimi Agit Qorri Aena which was conducted in 2023 conducted to examine the level and type of motivation of students (Aena, 2023).

Based on the above research, this previous research has similarities with the research that researchers will carry out, namely the same research on English language learning in boarding schools. But although some of

the research conducted in the same place, for research conducted by Umi Nur Khsanah only examines the teaching methods and Aqimi Dinana Aghit Qoria Aena researches about student's motivation. There is no one has researched the implementation of the Arabic and English Development Skills program. Researcher is interested in examining how the implementation of the “SPEAKING ACTIVITIES IN ARABIC AND ENGLISH DEVELOPMENT SKILLS (AEDS) PROGRAM AT ISLAMIC BOARDING SCHOOL AL – IKHSAN BEJI, KEDUNGBANTENG, BANYUMAS”, especially in terms of speaking skills. This research aims to find out in detail what is related to the program, both from teachers and students. Both from the learning strategies used, student learning outcomes, obstacles experienced and others.

B. Clarification of Key Terms

This section is provided so that readers have the same understanding and avoid misunderstandings. The researcher explains some terms, there are:

a. Teaching Speaking

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000). According to Ladouse (1991), speaking is an attempt to express oneself or it can also be referred to as the act of expressing an activity through the right words to express the correct sequence of ideas (Salsabila & Nugraheni, 2024). According to Ibrahim (2001) the ability to speak is the ability to speak and use language in accordance with the functions, situations, and language norms in actual society. From the above understanding, it can be concluded that speaking is the ability to express ideas, ideas or feelings orally using language in accordance with the norms that apply in society (Haryadi, 2020). According to Kayi (2006) teaching speaking is the activity of encouraging

students to convey English speech sounds and sound patterns, use word and sentence stress, intonation patterns, and the subsequent rhythm of the language, select words and sentences appropriate to the appropriate social background, audience, situation and topic, sort out their contemplations in a significant and coherent arrangement, use language as a method to communicate appreciation and decision, and use language quickly and without hesitation with few unnatural stops, which is referred to as fluency (Maryanti et al., 2021). It can be concluded that teaching speaking is teaching the use of oral communication in language learning.

In the implementation of the Arabic and English Development Skills program not only teaches about speaking skills but also reading, writing and listening, but researchers will only conduct research related to speaking skills. This is because this program emphasizes on speaking skills.

b. Learning Speaking

According to Brown, Learning is acquiring or gaining knowledge of a subject or skill by studying experience or instruction (Brown, 2000). Meanwhile According to Sardiman Learning in a narrow artist has a meaning as an effort to master scientific material which is part of the activity towards the formation of a whole personality (Pangestu & Rochmat, 2021). Whereas the definition of speaking according to Ladouse (1991), speaking is an attempt to express oneself or it can also be referred to as the act of expressing an activity through the right words to express the correct sequence of ideas (Salsabila & Nugraheni, 2024). It can be concluded that learning speaking is a way of acquiring knowledge to express words correctly.

c. Intensive Language Program

According to Juffs Intensive Language Program (ILP) is an educational program designed to teach a foreign language intensively in a short period of time. These programs usually offer a structured curriculum and focus on developing language skills, such as speaking, listening, reading and writing. ILPs are often used by international students who want to prepare themselves for further studies in English-speaking educational institutions (Juffs, 2020).

Whereas according to Blanco Intensive Language Program (ILP) is an educational program designed to provide intensive language instruction, usually with 15 or more hours of language instruction each week. The program aims to help speakers of other languages develop the language, cultural and educational skills necessary for success in English-speaking environments, both for academic and professional purposes (Blanco et al., 2020).

d. Arabic and English Development Skills (AEDS)

AEDS (Arabic and English Development Skills) is a skill development program in Al Ikhsan Beji Islamic Boarding. The program is carried out every day in the morning and afternoon, the morning is for the application of Arabic while the afternoon is used for the application of English. This program must be followed by all student, there are two class for each batch. There is separate qualification for the recruitment of teachers, one of which has participated in intensive training held by Islamic Boarding. In this study, researchers will only examine the implementation of the English program.

C. Research Question

Based on the identification of phenomena in the research background above, the researcher formulated the following research question:

1. What are the types activities of Arabic and English Development Skills (AEDS) program at Islamic Boarding School Al Ikhsan Beji?
2. How is the implementation of the Arabic and English Development Skills (AEDS) program at Islamic Boarding School Al Ikhsan Beji?

D. Aims and Significances of The Research

Based on the research question, the aims and significance of the research that the researcher wants to achieve are as follows:

a) The Aims of the Research

The aims of this research are focused on the problem statements:

- 1) To find out the types activities of the Arabic and English Development Skills (AEDS) program at Islamic Boarding School Al Ikhsan Beji.
- 2) To describe the implementation of the Arabic and English Development Skills (AEDS) program at Islamic Boarding School Al Ikhsan Beji.

b) The Significances of the Research

a) Theoretical Significances

The researcher hopes that this research can be used as a reference for the development of knowledge regarding the implementation of Arabic and English Development Skills (AEDS) in speaking skill and provide new insights for readers.

b) Practical Significances

1. For teachers

The result of this study is expected will be useful to assist teaching speaking and can be a way to improve the quality of teaching.

2. For another researchers

It is expected that other researchers will gain new insights from this research and can conduct further research on teaching English as foreign language.

E. Organization of Paper

To make the research systematic, it is necessary to classify the structure of this research. This research is divided into five chapters, which will be explained as follows:

Chapter I explains the introduction. Consists of research background, operational definition, research questions, aims and significances of the research.

Chapter II describes the theories related to teaching speaking and AEDS Program.

Chapter III explains about research methods that discuss research design, time and place of research, population and sample instruments to obtain data, data collection techniques, and data analysis.

Chapter IV presents research results of discussion about the the types of activities and the implementation of Arabic English Development Skills program to students speaking skills at Islamic Boarding Al – Ikhsan Beji.

Chapter V presents conclusions and suggestions from the research. In this chapter, the researcher provides conclusions in the form of answers to research questions and suggestions related to this research.

CHAPTER II

LITERATURE REVIEW

A. Teaching Speaking

a. Definition of Teaching Speaking

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000). Whereas according to Suhartono (2005:21) speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors. Physical factors include speech tools such as speech tools used to produce sounds such as hands, head and face. Psychological factors are factors that determine fluency in speaking, this factor is related to emotional stability. Then neurological factors, this factor is related to the neural network that connects the cerebellum with the mouth, ears, and other organs that contribute to the speaking process. Furthermore, there are semantic factors, semantic factors are factors related to the meaning of what is conveyed. And finally there are linguistic factors, this factor relates to the structure of the language, if the words spoken are not in accordance with the rules of the language it will affect the meaning and understanding of the interlocutor (Haryadi, 2020). In general, teaching is the process of delivering knowledge from an educator to students. Meanwhile, speaking is the verbal use of language to express ideas, opinions and feelings. Therefore, speaking is an important element in conveying information, communicating concepts, ideas and knowledge to others.

According to Kayi (2006) teaching speaking is the activity of encouraging students to convey English speech sounds and sound patterns, use word and sentence stress, intonation patterns, and the subsequent rhythm of the language, select words and sentences

appropriate to the appropriate social background, audience, situation and topic, sort out their contemplations in a significant and coherent arrangement, use language as a method to communicate appreciation and decision, and use language quickly and without hesitation with few unnatural stops, which is referred to as fluency (Maryanti et al., 2021). It can be concluded that teaching speaking is teaching the use of oral communication in language learning.

b. Types of Classrooms Speaking Performance

According to Brown (Brown, 2000), there are six types of classrooms speaking performance:

1) Imitative

This kind of imitation is done not for the purpose of meaningful interaction, but to focus on some elements of a particular language form. This type involves students imitating certain speech patterns, intonations or sounds.

2) Intensive

Intensive speaking is one step up from imitative and includes all speaking performance designed to practice phonological or grammatical aspects of the language. Intensive speaking can be done independently, or can even be part of a pair work activity.

3) Responsive

Most student talk in the classroom is responsive, such as short answers to questions or comments posed by the teacher or students. This type of conversation is often authentic and meaningful, allowing students to engage in class discussions.

4) Transactional (dialogue)

Transactional language is an expanded form of responsive language, transactional is done with the purpose of conveying or exchanging certain information. This type of speaking is more interactive and can include discussions or problem-solving conversations. For example, conversations that may lead more to negotiations.

5) Interpersonal (dialogue)

Interpersonal dialog is dialog that is conducted to maintain social relationships rather than for the transmission of facts and information. These conversations are a little more difficult for learners as they can involve some or all of the following factors such as colloquial language emotion-filled language, slang, sarcasm etc.

6) Extensive (monologue)

Students at intermediate to advanced levels are asked to give an extended monologue in the form of an oral report, a summary, or perhaps a short speech. This type of performance is usually more formal and emphasizes organization of ideas and clarity of expression.

c. Principles for Teaching Speaking

According to Brown (Brown, 2000), there are seven principles for teaching speaking:

- 1) Focus on both fluency and accuracy, depending on your objective
- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.

- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.

d. Practical Activities to Improve Speaking Skills

There are many activities that can be done in a speaking class. It is the teacher's job to decide which activity to do. There are several aspects that are usually taken into consideration when choosing an activity, including the students' language proficiency level, specific learning objectives and the availability of resources. These considerations can help ensure that the chosen activity is worthwhile. The following are some practical activities that are commonly done in the speaking classroom (Suban, 2021).

a) Dialogue

According to Celce-Murcia (2001), dialog is the basic form of oral communication. In language learning, dialog is used to directly apply language functions such as greeting, saying goodbye, thanking, agreeing, asking for help, offering help, asking for attention, showing attention, and requesting information (Suban, 2021).

b) Survey

According to Harmer (2008) one interesting technique to provoke conversation and exchange of opinions among students is to conduct questionnaires and surveys. This activity can take the form of getting students to interact, creating forms of questions, and collecting and analyzing real information. This technique will be more beneficial if students plan their own questionnaires (Suban, 2021). The survey technique has several benefits. First, this technique applies learning from teacher-centered to student-centered. The students develop ideas into survey questions with the help of the teacher and they are given more opportunities to speak

than the teacher. Secondly, this method allows the students to move around the classroom (physical movement) rather than sitting for hours. Lastly, it encourages a variety of interactions (Suban, 2021).

c) Picture Description

According to Canning-Wilson (1999), the use of pictures in the EFL classroom has several benefits. First, research shows that pictures facilitate learning. When an image is accompanied by text, it can encourage learners to think about the language being learned more fully. Secondly, visual images allow us to infer information from multiple sources. In addition, images can also bring the outside world into the classroom in other words, students can see the outside world through images (Suban, 2021).

d) Picture Differences

This activity aims to find out the differences of each picture. First of all, this activity is done in pairs, each student is given a different picture. They then identify the pictures and highlight the details that appear in the pictures. After that, each student compares his/her answer with his/her partner's answer. They identify, compare and contrast the two images. A problem that may arise is the temptation to cheat on their partner's drawing. Therefore, during this activity, the teacher supervises the students and prevents them from cheating. When students get stuck, the teacher provides hints or gives hints to their partner. This activity helps students forge their higher-order thinking skills, especially in comparing and contrasting things (Suban, 2021).

e) Information Gap

According to Harmer (2007) information gaps offer activities that stimulate students to interact to obtain the desired information to complete a task. Using this technique, students are

paired and both pairs are given the same text with missing parts. To obtain the missing information, both pairs must interact using the relevant language without looking at each other's text as each has information that the other does not have. At the end of the exchange, both parties have the total amount of information (Suban, 2021).

f) Role – Play

According to Larsen-Freeman & Anderson (2013) Role-play is very important in the Communicative Approach as it gives students the opportunity to practice communicating in different social contexts and different social roles. Larsen-Freeman and Anderson classify role plays into two, namely highly structured role plays and less structured role plays. In highly structured role play, students are given a text that describes the characters and setting. Students then memorize the text. After that, students act out the role. This kind of role play is suitable for beginners. Meanwhile, in less structured role-play, the teacher tells the students the characters they will play, describes the setting and introduces the topic they will talk about, but the students decide what they will say. Here, the students produce their own language and demonstrate their improvisation based on a scene (Suban, 2021).

g) Completing the Story

In this technique, students sit in a circle. The teacher starts telling a story, but after a few sentences, the teacher stops telling the story for the students to continue. Each student then gets a turn to continue the story in four to ten sentences. Students can add new characters, events, descriptions to develop the story.

h) Storytelling

According to Atta-Alla (2012), storytelling helps develop integrated language skills at once; listening, speaking, reading, writing, interactional, vocabulary and literacy. Basically, students retell stories they have read or heard in their own words. When telling a story, students first remember the story, then reconstruct memories, ideas, and then internalize them. After that, students tell it. Sometimes body language expressions are used to make the story more vivid. The pronunciation also varies in terms of volume, dynamics, rhythm, intonation, and body language expressions to make the message conveyed stronger (Suban, 2021).

e. Affective Factors

Affective factors are emotional factors that affect language learning, either negatively or positively. In turn, factors that have a negative impact are called “affective filters” (Kiruthiga & Christopher, 2022). The following are affective factors:

a) Motivation

Motivation can increase learners' productivity and stimulate them to strive for excellence in language learning. When students have strong motivation, they will learn a language more effectively. Usually, there are two different types of motivation: intrinsic and extrinsic motivation. Intrinsic motivation relates to a person's personal needs or things that make them feel good about themselves, such as a sense of accomplishment, competence, or self-determination. Extrinsic motivation relates to external stimuli. Extrinsic motivation is driven by the desire to gain recognition or avoid punishment. This motivation comes from the outside world

and relates to money, incentives, rewards, grades and evaluations (Kiruthiga & Christopher, 2022).

b) Self-esteem

Self-esteem is an evaluation of one's self-worth based on their life experiences. When correcting errors in language, teachers should consider the fact that it will not affect students' confidence levels and self-esteem. Students with strong self-confidence are more likely to learn than those with low self-confidence (Kiruthiga & Christopher, 2022).

c) Anxiety

Anxiety in language learning usually refers to the fear and nervousness one feels when they have to speak in a language they don't know. Language acquisition and anxiety are inversely proportional, when nervousness decreases, language acquisition increases. Conversely, when anxiety increases, language acquisition decreases. In addition, anxiety also interferes with academic performance, self-esteem, the ability to speak and write well, and a positive self-image (Kiruthiga & Christopher, 2022).

B. Learning Speaking

According to Brown, Learning is acquiring or gaining knowledge of a subject or skill by studying experience or instruction (Brown, 2000). Meanwhile According to Sardiman Learning in a narrow artist has a meaning as an effort to master scientific material which is part of the activity towards the formation of a whole personality (Pangestu & Rochmat, 2021). Whereas the definition of speaking according to Ladouse (1991), speaking is an attempt to express oneself or it can also be referred to as the act of expressing an activity through the right words to express the correct sequence of ideas (Salsabila & Nugraheni, 2024). It can be

concluded that learning speaking is a way of acquiring knowledge to express words correctly.

According to O'Malley and Chamot (1990) there are several types of learning strategies (Basalama et al., 2020). Among them are:

1. Metacognitive strategies

Metacognitive strategies are strategies that come from oneself such as self-monitoring, self-management, self-evaluation and planning strategies.

a. Self-monitoring

This is correcting one's understanding and accuracy in a task. For example, students ask for corrections from their friends such as pronunciation when performing in front of the class.

b. Self-management

Controlling one's performance that helps students to complete learning tasks. For example, students try to manage their knowledge when studying inside or outside the classroom.

c. Self-evaluation

Checking one's progress and results after a task is completed. For example, students evaluate their abilities after speaking with lecturers, friends or native speakers.

d. Organizational planning

This is a strategy that helps students to organize the concepts and material ideas in tackling subsequent language tasks. For example, students make a schedule to review the material before class starts.

2. Cognitive Strategy

a. Repetition

This is a strategy that helps students to imitate someone's speech through self-practice. For example, students practice pronunciation repeatedly until it is perfect.

b. Deduction

Students try to understand and identify the rules of the target language. For example, students try to find patterns to improve sentences.

c. Note-taking

This strategy helps students to write keywords from information in acquiring knowledge. For example, students prepare a notebook to write the material when the lecturer explains.

3. Socio-affective strategies

Socio-affective strategies consist of asking for clarification and cooperation with others.

a. Asking for clarification

This strategy helps students in asking for verification and asking for corrections. For example, students ask their friends to correct their mistakes in pronouncing words before presenting in front of the class.

b. Cooperation

It is a strategy that helps students to work together with their friends in solving a problem in learning activities. For example, students discuss with their friends in paired groups to solve a problem.

C. Intensive Language Program

Intensive English Language Program (IEP) have existed in the US, founded by Charles Carpenter Fries at the University of Michigan in 1941, for over 70 years. IEPs serve as a bridge for students to English-language education, although they are often considered a support unit. The main focus in language development addressed is lexical development, morpho-syntactic accuracy, writing for academic purposes, and, to some extent, fluency. One of the influences on English language learning is globalization, the development of globalization affects the learning of English as a second language by increasing the demand for mastery of English worldwide, as this language becomes a lingua franca in international communication. Globalization also encourages cultural and educational exchange, so more students seek opportunities to study in English-speaking countries. In addition, advances in technology and electronic connectivity allow for wider access to English learning programs, accelerating the learning process for students in various locations (Juffs, 2020).

While below are some important factors that affect learning in an Intensive Language Program (IEP), including:

1. Intense Learning Experience

Students look for programs that offer an in-depth and focused learning experience, which helps them quickly master the language.

2. Program Reputation

Programs that are well-respected and have a good track record of producing successful graduates tend to be more attractive to students.

3. Quality of Teachers

Teachers who are considered high quality and able to provide individual attention to students go a long way in enhancing the learning experience.

4. Variety of Classes and TOEFL Preparation

Offering a variety of classes, including preparation for the TOEFL exam, gives students more options to fulfill their learning needs.

5. Student Services

Services such as academic counseling, immigration services, and out-of-class activities are also important to support students in their learning process.

According to Tolibova, there are several principles of intensive English language teaching (Tolibova, 2024), including:

1. Comprehensive and Intensive Curriculum Design

Teaching English prioritizes a holistic approach to language learning by offering a comprehensive curriculum that covers all essential language skills - reading, writing, speaking and listening. The curriculum is carefully structured to ensure balanced development of linguistic competence, integrating grammar, vocabulary and communication skills in a cohesive manner. This comprehensive design allows students to gain a thorough understanding of language, equipping them with the tools needed for effective communication in real-world contexts.

2. Focus on Immersion and Natural Language Acquisition

At the core of intensive English language teaching is the emphasis on immersion, creating an environment where students are fully immersed in the target language. Through immersive experiences, students are exposed to authentic language use, encouraging natural language acquisition and the development of fluency. Immersion techniques, such as using authentic materials, conducting activities in English, and encouraging peer interaction, facilitate deeper understanding and internalization of the language, allowing students to think and communicate in English with ease.

3. Student-Centered Approach

English language teaching adopts a student-centered approach, placing students at the center of the learning process. Recognizing the unique needs, interests and learning styles of each student, educators tailor teaching to meet diverse student profiles, fostering personalized and engaging learning experiences. This student-centered approach encourages active participation, autonomy and self-directed learning, empowering students to take ownership of their language learning journey and progress at their own pace. By putting students at the forefront, intensive English language teaching ensures that instruction is relevant, meaningful and motivating, propelling students towards successful language proficiency (Tolibova, 2024).

D. Arabic and English Development Skills (AEDS) Program

Arabic and English Development Skills (AEDS) is a routine program of the Islamic Boarding School Al - Ikhsan Beji which is located on Jl. Raya Beji 1 RT. 001 RW. 005, Kedungbanteng, Banyumas, Central

Java. This boarding school was founded by K.H. Abu Chamid in 1986. In addition to establishing a boarding school, the Al - Ikhsan Beji foundation also oversees several levels of education such as Madrasah Ibtidaiyah, Madrasah Tsanawiyah and Madrasah Aliyah. The education system at this boarding school integrates two systems, namely the salaf and modern systems. Salaf which is meant here is the study of the yellow classical books as the boarding school while modern means learning two languages, Arabic and English. This program began regularly and orderly starting in the second school year, around 1987 - 1988.

For language learning activities, Arabic classes are held in the morning after morning prayers in congregation. This activity ends at 6:00 am, after which students prepare for school. Then for English classes are carried out in the afternoon, around 4:00 pm to 5:00 pm. There are about 14 classes with a total of 499 students and 51 teachers. The teachers are not only from the boarding school but also from outside the boarding school. Class division is determined according to class and gender. At the beginning of the semester, there is usually a meeting attended by the teachers and the program director. At this meeting, materials, planning, updates, methods, games, and other matters related to the implementation of the program are discussed. To evaluate learning, this program conducts an end-of-semester test at the end of each semester, the results of which are included in the transcript. The end-of-semester test usually lasts one week.

The AEDS program is scheduled every day except Friday and Sunday. Besides AEDS, there are also additional programs namely Hard Teaching System (HTS), Training of Trainer (TOT), Ta'limul - Lughoh al - Arobiyyah al - Khususiyah (TAKS) and Junior English Trainer (JET). Hard Teaching System (HTS) is a special program implemented during the month of Ramadhan, this program lasts for 20 days. Furthermore, there is Training of Trainer (TOT), this program is a training program for

prospective instructors or teachers in the field of language. This program is carried out for 3 months with a certain number of hours. Then there is Ta'limul - Lughoh al - Arobiyyah al - Khususiyah (TAKS) which is also carried out for 3 months with Arabic language specifications. And the last one, there is the Junior English Trainer (JET) which is intended for junior high school students, this program is also carried out for approximately three months.

In addition to implementing a learning system, the Arabic and English Development Skillss (AEDS) program also regularly holds competitions once a year in the language month. The program includes poster competition, calligraphy, poetry, *qiroatus syi'ir*, reading poem, sing a song, ghina aroby, storytelling, *taqdimul, musabaqoh qiroatul kutub* English, speech, *khitobah* and others. The competition was held for more than a month and the judges were drawn from teachers who also teach.

E. Previous Studies

Based on the studies that the researcher has reviewed, there are several journals that were discovered related to the issues of this research. The following are the results of various research on the subject:

1. The first previous research from Iksan et. al. (2022) entitled "Implementation of Weekly English Program with Fun Learning Method for Pesantren Students". This research was conducted on 50 students of Nurul Ummah Lambelu Islamic Boarding School, Bumi Raya Sub District Morowali Regency. The aims of this research is to improve human resources and the competitiveness of the people of Morowali Regency in facing the conditions as a large industrial center in Indonesia through mastery of foreign languages with Fun Learning Method. The results of this study show that weekly English Program with Fun Learning Method is very helpful for teacher and of course it can support the English of pesantren's students. The implementation of Fun Learning can support and motivate the students at Pesantren in

Learning English. The difference between this research and the research to be conducted by researchers is in the different places and times of program implementation. As for the similarities, the same research is related to the English language learning program at the boarding school (Iksan et al., 2022).

2. The second is from Holandyah et al. in their research entitled “Speaking Challenges in a Life Skill Program for Islamic Boarding School Students: A Case Study”. The purpose of this study was to explore students' speaking challenges in a life skill program at an Islamic Boarding School - Al-Fahd, South Sumatra, Indonesia. Based on several considerations, the participants taken from this study were eighth grade female students. Using a qualitative case study, data collection was conducted using in-depth interviews with the participants at the research site. The results showed that the students were challenged with various problems that prevented them from gaining good speaking ability in English. The difference between this study and the research that the researcher will conduct is the participants and the research site. As for the similarities, they are both researching in non-formal educational institutions, namely boarding schools and researching speaking skills (Holandyah et al., 2022).
3. The third conducted by Sundari and Lutfiansyah (2021) in their research entitled “Designing English Language Program at Pesantren: A need analysis of course Design”. The aims of this study were to figure out the learner's needs of English language teaching and learning at Pondok Pesantren Modern Daar El-Huda. For this current research, students, teachers, and the head of language center, as the stakeholders of this institution, were asked to be participants. This current study was the initial step in course design, called need analysis, to collect information about the learners' need. The difference between this research and the research that the researchers will do is located in the place of research and research focus. The focus of research in this

study is designing an English language learning program. While the similarity is to examine the English language learning program in Islamic boarding (Sundari & Lutfiansyah, 2021).

4. The last research from Salsabila and Nugraheni (2024) entitled “Students' Perceptions of English Development Program on Their Speaking Skill at Islamic Boarding School”. This study aims to determine students' perceptions of the English Development Program on students' speaking skills. English Development Program is a program established to help students learn English better, especially in terms of speaking. This study used qualitative methods, and the research instrument used interviews. The subjects of this study were 4 students from Pesantren Nuris who participated in the English Development Program selected by purposive sampling. The interview results show that the majority of the students have a positive perception of the English Language Development Program. The students believe that the English program can support them to speak English fluently. Students also have the perception that the English program is a place for students to develop their English skills, especially in terms of speaking. The difference between this research and the research that the researcher will conduct is in the topic and place of research. As for the similarities, the same research is related to speaking skills in a program in a non-formal educational institution, namely boarding school (Salsabila & Nugraheni, 2024).

CHAPTER III

METHODOLOGY

A. Research Design

This chapter contains the type of research, research setting, subject and object of the research, research techniques, data collection techniques, and data analysis techniques. research, data collection techniques, and data analysis techniques to explain the research process carried out to be able to find answers to the research questions mentioned earlier.

The type of this research is qualitative. Qualitative research is a means of exploring and understanding the meaning that individuals or groups give to a social or human problem. The research process involves emergent questions and procedures, data that is usually collected in participant settings, data analysis that builds inductively from particulars to general themes, and the researcher makes interpretations about the meaning of the data (Cresswell, 2009). Qualitative research is research that produces discoveries that cannot be achieved using statistical procedures or by quantitative means. Qualitative research can show people's lives, history, behavior, organizational functionalism, social movements, and kinship relationships. According to Jane Richie, qualitative research is an attempt to present the social world and its perspective in the world, in terms of concepts, behavior, perceptions, and issues about the people studied (Sidiq et al., 2019).

In essence, the researcher chose to use qualitative research methods because researcher will describe how the implementation of the Arabic and English Development Skill program in the Islamic Boarding Al - Ikhsan Beji.

B. Research Site and Participants

The site of this research is Islamic Borading School Al - Ikhsan Beji, Kedungbanteng, Banyumas. The researcher chose 2nd grade junior high school male's students because according to the teacher, this class is

academically superior. The participants of this research are English teachers, leader of the program and students of 2nd grade junior high school male's students, A female student of 3rd junior high school grade, 2 female students 2nd senior high school grade. The researcher chose them as participants because they have information related to the research topic.

C. Subject and Object of the research

a. The subjects of the research

The subjects of the research are:

- 1) Director of the Arabic and English Development Skills (AEDS) program in the Islamic Boarding Al - Ikhsan Beji.
- 2) The teacher of the Arabic and English Development Skills (AEDS) program in the Islamic Boarding Al - Ikhsan Beji.
- 3) 32 male students of 2nd junior high school grade
- 4) A female student of 3rd junior high school grade
- 5) 2 female students of 2nd senior high school grade

b. The Objects of the research

- 1) The object of this research is the teaching, learning and another activity process which is the implementation of the Arabic and English Development Skills program.

D. Techniques of Collecting Data

In qualitative research a comprehensive range of data collection methods are used. Data collection methods for this research will include documentation, interviews, and observation.

a. Observation

Qualitative observation is an observation activity carried out by researchers who then make field notes about the behavior and activities of individuals at the research location and record the results of observations (Cresswell, 2009). In observation, researchers can see

ongoing behavior as it happens and can make precise notes on salient point.

This study used non-participant observation where the researcher did not participate in their activities. Observation was used as a data collection technique to find the application of Arabic and English Development Skills at Islamic Boarding School Beji. Observations was conducted after interview because it aims to confirm the results of the interview. This research will last for two weeks, starting from November 25 to December 10, 2024. The research will be conducted for 60 minutes each session of English class especially speaking class. The researcher aims to investigate the pedagogical approaches used by teachers and students in the implementation of learning, this study uses a checklist. For the annual program, researcher will make observations through documentation that uploaded on social media.

b. Interview

In qualitative interviews, the researcher conducts face-to-face interviews with participants, participants include the director, the teachers and students. Researchers record information from interviews by taking handwritten notes, by audio recording, or by video recording (Creswell & Creswell, 2018). There are several types of interviews, including structured interviews, semi-structured interviews, and unstructured interviews. Structured interviews are conducted if the researcher or data collector already knows with certainty about what information will be obtained. Meanwhile, semi-structured interviews are included in the in-depth interview category, where the implementation is freer when compared to structured interviews. And finally, unstructured interviews, the interview guidelines used are only in the form of outlines of the problems to be asked (Sidiq et al., 2019).

In this study, researchers will use unstructured interviews where the interview guidelines only contain the outlines of the program. This interview was conducted before observations because it aims to get information about the program. The interviews were conducted with the director of the program, the class English teacher and the second grade ibtida' (Male students) students.

c. Documentation

During the research process, researchers may collect qualitative documents. Documentation is a data collection technique which is not directly addressed to the research subject. The documents studied can be official documents such as decision letters, instruction letters, while unofficial documents such as notes, and personal letters that can provide supporting information on an event (Sidiq et al., 2019).

In this study, researchers collected documentation from the learning of the Arabic and English Development Skills program by taking Islamic boarding profile, syllabus and the materials at the time of learning.

E. Technique of Analyzing Data

The data analysis process requires systematically searching and compiling data obtained from comprehensive interviews, field notes, and other related materials in the field. Activities that take place during data analysis are data reduction, data presentation, and verification.

a. Data Reduction

Data reduction is key to qualitative analysis, which is conducted in a way that attempts to respect the quality of qualitative data. According to Weber (1990) one common procedure for achieving this is content analysis, a process in which 'many words in a text are classified into fewer categories'. According to Flick (1998) the purpose

of content analysis is to reduce material in different ways (Cohen et al., 2007). Data reduction is a sensitive thinking process that requires intelligence and high flexibility and depth of insight. In data reduction, each researcher is bound by the objectives to be achieved. The main objective of qualitative research is the findings (Sidiq et al., 2019).

In the field of education, the school is the place of research. After researchers conduct research at school, in reducing data, researchers will focus on the teacher and students' activity who have certain characteristics by categorizing aspects, such as teaching method, mastery of the material, learning outcomes and evaluation.

b. Data Display

Miles and Huberman (1984) discuss the importance of creating data displays and suggest that narrative text is the most frequently used form of display for qualitative data. This research is naturalistic research, which means the results will be presented in descriptive and narrative form. Thick descriptions will be a means of communicating a holistic picture of the experience. (Creswell & Creswell, 2018).

Presentation of data in qualitative research can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. By displaying data, it can make it easier for researchers to understand what is happening, plan further work based on what has been understood. Based on Miles and Huberman (1984) stated that "looking at displays helps us to understand what is happening and to do something-further analysis or caution on that understanding". Furthermore, in displaying data, it is recommended that in addition to narrative text, it can also be in the form of graphs, matrices, networks (networks) and charts (Sugiyono, 2013).

c. Conclusion Drawing and Verification

The third step in qualitative data analysis is conclusion drawing and verification. From the beginning of data collection, qualitative

analysts begin to decide what things mean-noting regularities, patterns, explanations, possible configurations, causal pathways, and propositions (Miles & Huberman, 1994). Conclusions in qualitative research may be able to answer the formulation of the problem from the beginning, but maybe not, because the formulation of problems in qualitative research is still temporary and will develop after the research is in the field. Conclusions will change if strong evidence is found that supports the next stage of data collection. But if the conclusions put forward at an early stage are proven by valid and consistent evidence when researchers return to the field to collect data, then the conclusions put forward are credible conclusion (Sidiq et al., 2019).



CHAPTER IV

FINDING AND DISCUSSION

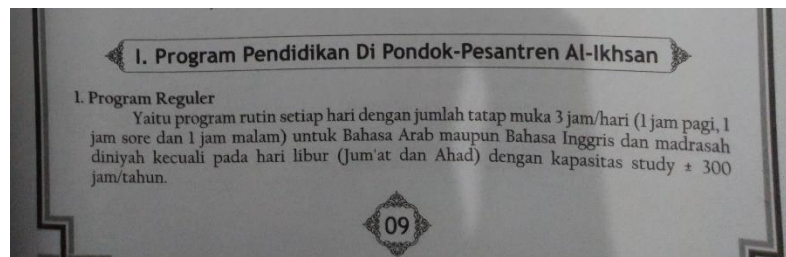
This chapter presents the research findings and discussion that provide answers to the research questions. The findings present the results of data analysis and discussion related to the argument and interpretation of research findings. Researchers will describe the implementation of the Arabic and English Language Skills Development Program (AEDS) at Al-Ikhsan Beji Islamic Boarding School.

A. The Type Activities of the Arabic and English Language Skills Development Program (AEDS) at Islamic Boarding School Al-Ikhsan Beji

There are two types of implementations of the activities of the Arabic and English Language Skills Development Program (AEDS) at Islamic Boarding School Al-Ikhsan Beji, namely classroom activity and outside of the classroom activity. In this context, classroom activity is routine activities carried out every day, outside of the classroom activities are activities carried out at certain times.

a. Classroom Activity

The classroom activity is a routine program every day with a total of 3 hours of face-to-face / day (1 hour in the morning, 1 hour in the afternoon and 1 hour at night) for Arabic and English and madrasah diniyah except on holidays, namely Friday and Sunday with a study capacity of approximately 300 hours per year. In this program, regular activity only include learning in the classroom.



Picture 4. 1 The documentation of description regular program

However, the hours of implementation are different from what was conveyed by NM, here is the interview transcript of “NM.”:

“The first regular one is the AEDS program, which is also Arabic English, which is done twice a day after dawn and after Asr, that's the regular one.” (NM.)

The first resource person, NM, explained that the program activities are only carried out two hours a day, namely morning and afternoon. The same thing was conveyed by AMZ, here is the interview transcript of “AMZ.”:

“The most obvious form of activity from this program is class activity so there are regular classes that are always held in one week, 5 active days in the morning and afternoon, the development is Arabic and English.” (AMZ.)

There are differences between the existing documents and the statements made by the interviewees. The document explains that the program is implemented for three hours, one hour in the morning, one hour in the afternoon and one hour in the evening. In contrast to what was conveyed by NM. and AMZ. that the activities are only carried out for two hours, namely in the morning and afternoon. This is contrary to the theory presented by Blanco, Intensive Language Program (ILP) is an educational program designed to provide intensive language instruction, usually with 15 or more hours of language instruction each week. (Blanco et al., 2020).

The purpose of the establishment of this program is to improve foreign language skills as expressed by AMZ, here is the interview transcript of “AMZ.:

“This foreign language development program was established to provide provisions so that children as santri can compete in the global realm, that santri can not only recite the Koran, but also in foreign language skills.”
(AMZ)

Based on the results of the interview, this program aims to form santri so that they can easily follow global developments. After all, following global developments is also important for survival.

b. Outside of the Classroom Activities

The implementation time is also different from the classroom activity, in this program is sometimes carried out once a year or in a different period of time. The form of activities can vary, in the AEDS program there are outside of the classroom activities such as that convey by NM and SS, here is the interview transcript of “NM. & WAF.”:

“For regular activities, that is learning in the classroom. In addition, for MA and general levels there is TOT (Training of Trainers). There are also activities outside the classroom such as outdoor class, outing classes which are usually held in January or February. In addition, there are competitions related to language skills which are usually held once a year during language month. And then Language Adventure is also an annual event, and it's technically like scouting.”
(NM.)

According to NM's explanation, the activities of the Outside of the Classroom Activity include Training of Trainers (TOT), Outing Class, outdoor class, language month competitions and language adventure. Another explanation was conveyed by WAF, the following is an interview transcript from “WAF.”:

“Some of the teachers are also asked to teach outside, like English short courses. For example, from man purbalingga, we are already colleagues so some of the teachers were asked to teach there. They teach short courses there, so a lot of pluses and minuses or feedback from there can be input and innovation for here. In addition, there are language hours every Ramadan, in the Hard Teaching System program.” (WAF.)

Based on the explanation from AWF which explains that in addition to Training of Trainers (TOT), Outing Class, outdoor class, language month competitions and language adventure there are also other activities namely English short courses and Hard Teaching System.

The following is a description of each of these activities of the Arabic and English Language Skills Development Program (AEDS) at Islamic Boarding School Al-Ikhsan Beji:

1) Language Month Competitions

One form of implementation of the Arabic and English Language Skills Development Program (AEDS) is the Language Month Competitions held once a year. The purpose of this program is not only to celebrate the National Santri Day and Language Month in October - December, as stated by NM, here is the interview transcript from “NM.”:

“The purpose is clearly to train the child's mentality, to measure the extent of the child's ability and then in addition to celebrate the national Santri Day in October to December.” (NM.)

The purpose of this program is not only to celebrate the National Santri Day and Language Month, but also to measure students' abilities and train students mentally because the conditions when competing are different from the conditions when they learn in the classroom.

As stated by Kiruthiga & Christopher who stated that there are affective factors or emotional factors that affect

language learning, either negatively or positively. Affective factors include motivation, self-esteem and anxiety. Motivation can increase learners' productivity and stimulate them to strive for excellence in language learning. When students have strong motivation, they will learn a language more effectively.

Self-esteem is an evaluation of one's self-worth based on their life experiences. When correcting errors in language, teachers should consider the fact that it will not affect students' confidence levels and self-esteem. And the last one is Anxiety, Anxiety in language learning usually refers to the fear and nervousness one feels when they have to speak in a language they don't know. Language acquisition and anxiety are inversely proportional, when nervousness decreases, language acquisition increases (Kiruthiga & Christopher, 2022).

2) Outing Class

Outing class is an activity that takes place once a year outside the cottage environment. This activity is usually carried out in the beach area with a series of activities that include games that still involve learning. As stated by NI, here is the interview transcript from "NI":

"For the excursion class itself, of course, the goal is also to practice English or Arabic, but because there are several games in it, it is to train their cooperation and togetherness." (NI.)

As explained by NI, this activity is game-based to measure their understanding. In addition, this Outing class activity also improves group cooperation and togetherness. This is in accordance with what O'Malley and Chamot said that a strategy that helps students to work together with their friends in solving a problem in learning activities. For example, students discuss with their friends in paired groups to solve a problem (Basalama et al., 2020).

3) Outdoor Class

Outdoor class is a learning activity outside the classroom, usually in the form of a game. This activity is carried out within a certain period of time. As stated by NM, here is the interview transcript from “NM.”:

“Usually, outdoor activities are done per class, one class with the same teacher.” (NM.)

Outdoor class is conducted per class only, involving only teachers and students. This activity can increase students' interest in learning and increase creativity. It also provides opportunities for students to experiment.

4) English Pro Speak Forum

English pro speak forum is a large outdoor activity that is carried out by all students in one forum. This activity is the grand version of outdoor. Similar to the explanation given by NM, the following is the interview transcript of “NM.”:

“If English pro speak forum is oral, usually if the outdoor is per class, one class is with the teacher. teacher only, but if the English pro speak forum, all students become one. which is guided by the director directly. So, it's like a big outdoor.” (NM.)

This form of English Pro Speak Forum activity is a big outdoor, so it is guided by one person. In this activity, the guide is the director of the program. The purpose of this activity is to expand interaction between students. Similar to the explanation given by NM, the following is the interview transcript of “NM.”:

“So, for the English pro speak forum, the purpose is clearly to train their mentality and develop their confidence when interacting. also develop their confidence when they have to interact.” (NM.)

The purpose of this program is to train their mentality to be more confident again because this activity is filled by all students. So, they don't just meet with classmates.

5) Language Adventure

Language Adventure is an outdoor activity conducted in the neighborhood. There are several posts that students must pass and contain questions related to Arabic and English that students must pass. As stated by NI, the following is an interview transcript from “NI.”:

“Then exploring the village, they are told to go around and then there will be posts that have questions that must be answered.” (NI.)

This activity aims to increase the existence of the Islamic boarding school and AEDS program, therefore the organizers chose the surrounding environment as a place to carry out activities.

6) Training of Trainers or TOT

Training of Trainer (TOT) is a program where participants are prepared to become instructors / as teaching staff. Programs that have been implemented with an education period of less or more than 3 months. Similar to the explanation given by NM, the following is the interview transcript of “NM.”:

“Under the auspices of AEDS, there is also a TOT (Training of Trainer) program for English but it is for MA and general levels so MTs students are not allowed yet.” (NM.)

The teacher training program is specifically for high school and general students only. Because the output and purpose of this program is to form capable English educators. Similar to the explanation given by NM, the following is the interview transcript of “NM.”:

“To deepen English skills, the only difference is that for TOT, it is added that it is rich in how to be a good trainer.” (NM.)

The goal to be achieved from the English Training of Trainer (TOT) program is to create, print cadres to be ready to become English trainers (instructors) and be able to develop English language skills (knowledge) to others so that they have sufficient provisions to welcome the future.

7) Hard Teaching System or HTS

This program is held every year in the month of Ramadan to spur communication skills with the aim of supporting the success of the classroom activity. In addition, it is a mandatory program for all boarding school students. This program lasts for 20 days, namely every 1-20 Ramadan. As stated by NM, the following is an interview transcript from “NM.”:

“Hts is a language program offered during the month of Ramadan, specifically for Ramadan, four times a day in the morning and afternoon, morning after dawn, afternoon after dzuhur, afternoon after asr, and evening after tarawih.” (NM.)

The HTS program is a mandatory program for all boarding school students with implementation from morning to night. Apart from supporting regular activities, the HTS program also has other objectives. As stated by NM, the following is an interview transcript from “NM.”:

"The background of the formation of the HTS program is how to produce superior seeds related to English because they will be taught in a different way so that the results will be different from the regular program." (NM.)

In other words, another goal of the establishment of the HTS program is to form students who are superior in knowledge of foreign languages. In addition, students also get more knowledge besides the classroom activity program.

8) English Short Course

English Short Course is a program for teachers who teach in this program. It involves sending teachers to other schools to teach for a few days, usually at the end of the year in December. As stated by NM, the following is an interview transcript from "NM.":

"English Short Course is an English program where AEDS sends delegates to other places like Man Purbalingga and Magelang for about 5 days. The implementation time is at the end of the year in December during the first semester holidays." (NM.)

In this program, teachers who become delegates will be sent to boarding schools or partner schools for approximately 5 days in the first semester holidays. This activity can help increase the existence of the boarding school to other boarding schools through partner relationships. As stated by NM, the following is an interview transcript from "NM.":

"The purpose is to provide an introduction to the mastery of basic English in a very short time and then help santri or students understand the practical aspects of English such as daily conversation." (NM.)

Besides aiming to expand the existence and relations of the AEDS program and Pondok Pesantren Al-Ikhsan Beji, this program also helps students to better master basic English materials and apply them in daily activities.

B. The Implementation of the Arabic and English Language Skills Development Program (AEDS) at Islamic Boarding School Al-Ikhsan Beji

The development of technology and information makes the development of foreign languages, especially English, also accelerate. Not only formal education, non-formal education has also begun to include foreign language learning into their programs. One of them is the Islamic Boarding School Al - Ikhsan Beji, this boarding school implements language development classes, especially Arabic and English, which must be followed by all students. This program is known as the Arabic and English Development Skills (AEDS) Program.

The implementation of the Arabic and English Development Skills (AEDS) program at Islamic Boarding School Al - Ikhsan Beji consists of two types. Among them are classroom activity such as learning in the classroom and outside the classroom, such as English Pro Speak Forum, Outdoor Class, Language Month Competitions, Language Advanture, Outing Class, Training of Trainer or TOT, Hard Teaching System or HTS, and English Short Course.

1. Classroom Activity

One of theAM types of the implementation of the Arabic and English Development Skills (AEDS) program at Islamic Boarding School Al - Ikhsan Beji, there are Learning in the classroom.

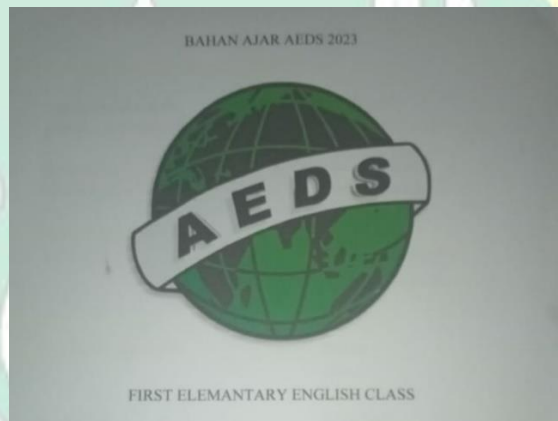
a) Learning in the Classroom

This is explanations of teaching practice of the classroom activity in the implementation of the Arabic and English

Development Skills (AEDS) program at Islamic Boarding School
Al - Ikhsan Beji:

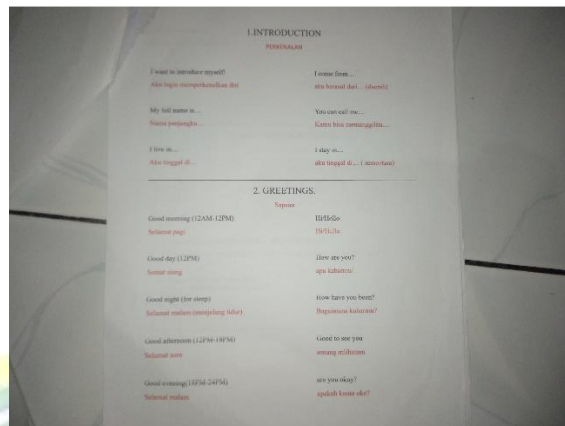
1) Preparation

Before starting the learning activities, the director of the program forms some teachers to make a learning material. This is so that learning activities achieve their goals. The material to be delivered should cover all skills or several skills, such as in one material there are Writing and Grammar skills, it can also be Speaking and listening material. Here is an example of a learning material:



Picture 4. 2 Documentation of learning materials of first elementary English Class 2023

Documentation Source: Personal archive from AEDS
Program



Picture 4. 3 Documentation of learning materials of first elementary English Class 2023

Documentation Source: Personal archive from AEDS Program

In addition to teaching materials, a curriculum is needed in a learning program as a form of lesson plan. However, an obstacle was conveyed by AMZ,

“What is our weakness is that we do not have a fixed or definite curriculum, let alone a guidebook. So that may be one of the shortcomings and obstacles to the sustainability of this program.”
(AMZ.)

To be called an intensive language program, a curriculum needs to be established. In this case, this program does not appropriate with the principle of Intensive Language program delivered by Tolibova that teaching English prioritizes a holistic approach to language learning by offering a comprehensive curriculum that covers all essential language skills - reading, writing, speaking and listening. The curriculum is carefully structured to ensure balanced development of linguistic competence, integrating grammar, vocabulary and communication skills in a cohesive manner (Tolibova, 2024).

AMZ as the director of the Arabic and English Development Skills (AEDS) program at Al - Ikhsan Beji Islamic Boarding School, explained that classroom learning uses the Grammar Translation Method (GTM) where the language teaching method focuses on translation and memorizing verb forms. as explained by “AMZ.” in the following interview transcript:

“There are various methods that are usually used in classroom learning, but the most obvious one that distinguishes the AEDS program from others is the grammar translation method, because the most unique thing in this AEDS program is the learning of tenses. The child will be asked, also shown what the formula of each tense is, then later will be explained the meaning of the time maker of each tense. After that, the child will be asked to make several sentences in English or Indonesian, which then contain the tenses that is being taught at that time.” (AMZ.)

In terms of classroom speaking performance types, giving students the opportunity to ask the teacher questions is a responsive type. Most student talk in the classroom is responsive, such as short answers to questions or comments posed by the teacher or students. This type of conversation is often authentic and meaningful, allowing students to engage in class discussions (Brown, 2000).

Meanwhile, according to SQN, learning in the classroom usually uses the lecture method interspersed with role - play, games or memorization, as stated in the transkrip interview of “SQN.”:

“Lecture and role-play. The teacher comes in and gives the material and then asks if I have understood it yet, there is also a game.” (SQN.)

The use of roleplay methods is in line with Larsen-Freeman & Anderson’s theory. According to Larsen-

Freeman & Anderson Role-play is very important in the Communicative Approach as it gives students the opportunity to practice communicating in different social contexts and different social roles (Suban, 2021).

2) Teaching activities

1. Opening

In this section, the teacher always attracts the attention of the santri by providing a stimulus about the material discussed in class. Usually, the stages in this section begin with greetings, prayers, and attendance lists. Based on the observation, in the opening activities of learning, the teacher only conducts greetings and prayers together. After that, the teacher immediately conveyed the material to be discussed. The activity of taking the attendance list is carried out in between lessons as well as giving star rewards.

2. Core activity

This part is the main activity in learning practice where most of the teaching skills should be applied, such as the ability to explain, the ability to make variations, the ability to give reinforcement, the ability to manage the class, the ability to guide small discussions, the ability to ask questions, and the ability to use media. In addition, the use of media, methods, and materials also affect learning activities.



Picture 4. 4 Observation documentation on November 28, 2024

Based on the observation, the teacher continued to discuss the material using the blackboard and marker media. Then the teacher also gave examples and asked students to imitate what the teacher said. The use of imitative methods is in line with Brown's theory, this kind of imitation is done not for the purpose of meaningful interaction, but to focus on some elements of a particular language form. This type involves students imitating certain speech patterns, intonations or sounds (Brown, 2000).

Sometimes in every learning in class, there will be games, ice breaking or singing English songs, so that it provides variety in learning. As stated by NI:

"Usually there is a teacher who writes, children copy, or conversations, then sometimes role - play, watch dramas as well as English, they are told to find vocabulary." (NI.)

There is a reciprocal relationship between teachers and students. In explaining the material, the teacher mostly uses Indonesian. For the provision of rewards and punishments depends on the teacher, as stated by "AMN.":

“There is, the reward is usually using stars if the punishment is sometimes memorizing, sometimes singing.” (AMN.)

Rewards and punishments given are still related to learning, in contrast to the explanation from SQN, the following is the transcript of the interview with “SQN.”:

“The reward can be given snacks; the punishment can be passed to another class to sing or do gymnastics. It depends on the teacher.” (SQN.)

The form of rewards and punishments depends on the class teacher, some use stars as rewards while others use snacks. As for punishment, it can be memorizing and singing which is still related to language learning or gymnastics.

3. Closing

This is the last activity to ensure that the students receive the material well. Based on the observation, the meeting ends with a review of the material and evaluation. The teacher always checks the students' understanding by asking whether they have understood or not. After that, taking attendance and giving rewards.

3) Evaluation

Evaluation is very important to improve skills, improve learning activities and measure the extent of student understanding as a result of learning activities. This exercise is conducted after the learning activities are completed, usually at the end of the semester. In this case, the evaluation given is divided into two types, namely written and practical evaluations.



Picture 4. 5 Written exam documentation on December 11, 2024

Documentation source: Instagram Islamic Boarding School Al Ikhsan Beji



Picture 4. 6 Practice exam documentation on December 12, 2024

As stated by AMN about the evaluation of classroom activity, here is the interview transcript of “AMN.”:

“For students there is a written test and speaking practice, it is usually a week. Speaking one day and memorizing one day. If the written test is alternating today Arabic and tomorrow English.” (AMN.)

Tests are usually conducted over one week. During one week, there are two types of tests: written tests and

speaking practice. As explained by SS, the following is the interview transcript of “SS.”:

“The written test is usually working on questions; the practice is speaking. The schedule is for example today English and tomorrow, Arabic.”
(SS.)

Based on the explanation from AMN and SS, written evaluations are given to measure students' understanding of the material that has been given, while practice is to measure their understanding directly. In addition to the results of the students' work, the teacher and director of the program conduct an evaluation in the form of sharing sessions or discussions about the progress and obstacles experienced. As stated by NM, here is the transcript interview of “NM.”:

“Evaluation for teachers is at the beginning of the semester or the end of the semester like a special forum for teachers, there we share forums so there are obstacles, what problems there are, what evaluations during learning, is there anything that needs to be improved or suggestions.” (NM.)

In addition to the evaluation for students in the form of written tests and speaking practice held during the week, there is also a special evaluation forum for teachers. Teacher evaluation forums are held at the beginning of the semester or the end of the semester to discuss obstacles, problems and developments.

2. Learning Outside of the Classroom

The types of learning outside of the classroom in the implementation of the Arabic and English Development Skills (AEDS) program at Islamic Boarding School Al - Ikhsan Beji, there are Outdoor

Class, Language Month Competitions, Outing Class, Language Adventure, Training of Trainer, Hard Teaching System and English Short Course.

a. Outdoor Class

Apart from learning activities in the classroom, another form of implementation used is learning outside the classroom. This activity is left entirely to the teacher, so the time is determined by the teacher of each class. The forms of activities vary, some use games, charades, conversations and others.



Picture 4. 7 Outdoor documentation

Documentation source: YouTube Islamic Boarding School Al
Ikhsan Beji

The overview of the activities is in the form of practice in the form of games. As stated by NM, here is here is the transcript interview of “NI.”:

“If I usually play games, there are many kinds of charades.” (NI.)

One of the games is in the form of guessing, while according to NM it is different, here is the interview transcript from “NM.”:

“There is usually a practicum, for example, like yesterday's expression, or just a game, or sing a song, or sometimes also a walk so that later you will go around the class. For

example, what do you see while traveling from MTs to MTs again, the children see anything, miss i see sky, i see house.” (NM.)

Besides guessing, other forms of out-of-class activities include conversation by dialogue, According to Celce-Murcia (2001), dialog is the basic form of oral communication. In language learning, dialog is used to directly apply language functions such as greeting, saying goodbye, thanking, agreeing, asking for help, offering help, asking for attention, showing attention, and requesting information (Suban, 2021). Other activities from outside learning are singing, games, or simply walking around from the courtyard of the learning building to the learning building again while describing what you see.

b. Language Month Competitions



Picture 4. 8 Documentation of Language month competition on 2024

Documentation source: Instagram Islamic Boarding School Al Ikhsan Beji

In implementing a competition, it is necessary to make preparations so that the event runs conductively. As stated by NM, here is the interview transcript of “NM.”:

"The preparations that are made are first the time, the place, the committee, the judges, the participants, and then the exercises that the participants can do with their teachers." (NM.)

These preparations include the formation of a committee to determine the type of competition, the person in charge, and the judges. Judges are selected from AEDS program teachers with certain qualifications. As stated by NM, here is the interview transcript of "NM.":

"The selection of judges is based on qualifications, what the background qualifications are, so for example, who has basic experience in speech, whether they know it or not." (NM.)

The selection of judges is determined based on knowledge and experience, thus the assessment is carried out by people who broadly know the essence of the type of competition. In addition to the provisions for judges, competition participants are also taken from class representatives. As stated by WAF, here is the interview transcript of "WAF.":

"For the Language Month competition, usually speech, singing a song, lcc and there is a kiroatul qutub with English. The jury is from the teacher here, the place is at Mts. The competition system is that representatives are taken per class, the champions are taken per rank". (WAF.)

This competition is held for students or santri from the boarding school itself not for the public, the participants registered are class representatives. The championship system is taken from boys and girls in a class. While the types of competitions are speech, sing a song, lcc and qiroatul qutub with English. There are several types of competitions presented by SS, here is the interview transcript of "SS.":

"Competitions like storytelling, speech, taqdimul, khitoba. It's routine every year; the competition is mixed for boys and girls and then the champion is taken." (SS.)

Other competitions such as storrtelling, taqdimul, and khitoba are also held. These activities provide many platforms for students to develop according to their interests and abilities. Although there are other activities that are part of the implementation of the AEDS program, the Language Month competitions are not eliminated. The reason was given by NM, here is the interview transcript of “NM.”:

"The first is to support the improvement of language skills. So this language is designed to focus in depth on certain aspects such as English skills and others, then provide challenges, challenges that are different from other outdoor activities. Healthy competition because through this competition the students are usually motivated for me to be able to learn more next year so that we can participate in language competitions to win." (NM.)

Besides increasing knowledge, the program also increases motivation. Another similar statement about the spirit of competition was also made by WAF, here is the interview transcript of “WAF.”:

Because this is a benchmark for all children like the children whether in addition to increasing their competitive spirit, yes, we are clear because we are a language cottage, we appreciate the language month, of course. Then besides that we can see and assess how far our children have developed, besides that there is because al ikhsan routinely sends such competitions in various schools and universities, so from this language month competition we can assess which students or santri deserve to compete and become our delegates. " (WAF.)

Another statement explained that the program can help to increase the motivation and skills of the children and can be used as a means of finding seeds to be taken to competitions outside the school.

As stated by Kiruthiga & Christopher who stated that there are affective factors or emotional factors that affect language

learning, either negatively or positively. Affective factors include motivation, self-esteem and anxiety. Motivation can increase learners' productivity and stimulate them to strive for excellence in language learning. When students have strong motivation, they will learn a language more effectively.

Self-esteem is an evaluation of one's self-worth based on their life experiences. When correcting errors in language, teachers should consider the fact that it will not affect students' confidence levels and self-esteem. And the last one is Anxiety, Anxiety in language learning usually refers to the fear and nervousness one feels when they have to speak in a language they don't know. Language acquisition and anxiety are inversely proportional, when nervousness decreases, language acquisition increases (Kiruthiga & Christopher, 2022).

c. Outing Class



Picture 4. 9 Doumentation of Outing Class 2024

Documentation source: Instagram Islamic Boarding School
Al Ikhsan Beji

Activities carried out outside the classroom certainly require preparation, including the formation of a committee, the preparation of tools, materials and vehicles to get to the site. This is in line with what was taught by NM, here is the interview transcript of “NM.”:

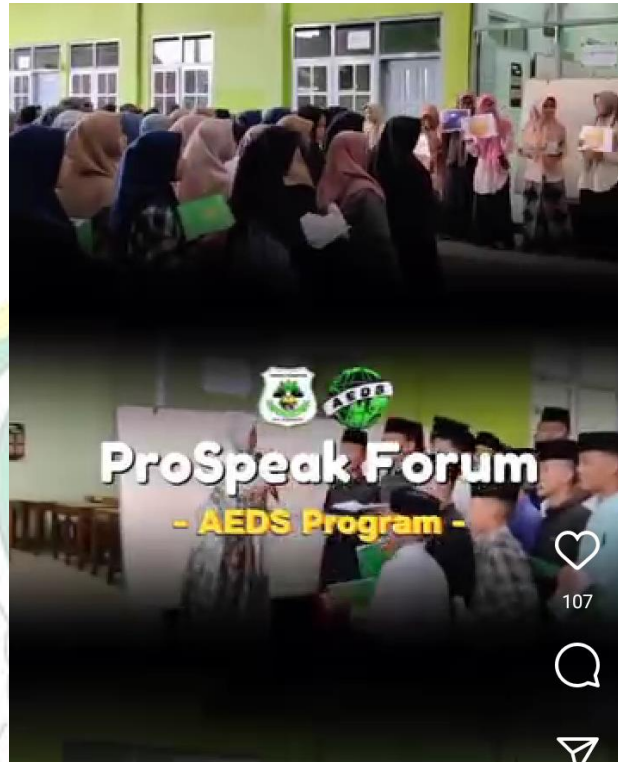
"The field trip class also needs to prepare a committee because it is usually in the field or around the village or on the beach. So, what is clear is to prepare the committee, then the learning, what the game will be, the method, the tools and materials, and the supervision, such as the supervision of the place, the supervision of the weather, the vehicle from the departure to the return, is planned in as much detail as possible." (NM.)

This activity requires more effort because it is carried out far from the Islamic Boarding School. Therefore, it requires careful planning starting from the formation of the committee, preparing materials, media used and vehicles. This activity is still carried out even though there are other alternatives, the reason is as stated by NM, here is the interview transcript of “NM.”:

"It is because outdoor class is different, if outdoor class maybe they are more covered for one class only so their interaction is only with classmates, but for outing class they can consist of several other class combinations." (NM.)

This activity is filled with games that are still related to foreign language knowledge. The reason why this program is still held even though there are other alternatives is because this activity also hones their cooperation skills to interact with more people.

d. English Pro Speak Forum



Picture 4. 10 Documentation of English Pro Speak Forum

Documentation source: Instagram Islamic Boarding School Al Ikhsan Beji

The preparations made before carrying out the English Speak Forum are not much different from other activities. One of the preparations that must be prepared is the material. As stated by WAF, here is the interview transcript of “WAF.”:

“For the English speak forum, of course, apart from the preparation of the teacher, whether it is English or Arabic, there are certainly some materials that must be prepared. Because every English speak forum has a different theme”. (WAF.)

In this activity, the teacher plays a role in assisting the director in preparing materials and conditioning the class. Each English Pro Speak Forum activity has a different theme. While the

form of activities is not much different from outdoor activities. As stated by NM, here is the interview transcript of “NM.”:

“If the English pro speak forum is oral, usually if the outdoor is per class, one class is with the teacher only, but if the English pro speak forum, all students become one. which is guided by the director directly. So, it's like a big outdoor.” (NM.)

The focus in this activity is the ability to practice speaking in the form of oral activities. This oral activity is guided directly by the director in one big forum.

e. Language Adventure



Picture 4. 11 Doumentation of Language Adventure

Documentation source: Facebook Islamic Boarding School Al Ikhsan Beji

Language adventure is different from outing class because it is held in the environment around the Islamic Boarding School. The preparation is lighter, including the post point where the game is held. As stated by NM, here is the interview transcript of “NM.”:

“If we explore the village annually but not routinely, it will be technically like the scouts who explore the scouts around the village there are posts, so each post is related to English and Arabic.” (NM.)

The game post in this activity is still about understanding foreign languages, both Arabic and English. This activity is carried out like a scout activity which is carried out in groups. This is the

same as what was said by AMZ, here is the interview transcript of “AMZ.”:

"There is a language adventure, namely going for a walk on Sunday using posts like exploring nature, then they will have posts and at that post they have to do how many questions in Arabic and English." (AMZ.)

This activity is carried out on Sundays, because there are game stations and being done in groups will definitely require more estimated time than outdoor classes. Apart from that, students can improve their ability to work together and improve their leadership skills.

d. TOT



Picture 4. 12 Documentation of Training of Trainer program

Documentation source: YouTube Islamic Boarding School Al

Ikhsan Beji

The preparations made are almost the same as for other programs, namely preparation of participants, usual, place and estimated time. As for the curriculum, it is made directly by the director of the AEDS program. As stated by NM, here is the interview transcript of “NM.”:

"What has to be prepared is who the teacher is, then the cost, the media and the students, the time and the place". (NM.)

Cost preparation is required because in this intensive program there will be evaluation in the form of direct conversations with tourists and it will be carried out outside the city. Apart from that, you have to determine the time so as not to disturb the timeline of other activities. The implementation time is different from the classroom activity program, as stated by NM, here is the interview transcript of "NM.":

"A day is full of learning English from afternoon to evening, which is usually only once. Because the morning is only for example because the afternoon is Arabic, and through this program it is only full English morning, afternoon and evening and is carried out for 3 months". (NM.)

This program is considered more intensive because the learning of English is more intensive than the classroom activity program. If the classroom activity program is only from morning to afternoon, then this program is from morning to afternoon. For evaluation sessions in this program there are several forms. As stated by NM, here is the interview transcript of "NM.":

"For TOT, there are written tests, oral tests, conference tests and then for practice, teaching practice and direct application with tourists." (NM.)

For evaluation sessions in this program there are several forms, namely written tests and oral tests, which are direct practice of speaking with native speakers. This evaluation is carried out at the end of the program.

e. HTS



Picture 4. 13 Documentation of HTS Program on 2024

Documentation source: Instagram Islamic Boarding School Al Ikhsan Beji

Preparations that need to be made before the activities are carried out include preparing teachers and teaching materials. This program teaches not only English but also Arabic. As stated by WAF, here is the interview transcript of "WAF.":

"The preparation is clear, the first is an intensive meeting of staff and teachers as well as with the AEDS director, then they are formed into several plots in groups." (WAF.)

Those involved in this program, in addition to teachers and students, are also jasus, jasus is a security department that oversees whether students conduct activities according to the rules or not, as stated by AMZ, here is the interview transcript of "AMZ.":

"Then during the month of Ramadan, language learning is much more intensive, much more intensive because during Ramadan we even provide jasus, jasus is what jasus is like a security team, so that's the language hour that we usually do at night after class learning will be gathered in the courtyard and they will speak English, this is one of the efforts of activities where to improve their foreign language skills." (AMZ.)

Those involved in this program, in addition to teachers and students, are also *jasus*, *jasus* is a security department that oversees whether students conduct activities according to the rules or not.

In addition, there is usually a language hour during Ramadan. Language hour is a part of HTS because it was carried out in the month of Ramadan at the same time as the HTS program. as stated by SQN, here is the interview transcript of "SQN.":

"Language hours during the month of Ramadan at night must use Arabic or English." (SQN.)

here is a difference from what was conveyed by NM regarding the time of the implementation of language hours. As stated by NM, here is the interview transcript of "NM.":

"There is, usually during the month of Ramadan. There is a language hour, so one day it is also in the morning, so in the morning it is full of Arabic or English. and in the evening, for example 10-11 or 8-11 or until bedtime Arabic and English. It depends on what class you get." (NM.)

Conversation activity using Arabic and English that is carried out at night, usually around 8 to 9 pm. In the implementation of this activity there is *Jasus* (spy) which will monitor whether there are students who do not implement these activities.

For the distribution of material based on the class, not all get Arabic and English. High school classes are given the freedom

to choose whether to study Arabic or English. As stated by “WAF.”:

“The HTS program is not specialized in English alone but there is also Arabic, so it depends on each class for MTS grade 1 they usually study English, for MTS grade 2 they study Arabic, for MTS grade 3 they are bilingual there is Arabic and also English, while for high school classes there is general Arabic and also general English. So, when they choose general Arabic, it means they focus on learning Arabic, while when they choose general English, it means they focus on learning English.” (WAF.)

The freedom to choose language classes only applies to high school level students. For students at junior high school level, it is still being determined, for example for class one specifically studying English, class two studying Arabic and class three studying Arabic and English. Class groupings for high school level students and above are general English and general Arabic. Apart from evaluations for students, there are also evaluations for teachers. as stated by NI, here is the interview transcript of “NI.”:

“There is an evaluation time, usually the evaluation is held after half the learning period, in the evaluation we usually share sessions on how to deliver the material contained in the syllabus or maybe there are difficulties on how to deliver the material more effectively to the children.” (NI.)

Teacher evaluation sessions are carried out in the form of sharing sessions which are usually held within a certain period of time. Meanwhile, student evaluation is carried out in the form of direct oral checking to measure their understanding.

f. English Short Course



Picture 4. 14 Documentation of English Short Course program 2024

Documentation source: Personal Documentation from Miss Aghit

The preparations made before implementing this program are preparing and determining who will be the delegates sent to partner schools or boarding schools, then starting to determine the methods and materials to be delivered and the media to be used. As stated by NM, here is the interview transcript of “NM.”:

“What needs to be prepared is the teacher, then the material, the media, the icebreaker game, the place, the time. It is done in the school or in the pesantren involved.”
(NM.)

The delegates sent are teachers, they will teach students from partner schools or Islamic boarding schools. The prepared before teaching starts from the material, methods to be used, media and games. The implementation of the English short course program is in the form of learning English and Arabic for approximately several days. As stated by NM, here is the interview transcript of “NM.”:

“For the implementation, it is carried out for five days from morning to afternoon, there is practical lecture material.” (NM.)

The implementation of the English short course program for the teachers is around five days start from morning to evening. After that, they receive an evaluation from the school or partner Islamic boarding school. As stated by WAF, here is the interview transcript of “WAF.”:

“Some teachers are told to go out to teach in several places, then there will be feedback from there so that here we can innovate even better.” (WAF.)

The form of evaluation obtained is in the form of feedback from partner schools or boarding schools. So, this evaluation can provide an idea of what must be maintained and what must be developed further.

The Arabic and English development skills program at Al - Ikhsan Beji Islamic Boarding School has two categories of activities, the first is classroom activity and outside of the classroom activities. Classroom activity is in the form of Arabic and English language development classes, for Arabic in the morning and English in the afternoon and are carried out every day except Friday and Sunday. This activity cannot be categorized as an Intensive Language Program because the learning process is less than 15 hours and does not have a fixed curriculum. This is inversely proportional to the theory conveyed by Blanco that Intensive Language Program (ILP) is an educational program designed to provide intensive language instruction, usually with 15 or more hours of language instruction each week. (Blanco et al., 2020), and Tolibova that teaching english prioritizes a holistic approach to language learning by offering a comprehensive curriculum that covers all essential language skills - reading,

writing, speaking and listening. The curriculum is carefully structured to ensure balanced development of linguistic competence, integrating grammar, vocabulary and communication skills in a cohesive manner (Tolibova, 2024).

Besides, for the learning process in the classroom, there is not much use of English, the learning methods used usually use role - play in the form of conversation and grammar translation methods. The use of roleplay methods is in line with Larsen-Freeman & Anderson's theory. According to Larsen-Freeman & Anderson Role-play is very important in the Communicative Approach as it gives students the opportunity to practice communicating in different social contexts and different social roles (Suban, 2021).

For outside of the classroom activities there are several types, the first one is outdoor class, it depends on each class teacher, both the time and the learning method. And the second one is Language Month Competitions are competition activities held to commemorate national santri day and language month and are intended for santri or students from the Islamic Boarding School itself. This activity includes several competitions including speech, sing a song, reading the book using English, storytelling and many more. Judges are taken from teachers with certain qualifications such as ability and experience. The championship system of this competition is taken from all boys and girls who are class representatives. As stated by Kiruthiga & Christopher who stated that there are affective factors or emotional factors that affect language learning, either negatively or positively. Affective factors include motivation, self-esteem and anxiety. Motivation can increase learners' productivity and stimulate them to strive for excellence in language learning. When students have strong

motivation, they will learn a language more effectively (Kiruthiga & Christopher, 2022).

The third is outing class, outing class is a learning activity that is usually carried out outside the area, especially the beach. This activity is an annual activity that must be followed by students. The series of activities are in the form of games which still contain knowledge of Arabic and English. The fourth is Language Adventure, this activity is similar to outing class only it is carried out around the Islamic Boarding School. The goal is to build AEDS branding to local residents. This activity contains group exploration games which later each group is required to follow the games at each post. Each post is guarded by a teacher who brings games that are still related to language knowledge.

The fifth is Training of Trainer or TOT, this activity is an annual activity for high school level students and the general public because the output of this activity is to form students to become teachers in this program. This activity is usually carried out for 3 months intensively. The evaluation form of this program is a written test and also practice, the practice is that they are asked to have a direct conversation with a native speaker.

The sixth is the Hard Teaching System or HTS, this program is carried out specifically in the month of Ramadan for 20 days. This program is carried out with the help of a spy who supervises and monitors the development of student knowledge. In this program there are language hours held at night, there will be punishment given if students do not participate in this activity. Finally, there is the English Short Course, this program is specifically for teachers who are selected to become delegates who will be sent to the cottage or partner school for several days to teach Arabic and English. This activity aims to increase the

existence of the Islamic boarding school and AEDS program. As stated by Juffs that there are some important factors that affect learning in an Intensive Language Program (IEP), one of them is Program Reputation, programs that are respected and have a good track record of producing successful graduates tend to be more attractive to students (Juffs, 2020).



CHAPTER V

CONCLUSSION AND SUGGESTIONS

This chapter presents research conclusions, research limitations, and suggestions. The conclusions are made based on the analysis of the research findings, and the suggestions are addressed to English teachers, students, and pesantren.

A. Conclusion

The implementation of Arabic and English Development Skills program at Islamic Boarding School Al - Ikhsan Beji includes classroom activity and outside of the classroom activities. Classroom activity is learning activities carried out in the classroom and must be followed by all students. This activity is carried out every morning and afternoon except Friday and Sunday. Morning for Arabic classes and afternoon for English classes.

As for outside of the classroom activities, there are Language Month Competitions held every October - November, Outing Class held annually, Language Adventure held around the cottage environment, Training of Trainers or TOT and held once a year, English pro speak forum once a month, Hard Teaching System which is a program in the month of Ramadan and English Short course for teacher delegates who are sent to teach at schools or partner boarding schools.

B. Research Limitations

Although this research was conducted as thoroughly as possible, it still has limitations, the object of this research is still too general. This causes the findings produced to be less specific in describing the Implementation of Arabic and English Development Skills program at Islamic Boarding School Al - Ikhsan Beji.

C. Suggestions

Based on the conclusions of the research results, there are several suggestions that can be recommended by researchers can recommend

regarding the implementation of Arabic and English Development Skills program at Islamic Boarding School Al - Ikhsan Beji, as follows.

c. For future research

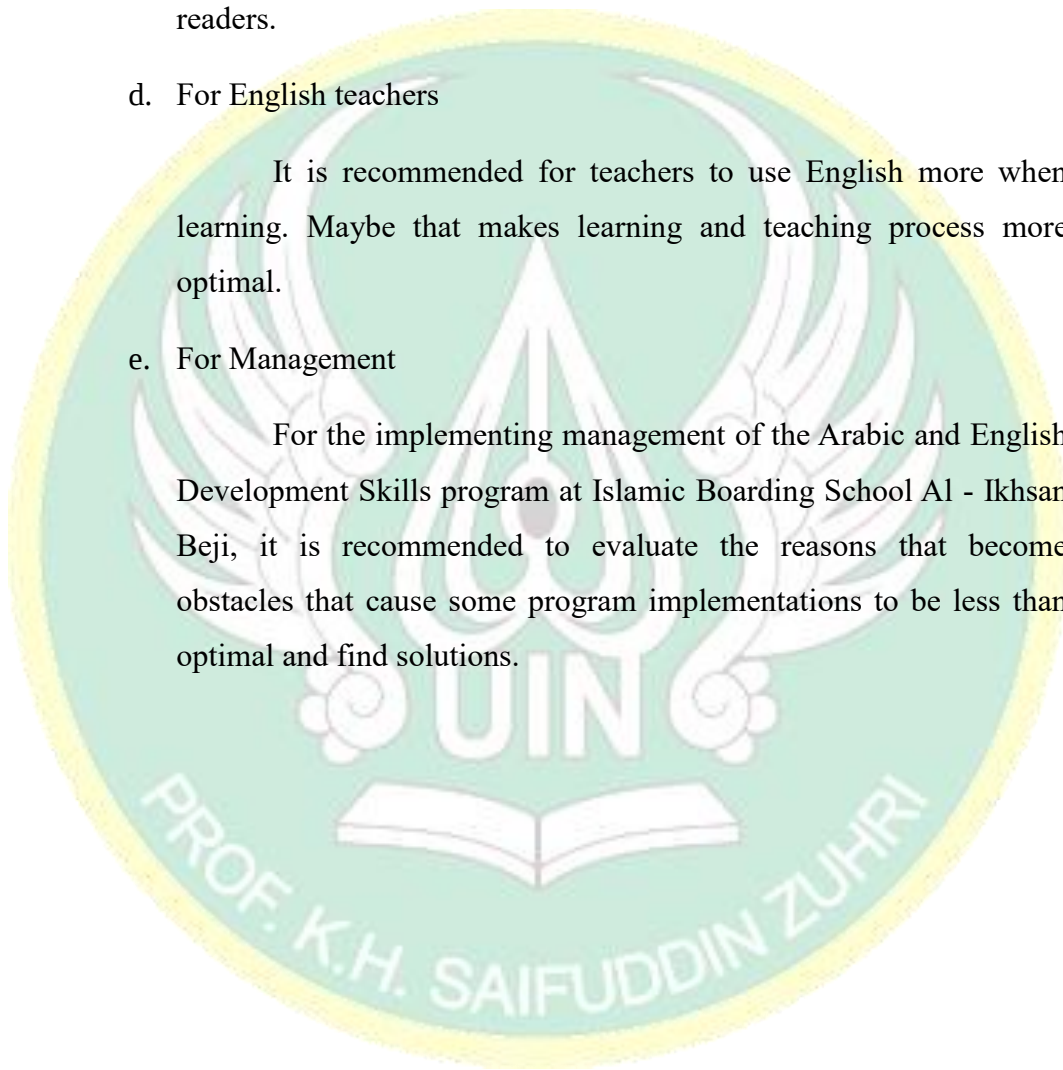
Researchers choose to conduct research on the same topic that is more specific. So that it can provide specific understanding to readers.

d. For English teachers

It is recommended for teachers to use English more when learning. Maybe that makes learning and teaching process more optimal.

e. For Management

For the implementing management of the Arabic and English Development Skills program at Islamic Boarding School Al - Ikhsan Beji, it is recommended to evaluate the reasons that become obstacles that cause some program implementations to be less than optimal and find solutions.



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APPENDICES

Appendix 1 Research Instruments

A. OBSERVATION INSTRUMENTS

Classroom Activity

OBSERVATION INDICATOR			
No.	Indicator	Sub – Indicator	References
1.	Focus on language/skills/strategies	The use of English in every activity	1. Brown, H. D. (2000). <i>Teaching by Principles an Interactive Approach to Language Pedagogy second edition</i> . Longman. 2. Maryanti, M., Gani, S. A., & Marhaban, S. (2021). The strategies applied by teachers in teaching speaking. <i>English Education Journal</i> , 12(3), 381–398. https://doi.org/10.24815/ej.v12i3.19080 3. Tashkent International University of Education, & Bakhtiyorova, G. (2023). Concepts for Teaching Speaking in the English Language Classroom. <i>Modern Methods and Innovation Technologies in Education: Present Status, Important Questions and Challenges</i> , 155–156. https://doi.org/10.61587/mit.uz.vi.31
2.	Strategies of the teacher in teaching speaking	Conducive atmosphere, the teacher explains the material	
		The use of learning method and media	
3.	Teaching Preparation	The teacher masters the material well	
4.	Facilitate feedback and reinforcement on learning	There is a reward for students	
		There is an evaluation of each activity	

Outside of the Classroom Activities

No.	Indicator	References
1.	Preparation of the activity	Safitri, T. (2023). The Implementation of the English Intensive Program at Darussalam Islamic boarding school Dukuhwaluh Purwokerto, Banyumas Regency.
2.	Implementation of activities	
3.	Evaluation of the activity	

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B. INTERVIEW GUIDELINES

Outside of the Classroom Activity

INDICATOR			
No.	Indicator	Sub – Indicator	References
1.	Overview of the activities	Description of the program	Safitri, T. (2023). The Implementation of the English Intensive Program at Darussalam Islamic boarding school Dukuwaluh Purwokerto, Banyumas Regency.
		The Purpose of the program	
2.	The Impelementati on of the activities	Preparation	
		How the impelentation	
3.	Evaluation	How the program was evaluated	

Classroom Activity

INDICATOR			
No.	Indicator	Sub – Indicator	References
1.	Overview of the activities	Teaching Preparation about the material and the teacher	Safitri, T. (2023). The Implementation of the English Intensive Program at Darussalam Islamic boarding school Dukuwaluh Purwokerto, Banyumas Regency.
2.	The Impelementati on of the activities	Teaching Method	
		Punishment and Reward	
		Another activities	
3.	Evaluation	Assesment	

Appendix 2 Research Results

A. OBSERVATIONS

Observation Sheet for Classroom Activity

Observer : Nida Awalun Nasya

Day/Date :

Activity : Classroom Activity

No.	Situation	Yes	No	Description
1.	The use of English in every activity			
2.	Students experience difficulties in understanding the material			
3.	Teacher difficulties in implementing the learning process			
4.	Conducive atmosphere, the teacher explains the material			
5.	The use of learning media			
6.	The teacher masters the material well			
7.	There is a reward for students			
8.	There is an evaluation of each activity			

Observer : Nida Awalun Nasya

Day/Date :

Activity : Outside of the Classroom Activity

No.	Situation	Yes	No	Description
1.	The use of English in every activity			
2.	Students experience difficulties in understanding the material			
3.	Teacher difficulties in implementing the learning process			
4.	Conducive atmosphere, the teacher explains the material			
5.	There is a reward for students			
6.	There is an evaluation of each activity			

Observation Sheet for Outside of the Classroom Activity

Observer : Nida Awalun Nasya

Day/Date :

Activity :

No.	Situation	Yes	No	Description
1.	All program administrators are involved in the preparation and implementation of activities			
2.	There is good preparation before the implementation of the activity			
3.	There is a conducive situation in the implementation of activities			
4.	There are rewards that are obtained			
5.	Facilities and infrastructure that support carrying out activities			
6.	The teacher masters the material well			
7.	Students are active and enthusiastic in implementing the program			
8.	The method used was appropriate			
9.	There is an evaluation in the implementation of activities			

THE RESULT OF THE OBSERVATIONS

Observation Sheet

Observer : Nida Awalun Nasya

Day/Date : Thursday, November 28, 2024

Activity : Classroom Activity

No.	Situation	Yes	No	Description
1.	The use of English in every activity		✓	The teacher use mix language (english and indonesia)
2.	Students experience difficulties in understanding the material		✓	They do the exercises from the teacher well
3.	Teacher difficulties in implementing the learning process		✓	The teacher convey the material well
4.	Conducive atmosphere, the teacher explains the material	✓		Students receive the material calmly
5.	The use of learning media	✓		Using whiteboard as a media
6.	The teacher masters the material well	✓		The teacher presents the material clearly and is easy to understand
7.	There is a reward for students	✓		The reward is stars
8.	There is an evaluation of each activity	✓		The students and the teacher review the material together

Observation Sheet

Observer : Nida Awalun Nasya

Day/Date : Thursday, November 28, 2024

Activity : Outside of the Classroom Activity

No.	Situation	Yes	No	Description
7.	The use of English in every activity		✓	The teacher use mix language (english and indonesia)
8.	Students experience difficulties in understanding the material		✓	They do the exercises from the teacher well
9.	Teacher difficulties in implementing the learning process		✓	The teacher convey the material well
10.	Conducive atmosphere, the teacher explains the material	✓		Students follow the teacher's instructions in an organized and calm manner
11.	There is a reward for students	✓		The reward is score
12.	There is an evaluation of each activity	✓		The evaluation in the form of practical assessment

Observation Sheet

Observer : Nida Awalun Nasya

Day/Date : Sunday, December 1, 2024

Activity : Language Month Competition

No.	Situation	Yes	No	Description
1.	All program administrators are involved in the preparation and implementation of activities	✓		The committee comes from the teacher and the director as a leader
2.	There is good preparation before the implementation of the	✓		There is good cooperation between program administrators

	activity			
3.	There is a conducive situation in the implementation of activities		✓	Santri who watch sometimes full (if full will make the atmosphere noisier) sometimes have to be pushed so that they want to watch
4.	There are rewards that are obtained	✓		There is a championship prize
5.	Facilities and infrastructure that support carrying out activities	✓		They use their own classrooms, courtyard and other rooms as competition venues
6.	Supportive human resources	✓		The judges comes from the teacher
7.	Students are active and enthusiastic in participating in activities	✓		They follow the provisions by sending representatives of each class to participate in the competition
8.	There is an evaluation in the implementation of activities	✓		Competency evaluation that measures the extent to which participants master language skills

Observation Sheet

Observer : Nida Awalun Nasya

Day/Date : Sunday, December 1, 2024

Activity : Outing Class

No.	Situation	Yes	No	Description
10.	All program administrators are involved in the preparation and implementation of activities	✓		The director as a leader and the teachers supporting this activity by conditioning the students
11.	There is good preparation before the implementation of the activity	✓		There is good cooperation between program administrators,
12.	There is a conducive	✓		Students follow the

	situation in the implementation of activities			activities in an organized manner
13.	There are rewards that are obtained	✓		There is a championship prize
14.	Facilities and infrastructure that support carrying out activities	✓		Teachers and directors handle everything from preparing vehicles (if the place is far away), events and places to carry out activities
15.	The teacher masters the material well	✓		Teachers who are judges at each game post
16.	Students are active and enthusiastic in implementing the program	✓		Students seem to respond and carry out instructions from the teacher well
17.	The method used was appropriate	✓		They are use game activity
18.	There is an evaluation in the implementation of activities	✓		Competency evaluation that measures the extent to which participants master language skills

Observation Sheet

Observer : Nida Awalun Nasya

Day/Date : Sunday, December 1, 2024

Activity : Language Adventure

No.	Situation	Yes	No	Description
1.	There is good preparation before the implementation of the activity	✓		There is good preparation from the game and the judges
2.	There is a conducive situation in the implementation of activities	✓		Students follow the activities in an organized manner
3.	There are rewards that are obtained		✓	There is no reward
4.	Facilities and infrastructure that support carrying out activities	✓		They use islamic Boarding environment

5.	Students are active and enthusiastic in implementing the program	✓		Students seem to respond and carry out instructions from the teacher well
6.	The method used was appropriate	✓		They are use game activity
7.	There is an evaluation in the implementation of activities	✓		Competency evaluation that measures the extent to which participants master language skills

Observation Sheet

Observer : Nida Awalun Nasya

Day/Date : Sunday, December 1, 2024

Activity : English Pro Speak Forum

No.	Situation	Yes	No	Description
1.	All program administrators are involved in the preparation and implementation of activities	✓		The director as a leader and the teachers supporting this activity by conditioning the students
2.	There is good preparation before the implementation of the activity	✓		There is good cooperation between program administrators,
3.	There is a conducive situation in the implementation of activities	✓		Students follow the activities in an organized manner
4.	There are rewards that are obtained		✓	There is no reward
5.	Facilities and infrastructure that support carrying out activities	✓		They use their own classroom and courtyard
6.	The teacher masters the material well	✓		Teachers who are judges at each game post
7.	Students are active and enthusiastic in implementing the program	✓		Students seem to respond and carry out instructions from the teacher well
8.	The method used was appropriate	✓		They are use game activity

9.	There is an evaluation in the implementation of activities	✓		Competency evaluation that measures the extent to which participants master language skills
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Observation Sheet

Observer : Nida Awalun Nasya

Day/Date : Sunday, December 1, 2024

Activity : Training of Trainer

No.	Situation	Yes	No	Description
1.	There is good preparation before the implementation of the activity	✓		There is good cooperation from the director, start from the learning material, the timeline, the place and so on.
2.	There is a conducive situation in the implementation of activities	✓		Students follow the activities in an organized manner
3.	Facilities and infrastructure that support carrying out activities	✓		Teachers and directors handle everything from preparing vehicles (if the place is far away), events and places to carry out activities. But for learning activities are usually carried out in the classroom.
4.	The teacher masters the material well	✓		Teachers from the director
5.	Students are active and enthusiastic in implementing the program	✓		Students seem to respond and carry out instructions from the teacher well
6.	The method used was appropriate	✓		They are use game activity and some practice
7.	There is an evaluation in the implementation of activities	✓		Oral and written tests

Observation Sheet

Observer : Nida Awalun Nasya

Day/Date : Sunday, December 1, 2024

Activity : Hard Teaching System

No.	Situation	Yes	No	Description
1.	There is good preparation before the implementation of the activity	✓		There is good cooperation from the director, start from the learning materials, the timeline, the place and so on.
2.	There is a conducive situation in the implementation of activities	✓		Students follow the activities in an organized manner
3.	Facilities and infrastructure that support carrying out activities	✓		For learning activities are usually carried out in the classroom
4.	The teacher masters the material well	✓		The teacher is delivered the material clearly and interestingly
5.	Students are active and enthusiastic in implementing the program	✓		Students seem to respond and carry out instructions from the teacher well
6.	The method used was appropriate	✓		They are use game activity and some practice
7.	There is an evaluation in the implementation of activities	✓		Oral and written tests

Observation Sheet

Observer : Nida Awalun Nasya

Day/Date : Sunday, December 1, 2024

Activity : English Short Course

No.	Situation	Yes	No	Description
1.	There is good preparation before the implementation of the activity	✓		There is good cooperation from the director, start from the learning materials, the timeline, the place and so on.
2.	There is a conducive situation in the implementation of activities	✓		Students from another place follow the activities in an organized manner
3.	Facilities and infrastructure that support carrying out activities	✓		For learning activities are usually carried out in the classroom
4.	The teacher masters the material well	✓		The teacher is delivered the material clearly and interestingly
5.	Students are active and enthusiastic in implementing the program	✓		Students seem to respond and carry out instructions from the teacher well

B. INTERVIEW

Interview Transcript for Classroom Activity

No.	Interview	Coding	Description
1.	Apa tujuan dari dibentuknya program ini?		
2.	Apa saja bentuk kegiatan dari program ini?		
3.	Bagaimana pembelajaran di dalam kelas?		
4.	Metode apa yang biasanya digunakan dalam pembelajaran di kelas?		
5.	Apakah ada punishment dan reward dalam proses pembelajaran?		
6.	Skill apa yang diutamakan dalam pembelajaran?		
7.	Bagaimana pembagian materi dan pengajar di kelas?		
8.	Bagaimana pembelajaran di luar kelas?		
9.	Siapa saja yang terlibat dalam pengelolaan program ini?		



10.	Apakah ada aktivitas lain diluar pembelajaran di kelas yang di lakukan guna mendukung program bahasa Inggris ini?		
11.	Di mana saja tempat pelaksanaan kegiatan program?		
12.	Bagaimana proses evaluasi dalam penerapan program baik untuk siswa, guru maupun seluruh pihak yang terlibat?		

Interview Transcript for Outside of the Classroom Activity

No.	Interview Questions	Coding	Description
1.	Apa tujuan dari program Outing class dan English Pro Speak forum?		
2.	Siapa saja yang terlibat dalam Program Outing class dan English Pro Speak forum?		
3.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program Outing class dan English Pro Speak forum?		
4.	Mengapa program Outing class dan English Pro Speak forum ini dibentuk dan diterapkan meskipun terdapat alternatif lain seperti outdoor class dan bentuk kegiatan lainnya?		

No.	Interview Questions	Coding	Description
1.	Apa tujuan dari program perlombaan bulan bahasa?		
2.	Siapa saja yang terlibat dalam program perlombaan bulan?		
3.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program bulan bahasa?		
4.	Bagaimana proses pemilihan juri?		
5.	Mengapa program bulan bahasa ini dibentuk dan diterapkan meskipun sudah terdapat alternatif lain seperti misalnya jelajah desa atau english pro speak forum?		

No.	Interview Questions	Coding	Description
1.	Apa itu program TOT dan HTS?		
2.	Apa tujuan dari program TOT dan HTS?		
3.	Siapa saja yang terlibat dalam Program TOT dan HTS?		
4.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program TOT dan HTS?		
5.	Program TOT dan HTS ditargetkan untuk siapa?		
6.	Mengapa peserta program TOT dan HTS ini dibatasi untuk tingkat tertentu?		
7.	Kapan waktu pelaksanaan program TOT dan HTS?		
8.	Dimana saja tempat pelaksanaan program TOT an HTS?		
9.	Bagaimana bentuk penerapan dari program TOT dan HTS?		
10.	Bagaimana proses evaluasi dari program TOT an HTS?		



No.	Interview Questions	Coding	Description
1.	Apa itu program English Short Course?		
2.	Apa tujuan dari program English Short Course?		
3.	Siapa saja yang terlibat dalam Program English Short Course?		
4.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program English Short Course?		
5.	Mengapa peserta program English Short Course ini dibatasi?		
6.	Kapan waktu pelaksanaan program English Short Course?		
7.	Dimana saja tempat pelaksanaan program English Short Course?		
8.	Bagaimana bentuk penerapan dari program English Short Course		
9.	Bagaimana proses evaluasi dari program English Short Course?		



THE RESULT OF THE INTERVIEW

Interviewee : NM

Occupation : Teacher

Date : November 26, 2024

No.	Interview	Coding	Description
1.	Apa tujuan dari dibentuknya program ini?		
	Tujuannya untuk meningkatkan skill santri baik putra maupun putri, baik arab maupun inggris untuk mempersiapkan diri di masa depan yang nantinya akan apa ya membekali di era globalisasi.	Tujuan dibentuknya program	Meningkatkan kemampuan berbahasa santri untuk menghadapi era globalisasi
2.	Apa saja bentuk kegiatan dari program ini?		
	Yang reguler yang pertama itu yang program AEDS itu arab inggris juga itu dilakukan sehari dua kali setelah subuh dan setelah ashar, itu yang reguler. Di bawah naungan AEDS itu juga ada program TOT (Training of Trainer) itu untuk inggris tapi itu untuk tingkat MA daan umum jadi untuk anak MTs belum boleh. Itu dilakukan selama 3 bulan. Yang lain itu ada Outting class yang rutin yang kelas satu biasanya januari februarian tempatnya di pantai, satu hari. Untuk lomba – lomba itu biasanya ketika bulan bahasa itu oktober november, sekitar satu atau dua bulanan. Kalo jelajah desa itu juga ikutnya tahunan, itu nanti teknisnya kaya pramuka itu yang jelajah pramuka mengelilingi	Bentuk kegiatan dalam penerapan program	Untuk kegiatan reguler yaitu pembelajaran di dalam kelas. Selain itu untuk tingkatan MA dan umum ada TOT (Training of Trainer) Terdapat juga kegiatan di luar kelas seperti outting class yang biasanya diadakan di bulan januari atau february. Selain itu ada perlombaan terkait kemampuan berbahasa yang biasanya diadakan satu tahun sekali pada bulan bahasa.

	desa ada pos pos, lah itu setiap pos ada terkait bahasa inggris dan arab. Kalo pro speak forum itu oral, biasanya kalo outdoor kan perkelas, satu kelas sama gurunya doang nah kalo pro speak forum itu semuanya santri jadi satu yang mandu dari directornya langsung. Jadi kaya outdoor akbar.		
3.	Bagaimana pembelajaran di dalam kelas?		
	Itu metodenya ada metode ceramah, guru menjelaskan materi ada juga diselingi game atau hafalan.	Kegiatan pembelajaran di luar kelas	Metode ceramah adalah metode pembelajaran yang dilakukan dengan cara menyampaikan materi pelajaran secara lisan kepada peserta didik
4.	Metode apa yang biasanya digunakan dalam pembelajaran di kelas?		
	Metode ceramah	Metode yang digunakan	Metode ceramah adalah metode pembelajaran yang dilakukan dengan cara menyampaikan materi pelajaran secara lisan kepada peserta didik.
5.	Apakah ada punishment dan reward dalam proses pembelajaran?		
	Untuk rewardnya ada dalam bentuk bintang. Anak kan kadang labil ya, kadang mood kadang ngga. Nanti siapa yang bisa ngerjain dapet bintang, nanti akhir semester dijumlahin siapa yang paling banyak. Kan jadi ada rasa aku harus dapet bintang paling banyak. Untuk punishmentnya beda –	Punishment dan reward dalam pembelajaran	Reward adalah pemberian penghargaan atau imbalan atas perilaku baik, prestasi, atau hasil kerja yang sesuai target. Punishment adalah pemberian hukuman atau sanksi atas perilaku yang tidak

	beda.		sesuai atau pelanggaran aturan.
6.	Skill apa yang diutamakan dalam pembelajaran?		
	Speaking sama grammar, tapi yang lain tetap diajarin.	Skill yang difokuskan	
7.	Bagaimana pembagian materi dan pengajar di kelas?		
	Gak mesti satu anak, yang jelas rolling tapi tahunan. Satu group satu tahun, misal ada saya di kelas 2 saya sama miss nayla dan nanti untuk materinya di awal pembelajaran didiskusikan kaya bentuk syllabus, kita mau ngajar apa saja selama satu tahun atau satu semester ini, kalo pembagiannya dari miss aniq.	Pembagian materi dan pendidik	Meteri dibagi berdasarkan hasil dari diskusi di awal pembelajaran, sedangkan pembagian guru ditentukan setahun sekali.
8.	Bagaimana pembelajaran di luar kelas?		
	Itu biasanya ada praktikum, misal kaya kemaren expression, atau cuma game, atau sing a song, atau kadang juga jalan jalan jadi nanti muter beji sekelas. Misal apa yang kamu lihat selama diperjalanan dari MTs ke MTs lagi anak – anak tu liat apa saja, miss i see sky, i see house.	Pembelajaran diluar kelas	Dalam bentuk praktek seperti game, sing a song dan jelajah desa.
9.	Siapa saja yang terlibat dalam pengelolaan program ini?		
	Ada director of the program miss aniq langsung ke teacher.	Pengelola program	
10.	Apakah ada aktivitas lain diluar pembelajaran di kelas yang dilakukan guna mendukung program bahasa Inggris ini?		
	Ada, biasanya waktu bulan	Aktivitas di	Jam bahasa di bulan

	ramadhan. Ada jam bahasa, jadi satu hari itu pernah juga pagi, jadi pagi tu full bahasa arab atau inggris. sama malemnya misal jam 10 – 11 atau jam 8 – 11 atau sampe tidur arab sama inggris. Tergantung lagi dapet kelas apa.	luar pembelajaran	ramadhan pada satu jam sekali setiap malam, santri diwajibkan untuk berinteraksi menggunakan bahasa arab dan inggris selama jam yang ditentukan.
11.	Di mana saja tempat pelaksanaan kegiatan program?		
	MTs, dalam kelas, aula, halaman. Di wilayah sekitar beji juga, kalo lomba biasanya di MTs.	Lokasi	
12.	Bagaimana proses evaluasi dalam penerapan program baik untuk siswa, guru maupun seluruh pihak yang terlibat?		
	Evaluasi untuk guru ada di awal semester atau akhir semester kaya forum khusus teacher, disitu kita sharing forum gitu ada kendala apa ada masalah apa evaluasi selama pembelajaran apakah ada yang perlu diperbaiki atau saran. Kalo di dalam kelas itu kaya tes UAS di akhir semester selama satu minggu, tiga hari arab tiga hari inggris.	Evaluasi	Terdapat evaluasi untuk guru dalam bentuk forum khusus guru yang diadakan setiap satu kali dalam satu semester. Sedangkan untuk siswa terdapat evaluasi akhir semester dalam bentuk tes.

No.	Interview Questions	Coding	Description
1.	Apa tujuan dari program Outing class dan English Pro Speak forum?		
	Meningkatkan speaking anak – anak dan melatih mereka bersosialisasi soale kan itu kan kegiatannya di luar dan berkaitan dengna banyak orang lain selain kelasnya sendiri.	Tujuan	Outing class adalah kegiatan pembelajaran di luar kelas yang melibatkan seluruh santri dan

			dilakukan di luar gedung pembelajaran. English pro speak forum adalah kegiatan pembelajarn diluar kelas yang melibatkan seluruh santri dan dipandu oleh director of the program.
2.	Siapa saja yang terlibat dalam Program Outing class dan English Pro Speak forum?		
	Yang terlibat ya pasti anak-anaknya santri dan santriwatinya kemudian teacher dan juga direktur.	Siapa yang terlibat	
3.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program Outing class dan English Pro Speak forum?		
	Yang perlu disiapkan yang pertama ya tempatkan waktu terkhusus kalau outing class itu pasti juga menyiapkan panitia karena biasanya ada di lapangan atau di sekitar desa atau di pantai. Jadi yang jelas menyiapkan kepanitiaannya kemudian pembelajarannya mau apa gamenya terus metodenya alat dan bahannya serta pemantauan kayak pemantauan tempat, pemantauan cuaca, kendaraan dari berangkat sampai pulang itu direncanakan sedetail mungkin gitu terus kalau harus yang disiapkan itu biasanya print - printan kertas itu biasanya ada tulisannya kayak misal what you feel today gitu, jadi nanti kan teacher	Persiapan	

	berdiri nanti yang mereka satu ke atas nanti anak-anak menghampiri dan menjawab pertanyaan-pertanyaan yang ada di kertas itu yang disiapkan.		
4.	Mengapa program Outing class dan English Pro Speak forum ini dibentuk dan diterapkan meskipun terdapat alternatif lain seperti outdoor class dan bentuk kegiatan lainnya?		
	Karena ketika kau outdoor class itu pembelajaran yang cuma satu kelas jadi mentalnya pun sebatas orang-orang itu aja gitu kalau yang lainnya itu kan benar-benar semua santri jadi satu bareng-bareng jadi feelnya juga beda kemudian skill yang harus dikeluarkan juga beda gitu.	Alasan diterapkan ketika sudah ada alternatif lain	Outdoor class adalah kegiatan pembelajaran di luar kelas yang hanya melibatkan guru dan murid perkelas.

No.	Interview Questions	Coding	Description
1.	Apa tujuan dari program perlombaan bulan bahasa?		
	Tujuannya yang jelas melatih mental anak mengukur sejauh mana kemampuan anak itu kemudian di samping merayakan hari santri nasional.	Tujuan	Hari santri nasional dilaksanakan pada bulan oktober.
2.	Siapa saja yang terlibat dalam program perlombaan bulan?		
	Yang terlibat yang pasti adalah peserta, juri, penonton, panitia.	Yang terlibat	
3.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program bulan bahasa?		
	Persiapan yang disiapkan adalah pertama waktu tempat kemudian kepanitiaan lombanya apa saja jurinya siapa aja kemudian pesertanya siapa aja terus latihan-latihan	Persiapan	

	pesertanya bisa bersama teacher - teacher-nya.		
4.	Bagaimana proses pemilihan juri?		
	Pemilihan juri itu dipilih berdasarkan kualifikasi kualifikasi latar belakang masuknya itu apa gitu jadi misalnya kira-kira siapa sih yang punya basic speech terkait pengalamannya tahu atau enggak pernah atau enggak gitu.	Proses pemilihan juri	
5.	Mengapa program bulan bahasa ini dibentuk dan diterapkan meskipun sudah terdapat alternatif lain seperti misalnya jelajah desa atau english pro speak forum?		
	Yang pertama adalah mendukung peningkatan kompetensi bahasa. Jadilah bahasa ini kan dirancang untuk fokus mendalam cara mendalam pada aspek-aspek tertentu seperti kemampuan bahasa Inggris dan lainnya, kemudian berikan tantangan, tantangan yang berbeda dengan kegiatan yang outdoor lainnya. Kompetitif yang sehat karena melalui perlombaan ini biasanya santri itu termotivasi buat aku harus bisa belajar lebih ini tahun berikutnya biar kita ikut lomba berbahasa biar menang gitu jadi kayak ada motivasi yang tumbuh, kemudian menemukan rasa percaya diri karena ini kan ditonton oleh semua santri putra-putri kemudian juri juga dan juri itu kan biasanya ada lomba yang langsung dari miss aniq gitu jadi kan beda gitu dan yang jelas merayakan bulan	Alasan diterapkan ketika sudah ada alternatif lain	

	bahasa karena ini biasanya diadakan di bulan Oktober atau November. Ada efek sangat panjang nanti ketika ada pendaftaran apa gitu nanti bisa ikut sertakan dapat buktinya.		
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No.	Interview Questions	Coding	Description
1.	Apa itu program TOT dan HTS?		
	yang pertama TOT adalah program intensif bahasa Inggris yang mana ini akan diajarkan tentang bahasa Inggris mulai di dasar-dasarnya dari abcd sampai akhir, nah kenapa dinamakan intensif karena satu hari itu full belajar Inggris dari lagi siang sore yang biasanya cuma sekali doang. Karena paginya doang misal karena sorenya arab, dan melalui program ini itu cuma full Inggris pagi siang sore dan dilaksanakan selama 3 bulan. Kalau TOT ini kan untuk tingkat MA dan umum, yang mana itu juga dilatih basic mengajar karena training of trainer pelatihan menjadi seorang pelatih, Kalo Hts itu program bahasa yang ada di bulan Ramadan khusus Ramadan aja itu 4 kali sehari pagi siang, pagi setelah subuh, siang habis dzuhur, sore setelah asar dan malam setelah tarawih. dan itu hard berdasarkan namanya itu keras lebih dari lebih tegas dari kegiatan yang lainnya karena itu tuh nanti ada kayak	Deskripsi program	TOT adalah program intensif bahasa Inggris yang mana ini akan diajarkan tentang bahasa Inggris mulai di dasar-dasarnya sampai akhir, program ini ditujukan untuk tingkatan sekolah menengah atas dan umum. HTS adalah program bahasa yang ada di bulan Ramadan dengan waktu pelaksanaan 4 kali sehari. Pagi setelah subuh, siang habis dzuhur, sore setelah ashar dan malam setelah tarawih.

	tim tersendiri tim jasus kaya komdis yang akan mendisiplinkan anak-anak dari berangkat ke pulang bahkan khasnya itu ada yang namanya gebrakan itu kaya pengecekan dia bisa gak dengan materi itu tapi nggak cuma ditanya doang tapi kayak kalau kayak ujian gitu kan terus terstruktur ya tanggal ini kalau HTS itu enggak jadi se tiba-tiba itu dicek kalau enggak bisa langsung karena punishment.		
2.	Apa tujuan dari program TOT an HTS?		
	Untuk memperdalam skill bahasa inggris, cuma bedanya untuk TOT itu ketambahan bahwasannya disitu kaya dihasilkan gimana menjadi trainner yang baik. Karena kalo dalam internalnya sendiri TOT itu kan salah satu terobosan biar nantinya itu jadi teacher bahasa inggris di program.	Tujuan	
3.	Siapa saja yang terlibat dalam Program TOT dan HTS?		
	Ada director, teacher, peserta atau santri dan jasus untuk HTS.	Yang terlibat dalam penerapan program	Jasus adalah tim keamanan atau mata – mata.
4.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program TOT dan HTS?		
	Yang harus disiapkan adalah teachernya siapa aja, kemudian biayanya, medianya dan muridnya, waktu dan tempat, pasti terdapat silabus untuk semua program baik itu TOT dan HTS.	Persiapan	
5.	Program TOT dan HTS ditargetkan untuk siapa?		

	TOT itu ditargetkan untuk untuk santri MA dan umum, umum itu kuliah atau lulus kuliah dan bisa juga untuk santr, bukan santri untuk orang luar yang mau mendalami program bahasa Inggris, kalau HTS untuk semua santri ma MTS ataupun umum dan juga yan luar biasa yang hanya sekitar beji aja.	Target peserta	
6.	Kapan waktu pelaksanaan program TOT dan HTS?		
	HTS itu Ramadan pasti Ramadan. TOT juga dilaksanakan 3 bulan.	Waktu pelaksanaan	
7.	Dimana saja tempat pelaksanaan program TOT dan HTS?		
	Tempatnya ketika indor ya di kelas kalo outdoor ya di halaman kemudian untuk ujiannya itu di Jogja ujian speaking yang sama turis itu di Jogja.	Tempat pelaksanaan	
8.	Bagaimana bentuk penerapan dari program TOT dan HTS?		
	Untuk penerapannya itu 3 bulan kemudian tiga kali sehari untuk TOT. pembelajarannya materi ceramah, practice terus kelompokkan tugas yang individu tugas kelompok terus kayaknya semua metode dipakai di situ deh kalau HTS juga sama, cuma beda waktu aja dan beda peserta intinya dua-duanya tiga-tiganya itu program yang menurut saya lumayan ketat ya.	Penerapan program	TOT dilaksanakan 3 bulan dengan 3 kali kegiatan dalam sehari. HTS dilaksanakan 3 bulan dengan 3 kali kegiatan dalam sehari namun dilaksanakan pada bulan ramadhan.
9.	Bagaimana proses evaluasi dari program TOT dan HTS?		
	Kalau TOT itu ada tes tertulis tes lisan, ujian konferensif kemudian untuk yang		Bentuk evaluasi dari TOT adalah tes tertulis, tes

	practice, teaching practice dan penerapan langsung yang sama turis kalau HTS cuma ada di atas tertulis sama tes speaking.		lisan, tecahing practice dan practice langsung dengan native speaker. Sedangkan untuk HTS bentuk evaluasinya tes tertulis dan speaking practice.
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No.	Interview Questions	Coding	Description
1.	Apa itu program English Short Course?		
	English short course itu adalah program bahasa Inggris yang mana dari AEDS itu mengirim delegasi ke tempat lain seperti Man Purbalingga dan Magelang selama kurang lebih 5 hari.	Deskripsi program	
2.	Apa tujuan dari program English Short Course?		
	Tujuannya adalah memberikan pengenalan hingga penguasaan bahasa Inggris dasar dalam waktu yang sangat singkat kemudian membantu santri atau murid atau siswa memahami aspek practice bahasa Inggris seperti percakapan sehari-hari.	Tujuan dibentuknya program	
3.	Siapa saja yang terlibat dalam Program English Short Course?		
	Terdapat beberapa murid atau siswa atau santri kemudian tim berapa teacher yang ditunjuk direktur guru dan guru atau pengurus.	Yang terlibat dalam penerapan program	
4.	Apa saja persiapan yang dilakukan sebelum		

	dilaksanakannya program English Short Course?		
	Yang perlu disiapkan adalah teachernya kemudian materinya medianya gamenya ice breakingnya santrinya tempatnya waktunya.	Persiapan	
5.	Mengapa peserta program English Short Course ini dibatasi?		
	Mengapa dibatasi karena ini ada program khusus yang mana nggak semua santri itu bisa terlihat dan timnya juga dan kecil gitu sesuai dengan permintaan dari tempat terkait yang memilih mengkualifikasi siapa saja yang bisa.	Alasan peserta dibatasi	
6.	Kapan waktu pelaksanaan program English Short Course?		
	Waktu pelaksanaannya adalah akhir tahun bulan Desember ketika liburan semester 1.	Waktu pelaksanaan	
7.	Dimana saja tempat pelaksanaan program English Short Course?		
	Dilaksanakan di sekolah atau di pesantren yang terlibat.		
8.	Bagaimana bentuk penerapan dari program English Short Course		
	Untuk penerapannya adalah dilaksanakan selama lima hari dari pagi sampai siang itu ada materi ceramah praktis dan yang terakhir itu ada penampilan pentas seni jadi kita bisa lihat oh ini nih hasil dari pembelajaran selama ini.	Bentuk penerapan	
9.	Bagaimana proses evaluasi dari program English Short		

	Course?		
	Evaluasinya adalah dari pensi yang ditampilkan jadi kita bisa mengevaluasi segalanya mereka bisa memahami dengan baik nggak ya gitu bisa menerima dengan baik apa enggak gitu kan kelihatan bagaimana performa anak-anak.	Evaluasi	

Interviewee : WAF

Occupation : Teacher

Date : November 26, 2024

No.	Interview Questions	Coding	Description
1.	Apa tujuan dari dibentuknya program ini?		
2.	Mengembangkan skill berbahasa asing khususnya untuk bahasa arab dan bahasa inggris.	Tujuan dibentuknya program	Mengembangkan skill berbahasa asing
3.	Apa saja bentuk kegiatan dari program ini?		
	Pengembangan bahasa asing yang jelas setiap hari pagi dan sore, kemudian ada beberapa lomba – lomba, practice english setiap beberapa minggu itu namanya English Pro Speak, Outing class, jelajah desa itu kalo misal pro speak. Untuk lomba bulan bahasa itu biasanya speech, sing a song, lcc dan ada kiroatul qutub pake bahasa inggris. Jurinya dari teacher sini, tempatnya di Mts. Sistem lombanya perkelas diambil perwakilan,	Bentuk kegiatan dalam penerapan program	Kelas pengembangan bahasa asing setiap pagi dan sore, lomba – lomba, english pro speak (practice english), outing class (Pembelajaran di luar kelas seperti jelajah desa).

	juaranya diambil perangkatan.		
4.	Bagaimana pembelajaran di dalam kelas?		
	Penyampaian materi disampaikan teacher ditulis di papan tulis, nanti ada memorizing ada speaking practice juga pake lagu – lagu. Pake ice breaking, ada reward juga terserah teachernya. Kalo punishmentnya bisa memorizing, rewardnya juga bisa dalam bentuk bintang.	Pembelajaran di dalam kelas	Guru menyampaikan materi melalui media papan tulis, sesekali memberikan ice breaking, reward dan punishment. Selain itu terdapat memorizing serta speaking practice lewat lagu.
5.	Metode apa yang biasanya digunakan dalam pembelajaran di kelas?		
	Ceramah, menulis materi di papan tulis terus dijelaskan.	Metode pembelajaran yang digunakan	Metode ceramah adalah metode pembelajaran yang dilakukan dengan cara menyampaikan materi pelajaran secara lisan kepada peserta didik.
6.	Apakah ada punishment dan reward dalam proses pembelajaran?		
	Ada, kalo punishmentnya bisa memorizing, rewardnya juga bisa dalam bentuk bintang.	Reward dan punishment	Reward yang diberikan berupa pemberian bintang, sedangkan punishment berupa memorizing.
7.	Skill apa yang diutamakan dalam pembelajaran?		
	Disipilannya, tapi yang jelas anak – anak juga di latih untuk speaking, writing, reading gak terlalu karena sudah	Skill yang diutamakan	Speaking

	masuk dalam pembelajaran. Jadi, mau gak mau bisa gak bisa harus bisa. Tapi tetep dikasih untuk semua skill.		
8.	Bagaimana pembagian materi dan pengajar di kelas?		
	Ditentukan dari director	Pembagian materi dan pendidik	
9.	Bagaimana pembelajaran di luar kelas?		
	Outing class itu tahunan kita ke pantai dan fun game. Kalo outdoor biasanya playing game tergantung teachernya, biasanya ada yang tebak kata, menyusun kata kaya gitu.	Pembelajaran di luar kelas	jel merupakan kegiatan tahunan yang diadakan di pantai. Sedangkan outdoor kegiatannya berupa playing game yang ditentukan oleh guru.
10.	Siapa saja yang terlibat dalam pengelolaan program ini?		
	Dari directornya, dari teacher dan ada beberapa orang yang menyusun syllabus. Mostly teacher dari pengurus, tapi semua teacher sama gak adan kepengurusan khusus.	Pengelola program	Director, teacher dan tim penyusun syllabus
11.	Apakah ada aktivitas lain diluar pembelajaran di kelas yang di lakukan guna mendukung program bahasa Inggris ini?		
	Biasanya anak – anak disuruh ikut lomba ke luar, seringnya kaya ke wonosobo, uin saizu, ump. Di kampus kan biasanya mengadakan lomba tingkat SMP dan SMA. Dari teachernya	Kegiatan lain	Siswa dikirim untuk mengikuti lomba bahasa yang biasanya diadakan di kampus, selain itu guru juga dikirim untuk mengikuti english short course

	juga ada yang diminta untuk ngajar di luar, kaya English short course gitu. Contoh dari man purbalingga, kan udah kolega jadi beberapa teachernya ada yang suruh ngajar di sana. Di sana kursus singkat ngajar, jadi banyak plus minus atau feedback dari sana bisa jadi masukan dan inovasi buat di sini. Selain itu ada jam bahasa setiap bulan ramadhan, di program Hard Teaching System. Di HTS itu wajib pakai bahasa inggris atau arab, nanti kalo melanggar ada punishment dari jesus atau mata – mata. Jamnya biasanya malam, sekitar 8 – 9 malam.		(mengajar di beberapa tempat). Kemudian ada jam bahasa yang diadakan di bulan ramadhan.
12.	Di mana saja tempat pelaksanaan kegiatan program?		
	Di Mts, kalo outing class di pantai petanahan.	Lokasi pelaksanaan kegiatan program	
13.	Bagaimana proses evaluasi dalam penerapan program baik untuk siswa, guru maupun seluruh pihak yang terlibat?		
	Evaluasi untuk guru biasanya meet up seluruh teacher, terus perkelas melaporkan kendala dan perkembangan anak – anak yang rewel, yang susah. Tapi kita tidak membeda – bedakan. Tes untuk siswa itu dalam bentuk PAS, sistemnya	Evaluasi	Evaluasi untuk guru berupa meet up untuk melaporkan kendala dan perkembangan, sedangkan untuk siswa berupa tes tertulis.

	dari teacher bikin soal. Terus sebelum itu dicek dari tim sudah layak apa belum. Kalau sudah nanti diberikan dari tim naskah. Nanti baru disebarakan sesuai jadwalnya. Tim khususnya dari director yang membentuk, terdiri dari pengurus.		
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No.	Interview Questions	Coding	Description
1.	Apa tujuan dari program Outing class dan English Pro Speak forum?		
	Yang pertama mungkin outing class dulu ya karna disini itu anak ² pondok yg pertama itu tadabbur alam ya karna kita outing class itu mostly di daerah alam kaya pantai kaya gitu trs yg kedua jelas untuk meningkatkan skill berbahasa inggris karena disana ada beberapa game yang apanya yang bassicly untuk melatih bahasa inggris kemudian untuk English pro speak forum yang dilakukan setiap minggu 2 minggu sekali itu tujuannya ya tidak lain dan tidak bukan untuk melatih speaking english dari santri santri Al-Ikhsan.	Tujuan	Melatih kemampuan speaking english dari santri
2.	Siapa saja yang terlibat dalam Program Outing class dan English Pro Speak foru?		
	Yang jelas ada dari teacher AEDS kemudian ada dari peserta ponpes Al Ikhsan kemudian ada juga director untuk sebagai pemandu pro aspek forum.	Yang terlibat dalam penerapan program	
3.	Apa saja persiapan yang		

	dilakukan sebelum dilaksanakannya program Outing class dan English Pro Speak forum?		
	Biasanya materi, karena setiap dua minggunya itu materinya berbeda. For example minggu ini materinya tentang one big family kaya telling about family, terus to next later membahas tentang occupation terus nanti dua minggu setelahnya membahas tentang hobi. Jadi recontinue materi yang jelas itu, dan setiap semisal materinya job disitu dipritkan materinya misal what is your dream job, why you choose dream job. Jadi itu perispannya kertas materi.	Persiapan	Print out materi
4.	Mengapa program Outing class dan English Pro Speak forum ini dibentuk dan diterapkan meskipun terdapat alternatif lain seperti outdoor class dan bentuk kegiatan lainnya?		
	Ya karena kita mencoba gebrakan baru dengan kegiatan yang baru dan tentunya ini lebih fresh dibanding outing eh bukan outing eh kaya iya outing kelas yang lain seperti sorry maksudnya outdoor class ya bukan outing class itu kalau outdoor kelas kan biasanya nggak setiap beberapa hari maksudnya kayak nggak continue tapi kalau semisal yang namanya pro speak forum ini dia kan terus berlanjut gitu dia kan terus berlanjut dan konsisten	Alasan terbentuknya program meskipun terdapat alternatif lain	

	sifatnya kalau semisal outdoor kelas mungkin tergantung teachernya ya mau outdoor kelas atau enggak seperti itu		
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No.	Interview Questions	Coding	Description
1.	Apa tujuan dari program perlombaan bulan bahasa?		
	Yang jelas mengukur mental anak-anak untuk yang penting mereka bisa maju dan mereka bisa menerapkan apa yang mereka pelajari selama di pembelajaran seperti selain itu untuk mengukur seberapa skill berbahasa asing mereka. Ya karena kita dari staf terutama dari director AEDS itu menghendaki bahwasanya bagaimana caranya kita mengukur kapasitas kemampuan anak salah satunya dengan cara lomba ini dan ya apa ya udah hitung-hitungan reward bagi merekalah bagi anak-anak biar mereka itu bisa lebih semangat dan bisa lebih apa ya bisa lebih istilahnya apasi gematilah sama apa yang sudah mereka dapatkan jadi nggak asal mereka udah dapat terus dihilangkan dilupakan gitu tuh enggak jadi ada practice nya dan practice yang menurut kami itu menjadi lebih kondusif yaitu pas lomba itu.	Tujuan program	Mengukur kemampuan dan keberanian siswa dalam menerapkan kemampuan berbahasa asing.
2.	Siapa saja yang terlibat dalam program perlombaan bulan?		
	Tentunya teacher AEDS karena sebagai pelatih kemudian ada teacher teacher lainnya sebagai juri ataupun sebagai penanggung jawab dan	Yang terlibat dalam pelaksanaan program	

	beserta perlombaan yang diambil dari peserta AEDS.		
3.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program bulan bahasa?		
	Persiapan nya yang jelas setiap kelas itu sebelum lomba mereka latihan dulu ya latihan dengan keras kemudian untuk yang menjadi penanggung jawab ya mempersiapkan segala apapun yang dibutuhkan dalam perlombaan.	Persiapan	
4.	Bagaimana proses pemilihan juri?		
	Untuk proses pemilihan juri biasanya itu dilihat dari kompetensi para teacher contoh ada teacher yang memang sudah terbiasa untuk kompetisi di bidang speech dia sebagai juri speech. Teacher yang berkompeten si dibagian apa namanya story telling jadinya sebagai juri story telling. Reading putri ya reading putri yak gitu jadi tergantung experience dari teacher itu masing-masing.	Proses pemilihan juri	Pemilihan juri sesuai dengan kemampuan dan pengalaman.
5.	Mengapa program bulan bahasa ini dibentuk dan diterapkan meskipun sudah terdapat alternatif lain seperti misalnya jelajah desa atau english pro speak forum?		
	Karena ini sebagai tolok ukur anak-anak semuanya kayak anak-anak itu apakah selain meningkatkan jiwa berkompetisi mereka ya kita yang jelas karena kita pondok bahasa ya menghargai bulan bahasa ya tentunya. Kemudian selain itu kita bisa melihat dan menilai seberapa jauh anak-	Alasan dibentuknya program meskipun terdapat alternatif lain.	Sebagai tolok ukur kemampuan anak, meningkatkan semangat berkompetisi dan mencari bibit untuk ajang perlombaan di luar sekolah.

	anak kita itu berkembang, selain itu ada karena al ikhsan itu rutin mengirimkan seperti perlombaan perlombaan di berbagai sekolah maupun universitas jadi dari lomba bulan bahasa ini kita bisa menilai mana siswa atau santri ya yang pantas untuk berkompetisi dan menjadi delegasi kami. Sehingga kami tidak terlalu terburu-buru dalam menentukan bakal calon kompetitor begitu.		
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No.	Interview Questions	Coding	Description
1.	Apa itu program TOT dan HTS?		
	Untuk tot sendiri itu adalah program pengukuhan bahasa inggris selama 3 bulan. Jadi tiga bulan itu santri yang mengikuti program tot itu wajib mengikuti rangkaian dari program tot dan dibebaskan dengan kegiatan lain seperti ngaji diniyah dan ngaji lainnya. Karena untuk jam itu mereka disamakan seperti program pagi-pagi AEDS. Jadi anak-anak tot itu di intensif kan belajar satu hari 4 kali pagi siang sore malam selama 3 bulan untuk bisa mereka cakap berbahasa inggris. Kemudian untuk program hts itu program intensif 1 bln khusus di bulan ramadhan dan itu tidak hanya program bahasa inggris tapi ada bahasa inggris dan bahasa arab. Jadi untuk pembagian kelasnya kelas 1 untuk bahasa inggris kelas 2 untuk bahasa arab dan kelas 3	Deskripsi program	TOT adalah program pengukuhan bahasa inggris yang dilaksanakan dalam kurun waktu 3 bulan untuk tingkatan sekolah menengah atas dan umum. HTS adalah program pembelajaran bahasa asing yang dilaksanakan pada bulan ramadhan untuk tingkat sekolah menengah pertama dan sekolah menengah atas.

	untuk bahasa arab inggris nah kalo kelas 123 ma itu mereka namanya kela general kelas general itu mereka boleh memilih apakah mereka ikut general arab atau general inggris dan itu di intensif kan selama 1 bulan hanya di bulan ramadhan tapi untuk belajar mengajar nya 21 hari selama 80 pertemuan.		
2.	Apa tujuan dari program TOT dan HTS?		
	Untuk tujuan dari ketiga program itu yang jelas untuk pemantapan bahasa inggris secara intensif.	Tujuan	
3.	Siapa saja yang terlibat dalam Program TOT dan HTS?		
	Itu adalah yang pertama jelas miss aniq kemudian ada beberapa teacher yang memang sudah berkompeten di bidangnya dan dipilih untuk menjadi teacher itu program intensif itu karna tidak semua teacher itu dianggap mampu untuk mengemban menjadi teacher program intensif.	Yang terlibat dalam penerapan program	
4.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program TOT dan HTS?		
	Persiapannya jelas yang pertama adalah intensif meeting para staf dan teacher sekaligus dengan director AEDS, kemudian mereka dibentuk beberapa plot menjadi beberapa grup.	Persiapan	
5.	Program TOT dan HTS ditargetkan untuk siapa?		
	kalo untuk hts itu untuk out participant karna disini itu baru untuk anak setara smp.	Target peserta	

	Kalo hts ya tapi tetep kaya ada tingkatannya kalo smp ya smp kalo sma ya sma, nah tapi kalo tot itu untuk khusus sma dan umum.		
6.	Mengapa peserta program TOT dan HTS ini dibatasi untuk tingkat tertentu?		
	yang jelas kenapa dibatesi oleh semua usia karna kita kan sudah menentukan acuan silabus ya jadi ngga bisa semua umur itu masuk seperti anak – anak yang masih dibawah smp itu karna mereka belum saatnya untuk belajar intensif bahasa inggris yang sesuai dengan silabus.	Alasan peserta terbatas	
7.	Kapan waktu pelaksanaan program TOT dan HTS?		
	Waktu hts itu pada bulan ramadan kalau tot itu nggakanentu sesuai dengan memang dibukanya program itu.	Waktu pelaksanaan	
8.	Dimana saja tempat pelaksanaan program TOT dan HTS?		
	Tempat – tempat pelaksanaannya itu di mts.	Tempat pelaksanaan	
9.	Bagaimana bentuk penerapan dari program TOT dan HTS?		
	seperti namanya kalau hts itu pengajarannya itu keras dan di situ terdapat jasus juga, tapi kalau semisal tot itu benar-benar intensitasnya untuk trainer.	Bentuk penerapan	
10.	Bagaimana proses evaluasi dari program TOT dan HTS?		
	Evaluasinya ya diadakan setiap minggu evaluasi tapi kalau semisal yang apa namanya ininya program bulanan paling bulan terakhir itu dievaluasi bagaimana kendala-kendala nya apa	Evaluasi	

	keuntungan dari kelas a class b kelas c.		
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No.	Interview Questions	Coding	Description
1.	Apa itu program English Short Course?		
	English short course itu kursus bahasa inggris yang bekerja sama dengan sekolah lain. English short course itu targetnya tergantung dari beberapa sekolah yang mengajak bekerja sama, jika sekolah itu dari lembaga madrasah aliyah berarti targetnya anak aliyah ada juga pernah dengan pondok pesantren Al-Husaen yang targetnya itu dari TK-SMA dan umum. Kemudian ada juga di MAN Purbalingga yang targetnya sekolah SMA seperti itu.	Deskripsi program	
2.	Apa tujuan dari program English Short Course?		
	Tujuan nya menyambung silaturahmi antara Al-Ikhsan dengan sekolah lain dan memperkenalkan al-ikhsan ke dunia luar.	Tujuan	
3.	Siapa saja yang terlibat dalam Program English Short Course?		
	Yang terlibat tentunya ada Direktur kemudian beberapa teacher terpilih untuk english short course dan almamater yang ingin bergabung dan ingin bekerja sama dengan Al – Ikhsan untuk melakukan pengembangan bahasa ini.	Yang terlibat dalam pelaksanaan program	
4.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program English Short Course?		

	Persiapan tentunya membuat silabus berbeda dengan materi yang ada di Al-Ikhsan kemudian membuat english pocket book.	Persiapan	
5.	Mengapa peserta program English Short Course ini dibatasi?		
	Ya tentunya dibatasi karena english short course ini hanya untuk lembaga yang memang mau bekerja sama.	Alasan dibatasinya peserta	
6.	Kapan waktu pelaksanaan program English Short Course?		
	waktunya itu tergantung sekolah yang ingin bekerja sama.	Waktu	
7.	Dimana saja tempat pelaksanaan program English Short Course?		
	Tempatnya itu ada di beberapa sekolah.	Lokasi	
8.	Bagaimana bentuk penerapan dari program English Short Course?		
	Penerapannya seperti penerapan program AEDS biasa menggunakan metode yang sama juga.	Bentuk penerapan	
9.	Bagaimana proses evaluasi dari program English Short Course?		
	Kalau evaluasi nya itu ada di akhir dari program.	Evaluasi	

Interviewee : NI

Occupation : Teacher

Date : November 26, 2024

No.	Interview Questions	Coding	Description
1.	Apa tujuan dari dibentuknya program ini?		
	Kalo untuk program AEDS ini si dibentuk untuk lebih mempelajari bahasa inggris karena memang basicnya itu, lebih diutamakan bahasa. Jadi program ini dibentuk untuk kegiatan sehari – hari dan yang lain juga.	Tujuan dibentuknya program	Untuk memperelajari bahasa asing lebih intensif.
2.	Apa saja bentuk kegiatan dari program ini?		
	Banyak, biasanya ada muhasadah atau conversation, ada praktek juga. Ada waktu khusus juga untuk berinteraksi dengan masyarakat. Kalo lomba biasanya setiap hari santri, kalo outing class biasanya januari biasanya keluar kota. Ada juga pro speak forum setiap bulan, bentuk kegiatannya anak – anak dikumpulkan terus nanti ada percakapan. Terus jelajah desa mereka disuruh keliling terus nanti ada pos yang tersedia pertanyaan yang harus di jawab, kalo jelajah desa itu rutin.	Bentuk kegiatan dari penerapan program	Conversation, outing class, jelajah desa dan pro speak forum.
3.	Bagaimana pembelajaran di dalam kelas?		
	Biasanya ada yang gurunya menulis anak – anak menyalin, atau percakapan, kemudian	Pembelajaran di dalam kelas	Selain menulis materi di papan tulis, guru juga menggunakan role –

	kadang role – play, nonton drama juga yang bahasa inggris mereka suruh cari kosakata.		play, conversation, dan watching movies sebagai selingan.
4.	Metode apa yang biasanya digunakan dalam pembelajaran di kelas?		
	Role – play dan percakapan	Metode yang digunakan	
5.	Apakah ada punishment dan reward dalam proses pembelajaran?		
	Ada, itu bentuknya tergantung teachernya.	Reward dan punishment	Reward dan punishment yang diberikan berbeda – beda, tergantung dari guru.
6.	Skill apa yang diutamakan dalam pembelajaran?		
	Speaking atau kemampuan berbicaranya, lebih sering dipraktekkan. Tapi skill lain tetap diajarkan.	Skill yang diutamakan	Speaking dalam bentuk praktek
7.	Bagaimana pembagian materi dan pengajar di kelas?		
	Biasanya satu kelas ada yang dua teacher, ada yang ngajar bahasa arab ada juga yang bahasa inggris. Untuk pembagian materi setiap bulan ada evaluasi, misal oh ini udah sampe mana. Misal materinya kurang atau gimana.	Pembagian materi dan pendidik	Pembagian materi ditentukan saat evaluasi setiap bulan, sedangkan untuk pembagian guru satu kelas diampu oleh dua guru.
8.	Bagaimana pembelajaran di luar kelas?		
	Kalo saya biasanya game, macem – macem si ada yang tebak kata.	Pembelajaran diluar kelas	
9.	Siapa saja yang terlibat dalam pengelolaan		

	program ini?		
	Biasanya dipimpin sama miss aniq sebagai directornya, terus langsung ke teacher. Tapi ada beberapa orang kepercayaan yang biasanya diajak diskusi untuk nyusun sylabus, biasanya 3 – 4 orang.	Pengelola program	Director program, tim khusus penyusun sylabus dan guru.
10.	Apakah ada aktivitas lain diluar pembelajaran di kelas yang di lakukan guna mendukung program bahasa Inggris ini?		
	Mungkin di barang – barang pribadi, misal lemari dipasang sticky note bahasa inggris sama bahasa arabnya apa. Kalo untuk praktek lain misal percakapan sehari – hari mix pake bahasa arab sama inggris.	Kegitan lain	Penerapan dalam bentuk percakapan dan pelabelan barang – barang pribadi dengan menggunakan bahasa arab dan inggris.
11.	Di mana saja tempat pelaksanaan kegiatan program?		
	Biasanya di sekolah, ruang kelas sama lingkungan sekitar	Lokasi	
12.	Bagaimana proses evaluasi dalam penerapan program baik untuk siswa, guru maupun seluruh pihak yang terlibat?		
	Kalo untuk siswa biasanya tes seperti biasa, kalo ada yang dibawah kkm remidi, ada rapotnya juga. Ujiannya tertulis dan praktek, itu rata semuanya. Ujian tertulis lebih ke materi, untuk prakteknya lebih ke	Evaluasi	Evaluasi untuk siswa berupa tes tertulis dan praktek. Sedangkan evaluasi untuk guru berupa evaluasi bulanan yang membahas perkembangan dan kendala.

	speaking dan memorizing. Jadi total kisaran sepuluh hari, ujian tertulis dulu baru praktek. Kalo untuk evaluasi guru biasanya perbulan, ditanya sama miss aniq perkembangannya gimana, ada yang perlu ditingkatkan lagi apa nggak.		
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No.	Interview Questions	Coding	Description
1.	Apa tujuan dari program Outing class dan English Pro Speak forum?		
	Oke jadi untuk English speak forum itu tujuannya jelas untuk melatih mental mereka dan juga mengembangkan rasa percaya diri mereka ketika harus berinteraksi atau mempraktekkan bahasa Inggris dan juga orang mereka dengan orang lain ataupun dengan kakak kelas mereka, sedangkan untuk outing class sendiri tentu tujuannya juga untuk mempraktekkan bahasa Inggris ataupun Arab cuma karena di dalamnya ada beberapa game jadi untuk melatih kerjasama dan juga kebersamaan mereka.	Tujuan dibentuknya program	English speak forum tujuannya untuk melatih mental dan mengembangkan rasa percaya diri mereka ketika harus berinteraksi dengan orang lain. Outing class tujuannya juga untuk mempraktekkan bahasa Inggris ataupun Arab dan melatih kerjasama dan juga kebersamaan mereka.
2.	Siapa saja yang terlibat dalam Program Outing class dan English Pro Speak forum?		
	Oke untuk siapa saja yang terlibat tentu saja ada director AEDS yaitu beliau Miss Aniq dan juga semua guru entah itu Arab ataupun	Yang terlibat dalam penerapan program	

	Inggris.		
3.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program Outing class dan English Pro Speak forum?		
	Untuk English speak forum tentu selain persiapan dari guru baik itu Inggris ataupun Arab tentu ada beberapa materi yang harus disiapkan. Karena setiap English speak forum itu memiliki tema yang berbeda-beda, jadi semisal untuk pertemuan kali ini temanya what your job mungkin nanti ada lebih disiapkan 5 kata lagi, semisal what's your parents. kemudian untuk jelajah mungkin lebih disiapkan tentang beberapa game tentang beberapa materi yang berupa bahasa Arab ataupun Inggris seperti itu.	Persiapan	
4.	Mengapa program Outing class dan English Pro Speak forum ini dibentuk dan diterapkan meskipun terdapat alternatif lain seperti outdoor class dan bentuk kegiatan lainnya?		
	Itu dikarenakan antara outdoor class itu berbeda kalau outdoor class mungkin mereka lebih tercakup untuk satu kelas saja jadi interaksi mereka cukup dengan teman sekelas, tapi untuk outing class mereka bisa terdiri dari beberapa gabungan kelas yang lain. Begitu pula dengan kegiatan English speak forum jadi mereka lebih bisa berinteraksi dengan orang lain dan juga	Alasan diterapkannya program meskipun ada alternatif lain	Outdoor class adalah kegiatan pembelajaran diluar kelas yang hanya melibatkan guru dan siswa perkelas.

	melatih mental serta rasa kepercayaan diri mereka.		
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No.	Interview Questions	Coding	Description
1.	Apa tujuan dari program perlombaan bulan bahasa?		
	Jadi tujuan diadakannya perlombaan bulan bahasa yaitu untuk melatih mental anak secara individualisme dan juga memberikan pengalaman kepada mereka bagaimana mereka ketika harus berdiri di atas panggung dan juga menghadapi orang banyak.	Tujuan	
2.	Siapa saja yang terlibat dalam program perlombaan bulan?		
	Dalam program bulan bahasa ini melibatkan jelas direktur AEDS beliau miss aniq, kemudian semua guru entah itu Arab ataupun Inggris.	Yang terlibat dalam penerapan program	
3.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program bulan bahasa?		
	Persiapan yang perlu dilakukan sebelum diadakannya bulan bahasa biasanya yaitu menentukan jenis perlombaan cukup banyak macam perlombaannya, bahkan bisa mencapai 10 cabang perlombaan. biasanya ada pidato bahasa Arab, pidato bahasa Inggris, story telling kemudian menyanyi lagu Arab, setelah itu menentukan penanggung jawab dan juga juri.	Persiapan	
4.	Bagaimana proses pemilihan juri?		
	Untuk pemilihan juri sendiri	Pemilihan juri	

	itu biasanya dipilih atau ditentukan oleh para penanggung jawab masing-masing lomba dan orang yang menjadi juri adalah orang-orang yang memang sudah pernah mengikuti lomba sebelumnya atau ibaratnya senior senior yang sudah pernah mengikuti lomba di cabangnya dan juga pernah menang, seperti lomba hitobah ketika mereka sudah pernah maju berpengalaman berkali-kali kemudian mereka itu bisa dipilih sebagai juri atau untuk yang sing a song yang bagian yang nyanyi biasanya memang orang-orang yang memiliki vokal yang bagus seperti itu.		
5.	Mengapa program bulan bahasa ini dibentuk dan diterapkan meskipun sudah terdapat alternatif lain seperti misalnya jelajah desa atau english pro speak forum?		
	Kenapa kegiatan perlombaan bulan Bahasa yang tetap diadakan walaupun ada alternatif yang lain karena dengan diadakan yang kelihatan bahasa ini kita bisa mengetahui kualitas seseorang secara individualisme dan lebih terlihat menonjol.	Alasan penerapan program meskipun terdapat alternatif lain	

No.	Interview Questions	Coding	Description
1.	Apa itu program TOT dan HTS?		
	Oke jadi kita mulai dulu dari TOT, program TOT adalah program yang memang terkhusus untuk mempelajari	Deskripsi program	TOT adalah program khusus untuk mempelajari bahasa inggris

	bahasa Inggris secara intens dalam waktu yang telah ditentukan. untuk program TOT Itu dikhususkan untuk anak-anak usia ma ke atas. Untuk HTS sendiri adalah sebuah program iconic lapisan yang diterapkan setiap bulan Ramadan dari mulai tanggal 1 sampai tanggal 20 di dalam program HTS itu tidak terkhusus di bahasa Inggris saja tetapi ada pula bahasa arab, jadi tergantung kelasnya masing-masing untuk kelas 1 MTS mereka biasanya mempelajari bahasa Inggris, untuk kelas 2 MTS mereka mempelajari bahasa Arab, untuk kelas 3 MTS mereka bilingual ada Arab dan juga Inggris, sedangkan untuk kelas SMA ada general Arab dan juga general Inggris. Jadi ketika mereka memilih general Arab itu artinya mereka fokus mempelajari bahasa Arab sedangkan ketika mereka memilih jenderal Inggris itu artinya mereka fokus mempelajari bahasa Inggris.		secara intensif yang ditujukan untuk tingkatan sekolah menengah keatas dan umum. HTS program khusus untuk mempelajari bahasa inggris dan bahasa arab yang diadakan di bulan ramadhan dari tanggal 1 sampa 20 ramadhan.
2.	Apa tujuan dari program TOT dan HTS?		
	Tujuan dibentuknya program TOT yaitu untuk menyaring anak-anak yang memang menyukai bahasa Inggris agar mereka bisa lebih fokus dan juga mengembangkan kemampuan mereka dalam memahami bahasa Inggrisnya. Sedangkan untuk HTS sendiri biasanya bertujuan untuk menanamkan dasar-dasar bahasa entah itu Arab ataupun Inggris melalui sistem pengajaran yang lebih intens	Tujuan program	TOT bertujuan sebagai fasilitator untuk anak – anak yang memiliki keteratrikan yang lebih untuk mengembangkan kemampuan bahasa mereka. HTS bertujuan untuk menanamkan dasar – dasar bahasa arab dan bahasa inggris

	daripada yang terdapat dalam program AEDS.		secara intensif.
3.	Siapa saja yang terlibat dalam Program TOT dan HTS?		
	Yang terlibat kegiatan tersebut jelas anak-anak yang mengikuti kegiatan itu dan juga para guru yang terlibat di dalamnya.	Yang terlibat dalam penerapan program	
4.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program TOT dan HTS?		
	Persiapan yang perlu dilakukan sebelum diadakannya kegiatan atau program TOT dan HTS tentu saja harus menyiapkan materi atau silabus yang akan disampaikan dalam waktu yang telah ditentukan, untuk kelas HTS sendiri diperlukan pula untuk menentukan guru di kelas masing-masing.	Persiapan	
5.	Program TOT dan HTS ditargetkan untuk siapa?		
	Untuk kegiatan HTS tentu saja ditargetkan untuk semua santri Al Ikhsan. sedangkan tot sendiri itu ditargetkan bagi mereka yang memiliki minat lebih dalam bidang bahasa Inggris.	Target peserta	
6.	Mengapa peserta program TOT dan HTS ini dibatasi untuk tingkat tertentu?		
	Kenapa targetnya harus dibedakan karena ketika kegiatan tersebut memiliki acuan mengajarnya masing-masing dan juga materi yang telah disesuaikan dengan tingkatan masing-masing.	Peserta	
7.	Kapan waktu pelaksanaan program TOT dan HTS?		
	Kegiatan-kegiatan tadi tidak mungkin diadakan dalam waktu yang bersamaan jadi semisal Program lain diadakan bulan	Waktu	

	Januari sampai Maret, TOT akan diadakan setelahnya atau semisal bulan Mei itu ternyata sudah Ramadan maka HTS harus diselenggarakan berarti TOT harus di lakukan setelahnya, semisal.		
8.	Dimana saja tempat pelaksanaan program TOT dan HTS?		
	Di kelas bisa juga di luar daerah Beji.	Lokasi	
9.	Bagaimana bentuk penerapan dari program TOT dan HTS?		
	Program TOT dan juga HTS hasil penerapannya bisa dilihat dari perkembangan anak-anak. Dan juga dari TOT sendiri itu biasanya anak-anak yang memang memiliki kemampuan berlebih setelah lulus dari program TOT mereka bisa ditarik sebagai tenaga pengajar di kelas AEDS.	Penerapan	
10	Bagaimana proses evaluasi dari program TOT dan HTS?		
	Kegiatan TOT dan juga HTS sendiri ada sendiri ada waktu evaluasi biasanya evaluasi diadakan setelah setengah masa pembelajaran, di dalam evaluasi itu biasanya kita saling sharing session bagaimana cara menyampaikan materi yang terdapat di silabus atau mungkin ada kesulitan-kesulitan bagaimana cara menyampaikan materi agar lebih efektif kepada anak.	Evaaluasi	

No.	Interview Questions	Coding	Description
1.	Apa itu program English Short Course?		
	English short course adalah sebuah program baru yang	Deskripsi program	

	dicetuskan oleh Al Ikhsan. Program ini semacam memberikan kursus singkat kepada pondok lain. Program English short course ini ditujukan untuk klien yang memang meminta kepada kita. Biasanya target kegiatan English short course ini juga ditentukan oleh pondok klien atau dari pihak yang meminta dikhususkan untuk siapa yang seperti itu, ada kali yang khusus untuk anak-anak yang memang masih kecil sampai usia MTS ada juga yang kemarin di usia MA.		
2.	Apa tujuan dari program English Short Course?		
	Tujuan diadakannya English short course yaitu untuk menyebarkan kiprah Al Ikhsan dalam bidang bahasa.	Tujuan	
3.	Siapa saja yang terlibat dalam Program English Short Course?		
	English short course yang terlibat tentu saja beliau direktur AEDS miss aniq dan juga beberapa staf guru yang dipilih langsung oleh beliau.	Yang terlibat dalam penerapan program	
4.	Apa saja persiapan yang dilakukan sebelum dilaksanakannya program English Short Course?		
	Setelah pemilihan beberapa guru yang telah ditentukan tentu saja menentukan materi yang akan disampaikan di pondok lain. Untuk dokumen atau sesuatu yang menjadi acuan itu biasanya ditentukan oleh miss aniq, jadi memang beliau menentukan semuanya.	Persiapan	
5.	Mengapa peserta program English Short Course ini		

	dibatasi?		
	Untuk English short course merupakan program baru jadi untuk tenaga pengajarnya masih belum mencukupi, oleh karena itu program ini terbatas.	Alasan peserta dibatasi	
6.	Kapan waktu pelaksanaan program English Short Course?		
	English short course ini karena memang sesuai temanya yaitu kursus singkat jadi biasanya kegiatan ini diselenggarakan ketika liburan semester entah itu semester 1 ataupun semester 2.	Waktu pelaksanaan	
7.	Dimana saja tempat pelaksanaan program English Short Course?		
	Kegiatan English short course di selenggarakan di tempat di mana klien meminta semisal kemarin pernah di daerah Purbalingga kemudian pernah juga di Magelang.	Tempat pelaksanaan	
8.	Bagaimana bentuk penerapan dari program English Short Course		
	Bentuk penerapan dari program English short course sendiri itu mungkin bisa diterapkan setelah English short course itu berakhir mungkin bisa dijadikan kegiatan sehari-hari di sana atau mungkin bagaimana melihat anak mempraktekkannya.	Bentuk penerapan program	
9.	Bagaimana proses evaluasi dari program English Short Course?		
	Untuk English short course karena memang waktunya itu terbatas dan juga sebentar sekali biasanya evaluasi itu	Evaluasi	

	diadakan malam hari ketika selesai mengajar atau mungkin dua malam sekali agar pelajarannya itu lebih efektif tentang bagaimana strategi pengajaran besok atau mungkin ada sharing session tentang kesulitan-kesulitan di kelasnya masing-masing atau mungkin ada ide untuk cara mengajar yang lebih kreatif dan juga inovatif.		
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Interviewee : AMZ

Occupation : Teacher

Date : November 26, 2024

No.	Interview Questions	Coding	Description
1.	Apa tujuan dari dibentuknya program ini?		
	Program pengembangan bahasa asing ini dibentuk untuk memberikan bekal supaya anak – anak sebagai santri bisa bersaing di ranah secara global, bahwa santri itu tidak hanya bisa mengaji tapi juga dalam kemampuan berbahasa asing.	Tujuan dibentuknya program	
2.	Apa saja bentuk kegiatan dari program ini?		
	Bentuk kegiatan dari program ini yang paling jelas ada class activity jadi ada kelas reguler yang selalu diadakan dalam satu minggu itu 5 hari aktif pagi dan sore, pengembangannya itu bahasa arab dan bahasa inggris. Selain kegiatan di dalam kelas ada sunday cooking, Sunday cooking itu program masak – masak, masak besar, tapi selama masak itu anak	Bentuk kegiatan dari penerapan program	

	wajib ngomong bahasa arab dan inggris dan kalau mereka gak ngomong bahasa arab atau inggris mereka akan dapat punishment berupa scout jump on the spot sesuai ketentuan. Kemudian kegiatan lain seperti speak pro forum dimana anak – anak akan keluar kelas semuanya, di one moment kemudian mereka akan mengikuti semua arahan program sepacking untuk ngomong bahasa inggris sama anak lain atau anak – anak diluar kelas mereka. Kemudian ada juga namanya language advanture, yaitu petualangan bahasa itu kaya mencari jejak mereka akan datang ke pos – pos dan akan menjawab pertanyaan yang relate dengan pengembangan bahasa asing. Ada juga outbound, kita pernah ke pantai dan dilakukan tahunan. Selama outbound mereka akan gaming yang berkaitan dengan bahasa asing, arab dan inggris. Kalau ngomongin seluruh penerapan kegiatan, kita melaksanakan seluruh kegiatan yang fun, happy kemudian inovatif yang penting intinya atau corenya tidak hilang yaitu menumbuhkan kemauan untuk belajar bahasa baik inggris maupun arab.		
3.	Bagaimana pembelajaran di dalam kelas?		
	Pembelajaran di kelas itu masih sangat klasik, jadi temen – temen itu gak punya	Pembelajaran di dalam kelas	Traditional learning adalah proses

	buku panduan. Jadi tidak seperti belajar bahasa Inggris ketika di sekolah yang ada LKS atau buku pendamping. Mostly itu masih traditional learning yang guru itu menulis di papan tulis kemudian anak itu merepeat atau menulis yang guru tulis di papan tulis. Yang menjadi kelemahan kami juga karena kami tidak punya kurikulum yang fix atau yang pasti, apalagi buku panduan. Sehingga itu mungkin yang menjadi salah satu kekurangan dan kendala ya dari keberlangsungan program ini.		pembelajaran yang berfokus pada pertemuan tatap muka antara guru dan siswa di dalam kelas. Dalam pembelajaran tradisional, guru berperan sebagai sumber utama pembelajaran dan mendominasi proses belajar, sedangkan siswa berperan sebagai objek pendidikan.
4.	Metode apa yang biasanya digunakan dalam pembelajaran di kelas?		
	Metode yang biasanya digunakan dalam pembelajaran di kelas macam-macam, tapi yang paling sangat jelas yang membedakan program AEDS dengan lainnya itu adalah metode grammar translation method atau metode menerjemahkan grammar, karena yang paling unik di program AEDS ini yaitu pembelajaran tensesnya. Anak itu akan diminta, ditunjukkan juga apa namanya formula setiap tensesnya, kemudian nanti akan dijelaskan pengertiannya time maker dari setiap tensesnya setelah itu nanti anak akan diminta untuk membuat atau produce atau produksi beberapa kalimat dalam bahasa Inggris atau	Metode yang digunakan dalam pembelajaran	Grammar Translation Method (GTM) adalah metode pengajaran bahasa yang berfokus pada penerjemahan dan menghafalkan bentuk kata kerja.

	bahasa Indonesia, yang kemudian di dalamnya itu terdapat tenses atau aspek yang sedang diajarkan pada saat itu. jadi kalau selalu beberapa metode cuma salah satunya yang paling ee terlihat grammar itu kemudian ada apa namanya.		
5.	Apakah ada punishment dan reward dalam proses pembelajaran?		
	Yes, jadi punishment-nya itu bentuk kaya memberi jalan sekitar halaman or something. reward pun ada jadi setiap mereka mengerjakan tugas mereka akan dapat bintang atau mungkin penilaian dari guru.	Reward dan punishment	Reward adalah pemberian penghargaan atau imbalan atas perilaku baik, prestasi, atau hasil kerja yang sesuai target. Punishment adalah pemberian hukuman atau sanksi atas perilaku yang tidak sesuai atau pelanggaran aturan.
6.	Skill apa yang diutamakan dalam pembelajaran?		
	Jadi bagaimana kita tahu bahwa dalam bahasa Inggris itu ada 4 skills, tapi yang paling sangat diutamakan di proses pembelajaran di AEDS itu adalah speaking, ngomong. Itu yang 60% itu yang diajarkan kemudian selebihnya 40% adalah writing, yang saya sebutkan tadi salah satunya adalah penggunaan grammar translation method di pengembangan skill writing.	Skill yang diutamakan	
7.	Bagaimana pembagian materi dan pengajar di kelas?		
	Pembagian materi itu hak	Pembagian	

	otonom tim inti yang miss aniq tunjuk sebagai direktur, nanti kita akan membahas tentang pointing-pointing material yang akan diajarkan di setiap levelnya kemudian penentuan pengajar siapa ngajar di kelas mana juga. Jadi itu penentuannya itu test on beberapa materi yang dari dulu itu ada di AEDS kemudian materi-materi baru yang berkembang di sekolah kemudian kita kombinasikan untuk menjadi materi untuk pembelajaran di AEDS untuk pengajarnya pembagian pengajarnya pun yang menentukan adalah tim inti dari kami yang mengukur bagaimana atau siapa yang tepat mengajar di level apa.	materi dan pendidik	
8.	Bagaimana pembelajaran di luar kelas?		
	Jadi kalo ngomongin pembelajaran di luar kelas itu kita banyak liat aktivitas – aktivitas yang bisa membuat anak itu punya pandangan bahwa jadi belajar bahasa itu menyenangkan. Ada beberapa event – event seperti market dimana proses jual beli tapi selama jual beli itu anak ngomongnya harus pakai arab Inggris, kemudian ada program speak pro forum program speaking anak, anak ngobrol santai di halaman sama temen² lain pakai bahasa Inggris. Kemudian ada juga program jalan – jalan dimana nanti ketika jalan – jalan di area pesantren disekitar desa beji itu anak akan ngomong	Pembelajaran di luar kelas	

	bahasa Inggris. intinya adalah pembelajaran di luar kelas nya itu kita create tentang aktivitas – aktivitas yang dijalannya anak secara tidak sadar itu belajar bahasa tapi dengan funn, menyenangkan dan rilex.		
9.	Siapa saja yang terlibat dalam pengelolaan program ini?		
	Jadi yang terlibat dalam pengelolaan program ini tentunya adalah ada ada tim dari pengembang program yaitu kami sebagai direktur dibantu tentu oleh para pengurus pondok ya jadi kami tidak dibantu dari orang-orang eksternal, pure yang terlibat dalam pengelolaan program aeds ini adalah dari pihak internal pesantren yang di dalamnya ada tim dari direktur dan para pengurus di pesantren Al Ikhsan itu sendiri.	Pengelola program	
10.	Apakah ada aktivitas lain diluar pembelajaran di kelas yang di lakukan guna mendukung program bahasa Inggris ini?		
	Sudah seperti saya sebutkan tadi ada ada namanya Sunday cooking, masak-masak pakai bahasa Inggris ngomong arab Inggris. Ada language adventure yaitu jalan-jalan di hari Minggu pakai pos-pos kayak jelajah alam gitu, kemudian mereka nanti ada pos-pos dan di pos itu mereka harus mengerjakan berapa berapa soal ee dalam bahasa Arab Inggris. Kemudian ada outbound,	Kegiatan lain	

	kemudian juga nanti ada apa namanya aktivitas-aktivitas seperti perlombaan kompetisi yang relate terhadap bahasa asing kayak kita biasanya bikin itu ada lomba speech kemudian ada storytelling ada juga lomba drama berbahasa asing itu ada aktivitas-aktivitas yang kita ciptakan untuk menumbuhkan dan meningkatkan kemampuan bahasa asing anak-anak. Kemudian kalau bulan Ramadan itu pembelajaran bahasa jauh lebih intensif jauh lebih sangat-sangat intensif karena selama ramadhan itu bahkan kita tuh sediakan jasus, jasus itu apa jasus itu adalah kayak tim keamanan gitu ya itu jam bahasa itu biasanya kita lakukan di malam hari 1 jam eh 15 menit di mana anak akan 15 menit setelah pembelajaran di kelas akan dikumpulkan di halaman dan mereka akan ngomong bahasa Inggris itu ada salah satu usaha dari aktivitas dimana untuk meningkatkan kemampuan berbahasa asing mereka.		
11.	Di mana saja tempat pelaksanaan kegiatan program?		
	Tempat melaksanakan kegiatan program mayoritas pelaksanaan kegiatan program dilakukan masih di area pesantren. Untuk class activity-nya kita gunakan kelas - kelas yang berada di MTS. Kemudian kalau	Lokasi	

	misalnya kegiatan outdoornya ada di halaman atau lapangan desa. Jadi kegiatannya banyak 80% kita laksanakan di area pesantren.		
12.	Bagaimana proses evaluasi dalam penerapan program baik untuk siswa, guru maupun seluruh pihak yang terlibat?		
	Kalau untuk siswa tentunya ada tes ya, ada tes pondok ada tes program bahasa yang evaluasinya hampir mirip seperti program pembelajaran di sekolah. Kemudian untuk guru biasanya kita itu tadi ada in house training kemudian ada discussion jadi yang bentuknya adalah sharing session atau hal-hal yang dapat meningkatkan kemampuan para teacher. Kadang kita pernah juga seminar TOEFL kemudian seminar pembelajaran kemudian ya beberapa hal-hal workshop juga kita laksanakan untuk meningkatkan kemampuan guru. Di situ kita bisa mengevaluasi kekurangan dan apa kendala atau apapun yang menjadi masalah problematik di pembelajaran di kelas masing-masing. Kemudian untuk seluruh pihak yang terlibat yaitu tadi biasanya itu program AEDS itu juga setiap tahunnya selalu punya gebrakan – gebrakan baru atau punya apa namanya event-event yang yang baru untuk anak-anak supaya itu bisa menjadi selain mengadakan evaluasi	Evaluasi	

	di sebelum-sebelumnya supaya itu bisa menjadi gebrakan inovasi kedepannya.		
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Interviewee : SQN

Occupation : Student

Date : November 26, 2024

No	Interview Questions	Coding	Description
1.	Apa tujuan dari dibentuknya program ini?		
	Untuk meningkatkan kemampuan speaking atau skill lain.	Tujuan dibentuknya program	Meningkatkan speaking skill
2.	Apa saja bentuk kegiatan dari program ini?		
	Pembelajaran di kelas dan di luar kelas, lomba – lomba kaya speech, khitoba, story telling, baca puisi bahasa inggris, biasanya kalo lomba – lomba perkelas. Terus ada jelajah desa, jalan – jalan terus suruh nulis apa yang dilihat pake bahasa inggris terus disetorin.	Bentuk kegiatan dari penerapan program	Bentuk kegiatan dari program ini bermacam – macam, ada pembelajaran di dalam kelas dan di luar kelas, berbagai macam perlombaan kebahasaan serta jelajah desa.
3.	Bagaimana pembelajaran di dalam kelas?		
	Guru mengajar dikelas, memberikan materi, ice breaking ada reward sama punishment. Rewardnya bisa dikasih jajan, punishmentnya bisa dioper ke kelas lain suruh nyanyi atau senam.	Pembelajaran di dalam kelas	Selain memberikan materi, guru juga memberikan selingan berupa ice breaking, reward dan punishment untuk siswa.
4.	Metode apa yang biasanya digunakan dalam pembelajaran di kelas?		
	Ceramah	Metode pembelajaran	Metode ceramah adalah metode

		yang digunakan	pembelajaran yang dilakukan dengan cara menyampaikan materi pelajaran secara lisan kepada peserta didik
5.	Apakah ada punishment dan reward dalam proses pembelajaran?		
	Rewardnya bisa dikasih jajan, punishmentnya bisa dioper ke kelas lain suruh nyanyi atau senam. Tergantung teachernya.	Reward dan punishment	Reward dan punishment tergantung guru yang mengajar.
6.	Skill apa yang diutamakan dalam pembelajaran?		
	Speaking sama pengetahuannya, writing reading listening tetep dikasih	Skill yang diutamakan	
7.	Bagaimana pembagian materi dan pengajar di kelas?		
	Materinya satu angkatan sama, kalo pengajarnya kadang setahun sekali atau dua kali rolling teachernya. Misal satu kelas untuk arab dua inggris dua.	Pembagian materi dan pendidik	Materi yang diberikan sama, sedangkan untuk guru ditentukan kembali satu tahun satu atau dua kali.
8.	Bagaimana pembelajaran di luar kelas?		
	Paling game sama outbound.	Pembelajaran di luar kelas	
9.	Siapa saja yang terlibat dalam pengelolaan program ini?		
	Miss aniq sama teacher – teacher.	Pengelola program	
10.	Apakah ada aktivitas lain diluar pembelajaran di kelas yang di lakukan guna mendukung program bahasa Inggris ini?		

	Ada, jam bahasa pas bulan ramadhan malam – malam wajib pakai bahasa arab atau bahasa inggris.	Kegiatan lain	Jam bahasa merupakan kegiatan yang dilaksanakan pada bulan ramadhan, para santri diwajibkan menggunakan bahasa arab atau inggris di malam hari.
11.	Di mana saja tempat pelaksanaan kegiatan program?		
	Di MTs	Lokasi	
12.	Bagaimana proses evaluasi dalam penerapan program baik untuk siswa, guru maupun seluruh pihak yang terlibat?		
	Uasnya biasanya ngerjain soal, prakteknya speaking. Jadwalnya misal hari ini bahasa inggris besok bahasa arab.	Evaluasi	Evaluasi yang diberikan kepada siswa berupa tes tertulis dan praktek speaking.

Interviewee : AMN

Occupation : Student

Date : November 26, 2024

No.	Interview Questions	Coding	Description
1.	Apa tujuan dari dibentuknya program ini?		
	Untuk ningkatin skill	Tujuan dibentuknya program	Untuk meningkatkan skill
2.	Apa saja bentuk kegiatan dari program ini?		
	Ya, ada outing class, ada oral gitu, nyanyi, terus sama percakapan gitu antar kelas misal arab inggris gitu. Ada lomba –	Bentuk kegiatan dari penerapan program	Bentuk kegiatan berupa Outing Class yaitu kegiatan tahunan yang dilaksanakan di

	lomba kaya pidato, taqdimul qishah, story telling, ada juga cipta puisi atau gambar. Ada juga outing class biasanya akhir tahun seringnya ke petanahan. Ada juga pro speak forum kaya percakapan antar kelas, sebulan sekali di akhir minggu.		pantai, sing a song, conversation pada English pro speak forum. Selain itu terdapat lomba seperti pidato, taqdimul qishah, story telling, dan lain – lain.
3.	Bagaimana pembelajaran di dalam kelas?		
	Biasanya diselingi kaya ada ice breaking gitu si. Pertama gurunya masuk, terus ada ice breaking dulu sebelum pembelajaran, ngulang pembelajaran yang sebelumnya dulu, terus langsung pembelajaran, terus di akhir pembelajaran juga ada review materi dulu biasanya pake permainan	Peembbelajaran di dalam kelas	Pembelajaran di dalam kelas diawali dengan ice breaking sebelum pembelajaran. Kemudian merefleksi pembelajaran pada pertemuan sebelumnya, dilanjutkan dengan pembelajaran. Terakhir mereview materi sebelum mengakhiri pembelajaran.
4.	Metode apa yang biasanya digunakan dalam pembelajaran di kelas?		
	Ceramah dan praktek	Metode pembelajaran	Metode ceramah adalah metode pembelajaran yang dilakukan dengan cara menyampaikan materi pelajaran secara lisan kepada peserta didik
5.	Apakah ada punishment dan reward dalam proses pembelajaran?		
	Ada, rewardnya biasanya pake bintang kalo	Reward dan punishment	Terdapat reward berupa bintang.

	punishmentnya kadang memorizing, kadang nyanyi.		Sedangkan punishment berbeda – beda, bisa berupa memorizing atau yang lain.
6.	Skill apa yang diutamakan dalam pembelajaran?		
	Speaking	Skill yang diutamakan	
7.	Bagaimana pembagian materi dan pengajar di kelas?		
	Pembagian materinya setiap kelas sama putra putri. Kalo teachernya kadang – kadang rolling setahun dua kali. Kalo untuk MTs dua teacher, kalo MA masing – masing satu.	Pembagian materi dan pendidik	Pembagian materi sama, sedangkan untuk pembagian guru ditentukan kembali setiap semester. Ketentuannya dua guru untuk satu kelas level sekolah menengah pertama, dan satu guru untuk level sekolah menengah keatas.
8.	Bagaimana pembelajaran di luar kelas?		
	Biasanya kaya sing a song gitu si, game.	Pembelajaran di luar kelas	Berupa game, contohnya sing a song.
9.	Siapa saja yang terlibat dalam pengelolaan program ini?		
	Miss aniq sama teacher	Pengelola program	
10.	Apakah ada aktivitas lain diluar pembelajaran di kelas yang di lakukan guna mendukung program bahasa Inggris ini?		
	Ada jam bahasa kalo ramadhan, nggak full satu hari cuma kalo malem. Kaya percakapan	Kegiatan lain	Terdapat kegiatan jam bahasa yaitu percakapan menggunakan bahasa

	biasa pake bahasa arab sama inggris.		arab dan inggris di bulan ramadhan, biasanya diterapkan dimalam hari.
11.	Di mana saja tempat pelaksanaan kegiatan program?		
	Di Mts	Lokasi	
12.	Bagaimana proses evaluasi dalam penerapan program baik untuk siswa, guru maupun seluruh pihak yang terlibat?		
	Buat siswa ada tes tertulis sama praktek speaking, itu biasanya seminggu. Speaking sehari sama memorizing sehari. Kalo tes tertulis selang – seling hari ini bahasa arab besok bahasa inggris.	Evaluasi	Tes tertulis dan praktek berupa speaking dan memorizing

Interviewee : SS

Occupation : Student

Date : November 26, 2024

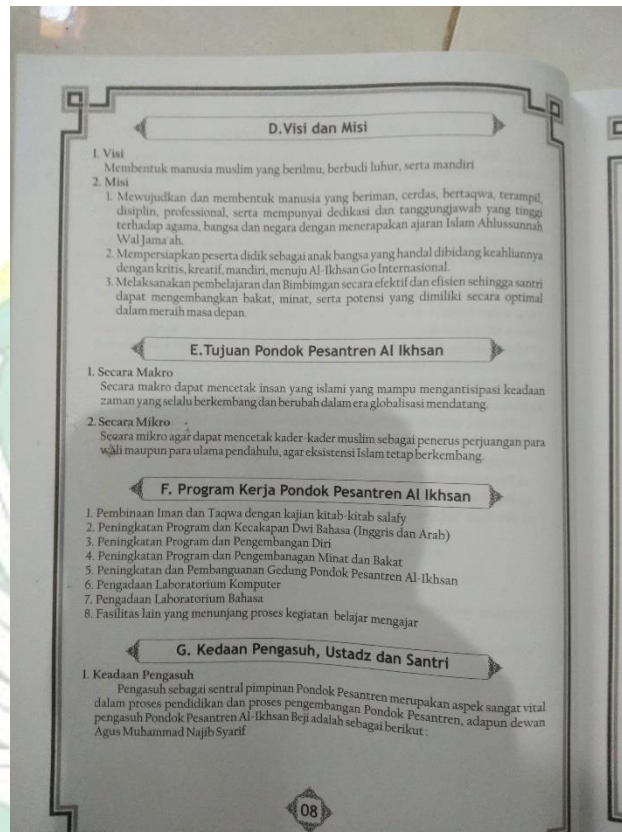
No.	Interview Questions	Coding	Description
1.	Apa tujuan dari dibentuknya program ini?		
	Untuk meningkatkan kemampuan bahasa inggris dan mengimbangi arus perkembangan zaman.	Tujuan dibentuknya program	Meningkatkan kemampuan bahasa inggris untuk mengikuti perkembangan zaman.
2.	Apa saja bentuk kegiatan dari program ini?		
	Pembelajaran di kelas, di luar kelas juga. Kalo di luar kelas kaya game, outbond tapi gamenya terkait bahasa arab dan	Bentuk kegiatan dari penerapan program	Terdapat kegiatan pembelajaran di dalam kelas dan di luar kelas seperti game dan outbound.

	inggris. Lomba – lomba story telling, speech, taqdimul, khitoba. Itu rutin pertahun, lombanya dicampur putra putri nanti diambil juaranya.		Selain itu juga ada kegiatan lomba.
3.	Bagaimana pembelajaran di dalam kelas?		
	Ya, dikasih materi, terus setoran hafalan, praktek, kaya presentasi juga.	Pembelajaran di dalam kelas	
4.	Metode apa yang biasanya digunakan dalam pembelajaran di kelas?		
	Ceramah sama role – play. Guru masuk terus ngasih materi terus kaya di tanya udah paham belum, ada gamenya juga.	Metode pembelajaran yang digunakan	Metode ceramah adalah metode pembelajaran yang dilakukan dengan cara menyampaikan materi pelajaran secara lisan kepada peserta didik. Role – play adalah kegiatan bermain peran..
5.	Apakah ada punishment dan reward dalam proses pembelajaran?		
	Ada reward, ada punishment juga. Rewardnya bisa dikasih jajan atau point. Kalo punishmentnya kaya senam pinguin depan kelas kadang diekspor keluar kelas juga.	Reward dan punishment	Reward dapat berupa makanan atau poin, sedangkan punishment bisa berupa hukuman on the spot.
6.	Skill apa yang diutamakan dalam pembelajaran?		
	Speakingnya sih, tapi skill lain tetep diajarin.	Skill yang diutamakan	
7.	Bagaimana pembagian materi dan pengajar di kelas?		
	Satu guru buat satu kelas, untuk materinya sama	Pembagian materi dan	Materi yang diberikan sama

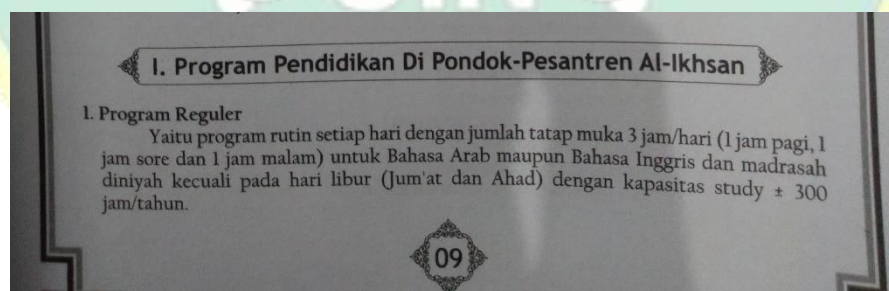
	putra – putri.	pendidik	antara putra dan putri, untuk pembagian guru satu kelas diampu satu guru.
8.	Bagaimana pembelajaran di luar kelas?		
	Kegiatannya ada kaya percakapan di luar kelas, game bahasa arab dan inggris biasanya dibagi kelompok, kadang juga bareng semuanya.	Pembelajaran di luar kelas	Kegiatan dalam bentuk conversation dan permainan berkelompok.
9.	Siapa saja yang terlibat dalam pengelolaan program ini?		
	Miss aniq sama teacher	Pengelola program	
10.	Apakah ada aktivitas lain diluar pembelajaran di kelas yang di lakukan guna mendukung program bahasa Inggris ini?		
	Paling adanya ekstra di sekolah. Tapi kalo ramadhan ada ngomongnya bahasa arab atau inggris.	Kegiatan lain	
11.	Di mana saja tempat pelaksanaan kegiatan program?		
	Di MTs	Lokasi	
12.	Bagaimana proses evaluasi dalam penerapan program baik untuk siswa, guru maupun seluruh pihak yang terlibat?		
	Untuk siswa si tesnya persemester, tertulis sama speaking. Kalo tes tertulis ada yang pilihan ganda ada yang essay. Kebetulan kalo MA digabung jadi satu.	Evaluasi	Evaluasi untuk siswa terdiri dari dua macam yaitu tes tertulis dan praktek.

Appendix 3 Documentations

A. DOCUMENTATIONS OF ISLAMIC BOARDING SCHOOL PROFILE



Documentation of Personal Archive of Islamic Boarding School Al – Ikhsan Beji



Documentation of Personal Archive of Islamic Boarding School Al – Ikhsan Beji

«B. Sejarah Berdirinya Pondok Pesantren Al Ikhshan»

Kurang lebih 5 km, arah utara kota purwokerto, kabupaten Banyumas, Provinsi Jawa Tengah terdapat sebuah pondok pesantren kecil, Al Ikhshan namanya. Kurang genap dua tahun sejak berdirinya sudah menyerap beberapa jumlah santri, sehingga dari pihak pengusaha berusaha menambah bangunan gedung untuk menampung para santri yang saat ini berjumlah di dua kamar tidur dan dua kamar putri sementara masih nuang di rumah family kali.

Pada umumnya, kedatangan mereka di sini karena di samping ada madrasah dibanah juga mulai diterbitkannya program pengembangan kecakupan bahasa arab dan inggris, yang disebut program Arabic and English Development Skills (AEDS), kata Kiai H. Abu Hamid kepada Penulis.

Alasan santri seperti ini diamin oleh KH. Syarif Hidayatullah, putra Kiai yang dalam hal ini sebagai pengelola maju mundurnya program dwi bahasa yang saat ini sudah menjadi keharusan sebagai bahasa komunikasi santri.

Betul juga, sejak AEDS bisa terater dan terbit di awal tahun ajaran kedua (1987-1988) hingga tanggal 7 september 1987 santri santri mukim sudah mencapai 306 santri yang terdiri dari 87 putra, 19 putri, dan 200 santri kalong (non mukim) dari sekitar pesantren. "Sistem pendidikan disini merupakan sistem yang mengawinkan dua sistem (salaf dan modern). Model ini justru saya peroleh dari fatwa Kiai H. Mahrus Aly (Pengasah Pondok Pesantren Liribyo Kediri)," ujar Syarif, yang baru dua tahun lalu berhasil meraih sarjana muda di Universitas Triboakti Kediri. Salaf yang dimaksud disini, sebagaimana pengajian kitab kuning ala Liribyo, dan modernnya sebagaimana dua bahasa (arab dan inggris) ala pesantren Gontor, ponorogo yang juga diterapan sebagai program.

Jalan Raya Beji RT. 01 RW. 02 Kecamatan Kedungbanting, Kabupaten Banyumas, Jawa Tengah. Demikian alamat pesantren itu selengkap-knya. Gedung pesantren yang jaraknya ± 15 km. Menuju tempat wisata batarduran itu tepatnya berdiri pada 1 Januari 1986 tahun lalu. Tiga bulan kemudian Yayasan AlIkhshan yang membawahi pesantren tersebut resmi berbadan hukum dengan akte notaris Soetarjo Soemoatmojo No. 33/27/3/1986 yang ketuanya juga KH. Abu Hamid.

Sebetulnya pada tahun-tahun sebelum pondok itu berdiri Kiai H. Abu Hamid sering kedatangan santri hanya berkisar satu sampai empat orang, yang ditampung di rumah Kiai. Begitulah tahun demi tahun : satu datang yang lain pulang , sehingga ditahun 1986 gagasan Kiai Abu Hamid untuk mendirikan bangunan pesantren segera diwujudkan. Mula-mulanya dua Beliau itu tak lepas dari sebagian masyarakat sekitar mereka menyambut dengan suara suambung yang tak enak didengar bersifat memojokkan dan melemahkan nilai baik Kiai. "Barialah mereka berkomentar yang bukan-bukan, yang penting nilai saya baik karena Allah semata-mata. Alahlah yang akan mengutusnya nanti", ujar Kiai mantap.

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BAHAN AJAR AEDS 2023



FIRST ELEMANTARY ENGLISH CLASS

1. INTRODUCTION	
PERSONAL	
I want to introduce myself!	I come from ...
Also: <i>troupe introducteur/des</i>	also: <i>beraal der/... (dutch)</i>
My full name is ...	You can call me ...
Naam volledige ...	Lees hier naamgebruik...
I live in ...	I stay in ...
Also: <i>trougl d/...</i>	also: <i>trougl d/... (netherlands)</i>
2. GREETINGS.	
Dagtime	
Good morning (12AM-12PM)	Hi/G'day
<i>Saluam pag!</i>	Hi/G'day
Good day (12PM)	Are we yes?
<i>Saluam dag</i>	yes hi/hi/hi/...
Good night (for sleep)	How late you been?
<i>Saluam malum (sleeping) later!</i>	Insomnia/insomnia?
Good afternoon (12PM-18PM)	Good to see you
<i>Saluam ave</i>	strong affection
Good evening (18PM-24PM)	are you okay?
<i>Saluam malum</i>	<i>g'day! howe sh?</i>

Documentation of learning materials of first elementary English Class 2023

C. DOCUMENTATIIONS OF OBSERVATIONS





Documentation of observation on
November 28, 2024



Written exam documentation on
December 11, 2024



Practice exam documentation on
December 12, 2024



Outdoor documentation



Documentation of Language month competition on 2024



Documentation of Outing Class 2024



Documentation of Training of Trainer program



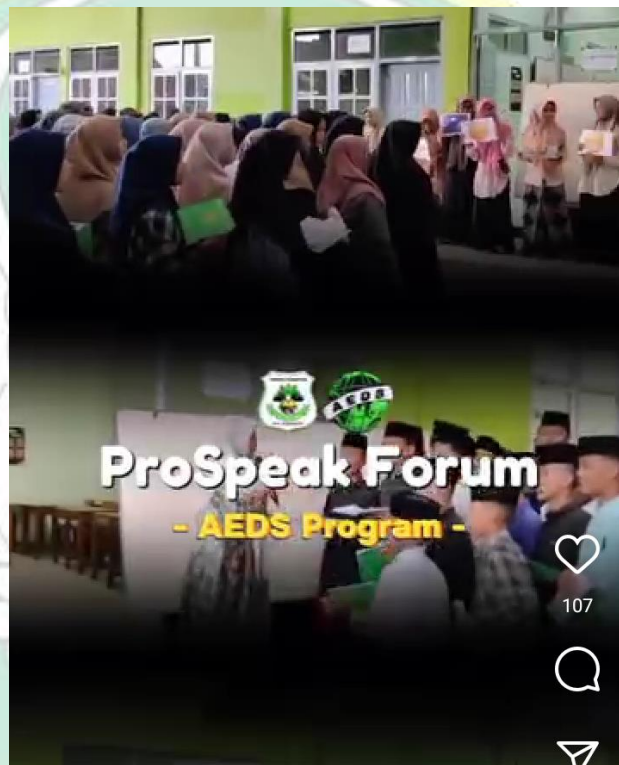
Documentation of HTS Program on 2024



Documentation of English Short Course program 2024



Documentation of Language Adventure



Documentation of English Pro Speak Forum

D. DOCUMENTATIONS OF INTERVIEW



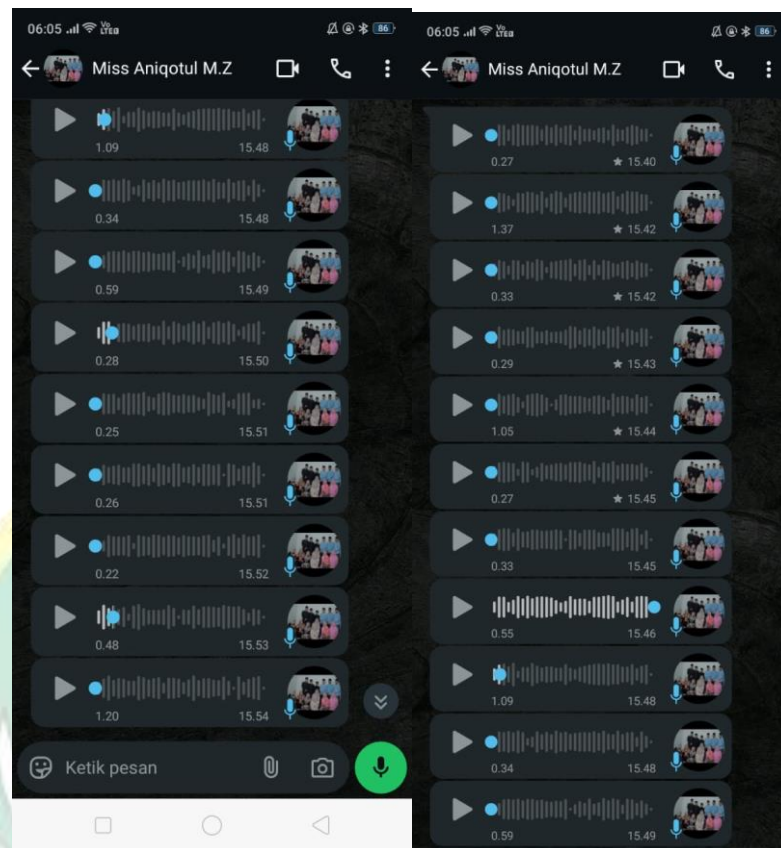
Documentation of interview with NM on November 26, 2024



Documentation of interview with NI, SS, AMN, and SQN on November 26, 2024



Documentation of interview with WAF on November 26, 2024



Documentation of interview with AMZ on December 10, 2024