

CHAPTER I

INTRODUCTION

This chapter presents the research background, research problem(s), research purpose(s), research significance, scope and limitation, and definition of the key terms.

1.1 Research Background

In this era, mastery of English language is important and mandatory. In this time English language almost is used in every daily life like job, medical health, and education. In fact, the government has noticed how important English language because English is international language. English using in every part of education, especially when you are in senior high school and undergraduate students. The reason why language is important because according to (Nawangwulan et al., 2021), "language is the system of human communication by means of a structured arrangement of sounds (or written representation) to form larger units, e.g. morphemes, words, sentences" (Nawangwulan et al., 2021).

According to The National Education System, n.d. , "Foreign languages can be used as the language of instruction in certain educational units to support students' foreign language skills." From sentence above, we can understand that government realize how important is foreign language, even they put it in educational law for young generations. Responding from the mentioned law above, all elements of education give attention to English language and put it in their curriculum, from elementary school until university. These things are done by private schools and Islamic boarding schools like Darussalam Gontor and other Islamic boarding schools.

In his process of English lesson development, most of schools take program from national curriculum, and there some schools make their own program for students. Programs that they made have different teaching methods and goals, there are several programs just for English skill, grammar, linguistic, and there are programs which focusing on one English skill like public speaking training, reading poem, etc, but basically these programs aim to improve student's English language.

Darussalam Islamic boarding school (Gontor) is Islamic boarding school in Ponorogo city, they have more than 8000 students, build in 1926 and the famous Islamic boarding school that ever known, because many of the graduates of this boarding school have success in their live, like former chairman of Muhammadiyah Prof. Din Syamsudin, former ministry Mr. Lukman Hakim, and Emha Ainun Nadjib. Darussalam Islamic boarding school has great quality that recognized not only in Indonesia, but also other countries such as Malaysia, Thailand, Australia, Egypt, Sudan, etc. This is proved that Darussalam Islamic boarding school has a good curriculum and extracurricular for their students. In Darussalam boarding school, student must be able to use two languages Arabic and English. These two languages have good impact, it is proven by every graduate of Darussalam boarding can use Arabic and English language.

English week program is English program from Darussalam boarding school which aim to increase students' English mastery. This program runs in two weeks, when this program use everything what students does must be English like conversation, sports, teaching vocabulary, public speaking etc. This program is held every month. Therefore, students may not use Indonesian language. This program put students in situation to use English in daily life. If they do not use English, they will get punishment from the teacher.

A deep analysis is needed to know how is English week program implemented and to find out what are teaching methods used in this program. According to (Audi, n.d.) in his book *Cambridge dictionary of philosophy 2nd* “Analysis is the process of breaking up a concept proposition, linguistic complex, or fact into its simple or ultimate constituents”.

In this research, the researcher investigates the English teachers of Darussalam Islamic boarding school who teach English week program. This research is important because this research gives information about teaching methods that use in English week program in Darussalam Islamic boarding school. This research also tells the impact of teaching methods that are used in English week program to students.

1.2 Research problem

1. What are the teaching methods used in English week program in Darussalam Islamic Boarding school (Gontor)?
2. What are the student’s problems that happen when using teaching method in English week program by teacher’s perception?

2.3 Research Purposes

1. To find out what are the teaching methods used in English week program in Darussalam Islamic Boarding school (Gontor)
2. To find out what are the student’s problem that happen when using of teaching methods in English week program by teacher’s perception.

1.4 Research Significant

This research provides information about teaching method analysis in English week program at Darussalam boarding school and gives the impact informations to students. Hopefully, by reading this thesis students can learn deeply about teaching methods and the impact to the students. For practical, the researcher hopes this research can give several information that can be used to increase their study about teaching method, education, and English language.

1.5 Scope and Limitation

This research discusses the teaching methods that are used in English week program at Darussalam Islamic boarding school in Ponorogo city. For the limitation of this research, focuses on teachers from Language Advisory Council (LAC) at Darussalam Islamic boarding school in Gontor, Ponorogo city, East Jawa.

1.6 Definition of key terms

- a. Analysis is a detailed examination of anything complex in order to understand it is nature or to determine it is essential features though study (*"Analysis."* Merriam-Webster.Com Dictionary, Merriam-Webster, <https://www.Merriam-Webster.Com/Dictionary/Analysis>. Accessed 15 Jan. 2024., n.d.)

- b. English week program is language education program for students of modern Darussalam Islamic boarding School, which lasts for 2 weeks and switch with Arabic week programs.
- c. Language Advisory Council (LAC) is teacher section who enforce language and who is responsible for language lessons and activities.
- d. Teaching method is the broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods.

