

## Implementation and Teachers' and Students' Perceptions Toward English Program at Darunnajat Islamic Modern Boarding School

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### ABSTRACT

This research aimed to explore the implementation of the English program and teachers' and students' perceptions toward the English program at Darunnajat Islamic Modern Boarding School. The subjects of this research were two English teachers and forty students of Darunnajat Islamic Modern Boarding School. Mixed-method research was applied to describe the implementation of the English program and teachers' and students' perceptions toward the English program at Darunnajat Islamic Modern Boarding School. The researcher used observation, interviews, questionnaires, and documentation to collect data from the subjects. The result shows that the implementation of the English program in Darunnajat Islamic Modern Boarding School includes English public speaking, English courses, and English conversation. Teachers and students gave positive and negative perceptions of the English program at Darunnajat Islamic Modern Boarding School. Based on teachers' perceptions, the English program has very important benefits, and functions and makes students more confident, even though they also think that the program is burdening for students who dislike it. Based on students' perceptions, the English program can help students be more disciplined and communicative. However, they think that the program cannot give enough motivation to practice speaking and improve their vocabulary mastery.

**Keywords:** *perception, english program, Islamic modern boarding school*

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### 1. Introduction

The most powerful people in an English language program may be those who frequently play crucial roles in decisions made at various levels of the program. Effective leadership is defined as having the capacity to recognize problems and formulate well-considered solutions. This capacity is something that research on program management and educational leadership frequently mentions (Raza, 2019).

Toward these matters, the Islamic Modern Boarding School has an English program. Some Islamic Modern Boarding Schools conduct English programs to give chance to students more practice and use their English. The objective of conducting the English program depends on the Islamic Modern Boarding School. Different Islamic Modern Boarding Schools may have different English programs and different objectives of English programs. English program is the program that is appropriate to increase the student's knowledge. The English program is carried out of classroom activity, but

indirectly it also influences to the student's ability in the classroom of the Islamic Boarding School. The purpose of the English program is to add insight and to develop the talent of the students. In other words, the English program can be an effort that is done by the Islamic Modern Boarding School in many activities that link to the student's development.

According to Zakariyah et al., (2022), the goal of an Islamic boarding school is to advance and instill moderation in Islamic education. These institutions work to cultivate their students a balanced understanding of morality, sharia, and religion. These boarding schools employ a variety of strategies to implement moderation values in Islamic education, such as exposing students to Islamic teachings' morals, encouraging student participation, and including activities that encourage cooperation and tolerance. The ultimate goal is to create a generation of scholars who adhere to their principles and exercise moderation by Ahlussunnah wal Jama'ah.

In addition to attending class every morning and leaving at noon, students at the Islamic modern boarding school also learn about values through the Islamic modern boarding's slogan, "Language is Our Crown." The key to learning a language is not to memorize its grammar and structure, but rather to practice it. For this reason, students in Islamic modern boarding schools are required to live in the school's dormitory and speak both English and Arabic, so they can immediately put both languages to use in their everyday lives.

In comparison to other senior high schools, the English study approach used at Darunnajat Islamic Modern Boarding School is rather unique. Regarding its language-learning methodology, it adopts that of Gontor Islamic Boarding School. Darunnajat Modern Islamic Boarding School is renowned for its success in instilling Islamic ideals, linguistic proficiency, and discipline in its pupils. Darunnajat Islamic Modern Boarding School is another organization that uses a multilingual curriculum with English and Arabic as the languages. This Islamic Modern Boarding School uses two languages in all of its operations, including one of the language programs at Darunnajat Modern Islamic Boarding School.

To be more specific, there are some previous studies. The first previous study is a journal done by Ferian et al., (2022) on the title Students' Perception of the Implementation of English Week Program in Islamic Boarding Schools. The result of the study is the students have a positive perception of the implementation of the English Week program. Another journal article was written by Qothrunnada, (2020) titled Students' Perception of Using Flashcards in Learning English Vocabulary: A Case Study at an Islamic Boarding School. The results demonstrated that participants' opinions on the advantages of utilizing flashcards to learn English vocabulary varied, with some expressing the opinion that these tools increase students' motivation to learn and their vocabulary.

Based on the description above, the researcher was interested in investigating the process of implementing an English program and teachers' and students' perceptions of the English program in one of the Islamic modern boarding schools namely Darunnajat Islamic modern boarding school. The researcher chose the place because it is one of the Modern Islamic boarding schools that uses used Gontor Islamic boarding school curriculum. Moreover, the researcher chose the English program at Darunnajat Islamic Boarding School as the object of investigation because many achievements of English program students. Some of the achievements obtained include being the winner in English speech at MTs and runner-up in English speech when Man, participated in a storytelling competition at Panca Sakti University (UPS) Tegal, Runner up in story telling competition at Peradaban University in 2017 in Bumiayu and Runner Up in "PORSENI PKM MTS" at 2023.

Additionally, there are differences in this study with the previous study, the differences between this study and the previous study are the level of education, the instrument for collecting the data, and the focus on an object. In the previous study, the focus of research was shown to the junior high school education level and in this study, the researcher took the informants at the high school education level

or modern Islamic boarding school. The object or informants of the previous study just focused on the students' perception and this research focuses on teachers' and students' perceptions.

## 2. Methodology

According to Arikunto, (2002), Research design is a plan or concept of the research that is created by the researcher. According to Sugiyono (2019), a mixed method is a research approach that combines quantitative and qualitative techniques to produce data that is more thorough, legitimate, dependable, and objective. Mixed-method research was chosen to describe the implementation of the English program and teachers' and students' perceptions. The subjects of the research are two English teachers in the English program and forty students of Darunnajat Islamic Modern Boarding School, specifically students in the eleventh grade of MA Darunnajat. The reason why the researcher chose the subjects was because the researcher found the phenomenon of the English program in the teachers' and students' programs. Those subjects experience using the English language in their daily activities, which can provide valuable information for this research

Data were collected using observation, interviews, questionnaires, and documentation. Observation was carried out twice: the first observation was carried out in the boys' cottage, and the second one was carried out in the girls' cottage. The researcher interviewed two teachers to get information about the implementation of the English program and the teachers' perceptions toward the English program at Darunnajat Islamic Modern Boarding School. These questionnaires contain a list of statements to know students' perceptions of the English program. This instrument used a Likert scale. Students chose one of the Likert scales, which includes the items: "Strongly Agree", "Agree", "Disagree", and "Strongly Disagree".

The stages in the data analysis are qualitative data and quantitative data analysis:

### A. Qualitative data

#### a. Organizing the data

The first step in organizing data is reducing the data, which is done through a process called coding. Coding means reducing the data by grouping or categorizing the data from the observation sheet, interview transcript, recording, and other data collected. The researcher classified the data collected. The researcher divided the data into some categories.

#### b. Summarizing the data

In summarizing the data, the researcher had to see what the data was. It was done by analyzing all entries with the same code and merging the categories to find links and connections among categories. It meant that after all the data was classified into specific terms, the researcher summarized only the necessary data. In summarizing the data, it relied on the objective of the research. So, there were two objectives of the research. 1) The activities implemented in the English program 2) Students' and teachers' perceptions of the English program.

#### c. Interpreting the data

The last step of data analysis is interpreting the data. Interpreting involves reflecting on the words and acts of the research's participants and gaining significant understanding from them. The quality of data interpretation depends on the background, perspective, knowledge, and theoretical orientation of the researcher. This step was very important. The researcher interpreted the data and drew the result. Lastly, the researcher can get the findings and conclusion from this step.

### B. Quantitative data

There were some procedures in the analysis of the data that the researcher applied in this article. Firstly, collect the data that is to be analyzed. Secondly, classify the answer based on the questions. From the data in the questionnaire, the researcher used the Likert scale as a measure of the data.

Sugiyono, (2018) states that the Likert scale is used to measure attitudes, opinions, and

perceptions of a person or group of people about social phenomena. In this research, this social phenomenon has been specifically measured by the researcher with a Likert scale, and then the variable to be measured is translated into an indicator variable.

Likert Scale usually has four potential choices strongly agree "SA", agree "A", disagree "DS", strongly disagree "SDS" but sometimes go up to ten or more. There were two items on the Likert scale.

In analyzing the data from the questionnaire using a Likert scale, the following formula will be used:

$$P = \frac{F}{N} \times 100\%$$

Explanation:

P = Presentation number

F = The frequency being searched for its percentage

N = Number of cases (number of frequencies/number of individuals)

### **3. Result and Discussion**

#### **3.1. Result**

##### **3.1.1. The implementation of the English program at Darunnajat Islamic Modern Boarding School**

###### **1. English Public Speaking**

In the English public speaking activity. The type of activity in English public speaking is English speech. In this study, the researcher used field notes with the following results:

Before the English public speaking event began, students sang English songs to warm up and set the tone for the occasion. Once the master of ceremonies and supervisors of each room were ready, the English public-speaking event commenced. The master of ceremonies managed the activities from start to finish, beginning with the opening ceremony, which included the recitation of holy verses from the Qur'an. Following this, the students sang "Indonesia Raya" and "Hymne Oh Pondokku." Before the main event, a brief announcement was made by the supervisor.

The core event, English public speaking, featured groups of six speakers each delivering their own speeches. After each speaker finished their oration, conclusions were delivered by students who were not speakers. Before closing the event, there was entertainment hosted by certain groups, according to the schedule. An announcement or evaluation of the evening's activities and the reading of the upcoming schedule took place before the final event. The evening concluded with a closing ceremony led by the master of ceremonies.

Overall, English public speaking activities in the male area have been good and effective, but the researcher found some that should be addressed and evaluated. Among them are the following:

- 1) Speakers must prepare to be ready before speaking in front of the audience.
- 2) The supervisor of the room for public speaking must stand by on time.
- 3) The supervisor of the room public speaking must complete the agenda of English public speaking

###### **2. English Course**

In the English course activity, the activities as English teaching in the classroom. In this study, the researcher used field notes.

Before the English lesson began, all students read a prayer together. Then, before the teacher arrived to teach the material, the students sang vocabulary songs using three languages: Indonesian, English, and Arabic. When the teacher entered the classroom, he greeted the students with a Salam and started the lesson by asking about their conditions. After instructing the students to arrange their seats

and study places, the teacher checked their attendance. Following the attendance check, the teacher provided an ice-breaking activity to warm up the class before delving into the English material.

The teacher then taught a grammar lesson on Conditional Type 1, explaining the material in advance and providing examples. Once the students grasped the material, they were given time to create their examples and report back to the teacher for completion. At 05.00 PM, the teacher revisited the material to ensure the students had understood the lesson thoroughly. The lesson concluded with the teacher leading a closing prayer after the group study and ending with a final greeting.

Overall, English public speaking activities in the male area have been good and effective, but the researcher found some that should be addressed and evaluated. Among them are the following:

- 1) The teacher must be preparing effective ice-breaking to make students not bored with the activity.
- 2) The material is good, but it would be even better if media were used to aid in the learning process.
- 3) Students must pay attention more to the teacher to get more understanding.

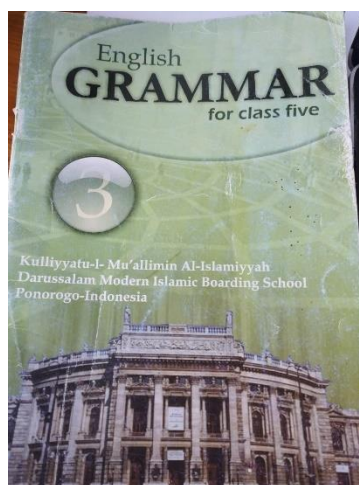
The results of the documentation obtained in this study regarding teachers' and students' perceptions of the English program at Darunnajat Islamic Modern Boarding School are as follows:

- a) The material of the English course

The material taught in the English course program mostly deepens Grammar. The guidebook or reference used is English Grammar Volume 3 which is taken from the book Grammar KMI Pondok Modern Darussalam Gontor. The material used is conditional type 1, it will be the edge of many other materials used contained in Grammar books.

- b) The schedule of the English program

The schedule of language program activities for Darunnajat modern Islamic boarding school students is located in the office and contained in the PPDB browser. The schedule of activities is classified into one on the overall activity schedule of Darunnajat modern Islamic boarding school students.



*Figure 1 English Grammar Book for the material of English Course*

### **3. English Conversation**

In the English conversation, students made a line in the fields. In this study, the researcher used field notes.

The English department gathered the students in the courtyard and provided a title that would

be discussed during the English conversation. The students were instructed to find partners for the conversation, and when the department rang the bell, the conversation officially began. During the English conversation, the department controlled the children to ensure everything went smoothly. After 15 minutes, the bell rang again, signaling the end of the conversation time.

Following the conversation, the students were instructed to gather again in the courtyard to listen to the provision of new knowledge and updated news. Once the students were gathered, the English department shared new information and news with them. Afterward, they provided the students with new vocabulary to enhance their language skills. By around 17.00 WIB, the students had completed their English conversation activity for the day.



*Figure 2 Afternoon English Conversation*

Overall, English conversation activities in the male area have been good and effective, but the researcher found some that should be addressed and evaluated. Among them are the following:

- 1) Lack of control by all students in English conversation activities.
- 2) Lack of enthusiasm in the English department When providing new knowledge.
- 3) Mental lack when speaking in front of students.
- 4) There are still some improper pronunciations used by the English department.

### **3.1.2. Teachers' and students' perception of the English program at Darunnajat Islamic Modern Boarding School**

#### **1. Teachers' perception of the English program at Darunnajat Islamic Modern Boarding School**

##### **1) Positive Perception**

##### **Required English program**

The English program can be said to be a place to improve students' ability in language. Students can improve students speaking skills, namely with the program students can think critically and appear more confident in front of the general public. This was conveyed by Tacher 1, he said:

Students are given the task of making essays, namely making essays in English to improve students' writing skills.

*(.....siswa diberikan tugas untuk membuat karangan yaitu membuat karangan berbahasa inggris untuk meningkatkan kemampuan menulis siswa...)*

English public speaking makes them think hard and think critically about English public speaking activities.

*(.....English public speaking itu membuat mereka berfikir keras dan berfikir secara kritis pada kegiatan English public speaking....)*

Those who master English will appear more confident because they have participated in English activities at the cottage and have qualified skills.

*(.....bagi mereka yang menguasai Bahasa Inggris akan tampil lebih pede karena telah mengikuti kegiatan Bahasa Inggris di pondok dan memiliki skill yang mumpuni.)*

For those who attend, they are not necessarily good at speaking English, especially those who do not attend. If it is combined between those who attend and those who do not attend the program, it will be different in spirit and of course, the results will be different.

*(.....Bagi yang mereka yang menghadiri belum tentu jago berbahasa Inggris apalagi yang tidak menghadiri. Jika digabungkan antara mereka yang menghadiri dan yang tidak menghadiri program tersebut akan berbeda dalam semangatnya dan tentunya hasilnya akan berbeda...)*

### **Social and entertaining program**

English program is a forum to develop language in Darunnajat Islamic boarding school which is a very social and entertaining program for students. This was conveyed by Teacher 1:

The program will be entertaining for those who like English.

*(.....program tersebut akan menghibur bagi mereka yang suka Bahasa Inggris....)*

I also agree that the program is more social because in class students usually sing English vocabulary together

*(....Saya juga setuju program tersebut lebih social karena di kelas siswa biasanya bernyanyi vocabularies berbahasa Inggris secara Bersama....)*

This was also conveyed by Teacher 2, she conveyed:

The English program is a more social and entertaining program for students.

*(....Program Bahasa Inggris menjadi program yang lebih social dan menghibur untuk siswa....)*

These activities can be used more for language games such as free time which is used for language and the activity is more social.

*(...Dengan adanya kegiatan tersebut bisa lebih menggunakan untuk games berbahasa seperti waktu kosong yang mana digunakan untuk Bahasa dan kegiatan tersebut lebih social.....)*

### **Benefits of the English program**

The English program has several benefits. This benefit is very good to support a good future for students. The benefits obtained by students can add more vocabulary and can make students more confident. As stated by Teacher 1 as an English teacher, he conveyed:

The benefit for those who have participated in the activity is that they are more enthusiastic to speak and to express what they are.

*(....Untuk manfaatnya bagi mereka yang telah mengikuti kegiatan tersebut adalah mereka lebih semangat untuk berbicara, untuk mengekspresikan apa yang mereka....)*

Students who are active in English activities at the boarding school will be better at English even in other aspects.

*(...siswa yang aktif pada kegiatan Bahasa Inggris di pondok akan lebih baik pada Bahasa Inggris bahkan pada aspek-aspek yang lainnya....)*

The benefit that is felt for those who are active is being able to increase their academic and non-academic grades.

*(...Manfaat yang terasa bagi yang aktif adalah mampu meningkatkan nilai akademik maupun non akademiknya....)*

The way to increase students' vocabulary in English is to deposit one vocab before entering the room.

*(...Cara untuk menambah kosa kata siswa dalam berbahasa inggris yaitu dengan menyetorkan satu vocabs sebelum masuk kamar...)*

Teacher 2 also added the benefits of the English program, she said:

Benefits for students who take part in the Language program, there are many benefits, including they can have increased confidence mental formation, and language discipline.

*(...manfaat bagi siswa yang mengikuti progam Bahasa ada banyak manfaatnya diantaranya mereka dapat mempunyai rasa percaya diri meningkat dan mental terbentuk serta disiplin berbahasa.....)*

Active students will be better than students who are not active in Language activities.

*(....siswa yang aktif akan lebih baik dibandingkan dengan siswa yang tidak aktif dalam kegiatan Bahasa...)*

## 2) Negative Perception

Burdening program for students

Teacher 1 spoke about the distraction program for students, he said:

For those who don't like or are anti-English will be a problem them but they will meet English because they have to take part in English activities.

*(...Bagi mereka yang tidak suka atau anti Bahasa inggris akan menjadi problem bagi mereka akan tetapi mereka pasti ketemu dengan Bahasa inggris karena mereka harus mengikuti kegiatan-kegiatan berbahasa inggris....)*



**Figure 3 Interview with English Teacher**



## 2. Students' perception of the English program at Darunnajat Islamic Modern Boarding School

The questionnaire consisted of eighteen items. It was given to 40 eleventh-grade students at Darunnajat Islamic Modern Boarding School to get their opinions on how the English curriculum was being implemented. Each statement that the students had selected was broken down into four columns: strongly disagree, disagree, agree, and highly agree. The Likert scale was used by the researchers to analyze the data. Additionally, the disseminated questionnaire's result is shown below:

### 1) The Result of the First Aspect in the Questionnaire

The first aspect of the questionnaire is the student's perception of the rules of the English program. This aspect was shown in questionnaire number 1, number 2, number 3, number 4, number 5, and number 6.

*Table 1 The Result of the First Aspect in the Questionnaire*

No.	Statement	Alternative Answer				Total
		SA	A	D	SD	
1	The rules of the English program applied by Darunnajat Islamic Boarding School should be followed by the students	50 %	47.5 %	2.5 %	-	100 %
2	The implementation English program for Learning English has been applied inside the classroom	7.5 %	35 %	45 %	12.5 %	100 %
3	The implementation English program for Learning English has been applied outside the classroom	37.5 %	50 %	10 %	2.5 %	100 %
4	All the students communicate using the English language in the English program	35 %	55 %	7.5 %	2.5 %	100 %
5	The students who do not communicate using the English language will be punished in the English program	42.5 %	47.5 %	10 %		100 %
6	The students communicate in the English language on English program by perforce	5 %	52.5 %	37.5 %	5 %	100 %



*Figure 1 Deploying sheet of questionnaire to students*

Regarding the questionnaire, the first statement showed that the rules of the English program applied by Darunnajat Islamic Boarding School should be followed by the students. There was one student who disagreed with the restrictions that the language department of Darunnajat Islamic Modern Boarding School had imposed, but the majority of the eleventh graders agreed with them. The outcomes validated this assertion: Nineteen (47.5%) students selected "agree," twenty (50%) selected "strongly agree," and one (2.5%) selected "disagree." Nearly all of the pupils, according to reports, are willing to abide by the standards set forth by the language department of Darunnajat Islamic Modern Boarding School. The majority of youngsters comply with the guidelines, notwithstanding the exception of one person.

The second statement showed the implementation of the English program for learning English that had been applied inside the classroom. Students in the eleventh grade at Darunnajat Islamic Modern Boarding School hold varying opinions on this regulation that has been put in place by the language department. The data shows that 3 students (7.5%) selected "strongly agree," 14 students (35%) selected "agree," 18 students (45%) selected "strongly disagree," and 5 students (12.5%) selected "disagree." It showed that not all pupils agreed with the regulation that the Darunnajat Islamic Modern Boarding School's English department had put in place.

The third statement showed that "the implementation English program for Learning English had been applied inside the classroom." The language department of Darunnajat Islamic Modern Boarding School has created a guideline regarding which the eleventh-grade pupils have varying opinions. 15 (37.5%) students selected "strongly agree," 20 (50%) students selected "agree," 4 (10%) students selected "strongly disagree," and 1 (2.5%) student selected "disagree," as the table shows. It revealed that not every student agreed with the regulation that the English department of Darunnajat Islamic Modern Boarding School had put in place.

The fourth statement showed that all the students communicate using English in the English Week program implemented by the language department of Darunnajat Islamic Boarding School. The fact that 22 students (55%) selected "agree" and 14 students (35%) selected "strongly agree" supported this claim. Furthermore, four pupils (10%) expressed dissatisfaction with this remark due to their past silence and inability to speak English. It stated that during the program, the pupils had consented to talk in English.

The fifth statement showed that students who do not communicate using the English language will be punished during English week. Nearly all of the eleventh-grade pupils support the policy put in place by the school's language department. The fact that 19 (47.5%) students selected "agree" and 17 (42.5%) students selected "strongly agree" demonstrated this. Furthermore, four students (10%) disagreed with this assertion, arguing that throughout the implementation of the English program, the language department will punish students who do not speak English.

The sixth statement showed that the students communicate in English on the English program by perforce. Students in the eleventh grade at Darunnajat Islamic Modern Boarding School hold varying opinions on this regulation that has been put in place by the language department. Two students (5%), as the table shows, selected "strongly agree." Twenty-one (52.5%) students selected "agree," fifteen (37.5%) selected "disagree," and two (5%) selected "strongly disagree." This outcome showed that most students did not use coercion to speak when the English Week program was in place.

## 2) The result of the Second Aspect of the Questionnaire

The second aspect of the questionnaire is the student's perception of communication strategies in the English program. This aspect was shown in the questionnaire number 7, number 8, number 9, and number 10.

*Table 2 The Result of the Second Aspect in the Questionnaire*

No.	Statement	Alternative Answer				Total
		SA	A	D	SD	
7	The students choose to be silent if they can't communicate in the English language on an English program	27.5 %	25 %	32.5 %	15 %	100 %
8	The students should improve their skills by memorizing some vocabulary in the English program	50 %	40 %	7.5 %	2.5 %	100 %
9	Memorizing some vocabulary will help students in communicate on English program	42.5 %	55 %	2.5 %		100 %
10	The language department will help students communicate in the English program	50 %	45 %	2.5 %	2.5 %	100 %

The seventh statement showed that the students chose to be silent if they could not communicate in English on the English program. The majority of eleventh-grade students agreed with the statement, as evidenced by the 11 (27.5%) and 10 (25%) students who selected "strongly agree" and "agree," respectively, while 13 (32.5%) and 6 (15%) students selected "disagree." This finding suggests that more students opted to remain silent if they were unable to speak English during an English language program run by the Islamic Modern Boarding School.

The eighth statement showed that the students should improve their skills by memorizing some vocabulary in the English program. According to the results, the majority of eleventh-grade students concur with this assertion. The fact that 16 (40%) and 20 (50%) of the students selected "agree" and "strongly agree" respectively served as evidence. According to this outcome, the pupils decided to enhance their abilities by learning some terminology from the English curriculum that the language department of the Darunnajat Islamic Modern Boarding School had put in place.

The ninth statement showed that memorizing some vocabulary will help students communicate in the English program. The findings explain why most eleventh graders concur with this assertion. The fact that 22 (55%) students selected "agree" and 17 (42.5%) students selected "strongly agree" demonstrated this agreement. According to this outcome, the students felt that learning some vocabulary would improve their ability to communicate in English when the English program was being implemented.

The tenth statement showed that the language department will help students communicate in the English program. The outcome demonstrates how the language department supports the English program. The fact that 18 (45%) and 20 (50%) of the students selected "agree" and "strongly agree" respectively demonstrated this agreement. It showed that the language department helped the students at Darunnajat Islamic Modern Boarding School implement the English program.

### 3) The Result of the Third Aspect of the Questionnaire

The third aspect of the questionnaire is the student's perception of the programs implemented in the English program. This aspect was shown in the questionnaire number 11, number 12, number 13, number 14, and number 15.

*Table 3 The Result of the Third Aspect in the Questionnaire*

No.	Statement	Alternative Answer				Total
		SA	A	D	SD	
11	The lack of time for an English program	22.5 %	55 %	15 %	7.3 %	100 %
12	The students should follow programs applied to the English program	15 %	62.5 %	20 %	2.5 %	100 %
13	The effectiveness of language correction programs in improving students' English language	30 %	55 %	10 %	5 %	100 %
14	The lack of programs to increase students' motivation in speaking practice	47.5 %	45 %	7.5 %		100 %
	The lack of vocabulary given every day in the English program	20 %	50 %	30 %		100 %

The eleventh statement showed a lack of time for English week. As a result, 9 students (22.5%) selected the "strongly agree" option, while 22 students (55%) selected the "agree" option. According to this outcome, the pupils felt that the Darunnajat Islamic Modern Boarding School's language department's English curriculum lacked sufficient time.

The twelfth statement showed that the students should follow programs that are applied to the English program. It demonstrates that nearly all eleventh-grade students concur that all pupils adhere to the programs that the English department implements within the English curriculum. The results showed that 25 students (62.5%) selected "agree," while 6 students (15%) selected "strongly agree." This outcome demonstrated that the pupils agreed to participate in the program that was used when the English program was implemented.

The thirteenth statement showed the effectiveness of language correction programs in improving students' English. It demonstrates that the majority of eleventh graders concur with the assertion. The fact that 22 students (55%) selected "agree" and 12 (30%) selected "strongly agree" demonstrated this. This outcome showed that the students agreed on the efficacy of the language correction method used during Darunnajat Islamic Modern Boarding School's English Week program.

The fourteenth statement showed the lack of programs to increase students' motivation in speaking practice. As a result, 18 students (55%) selected the option "agree," while 19 students (47.5%) selected the option "strongly agree." Three students (7.5%) selected "disagree." Finally, the majority of students concurred with the statement on the dearth of initiatives aimed at boosting students' enthusiasm for public speaking.

The fifteenth statement showed the lack of vocabulary given every day in the English program. On this point, almost every student in the eleventh grade agrees. The fact that 20 (50%) students selected "agree" and 8 (20%) students selected "strongly agree" demonstrated this. This outcome showed that the students agreed on the inadequate vocabulary provided each day of the program.

#### 4) The Result of the Forth Aspect in the Questionnaire

The third aspect of the questionnaire is the student's perception of the punishment of the English week program. This aspect was shown in the questionnaire number 16 and 17 and number 18.

*Table 4 The Result of the Forth Aspect of the Questionnaire*

No.	Statement	Alternative Answer				Total
		SA	A	D	SD	
16	The effectiveness of punishment based on the Jasus system that is applied to the English program	10 %	50 %	20 %	20 %	100 %
17	The punishment based on the Jasus system should affect students' social value	12.5 %	65 %	22.5 %		100 %
18	Rewards are given to the best students in participate in the English program	62.5 %	30 %	7.5 %		100 %

The sixteenth statement showed the effectiveness of punishment based on the Jasus system that is applied to the English Week program. Regarding the effectiveness of punishment, almost all eleventh-grade pupils concur. The fact that 20 students (or 50%) selected "agree" and 4 students (10%) selected "strongly agree" demonstrated this. In contrast, 8 students (20%) selected "strongly disagree," while 8 students (20%) selected "disagree." According to this remark, the pupils concur that punishment is an effective way to carry out the English curriculum.

The seventeenth statement showed that punishment based on the Jasus system should affect students' social values. Nearly the majority of the eleventh graders agree with this assertion. The outcome validated the perception: 26 students (65%) selected "agree," while 5 students (12.5%) selected "strongly agree." This assertion suggested that the Jasus system had an impact on the students' worth when Darunnajat Islamic Modern Boarding School implemented an English curriculum.

The eighteenth statement showed that rewards are given to the best students for participating in the English program. Nearly the majority of the pupils in the eleventh-grade express agreement with this assertion. The following outcomes supported the perception: Of the pupils, 12 (30%) selected "agree," 3 (7.5%) selected "disagree," and 25 (62.5%) selected "strongly agree." This remark suggested that the top pupils of Darunnajat Islamic Modern Boarding School receive incentives for taking part in the English program.

### 3.3. Discussion

#### 3.3.1 The implementation of the English program at Darunnajat Islamic Modern Boarding School

The English program has some very interesting and useful activities for students. These activities are English public speaking, English conversation, and an English course. In English public speaking activities, there are several officers such as master of ceremonies, conductor, qori or qoriah, speakers, and entertainment.

The English Public Speaking program is a learning program that aims to improve public speaking skills in English. This program is designed to help participants overcome nervousness and increase their confidence in delivering speeches, presentations, or speaking in front of audiences in English confidently and effectively. Other benefits of public speaking include increasing self-confidence, opening promotional opportunities, making someone superior to others, influencing others to accept ideas, and building effective communication skills (Meylina, 2022).

According to (Meylina, 2022) someone who participates in public speaking can increase self-confidence, open promotional opportunities, make someone superior to others, influence others to accept ideas, and build effective communication skills. Through the English Public Speaking program, participants will gain invaluable skills in communicating effectively in English, both in academic, professional, and social contexts. They will learn to articulate their ideas clearly and persuasively, as

well as become confident and convincing speakers in a variety of situations.

According to Syaputri et al., (2021), an English course refers to a structured program or curriculum designed to teach and improve students' English language skills, particularly focusing on vocabulary mastery. However, the effectiveness of this program is lacking due to issues such as a lack of management support, teacher support, coordination, clear curriculum guidelines, teaching staff development, and low work satisfaction among teachers and students. The main objective of the English course program is to help course participants achieve a higher level of fluency in English so that they can communicate themselves confidently and effectively in a variety of situations. According to Pravitasari & Rimawati (2020) The purpose of the English course as highlighted in the study, is to positively influence students' English speaking ability through their perception of the program. The study emphasizes the importance of students' perception in language learning and the need for supportive environments in language programs to enhance English speaking skills.

During the English course program, course participants will learn about grammar, sentence structure, vocabulary, and correct pronunciation in English. They will also engage in a variety of learning activities, such as listening and speaking exercises, group discussions, language games, and writing tasks. Through these exercises and practical experience, course participants will be able to develop their overall English skills. Soft skills in English, such as communication skills, adaptability, and the ability to work together, are essential for future success (Permata, 2018). These soft skills help individuals to interact with others, solve problems, and work effectively in diverse work environments. By having good soft skills in English, one can increase career opportunities and build good relationships with others.

According to Muchtar et al., (2021), the purpose of English conversation carried out in this training is to improve communication skills in English and soft skills of students who are trainees. This training aims to assist students in oral communication, independent work, and working in teams.

According to Muchtar et al., (2021) In English conversation, the emphasis is on oral communication skills, including the pronunciation of words, daily conversation, and skills in interacting with others. English conversation programs also often emphasize developing listening skills, so that students can understand and respond appropriately to what their interlocutors are communicating. Through structured exercises and diverse topics of conversation, students are allowed to hone their communication skills naturally and spontaneously.

According to Muchtar et al., (2021), the ability to communicate in English and soft skills are needed in interacting with people from various cultures. Soft skills such as oral communication skills, independent work, and teamwork are essential in building good and effective relationships in a global environment.

### **3.3.2 Teachers' and students' perceptions of the English program at Darunnajat Islamic Modern Boarding School**

#### **a. Teachers' perceptions of the English program at Darunnajat Islamic Modern Boarding School**

The English Language Program at Darunnajat Islamic Modern Boarding School is compulsory for the students because English is used as the language of daily communication and is very important for their future. English language programs help improve students' writing and speaking skills. This activity also encourages students to think hard and critically, especially in public speaking activities. This program provides great benefits by increasing students' enthusiasm for learning. Students who are active in the program have an advantage in their academic and non-academic grades.

Teachers at the lodge have a very positive perception of the English program, considering it an important tool in preparing students for success in an increasingly global environment. They see the

program as a means to open doors of opportunity for students, broaden their horizons, and deepen their understanding of English, which is an important international language in many career and life fields. Similarly, as stated by Pratiwi (2021) The phrase "international language" is used to describe the significance of having a global language such as English, which allows individuals to share their ideas and thoughts across communities and nations.

According to Harahap, (2022), English has cooperation and social values. In a supportive atmosphere, students are invited to interact with others in English, create an inclusive learning environment, and build close relationships between members of the cottage community. By uniting English learning with these values, teachers hope to shape students who are not only proficient in the language but also open-minded and ready to face changes in an ever-evolving world.

English teachers of English programs have a very positive perception of English Public Speaking as an integral part of their curriculum. They view it as a valuable opportunity for students to develop their English communication skills confidently and effectively. According to Anggraeni & Harmayanthi, (2021), Students can increase their confidence after public speaking. In a supportive atmosphere, teachers guide students in acquiring public speaking skills, building confidence, and expressing their ideas and ideas clearly and persuasively.

In addition, they believe that being able to speak English well will give students a competitive edge in an increasingly globally connected world. By equipping students with these skills, teachers expect students to be successful in various fields, both in their careers and in their personal lives and can be positive changemakers in Society. Foreign language skills, such as public speaking and writing in foreign languages, can also increase self-confidence, comfort, and the ability to convey messages effectively in public relations (Yani et al., 2018).

In the context of English programs in Islamic boarding schools, teachers have a very positive perception of the existence of English courses as an important part of student education development. One of the roles of teachers in teaching English courses is to increase student motivation in learning English and help teachers to use attractive and fun English learning media (Muhammad et al., 2021).

According to Chandrella (2023) Studying English can provide advantages in the world of work as applicants who are proficient in English are more likely to be preferred and accepted in job vacancies across various fields such as business, technology, and others. Additionally, in a globalized era where foreigners are working in Indonesia and vice versa, English proficiency is crucial for maintaining professional relationships and communication.

In the context of English program activities at the cottage, teachers have a very positive perception of English conversation as one of the important aspects of English language learning. The ability to practice English Conversation is an ability that can be achieved through training activities (Dewi, 2023). By actively participating in English conversation, students not only improve their speaking skills, but also deepen their understanding of English vocabulary, grammar, and idioms.

In addition, teachers at the cottage also consider English conversation as an effective tool to help students feel more comfortable and confident in communicating in English. These programs are implemented not only to pursue better academic results, but also aim to form students who are more confident, competent, and ready to face global challenges (Novita & Affianty, 2019). Through structured speaking exercises and a variety of talking topics, students are invited to overcome nervousness and uncertainty in using English spontaneously. This positive perception encourages teachers to continue to support and encourage students to acquire better speaking skills so that they can successfully communicate fluently in a variety of social and professional contexts in the future.

This activity can also increase students' insight and knowledge in the classroom. English language programs have benefits for students in increasing self-confidence, forming mentalities, and improving language discipline. According to (Syaputri et al., 2021) the benefit of participating in an

English language program is an improvement in English vocabulary mastery. Students reported positive attitudes toward learning English and felt that the course program helped enhance their vocabulary mastery.

#### **b. Students' perceptions of the English program at Darunnajat Islamic Modern Boarding School**

The first aspect is the student's perception of the rules of the English program. Rules on English courses can help students be more disciplined in doing English course activities on their own or other activities. According to Apriani et al., (2019), English courses have been shown to help students become more disciplined and consistent in their language-learning efforts. Not only able to make students disciplined and consistent in their activities, but there will be significant changes in students. The effect of them being disciplined can help them improve their learning and be consistent in positive ways.

The second aspect is the students' perceptions of communication strategies in the English program. One of the key strategies implemented in English language programs to improve students' abilities is the integration of technology into learning. Technology allows students to practice their English skills independently, adjusting the level of difficulty to their individual needs. Some strategies for improving students' writing skills include implementing the technique of creating stories using simple media like picture series and bubbles, providing examples of writing and creating English stories at a simple level, distributing writing practice questions that have a mixture of pictures and writing, and using LCD media to explain the material and show videos related to the topic being taught (Ningsih et al., 2019).

The third aspect is the students' perceptions of the programs implemented in the English program. English programs or English courses are valuable initiatives for students in Islamic boarding schools. This program not only opens doors to understanding and mastering the English language but also provides new opportunities and improves students' communication skills. By attending an English Language program, students can broaden their horizons and prepare to interact with the increasingly global outside world. According to Damayanti et al., (2018) Basic English training program is a good program for students in pesantren, this program provides bilingual learning concepts that start from simple things such as greetings, language of instruction, instructions to students, and responses. This program also emphasizes English acquisition which can attract students so that they can learn English with fun.

The last aspect is the student's perception of the punishment in the English program. The application of punishment in English programs can be an effective tool to improve students' ability to speak English. For example, students who violate certain rules of English may be required to do additional exercises, such as writing an essay or making a presentation in English as part of their punishment. According to Febriyanti & Nurbayan, (2021), Punishment can help improve students' skills, such as improving the four Language skills, including speaking, reading, writing, and listening. Most of the punishments given to language violators are educative punishments, one of which is by giving orders to search vocabulary and make sentences. The corporal punishment is only in the form of surrounding the field (Febriyanti & Nurbayan, 2021).

#### **4. Conclusion**

The Darunnajat Islamic Modern Boarding School implements English programs as part of its bilingual program. These programs are conducted indoors and outdoors, depending on the material and conditions. Students participate in English public speaking, conversation, and an English course. English public speaking focuses on English speech, English courses focus on the material of the English language and English conversation focuses on the smoothing of students' speaking skills. Public



speaking activities are held every Monday night from 07:30 PM to 10:00 PM, with supervision from various officers. Conversation activities are held in the morning and afternoon, with Monday talking for girls and Sunday talking for boys. Vocabulary activities aim to increase students' vocabulary and address language rules issues.

English courses are grouped according to classes and are conducted in the classroom or room. Teachers use games, enthusiasm, and movies to engage students. Participation in these activities is mandatory, and those who do not will be punished. However, cottage picket schedules may allow students to participate without licensing or notification. Outstanding students receive rewards or awards in English, with the princess being the best speaker and the girl of language, and the son being the king of language and the best speaker.

Based on the findings, teachers have a positive and negative perception of the English program at Darunnajat Islamic Modern Boarding School. Teachers have a positive perception that the English program has very important benefits and functions. English programs can also help improve academic scores and be able to make students' communication skills better and more confident. However, teachers have a negative perception that the English program is a burdening program for students who dislike the English program.

Students have a positive perception of the English program at Darunnajat Islamic Modern Boarding School. Based on students' perceptions, an English program can help students be more disciplined, and communicative and help improve students' language skills. However, they think that the program can't give enough motivation to practice speaking and improve their vocabulary mastery.

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