

PREFACE

This study explores the English program conducted by Central Language Improvement (CLI) from the terms of Ethnography perspective. This study was conducted in one of the Islamic boarding schools at Tasikmalaya Indonesia, which obligates students to use English as a language communication practice. This study aimed to find out the English program of CLI and how it is applied into students' daily activities around the Islamic boarding schools at Tasikmalaya Indonesia. Consequently, the students in an Islamic boarding school were motivated to join the program; the teachers provided a good program, teaching methods, and appropriate learning materials. Therefore, the students can express their English for their communication practices around the Islamic boarding school. Besides, this study presented the theory of Ethnographic perspective to explore the complete English program description provided by CLI. Further, it can function as a reference for all teachers to design a similar English program to facilitate students' English skills. Hopefully this study can be beneficial for the readers, especially for the teachers, in gaining a deep explanation about the English program. However, this present study is not free from limitations. Therefore, the researcher hopes for any suggestions and constructive critique, so this thesis can be better.

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The Researcher