

CHAPTER 2

LITERATURE REVIEW

This chapter presented a brief explanation of some theories that supported the study. The theories are related to exploratory case study especially in portraying the Darussalam Goes English in Islamic Boarding School.

2.1 DGE Program

Darussalam Goes English is one of the programs conducted in Darussalam that aims to develop students' English ability. DGE was established in 2014 with its first initiator being *Dr. KH. Ahmad Deni Rustandi, M.Ag* as the leader of the Darussalam Islamic Boarding School. The purpose of establishing DGE is to facilitate students who cannot went for English courses in Pare. Due to the large amount of money required for an English course in Pare, Darussalam tried to bring the tutors from Pare to teach English in Darussalam. DGE is a full learning program, in the sense that those who took part in the program did not carried out teaching and learning activities in the classroom with various kinds of general lessons, but this program was specifically for learning English only for a certain period.

The material taught in this program could be adjusted according to students' needs. However, the DGE program emphasized students' speaking skills because reading and writing skills have been accommodated by the process of learning English at school. Rohim (2020) stated that learning speaking skills earlier is a good stage to build essential progress in acquiring the language. It gives them the opportunity to use the language, make mistakes, and learn from them. The DGE program also has a syllabus in which the syllabus would be made by the DGE tutor itself which aims to maintain the authenticity of the existing learning patterns in the English village of Pare itself. The DGE program was attended by students of Darussalam who had more interest in language or who were interested in improving their language skills. This program took place in the second semester, usually, this program is held for thirty days but for the current year and the previous year it is only held for fourteen days due to a pandemic.

The DGE program contributed not only to students but to teachers also, especially English teachers, and to Islamic Boarding Schools as well. Those could

accommodated one of the *syiar* of Darussalam Islamic Boarding School, namely "*Al-lughotu Taajul Ma'had* (Language is the Crown of the *Pondok*)". That way the students would be proficient in foreign languages and brought the good name of the Islamic Boarding School in the future. Meanwhile, teachers could be used as a comparison, of how to learn English outside. In addition, teachers could learn how to learn English which is applied in Pare.

2.2 Islamic Boarding School

2.2.1 The Definition of Islamic Boarding School

Islamic Boarding School is one of the places for language development. Rachmawati (2015) defined a Boarding School as an Islamic Education Institution that facilitated students to learn religious education and a dormitory serves as a place to live (p.3). This is the best place for students who want to learn to integrate the curriculum between regular and religious subjects.

English is one of the important subjects in Islamic Boarding School. According to Zainun et al. (2017) stated that English is one of the core subjects studied at Islamic Boarding School and they were combined between the private curriculum and the national curriculum (p.178). Islamic Boarding School could be an institution for Muslims who need general and religious education. They tried to develop a system, which was not only religious education but also combined religious and general education as well as developing the expertise and skills of their students.

Islamic Boarding Schools continuously made efforts to improve the quality of education. According Thahir (2014) stated that Islamic Boarding School or "*pesantren*" has a big influence in developing the educational world, especially in Indonesian society. This could be an alternative for solving various problems of education that occurred at this time. Hence, Islamic Boarding School is very important in this era because it could help the educational world and present the educational pattern to produce the human resources reliably.

2.2.2 Darussalam Islamic Boarding School at Tasikmalaya

Darussalam Islamic Boarding School was established on the calling of the founder of the boarding school and community support in responding to the times.

Darussalam Islamic Boarding School was established on April 6, 2007 with its founders, namely *Dr. KH. Ahmad Deni Rustandi, M.Ag, KH. Asep Dudung & KH. Asep Nawawi Suherman*, who is the coach and elder of the Darussalam Islamic Boarding School Foundation. Darussalam is located at *Kp. Narunggul, Ds. Tanjungpura, Kec. Rajapolah, Kab. Tasikmalaya, West Java, Indonesia*.

Darussalam presented a modern education pattern, by sticking to the principles of Islamic teaching with an integrated curriculum pattern between the *salafiyah curriculum, KMI Gontor, tahfidz*, and Ministry of National Education Secondary Formal Education, with a Boarding School system that concentrated on 24-hour learning in dormitories. The goal of establishing the Darussalam Islamic Boarding School was prepared a superior generation to be competitive at the national and international levels based on *IMTAQ* and *IMTEK*.

The education system implemented in the Darussalam Islamic Boarding School is to concentrate on teaching and learning activities for 24 hours with a boarding system based on the *Panca Jiwa Pondok* (Sincerity, Simplicity, Independence, *Ukhuwah Islamiyah* and Freedom) and the Motto of the Darussalam Islamic Boarding School is (Nobel character, Sound Body, Broad Knowledge, and Independent Mind). In addition, the curriculum applied at the Darussalam Islamic Boarding School is the *salafiyah curriculum, KMI Gontor* (Ponorogo, East Java), *tahfidz* and *Darussalam SMP / SMA* integrated from the Ministry of Education and Culture.

2.3 Relevant Study

Some researchers have conducted similar research concerning the English program. What is mentioned below explained the finding of the research conducted concerning an English program in Islamic Boarding Schools.

First, a study conducted by Rohim, A. (2020) entitled, "The Teaching of English in an Indonesian Islamic Boarding School: Design, Enactment, and Hindrances." A qualitative approach was used in this study. Observation, interview, and documentation as a tool for data collection. The study was conducted in Nurul Jadid Islamic Boarding School. It consists of 60 students of elementary, intermediate, and advanced levels for the 2019 academic year. The result showed

that English teaching and learning used implicit and explicit learning in extracurricular programs such as speech, discussion, debate, etc. Besides that, the various activities supported some factors that accommodated the development of the students' abilities. The basic principles of English concern building self-confidence and developing the learning process.

Second, a study conducted by Octavia, *et al.* (2020) entitled, "Teaching English Speaking Skill at Eleventh Grade Students' Al-Mubarak Boarding School Serang." This study used qualitative research and the data were collected through observation, interview, field notes, and documentation. The result of the study showed that the teaching-learning process in Al-Mubarak Boarding School especially speaking skills is appropriate for the national curriculum and special religion curriculum.

Third, a study conducted by Prastyo, *et al.* (2022) entitled, "CLIL in Islamic Boarding School for Enhancing Students' Literacy through GMT." This study used exploratory case study. The data were collected through observation sheet and interview. The result of the study showed that to create CLIL in *pesantren* environment should be started with inputting the language skill to support language acquisition of the students, because by having language acquisition, the students can create language environment.

Fourth, a study conducted by Wahyuddin (2018) entitled, "The Teaching of English Speaking (A Case Study at the Eleventh Grade of Insan Cendekia Madani Boarding School)." This study used qualitative research with exploratory case study design. The data were collected through questioners, observation, interview and focus group discussion. The result of the study showed that the teaching of English Speaking in Senior High School Insan Cendekia Madani (ICM) Boarding School are very good. The curriculum used in ICM Boarding School is Cambridge Curriculum and National Curriculum. The teacher made group discussions and English club. Thus, students could join with the English program at the school because all students have due to increase their knowledge although any of them have different skill in English speaking.