

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents research findings based on analyzed data, using data collection techniques according to the research questions stated in the first chapter.

This chapter presents findings made from various data collection sources, there are: observation, interviews and focus group discussions. Data analysis aims to provide: 1) the description of how the language program is implemented at one of the Islamic boarding schools in Pekanbaru 2) the factors that influence the implementation of the language program at Al-Ihsan Boarding School.

A. FINDINGS

This chapter presents the research findings of the study that analyze the implementation of language program in eleventh grade at Al-Ihsan Boarding School. The research findings were answer to the tow research questions. The research questions are:

1. How is the implementation of language program in eleventh grade at Al Ihsan Boarding School?
2. What factors influence the implementation language program in Al-Ihsan Boarding School?

1. The implementation of language program

To describe the summary result of the implementation of language program, it is shown in table 4.1 below:

Table 4.1 The Summary of Data Analysis Research Question 1

Research Question	General findings	Specific findings	Data analysis		
			INT	OBS	FGD
How is the implementation of language program in eleventh grade at Al Ihsan Boarding School?	In general, the implementation of the language program at Al-Ihsan Boarding School is quite good and continues to improve considering that English is a new program.	Increased ability of students	√	-	√
		Increased student self-confidence	√	-	√
		Students practice frequently	√	√	√

As shown on table 4.1, there are several things were found from the implementation of the language program at IBS. In general, the implementation of the language program at Al-Ihsan Boarding School is quite good and continues to improve considering that English is a new program. Then, the researcher found that 3 specific findings, there are increased ability of students, increased student self-confidence, and the last is students practice frequently. This can be seen from the results of interview data analysis with the Mr. A as deputy principal for curriculum, Mr. D as language staff, Mrs. E as English teacher, Mr. M as dormitory supervisor and 10 students, which will be explained below.

a. Increased ability of students

The results of the analysis show that there has been an increase in the abilities of students and teachers from the program that has been implemented,

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where the program implemented was not immediately 100 percent successful, but was implemented gradually and improved in the future. The justification for this statement is supported by the results of an interview with one of the English subject teachers.

“Satu tahun belakangan ini program bahasa dihidupkan kembali dan ada kemajuan sejak dibentuknya LPM di IBS ini dan pelaksanaannya tidak langsung 100 persen berhasil, perlu kerja sama antara guru dan semua, termasuk kerja sama sesama guru bahasa inggris”. (In the last year the language program has been revived and there has been progress since the formation of the LPM at IBS and its implementation is not immediately 100 percent successful, it requires cooperation between teachers and everyone, including cooperation between fellow English teachers).

(E, May 1,2024)

To increase students' vocabulary, vocabulary is given gradually. The justification for this statement was obtained through interviews with the deputy principal of the curriculum department.

“Untuk pemberian vocabulary santri diberi secara bertahap, mereka diberikan modul dan setiap pekan ada target berapa vocabulary yang harus mereka hafal yang nantinya akan dikembangkan menjadi conversation yang berisi tentang vocabulary yang mereka hafal”. (To provide students with vocabulary, it is given in stages, they are given modules and every week there is a target of how many vocabulary words they have to memorize which will later be developed into conversations containing the vocabulary they have memorized).

(A, April 30,2024)

For vocabulary activities, this is the program most often carried out at IBS.

As one of the dormitory supervisors said.

“Vocabulary dilakukan 5 kali dalam 1 pekan, ketika pagi hari setelah subuh 2x, dan 3x dimalam hari. Waktunya di hari senen malam, selasa pagi, selasa malam, rabu malam, kamis pagi. Pemberian vocabulary setiap pertemuan diberi 2 kosakata. Ketika pemberian vocabulary mereka wajib hafal disaat itu juga, setelah ditulis mereka harus menghafal 2 kosakata tersebut, mereka tidak boleh keluar sebelum menghafal 2 kosakata tersebut”.

Vocabulary is done 5 times a week, 2x in the morning after dawn, and 3x in the evening. The times are Monday night, Tuesday morning, Tuesday night, Wednesday night, Thursday morning. Giving vocabulary at each meeting is given 2

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vocabularies. When giving vocabulary they have to memorize it right then and there, after writing it down they have to memorize the 2 vocabulary words, they can't leave before memorizing the 2 vocabulary words.

(M, May 2,2024)

After students are given a large vocabulary, then the vocabulary they have learned will be developed into conversations about their daily lives. The following are the results of interviews with teachers and FGD.

“Santri menggunakan kosakata dengan cara conversation dan public speaking. Pelaksanaan conversation dilakukan dengan mengulang kosakata, kemudian mereka hafalkan dalam bentuk percakapan”. (Students use vocabulary by means of conversation and public speaking. The conversation is carried out by repeating the vocabulary, then they memorize it in the form of a conversation).

(D, April 30,2024)

“Kosakata yang telah dipelajari akan dipaparkan didalam percakapan sehingga mereka telah mengetahui arti dari percakapan tersebut dan menggunakan di keseharian mereka”. (The vocabulary that has been learned will be explained in conversation so that they already know the meaning of the conversation and use it in their daily lives).

Apart from that, teachers and students also conclude students' abilities regarding vocabulary, pronunciation and grammar in English. The results of the interview that state this are as follows.

“Menurut saya kemampuan mereka dalam berbahasa inggris baik dalam pronounciation, grammar nya itu bisa dikatakan cukup baik, karena kita tidak bisa melihat dari satu sisi saja, karena faktor itu bisa kita nilai dari banyak sudut pandang, jadi kami lihat kalau dikatakan excellent itu belum tapi cukup baik”. (In my opinion, their ability to speak English in pronounciation and grammar can be said to be quite good, because we can't just look at it from one side, because we can assess this factor from many points of view. So, we see that if we say it is excellent, it is not yet, but it is good enough).

(A, April 30,2024)

“Kalau untuk bahasa inggris ini mereka memang masih baru menghafal kosakata, dan conversation, untuk saat ini belum bisa saya katakan baik, karena masih dalam tahap belajar”. (As for English, they are still just memorizing vocabulary and conversations, for now I cannot say it is good, because they are still in the learning process).

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Meanwhile, students said that they had good self-confidence. The following are the results of interviews in FGD with students.

“Tentunya sebagai bagian bahasa harus memiliki percaya diri, sebelum menjadi bagian bahasa kami juga mengikuti public speaking, jadi public speaking memiliki manfaat untuk menimbulkan percaya diri, maka kami mengikuti public speaking dengan sungguh sungguh”. (Of course, as a language section we must have self-confidence. Before becoming a language section, we also took part in public speaking, so public speaking has the benefit of creating self-confidence, so we took public speaking seriously).

(FGD 1, April 29,2024)

However, during interviews, researchers found that there were students who admitted that they had anxiety compared to their friends who had high self-confidence. This justification was stated by students when conducting FGD.

“Untuk saya sendiri, saya emang tipe orang yang pendiam jadi untuk berbicara di depan saya merasa canggung. Tetapi teman teman yang lain memiliki rasa percaya diri yang tinggi dibanding dengan saya sendiri”. (For myself, I'm a quiet type of person so speaking in front of me feels awkward. But other friends have higher self-confidence than myself).

(FGD 2, May 1,2024)

c. Students practice frequently

In language learning, of course practice is needed to create a language environment. After they are given programs that support language, below we will explain how the students practice the language program in their daily lives. These results were obtained from interviews with teachers and several students in focus group discussion.

This public speaking practice is divided into two times. The first time is during academic hours on Thursday, and the second time is during dormitory hours on Friday and Sunday evenings.

“Setiap hari kamis penyampaian speech setiap minggu bahasa inggris, santri kelas 5 atau 4 diminta maju kedepan untuk menyampaikan speech bahasa

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inggris dengan durasi 5 menit. Minggu bahasa inggris itu minggu kedua dan keempat”. (Every Thursday, every week in English speeches delivered, students in grades 5 or 4 are asked to come forward to deliver an English speech with a duration of 5 minutes. English week is the second and fourth week).

(D, April 30,2024)

“Setiap kamis siang ada agenda pidato untuk kelas 5 dari bagian akademik, pada minggu 1 dan 3 dengan bahasa arab, minggu 2 dan 4 dengan menggunakan bahasa inggris”. (Every Thursday afternoon there is a speech agenda for class 5 from the academic section, in weeks 1 and 3 in Arabic, weeks 2 and 4 in English)

(FGD 1, April 29,2024)

“Kegiatan dilakukan dihari jumat dan minggu malam. Setiap kelas dibagi menjadi 3 kelompok, kelompok pertama tugasnya pidato, kelompok kedua menjadi MC, dan kelompok ketiga menjadi kebersihan kelas. Dan setiap pekan digilir petugasnya”. (Activities are held on Friday and Sunday evenings. Each class is divided into 3 groups, the first group is responsible for speech, the second group is MC, and the third group is class cleanliness. And every week the implementers rotate).

(M, May 2,2024)

Overall, the language program at IBS is used by students to speak in their daily lives, and also at events held at IBS.

“Mereka menerapkan dalam sehari-hari mereka dan mereka praktekkan, tapi hanya kepada guru bukan sesama mereka, akan tetapi ada juga yang memang menggunakan sesama santri terkhusus santri yang memiliki minat yang tinggi terhadap bahasa inggris”. (They apply it in their daily lives and they practice it, but only with teachers, not their fellow students, but there are also those who use fellow students, especially students who have a high interest in English).

(E, May 1,2024)

“Santri menggunakan vocabulary tersebut ketika speech, lomba-lomba bahasa pevent seperti ketika hari besar islam atau event yang telah ditetapkan oleh staff kebahasaan”. (Students use this vocabulary during speeches, language competitions, such as during Islamic holidays or events that have been determined by the language staff).

(A, April 30,2024)

Apart from that, the language students also make rules for using various languages in students' daily lives.

“Kami juga bekerja sama dengan bagian ibadah di mesjid untuk menyampaikan instruksi dengan menggunakan bahasa arab dan inggris, agar lebih

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ingat dan mengetahui bahwa bahasa itu penting dimanapun kita berada, kemudian pada pembagian lauk juga mewajibkan menggunakan bahasa arab atau inggris. Kami juga bekerja sama dengan Badan Usaha Milik BES yang menjual jajanan, transaksi harus menggunakan bahasa arab atau inggris". (Then in the division of side dishes also requires using Arabic or English. We also work with Bes owned enterprises that sell snacks, transactions must use Arabic or English).

(FGD 1, April 29,2024)

2. Factors influencing the implementation of language program in IBS

This information was taken from interviews with 2 English teachers, they are: teacher E and teacher D, Mr. A as the deputy principal for academics and curriculum, Mr. M as the language driver in the dormitory. This information was also taken from observations that the researcher observed during the teaching and learning process, in the dormitory, and focus group discussions conducted with 10 students who were divided into two groups. Based on data obtained through interviews, in general the influencing factors are divided into two, the first are supporting factors and the second are inhibiting factors. These factors will be discussed according to the results of the interview as follows:

Table 4.2 The Summary of Data Analysis Research Question 2

Research Question	General findings	Specific findings	Data analysis		
			INT	OBS	FGD
What factors influence the implementation language program in Al-Ihsan Boarding School?	From the result of the data analysis, the factors that influencing language programs is divided into 2, there are supporting and inhibiting factors	Teacher's role, teaching materials, media, strategies used	√	√	√
		Facility	√	-	√
		Other factors (regulations, cooperation between teachers and students)	√	-	√

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© Hak cipta milik UIN Suska Riau		Linguistic		√	-	√
		Non- linguistic	Inhibiting	√	-	√

Based on the table 4.2, researcher found that in general there are two factors that influence the implementation of language program at IBS, supporting and inhibiting factors. Supporting factors include: teacher's role, teaching materials, media and strategies used, facility, and other factors. Other factors include: regulations, cooperation between teachers and students. Meanwhile, inhibiting factors include: linguistic and non- linguistic.

a. Supporting factors

Factors that support the process of implementing this language program include the role of the teacher, teaching materials, media, strategies used, facilities and other factors. Based on the results of the interview, it is said that this factor really helps in the implementation process of the existing program. These factors will be explained based on the results of the interview as follows:

a) Teacher's role, teaching materials, media, strategies used

The role of the teacher, teaching materials, media, and strategies used by the teacher are things that we can see whether they are supporting or inhibiting factors. In implementing the language program at IBS, the role of teachers, teaching materials, media and strategies used by teachers are factors that support the language program at IBS, this can be seen from the results of researchers' interviews with teachers, deputy principal of curriculum and several students.

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“Dari segi kuantitatif, kalau dibilang kurang tidak kurang dan kalau di bilang berlebih juga tidak berlebih, cukup untuk pelaksanaan. Kalau dari segi kualitatif, insyaallah dari yang ada ini bisa mengcover untuk setiap agenda dan program bahasa yang ada di pondok, kita juga bahu membahu karena program ini tidak hanya dilaksanakan di akademik akan tetapi juga dimaksimalkan di asrama”. (From a quantitative perspective, if we say it's not enough, it's not too much, and if we say it's too much, it's not too much, it's enough for implementation. From a qualitative perspective, insyaallah it can cover every agenda and language program in the boarding school, we will also work together because this program is not only implemented in academics but is also maximized in the dormitories).

(A, April 30,2024)

“Kalau untuk diasrama ini tenaga pengajarnya skarang ini sedang proses untuk pelatihan bahasa inggris, karena memang untuk menambah ilmu bahasa inggris nya juga kepada guru. Kalau untuk koordinator bahasa di IBS dari santrinya memang tidak keseluruhan yang bisa bahasa inggris, tapi ada juga yang bisa kedua bahasa terebut, jadi mereka saling melengkapi saja”. (For dormitory, the teaching staff is currently in the process of English language training, because it is to increase the teachers' knowledge of English. As for the language coordinator at IBS, not all of the students can speak English, but there are also those who can speak both languages, so they complement each other).

(M, May 2,2024)

“Untuk peran baik dari ustad atau ustazah sudah terbilang bagus, karna mereka selain memberikan materi mereka juga mencontohkan kepada kami bagaimana pentingnya menggunakan bahasa itu”. (The role of the teachers is quite good, because apart from providing the material, they also give us an example of how important it is to use the language).

(FGD 2, May 1,2024)

“Kalau untuk dari SDM nya guru bahasa inggris ini sedikit sebenarnya karena ada beberapa guru yang memiliki amanah khusus, kalau tidak ada amanah khusus sebenarnya guru bahasa inggris cukup. Jadi kita sedikit meluangkan waktu untuk anak-anak dalam belajar bahasa inggris”. (In terms of human resources, English teachers are actually few because there are several teachers who have a special mandate. If there is no special mandate, there are actually enough English teachers. So, we spend a little time for students to learn English).

(E, May 1,2024)

After discussing the role of the teacher, then it will explain the teaching materials, the media and the strategies used by the teacher in teaching language.

The following is a statement based on the results of interviews with teachers and students.

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© *“Kalau strategi, media semuanya seperti biasa yang diterapkan ditempat lain kita menggunakan metode pembelajaran aktif, pembelajaran fun, pembelajaran yang bukan guru sebagai centre tapi bagaimana murid itu aktif dalam belajar dan guru hanya sebagai fasilitator (student centre). Untuk media, sementara kita menggunakan laptop dan infokus kedepannya kita ingin di IBS ini santri punya tablet dari sekolah atau mereka mengadakan tablet sendiri sehingga media pembelajaran dengan teknologi dapat terlaksana”.* (As for strategies and media, everything is as usual as applied in other places, we use active learning methods, fun learning, learning where the teacher is not the center but the student is active in learning and the teacher is only the facilitator (student center). For media, while we use laptops and infocus, in the future, at IBS, students will have tablets from school or they will have their own tablets so that learning media by using technology can be implemented).

(D, April 30,2024)

“Alhamdulillah bervariasi, karena saat IBS sudah memiliki LPM (Lembaga Penjamin Mutu). Untuk strategi yang digunakan cocok dengan santri, ketika melihat secara langsung dilapangan guru guru itu bervariasi dalam memberikan bentuk atau model pembelajaran dan itu menunjukkan suatu kebanggaan, suatu rasa kepuasan bahwa apa yang kita pelajari, diskusikan bisa diimplementasikan sebaik mungkin di lapangan. Dan biasanya guru menentukan model pembelajaran sesuai dengan pembelajaran, dan seperti apa karakteristik santri yang ada dikelas yang akan diajar karena setiap kelas itu berbeda, contohnya kelas di pondok dipisah antara ikhwan (laki-laki) dan akhwat (perempuan) berbeda dengan umum yang dicampur, tentu cara mengajar laki-laki dan perempuan berbeda”. (Alhamdulillah, it varies, because currently IBS already has an LPM (Quality Assurance Agency). The strategies used are suitable for the students, when we see them directly in the field, the teachers vary in providing forms or models of learning and this shows a sense of pride, a sense of satisfaction that what we learn and discuss can be implemented as well as possible in the field. And usually, the teacher determines the learning model according to the learning, and what are the characteristics of the students in the class that will be taught because each class is different, for example classes at the boarding school are separated between ikhwan (men) and akhwat (women) which is different from the general mix, Of course, the way men and women teach is different).

(A, April 30,2024)

“Kalau untuk bahan ajar kadang menggunakan infokus, kalau untuk sehari-hari santri ingin watching terus walaupun kami sudah membuat slide yang menarik mereka malas untuk menerima teori, tapi tidak semua kelas seperti itu. Kelas 4 tahun ini minat belajar mereka secara teori kurang, tapi kelas 5 dan 6 masih mau menerima teori. Dan juga media menggunakan buku paket dan menggunakan beragam strategi”. (For teaching materials, we sometimes use infocus. For everyday purposes, students want to keep watching even though we have made interesting slides, they are too lazy to accept theory, but not all classes are like that.

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This year's class 4 is less interested in learning theory, but classes 5 and 6 are still willing to accept theory. And also, the media uses textbooks and uses various strategies).

(E, May 1,2024)

“Kalau untuk kondisi bahan ajar, media dan strateginya itu bisa dikatakan hampir sempurna dari segi buku, disiplin, lingkungan semua sudah mendukung”. (In terms of the condition of the teaching materials, media and strategies, it can be said to be almost perfect in terms of books, discipline and the environment, everything is supportive).

(M, May 2,2024)

“Ustad sudah menggunakan teknologi dengan baik, kadang kami mendengar lagu dari speaker, menoton materi melalui proyektor untuk belajar bahasa inggris serta menggunakan strategi yang cocok dengan kami”. (Ustad has used technology well, sometimes we hear songs from speakers, watch material through a projector to learn English and use strategies that suit us).

(FGD 1, April 29,2024)

“Namun, kalau di kelas, ustad kami menggunakan cara belajar yang modern yaitu mengajar menggunakan infocus sehingga kami dapat melihat video atau film yang berbahasa Inggris, jadi dari situ kami belajar bagaimana pengucapan yang benar”. (However, in class, our ustad uses a modern way of learning, namely teaching using infocus so that we can watch videos or films in English, so from there we learn how to pronounce correctly).

(FGD 2, May 1,2024)

Based on the results of the interviews presented above, when conducted observations, researchers also saw things similar to what was conveyed by the interviewees.

“Guru menggunakan infokus,laptop, dan ppt ketika mengajar”. (Teacher uses infocus, laptop, and PPT when teaching).

(Observation, May 1, 2024)

b) Facility

Facilities are something that greatly influences the success of a program, especially language programs. The facilities at IBS are very helpful in the process of implementing language programs which have been carried out continuously.

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© *"Fasilitas di IBS insyallah cukup mumpuni, pertama kita sudah punya lab bahasa, ada 30 komputer yang bisa digunakan untuk meningkatkan bahasa santri, kemudian setiap pagi dan sore diputarkan suara suara melalui speaker yang berisi conversation atau bacaan vocabulary"*. (Insyaallah, the facilities at IBS are quite good, first we have a language lab, there are 30 computers that can be used to improve the students' language, then every morning and evening sounds are played through speakers containing conversations or vocabulary readings).

(D, April 30,2024)

© *"Alhamdulillah, tapi jika dikatakan 100% belum sampai 100% namun jika dikatakan cukup alhamdulillah lebih dari cukup, karena fasilitas penunjang kalau dibahasa sudah ada lab bahasa dan alhamdulillah 3 tahun belakangan ini lab sudah bisa dimaksimalkan dengan beberapa unit komputer yang bisa digunakan dan juga pengadaan proyektor untuk setiap MGMP, dan proyektor ini memang difokuskan untuk pembelajaran bahasa arab dan inggris"*. (Alhamdulillah, but if we say 100% it's not yet 100%, but if we say it's enough, it's more than enough, because the supporting facilities for language are already language labs and in the last 3 years, the lab has been able to be maximized with several computer units that can be used and also the procurement of projectors for each MGMP, and this projector is focused on learning Arabic and English).

(A, April 30,2024)

© *"Kalau untuk fasilitas dan lingkungan insyaallah mampu menunjang keberhasilan mereka dari sisi bahasa inggris, akan tetapi memang di asrama dan akademik harus sama-sama berkontribusi untuk memajukan bahasa inggris, karena memang disini itu kelemahannya santri masih kurang minat dalam segi bahasa, baik bahasa arab maupun inggris"*. (In terms of facilities and environment, God willing, it will be able to support their success in terms of English, but indeed in the dormitory and academics we must both contribute to advancing English, because here the weakness is that students still lack interest in language, both Arabic and English).

(M, May 2,2024)

© *"Fasilitas di IBS ini sudah mumpuni agar santrinya mudah berbicara bahasa inggris tapi justru santri yang lalai dalam menggunakan bahasa inggris".* (The facilities at IBS are adequate so that the students can easily speak English, but the students are actually neglectful in using English).

(FGD 1, April 29,2024)

In addition to providing a positive explanation of the existing facilities at Al-Ihsan Boarding School, there is also a teacher who said that in this IBS lacking a special room for listening. The following statement.

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“Untuk lingkungan mengajar perlu lab khusus untuk listening, kalau dikelas tidak efektif untuk listening karena ribut dan ada suara yang mengganggu. Kita juga memanfaatkan lingkungan seperti belajar outdoor agar mereka bisa lebih santai”. (For the teaching environment it needs a special lab for listening, if the class is not effective for listening because it is noisy and there is a disturbing sound. We also use the environment such as learning outdoor so they can be more relaxed).

(E, May 1,2024)

Regarding the facilities at IBS which were conveyed through interviews, the researcher also made observations at IBS and saw that there was indeed a computer lab that the students could use.

“Adanya lab komputer, guru menggunakan infokus dan speaker ketika mengajar bahasa inggris” (There is a computer lab, teachers use infocus and speakers when teaching English)

(Observation, May 1, 2024)

c) Other Factors

Apart from the role of the teacher, teaching materials, media, strategies used, and facilities, it was found that there were several other factors that influenced the implementation process of this language program. These other factors include: the internal will of the students, regulations issued by the Islamic boarding school, and cooperation between teachers and students at the Islamic boarding school. The results of the interview will be explained below.

“Faktor yang membantu pertama adalah kemauan internal santri itu sendiri, kalau mereka mau berbahasa, mau mempraktekkan itu sangat membantu menjalankan bahasa dipondok ini, kalau mereka tidak memiliki kemauan yang kuat sama saja bahasa jalan ditempat. Kedua program yang terus menerus dijalankan seluruh guru menjadi teladan dalam bahasa dan santri mengikuti, ketiga adanya disiplin yang kuat, kalau tidak ada disiplin yang kuat bahasa tidak akan jalan, bagaimana seluruh santri disiplin dalam menjalankan bahasa, kalau tidak disiplin ada konsekuensinya”. (The first supporting factor is the internal will of the students themselves, if they want to speak, want to practice it, it will really help to carry out the language in this boarding school, if they don't have a strong will, it's the same as using the language in place. Secondly, the program is continuously carried out by all teachers to be role models in the language and the students follow it, thirdly there is strong discipline, if there is no strong discipline the language will not work,

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How can all the students be disciplined in carrying out the language, if there is no discipline there are consequences).

(D, April 30,2024)

"Yang pertama pastinya regulasi yang dikeluarkan oleh pondok. Memberikan seluasnya ruang untuk berkembang khususnya untuk program bahasa itu sendiri. Yang kedua tenaga pendidik yang memang punya kualitas yang baik untuk menunjang setiap program ini bisa berjalan dengan baik. Yang ketiga santri-santri yang memang bisa diberikan arahan, punya keinginan untuk belajar". (The first is of course the regulations issued by the boarding school. It provides as much space as possible for development, especially for the language program itself. The second is the teaching staff who really have good qualities to support each of these programs can run well. The third is the students who really can give direction, have the desire to learn).

(A, April 30,2024)

"Yang pertama ada buku yang telah kami buat, kemudian ada dauroh bahasa yang dilakukan setahun sekali, tapi rencana kedepan dauroh bahasa akan dibuat dua atau tiga bulan sekali. Lingkungan juga mendukung untuk berbahasa karena dari awal masuk terdapat spanduk yang didesain yang berisi tentang keseharian mereka, ada juga papan bahasa yang dapat dilihat kemudian mereka bisa menghafal dan tidak memaksakan harus melihat buku. Selain kosakata juga ada conversation yang dibuat dalam spanduk". (First there is a book that we have made, then there is a language cycle which is held once a year, but in the future the language cycle will be made every two or three months. The environment is also supportive of language because from the start there are banners designed which contain information about their daily lives. "There is also a language board that can be seen and then they can memorize it and not have to look at the book. Apart from vocabulary, there are also conversations made on the banners).

(D, April 30,2024)

"Faktor yang pertama perkembangan zaman misalnya ketika main game juga menggunakan bahasa inggris, secara tidak langsung santri memiliki keinginan untuk mempelajari itu. Faktor kedua pengumuman yang menggunakan bahasa inggris, secara tidak sengaja mereka akan menghafal dan menggunakannya. Faktor ketiga ustad yang memancing santri dalam menggunakan inggris baik dalam kegiatan bahasa, belajar ataupun ngobrol dengan santrinya terkadang guru menggunakan bahasa arab atau inggris, serta lomba lomba berbahasa yang memiliki reward seperti sertifikat dan hadiah lainnya". (The first factor is the development of the times, for example when playing games also use English, students indirectly have the desire to learn it. The second factor is announcements that use English, they will accidentally memorize and use it. The third factor is the ustad who lures students into using "English, whether in language activities, studying or chatting with students, sometimes teachers use Arabic or English, as well as language competitions that have rewards such as certificates and other prizes).

(FGD 1, April 29,2024)

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a. Inhibiting Factors

After discussing about supporting factors, in this section the researcher will discuss what are inhibiting factors. These inhibiting factors must be eliminated because if there are inhibiting factors, the implementation of language programs will not run well. These inhibiting factors will be explained below based on the results of the interview.

"Faktor yang menghambat seperti ketidakmauan dalam belajar, motivasi yang rendah, tidak punya keinginan yang kuat dalam belajar bahasa Inggris, guru guru tidak memberikan teladan, disiplin yang tidak jalan, tidak ada tindakan bagi yang melanggar bahasa". (Inhibiting factors include unwillingness to learn, low motivation, not having a strong desire to learn English, teachers not setting an example, discipline that doesn't work, no action for those who violate the language).

(D, April 30,2024)

"Yang pertama pastinya berhubungan dengan waktu. Karena tidak kita pungkiri kita dipondok pesantren ini full activity, kegiatan itu sangat penuh tidak ada satu hari tanpa kegiatan, pasti ada kegiatan. Kadang ada irisan agenda dengan agenda lain, seharusnya kita bisa memaksimalkan disatu agenda akan tetapi harus berbagi dengan agenda lainnya dan terkadang itu yang menyebabkan program bahasa itu tidak maksimal, tetapi hal seperti itu tidak sering terjadi". (The first is definitely related to time. Because we can't deny that we are full of activity at this Islamic boarding school, the activities are very full, there is not a day without activities, there must be activities. Sometimes there are intersections between agendas and other agendas, we should be able to maximize on one agenda, but have to share other agendas and sometimes that causes the language program to not be optimal, but things like that don't happen often).

(A, April 30,2024)

"Faktor yang menjadi penghambat bahasa ini yang pertama dari segi santri karena mungkin kehidupan mereka yang terlalu mewah di IBS sehingga rasa belajar dan menguasai untuk bahasa ini kurang padahal fasilitas sudah diberikan, yang kedua ketika awal didirikan IBS ini diutamakan Alquran bukan bahasa, kalau misalnya sejak awal didirikan mengutamakan bahasa dan Alquran insyaallah sampai sekarang pun bahasa dan Alquran tetap hidup. Sehingga ketika santri sudah banyak akan sulit mendidik mereka tentang bahasa". (Factors that hinder this language: the first is from the perspective of students because perhaps their lives are too luxurious at IBS so that the feeling of learning and mastering this language is lacking even though the facilities have been provided, secondly, when IBS was

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first established, the Alqur'an was prioritized, not language, if ever since when it was first established, it prioritized language and the Alqur'an, Inshaallah, until now the language and Alqur'an are still alive, so when there are a lot of students, it will be difficult to educate them about the language).

(M, May 2,2024)

"Faktor penghambatnya adalah kurangnya praktek dari santri dan kurangnya pengawasan dari bagian bahasa. Faktor lainnya adalah tidak terlalu memaksa dalam berbahasa, ada santri yang melanggar akan tetapi setiap bulannya menurun". (The inhibiting factor is the lack of practice from the students and lack of supervision from the language department. Another factor is not being too forceful in language, there are students who violate it, but every month it decreases).

(FGD 1, April 29,2024)

Based on the statement above, the main inhibiting factor lies in the personal will of students in IBS. Apart from these two factors, it was also found that there were other factors that influenced the language program at IBS. These factors are linguistic and non-linguistic. Linguistic factors include grammar, vocabulary and pronunciation, while non-linguistic factors include students' self-confidence or anxiety and mastery of the material. These two factors will be explained below based on the results of interviews and focus group discussions.

a. Linguistic

In this linguistic factor, there are 3 factors included in the linguistic factor, they are grammar, vocabulary and pronunciation. The justification for this statement can be seen through the results of interviews with teachers who teach English in academics, dormitory supervisors, and FGD conducted with students.

"Saya pribadi mengajar bahasa inggris ada bagian grammar, dan pengucapan khusus ada bagian reading, terkadang bagi anak yang tidak mampu mereka pusing, maka ada sebagian implementasi itu adalah untuk pertama kali kita fokus pronunciation ketika pengucapan sudah bagus baru masuk ke pengenalan kosakata atau dibarengi kosakata dan pronunciation, kemudian bentuk kalimat dengan grammarnya".

Personally, I teach English, there is a grammar section, and specifically pronunciation, there is a reading section, sometimes for children who are not

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capable they get confused, so there is some implementation, for the first time we focus on pronunciation, when the pronunciation is good, then we move on to the introduction of vocabulary or accompanied by vocabulary. and pronunciation, then form sentences with grammar.

(D, April 30,2024)

This can also be seen when researchers are conducting classroom observations

"Beberapa murid terlihat bingung ketika guru menjelaskan dengan menggunakan bahasa inggris" (Some students looked confused when the teacher explained in English)

(Observation, May 1, 2024)

"Secara umum kita belum bisa bilang kemampuannya dalam tahap yang excellent, tapi masih dalam tahap cukup baik karena memang dengan kondisi yang mereka miliki, aktifitas dan kesibukan yang mereka miliki dan bukan hanya satu bahasa asing yang harus mereka kuasai. (In general, we cannot say that their abilities are at an excellent level, but they are still at a fairly good level because of the conditions they have, the activities and busyness they have and not just one foreign language that they have to master, in my opinion their ability in language English is good in pronunciation, its grammar can be said to be quite good, because we can't just look at it from one side, because we can assess this factor from many points of view, so we see that if it is said to be excellent, it's not but good enough).

(A, April 30,2024)

"Kemampuan orang itu berbeda, tapi untuk saya pribadi bisa dikatakan mampu dalam mengimplementasikan bahasa inggris dengan baik. Dan juga kami bagian bahasa harus memiliki pemahaman yang lebih karena kami yang memberi contoh kepada santri lain". (People's abilities are different, but personally I can say that I am able to implement English well. And also, we in the language section must have more understanding because we are the ones who set an example for other students).

(FGD 1, April 29,2024)

Apart from positive statements, there are also teachers who say that this linguistic aspect is not completely good. The following is the justification below.

"Kalau untuk kosakata mereka tau tapi jarang dipraktekkan kadang lupa, kalau untuk grammar ada anak MA yang tidak tau simple present padahal alumni SMP IBS juga lalu saya tanya kepada guru SMP bahwa sudah dipelajari ketika SMP. Sebenarnya kita ingin melanjutkan materi selanjutnya sesuai silabus tapi karena ada yang tidak tau tidak bisa melanjutkan pelajaran". (For vocabulary, they know it but rarely practice it, sometimes they forget it. For grammar, there are MA students who don't know simple present, even though they are IBS junior high school alumni, so I asked the junior high school teacher if they had learned it in junior high school. Actually, we wanted to continue with the next material

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according to the syllabus, but because someone didn't know, we couldn't continue the lesson)

(E, May 1,2024)

"Kalau untuk bahasa inggris ini mereka memang masih baru menghafal kosakata, dan conversation, untuk saat ini belum bisa saya katakan baik, karena masih dalam tahap belajar". (For English, they are still just memorizing vocabulary and conversations, at the moment I can't say it's good, because they are still in the learning process).

(M, May 2,2024)

b. Non-linguistic

After discussing linguistic aspects, the researcher will then discuss non-linguistic aspects. There are two things that are included in the non-linguistic aspect, they are self-confidence or anxiety and mastery of the material. The data that stated this will be explained below as follows.

"Kalau secara mental santri IBS cukup bagus mereka memiliki mental yang kuat 85% mereka berani untuk maju kedepan walaupun bahasa inggris mereka tidak bagus, tinggal skarang bagaimana guru mengarahkan satri yang punya semangat, punya mental tinggi, orang yang bagus dalam berbicara". (If mentally the IBS students are good enough, they have a strong mentality, 85% of them have the courage to move forward even though their English is not good, it's up to now how the teacher directs the students who are enthusiastic, have a high mentality, are people who are good at speaking).

(D, April 30,2024)

"Ketika public speaking secara mental mereka oke, akan tetapi materinya mereka belum dalami dan perbanyak". (When they do public speaking mentally, they are okay, but they haven't studied and expanded the material yet).

(M, May 2,2024)

"Tentunya sebagai bagian bahasa harus memiliki percaya diri, sebelum menjadi bagian bahasa kami juga mengikuti public speaking, jadi public speaking memiliki manfaat untuk menimbulkan percaya diri". (Of course, as a language section you must have self-confidence. Before becoming a language section, we also took part in public speaking, so public speaking has the benefit of creating self-confidence).

(FGD 1, April 29,2024)

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© "Kami bagian bahasa sebelum dilantik menjadi BES kami telah melaksanakan program-program dari IBS, sehingga kami mampu menguasai materi baik ketika pengumuman, menampilkan, mengajarkan. Kami bagian bahasa wajib menggunakan bahasa arab dan inggris dalam kehidupan sehari hari sesuai dengan pekannya". (Before we were inaugurated as BES, we had implemented programs from IBS, so that we were able to master the material both when making announcements, presenting and teaching. We in the language section are required to use Arabic and English in our daily lives depend on the week.

(FGD 1, April 29,2024)

"Karena bahasa inggris ini baru beberapa periode diterapkan berbeda dengan bahasa arab yang diterapkan dari awal, itu memang pastinya ada anxiety, ada juga yang memang passion nya disana dia selalu menggunakan bahasa inggris". (Because English has only been applied for a few periods, it is different from Arabic which was applied from the start, there is definitely anxiety, there are also those whose passion is that they always use English).

(A, April 30,2024)

"Kalau saat ini percaya diri mereka untuk berbicara bahasa inggris masih kurang, karena mereka masih kaku, takut salah pengucapan, mereka belum banyak menguasai kosakata. Tetapi ada juga beberapa yang paham dan fasih dalam menggunakan bahasa inggris bisa dilihat ketika public speaking". (Currently, their confidence in speaking English is still lacking, because they are still stiff, afraid of mispronunciation, they have not mastered much vocabulary. But there are also some who understand and are fluent in using English which can be seen when public speaking).

(M, May 2,2024)

"Untuk saya sendiri, saya emang tipe orang yang pendiam jadi untuk berbicara di depan saya merasa canggung. Tetapi teman teman bagian bahasa memiliki rasa percaya diri yang tinggi dibanding dengan ana sendiri". (For me, I'm a quiet type of person so speaking in front of me feels awkward. But my language friends have higher self-confidence compared to myself".

(FGD 2, May 1,2024)

Untuk tampil menggunakan bahasa inggris itu itu saja orang yang maju, kalau ada satu orang yang maju, mereka akan menggunakan bahasa yang sama, bukan hanya berbentuk tulisan akan tetapi spoken nya juga. Percaya diri mereka itu ada tapi hanya cukup". (To appear using English is the only person who is advanced, if there is one person who is advanced, they will use the same language, not only in written form but also in spoken form. Their self-confidence is there but only enough).

(E, May 1,2024)

Regarding the students' mastery of the material, it is said to be good. This is in accordance with the results of interviews conducted with teachers and students in the FGD.

"Untuk dalam pidato bahasa inggris, sekitar 80% mereka sudah bisa menguasai, artinya mereka sudah siap secara materi untuk menyampaikan pidato mereka, dan sisanya ada santri yang membaca". (For English speech, around 80% of them have mastered it, meaning they are materially ready to deliver their speech, and the rest are students who read).

(D, April 30,2024)

"Alhamdulillah bagus, karena untuk pelaksanaan speech ini sendiri bukan mendadak, jadi mereka sudah diberikan jadwal jadi biasanya sebelum sampai di jadwal mereka sudah melaksanakan persiapan yang matang dan akan selalu get in touch dengan guru nya". (Alhamdulillah, it's good, because the implementation of this speech itself is not sudden, so they have been given a schedule so usually before arriving at the schedule they have carried out thorough preparations and will always get in touch with their teacher).

(A, April 30,2024)

"Untuk penguasaan materi bagus semuanya, mereka kuasai karena mereka kerja sama tim, kalau secara individu mereka saling mengunggulkan, kalau secara kelompok mereka melengkapi. Untuk tampil kedepan mereka memiliki persiapan yang bagus terutama kalau kita bilang ada nilai". (They all mastered the material well because they work together as a team, individually they excel at each other, and as a group they complement each other. To appear in the future they have good preparation, especially if we say there is score).

(E, May 1,2024)

"Untuk penguasaan materi tentunya setiap orang berbeda-beda, tapi kami dari bagian bahasa insyaallah untuk penguasaan materi sudah dibilang cukup bagus namun ada beberapa dari kami kalau untuk berbicara di depan masih belum bisa". (In terms of mastery of the topic, of course each person is different, but Insyaallah, we from the language section can say that our mastery of the material is quite good, but there are some of us who still can't speak in front of us).

(FGD 2, May 1,2024)

B. DISCUSSION

This section is an explanation and discussion of the research findings presented above. As previously mentioned, the focus of this research was to explore the implementation of language program and the factors that influenced the implementation. The researcher found findings that are three points of implementation language program at one of Boarding School in Pekanbaru, and

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some factors that influenced implementation of language program included both supporting and inhibiting factors.

1. The implementation of language program

The findings of this research have found three elements how the students implement that language program in IBS. Based on findings there are three elements that discussed in the implementation of language program. They are increased ability of students, increased student self-confidence, students practice frequently.

a. Increased ability of students

At Al-Ihsan Boarding School there are three ways to improve their student's ability, the first is giving vocabulary, public speaking and the last is conversation. Giving vocabulary is a very basic program when we want to learn a language. If we want to master a language, one of the first things we have to master is having a large vocabulary. According to Richards (2002) explains that vocabulary is one of the core components in language proficiency, and of course this is the basis of how good learners are in reading, writing, speaking and listening. This is a reference or guideline for implementing the use of English in the boarding school, even though there are students who have a lot of vocabulary but don't want to use it in their daily lives.

Then, after the teachers and students in the language section provided a large vocabulary, the students were asked to do public speaking, then the final program that was implemented at Al-Ihsan Boarding School was a conversation program.

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The conversation held at IBS contains about their daily lives while at the Islamic boarding school. According to Saputro & Suharto (2022), conversation aims to awaken students' potential to be able to use English communication or conversation functions properly and correctly (structured) in their daily conversations, both formal and non-formal. Meanwhile, another aim is to train and develop speaking skills using English.

b. Increased student's self-confidence

One way to increase students' self-confidence at Al-Ihsan Boarding School is by conducting public speaking activities. After students are given vocabulary as their basic for speaking, the second activity is public speaking. As we know, public speaking is how the students deliver speeches whose material they have created themselves in front of their friends. According to Fajar (2023), public speaking is the ability to convey ideas or messages clearly and convincingly to audiences. This ability not only impacts communication skills, but also plays a role in create a person's self-confidence.

The way that students build their public speaking abilities is greatly enhanced by this public speaking exercise. In light of the students' individual experiences, this training improves their self-confidence when giving speeches or presentations in class, developed their communication abilities, and gave them invaluable opportunities to speak in front of an audience in an Islamic boarding school setting (Fajar: 2023)

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c. Students practice frequently

The final discussion in the language program implementation section is about application, how students use the language program they have learned in their daily lives. The implementation of vocabulary can be seen in students' activities, including: daily application, language competitions such as Islamic holidays or events that have been determined by language staff, announcements or information conveyed to students, and also from this vocabulary program it will be developed into conversations about their daily lives, so the conversations they learn, they already know the meaning of these conversations.

For public speaking activities it is selves, the application can be seen during muhadharah activities or delivering speeches in front of their friends. In this activity, students are formed into 3 groups, where each group has different responsibilities. The first group served as MC, the second group served as speakers, and the third group served as class cleaners.

For conversation activities, the language section of the teacher has made a book containing 40 conversations about their daily lives while at the Islamic boarding school. The ways students use these conversations include: on the designated day, they are not permitted to use any language other than English when there is a conversation agenda. Apart from that, conversation is also used when distributing food, students must use English and also when shopping at the BES cooperative, students are also required to use English. Even though there are still students who are reluctant to use English, the rate of students who do so is decreasing every month.

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2. Factor influencing the implementation of language program in IBS

The findings in this research found that in general there are 2 factors, namely supporting factors and inhibiting factors. Included in the supporting factors are: Teacher's role, teaching materials, media, strategies used, facilities and other factors (the students' internal willingness to speak the language, regulations issued by the Islamic boarding school, programs that are continuously implemented, strong discipline, a supportive environment and a library that provides dictionaries). This is in line with the opinion expressed by Podungge & Habibie (2022) "cooperation between members of the language department, supportive facilities and a conducive environment".

Inhibiting factors include: unwillingness to learn, low motivation, low desire to learn, teachers do not become figures, discipline that doesn't work, no punishment for violating the language, ineffective time, the orientation of the establishment of the boarding school is the Alqur'an, not the Alqu'ran and language.

Apart from the two factors above, researchers found other factors that also influence the implementation of language programs, especially in the speaking section, namely linguistic and non-linguistic factors. These linguistic factors include: grammar, vocabulary, pronunciation. Meanwhile, non-linguistic factors include: self-confidence, anxiety, and mastery of the topic (Astuti:2019).

From the findings on linguistic factors, there are some students who master grammar, vocabulary and pronunciation so they are good at implementing the language program that has been implemented, while there are others who only

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