

**SANTRI'S PERCEPTION TOWARD THE IMPLEMENTATION OF  
BILINGUAL PROGRAM TO ENGLISH SPEAKING SKILL IN PONDOK  
PESANTREN MODERN AL – ISTIQOMAH NGATABARU (MODERN  
BOARDING SCHOOL)**



**A SKRIPSI**

*This Skripsi is submitted as Partial Fulfillment of the Requirements for the Attainment of the Degree of Sarjana Pendidikan (S.Pd) in English Tadris Study Program, Tarbiyah and Teacher Training Faculty, Datokarama State Islamic University Palu*

**By :**

**MUH. ZULBAIDIEN**

**NIM. 18.1.16.0019**

**ENGLISH TADRIS STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
DATOKARAMA STATE ISLAMIC UNIVERSITY PALU**

**2023**

## **STATEMENT OF THE SKRIPSI AUTHENTICITY**

I hereby declare that this thesis entitled: "Santri's Perception Toward the Implementation of Bilingual Program to English Speaking Skill in Pondok Pesantren Modern Al – Istiqomah Ngatabaru (Modern Boarding School)" has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricated either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be ready for all the consequences thereafter due to this misconduct.

Palu, 13 February 2023 M.  
22 Rajab 1444 H.

**Researcher,**

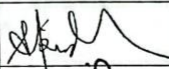

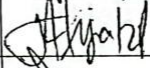




**Muh.Zulbaidien**  
**NIM : 18.1.16.0019**

## LEGALIZATION

A skripsi entitled “Santri’s Perception toward the Implementation of Bilingual Program to English Speaking Skill in Pondok Pesantren Modern Al – istiqomah Ngatabaru (Modern boarding school)” which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 16<sup>nd</sup> february 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

## BOARD OF EXAMINERS

Position	Name	Signature
The Chairman	Dr. Sri Dewi Lisnawaty, S.Ag., M, Si	
The Examiner I	Drs. Muhammad Ihsan, M. Ag	
The Examiner II	Hijrah Syam, S.Pd., M.Pd	
The Supervisor I	Fitriningsih, S.S., S.Pd., M.Hum	
The Supervisor II	Afifah, M.Pd.	

Approved by:

Faculty of Tarbiyah and Teacher Training  
Dean,

English Tadris Study Program  
Head,



Dr. H. Askar, M.Pd.  
NIP. 19670521199303 1 005



Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 196960215199203 1 013

## APPROVAL SHEET

A skripsi entitled “Santri’s Perception toward the Implementation of Bilingual Program to English Speaking Skill in Pondok Pesantren Modern Al – istiqomah Ngatabaru (Modern boarding school)” by Muh. Zulbaidien NIM: 18.1.16.0019. student of English Tadris Study Program at Teacher Training and Tarbiyah Faculty Datokarama State Islamic University Palu, after observing and correcting the thesis, each supervisor sees that the skripsi has fulfilled the scientific requirements for examination.

Palu, 13 February 2023 M  
22 Rajab1444 H

Supervisor I



Fitriningsih, S.S., S.Pd., M.Hum  
NIP. 19850622 201503 2 002

Supervisor II



Afifah, S.Pd., M.Pd  
NIP. 19871212 201801 2 001

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ. وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى

آلِهِ وَأَصْحَابِهِ أَجْمَعِينَ, أَمَّا بَعْدُ.

Alhamdulillahirobbil'alamin. All praise and thanks be only for Allah SWT, the Almighty God that gives His blessing and His help so the researcher can finish her skripsi. In the process of her study she received support, advice, and assistance from many people. There are honorable people that are important for the writer to whom she can only express her gratitude:

1. The writer's parents Saiful M Sanusi and Balgis Suweleh for their love, support, prayers, understanding, and everything that they give to the writer.
2. Prof. Dr. H. Sagaf S. Pettalongi, .M. Pd, as the Rector of State Islamic University ( UIN) Datokarama Palu who have encourages and policies the writer in various ways.
3. Dr.H.Askar, M.pd as the Dean of Teacher Training an Tarbiyah Faculty for approving this skripsi.
4. Ruslin, S.Pd., M.Pd., M.Sc., Ph.D., as the Head of English Department of Teacher Training and Tarbiyah Faculty for giving the writer permission to write this skripsi.
5. Fitriningsih, S.S., S.Pd., M.Hum as the researcher's first supervisor and Afifah, S.Pd., M.Pd, as the researcher's second supervisor for their advice, patience. And guidance.
6. Supiani,S.Pd., as the head library of UIN Palu who facilitated the researcher in doing research.
7. The students of Al istiqomah Ngatabaru for their cooperating during research.

8. The researcher's beloved friends, Mar'atul Husna, Indra, Rianfani Muzhofar who always give their suggestions to the researcher for this skripsi improvement.
9. The researcher's classmates of Tadris Bahasa Inggris Palu for their friendship, kindness, support, and unforgettable memories.
10. All people who have helped the researcher to finish study that the researcher cannot mention one by one.

The researcher realizes that this skripsi still has many mistakes. Therefore, he accepted contributive suggestion and comments from those who concern this skripsi. Hopefully, this skripsi can beneficial for us especially for the writer.

Palu, 13 February 2023 M  
22 Rajab 1444 H  
**The Researcher,**



**Muh. Zulfaidien**  
NIM. 18.1.160019

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## ABSTRACT

Name : Muh. Zulbaidien

NIM : 181160019

Title Thesis : Santri's perception toward the implementation of bilingual program to English speaking skill in pondok pesantren modern Al-Istiqomah Ngatabaru

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This thesis deals with students' perceptions of the implementation of the bilingual program on English speaking skill at the Modern Al-Istiqomah Islamic Boarding School, Ngatabaru. The problem in this study is what is the santri's perception toward the implementation of the Bilingual program to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru (Modern Boarding School) and the purpose of this study is to find out Santri's perception toward the implementation of Bilingual program to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru.

The population in this study were all male students at the Al-Istiqomah Ngatabaru Islamic Boarding School. The total number of male students at Al-Istiqomah Ngatabaru Modern Islamic Boarding School is 103 students consisting of 5 classes, 2 classes in first grade and 3 classes in second grade. The sample of this study were 82 students of the Al-Istiqomah Modern Ngatabaru Islamic Boarding School. They were selected using simple random sampling technique. The researcher used a quantitative descriptive research method, data collection techniques through questionnaires, and documentation, while the data analysis technique used was a quantitative descriptive analysis technique (percentage).

The results of this study based on the analysis of the data the researcher found that the percentage of positive scores was 16.55%, the negative percentage was 0%, and the neutral percentage was 3.45%. The total score of students' perceptions of all perceptions should be 20%. This means that the positive percentage is the largest result in this test. A negative percentage score (0%) means that there is no negative perception of students about the bilingual program. Then the neutral perception score (3.45%), meaning that there are students who are between agreeing and disagreeing on negative and positive perceptions.

Based on the data above, it shows that the students' perceptions of the implementation of the bilingual program on English speaking skills at the Al-Istiqomah Ngatabaru Modern Islamic Boarding School have gone well, and it is hoped that educational institutions will further enhance students' understanding of bilingual learning.

**Key words: perception, bilingual program, speaking skill**

# CHAPTER I

## INTRODUCTION

### *A. Background*

Pondok Pesantren is a combination of two words, namely the word "*pondok*" and the word "*pesantren*". The word *pondok* itself is taken from the Arabic language, namely *funduq* which means hotel or dormitory. In Javanese, *Pondok* means *madrassa* or dormitory used to recite and study Islam. While the word "*pesantren*" itself is derived from the word *santri* which gets the prefix *-pe* and suffix *-en*. The word *santri* itself comes from the term *shastri* and is taken from Sanskrit, which means people who know Hindu scriptures or a scholar of Hindu scriptures. Students, were taken care of by Kiai living together in one location.<sup>1</sup>

The pesantren, according to KH. Abdurrahman Wahid (Gus Dur), is a santri dwelling. Meanwhile, Islamic Boarding Schools, according to Mukhtar Bukhari, are a historic method of Islamic education in Indonesia. Meanwhile, Islamic Boarding Schools, according to M.Syarif, are Islamic educational institutions that use a boarding system (cottage), with the kiai as the major hub and the mosque as the institution's focal point.<sup>2</sup>

Thus, Islamic boarding schools are one of the original forms of culture from Indonesia and are the oldest typical educational model. Meanwhile, the function of Islamic boarding schools is as a da'wah institution, cadre of scholars, scientific development and community service.

One of traditional Islamic education institutions called *pesantren* also encountered a big challenge in facing modernization of education in Indonesia. In

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<sup>1</sup>Abusyuja, *Definition of boarding school*, <https://www.abusyuja.com> (29 July 2021).

<sup>2</sup>Ibid,

the beginning of the 20th century, a few education figures of Indonesia blamed the existence of pesantren and viewed the *pesantren* as identical with the traditionalism and were not relevant to the expansion of era. Therefore, *pesantren* should be transformed into modern education system, namely school.

Now, there are several pesantrens that have organized kind of formal education. Religious schools which have organized type of formal education apply the training pattern like in Madrassas and public schools. These pesantrens are learning general sciences and applying the bilingual program as well. They are integration the national program (Ministry of non secular Affairs and Ministry of Education) with pesantren ulum. Bilingual program is a system that delivers learning materials wherever L2 or (foreign language) is employed because the media of instruction for the teaching of some subjects. The foreign language used is English.<sup>3</sup>

In Indonesia, the number of users of two languages (bilingual) and even more than two languages (multilingual) is increasing significantly. Especially children who learn bilingually either in the family or school environment from an early age. Perhaps your child belongs to a child who is educated bilingually. It is undeniable that globalization has triggered an increase in the use of foreign languages, especially English and Mandarin at this time. Therefore, more and more children are learning this foreign language either at school or in language courses.

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<sup>3</sup>Artika Dewanti, "The Role of Bilingual Program at Pondok Pesantren Modern (Modern Boarding School) in Developing English Speaking Skill of Santri" (English Departement Teacher Training and Education Faculty, of Sebelas Maret University, Surakarta, 2015), 2.

Bilingual means two languages, the combination between foreign languages and the origin of the language in the learning process activeness. The bilingual program aims to equip and facilitate students in communicating English properly and correctly. In its application or practice, this bilingual program requires several requirements so that the bilingual program can run optimally and effectively. Some of the requirements are learning facilities such as an adequate language laboratory and also supporting books in English. Then, other requirements are about teaching methodology and academic scope as well as regarding the qualification of the teacher.

Being aware of this result, a boarding school in Ngatabaru located on Jl. Padat karya Ngatabaru, Ngatabaru, Sigi Biromaru, Sigi Regency, Central Sulawesi 94115 has implemented bilingual program in the teaching and learning process. Bilingual implementation is expected to improve student's English ability. The learning process is carried out contextually, which is closely related to daily life, the development of intellectual, emotional, social, and spiritual intelligence.<sup>4</sup> At the pesantren, there are several bilingual programs including the *mufradat* program (delivering vocabulary), *muhadatsah* (daily conversation), *muhadhoroh* (speech practice) Lcd (Language Course Department).

Based on the background above, the researcher is interested in conducting the research entitled, "Santri's perception toward the implementation of bilingual

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<sup>4</sup>Zahrotul Aini "Implementasi Program Bilingual untuk Meningkatkan Keterampilan Bahasa Inggris Siswa di Madrasah Ibtidaiyah Khadijah Malang" (Program Studi Pendidikan Guru Madrasah Ibtidaiyah Jurusan Pendidikan Guru Madrasah Ibtidaiyah Fakultas Tarbiyah Universitas Islam Negeri Mauna Malik Ibrahim Malang 2015), 4.

program to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru (Modern Boarding School)".

## **B. Problem Statement**

Based on the background above, the researcher formulates the problem statement as follows :

“What is the santri’s perception toward the implementation of Bilingual program to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru (Modern Boarding School)?”

## **C. Objective and Significance of the Research**

### 1. Objective of the research

From the problem statement, the objective of this research is to find out Santri’s perspective toward the implementation of bilingual program to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru.

### 2. Significance of the research

The significance of this research, as follows :

#### a. In general

From this research, it is hoped that the research results can contribute to the teaching of English in general and in particular for some schools that have bilingual programs for their teaching and learning process. In this case, this study provided an overview of bilingual activities in modern Islamic boarding schools.

#### b. For teachers and school

For teachers who teach with a bilingual system, it is hoped that the results

of this study can provide information, input and suggestions for better improvements in the future of their duties as educators for teaching English at schools.

c. For students

For the students, this research hopefully can give motivation to improve their proficiency in English. Then, they knew more about the benefit of using bilingualism.

d. For further researchers

The researcher hopes that this research can:

1. Give better understanding to santri about the role of bilingual program at Al-Istiqomah Ngatabaru Boarding School Sigi in developing English skills.
2. Give valuable information dealing with the role, usage, the strengths and the weakness of using bilingual program in developing English skills of santri.
3. Give input and opinion to analyze the process of the bilingual program activities at Modern Boarding School in developing English skills of santri.
4. Have additional knowledge about the role of bilingual program in developing English skills of santri, the variation of the bilingual activities, the strengths and the weaknesses in the teaching and learning for further researchers in the future.



#### **D. Outline of Content**

The thesis consists of five chapters and several sub-chapters:

Chapter I is introduction consisting of background, problem statement, objective and significance of the research, and outline of content. Chapter II is literature review consisting of previous research, literature review, and theoretical framework. Chapter III is research methodology consisting of research design, population and research sample, research variable, operational definition, research instruments, data collection technique, and data analysis technique. Chapter IV is finding and discussion consisting of description of research location, description of research data, and discussion Chapter V is conclusion consisting of conclusion and suggestion

## **CHAPTER II**

### **LITERATURE REVIEW**

#### ***A. Previous Research***

There are three previous researches with the similar topic that the researcher has already found and it is related with his research. The first research is from Artika dewanti, she conducted a research with title “ The Role of Bilingual Program at Pondok Pesantren Modern (Modern Boarding School) in Developing English Skills of Santri (A Descriptive Qualitative Study in Muhammadiyah Boarding School Yogyakarta In the 2015/2016 Academic Year).” The objectives of this research was (1) to describe the role of bilingual program at Muhammadiyah Boarding School Yogyakarta in developing English skills of santri; (2) to find out the obstacles faced in the implementation of bilingual program at Muhammadiyah Boarding School Yogyakarta in developing English skills of santri; (3) to find out the efforts that have been made to overcome the obstacles that are encountered in the implementation of bilingual program at Muhammadiyah Boarding School Yogyakarta in developing English skills of santri. The research was conducted in descriptive qualitative method in form naturalistic inquiry. The results of this research show that: (1) the roles of bilingual programs in Muhammadiyah Boarding School Yogyakarta are as a facilitator and as an instrument in developing English skills of santri. As a facilitator and as an instrument, the main role of the bilingual

program is to help and prepare santri to be able to communicate actively with English.<sup>1</sup>

The second research was conducted by Yulianie Kasari she conducted a research with title “Analisis Penerapan Bilingual Class Guna Meningkatkan Keterampilan Berbahasa Inggris Siswa (Studi Kasus di Smart Eureka A National Plus School Depok ).” This study aims to explain the application model of the bilingual class program in improving students' English skills at SD Smart Eureka a National Plus school Depok. This research was conducted at SD Smart Eureka a National Plus school, which is located on Jl. three sons No. 18 RT 01 Meruyung Village, Limo District, Depok City. This study uses a qualitative approach. The research method used is descriptive method and case study. Data collection techniques used were observation interviews and documentation. Based on the research results, it is known that the implementation of the bilingual class program at Smart Eureka Depok by applying 6 groups of characters in each subject is carried out using English. Teaching and learning activities use varied learning methods, so that it has succeeded in increasing students' interest in learning and English language skills, this can be seen from the students' ability to mention nouns, adjectives, simple commands and express opinions, and use English and are able to understand English films thus, it can be concluded that the model of implementing bilingual classes by applying 6 groups of characters into each subject at Smart

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<sup>1</sup>Artika Dewanti, “*The Role of Bilingual Program at Pondok Pesantren Modern (Modern Boarding School ) in Developing English Speaking Skill of Santri*” (English Departement Teacher Training and Education Faculty, of Sebelas Maret University, Surakarta, 2015).

Eureka National Plus school Depok has succeeded in improving students' English skills.<sup>2</sup>

The third research was conducted by Iis Istianah she conducted a research with title Bilingual Program Planning Process in SMP Bakti Mulya 400. The purpose of this study was to determine the bilingual program planning process and academic English skills in in SMP Bakti Mulya 400. This study uses qualitative descriptive analysis, conducted a study to collect data of documents, interviews, and observations on the institutions concerned (SMP Bakti Mulya 400). The author conducted interviews with several people involved in the implementation of the bilingual program consists of school leadership that principals and viceprincipals, chief field of bilingual programs, and homeroom bilingual. Observation bilingual class includes the activities of teachers and students in the learning process.<sup>3</sup>

From those previous researcher above it can be concluded that there are some similarities and differences. The similarity with first and second research is the researcher also do research about the role of bilingual program and the difference is the first researcher tried to find out English skills developed by using bilingual program while in this research just focus on speaking skill developed by using bilingual program and for the second previous research the difference is the researcher did the research in the elementary school while in this research the

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<sup>2</sup>Yulianie Kasari “*Analisis Penerapan Bilingual Class Guna Meningkatkan Keterampilan Berbahasa Inggris Siswa* (Case Study at Smart Eureka A National Plus School Depok).” Jakarta 2013.

<sup>3</sup>Iis Istiana “*Bilingual Program Planning Process in SMP Bakti Mulya 400*” *Education Management Department*, Faculty of Science and Teaching Syarif Hidayatullah State Islamic University in Jakarta, 2015.

researcher did in SMP & SMA (Junior High school and Senior High school Level) in the third previous research the similarity is the researcher also did research about bilingual program but the difference is she just wanted to see the process of planning bilingual program while the researcher saw how the role of bilingual program in develop speaking skill.

## ***B. Literature Review***

### **1. Perception**

#### a. The Definition of Perception

Perception is the process by which a person selects, organizes and translates information inputs to create a meaningful overall picture.<sup>5</sup> It is a process of using knowledge that has been possessed (stored in memory) to detect or obtain and interpret stimuli received by sense organs such as eyes, ears, and nose. This relationship is carried out through the senses, namely the senses of sight, hearing, touch, taste and smell. Stimuli are received and this is what causes a person to have an understanding of the environment. The process of receiving a stimulus (object, quality, relationship between symptoms, and events) until the stimulus is realized and understood is called perception.<sup>6</sup>

From the definition of perception above, it can be concluded that perception is a process of how a person selects, organizes and translates information inputs and existing experiences and then interprets them to create a meaningful overall picture. Perception is not just a sensing process, but there is an element of interpretation in

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<sup>5</sup>Kotler dan Keller, "*Manajemen Pemasaran*", (Jakarta: PT.Indeks, 2008), 179.

<sup>6</sup>Irwanto, et al., *Psikologi Umum Buku Panduan Mahasiswa* (Jakarta:Gramedia, 1989), 71.

it. Perception is also a process of individual observation of everything in the environment by using the senses they have. The results of the observation process make individuals aware of everything that is in their environment. Besides, individual perception arises because of the activity of sensing, interpreting and evaluating physical and social objects in their environment. Briefly, perception is the process of interpreting or interpreting information obtained through the system of human senses.

#### b. Types of Perception

The process of understanding stimulus obtained by the senses cause perception to be divided into several types :

##### 1) Perception of Visual

Visual perception is obtained from sight. Vision is ability to recognize light and interpret it, one of the senses. Body tools that are used to see are the eyes. Many animals have a sense of sight not very sharp and uses other senses to recognize the environment, e.g. hearing for bats. People whose eyesight has decreased can use assistive devices or undergo plastic surgery to repair his vision. This perception is the most developed perception in infants and influencing infants and toddlers to understand their world. Visual perception is the main topic of the discussion of perception in general, as well as usually most often discussed in everyday contexts.

##### 2) Perception of Auditory

Auditory perception is obtained from the sense of hearing, namely the ear, hearing is the ability to recognize sound in humans and animals spinal cord,

this is done primarily by the auditory system which consists of the ear, the nerves, and the brain.

### 3) Perception of Touch

Perception of touch is obtained from the tactile senses, namely the skin. Split skin into 3 parts, namely the epidermis, dermis, and subcutis as means of protecting the inside, such as muscles and bones, as a means of touch equipped with various receptors that are sensitive to stimuli, as a means of excretion to regulate body temperature. In connection with its function as a tool touch, the skin is equipped with a special receptor. Receptor for pain the tip protrudes into the epidermis. Receptor for pressure, the tip located in the dermis far from the epidermis. Receptor for touch stimulation and hot, the tip of the receptor lies near the epidermis.

### 4) Perception of Smell

Smell or olfactory perception is obtained from the sense of smell, namely: nose. Smell, or olfaction, is the capture or feeling smell. This feeling is mediated by specialized sensory cells in the nasal cavity vertebrates, and by analogy, the sensor cells of the antennae of invertebrates. For animals inhale, the olfactory system detects volatile chemicals or, in the case of accessory olfactory, liquid phase. In organisms that live in water, such as fish or crustaceans, chemical substances contained in the surrounding water medium. Smell like taste, is a form of chemosensory. Activating chemical the olfactory system, usually in very small concentrations, is known as odor.

## 5) Perception of Taste

The perception of taste or taste is obtained from the sense of taste, namely the tongue. Taste or gustation is a form of direct chemoreceptors and is a one of the five traditional senses. This sense refers to the ability to detect the taste of a substance such as food or poison. In humans and many animals or other vertebrates, the sense of taste is linked to the sense of smell in perception brain to taste, taste sensations include sweet, salty, sour and bitter. Recently, psychophysicists and neuroscientists have proposed to add other categories, especially savory and sour flavors fat. Taste is a sensory function of the central nervous system. Taste receptor cells in humans it is found on the surface of the tongue, soft palate, and epithelium pharynx and epiglottis.<sup>7</sup>

From the types of perception above, the researcher uses the type of visual perception and auditory perception who uses sight and hearing to form a perception that is santri saw and hear, besides that this research did in the pesantren environment which every days are needed by santri to find out information by looking at santri's daily activity.

### c. Factors Influencing Perception

To hold a perception or for the occurrence of a perception that there are several factors that play a role which is a condition for perception occurs. According to Miftah Toha, the factors that influence a person's perception are

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<sup>7</sup>Abul Rahman Saleh, *Psikologi Suatu Pengantar dalam Perspektif Islam* (Jakarta: Kencana, 2009), 110.



internal and external.<sup>8</sup> As Slameto also explained about the internal and external factors as follows :

1) Internal factors

a) Attention

Attention is an activity that a person does in relation to the selection of stimuli that come from environment. So it can be concluded that attention is one of the psychological factors that have characteristics that stand out, both from within and from outside individuals who can assist in teaching and learning interactions which plays the role of activity, concentration, and awareness.

b) Interest

Interest is a sense of more liking and a sense of attachment to a thing or activity, without any who ordered. Interest is basically acceptance of a relationship between oneself and something outside oneself. The stronger or closer to the relationship, then the greater the interest. From the definition that put forward by experts as quoted above can concluded that, interest is a person's tendency towards an object or a favorite activity that accompanied by feelings of pleasure, attention, and activeness of action.

c) Experience

Experience is defined as something that has been experienced (lived, felt, endured). Experience has an influence on students in follow learning. Good

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<sup>8</sup> Miftah Toha, "Perilaku Organisasi Konsep Dasar dan Aplikasinya", (Jakarta: Grafindo Persada, 2014), 154.

experience will also create a good perception in following further learning.

Vice versa, experience that is not good will lead to a bad perception also.

## 2) External factors

### a) Teacher

Teachers are all persons who are authorized and responsible for the education of students, both individually and classically, both at school and outside school.

This means that a teacher, at least, must have the basics of competence as the authority and ability to carry out their duties. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal channels of basic education and education medium.

### b) Learning Method

Method is a way or efforts made by educators so that the learning process of teaching and learning to students is achieved in accordance with the objectives. Another understanding explains that the learning method is a presentation technique that is mastered by the teacher to teach or present learning materials to students in class, either individually or in groups so that learning can be absorbed, understood and utilized by students well.

### c) Theory

Teaching materials are materials or subject matter that is systematically arranged, which is used by teachers and students in the learning process. Other definitions explain that learning material is a knowledge, skill and also an attitude that should be owned by all students in meeting the standards

Learning competencies that have been set. So it can be conclude that the meaning of the learning material is means to achieve a learning goal.

d) Infrasrtucture

Whereas infrastructure is something that is used to facilitate learning process. One of the characteristics possessed by physical infrastructure is relatively permanent or difficult to be moved.

e) Environment

The school environment is one unit the physical, mental and social environment of the school that meets health requirements so as to support the process learn to teach well and support the process optimal student growth and development. Educational environment can be interpreted as a variety of factors environment that influences educational practice.

f) Friends

Friends are individuals who have a relationship and interact with each other in an environment. Good associates will have a good influence on students, as well as on the other hand, bad friends will have an effect bad for students. So that students can learn well, it is necessary to make efforts so that students get along with friends good relationship, good association, and supervision from parents and educators wisely.<sup>9</sup>

d. Aspects of Perception

Perceptual aspects are divided into 3, including:

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<sup>9</sup> Slameto, *Sistem Pendidikan Nasional UU RI No. 20 Th. 2003*, (Jakarta: Sinar Grafika, 2013), 105.

### 1) Cognitive Aspect

This aspect relates to the introduction of this cognitive aspect concerning the components of knowledge, expectations, ways of thinking or gaining past knowledge and experience, as well as everything that is obtained from the thoughts of the individual perpetrators of perception.

### 2) Affective Aspect

In this aspect, it relates to the components of feelings and emotional states of individuals towards certain objects and everything that involves evaluating good or bad based on one's emotional factors, a person's feelings are related to the needs of each individual.

### 3) Conative Aspect

This aspect relates to the motives and goals of the emergence of a behavior that occurs around which is manifested in the attitude of individual behavior in everyday life according to their perception of an object or certain situation.<sup>10</sup>

## **2. Bilingualism**

### a. The definition of bilingualism

In the bilingual (bilingualism) is ability to use two languages. This capability is not only in speech and writing but also the ability to understand what the other person communicates verbally. Children who have a bilingual capability are able to understand foreign language as well as their understanding of their

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<sup>10</sup>Bimo Walgito, *Pengantar Psikologi Umum*, (Yogyakarta: Andi Offset, 2010), 98.

mother tongue. Children are able to speak, read and write in two languages with the same capabilities.<sup>11</sup>

Bilingual is two languages. While, bilingualism is the use of two languages (such as regional languages in addition to national language) and a bilingual is people who can speak in two languages, such as national languages and foreign languages, regional and national language, etc; bilingual users.<sup>12</sup>

Other definition adds that bilingualism, competence in more than one language can be thought at either an individual or social level. The bilingual competence is possibly acquired or studied whether as individual level or social context.<sup>13</sup>

From the expert opinion above, it can be concluded that bilingualism is the ability to use or use two languages well, such as the regional language, the national language, in speaking with the other person to get an explanation of certain information.

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<sup>11</sup> Kepala TKK 3 BPK PENABUR Jakarta, “Kemampuan Berbahasa Inggris Anak dengan Pembelajaran Bilingual”, *Jurnal Pendidikan Penabur*, no. 9 (2007): 3. <https://www.yumpu.com/id/document/read/48442787/kemampuan-berbahasa-inggris-anak-dengan-bpk-penabur> (10 January 2022).

<sup>12</sup>Artika Dewanti, “The Role of Bilingual Program at Pondok Pesantren Modern (Modern Boarding School) in Developing English Speaking Skill of Santri” (English Departement Teacher Training and Education Faculty, of Sebelas Maret University, Surakarta, 2015) 8. <http://digilib.uinsby.ac.id>

<sup>13</sup>Didik Santoso dan Pirman Ginting, *Bilingual Education Programs At Junior High Schools*, first edition (Jakarta: Prenada Media Group, 2015), 16.

## b. Bilingual Program

Bilingual program is a model of instruction applied in bilingual classes. As a model of instruction, it shows a process of teaching and learning in the classroom.<sup>14</sup> In other definition denotes that bilingual education program is instruction that uses two languages as media of instruction. The two languages usually consist of a source language and a target language. The source language is the language of the learners and the target language is the language that is to be learned by them. These two languages are presented together in the learning materials. Then it can be said that bilingual education program is a model of instruction which apply two languages as media of teaching and learning process.<sup>15</sup>

From the opinion above, it can be concluded that the bilingual program is a bilingual program used for education that refers to students so that they are able to use two languages well.

## c. The definition of bilingual education

In other definition Bilingual education is a learning system or school education that in the planning and presentation of learning with at least in two languages.<sup>16</sup>

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<sup>14</sup>Ibid., 7.

<sup>15</sup>Ibid.,

<sup>16</sup>Istianti, "Implementasi Pembelajaran Bilingual sebagai Wujud Rintisan Sekolah Bertaraf Internasional di SMP Negeri 2 Klaten tahun ajaran 2008/2009" (Skripsi diterbitkan, Jurusan Pendidikan Ilmu Pengetahuan Sosial, 2009), 33. <https://digilib.uns.ac.id/Implementasi-pembelajaran-bilingual-sebagai-wujud-rintisan-sekolah-bertaraf-internasional-di-SMP-Negeri-2-Klaten-tahun-ajaran-20082009-abstrak.pdf> (10 January 2022).

Bilingual education is a term that is defined specifically and generally for children who do not know English bilingual education is not only a distinct instructional approach, but is also a term that refers broadly to various special efforts to educate and serve students who are already fluent in English. Bilingual education is a program aimed at students where English is not their native language. It aims to improve students' English skills. Bilingual education has become a prestige for a number of educational institutions in Indonesia. There are many schools that use a bilingual system in teaching and learning activities, the government, specifically the department of national education, has launched a program called "bilingual program" in which several subjects (Math, Chemistry, Biology, and Physics) are taught in English.<sup>17</sup>

#### d. Bilingual Program Concept

In the educational environment, the development of a bilingual program requires time, resources, teachers, and the role of parents. A curriculum that implements a bilingual program has the advantage of teaching both languages, literacy, and content areas simultaneously. The skills in bilingualism are not much different from language skills in general which include listening skills, speaking skills, reading skills, and writing skills.<sup>18</sup>

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<sup>17</sup>Didik Santoso dan Pirman Ginting, *Bilingual Education Programs At Junior High Schools*, first edition (Jakarta: Prenada Media Group, 2015), 3-4.

<sup>18</sup>Henry Guntur Tarigan, *Menyimak Sebagai suatu Keterampilan Berbahasa*, (Bandung:Percetakan Angkasa,2008), 2

#### e. Bilingual Program at Islamic Boarding School

The Bilingual Program at Islamic Boarding School through the work program the language section can control the running of activities by giving vocabulary (mufrodat) at night and the repetition they do at night, except on Saturday, there are conversational exercises (muhadatsah) in the morning and repetition the language they do at night on Sundays. In addition, the language section also requires all students to use all Arabic and English terms according to the specified time, in improve the language of students holding an official language wall magazine competition every one once a month between regions, watch an official language film with the time and permission of the security department, stipulates the change of Arabic and English for two weeks which is announced directly by the management of the language section, requires students to greet and greet with colleagues, teachers, and administrators using the language that has been determined, and give awards to students who are active in language and get grades. which is good when taking language tests and putting up pamphlets, vocabulary and official language conversations in every place, so that students can easily increase their knowledge and skills in language

#### f. Goals and Advantages of Bilingual Education

##### 1) Goals of bilingual education

According to Aryana, the objectives of bilingual learning are: Improve mastery of subject matter, improve ability language in scientific and non-scientific



forums, able to access scientific knowledge from various international media, able to communicate between students both at home and abroad.<sup>19</sup>

The objectives of this program are to produce graduates whose command of English is high and to produce graduates who have high competence in several subjects (Math, Chemistry, Biology, and Physics) in accordance with development of those subjects. Bilingual program has become a significant breakthrough, encouraging the use of English in on-English subjects (known as subjects across curriculum).<sup>20</sup>

Ferguson has identified ten different aims of bilingual education:

- a) To assimilate individual or groups into the mainstream of society; to socialize people for full participation in the community;
- b) To unify a multilingual society; to bring unity to a multi-ethnic, multi tribal, or multi-national linguistically diverse state;
- c) To enable people to communicate with the outside world; d. To provide language skill which are marketable, aiding employment and status;
- d) To preserve ethnic and religious identity;
- e) To reconcile and mediate between different linguistic and political communities;

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<sup>19</sup>Fera setyowati, Model Pembelajaran Bilingual di MI Muhammadiyah Ajibarang Kulon Kecamatan Ajibarang Kabupaten Banyumas (Skripsi diterbitkan, Program Studi Pendidikan Guru Madrasah Ibtidaiyah, 2020), 45. <http://repository.iainpurwokerto.ac.id/id/eprint/9030> (10 January 2022).

<sup>20</sup>Didik Santoso dan Pirman Ginting, *Bilingual Education Programs At Junior High Schools*, first edition (Jakarta: Prenada Media Group, 2015), 4.

- f) To spread the use of colonial language; socializing an entire population to a colonial existence;
- g) To strengthen elite groups and preserve their privileged position in society;
- h) To give equal status in law to language of unequal status in daily life; and
- i) To deepen an understanding of language and culture. <sup>21</sup>

2) Advantages of bilingual education

more mention four advantages of learning bilingual, namely:

- a) scholastic achievement
- b) linguistic equity
- c) multilingual proficiency, and
- d) promotion of multicultural awareness.<sup>22</sup>

According to educational experts the advantages Bilinguals include:

- a) understand a lot about the structure of two or more languages more that makes it easier for them to do communication.
- b) be more vigilant in determining understanding which can change in both languages.
- c) more sensitive in some pragmatic aspects of the two the language.

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<sup>21</sup>Colin Baker, *Foundations of Bilingual Education and Bilingualism*, (3th ed.). (Clevedon, England: Multilingual Matters, 2001), 193.

<sup>22</sup>**Margana dan Sukarno, 2011, “Pengembangan Model Pembelajaran Bilingual Di Sekolah Menengah Kejuruan” , *Jurnal Kependidikan*, vol. 41, No. 1 (2011): 80.** <https://doi.org/10.21831/jk.v41i1.1922> (10 January 2022).

- d) tend flexible and creative and show advantages of nonverbal intelligence tests need reset from instructions that can be seen and on the task in the concept which requires mental flexibility.
- e) show better analytical orientation than monolingual ones.
- f) using hermeneutic (prompt) in interpreting Sentences containing ambiguity are better than monolingual children.<sup>23</sup>

### **3. Islamic Boarding School (Boarding School)**

#### **a. The Definition of Pesantren (Boarding School)**

Pesantren is a place to live or a dormitory for someone who recites the Koran. Pesantrens are also known as Islamic boarding schools and people who study Islamic boarding schools are usually referred to as santri.

Pondok Pesantren is the oldest Islamic education which functions as one of the fortresses of the Muslim community, the center of da'wah and the development of the Muslim community in Indonesia".<sup>24</sup>

KH. Imam Zarkasih defines pesantren as an Islamic educational institution with a dormitory or cottage system, where the kyai is the central figure, the mosque is the center of activities that animate it, and the teaching of Islam under the

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<sup>23</sup>Kanisius Kami, "Dampak Bilingual Terhadap Perkembangan Kognitif Anak Sekolah Dasar," *Jurnal Edukasi Sumba*, vol 01, no. 02 (2017): 147. <http://10.53395/jes.v1i2.29> (10 January 2022).

<sup>24</sup>Anin Nurhayati, "*Curriculum Innovation: A Study of Islamic Boarding School Curriculum Development*", (Yogyakarta: Teras, 2010), 47.

guidance of the kyai is followed by the santri as the center of activity. main activity.<sup>25</sup>

Meanwhile, according to another definition. The term hut comes from the meaning of the dormitories of the students called huts or residences made of bamboo or perhaps from the Arabic word funduq which means hotel or dormitory. Islamic boarding schools are Islamic educational institutions that are implemented with a dormitory (cottage) system, with Kyai teaching religion to the students, and the mosque as the center of the institution. Enrich the life of a nation.<sup>26</sup>

From some of the opinions above, the researcher can conclude that the Islamic boarding school is the oldest Islamic educational institution which is the residence of the santri to study religious knowledge and has a major role in fostering the people which is the center of da'wah and the development of the Muslim community.

#### b. Types of Islamic Boarding Schools

Islamic boarding schools have different types but have the same goal. There are 3 types of pesantren, namely, salaf pesantren (traditional), modern pesantren, and semi-modern (comprehensive) semi-salaf pesantren.

##### 1) Salaf Islamic Boarding School (Traditional)

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<sup>25</sup>Amir Hamzah Wiryosukarto, et al., *“Biography of KH. Imam Zarkasih from Gontor Pioneering Modern Islamic Boarding School”*, (Ponorogo: Gontor Press, 1996), 51.

<sup>26</sup>Assistance Development Project for Islamic Boarding Schools Director General of Islamic BINBAGA, *Guidelines for the Implementation of Islamic Boarding School Skills Units*. (Ministry of Religion, 1982/1983), 1.

This model of boarding school still maintains its originality by teaching books written by 15th century clerics using Arabic or the yellow book (salaf), intensification of deliberation or bahtsul masa'il, the application of the diniyah system (classical), clothing, place and environment reflect the past.

The pattern of teaching in this pesantren model applies the halaqah or mangaji tudang system which is carried out in the mosque. The essence of this halaqah teaching system is memorization whose end point in terms of methodology tends to create students who accept and have knowledge.<sup>27</sup> This means that science does not develop fully towards that knowledge, but is only limited to what is given by the kyai.

## 2) Modern Islamic Boarding School

This pesantren is a development of the type of pesantren because the learning process tends to take the entire classical learning system and leave the traditional learning system. Where there is no recitation of the yellow books (salaf), the curriculum takes the modern curriculum. The application of the learning system in modern Islamic boarding schools is especially

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<sup>27</sup>Mastuhu, "*Dynamics of Islamic Boarding School Education System*", (Jakarta: INIS, 1994), 157.

evident in the use of learning classes both in the form of madrasas and schools. The curriculum used is the national curriculum.<sup>28</sup>

### 3) Semi Salaf-Semi Modern Islamic Boarding School (Comprehensive)

This type of pesantren is a combination of traditional and modern education and teaching systems.<sup>29</sup> Learning in this pesantren is applied by recitation of the Salaf (such as taqrib, Jurumiyah, ta'limul muta'allim, etc.), modern curriculum (such as English, physics, mathematics, management and so on).

The types of pesantren above illustrate that pesantren are also educational institutions that can develop according to the demands of the times.

#### c. Elements of Islamic Boarding School

According to Binti Maunah, in an Islamic boarding school environment, there will be vital elements in it. For this reason, there are 5 characteristics of Islamic boarding schools which at the same time show the main elements, namely:<sup>30</sup>

##### 1) Kyai

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<sup>28</sup>M. Bahri Ghazali, “*Environmentally Insight Islamic Boarding School Education: Case of An-Nuqayah Guluk-Guluk Islamic Boarding School Sumenep, Madura*”, (Cet. I; Jakarta: Scientific Guidelines, 2001),14.

<sup>29</sup>Ibid., 15.

<sup>30</sup>Binti Maunah, “*The Intellectual Tradition of Santri in the Challenges and Obstacles of Islamic Boarding Schools in the Future*”, (Yogyakarta: Teras, 2009), 18.

According to Zamakhsari Dhofir "Kyai is a title given by the community to an expert in Islam who owns or becomes the leader of a pesantren and teaches classical books to his students."<sup>31</sup>

Apart from being a leader and teacher, the kyai also acts as a father to his students who is responsible for the personality development and health of his students.

## 2) Students

Say *Students* according to the Indonesian dictionary, this word has 2 meanings, namely; 1) People who worship sincerely are pious, 2) People who study their teachings in Islam by studying far away.<sup>32</sup>

Haedar Putra Daulay explained that santri is a term for students who study in pesantren, these students can be classified into two groups:"<sup>33</sup>

(a) Santri Mukim, namely students who come from faraway areas and reside in the pesantren complex.

(b) Santri Kalong, namely students who come from villages around the pesantren and usually do not live in the pesantren complex.<sup>34</sup>

## 3) Mosque

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<sup>31</sup>Achmad Patoni, "*The Role of Islamic Boarding School Kyai in Political Parties*", (Yogyakarta: Student Library, 2007), 1.

<sup>32</sup>*Big Dictionary Compilation Team*, (Center for Indonesian Language Development and Development, 1990), 677.

<sup>33</sup>Haedar Putra Daulay, "*History and Existence of Islamic Boarding Schools, Schools and Madrasah*", (Yogyakarta: Tiara Wacana, 2001), 15.

<sup>34</sup>Zamakhsyari Dhofier, loc.cit, 51-52.

According to Haedar Putra Dauly, the mosque is literally interpreted as "a place of prostration because in this place at least a Muslim performs prayers five times a day and night. An Islamic boarding school absolutely must have a mosque, because that is where the educational process will take place in the form of teaching and learning communication between kyai and santri.<sup>35</sup>

Mosques cannot be separated from the educational process in the Islamic tradition, from the time of the Prophet Muhammad. Until now, the mosque remains a place for religious education.

#### 4) Cottage

According to Haedar Putra Dauly, "pondok is also defined as a dormitory. Thus, the cottage contains the meaning as a place to live. A pesantren must have a dormitory where the santri and kyai live.<sup>36</sup>

Pondok is a place to live or dormitory which is a characteristic that distinguishes Islamic boarding schools from other educational institutions. The number of students who come from far away areas affects the size of an Islamic boarding school.

#### 5) Teaching of Classical Islamic Books

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<sup>35</sup>Haedar Putra Dauly, "*History of the Growth and Renewal of Islamic Education in Indonesia*", (Jakarta: Prenada Media Group, 2007), 63.

<sup>36</sup>Ibid.,



Nurcholis Majid stated that the classical books which became the concentration of science in Islamic boarding schools included branches of the sciences

- (a) Fiqh, for example, safinah al-Najah, fath al-Qarib Sulam al-Taufiq, fathul alwahab
- (b) The science of monotheism, for example, Aqqidah al-layman, bada'ula charity and sanusiah
- (c) Sufism, for example Al-Irsyadu, al-Ibad, tanbih al-ghafilin, alhikam
- (d) Knowledge of nahu sharaf for example al-imriti, layil, al-maqsud.<sup>37</sup>

From the four groups of books mentioned above, they are further grouped into three levels, namely:

- (a) Basic books
  - (b) Intermediate books
  - (c) Great books.<sup>38</sup>
- d. The Purpose and Functions of Islamic Boarding Schools
- 1) The Purpose of the Islamic Boarding School

The purpose of Islamic boarding schools in general is to guide or foster the community so that they can reflect attitudes that are Muslim personalities

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<sup>37</sup>Jasmadi, "Modernization of Islamic Boarding Schools", (Jakarta: Ciputat Press, 2002), 70.

<sup>38</sup> M. Bahari Ghazali, op.cit, 50-51.

that are in accordance with the teachings of Islam and can implement religious values in everyday life and can be useful for society, religion and the state.

According to Qomar, in particular, Islamic boarding schools have the following objectives:

- (a) Educate students or santri to make Muslim humans as cadres of scholars and preachers who are sincere, steadfast, tough, entrepreneurial in practicing Islamic history as a whole and dynamically
- (b) Educate students to become skilled workers in various development sectors, especially mental-spiritual development.
- (c) Educate santri members of the community to become Muslims who are devoted to Allah SWT, have noble character, have intelligence, skills, and are healthy and physically and mentally as citizens of a Pancasila state.
- (d) Educate students to help improve the social welfare of the environmental community in the context of developing the nation's community.<sup>39</sup>

From some of these goals, it can be concluded that the purpose of pesantren is to form Muslim personalities who master Islamic teachings and practice them, so that they are beneficial for religion, society, and the State.

## 2) Functions of Islamic Boarding Schools

According to Qomar Mujamil pesantren also has a function as an educational institution, pesantren also has other functions including:

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<sup>39</sup> Qomar Mujamil, *Islamic Boarding School from Transformation of Methods Towards Institutional Democracy*, (Jakarta: Erlangga, 2009) 6-7.

- (a) Islamic boarding schools as da'wah institutions, from the other side, pesantren must be able to position themselves as transformers, motivators and innovators as transformers. Islamic boarding schools are required to be able to transform Islamic religious values into the midst of society wisely as motivators and innovators. a more advanced direction, especially for the quality of life of the nation and religion.
- (b) Pesantren as an institution for cadre of scholars, this task remains melted and remains relevant at every time and place.
- (c) Pesantren as an institution for the development of science, especially religious knowledge in the present era and the era of the existence of pesantren in the midst of society. It is increasingly demanded that it is not only an institution for the development of religious knowledge, but is required to master technological science.<sup>40</sup>

#### **4. Bilingual Program at Pondok Pesantren**

The Bilingual Islamic Boarding School program through the work program of the language section can control the running of activities by giving vocabulary (mufrodat) at night and repeating them at night, except on Saturdays, holding conversational exercises (muhadatsah) in the morning and repeating the language they do at night on Sundays. In addition, the language section also requires all students to use all Arabic and English terms according to the specified time, in improving the language of students, holding an official language wall magazine

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<sup>40</sup>Ibid.,

competition once a month between regions, watching official language films with time and permission the security department, stipulates the change of Arabic and English for two weeks which is announced directly by the language department, requires students to greet their peers, teachers, and administrators using the language that has been determined, and give awards to students who are active in speaking the language. And get good grades in language tests and put up pamphlets, vocabulary and official language conversations in every place, so that students can easily increase their knowledge and skills in language.

## **5. Speaking skill**

### a. Definition of Speaking

Speaking is one of the important skills that have to be mastered by students in learning English. Many experts define speaking in different ways. Speaking is perhaps the most demanding skill for the teacher to teach. State that speaking is perhaps the most demanding skill for the teacher to teach.<sup>41</sup> That speaking is expressing ideas or feelings using language.<sup>42</sup>Therefore, speaking is not only uttering ideas in or mind, but also delivering and presenting new information to other people. It is a way to present new language English orally. Speaking is an act to express ones ideas, feeling, purpose, and thought orally. That to most people, mastering speaking is the single most important aspect of learning a second

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<sup>41</sup>Scott, W.A, & Ytreberg, L.H, "*Teaching English to Children*", (New York: Longman, 2000).

<sup>42</sup>Horby, "*Advance Learners' Dictionary*", (New York: Oxford Dictionary Press, 1994).

language, and success is measured in terms of the ability to carry out a conversation in the language.<sup>43</sup>

Speaking is one of the four language skills. If students want to speak English fluently as Harmer asserts:

*“They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.”<sup>44</sup>*

From the above theory it can be conclude that speaking is an attempt to communicate using language widely, so that they can interact and understand each other. Speaking is the process of expressing ideas, feelings, and goals. Therefore, people must be able to speak well and correctly like mastering intonation so that the intent and purpose can be understood by others.

#### b. Concept of Speaking

The ability to speak is very important and the purpose of learning English is to allow students to interact freely with each other. The ability to speak is a means of communication to express human thought and forms of social behavior, it is

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<sup>43</sup>Nunan, D, *“Language Teaching Methodology: A Textbook for Teachers”*, (New York: Prentice Hall Internasional, Ltd, 1991).

<sup>44</sup>Harmer, J, *“The Practice of English Language Teaching”* (Great Britain: Pearson Education, 2001).

active productive skills that involve the mental and physical actions of the speaker that are complex when he produces language.<sup>45</sup>

Language is used to communicate ideas or messages to someone. Language is a communication tool both in oral and written form. Oral communication is a good way for students who want to improve their ability to speak and understand foreign languages. Speech ability can be define as the ability to use words in important normal communication situations and pronunciation, stress, intonation, grammar, and foreign language vocabulary at normal levels of delivery for native speakers of that language. In conclusion, speaking skills are a natural means of communication to express human thought and forms of social behavior, emotions or feelings by humans and the ability to speak is the ability to organize a sentence and how to produce sentences so that they can react to people.

#### c. Component of Speaking

There are some elements is speaking which must be considered by teachers and learners in pedagogy. There are four elements in the speech pricess<sup>46</sup>, they are

##### 1) Pronunciation

Pronunciation is a difficult component in learning speaking ability  
Pronunciation itself is defined as the way in which a word is pronounced.<sup>47</sup>

##### 2) Vocabulary

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<sup>45</sup>Brown, G. and Yule, G, "*Teaching Spoken Language: An Approach Based on the Analysis of Conversational English*", (Cambridge: Cambridge University Press, 1999).

<sup>46</sup>Harmer, J. "*How to Teach English*", (Britain: Pearson Longman, 1998).

<sup>47</sup>Oxford Dictionary. "*Oxford Learner's Pocket Dictionary*", (Oxford New York: Oxford University Press, 2000).

In learning English, when one wants to say something, the important thing must be mastered and known is the word. If one have a lot of vocabulary, it can help him/her to express his/her ideas, and combine word by word into a sentence. At the beginning level, one should concentrate on the function words and more frequently used vocabulary items, which are needed to give practice structures and sound of the language.<sup>48</sup> At the beginning level, it should be given to the vocabulary that is intimately related to the environment and experiences of the students. She also says that vocabulary is practiced and aimed at providing with opportunities to interest with one another and teacher as “natural “situation as possible.

To get more extensive vocabulary, the English students are expected to read English books as frequent as possible. By reading they will find new words. In addition, the new words can be looked up in the dictionary. As a result, they can use the words in practicing speaking English.

### 3) Grammar

It concerns with how to arrange a correct sentences in conversation. It is line with explanation given that the students ability to manipulate structure and to distinguish appropriate grammatical forms from inappropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language, both in oral and written form.<sup>49</sup>

### 4) Fluency

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<sup>48</sup>Finocchiaro, M, “*English as a Second Language: From Theory to Practice*”, (NY: Regent Publishing. 1981).

<sup>49</sup>Heaton, J, “*Writing English Language Test: a Practical Guide for Teachers of English as a Second or Foreign Language*”, (Singapore: Ban Wah Press Limited, 1988).

Fluency can also be defined as the ability to speak fluently and accurately suited with professional necessity. Basically, being fluent means being able to keep the language coming.

In connection with the explanation above, what is important in speaking is that students speak and the teacher provides corrections. The teacher tries to provide a strategy by utilizing audio visual aids.

#### d. Types of Speaking

In general, there are two forms of language – formal and informal language. In English speaking, people use formal speech with people of higher status, and informal speech with family and friends. Moreover, categorizes speaking into three types:<sup>50</sup>

##### 1) Active Dialogue

Active dialogue is a type of dialogue that is not one side and both participant utter only direct comment. An active dialogue allows all interlocutors great freedom in the selection of topic. It enables everybody to give the discussion a new turn without interrupting the train of thought.

##### 2) Reactive Dialogue

Reactive dialogue is a type of dialogue that is one side and the commentator utters only direct comment. At each moment in the dialogue he regards as relevant whatever his informant makes appear relevant.

##### 3) The Direct Dialogue

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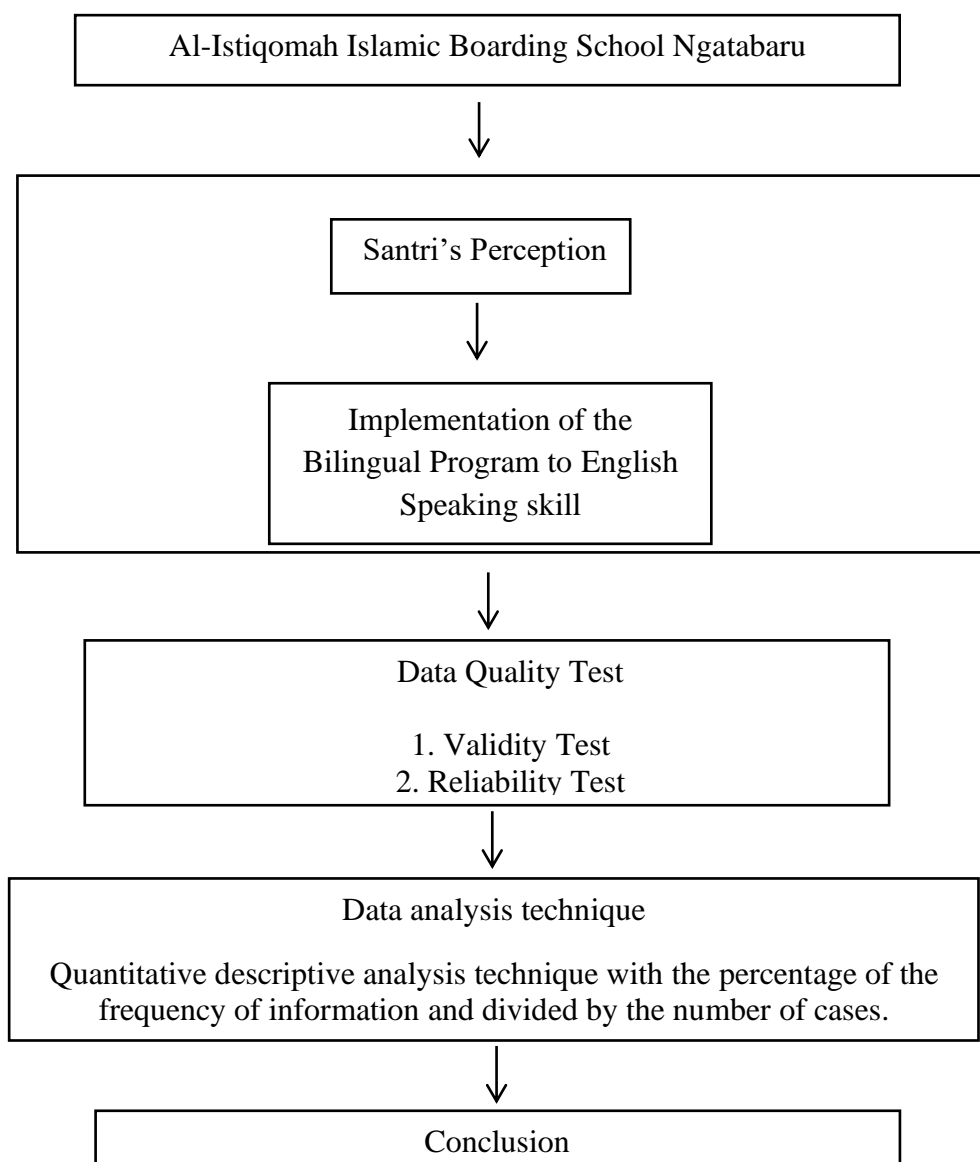
<sup>50</sup>Roland, Posner, “*Rational Discourse and Poetry Communication: Method of Linguistic, Literary, and Philosophical Analysis*”, (Berlin: Mouton Publisher, 1982).



Direct dialogue is a type of dialogue that is not one side and all participants use only direct comment in taking point of view. In direct dialogue each interlocutor refers to the main information contributed by his predecessor. Therefore, there is no collision of communicative interest in direct dialogue, and everyone is in the framework of point of view and develops a common topic further.

### ***C. Theoretical Framework***

Based on the problems that have been formulated, research objectives, and theoretical studies that explain perceptions, and bilingual programs in English language skills, a framework of thought is drawn up in the following figure:



## CHAPTER III

### RESEARCH METHODOLOGY

#### *A. Research Design*

This study uses descriptive quantitative research method, where quantitative research is research whose analytical techniques emphasize data in the form of numbers and is processed by statistical method.

Quantitative research is a method that describes social phenomena or phenomena in society that are interconnected with one another.<sup>51</sup> Quantitative research is a type of research that produces discoveries that can be achieved (obtained) by using statistical procedures or other means of measurement.

The use of quantitative descriptive is aligned with research variables that focus on actual problems and phenomena that are happening at the present time with the form of research results in the form of meaningful numbers. This descriptive method is a research that is intended only to describe, explain or summarize various conditions, situations, phenomena, or various research variables according to events as they are.<sup>52</sup>

This descriptive research does not question the relationship between the existing variables. It is not intended to attract generations that explain the antecedent variables that cause a social phenomenon or reality. Therefore, descriptive research

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<sup>51</sup>Sudaryono, *Research Methodology*, first edition (Depok: Rajawali Pers, 2018), 90.

<sup>52</sup>Burhan Bungin, *Social Research Methodology, Qualitative and Quantitative Formats* (Surabaya: Airlangga University Press. 2005), 44.

does not use and does not test hypotheses, meaning that it is not intended to build and develop a theoretical treasury.<sup>53</sup>

Based on some of the opinions above, the research is intended to be able to describe the conditions related to the implementation of the system.

## ***B. Population and Research Sample***

### **1. Population**

The population is defined as the entire object or subject that is in one location and meets certain conditions related to the research problem, or the entire unit or individual within the scope of the research.<sup>54</sup> In addition, population is a generalization area composed of objects/subjects with specific quantities and characteristics determined by the researcher to be studied and conclusions drawn.<sup>55</sup> From explanations above, the researcher concludes that the population is the object, the whole member of a group of people, organizations, or groups that have been clearly defined by the researcher.

The population in this study was all male high school students at Al-Istiqomah Modern Islamic Boarding School Ngatabaru. The total number of male high school students at the Modern Islamic Boarding School Al-Istiqomah Ngatabaru is 103 people consisting of 5 classes with the following description:

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<sup>53</sup> Faisal Sanapia, *Format-Fomat Penelitian Sosial*, (Jakarta: PT Raja Grafindo Persada, 2007), 20.

<sup>54</sup> Nanang Martono, *Quantitative Research Methods: Content Analysis and Secondary Data Analysis*, (Jakarta: Rajawali Pers, 2012), 74.

<sup>55</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Alfabeta, 2011), 81.

**Table 3.1**  
**Number of High School Students at Al-Istiqomah Modern Islamic Boarding School Ngatabaru**

No	Class		Total
	I SMA	II SMA	
1	IV MB		27
2	IV MC		23
3		V MB	22
4		V MC	23
5		III INT MB	8
	SUM		103

*Sumber: Kantor Kesekretariatan Pondok Pesantren Modern Al-Istiqomah Ngatabaru*<sup>56</sup>

## 2. Sample

The sample is a subset of the individuals investigated from the entire research population. Sample in research is a data representative, accurate data or depending on the sample obtained by the researcher. Sample is part of the number and characteristics possessed by the population. What is obtained from the sample, the conclusions were made for the population. Therefore, the sample taken from the population must be truly representative.<sup>57</sup> Taking a sample from a population, it can be divided into two categories sampling techniques. They are *probability sampling techniques* and *non-probability sampling*. Probability sampling is divided into 6

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<sup>56</sup>Kantor Kesekretariatan Pondok Pesantren Modern Al-Istiqomah Ngatabaru

<sup>57</sup>Sutrisno Hadi, *Statistic 2*, (Yogyakarta: Andi Offset, 2000), 220.

types, namely *simple random sampling, stratified random sampling, cluster sampling, systematic sampling, proportionate stratified random, and disproportionate stratified random*. Non-probability sampling is divided into 5 types, namely, *convenience sampling, purposive sampling, judgment sampling, quota sampling, snowball sampling*.<sup>58</sup>

The sampling technique in this study is probability sampling technique. Probability sampling is a sampling technique that provides equal opportunities for each element or member of the population to be selected as a sample. From the six probability sampling techniques, the researcher used a simple random sampling technique to take samples in this study. Simple random sampling is a technique where every individual has the same opportunity or opportunity to be the subject of research. It is said to be simple because the sampling of members from the population is carried out randomly without regarding the strata that exist in the population.<sup>59</sup> Sampling in this study used the formula from the Slovin Formula as follows:

$$n = \frac{N}{1 + Ne^2}$$
$$= \frac{103}{1 + 103(0,05)^2} = 81,9025 \text{ rounded up to } 82 \text{ santri}$$

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<sup>58</sup> Masri Singarimbun dan Sofian Effendi, *Metode Penelitian Survei*, (Jakarta: LP3ES 2007), 169.

<sup>59</sup>Ibid.,

*n: Sample N: Population e: Estimated error rate*<sup>60</sup>

From the above formula, the number of samples for this study was 82 students from 103 students in grade 1, 2 and 3 at SMA Pondok Pesantren Modern Al-Istiqomah Ngatabaru.

### ***C. Research Variable***

Research variables are anything that the researcher determines to be studied in order to obtain information about it and then draw conclusions.<sup>61</sup> In addition, a variable is a concept that has many different values.<sup>62</sup> There are various types of research variables. The types of research variables can vary depending on the research we are doing. The basis for the difference also varies, starting from its nature, the relationship between the variables, the type of measurement scale, and so on. Based on the nature of the relationship between the variables, the research variables are divided into two, namely independent variable and dependent variable. Independent variable is the variable has an influence on changes that occur in other variables. A change that occurs in a variable is considered to be caused by this independent variable. In contrast to the independent variable, the dependent

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<sup>60</sup>Nanang Martono in Consuelo G Sevilla, et al, *Research Method*, (Rex Printing Company, Quezon City), 182.

<sup>61</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Alfabeta, 2011), 38.

<sup>62</sup>Erwan Agus Purwanto *Metode Penelitian Kuantitatif, untuk Administrasi Publik, dan Masalah-Masalah Sosial* (Yogyakarta: Gaya Media 2007), 42.

variable is a variable that is influenced by other variables. This variable's existence is considered to be a result of the existence of an independent variable.<sup>63</sup>

In this research, there are no independent variables and dependent variables, so the variables used in this study are described as research results. There are three variables in this study, namely students' perceptions, bilingual programs, and English speaking skill. These three variables cannot be compared, related, or searched for cause and effect since they are descriptive. Descriptive quantitative research is done by describing the object of research as it is.

#### ***D. Operational Definition***

To avoid misinterpretations or assumptions from the readers and to make it easier to understand the terms in the topic of this research, the researcher puts forward an affirmation of the terms of each variable contained in this proposal, namely students perception, bilingual program, and speaking skill.

1. Perception is the process of entering messages or information into the human brain by human perception which is continuously in contact with the environment.<sup>64</sup> Perception will be our brain's ability to interpret stimuli. Stimulants are stimulants from the body's organism which means the perception of the cognitive processes experienced by everyone in understanding every information through the five senses. In short,

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<sup>63</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Alfabeta, 2011), 39.

<sup>64</sup>Slameto, *Student Perception in Learning English*, (Universitas Masyarik: 2003), 12.

perception is the process by which individuals develop and interpret their sensory perceptions to give meaning to their environment.

2. Bilingual program is a program used for education that refers to students to be able to use two languages well. The bilingual program is a design or plan in the teaching and learning process using two languages.
3. English speaking skill is one of four skills in English that have to mastery in every student. Speaking skill focuses on fluency, stress, pronunciation, and grammar.

#### ***E. Research Instruments***

Research instruments are tools used to assist researchers in the data collection process, making it more orderly and simple.<sup>65</sup>

In this study, the instruments used by the researcher was documents and questionnaires. Questionnaires are questions given to respondents and given answers to find out the positive and contradictory responses of students to the implementation of the bilingual program at the Modern Islamic Boarding School Al-Istiqomah Ngatabaru in improving speaking skill. This questionnaire is very much needed because it collects data that is considered supportive, namely data on the perceptions of male high school students at the Al-Istiqomah Ngatabaru Modern Islamic Boarding School about the bilingual programs in improving speaking skill. Before the questionnaire is prepared, the researcher made a questionnaire grid.

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<sup>65</sup>Suharsimi Arikunto, 2010. *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta 2010), 203.



**Table 3.2**

**Latice Grid Questioners**

Variable	Factor	Indicator	Number of Item
Santri's perception toward the implementation of bilingual program to English speaking skill in pondok pesantren modern al-istiqomah ngatabaru	Internal	1. Attention	1, 2, 3
		2. Interest	4, 5
		3. Experience	6, 7, 8
	External	1. Teacher	9, 10
		2. Learning Methods	11, 12
		3. Theory	13, 14
		4. Infrastructure	15, 16
		5. Environment	17, 18
		6. Friends	19, 20

Another instrument to collect data is to use a data document in the form of the names of male high school students at the Al-Istiqomah Modern Islamic Boarding School Ngatabaru. Statements in the questionnaire will be in the form of a Likert scale. Likert scale is a bipolar scale method in statistics that is used to measure quantitative data in the form of positive and negative response data.<sup>66</sup> This

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<sup>66</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Alfabeta, 2011), 84

scale is intended to measure the attitude of the respondent. It can also be used to see the opinions or perceptions of a person or group of people, so, as to get the right answer for the social phenomenon under study.<sup>67</sup> So, the main purpose of using the Likert scale questionnaire method is to produce accurate and proven data.

Examples of answer scores as in Table 3.3

**Table 3.3**  
**Answer Score**

No	Answer	Score	
		Statement Positive	Negative Statement
1	SS (Strongly Agree)	5	1
2	S (Agree)	4	2
3	N (Neutral)	3	3
4	KS (Disagree)	2	4
5	TS (Disagree)	1	5

1. Research Instrument Test

a. Validity Test

After making a questionnaire, the next step is to test whether the questionnaire is valid or not.

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<sup>67</sup> Fenti Hikmawati, *Research Methodology*, first edition (Depok: Rajawali Pers, 2018), 38.

Test the validity of the instrument manually using the product moment formula, namely:

$$r_{count} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Information:

n = Number of Respondents

x = Variable Score (Respondent's Answer)

y = Total Score Variable (Respondent's Answer)<sup>68</sup>

Decisions on a question item can be considered valid, it can be done in the following ways:

- 1) According to Azwar and Sugiyono, if the product moment correlation coefficient exceeds 0.3.
- 2) If the product moment correlation coefficient > r table ( $\alpha$  ; n-2) n = number of samples.
- 3) Value of Sig.<sup>69</sup>

Invalid question items will be aborted or corrected if there are no valid question items in one instrument.

In this study, instrument testing was carried out on 82 students of the modern Islamic boarding school Al-Istiqomah Ngatabaru. The research questionnaire consisted of 20 question items and then validity was tested using the Corrected Item Total Correlation test with the help of the SPSS Statistics 22 computer application,

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<sup>68</sup>Ibid 48.

<sup>69</sup>Suliyanto, *Data Analysis in Marketing Applications*, (Bogor: Ghalia Indonesia, 2005), 42.

then r table was compared with r counts or validity test results to find out whether the questionnaire items used by the researcher were valid or not.

**Tabel 3.4**  
**Questionnaire Validity Test Results Santri's perception toward the implementation of bilingual program to English speaking skill in pondok pesantren modern al-istiqomah ngatabaru**

No Kuesioner	Hasil Uji Validitas
1	0,572
2	0,733
3	0,459
4	0,484
5	0,572
6	0,530
7	0,696
8	0,733
9	0,545
10	0,672
11	0,538
12	0,731
13	0,578
14	0,552
15	0,443
16	0,608
17	0,389
18	0,661
19	0,870
20	0,723

**Tabel 3.5**

**Comparison of r arithmetic questionnaires Santri's perception toward the implementation of bilingual program to English speaking skill in pondok pesantren modern al-istiqomah ngatabaru dan r tabel**

<b>No Soal</b>	<b>r hitung</b>	<b>r tabel (N-2)</b>	<b>Keterangan</b>
<b>1</b>	<b>0,572</b>	<b>0,217</b>	Valid
<b>2</b>	<b>0,733</b>	<b>0,217</b>	Valid
<b>3</b>	<b>0,459</b>	<b>0,217</b>	Valid
<b>4</b>	<b>0,484</b>	<b>0,217</b>	Valid
<b>5</b>	<b>0,572</b>	<b>0,217</b>	Valid
<b>6</b>	<b>0,530</b>	<b>0,217</b>	Valid
<b>7</b>	<b>0,696</b>	<b>0,217</b>	Valid
<b>8</b>	<b>0,733</b>	<b>0,217</b>	Valid
<b>9</b>	<b>0,545</b>	<b>0,217</b>	Valid
<b>10</b>	<b>0,672</b>	<b>0,217</b>	Valid
<b>11</b>	<b>0,538</b>	<b>0,217</b>	Valid
<b>12</b>	<b>0,731</b>	<b>0,217</b>	Valid
<b>13</b>	<b>0,578</b>	<b>0,217</b>	Valid
<b>14</b>	<b>0,552</b>	<b>0,217</b>	Valid
<b>15</b>	<b>0,443</b>	<b>0,217</b>	Valid
<b>16</b>	<b>0,608</b>	<b>0,217</b>	Valid
<b>17</b>	<b>0,389</b>	<b>0,217</b>	Valid

<b>18</b>	<b>0,661</b>	<b>0,217</b>	Valid
<b>19</b>	<b>0,870</b>	<b>0,217</b>	Valid
<b>20</b>	<b>0,723</b>	<b>0,217</b>	Valid

From the results of the research instrument trial, the validity test showed that the Santri's perception research instrument toward the implementation of bilingual program to English speaking skills in the modern Islamic boarding school al-istiqomah Ngatabaru was declared valid because the rcount value of each question item > r-table = 0.217.

#### b. Reliability Test

The term "reliability" refers to the degree to which a measuring device maybe trusted or depended upon. When a measuring device is used again to test the same symptoms and the results are somewhat constant, the measuring instrument is considered dependable.<sup>70</sup>

The stages of calculating the reliability test use the Cronbach Alpha technique manually, namely:

- a.) Creating a helper table
- b.) Determining the value of the variance on each item, using the formula according to Syofian Siregar.

$$\sigma_b^2 = \frac{\sum x_i^2 - \frac{(\sum x_i)^2}{n}}{n}$$

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<sup>70</sup>Masri Singarimbun and Sofian Efendi, "Survey Research Methods", (Jakarta: LP3ES, 1989), 140.

c.) Determining the total variance value

$$\sigma_t^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n}$$

d.) Determining instrument reliability

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Information:

n = Number of samples.

X<sub>i</sub> = Respondent's answer for each question.

X = Number of respondents' answers for each question item.

$\sigma_t^2$  = total variance

$\sigma_b^2$  = Total Item Variance.

k = Number of questions.

r<sub>11</sub> = Instrument reliability coefficient.<sup>71</sup>

After completing the calculation stage and r<sub>11</sub> has been calculated, the researcher continues by looking at the r Product moment table. If r-count is greater than r-table with a significant level of 5%, it is declared reliable. On the other hand, if r-count is smaller than r-table with a significant level of 5%, it is declared unreliable. This reliability test used the Cronbach Alpha statistical test with the help of the SPSS Statistics 22 computer application. If the reliability coefficient for a

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<sup>71</sup>Ibid 58.

research instrument is greater than 1, the criteria are considered to be reliable by using the technique  $> 0.6$ .<sup>72</sup>

**Tabel 3.6**

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.752	21

From the table above, it shows that the results of the reliability test of the Santri's perception questionnaire toward the implementation of bilingual programs to English speaking skills in modern islamic boarding schools al-istiqomah ngatabaru  $> 0.6$  ( $0.752 > 0.6$ ).

#### ***F. Data Collection Technique***

In this study, the researcher used several techniques to collect data, including:

##### 1. Questionnaire

Questionnaire is the collection of data by using a list of questions or a list of entries to the object under study (population).<sup>73</sup> Questionnaires are a number of written questions that are used to obtain information from respondents in terms of their personal reports, or things that are known to the respondent. The questionnaire itself is divided into two types based on how to answer it, namely an open questionnaire and a closed questionnaire. The purpose of an open questionnaire is

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<sup>72</sup>Syofian Siregar, *Parametric Statistics for Quantitative Research: Equipped with Manual Calculations and SPSS Application Version 17*, first edition (Jakarta: Bumi Aksara, 2015), 90.

<sup>73</sup>M. Iqbal Hasan, *Main Statistical Materials 1 (Descriptive Statistics)*, second edition (Jakarta: PT Bumi Aksara, 2016), 17.



a questionnaire that provides an opportunity for respondents to answer by using their own sentences. While the purpose of a closed questionnaire is a questionnaire in which the researcher has provided answer choices from the questionnaire and the respondent just has to choose according to his choice or condition.<sup>74</sup>

From the explanations above, the researcher can conclude that the questionnaire is one of the techniques of collecting data from a number of people or respondents through questions to be answered. In this study, the questionnaire used by the researcher is a closed questionnaire in which the researcher has provided answers and the respondents only need to choose the answer. This questionnaire aims to obtain data related to Santri's perception toward the implementation of bilingual program to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru.

## 2. Observation

Observation is a data collection tool which is carried out by recording and systematically observing the symptoms being investigated.<sup>75</sup> The purpose of observing systematically is where in recording and observing the symptoms to be studied is carried out regularly. Observation is a common human action that

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<sup>74</sup> Arikunto, *Research Procedure: A Practical Approach* (Jakarta: Rineka Cipta, 2010), 194.

<sup>75</sup>Cholid Narbuko and H. Abu Achmadi, *Research Methodology: providing theoretical supplies to students about research methodology and is expected to carry out research with the right steps*", (Jakarta: Bumi Aksara, 2016), 70.

primarily employs the senses of sight, hearing, smell, skin, and mouth.<sup>76</sup> In addition, the observation technique is systematic observation and recording of the phenomena being investigated. In a broad sense, observation is carried out both directly and indirectly.<sup>77</sup> From the explanations above, the researcher concludes that the observation is a way of collecting data through direct observation to situations or events in the field. In this study, the observation made is participant observation, where the researcher directly be involved with the subject being observed.

### 3. Documentation

Documentation is a technique for collecting data in the form of written material that includes explanations and views regarding observed events as well as research issues.<sup>78</sup> This documentation is used to obtain data directly from the research location or from outside the research location in the form of relevant books related to research problems, activity reports, photographs and others.<sup>79</sup> Using this documentation technique, researcher can get information not only from sources but also from various written sources or other documents.

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<sup>76</sup>Burhan Bugin, *Quantitative Research Methodology: Communication, Economics, Public Policy and Other Social Sciences*, second edition (Jakarta: Prenama di a Group, 2014), 143.

<sup>77</sup>Masri Singarimbun and Sofian Efendi, *Survey Research Methods*, (Jakarta: LP3ES, 1989), 48.

<sup>78</sup>Muhammad, *Islamic Economic Research Methodology: Quantitative Approach (complete with Application Examples: Research Proposals and Reports)*, first edition (Jakarta: Rajawali Pers, 2008), 152.

<sup>79</sup>Ibid 153.

From explanations above, the researcher can conclude that documentation is a technique of collecting data directly related to research problems. This documentation consists of documents that can provide evidence for researchers related to their research problems. In this study, the documentation technique is used to obtain the names of the second grade students at the Modern Islamic Boarding School Al-Istiqomah Ngatabaru and the photographs.

### ***G. Data Analysis Technique***

The researcher used quantitative descriptive analysis technique (percentage) with the percentage of the frequency of information and divided by the number of cases. The formula used is the Arikunto form as follows:

$$p = \frac{F}{N} \times 100$$

Information:

Q: Percentage

F: Frequency (number of respondents' answers)

N: Number of Samples<sup>80</sup>

**Table 3.7**  
**Percentage Perception Table**

No	Perception	Total	Percentage (%)
1.	Positive		
2.	Negative		

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<sup>80</sup>Arikunto. *Research Procedures A Practical Approach*, (Jakarta: 2006 PT. Rineka Cipta), 5.

3.	Neutral		
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## **BAB IV**

### **FINDINGS AND DISCUSSION**

#### ***A. Description of Research Location***

##### **1. A Brief History of Al-Istiqomah Ngatabaru Modern Islamic Boarding School**

As a cadre of Pondok Gontor, KH. M.Arif Siraj, Lc when allowed to serve at his alma mater along with continuing his education level at the Darussalam Institute of Education until it was completed in 1982. Along with his completion year, he received a scholarship to continue his education which was completed in 1985 at Cairo's Al-Azhar University in Egypt. After completing his education in Egypt he returned to his alma mater to share the knowledge he had gained. However when met with KH. Abdullah Syukri, MA who is one of the leaders of Gontor who has replaced Alm. Kyai Zarkasyi, he was advised to return to his hometown. At that time Kyai Syukri said "Go home, maybe there will be one Gontor in your area". *Sami'na wa atha'naa*<sup>81</sup> he returned to his hometown precisely in Central Sulawesi, with the great hopes and ideals of the Kyai and his teachers and with the establishment of the Al-Istiqamah Ngatabaru Modern Islamic Boarding School, he succeeded in realizing these hopes and ideals.

Pondok Pesantren Modern Al-Istiqamah Ngatabaru is located in Ngatabaru village, which is one of the villages ± 14 km from the residential area of Petobo village, precisely the village is located in the highlands of the Bulili mountains. Pondok Pesantren Modern Al-Istiqamah Ngatabaru was originally established on a

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<sup>81</sup> The meaning of *sami'na wa atho'na* in KBBI means we hear and we obey

private land area of ± 3 ha owned by KH. M.Arif Siraj, Lc, who is the founder of Al-Istiqamah Ngatabaru Islamic Boarding School. This islamic boarding school was established on May 2, 1993. On July 11, 1993 the lodge began an education and teaching program with 17 pupils.

The level of education at the Al-Istiqamah Ngatabaru Modern Islamic Boarding School is tarbiatul muallimin al-islamiyah "TMI" with a study period of six years for those with an elementary or MI diploma and four years for those with a junior high school or junior high school diploma. Meanwhile, the facilities that support the educational process consist of a boys' dormitory as well as a musholah, a girls' dormitory as well as a classroom, a study room, a kyai house unit as well as a teacher's front dormitory, one water tub, one bivouac "temporary residence for the builder and his thunder" which functions as a soup kitchen.

## 2. Vision, Mission, Values and Motto of Al-Istiqamah Ngatabaru Modern Islamic Boarding School<sup>82</sup>

To realize his ideas, the founder of Pondok Pesantren Modern Al- Istiqamah Ngatabaru, KH. M.Arif Siraj, Lc chose the boarding school education path with strict discipline and based on values, philosophies and orientations that are the basis of the formulation of its vision and mission as explained below:

### a. Vision

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<sup>82</sup> KH. M.Arif Siraj, Lc : As leader and founder Pondok Pesantren Modern Al- Istiqamah Ngatabaru

Based on the things mentioned above, the Al-Istiqamah Modern Islamic Boarding School has determined its vision in stepping, namely: "The realization of cadres of people's leaders who are loved by Allah SWT, *alim*,<sup>83</sup> skilled and useful".

b. Mission

The mission carried out by this educational institution is in the following points:

- 1) Educating and developing a generation of believers, Muslims, *mukhlis*<sup>84</sup> who are highly virtuous (*akhlakul karimah*)<sup>85</sup>, able-bodied, knowledgeable, free-thinking and devoted to society.
- 2) Teaching religious and general science in a balanced manner towards the formation of intellect scholars.
- 3) Educating and teaching various skills, especially mental skills towards the formation of useful humans in society.
- 4) Educating the generation to become citizens who are virtuous, have faith and devotion to Allah SWT.

c. Values

- 1) Five Souls of the Pondok

The basic values instilled in this cottage are contained in the five souls of islamic boarding schools, namely:

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<sup>83</sup> The meaning of Alim in KBBI is knowledgeable (especially in terms of the Islamic religion)

<sup>84</sup> The meaning of Mukhlis in KBBI is: honest, sincere; straight hearted

<sup>85</sup> The meaning of Akhlakul Karimah in KBBI is: manners, good/commendable behavior

a) The Soul of Sincerity

This soul means lonely in self; That is, doing something is not because it is driven by the desire to obtain certain benefits. All work is done with the sole intention of *Lillah*<sup>86</sup> worship. Thus, kyai are sincere in educating, sincere santri's are educated and kyai helpers are sincere in helping to carry out the educational process.

b. The Soul of Simplicity

Life in the pondok is overwhelmed by an atmosphere of simplicity. Simple does not mean positive or *Nrima*<sup>87</sup>, not poor and destitute. Simplicity berates according to needs and obligations. Simplicity contains the values of strength, ability, fortitude and self-mastery in the face of life's struggles. Behind this simplicity radiates a great soul, daring to advance, and never back down in all circumstances.

c. Independent Spirit

Being independent or able to help oneself is not only in the sense that students are able to learn and practice taking care of all their own interests but the islamic boarding school itself as an educational institution must also be able to be independent, so that it does not lean its survival on the help or mercy of others.

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<sup>86</sup> The meaning of the word 'Lillahi' in KBBI is for (because, for) Allah.

<sup>87</sup> The meaning of the word 'Nrima' in (KBBI) is the attitude of accepting something as it is.



d. *Ukhwuah Islamiyah* Soul

Life in the boarding school is filled with intimate brotherhood, all the ups and downs are felt together in the fabric of brotherhood as fellow Muslims. This *ukhwuah*<sup>88</sup> does not only happen while santri were studying in the cottage, but also influenced the unity of the people in the community upon the return of the santri returning from the cottage.

e. Soul Freedom

Free in thinking and doing, free in determining the future, free in choosing the path of life, and even free from negative influences from outside, this freedom must not be misused to be free (liberal) so that it loses the direction and purpose of the principle. Therefore, this freedom must be returned to its purity, that is, freedom in the lines of positive discipline with full responsibility, both in the life of the boarding school itself and life in society. This freedom must always be based on the true religious teachings based on the Qur'an and Ass-sunnah.

d. Motto of Pondok

- 1) Highly Virtuous. Being virtuous is the foundation that the cottage instills in all its santri's. All activities in the cottage must contain elements of charitable moral education.

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<sup>88</sup> The meaning of ukhwuah in KBBI is: brotherhood

- 2) Able-bodied. The lodge is an institution of cadreization of leaders. A leader is physically and spiritually healthy in order to perform his duties, roles and functions properly.
- 3) Knowledgeable. The santri's are equipped with knowledge to be the provision of their lives. But still, that knowledgeable must not be separated from a noble personality.
- 4) Open Minded. Free-thinking means having an open and responsible attitude in dealing with any problem. The application of this free spirit must be based on a high mind and based on the teachings of the Qur'an and the Sunnah.

#### ***B. Description of Research Data***

In this study, researcher used data collection techniques in the form of questionnaires. The distribution of questionnaires in the study was carried out directly, namely about Santri's perception toward the implementation of bilingual programs to English speaking skills in Pondok Pesantren Modern Al-istiqomah Ngatabaru. This research instrument consists of two factors, namely internal factors and external factors.

1. Internal Factor: The data related to Santri's perception toward the implementation of bilingual program to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru from internal factors consists of eight questions. The total percentage score of respondents' answers about Santri's perception toward the implementation of bilingual program to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru based on the results of the analysis obtained a total score of 194 very positive answers,

327 positive, 135 neutral, 0 less positive and negative 0. Data is classified into five categories, namely strongly agree, agree, neutral, disagree, and strongly disagree. The percentage score of respondents' answers about the Santri's perception toward the implementation of bilingual program to English speaking skills in modern Islamic boarding school al-istiqomah Ngatabaru based on these data, can be seen in the percentage table and the number of respondents' answers as well as the data recapitulation table for the percentage of respondents' answers below.

**Tabel 4.1**  
**Percentage and Number of Respondents' Answers Based on Internal Factors**

No.	Perception	Total	Percentage (%)
1.	Strongly agree	194	2.36%
2.	Agree	327	3.98%
3	Neutral	135	1.64%
4	Disagree	0	0%
5	Strongly Disagree	0	0%

Based on the results of table 4.1 above, it shows that santri's' perceptions of Santri's perception toward the implementation of bilingual programs to English speaking skills in modern islamic boarding schools al-istiqomah ngatabaru were analyzed by looking at internal factors in the number of respondents' answers that had a very positive perception of 2.36%, positive perception of 3.98%, neutral perception of 1.64%, less positive perception of 0% and negative perception of 0%.

Recapitulation of respondents' answer data based on internal factors can be seen as follows:

**Table 4.2**  
**Recapitulation of Respondents Answer Data Based on Internal Factors**

Number of item	Alternate Answers					Total frequency
	1	2	3	4	5	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1	0	0	9	48	25	82
2	0	0	15	33	34	82
3	0	0	14	44	24	82
4	0	0	19	48	15	82
5	0	0	9	48	25	82
6	0	0	30	43	9	82
7	0	0	24	30	28	82
8	0	0	15	33	34	82
<b>Total</b>	<b>0</b>	<b>0</b>	<b>135</b>	<b>327</b>	<b>194</b>	<b>656</b>
<b>%</b>	<b>0%</b>	<b>0%</b>	<b>1.64%</b>	<b>3.98%</b>	<b>2.36%</b>	

2. External Factor: The data related to Santri's perception toward the implementation of bilingual program to English speaking skill in Pondok

Pesantren Modern Al-Istiqomah Ngatabaru Data from external factors consist of twelve questions. The total percentage of respondents' answer scores about Santri's perception toward the implementation of bilingual programs to English speaking skills in Pondok Pesantren Modern Al-Istiqomah Ngatabaru based on the results of the analysis obtained a total of very positive respondent answer scores of 507, positive as many as 329, neutral as many as 148, less positive 0 and negative 0. The data is classified into five categories, namely strongly agree, agree, neutral, disagree, and strongly disagree. The percentage of respondents' answer scores about Santri's perception toward the implementation of bilingual programs to English speaking skills in modern islamic boarding schools al-istiqomah ngatabaru based on these data can be seen in the table of percentage and number of respondents' answers as well as the table of recapitulation of respondent answer percentage data below:

**Tabel 4.3**  
**Percentage and Number of Respondents' Answers Based on External Factors**

No.	Perception	Total	Percentage (%)
1.	Strongly agree	507	6.8%
2.	Agree	329	4.01%
3	Neutral	148	1.8%
4	Strongly disagree	0	0%
5	Disagree	0	0%

Based on the results of table 4.3 above, it shows that Santri's perception toward the implementation of bilingual programs to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru was analyzed by looking at internal factors in the number of respondents' answers that had a very positive perception of 6.18%, positive perception of 4.01%, neutral perception of 1.8%, less positive perception of 0% and negative perception of 0%. Recapitulation of respondents' answer data based on external factors can be seen as follows:

**Table 4.4**  
**Recapitulation of Respondents Answers Data Based On External Factors**

Number of Item	Alternate Answers					Total Frequency
	1	2	3	4	5	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
9	0	0	4	20	58	82
10	0	0	5	29	48	82
11	0	0	14	15	53	82
12	0	0	10	38	34	82
13	0	0	0	35	47	82
14	0	0	15	34	33	82
15	0	0	5	20	57	82
16	0	0	4	39	39	82
17	0	0	8	35	39	82
18	0	0	29	23	30	82
19	0	0	30	17	35	82
20	0	0	24	24	34	82
<b>Total</b>	<b>0</b>	<b>0</b>	<b>148</b>	<b>329</b>	<b>507</b>	<b>984</b>
<b>%</b>	<b>0%</b>	<b>0%</b>	<b>1.8%</b>	<b>4.01%</b>	<b>6.18%</b>	

Based on the results of the analysis obtained from both factors, namely internal factors and external factors, the overall number of these two factors is the total answer score of respondents Very Positive as many as 701, Positive 656, Neutral 283, Less Positive 0, Negative 0. The data is classified into five categories, namely Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Based on these data, the total number of these two factors, the total respondents' answers regarding Santri's perception toward the implementation of bilingual program to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru can be seen in the data recapitulation table of the percentage of respondents' total answers below.

**Tabel 4.5**  
**Total Data Recapitulation of Respondents Based on Internal Factors and External Factors**

Number of Item	Alternate Answers					Total Frequency
	1	2	3	4	5	
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
<b>1</b>	0	0	9	48	25	82
<b>2</b>	0	0	15	33	34	82
<b>3</b>	0	0	14	44	24	82
<b>4</b>	0	0	19	48	15	82
<b>5</b>	0	0	9	48	25	82
<b>6</b>	0	0	30	43	9	82
<b>7</b>	0	0	24	30	28	82
<b>8</b>	0	0	15	33	34	82
<b>9</b>	0	0	4	20	58	82

<b>10</b>	0	0	5	29	48	82
<b>11</b>	0	0	14	15	53	82
<b>12</b>	0	0	10	38	34	82
<b>13</b>	0	0	0	35	47	82
<b>14</b>	0	0	15	34	33	82
<b>15</b>	0	0	5	20	57	82
<b>16</b>	0	0	4	39	39	82
<b>17</b>	0	0	8	35	39	82
<b>18</b>	0	0	29	23	30	82
<b>19</b>	0	0	30	17	35	82
<b>20</b>	0	0	24	24	34	82
<b>TOTAL</b>	0	0	<b>283</b>	<b>656</b>	<b>701</b>	<b>1640</b>
<b>%</b>	<b>0%</b>	<b>0%</b>	<b>3.45%</b>	<b>8%</b>	<b>8.54%</b>	

Based on table 4.5 above, it can be seen that Santri's perception toward the implementation of bilingual programs to English speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru based on both factors, namely internal factors and external factors 8.54% very positive percentage 8% positive percentage 3.45% neutral percentage and 0% less positive and negative percentage. Therefore, the researcher combined the total strongly agree respondents' answers plus the total agree respondents' answers as well as the total strongly disagree answers added with the respondents' total disagree answers.

Based on the summation of respondents' answers according to the two factors, namely external and internal factors, strongly agree + agree = 701 + 656 =



1357, strongly disagree + disagree = 0, and neutral = 283 Then the percentage amount is as follows:

$$\frac{1357}{82} \times 100\% = 16.55\%$$

$$\frac{0}{82} \times 100\% = 0\%$$

$$\frac{283}{82} \times 100\% = 3.45\%$$

Based on the results of the questionnaire distributed to respondents with the number of very positive and positive answers that have been combined and then the percentage formula is used, then positive results are obtained as much as 16.55%, negative as much as 0%, and neutral 3.45%. As for if it is included in the table of research results, it can be seen in the table of the number and percentage of respondents' answers below:

**Table 4.6**  
**Percentage Perception Table**

No	Perception	Total	Percentage (%)
1.	Positive	1357	16.55%
2.	Negative	0	0%
3.	Neutral	283	3.45%

Thus, it can be concluded that Santri's perception toward the implementation of bilingual program to English speaking skill Pondok Pesantren Modern Al-Istiqomah Ngatabaru which has the largest percentage, namely a positive percentage of 16.54% with the number of respondents' answers 1357.

### ***C. Discussion***

The purpose of this study was to determine the perceptions of santri's towards the implementation of a bilingual program on English speaking skills skill in Pondok Pesantren Modern Al-istiqomah Ngatabaru. This study uses quantitative research method and the researcher conducted research by distributing questionnaires to all samples in the study, namely 82 santri's of the Modern Islamic Boarding School Al-Istiqomah Ngatabaru consisting of 5 classes, namely first grade (two classes) and second grade (three classes). Before distributing questionnaires or conducting research, the researcher first tested the instrument whether it was valid and reliable. The first research instrument trial was conducted on August 5<sup>th</sup>, but in this first instrument test there were two question items that were invalid and reliable, so the researcher conducted a research instrument test for the second time, for looking validity and reliability on August 7<sup>th</sup> where in the second instrument test, all of these question items were stated to be valid and reliable.

After testing the research instrument and finding that all question items were valid and reliable, the researcher distributed questionnaires directly to 82 santri's of the Modern Al-Istiqomah Islamic Boarding School in Ngatabaru on August 10. After getting all the answers from the research respondents then the researcher analyzed the data from the questionnaire in the form of numbers which discussed the santri's' perceptions of the application of the bilingual program to English speaking skill at the Al-Istiqomah Modern Islamic Boarding School Ngatabaru. The perception referred to in this study is the level of santri's perceptions of the implementation of the bilingual program on English speaking skill at the Modern

Islamic Boarding School Al-Istiqomah Ngatabaru based on attitudes, interests, and experiences, as well as the family environment, community environment and Islamic Boarding School environment and learning environment.

From the results of research conducted by the researcher, it was found that of the total 82 respondents who answered positively by 16.55%, negatively by 0%, and by neutral by 3.45%. Based on the results of data processing, it can be seen that the percentage is higher, namely the positive percentage of 16.55%, so the researcher concludes that the santri's' perception of the application of the bilingual program to English speaking skill at the Modern Islamic Boarding School Al-Istiqomah Ngatabaru is positive. Furthermore, a negative percentage score (0%) means that there were no negative perception of santri's about the bilingual program. This study shows that santri's perception of the implementation of the bilingual program on English speaking skills at the Modern Islamic Boarding School Al-Istiqomah Ngatabaru is positive.

So, the santri's perception of the implementation of the bilingual program at the Al-Istiqomah Ngatabaru Islamic Boarding School which plays the biggest role is the teacher factor. According to the indicator, the teacher conveys bilingual program material clearly in class or in the field. Other supporting factors are facilities and infrastructure such as rooms that are comfortable to use for the learning process of bilingual programs.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### ***A. Conclusion***

From the result, the researcher concludes that santri's perception toward the implementation of bilingual program to English speaking skill in Pondok Pesantren Modern Al-istiqomah Ngatabaru had a positive perception because the percentage obtained by the researcher is positive (16.55%), negative percentage is 0%, and neutral percentage is 3.45%. The data is classified into five categories, namely strongly agree, agree, neutral, disagree, and strongly disagree. Based on the results of the analysis, the total respondents' answer scores were very positive as many as 507, positive as many as 329, neutral as many as 148, less positive 0 and negative 0. Then, the researcher can conclude that the santri's perception of the implementation of the bilingual program at the Al-Istiqomah Ngatabaru Islamic Boarding School which plays the biggest role is the teacher factor. Where, as long as teaching process the teacher supported in improving santri's bilingual program. It was proven by most santri's Ngatabaru agree that teacher conveys the material clearly even in class or in the field.

#### ***B. Suggestion***

After discussing the data analysis and interpreting the result of data analysis above, then the researcher submits the following suggestions:

1. The researcher suggests the involvement of the government and pesantren stakeholders' role to enhance the students' comprehension of the bilingual

teaching and learning and increasing the santri's awareness of the important of languages for their future-oriented.

2. For increasing the santri's educational level, the teacher should socialize the importance of the local and foreign languages, form the regular of meeting club in empowering the santri's bilingual performances, and organize the language competition.

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APPENDICES

Assalamu'alaikum Warahmatullahi Wabarakatuh

Saudara/i, santri Pondok Pesantren Al-Istiqomah Ngatabaru yang saya hormati, Angket ini merupakan instrument/alat penelitian tentang persepsi/pendapat santri putra SMA terhadap pengaplikasian program bilingual di Pondok Pesantren Modern Al-Istiqomah Ngatabaru dalam meningkatkan keterampilan berbicara bahasa Inggris. Saya sangat menghargai kesediaan Saudara/i untuk menjawab seluruh pertanyaan dalam angket ini dengan baik. Sebagaimana biasanya data penelitian, kerahasiaan informasi yang Saudara/i berikan akan saya jaga, dan informasi tersebut hanya akan digunakan demi kepentingan penelitian ini. Atas perhatian dan kesediaan Saudara/i, saya mengucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Peneliti,

Muh.Zulbai

dien

**Identitas Responden**

**NAMA** :.....

**KELAS** .

**Petunjuk:**

Beri tanda check list (✓) pada pilihan jawaban yang tersedia

**SS** = **Sangat Setuju**

**S** = **Setuju**

**N** = **Netral**

**KS** = **Kurang Setuju**

**TS** = **Tidak Setuju**

No	Pertanyaan	Alternatif Jawaban				
		SS	S	N	KS	TS
1	Saya selalu mengingat materi yang diajarkan oleh guru saat pembelajaran bilingual program					
2	Saya bersemangat untuk mengikuti pembelajaran bahasa inggris dan bahasa indonesia yang menggunakan bilingual program.					
3	Saya selalu memperhatikan saat guru mengajarkan materi bilingual program.					
4	Saya menjadi contoh dalam menerapkan bilingual program.					

5	Saya senang terhadap materi speaking dalam bilingual program.					
6	Saya bersemangat mengikuti pembelajaran karena memiliki prestasi pada English speaking skill (keterampilan berbahasa inggris).					
7	Saya bersemangat dalam mengikuti pembelajaran karena terampil dalam berbicara bahasa Inggris.					
8	Saya bersemangat mengikuti pembelajaran bilingual program karena saya suka pada speaking English skill.					
9	Guru menyampaikan materi bilingual program secara jelas saat di kelas atau di lapangan.					
10	Guru selalu mengoreksi kesalahan yang saya lakukan saat proses pembelajaran bilingual dalam speaking english.					
11	Metode mengajar guru yang bervariasi membuat					

	saya bersemangat untuk mengikuti proses pembelajaran bilingual program.					
12	Metode mengajar yang dipakai guru membuat saya mudah menguasai materi yang diajarkan.					
13	Materi bilingual program yang diajarkan mudah dipahami dan dikemas dalam bentuk pembelajaran yang menyenangkan.					
14	Materi yang diajarkan guru disusun dari tahap yang mudah ke tahap yang lebih sulit					
15	Ruangan yang digunakan untuk pembelajaran bilingual program sudah baik.					
16	Ruangan nyaman dipakai untuk proses pembelajaran bilingual program.					
17	Lingkungan sekolah yang memadai sehingga mendukung untuk pembelajaran bilingual program					

18	Lingkungan pembelajaran bilingual terlalu dekat dengan ruang kelas sehingga dapat mengganggu proses pembelajaran yang lain					
19	Pembelajaran bilingual program dapat mempererat hubungan antar santri.					
20	Pembelajaran bilingual program dapat meningkatkan rasa saling menghargai antar santri.					

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INSTITUT AGAMA ISLAM NEGERI PALU  
NOMOR : 282 TAHUN 2021

TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

- Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
- b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
- c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, maka perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 23 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palu Nomor 49/In.13/KP.07.6/01/2018 masa jabatan 2017-2021

MEMUTUSKAN

- Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU

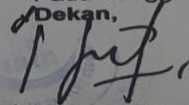
- KESATU : Menetapkan saudara :
1. Fitriningsih, S.S., S.Pd., M.Pd
  2. Afifah, S.Pd., M.Pd

sebagai Pembimbing I dan II bagi Mahasiswa :

Nama : Muhammad Zulbaidien  
NIM : 18.1.16.0019  
Program Studi : Tadris Bahasa Inggris  
Judul Skripsi : THE ROLE OF BILINGUAL PROGRAM AT PONDOK PESANTREN MODERN (MODERN BOARDING SCHOOL) IN DEVELOPING ENGLISH SPEAKING SKILLS OF SANTRI

- KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA IAIN Palu Tahun Anggaran 2021
- KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini, maka diadakan perbaikan sebagaimana mestinya
- KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu  
Pada Tanggal : April 2021

Dekan,  


Dr. Hamlan, M.Ag  
NIP. 196906061998031002/1

- Tembusan :
1. Rektor IAIN Palu;
  2. Kepala Biro AUAK IAIN Palu.



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STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor : 5963/Un.24/F.I/PP.00.9/07/2022  
Sifat : Penting  
Lamp : -  
Hal : Undangan Menghadiri Seminar Proposal Skripsi

Palu, 25 Juli 2022

Kepada Yth.

1. Fitriningsih, S.PD., M.Hum ( Pembimbing I )
2. Afifah, S.Pd., M.Pd. ( Pembimbing II )
3. Hijrah Syam, S.Pd., M.Pd. ( Penguji )
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-  
Palu

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Muh. Zulbaidien  
NIM : 18.1.16.0019  
Jurusan : Tadris Bahasa Inggris (TBIG)  
Judul Skripsi : Santri's Perception toward the Implementation of Bilingual Program to English Speaking Skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Selasa, 02 Agustus 2022  
Waktu : 09.00 Wita - Selesai  
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

*Wassalamu 'alaikum warahmatullahi wabarakatuh*



Dean  
Kuslin, S.Pd., M.Pd., M.Sc., Ph.D  
NIP. 19630215 199203 1 013

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:

- a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
- b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
- c. 1 rangkap untuk Ketua Jurusan
- d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
- e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
- f. 1 rangkap untuk ditempel pada papan pengumuman.
- g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)





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FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI  
TAHUN AKADEMIK 2021/2022

Pada hari ini Selasa, tanggal 02 Agustus telah dilaksanakan Seminar Proposal Skripsi:

Nama : Muh. Zulbaidien  
NIM : 18.1.16.0019  
Program Studi : Tadris Bahasa Inggris (TBIG)  
Judul Proposal : Santri's Perception toward the Implementation of Bilingual Program to English Speaking Skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru  
Tgl / Waktu Seminar : 02 Agustus 2022/09.00 Wita

NO.	NAMA	NIM	SEM / PRODL	TTD	KET.
1.	Rianfani Muzhaffar	181160066	TBI		
2.	INDRA	181160054	TBI		
3.	MOH. FADIL	181160003	TBI		
4.	Nur Indah Fitriani Safran	181160005	TBI		
5.	Hur Azizah	181160017	TBI		
6.	Nur anifah	181160010	TBI		
7.	Hasmarani Hamar	181160011	TBI		
8.	Lidyawati S. Toroma	171160076	TBI		
9.	Nisfa argyani Ernall	171160084	TBI		
10.	MELINDA	171160021	TBI		
11.	Mar'atul Husna	181160004	TBI		

Pembimbing I,

Fitriningsih, S.Pd., M.Hum.  
NIP. 19850622 201503 2 002

Pembimbing II,

Afifah, S.P.d, M.Pd.  
NIP. 19871212 201801 2 001  
Mengetahui  
a.n. Dekan  
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

Palu, 25 Juli 2022  
Penguji,

Hijrah Syam, S.Pd., M.Pd.  
NIP. 990000000000180096



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Website : [www.iainpalu.ac.id](http://www.iainpalu.ac.id), email : [humas@iainpalu.ac.id](mailto:humas@iainpalu.ac.id)

Lamp : 1 (satu) berkas  
Hal : Permohonan Pembuatan Surat Izin Penelitian

Kepada Yth.  
Subbag. AKMAH FTIK  
Di-

Tempat

Yang bertanda tangan dibawah ini :

Nama : Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP : 19690215 199203 1 013  
Jabatan : Ketua Jurusan Tadris Bahasa Inggris

Menerangkan :

Nama : Muh. Zulfaidien  
NIM : 181160019  
Jurusan / Kelas : Tadris Bahasa Inggris (TBIG - 1)  
Semester : VIII (Delapan)  
No. HP : 085299255558  
Judul Skripsi : Santris' Participation toward the Implementation of Bilingual program to English Speaking Skill  
in Pondok Pesantren Modern Al-Istiqomah Ngatabaru

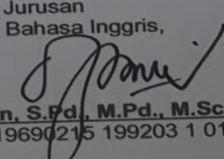
Pembimbing : 1. Fitriningsih, S.Pd., M.Hum.  
2. Afifah, S.Pd., M.Pd.

Penguji : Hijrah Syam, S.Pd., M.Pd.

Bahwa mahasiswa/(i) yang bersangkutan telah memenuhi persyaratan dan layak untuk mendapatkan surat izin penelitian.

Demikian, atas perhatiannya terima kasih.

Palu, 19 Agustus 2022  
Ketua Jurusan  
Tadris Bahasa Inggris,

  
Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.  
NIP. 19690215 199203 1 013

**Catatan :**

➤ Surat ini diserahkan ke Subbag AKMAH FTIK (Bagian Persuratan).



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STATE ISLAMIC UNIVERSITY DATOKARAMA PALU  
Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165  
Website : [www.uindatokarama.ac.id](http://www.uindatokarama.ac.id), email : [humas@uindatokarama.ac.id](mailto:humas@uindatokarama.ac.id)

Nomor : 961 /Un.24/F.I/PP.00.9/8/2022 Palu, Agustus 2022  
Lampiran : -  
Hal : Izin Penelitian Untuk Menyusun Skripsi

Yth. Pimpinan Pondok Pesantren Modern Al-Istiqomah Ngatabaru

Di Tempat

Assalamualaikum wr.wb.

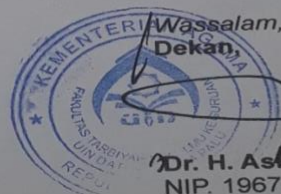
Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama : Muh. Zulfaidien  
NIM : 181160019  
Tempat Tanggal Lahir : Palu, 04 Maret 1999  
Semester : VIII (Delapan)  
Program Studi : Tadris Bahasa Inggris  
Alamat : BTN Puskud C3 No.4  
Judul Skripsi : Santri's Perception Toward The Implementation Of Bilingual Program To English Speaking Skill In Pondok Pesantren Modern Al-Istiqomah Ngatabaru  
No. HP : 085299255558

Dosen Pembimbing :  
1. Fitriningsih, S.S., S.Pd., M.Hum.  
2. Afifah, S. Pd., M. Pd.

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikian, atas perkenannya diucapkan terima kasih.



Wassalam,  
Dekan  
Dr. H. Askar, M.Pd.  
NIP. 196705211993031005





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FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165  
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

FORMULIR PENDAFTARAN  
UJIAN PROPOSAL SKRIPSI

Nama : Muh. Zulfaidien  
NIM : 181160013  
SMT/Prodi/Kelas : TBI  
Alamat : BTN Puskud  
No. Tlp / HP : 085259755558  
Pembimbing : I. Fitri Ningsih, S.S., S.Pd., M.Hum  
II. Afifah, S.Pd., M.Pd.  
Judul : Santia's Perception toward the implementation of bilingual program to english speaking skill in Pondok Pesantren Modern Al-Istiqomah Ngatabaru

No	Persyaratan	Checklist (diisi oleh ketua prodi)		Ket.
		Ada	Tidak	
1	Fotocopy tanda bukti pembayaran SPP semester berjalan			
2	Fotocopy tanda bukti pembayaran ujian			
3	Fotocopy kliring nilai sementara / KHS dari semester I-VII			
4	Mempersiapkan <i>Power Point</i> untuk bahan presentasi			
5	Fotocopy proposal skripsi yang telah di acc pembimbing sebanyak 3 (tiga) rangkap dengan map transparan warna hijau			

Pertimbangan Pembimbing I/II	Persetujuan Dosen Penasehat Akademik	Pemohon
 (Fitri Ningsih, S.S., S.Pd., M.Hum) NIP. 198506222015032002 Catatan Dosen Pembimbing I/II :	 Drs. Mohammad Hasan, M.Ag. NIP. 196505301972031006 Catatan Dosen Penasehat Akademik :	 (Muh. Zulfaidien) NIM. 181160013

Penguji : <u>Hisbah Syam, S.Pd M.Pd</u>	Persetujuan Ketua Prodi  NIP. ....
Hari/Tgl : <u>Selasa, 02 Agustus 2022</u>	
Waktu : <u>09.00 - selesai</u>	
Tempat : <u>Kampus 2 pembeu</u>	

**BALAI PENDIDIKAN  
PONDOK PESANTREN MODERN AL-ISTIQAMAH  
"NGATABARU"**

Sigi Biromaru - Sigi - Sulawesi Tengah - Indonesia

Alamat: Padat Karya RT.001/RW.001 Post Code: 94364 Email: ngatabaru@yahoo.co.id Website: ngatabaru.sch.id

مَجْلِسُ اَلْمَجْلِسِ اَلْاِسْلَامِيَّةِ  
مَعْهَدُ اَلْاِسْتِقَامَةِ سِيْجَا تَابَارُو لِتَرْبِيَةِ اَلْاِسْلَامِيَّةِ اَلْحَدِيْثَةِ  
سِيْجَا بِيْرِمَارُو - سِيْجَا - سُوْلَاوَسِي اَلْوَسْطِي - اِنْدُونِيْسِيَا

**SURAT KETERANGAN PENELITIAN**

Nomor: 13/A-PPMI/Ket-P/IX/2022

Yang bertanda tangan di bawah ini, atas nama Pimpinan Pondok Pesantren Modern Al-Istiqamah Ngatabaru Kecamatan Sigi Biromaru Kabupaten Sigi Provinsi Sulawesi Tengah, menerangkan bahwa :

N a m a	: MUH. ZULBAIDIEN
NIM	: 181160019
Tempat/Tgl Lahir	: Palu, 04 Maret 1999
Semester	: IX (Sembilan)
Fakultas	: Ilmu Tarbiyah dan Keguruan
Program Studi	: Tadris Bahasa Inggris
Program/Jenjang	: Strata 1 (S1)

Benar telah melaksanakan **Penelitian** dari tanggal 10 Agustus 2022 s/d 16 September 2022 di Pondok Pesantren Modern Al-Istiqamah Ngatabaru, dengan judul "*Santri's Perception Toward The Implementation Of Bilingual Program To English Speaking Skill In Pondok Pesantren Modern Al-Istiqamah Ngatabaru*"

Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dapat digunakan sebagaimana perlunya.



Ngatabaru, 16 September 2022  
a.n Pimpinan Pondok

Sekretaris

*Moh. Achdiyaradzan*

**MOH. ACHDIYARADZAN, M.Pd.**

## TATA TERTIB SEMINAR

### A. PENDAFTARAN

1. Minimal satu minggu sebelum seminar telah mendaftar kepada Ketua Program Studi dan menyerahkan proposal 3 eksemplar (1 Dosen Pembimbing I, 1 Dosen Pembimbing II dan 1 Ketua Program Studi)
2. Menyiapkan abstrak dan pokok-pokok pikiran dalam bentuk Hand Out/Print Out Power Point untuk dibagikan kepada calon peserta seminar
3. Membuat pengumuman seminar dan menempelkannya di papan pengumuman dengan sepengetahuan ketua Program Studi:
4. Telah melaksanakan/menghadiri seminar minimal 10 kali.

### B. PELAKSANAAN SEMINAR

1. Dihadiri minimal oleh seorang Dosen Pembimbing dan Ketua Program Studi serta 20 orang pendamping umum (mahasiswa)
2. Waktu seminar 1-2 Jam
3. Meminta hasil penilaian/koreksian/perbaikan sesaat setelah seminar usai, kepada Dosen Pembimbing dan Ketua Program Studi

## KARTU SEMINAR

### PROPOSAL SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN

NAMA ..... Muk. Zuhairien  
T.T.L ..... Palu, 02-03-1999  
NIM ..... 181160019  
PROGRAM STUDI ..... Tadris Bahasa Inggris  
ALAMAT ..... Gtv Palu, Puskud Birk C3, Pk 4



INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU



FOTO 3 X 4

**KARTU SEMINAR PROPOSAL SKRIPSI**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) PALU**

NAMA : Muk. Zubairken  
 NIM. : 01160113  
 PROGRAM STUDI : Tadris Bahasa Inggris

NO.	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	Rabu, 20-Jan-2021	Ali Sabarva	The correlation between students' grammar competence and their speaking ability of the eight grade students in SMP 1 Palu	1. Dr. Hj. Nur Istikomah, S.Pd., M.Pd. 2. Yuni, S.Pd., M.Pd.	
2	04 Februari 2021	A. Rahmawati	Pengaruh penggunaan media digital dalam meningkatkan kemampuan literasi digital di MTs Al-Iftikhariyah Wasol Palu (Pendidikan)	1. Drs. Fuzil Tambusi, M.Pd. 2. Drs. Muhammad Nur Karamat, M.Pd.	
3	Rabu 17-Feb-2021	Lutfi Setia Koroqo	Implementasi strategi pembelajaran menggunakan media sosial di SMA Al-Banani Palu	1. Drs. STALYI, M.A. 2. A. Maw Koroqo S.Pd, M.Ts.	
4	Kamis, 18 Feb 21	Kiki Nurhasanah	Konsep Pembelajaran dalam meningkatkan internal motivasi sebagai salah satu ilmu umum	1. Dr. Rini Tazuma, M.Pd. 2. A. Maw Koroqo S.Pd, M.Ts.	
5	Kamis, 18 Feb 2021	Muliani	Efektivitas what's app sebagai media pembelajaran pada agama islam dan buku pedati di SMP Negeri 10 Palu	1. Dr. H. Ahmad Syahid, M.Pd. 2. Dr. Muhammad Nur Karamat, M.Pd.	
6	Kamis, 18 Februari 2021	Wafiq Sijuwis	Improving Students' Reading Comprehension Ability of MTs Negeri 2 Palu Dang writing at Eight Grade Students of MTs Negeri 2 Palu	1. Prof. H. Nurudin, S.Pd., M. Com., Ph.D. 2. Agus Kholikoma, S.Pd., M.Pd.	
7	Selasa 23 (02) 2021	Muhammad Rafiqi Abd Rasyid	Keteladanan orang tua berdasarkan al-Qur'an surah Al-ahlab ayat 21 bagi pembentukan keabsahan orang tua dalam lingkungan pendidikan Islam	1. Drs. H. Ahmad Syahid, M.Pd. 2. Prof. H. Ahmad Syahid, M.Pd.	
8	Senin 15-03-2021	Moh. Fahri	Self assessment of speaking skill in the second semester of teaching English Prodigy	1. Prof. Dr. Rini, S.Pd., M.Pd. 2. Agus Kholikoma, S.Pd., M.Pd.	
9	Senin, 15 Maret 2021	Farah	The teaching of speaking using authentic materials in the second semester of English Language Prodigy	1. Prof. H. Nurudin, S.Pd., M. Com., Ph.D. 2. Agus Kholikoma, S.Pd., M.Pd.	
10	Kamis 05 Maret 2021	Maw Wicakmah	The implementation of podcast application in the second semester of English Language Prodigy	1. Drs. Muhammad Nur Karamat, M.Pd. 2. Ahmad, N. Pd., M. Pd.	

Catatan : Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi





















