

CHAPTER 1

INTRODUCTION

A. Background of Research

Islamic boarding school is a traditional educational institution where students live together and study under the guidance of teachers better known as "kyai" and have a dormitory for students to stay. The students are located in this area which also provides a mosque for worship, a space for studying, and other religious activities. This area is usually surrounded by walls to be able to monitor the entry and exit of students following applicable regulations.¹

Linguistically, Islamic boarding schools or "*Pondok pesantren*" are two words that indicate a complete meaning. The definition of "*pesantren*" in general is a place to study for students, while "*Pondok*" means a simple house or residence made of bamboo. In addition, the word *Pondok* may come from Arabic, "*funduq*" which means boarding or lodging. In Java, including Sundanese and Madurese, the term *Pondok* and *pesantren* are generally used, while in Aceh it is known as *dayah* or *rangkang* or *menusa*, while in Minangkabau it is called *surau*.²

¹ Mahmud, Model-model pembelajaran di pesantren (Jakarta: Media Nusantara, 2011).

² Madjid dan Nurcholish, Masyarakat Religius (Jakarta: Paramadina, 2010).

One of the main tasks of the Islamic boarding school is to lay the foundations of religious and general science as a first step to achieving success in life both in the world and in the hereafter.³ Therefore, Islamic boarding school as one of the educational institutions is required to be able to compete with other educational institutions in various ways, including in the progress of education which is currently being intensively carried out. In efforts to renew education, especially the renewal of Islamic education which has been conventional in nature.

The development of the times that is increasingly advanced causes changes in views of educational goals, now this view is very calculated by the community in believing in an educational institution that can create human beings (*Insan Kamil*) which is beneficial to families and society. Although Islamic boarding schools have many advantages, it does not mean they do not have weaknesses. There are several weaknesses of Islamic boarding school that need to be addressed immediately: (1) The Graduates of Islamic boarding schools generally have a narrow mind and are not confident when they contact with real life in a society that is always developing in line with advances in science and technology; (2) Islamic boarding schools, in general, do not equip their students with various skills that should be relied on to face the challenges of life in this modern era; (3) Islamic boarding

³Ibid.

schools are generally closed to accept changes so it is very difficult to keep abreast of the times that continue to occur around their environment.⁴

Thus in the learning approach in Islamic boarding schools, it is necessary to improve by reconstructing the existing education model. Improvements that need to be made are awareness in making changes to boarding school education, to renew or modernize Islamic education. Therefore in the end many Islamic boarding schools began to improve and modernize their education, management, and curriculum systems, especially by introducing general sciences by teaching foreign languages such as English to students and even making it the language of daily conversation at Islamic boarding schools.

Some of the studies and findings above are evidence that Islamic boarding schools need and can reform their educational concepts. The changes and dynamics that have occurred in Islamic boarding schools to date have shown good and developing results. Some Islamic boarding schools can compete with state schools under the Ministry of National Education and the Ministry of Religion. Some students master and have good achievements than students in non-Islamic boarding schools. They can compete in general subjects and religion. Even some Islamic boarding schools always hold education, coaching, and student development for excellence and perfection

⁴ Amien Rais, *Cakrawala Islam Antara Cita dan Fakta* (Bandung: Mizan, 2011).

through comprehensive and integrated education programs. One of them is the Darunnajah 14 Nurul Ilmi Islamic Boarding School Serang Banten which is located at Jl. Raya Palka km 05 Sindangheula village, Pabuaran District, Serang Regency.

Education conducted at the Darunnajah 14 Nurul Ilmi Islamic Boarding School Serang Banten applies a modern education system as well as school educational institutions that implement a boarding system. This boarding school has a motto "Keep (value, substance) old things that are relevant and adopt new (methods, techniques) that are more effective".⁵

So it is not surprising that the Islamic boarding school curriculum is designed by collaborating between religion and general sciences in a balanced way. One of the characteristics of the modernization of the Darunnajah 14 Nurul Ilmi Islamic Boarding School Serang Banten is marked by the use of Arabic and English as the language of instruction or the language of conversation in daily activities at the Islamic Boarding School. The implementation of learning in the boarding school environment, especially in teaching foreign languages namely Arabic and English is the main focus because Arabic and English are the basic of all lessons in the Darunnajah 14 Nurul Ilmi Islamic Boarding School Serang Banten.

⁵ Ponpes Darunnajah, "Visi, Misi, Jiwa, Motto Dan Prinsip," <https://darunnajah.com/visi-misi-jiwa-motto-dan-prinsip/>, 2014.

Darunnajah 14 Nurul Ilmi Islamic boarding school makes English one of the languages that must be mastered because the ability to speak in English has become a necessity and demand in the midst of an increasingly globalized life today. Besides, almost all private institutions, government, and academic institutions have set the ability to speak English as a requirement to be met for prospective employees and continue their studies. Even in a day's association, English has become a second language.

In learning and applying English as the language of instruction in the Darunnajah 14 Nurul Ilmi Islamic Boarding School Serang Banten using a variety of learning strategies, methods, and approaches, and students are expected to be able to master the basic of English in the form of being able to speak English for a maximum of 6 months. One of the learning methods applied to improve student's speaking abilities is the peer tutoring method. The application of the peer tutoring method aims to enable students to study together individually or in groups with their peers. They are taught to appreciate students who are not fluent in speaking English and for students who are already fluent in speaking should help train their friends in speaking, because this method is studied individually and in groups so compactness is very important. This method is a cooperative method that emphasizes the existence of activities and interactions between students to motivate each

other and help each other in mastering subject matter to achieve maximum achievement.

In peer learning, students learn with and from each other, normally within the same class or group. Interaction with peers can result in the development of cognitive or intellectual skills to increase knowledge and understanding. The peer group is widely regarded as an important influence on individuals, as we saw above. Piaget (1971) believed that co-operation between peers is likely to encourage the real exchange of thought and discussion. He stressed the value of the cognitive conflict that multiple perspectives can bring, and deemed co-operation essential for the development of a critical attitude of mind, objectivity, and discursive reflection. Vygotsky (1962), too, valued peer learning. He argued that the range of skills that can be developed with peer collaboration or adult guidance is greater than anything that can be attained alone.⁶

Peer tutoring means learning together. It means having some partners to support and improve the learning process. Here, students can learn from each other, normally within the same class. Peer tutoring involves overwhelming experience in a study that values the tutorial process. Vygotsky (1962) stated that skills can be developed greater in peer collaboration. Moreover, peer tutoring technique can make students feel more comfortable

⁶ Falchikov, *Learning Together: Peer Tutoring in higher educational* (London: Routledge Falmer, 2001).

in discussing or working on their task in their peer group because of less power dynamic.⁷

From this background, the writer wants to learn and examine **the implementation of peer tutoring method in english speaking activities at Darunnajah 14 Nurul Ilmi Serang Banten.**

B. The Identification Problem

The problem which occurred due to the background explanation above can be list as follow :

1. Darunnajah 14 Nurul Ilmi Islamic Boarding School Serang Banten uses various strategies, methods, and learning approaches, and students are expected to be able to master the basics of English in the form of being able to speak English for a maximum of 6 months.
2. The application of peer tutoring methods can effectively improve the English speaking ability of Darunnajah 14 Nurul Ilmi Islamic boarding school students.
3. What are the stages of the learning methods that are applied for speaking learning in the Darunnajah 14 Nurul Ilmi Islamic boarding school.

⁷ Klopper, *Teaching for learning and learning for teaching* (Rotterdam: Sense Publisher, 2015).

C. The Limitation Problem

There is complexity in conducting studies and research on the implementation of peer tutoring methods in english speaking activities at Darunnajah 14, therefore for the effectiveness and efficiency of time and cost, some problem constraints are carried out as follows:

1. The ability to speak in the discussion of this study is the mastery of vocabulary and pronunciation that is appropriate in the conversation conducted.
2. Research and data studies were conducted only on students of the Darunnajah 14 Nurul Ilmi Islamic boarding school with a level equivalent to junior high school in the 2021/2022 school year.

D. The Problem Statements

To make this research more focused, the writer intends to formulate the problem as follow :

1. How is the implementation of peer tutoring method in Darunnajah 14 Nurul Ilmi Islamic Boarding School Serang Banten?
2. How is language section department role's in applying peer tutoring methods ?

E. The Objective Of The Study

According to the problem statement above, the objectives of this research as follow :

1. To find out the steps of applying the peer tutoring method in speaking learning for students at the Darunnajah 14 Nurul Ilmi Islamic Boarding School Serang Banten.
2. To find out to the role of the language section department in applying the peer tutoring method.

F. The Significance Of Research

The benefits of research are divided theoretically and practically, as follows:

a. Theoretical

Adding to the treasury of science, especially relating to how the implementation of the peer tutoring method in english speaking activities at Darunnajah 14 Nurul Ilmi Islamic Boarding School Serang Banten.

b. Practical

- 1) It is hoped that the results of this study can be used as consideration for Darunnajah 14 Nurul Ilmi Islamic Boarding School toward student's speaking abilities.
- 2) It is hoped that this research can provide additional ideas for board administrators in implementing the Peer tutoring method in the Dormitory.

- 3) Providing a valuable experience for researchers as prospective educators.

G. Organization Of Writting

To make this reserch to be comprehended, the writer divided this research into five chapters:

Chapter I is Introduction, in this chapter the writer puts some points: Background of study, identification problem, limitation problem, problem statements, objective of research, significance of resrach and the writing organization.

Chapter II is theoretical framework, this chapter consist of the theories from some expert about speaking, peer tutoring method and drilling method.

Chapter III is research methodology, which consist of the reserach method, the site and time of the study the thecnique of data collecting and the technique of data analyzing.

Chapter IV is result and discussion, this chapter consist of the description of data and analysis of the data.

Chapter V is conclusion and suggestion.