CHAPTER I
INTRODUCTION

A. Background of the Study

The Muslims have been in touch with the modern culture since the 19th century. Interaction with modern culture occurred through Western colonialism toward eastern countries including Islam. Modernism progress in Western countries had undoubtedly brought about a positive effect for Muslims to realize the importance of transformation. The presence of Western in the Muslim countries through colonialism had introduced modern culture such as science, modern trade system, relations, fashion, life style and even modern education system in the form of schooling (Asrohah, 2011: 76).

One of traditional Islamic education institutions called pesantren also encountered a big challenge in facing modernization of education in Indonesia. In 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 (Asrohah, 2011: 76-77).

Now, there are many pesantren which have organized type of formal education. Pesantren which have organized type of formal education is applying the learning pattern like in Madrassas and public schools. These pesantren are studying general sciences and applying the bilingual program as well. They are integrating the national curriculum (Ministry of Religious Affairs and Ministry of Education) with pesantren’s curriculum. The learning resources have also grown, is not just limited to the yellow book which have patterned of Fiqh-Sufi, but has been growing well in lessons such as philosophy and science. One of the pesantren that implement the education program as described above is Pondok Pesantren Modern Muhammadiyah Boarding School Yogyakarta.

The existence of Muhammadiyah Boarding School Yogyakarta and some of Pesantren with modern design showed that Pesantren in Indonesia develop very rapidly. The rapid development of pesantren from the institutional side can be seen from its capability in performing diversification of models and types. So that it is able to adapt to any progress of modern education (Asrohah, 2011: 78). That development was also balanced out by developing the quality of education.

The development of education quality is in the form of effectiveness of the teaching methodology improvement frequently found in the pesantren’s education tradition. Here, it
is necessary to harmonize the tradition and modernity within the pesantren life. In this case, pesantren needs reformation, particularly with regard to the teaching methodology, yet the reformation should not leave some other parts of the traditional teaching practices. What need to done in this regard is to create a systemic and well-managed configuration of traditional methodology and innovative-modern methodology. Thus, the implementation of modern teaching methodology and the development of learning culture can be in line with the real character of pesantren culture (Asrohah, 2011: 78).

One of pesantren’s efforts in order to make teaching methods and implement innovative-modern methodology is to apply the bilingual learning system or bilingual program. It is a system that delivers learning materials where L2 (or Foreign Language) is used as the media of instruction for the teaching of some subjects. The foreign Language is used is English.

Demands of a globalized world that is constantly changing and there is a trend growing rapidly with the marked development of information technology is one of encouragement for someone to develop a mastery of a foreign language as a tool to communicate, such as mastery of English.

Thus, it can be said that the mastery of English for learners is an important requirement as provision in an effort to make interaction and communication in the midst of a growing social community, both nationally and internationally.

In this connection, mastery of English can be obtained through a variety of programs, and teaching programs in schools formally apparently is the primary means for most children in Indonesia today.

Implementation of bilingual programs in schools formally is one way that was quite effective for students to encourage them to master the English. So, in today's global era, bilingual programs are appropriately implemented in Indonesia. It is intended to improve the mastery of English skills and also improve Indonesian human resources in the future in order to compete in the global job market.

In the context of Islamic education, it is also evident that English is now being taught from elementary to higher education level. What is more, it is found in all categories of education, from formal to informal education, such as Taman Pendidikan Al-Qur’an (TPA, Islamic kindergarten for Qur’anic studies). Generally, it is expected that those who encounter English in earlier stages of their education become familiar with English and find it easier to learn it in the later periods such as higher education level. In this way, teaching and learning English has become vitally important in Indonesian education system (Sahiruddin, 2008: 380).
The ultimate goal is mastery of the target language and better academic achievement which followed the scientific ability with English skills. In addition, a child has the advantages to be a bilingual, such as he can concept with two languages at once and know the cultures of both the language and eventually build a high mutual understanding in society. This thing is expected to be achieved so that students are able to master both languages and science simultaneously. So, in the end they will have the opportunity to work anywhere without the restrictions or language barriers.

In the application or practice, this bilingual program requires some requirements to make the bilingual program run with maximum and effective. Some of them are learning facilities such as adequate language lab and also supporting books in English. Then, the other requirements are about the teaching methodology and the academic scope. In addition, it is about teacher qualifications. It would be great if the teacher is someone who is bilingual (speaking in two languages).

Some of these requirements will look good or not be able to be seen in its implementation. One of obstacles that were encountered in the implementation of bilingual programs is the limited ability of the teachers in the use of English. Most of them are indeed not a bilingual teacher (mastering English and Indonesian). What will happen is unclear when explaining the lesson.

To maximize the outcome of English learning in Indonesian education, especially at modern Islamic education, many efforts should be made by Modern Boarding School Yogyakarta, such as designing an attractive, innovative and effective bilingual activities; modifying the curriculum or syllabus; identifying language teaching methods; and designing an appropriate evaluation format. Then, how the bilingual program is run and implemented in Muhammadiyah Boarding School Yogyakarta is still in question. The bilingualism in the dormitory is also questioned. The main question is how the role of bilingual program in developing English skills, how English is used in that school and how the use of English can make a good communication. This communication can be seen by the interaction between teacher (ustadz/ustadzah) and the students (santri), and among the students (santri). The indicators of good communication are when the materials can be transferred well; there is no misunderstanding between the ustadz/ustadzah and santri, no misunderstanding dealing with the material, and also enabling learners to learn. To find out whether good communication was compiled by the Boarding School Muhammadiyah Yogyakarta, it is necessary to do a research. So that the problem can be detected earlier and the program can be optimally developed in the future.
The other reason why the research needs to be conducted is because the implementation of bilingual programs in MBS Yogyakarta went on approximately seven years, while a research which is direct on the discussion about the role of bilingual program in developing English skills of santri has not been to do yet, then this evaluation research of bilingual program will provide meaningful input to the further development of the program. So, they will know whether to continue the program or should be modified the implementation. Based on these assumptions, it is time for the research about the role of bilingual program at Muhammadiyah Boarding School Yogyakarta in developing English skills of santri to be conducted.

Based on the consideration above, the researcher is interested in carrying out a study on 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).

B. Problem Statement

Based on the background of the study above, it is better to identify the problems covering the research. To make the study clear, the writer formulates the problem of the study as follows:

1. How is the role of bilingual program at Muhammadiyah Boarding School Yogyakarta in developing English skills of santri?

2. What are the obstacles faced in the implementation of bilingual program at Muhammadiyah Boarding School Yogyakarta in developing English skills of santri?

3. What efforts 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?

C. Objective of the Study

Based on the problems statement, this study is conducted to:

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 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.

D. Limitation of the Study

In conducting this research, the writer limits the problem that is discussed. The writer limits this research in Muhammadiyah Boarding School Yogyakarta as the subject of the research; particularly focuses on the role of bilingual program at Muhammadiyah Boarding School Yogyakarta in developing English skills of santri as the object of the research, the obstacles faced in the implementation of bilingual program at Muhammadiyah Boarding School Yogyakarta in developing English skills of santri and the efforts 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. These limitations have a purpose to get optimal result of the research.

E. Benefit of the Study

The writer expects that this research has some benefits, as follows:

1. In general

   From this study it is expected that the result of the research can give contribution to English teaching in general and especially for some schools who has bilingual program for their teaching and learning process. In this case, this study will give illustration about bilingual activities in modern boarding school.

2. For the teacher and school

   For the teacher who teach with bilingual system, it is expected that the result of this research can give information, input and suggestion to the better improvement in the future of their duty as the educators of English teaching in that school. They might also be more aware to the strengths and weaknesses of using bilingualism and determine the solution for the obstacles that they faced in implementation. For the school, it also can be used as a tool to determine whether the role of bilingual program activities at Muhammadiyah Boarding School Yogyakarta in developing English skills of santri is effective or not.

3. For the student

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

4. For researcher
The writer hopes that this research can gives better understanding and knowing the influence to the students’ (santri) about the role of bilingual program at Muhammadiyah Boarding School Yogyakarta in developing English skills of santri. Then, it is hoped that this research will be able to give valuable information dealing with the role, usage, the strengths and the weakness of using bilingual program in developing English skills of santri. Besides, it is also hopes that this research can give input and opinion to analyze the process of the bilingual program activities at Modern Boarding School in developing English skills of santri. Moreover, it is hoped that the other researchers can have an 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 research in the future.