IMPROVING STUDENTS' ENGLISH VOCABULARY AT ISLAMIC BOARDING SCHOOL: POLICY AND ITS CHALLENGES IN IMPLEMENTATION

THESIS

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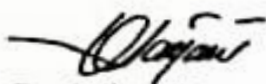The Bachelor Degree of Education in English Language Teaching

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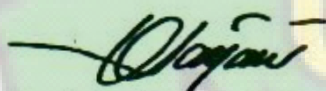for the Bachelor Degree of Education in English Language Teaching

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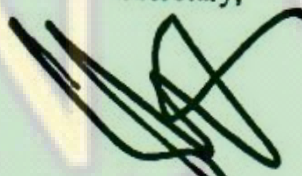
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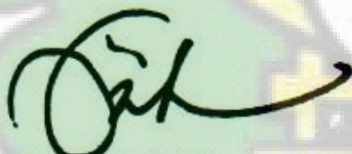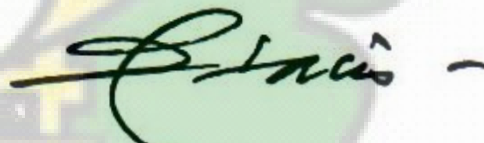Dr. Jarjani Usman, M.Sc., MA   Nur Amalia Sari, MInter & TransSt

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SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

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Improving Students' English Vocabulary at Islamic Boarding School: Policy and Its Challenges in Implementation

adalah benar-benar karya saya, **kecuali semua referensi dan kutipan yang di sebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 24 November 2021

Yang menyatakan,

Anifa

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Alhamdulillahirabbil'alamin, all praise is to Allah, the most beneficent and merciful, the one who determines and has power over all, and the one who has given me the strength, opportunity, and health to finish this thesis. Peace and salutations are upon the most beloved Prophet Muhammad saw, who has been the best model of life for every single human being in the world to persevere in the face of adversity.

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I admit that there are many flaws and limitations in finishing the thesis, but I hope that people, especially teachers, can benefit from it. I also anticipate that the next researcher will be able to broaden and detail the research.

Banda Aceh, October 24th 2021
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ABSTRACT

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This study investigated the implementation of foreign language policy in improving students' vocabulary and its challenges in implementation at Islamic Boarding School. This qualitative study used two instruments which were document analysis and interviews to collect data. It involved six language institution staff. Data were analysed by recorded, transcribed, coded, and edited. It revealed the findings and insights of the language policy implementation to increase students' vocabulary was written form and divided into three categories, which were discipline, digital information, and development section. The focuses of each section were daily activities which included morning vocabulary, conversation, speech, language week, reward, and punishment, written project, audio, video, correction of vocabulary usage, and instruction of TOEFL and TOEFL. It aimed to improve students' vocabulary. Furthermore, during the implementation process, the participants encountered five challenges. It included students' interests, language background, and students denying the punishment, time management, and environment.
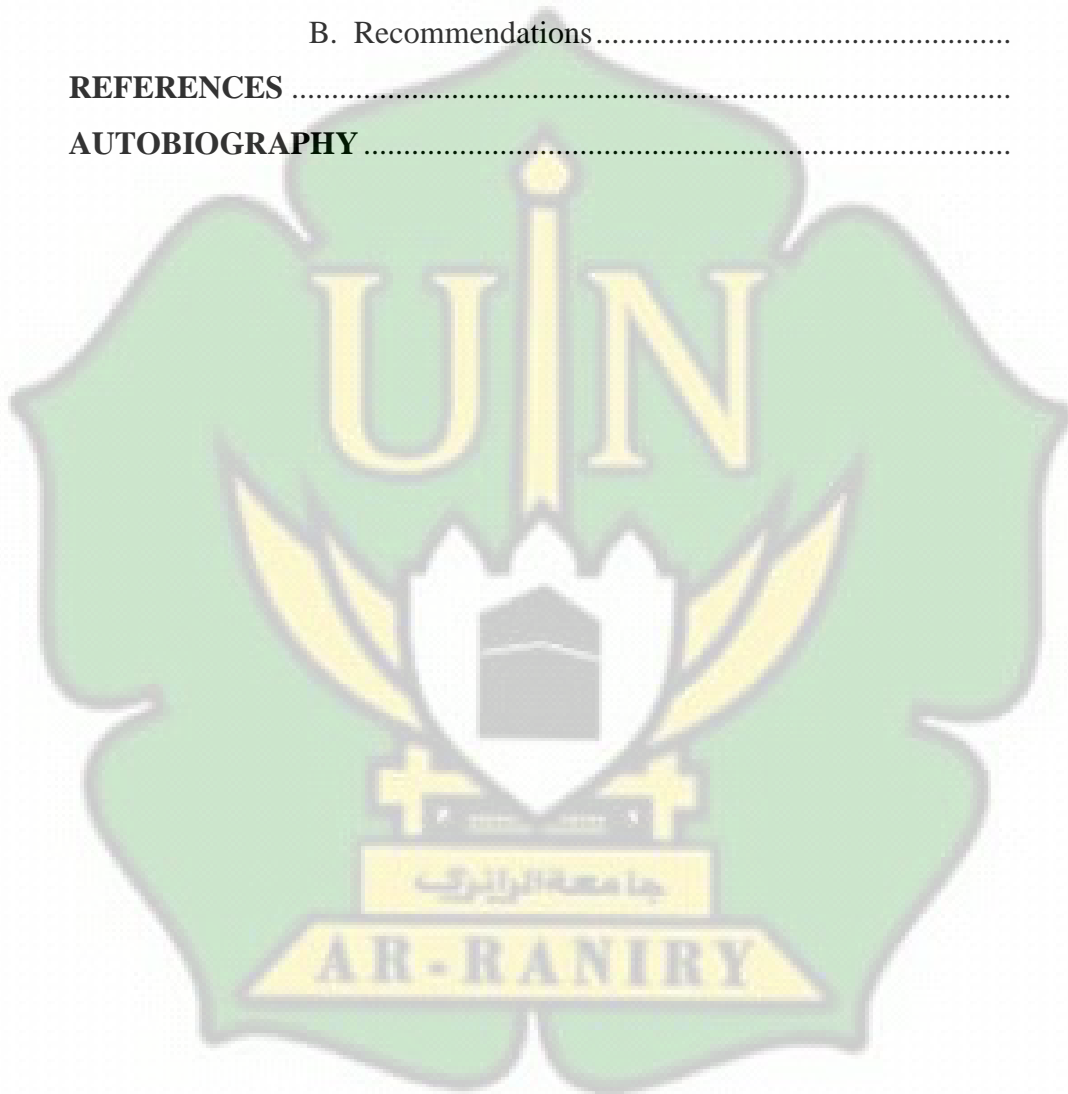
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CHAPTER I

INTRODUCTION

A. Background of study

Mastering English skills needs a lot of vocabulary. M Alqahtani (2015) stated that vocabulary is an essential part of learning a foreign language because the meaning of new words is emphasized very often, either in books or in the classroom. If students do not have a sufficient vocabulary, it will be difficult for them to understand others in communication and express their ideas (Lessard-Clouston, 2013). In a broader sense, vocabulary includes not only the meaning of words but also how vocabulary in a language is used correctly. This means that vocabulary is more than just words that student memorizes and understand, but it is also used to aid the student's learning process in arranging words and creating a proper sentence. Therefore, some Islamic boarding schools implemented language policies to help increase students' vocabulary. To achieve this proficiency in English, an institution or boarding school makes efforts and policies to instruct students to improve the language proficiency mentioned above.

The *pesantren* (Islamic boarding school) provides a dormitory or a special place for students to make it easier for them to receive religious education and languages. In optimizing the objectives of learning English, Islamic boarding schools make plans and policies to achieve one of the general goals of learning English which is managed by language institution staff. In the contex

of teaching, planning is a process that aims to compile teaching materials, media, methods, and assessments with specified time duration to achieve the specified goals and targets (Ernawati, 2019). Likewise, *Al-Manar* Islamic boarding school is famous for its modern Islamic boarding school with the use of two foreign languages, Arabic and English.

The Islamic Boarding School has implemented English language policy since 2001. The activities included morning vocabulary activities, language movement, morning conversation, memorizing vocabulary, bilingual contest, awards, and Public Speaking (*Muhadhoroh* / Speaking in 2 languages) (Efrizal, 2012:02). Those activities provide benefits of familiarizing pupils with English word usage, as well as training them to be competent and creative. However, even it has been implemented a long time ago, some students still have lack vocabulary. Language institution staff faced difficulties in implementing language policy to increase students' vocabulary including students' diverse backgrounds and students' interest in English. A research by Aini (2021), entitled *Challenges in Applying Full English-Speaking Policy: A Case Study at Daarul Abrool Islamic Boarding School Banyuasin, revealed* that there are five challenges faced by teachers and students when implementing full English policies. Some of them are a lack of language competence among students, a lack of student control (Hanatul Aini, 2021). It shows that there are some challenges faced by teachers in implementing English policies. So that it is difficult for teachers to implement the policies. By understanding the challenges; the teachers know what they should do to overcome the challenges.

Addressing to these issues, the writer consider that it is crucial to understand language policy in improving student' vocabulary and its challenges in implementation due to vocabulary is an essential part in mastering English. This study aims to know the language policy implemented to increase students' vocabulary by language institution staffs, the challenges faced during the implementation and how they face and overcome the challenges. The difference between this study and previous studies is that the researcher focuses on policy in improving students' vocabulary and its challenges in implementation, whereas the previous focus on speaking skills improvement.

B. Research Question

Based on the background above, the research question of the study are :

1. How are the language policies implemented at *Al-Manar* Islamic Boarding School?

2. What are the challenges faced by Language Institution staff in implementing the policies to improve students' vocabulary at *Al Manar* Islamic Boarding School?

C. The Aim of Study

The aims of this study are as follows, based on the descriptions of the difficulties above:

1. To find how the language policies are implemented at Al-Manar Islamic Boarding School

2.   To find the challenges faced by Language Institution staff in implementing the policies to improve students' vocabulary at Al Manar Islamic Boarding School.

D.   Significance of Study

The study is significant that it can contribute to the body of knowledge by providing insights on the implementation of the policy of foreign language and the challenges encountered during the implementation process.

E.   Terminology

To make it easy to understand the meaning of some terms in this research, the researcher provides some definitions of the topics.

1.   Vocabulary

According to Neuman & Dwyer (2009) that Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (as cited in Alqahtani, 2015). Regarding the statement, it shows that vocabulary being an essential part in mastering language skills. According to S Webb, P Nation (2017) defines that general vocabulary is the term that is used to describe vocabulary that is useful across a wide range of topics and contexts. In this research, the term 'vocabulary' or 'vocabularies' are used interchangeably and refers to general meaning of this terms. The researcher does not refer to any specific use of vocabulary banks.

2. Foreign Language Policy

According to Kaplan and Baldauf (1997) (as cited in S Idris, 2014) reads, "Language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system" (p. 203). In addition, Spolsky (2004) defined language policy as the formulation and proclamation of an explicit plan or policy, not only in a written formal document but also in language use.
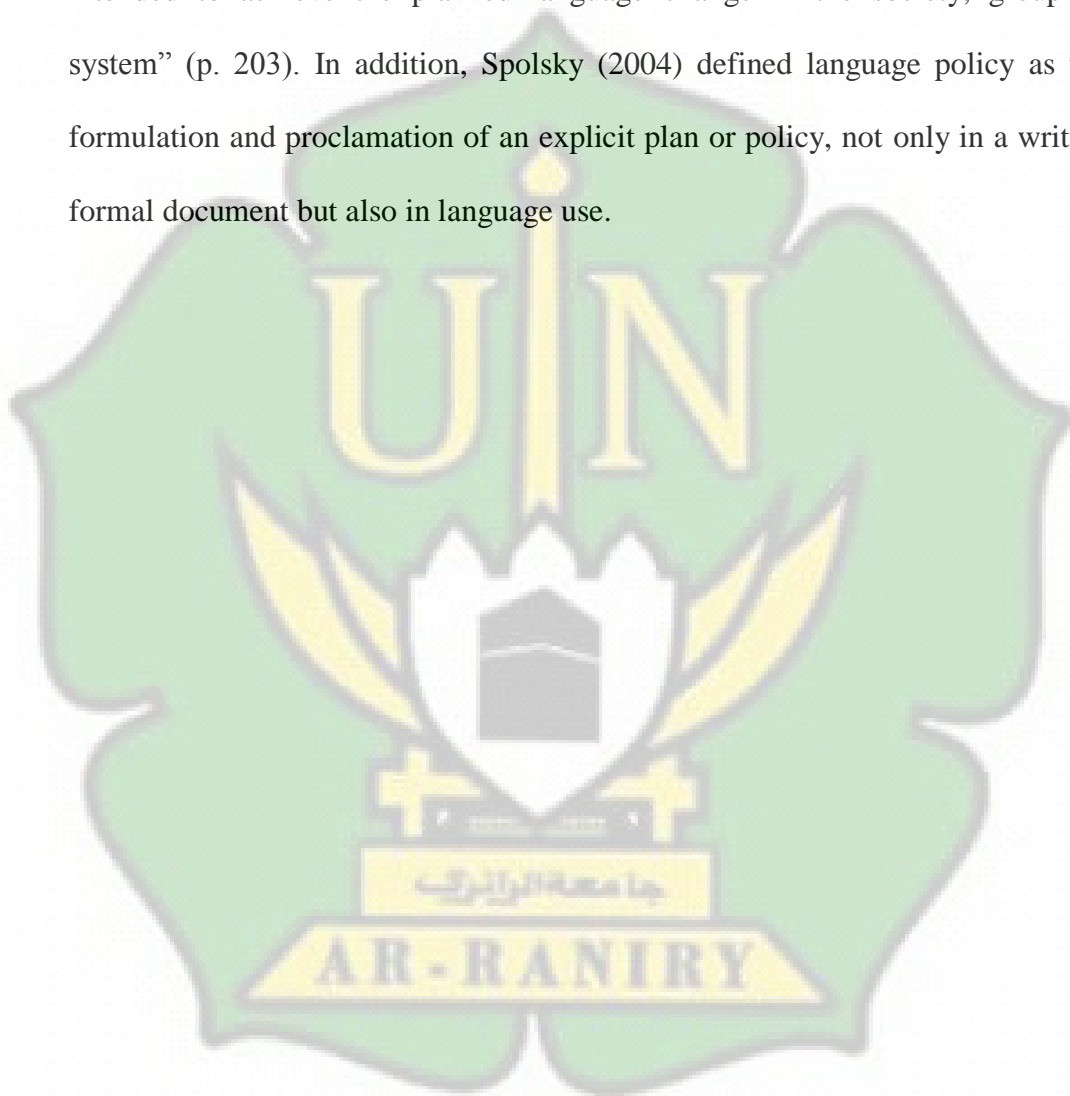
CHAPTER II

LITERATURE REVIEW

In this study, theories are needed to explain some concept or term applied in the research concerned. Therefore, the research provides some of the literature related to the study.

A. Theoretical Framework

1. Vocabulary

a) Definition of vocabulary

Vocabulary is a significant thing in learning languages. Having a lot of vocabulary assists students in learning and understanding the language, for example speaking practice. There are some definitions of what vocabulary is according to some experts.

According to Hornby (1986: 478) , vocabulary was a collection of words that could be used by a person in a profession to express his or her mind (as cited in Siregar (2013). It means that the vocabulary was a totals number of words that people had to communicate. In addition, Read (2006:16) in Siregar (2013) said that vocabulary was not just a set of individual language learners in the form of vocabulary and the ability to access knowledge for communicative. It means the vocabulary is also used to understand English material in learning. Similarly, Harmer (2007), vocabulary is a component of a language that stores all of the information about the meaning and usage of a word. It means that vocabulary is a necessary component of language; without it, the language would be unable to retain all information.

Based on the definition above, the writer concluded that vocabulary is the collection of words with meaning which is used to be able to communicate with the language and to understand the English material in learning. It seems very difficult to learn a language without mastering the vocabulary. However, the researcher consults Harmer's source on vocabulary in this study.

b) The importance of vocabulary

Alqahtani (2015) mentioned that Vocabulary is essential for learning, understanding, and communicating in a language. Learning vocabulary is essential because it can be demonstrated in and out of school on a daily basis. In the classroom, vocabulary serves as a link between students and teachers. Meanwhile, understanding vocabulary is essential because it can assist students in understanding spoken language. The last one is communicating, which is also important because vocabulary involvement is the first thing that acts as a bridge in the communication process. Furthermore, Carrazan et al. (2015) discovered that vocabulary is an essential component of the four language skills. Vocabulary is an important language element that promotes speaking, listening, reading, and writing skills. It is beneficial for language learners to understand the significance of vocabulary in communication success.

The reason for the significance of vocabulary is to understand English written work. In addition, some experts advocate for the importance of vocabulary in language learning. According to Avan (2015), vocabulary is a central component of a language and the most important aspect for language learners. Similarly, Juskiw (2010) stated that vocabulary is a significant

predictor of overall reading comprehension and student performance. It means that when a reader is familiar with a large number of words, they can read more complex texts. When writers have a larger vocabulary, they can create more refined documents. According to Alqahtani (2015), the more words learners have, the more descriptive words they can use to communicate their thoughts in their activity. It will also enable the learner to better understand the information they are reading or listening to, thereby improving their memory.

Furthermore, Alqahtani (2015) stated that a few words can make learners' communication difficult because vocabulary learning is important in learning a second language. According to Wessels (2011), the importance of vocabulary in language learners with vocabulary knowledge can achieve great success in their classroom, social life, and ongoing acquisition of the target language (as cited in Shadikah, 2020). A large, diverse vocabulary provides language learners with the right words to use at the right time, as well as the ability to express their true thoughts, ideas, and feelings. We can see from the scholars' statements that vocabulary is important in learning and understanding a language, as well as in communication situations.

c) **Types of vocabulary**

Some experts categorize vocabulary into two types: active and passive vocabulary. Harmer (1991) (as cited in Maharani, 2020) distinguished between these two types of vocabulary. Active vocabulary means students have been taught and are expected to be able to use. Meanwhile, Passive vocabulary refers to words that students will recognize but probably not be able to pronounce

when they come across them. In line with this, Harmer (2007) distinguished two types of vocabulary, which are receptive vocabulary and productive vocabulary.

1. Receptive vocabulary

The ability of students to understand spoken and written information is referred to as receptive vocabulary. In other words, receptive vocabulary is similar with passive vocabulary which people are mostly able to comprehend when they read and listen (Zunita, 2016). Students' receptive vocabulary knowledge is known and understood when they read or listen to the text. According to Webb (2005), learning receptive vocabulary typically entails teachers explaining the meaning of the word, giving examples in a sentence and asking students to spell and pronounce the word.

2. Productive vocabulary

Students' productive vocabulary knowledge awareness is defined as words that they have already understood and pronounced. Writing and speaking activities are two examples of productive vocabulary skills. According to Maharani (2020), productive vocabulary refers to words that students understand, can pronounce correctly, and can use constructively in speaking and writing. In a speaking class, for example, the teacher asks students to give speeches and opinions, and participate in class discussions. Webb (2005) argued that it will be necessary for the students to generate ideas, codes, concepts, and messages in order to engage in meaningful communication. Another instance is when students write novels, research papers, journals, theses, and so on. These are activities in which ideas, experiences, and knowledge are expressed in the

form of notes using codes or symbols that are systematically created so that others can easily understand them. In reality, students can use these terms effectively in both speech and writing. As a result, productive language can be viewed as a process of active words, in which students produce words to convey their thoughts and feelings in a way that others can understand.

Vocabulary acquisition is an important part of language mastery. According to Pikulski and Templeton (2006), vocabulary items play a significant role in learning to communicate effectively while listening, speaking, reading, and writing. Vocabulary items can be classified according to their types, meanings, and functions. According to this following diagram, vocabulary is divided into four categories: meaning/oral vocabulary, literate/written vocabulary, receptive vocabulary, and productive vocabulary. However, the meanings and functions of all vocabulary items often overlap.
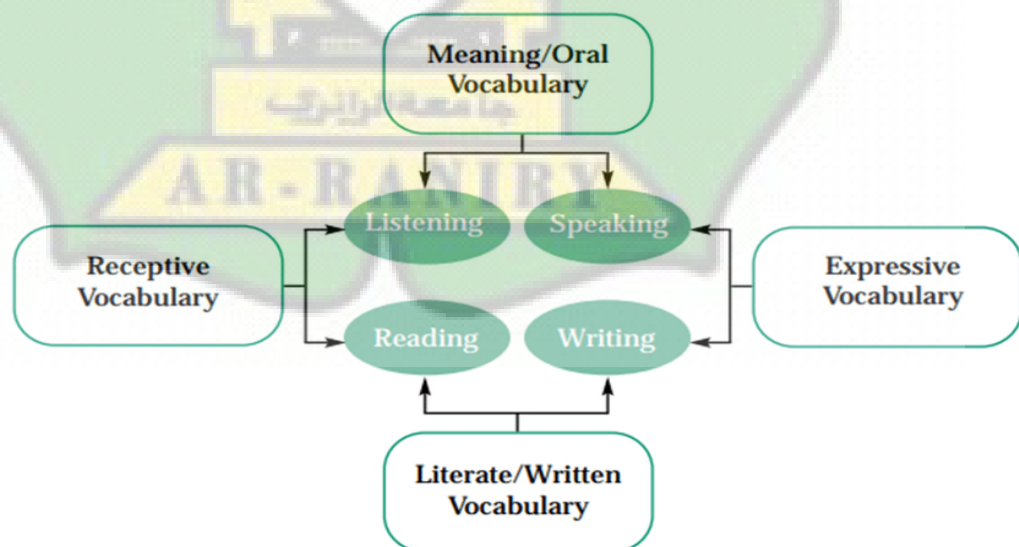
Figure 2.1 Types of vocabulary

2. Language Policy Implementation

According Kam & Wong (2004) reads, "Language policy is a body of ideas, laws, regulations, rules and practices intended to achieve the planned language change in the society, group or system" (p. 203). In addition, Spolsky (2004) defined language policy as the formulation and proclamation of an explicit plan or policy, usually but not necessarily written in a formal document, about language use. In some Islamic Boarding Schools, especially Al Manar, English teachers have implemented language policies to improve English skills vocabulary. According to Paudel (2009), policy implementation would be delegated to someone in a very powerful position at the top, most likely an important senior manager. From here, the policy moves through several ranks (lower than the senior's) to be implemented in small or large steps, while there appear to be expectations of implementation at each rank level. At the lower end (bottom), there would be those, who are normally not powerful individuals, who would be implementing or not implementing the policy.

According to Efrizal (2012:02), there are various vocabulary activities that English teachers in Islamic Boarding Schools oftenuse to teach vocabulary. These activities include:

1) Morning Vocabulary

Each morning, students are provided English vocabulary in order to prepare them for the teaching and learning processes in the classroom and in daily discussion.

2) Daily Language

Daily language is carried out two weeks in a month by a team of language (court of language), and pupils become the object for the purpose of controlling and guiding daily language usage.

3) Morning Conversation

Morning Conversation is done once a week rather than vocabulary in the morning, with the goal of training and familiarizing pupils with English language.

4) Self-Development

Kids are provided self-development opportunities in order to prepare them to be competent, creative, hero-like, broad-minded, and able to compete with students outside of the school and boarding school. Discussing clubs, speaking clubs, storytelling clubs, and news reading clubs are examples of self-development activities.

5) Memorizing Vocabulary

Memorizing vocabulary by pupils, either from a predetermined book or from their educational work, and led directly by a class supervisor or a court of language.

6) Deepening Language

Deepening language is led by class supervisors and the court of language, where both play an active part in assisting students in generating meaningful sentences for everyday speech.

7) Language Repairing

Language repair is carried out by a team of language (court of language), in brief, the students do not continuously use incorrect language that is not in compliance with language rules, and the language used in everyday conversation may be understood by others, particularly native speakers.

8) Speech Training

The goal of speech training activities in English and Arabic is to encourage students to improve the quality of language learning, motivate students to master English and Arabic, and improve students' self-confidence, competitive attitude, discipline, and hard work in the classroom learning process, so students can speak Arabic and English well in public.

9) Bilingual Contest

Bilingual Contest is a competition in English and Arabic that comprises of debate, speaking, storytelling, and reading news that is followed by all pupils in line with the personal development that they have selected and followed.

10) Bilingual Fun

Bilingual Fun is one of the activities in which games utilizing Arabic and English may be engaging and thrilling to minimize weariness and student boredom while remaining within established educational norms. So that the desired goal is met and the pupils can effectively absorb what the teacher has to say.

11) Awards

This award is meant to encourage students to participate in language-related activities. The award is presented to pupils who have never broken a single rule of the language. This reward will help students. strive to outperform the competition. Eight of the aforementioned English learning activities are taught informally outside of formal learning activities outside of the classroom and are intended to enhance students' capacity to utilize English as a means of spoken communication at Islamic Boarding School.

Based on the exercises, students are required to become acquainted with English use and to consistently practice in order to obtain good results. In summary, they will improve their English speaking skills and be able to compete with other pupils.

3. Challenges in Implementing Language Policy

Challenge is the situation of being faced with something that needs great mental or physical effort in order to be done successfully and therefore test a person's ability (Cambridge Dictionary, 2020). To this point, a challenge in implementing is something encountered in an implementation scenario that necessitates a certain effort in order to be completed properly.

According to Schiffman (2006), Honadle (1976), Dunbar and Villaruel (2002), and other scholars, the main issue for policymakers is implementation. According to Honadle (1976: 6),

"Implementation is the nemesis of designers; it conjures up images of plans gone awry and of social carpenters and masons who fail to build to specifications and thereby distort the beautiful blue prints for progress which were handed to them. It provokes memories of "good" ideas that did not work

and places the blame on the second (and second-class) member of the policy and administration team…"

According to Schiffman (2006: 3), it is critical for the implementation processes to be overseen by someone who can work out solutions for any "unforeseen difficulties". Dunbar (2002: 22) wonders what would happen if language policy implementation failed, and what steps should be taken (including private models of implementation and enforcement). Studies of implementation "problems" appear to boil down to two issues both involving motivation: the unwillingness of people (organizations, their staff members, government officers, etc.) to carry out the mandate they have been tasked with, and the unwillingness of speakers of specific languages to accept the conditions that planners have specified for their community.

B. Previous Study

This part reviews previous studies that inform this study. It focuses on the language policy at boarding schools and the challenges of implementing the policy. There are several studies that have explored language policy in boarding schools (e.g., Mamnunah, 2021; M Rahman, 2020; Tiyas Utami, 2019). Firstly, Mamnunah (2021) researched about how the boarding school of *Sabilillah* implemented Sabilillah Spectacular Stage program to improve *Maharatul Kalam*, as well as how the program improved students' speaking skills *(maharah al-kalam)*. The qualitative method was used in this study, and information was gathered through interviews, observations, and documentation. This research involved all parties in the boarding schools, including the caretakers, the Arabic

language program coordinator, *asatidz* and *ustadzat,* and all students living in the boarding school dormitory. The findings of this study indicate that the Spectacular Stage policies include developing objectives for the *Sabilillah* Spectacular Stage program and determining the program's timing.

Another research was done by M Rahman (2020) on Model of Online and Blended Learning's Strategy of Classic Book and Foreign Language in *Pesantren*. The paper aimed to discuss and interpret the model of online and blended learning that implementation in learning *kitab kuning* (classic book) and foreign language in *Pesantren* (Islamic boarding school). This research focused on the implementation of blended learning strategy and models in modern and traditional *Pesantren*. This research used qualitative study, with the results showing that: 1) blended learning model that used in learning Foreign Language in modern *pesantren* is rotation model in which students work in small groups determined by teacher. They participate in peer to peer activities, face to face learning with a teacher in online learning; 2) The model of blended learning strategy of Kitab kuning in Traditional *Pesantren* was conducted with a flipped classroom. The learning was done directly, face to face with *"bandongan"* method and was linked to YouTube and Facebook for streaming.3) the blended learning implementation strategy was based on Kyai's policy as a top *pesantren* leader and target of the group.

In addition, Tiyas Utami (2019) researched about the students' perception of vocabulary mastery through memory report (setor hafalan). The objectives of the study are: (1) to recognize the implementation of memory

reports (2) to recognize the students' perception of memory reports. This study used descriptive qualitative approach methodology as the research design. The methodology of this research was analytical-qualitative approach in which the researcher analyzed the data from conducting research with several theories. The technique of collecting data was interviews and questionnaires. The population of the research is 160 students and the sample of the research is 15 respondents. The researcher used an interview as the main data and a questionnaire as the supporting data. The results of this study are: (1) the implementation of memory report in *Mahad Al Jamiah Salatiga* follows the procedures of opening, feeding, memorizing, reporting, habituating, and exhibiting, (2) the students' perception of memory report is different between students that have experienced living in Islamic boarding and those who have not experienced living in the same environment.

Furthermore, Khumida (2018) researched about vocabulary acquisition's strategies of English as second language by female students of Islamic boarding school *Jawahirul Hikmah*. In this research, the writer attempted to find the most common used strategies by students, their reasons for using the strategies, and how the strategies influence them through this research. By the end of this study, the researcher discovered that the most frequently used strategies by each participant in this study are Repeating and Using Music. Their motivations for pursuing certain strategies differed. Each one was distinctly based on the factors that influenced each participant. And the last, the way each strategy plays a role in the vocabulary acquisition process is determined by the

participants who select it. Finally, the researcher hopes that the findings of this study will be useful for the advancement of science in language acquisition, particularly vocabulary acquisition, as well as for readers who want to learn more about it.

The implementation of language policy at *pesantren* is not without challenges. As has been found in a research by Khodaifi (2021), on a bilingual education program:teachers' and students' perception and its challenges in *pesantren* context. Bilingual education program is supposed to be one of programs that become solution for student whose difficulties in foreign language, even it is believed to help future career of students therefore, *Pesantren* being famous with Islamic curriculum implement bilingual education program. This study investigates teachers and student's perception along with the challenges of bilingual education in the *Pesantren* context. This study employed descriptive qualitative in which interview was used as primary tool to collect data. The findings reveal that both teachers and students have positive perceptions toward bilingual education, however, there are some challenges encountered such as having difficulties finding appropriate bilingual model, different motivation students have and time management due to another program that existed in *Pesantren.*

Another study was held by Gacheche, Kagure (2010). This paper investigates the difficulties encountered in implementing Kenya's language-in-education policy, which promotes mother tongue-based learning. This paper argues for greater resource allocation, political will, and clearer policy objectives

to achieve the goals of an effective mother tongue-based education system in Kenya, using a literature review, ethnographic studies, research findings, and interviews with linguists and sociologists.

The previous studies discussed above focused on the policy implementation, challenges faced, and strategy in improving students' vocabulary. They mostly concentrated on implementing policy to improve speaking skills. On the other hand, this study focused on implementing policy to improve students' vocabulary and its challenges in implementation.
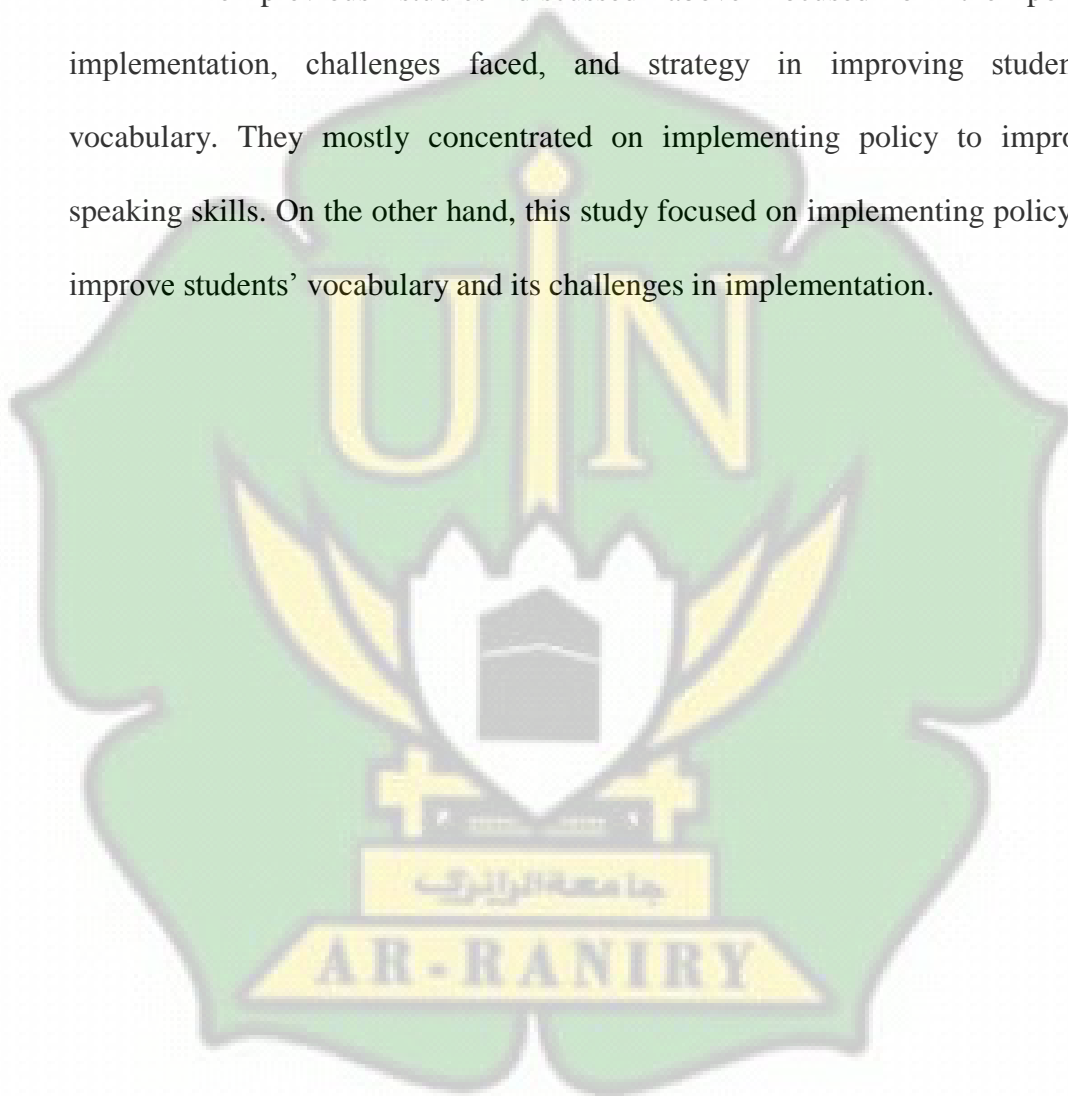
CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the writer employed qualitative descriptive methods. According to Muhammad R. Nirasma (2020), humans have noumena and phenomena. While noumenon is something that cannot be seen or is intangible, a phenomenon is something that is visible or tangible and is caused by nature. The object of this study was the language institution staff. Therefore, the writer preferred to use a qualitative approach in this research. This approach is consistent with this research's primary focus, which is on social phenomena and human's problem (Syahril, 2016). There are several types of research, one of which is descriptive non-experimental research. Descriptive is a method that describes everything that has happened and paves the way for discovering something new (Baha, 2016). Finally, Nassaji (2015) defines descriptive qualitative as a method that uses a large amount of detailed data to achieve comprehension.

B. Research Location and Participants

The study was conducted at the *Al-Manar Islamic Boarding School* in Lampermai, Aceh Besar. It is a school that implements language policies to improve students' vocabulary and encourages students to speak English and Arabic in all activities. Purposive sampling was used to select the sample for

this study. Purposive sampling is a technique in selecting samples based on the researcher's criteria (Heri, 2017). As a result of consultation and agreement from Islamic boarding school stakeholders, 6 language institution staff from the Islamic boarding school were selected as participants in this research.

C. Methods of Data Collection

In this study, data was collected through document analysis and interviews. The interview in this study was conducted using a semi-structured interview. However, before conducting an interview, a pilot test was conducted to determine the reliability and validity of the interview questions, as well as whether they are understandable and acceptable to the interviewee (Dikko, 2016). Except for the actual interviewee, the pilot test was addressed to a language institution staff. The pilot test interviewee's comments and suggestions were considered to develop a better interview question. Documentation is a tool, such as a book, magazine, letter, art, picture, or video, which is used to obtain data by analyzing it (Jabbar, 2014). The interview is flexible and inquire deep analysis of participants' perspectives (Young, Rose, Mumby, BenitezCapistros, Derrick, Finch,...& Mukherjee, 2018).

D. Data Analysis Method

The data was analyzed using the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing/verification (Herowati & Fatmawati, 2013).

1. **Data Reduction**

Data reduction is inextricably linked to the qualitative process. It is the process of sharpening, categorizing, and selecting data in order to reach a conclusion. It is done on a continuous basis throughout the research process.

2. **Data Display**

The presentation of data is an important step in qualitative research writing (Verdinelli & Scagnoli, 2013. The collection of data that will be represented through a diagram, graphics, matrix, notes, or line to represent the outcome of data (Rijali, 2018). The writer used interview transcripts in English, and Indonesian, but for the attachment purposes, only the English translation are included in the findings chapter.

3. **Drawing and Verifying Conclusion**

According to Mile and Huberman in D QA (2015), the first conclusion/ or verification is a temporary conclusion; however, it might become a credible conclusion when the evidence found during the research corresponds with the initialconclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings researching the language policy enacted to improve students' English vocabulary and its challenges in implementation at *Al-Manar* Islamic Boarding School. The results are based on the interview and document analysis. The findings are described in section A on the analysis of language policy and section B on the discussion.

A. Data Analysis of The Language Policy

Before doing the research, the writer submitted a research letter to the head of *al-Manar* administration. Then he reported to the Head of the *Al-Manar* Islamic Boarding School regarding the request of research at the Al-Manar Islamic Boarding School. After a few days, he informed that the writer was allowed to proceed the research at *Al Manar*. The writer carried out document analysis as well as interviews on 26, 27, and 28 September 2021. Based on document analysis, *Al-Manar* Islamic Boarding School is one of the modern Islamic boarding schools in Aceh, located in *Lampermai*, *Aceh Besar*, since 2001. The building consists of male dormitories, female dormitories, classrooms, kitchens, bedrooms, baths, sports fields, and other facilities. The number of students at the *Al Manar* Islamic Boarding School in the 2021/2022 academic year is 390, with details of 238 males and 152 females. The *Al Manar* Islamic Boarding School is supported by 90 administrators consisting 1 Islamic Boarding School leader, 26 classrooms teachers, 25 language

institution staffs, 8 administrative staff supports, and also 2 cooks.

The vision and mission of the *Al Manar* Islamic Boarding School become the focus of orientation towards the entire educational system and program at the Al Manar Islamic Boarding School, which comprises as follows: 1) supporting people to have faith, knowledge, and piety to Allah SWT and live and practice them following the guidance of the Qur'an and Sunna, 2) supporting Muslim to have intellectual and spiritual intelligence, the strong knowledge and faith, and are responsible for the development of civil society, religion, nation and state, 3) increasing human resources who master the science of Islam and general science by having adequate skills, understanding and appreciating the teachings of the Qur'an and al-Sunna.

The languages policy have been implemented since 2001. By applying languages policy, Modern Islamic Boarding School becomes different from other Islamic Boarding Schools. Language is the crown of modern Islamic Boarding School to attract the attention of people out there. A queen is recognized by having a crown on her head, as well as modern Islamic boarding schools that make language their crown. The form of all language policies in improving students' vocabulary is written. It has been made and agreed upon by the language institution staff and must be obeyed by all students. These written policies of improving students' vocabulary include students' language activities (vocabulary task , vocabulary repetition, public speaking, etc.), students' language discipline (speaking Arabic and English, students are required to attend every language activity, students are required to memorize vocabulary, etc.), and

punishment for language violations (memorizing 10 vocabularies, memorizing 10 vocabularies and writing sentences, writing 3-4 titles of daily conversation books, etc.).

Furthermore, the researcher interviewed the language institution staff of Al-Manar. There were six people of language institution staff at Al Manar Islamic Boarding School interviewed. The researcher used initials for the participants' names as R1 as participant 1, R2 as participant 2…, and R6 as Participant 6. Each participant was given the same set of questions. However, the researcher asked them some additional questions to obtain more information. All responses were coded and categorized based on the themes. Following some processes, the data obtained was divided into two themes: the language policy in improving students' vocabulary implementation and the challenges in implementation.

1. **Language policy in improving students' vocabulary implementation**

The first theme focuses on the implementation of language policy in improving students' vocabulary. The researcher gathered information about the implementation of language policies at *Al-Manar* Islamic Boarding School based on the findings of the interview. The language policy implementation was divided into three categories; discipline, digital information, and development section.

a. **Discipline**

Based on the data, the researcher found that discipline is one of essential elements in the language policy implementation to improve students'

vocabulary at *Al-Manar* Islamic Boarding School. The discipline staff focused on daily activities. Here were some daily activities in the discipline section:

1. **Morning vocabulary**

Morning vocabulary was one of the discipline activities to increase students' vocabulary at *Al-Manar* Islamic Boarding School. The staff gave students two or three vocabularies to memorize in the morning. The following excerpt are taken from the interview with the language staff:

R2:

We gave students two vocabularies and two sample sentences of these vocabularies every morning. They have to memorize them.

R4:

The students were given two or three vocabularies with the example of the sentence in the morning. They have to memorize them in the afternoon to *ustadz/ustadzah*.

The answer above showed that students were given only two or three vocabularies every morning. They were required to memorize the vocabulary. Then they have to report to the *ustadz/ustadzah* in the afternoon to test their understanding on the two vocabularies given.

2. **Conversation**

The teacher gave the conversation text once a week to the students. They have to memorize it. Then, they have to practice it with their friends. This was supported by the following participant statement:

R1:

Students would be given a conversation text once a week. They were required to memorize the text.

R3:

We gave the students a text of conversation on Thursday. They have to memorize the text. Furthermore, they have to practice it with their friends.

Based on the answer above, it showed that the teachers gave the conversation text on Thursday (once a week). The students then requiredto memorize the conversation and practice it.

3. **Speech**

The speech was one of the discipline activities to increase students' vocabulary on Friday evening. The teachers would choose students randomly to give a speech every Friday evening. It was represented on the interview transcript below:

R5:

… We choose 5 students randomly to give a speech every Friday evening. It also aimed to increase students' vocabulary. They would memorize the speech then they could find new vocabulary.

From the data, it could be concluded that speech was one of the discipline activities to increase students' vocabulary. The students had a turn to give a speech on Friday evening.

4. **Language week**

Students were required to speak English and Arabic every week interchangeably. For example, the students have to speak English in the first

week and then in the second week, they have to speak Arabic. The following is the respondent's response:

R5:

…Besides we also required students to speak English and Arabic every day. At the first week, the students have to speak English, and in the second week, they have to speak Arabic.

The answer above showed that students speak English and Arabic as a daily language. They are asked to speak these languages in turn in the respective weeks, as expressed by above response of respondent 5:.

5. **Reward**

The reward was one of the discipline activities. The staff make a competition, and the students who won get the reward. It was to attract students' interest to learn and improve their language skills. This was expressed in the following excerpt:

R4:

Sometimes we would make a game or competition with students. We also provide the reward to motivate students to follow the competition. Also, it was to overcome their boredom of learning the language.

Based on the data, the staff also made some interesting activities like games and competitions to relieve students' boredom. It was also aimed at motivating students to learn language skills by following the rule in the Islamic Boarding School.

6. Punishment

Punishment was given to students who do not obey the rule such as not memorizing morning vocabulary, conversing and speaking in Bahasa, etz. The language staff assign some tasks as a punishment for these students, such as memorizing twenty vocabularies, two titles of daily conversation book, and writing eight sheets of the dictionary. It was represented on the interview transcript below, she said:

R5:

Students who have violated the rules would be punished. They could choose one of the punishments, namely memorizing twenty vocabularies and writing the sentences, memorizing two titles of the daily conversation book, or writing eight pages of the dictionary. It also aimed to increase students' vocabulary.

The answer above illustrated that the language institution staff made some punishments to the students who break the rule. The types of punishments were also aimed to increase students' vocabulary. It meant the staff did not only apply language policy to increase students' vocabulary, but even the punishments they made also to increase students' vocabulary.

b. Digital information section

Digital information was one of the sections of language institutions that focused on written, audio, and video. In this part, the staff made a wall magazine, put labels on the things around students, play audio related to vocabulary, and play motivation video in learning the language to be watched by students. It aimed to improve language skills and to get new vocabulary. This is supported by the following participant statement:

R1:

The digital information section focuses on written, audio, and video. They named things around students, such as a table, flowers, canteen, etc. Besides they should create and play audio of vocabulary to inform students about the pronunciation of vocabulary. Also, they should find and play inspiring videos to boost students' interest.

R4:

We focus on producing audio, video and creating language friendly environment. For example, we make wall magazines, vocabulary around canteen, classroom, kitchen, etc. It helped students to increase their vocabulary.

Based on the answer, it could be concluded that the implementation of the digital information part was kept well. It made students remember and get new vocabulary easily. As a results, students' vocabulary was increased.

c. **Development section**

The development is one of the language institution divisions that focus on developing the student's language. In this departments, they taught TOEFL and TOAFL to senior students at Al-Manar Islamic Boarding School. So the students are familiar with the language proficiency test. Besides, the staff corrected misused vocabulary by students. Also, the staff made a motivational speech once a month. This is supported by the following participant statement:

R2:

In the development, the staff corrected students' language if there was misused vocabulary or sentences.

R4:

in the development division, the staff focused on developing the senior students' language skills at Al-Manar Islamic Boarding School. The staff taught TOEFL and TOAFL to the students. In addition, the language

staff also made a program by inviting inspiring speaker to attract the students' interest in language.

The answer above showed that the implementation of development was to help develop students' language skills. The staff corrected vocabulary misused, taught TOEFL and TOAFL to senior students at *Al-Manar* Islamic Boarding School, and invited inspiring speakers to boost students' interest in language.

2. Challenges in implementing the policy

The researcher gathered data about the challenges faced by language institution staff when implementing language policy based on the findings of the interview. The difficulties are divided into two categories: those posed by students and language institution staff.

a. Students

This part explained challenges in implementing language policy at Al-Manar Islamic Boarding School that emerged from the students.

1) Student's interest

All of the participants agreed that one of the challenges in implementing the language policy was a lack of students' interest in language. Here were their statements, in which they claimed that students' lack of personal interest has hampered implementation. They stated:

R1:

...sometimes the students spoke and used the language only to avoid the punishment.

R2:

The students with a lack of personal interest, they memorized the vocabulary only to avoid punishment. They didn't want to memorize them due to they want and like.

R5:

One of the challenges was some students have a lack of personal interestin language.

R6:

…The first challenge was students' interest in language. That's what we need to boost.

Based on the data presented above, it was possible to conclude that students' lack of interest caused them to ignore the language policy. It even resulted in their demotivated attitudes toward English activity, such as being ignorant, and not paying attention seriously in memorizing the vocabulary, as explained by participant 1, 2, and 6.

2) Students' language background

Based on interviews conducted by researchers with six language institution staff at *Al-Manar* Islamic Boarding School, it was discovered that two of the six participants stated that students' language background was one of the challenges in implementing language policy. Two participants claimed that:

R5:

Its challenge is that students have no English language background. it will make them difficult to follow the language discipline such as speaking English every day.

R6:

...students which have no language background will be difficult to understand the material in the class.

From the data presented above, it was possible to conclude that students' language backgrounds to some extent influenced their English ability. Students who graduated from a junior public school or a rural area typically performed badly in English. As a result, according to participant 5 and 6, it was difficult for students who have no English background to study and follow the rule.

3) Students denying the punishment

Another challenge occurred when the language institution staff wanted to give the punishment for students who broke the rule. They denied the punishment. As said by informant 2, some students do not want to be punished. She stated:

R2:

…Then the students told to meet the *ustadz* who give the punishment, they avoided. It influenced other students to make the same thing and ignore the language policy.

Based on the data presented above, it can be concluded that a challenge in applying the language policy can result from students' do not want to be punished while they are against the rule. So the students will influence other students. Also, it is easy for them to disobey the policy again.

b. **Language institution staff**

1) Time Management in Controlling

Looking at language staffs' perspective, all of the participants agreed that a challenge in implementing the language policy was time management.

Here were their statements claiming that controlling has hindered implementation. They said:

R1:

The challenge was time management in control. As language staff, we could not supervise students for 24 hours to make sure they do not speak in Bahasa. So, sometimes the students use Bahasa during the time when supervising is not possible.

R2:

The first challenge was time management to control the students. If we didn't control the students, the implementation would be useless. Besides, there was no supporter to help students improve their language skills.

R3:

The challenge was that we could not control the students using Arabic and English 100% all the time, because we had other activity.

R4:

…one of them was time management in controlling. If we didn't control the students, they would not follow the rule to speak English. We could not control them always, because we had many things to do.

From the answers above, it was shown that language institution staff had difficulty in controlling students due to time constraints and having other activities to be done. It could be concluded they could not control the students for 24 hours, so it hindered the implementation of language policy such as students have a chance to not speak English and Arabic.

2) Surrounding communities

Participants 1 and 6 stated that surrounding communities influenced the implementation of language policy. The teachers and the staff in the school

sometimes did not speak English and Arabic, which then cause students to not speak in English. They stated:

R1:

Besides, the environment also became a challenge for us. Why? Because the teachers and the staff spoke in Bahasa at the teachers' office. It made students influenced.

R6:

...in the school environment, sometime teachers did not speak English. Actually, as a teacher, we have to be a model for them in speaking English. So that students are motivated and supported.

The data above showed that it was challenging for language institution staff to apply the language policy in the situation because it would influence students to make an excuse for themselves. Also, the students become discouraged when they saw their teachers speak in Bahasa.

B. Discussion

This section discussed the research findings to answer the research question at chapter one. The research question was "How are the language policies implemented at *Al-Manar* Islamic Boarding School?" and "What are the challenges faced by Language Institution staff in implementing the policies to improve students' vocabulary at *Al Manar* Islamic Boarding School?". The data were gathered through document analysis and semi-structured interview.

The researcher discovered that the implementation of language policy in improving students' vocabulary was written form and divided into three categories based on the results of the interviews. One of them was the discipline divisions, in which the staff focused on daily activities in improving students'

vocabulary. The types of activities they applied were morning vocabulary, conversation, speech, language week, reward, and punishment. The staff gave students two or three vocabularies with the sentences example every morning. The students have to memorize the vocabulary. Then the students have to show to the staff that they have memorized the vocabulary. In addition, once a week, the staff would give a conversation text to the students. The staffs ask students to memorize and practice it with their friends. Moreover, the staff chose the students randomly to give a speech every Friday evening. Every students would get a turn for the speech. Besides the students were required to speak English and Arabic according to the schedule previously determined. For example, the students are required to speak English at the first week, followed by Arabic during the second week. For the students who broke the rule, they would be punished. The students could choose the types of punishments they wanted to do. Those were memorizing twenty vocabularies, two titles of daily conversation book, and writing eight sheets of the dictionary. Furthermore, the staff also made various interesting activities to tackle students' boredom in learning the language. Among the activities were games and competitions. The students who won the game or other competition would get the reward. It aimed to motivate students in mastering language by following the policy implemented.

In addition, digital information department was one of language policy implementation sections focusing on written projects, audio, and video. They named things around students such as things in the bathroom, canteen, classroom, etc. They also should create and play vocabulary audio to help

students comprehend vocabulary pronunciation and inform new vocabulary. Lastly, it was development section, in which the staff focused on developing students' language skills. They corrected students' use of vocabulary, taught TOEFL and TOAFL, etc. The implementation of them was applied and went well.

This study yielded nearly similar results to Efrizal's (2012). He discovered that some activities, such as Morning vocabulary, language movement, morning conversation, memorizing vocabulary, were implemented in Pesantren to improve speaking skills. While this study found the same activities to increase students' vocabulary. That's what made this study different from the previous research.

On the other side, language institution staff encountered some challenges in implementing language policy to increase students' vocabulary. The challenges they faced included time management of control, surrounding communities, students' motivation, students' language background, and students who break the rules. A previous study by Khodaifi (2021) supported this finding. The most common challenge language institution staffs encountered was time management of control and students' motivation. These issues are related to language institution staff and students. The staff had limited time to control the students to follow the policy, which meant they could not control the students all the time. Learners had a problem with their motivation in learning a language.

To sum up, this research found that the implementation of language policy to improve students' vocabulary was divided into three sections. They

were discipline, digital information, and development section. The staff applied the categories based on their focus which were daily activities, written project, audio, video, correction of vocabulary misused, and instruction of TOEFL and TOAFL. The implementation aimed to increase students' vocabulary. During the implementation, the staff faced some challenges. The challenges came from both students and staff. It included students' interests, students' language background, and students breaking the rule, time management, and surrounding communities.
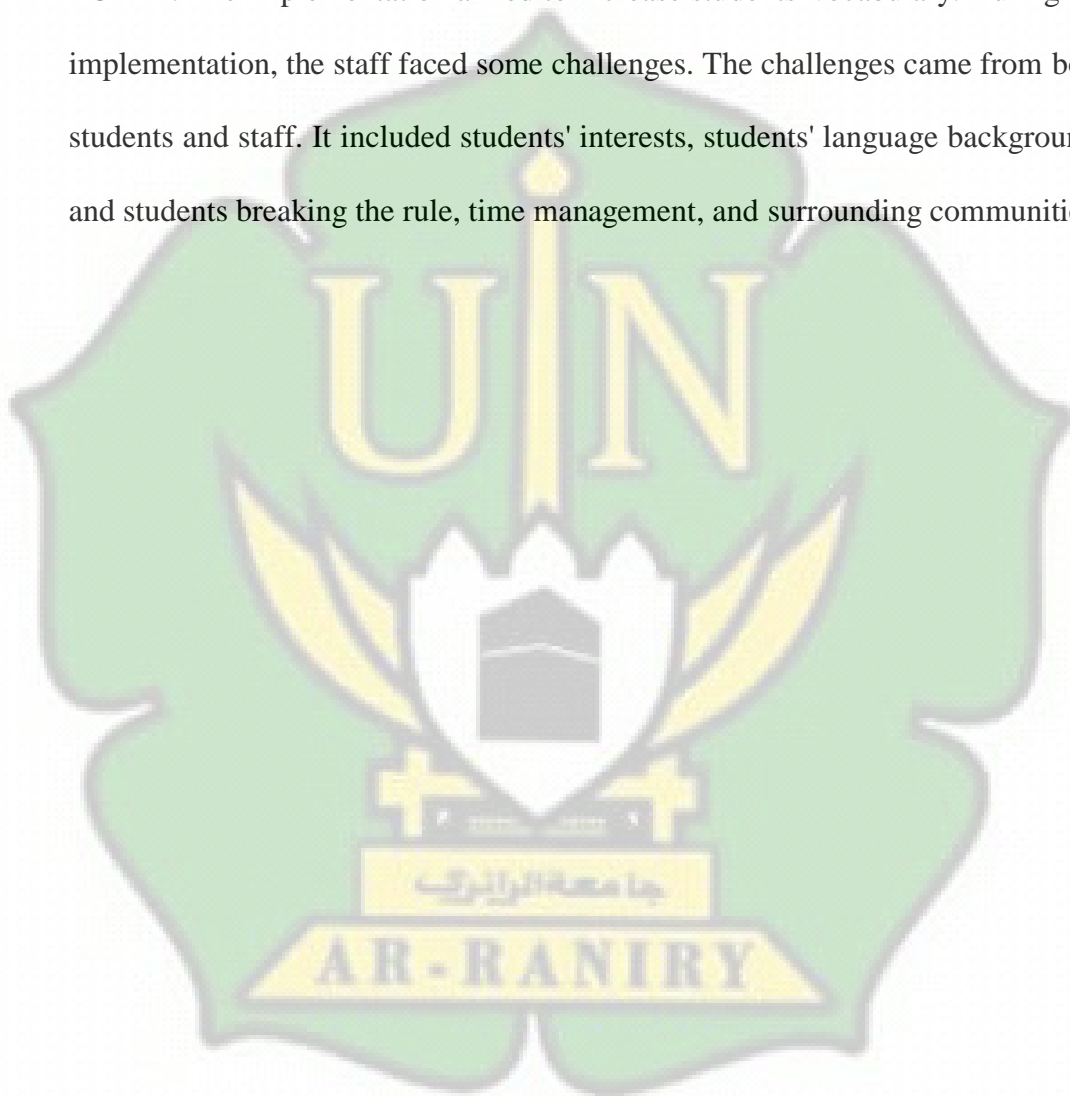
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter is divided into two sections: the conclusion and the recommendation. The first section will expand on the summary of the findings. The second section will explain how this research will benefit future research.

A. Conclusion

Based on the result of the findings and discussions of this research, it can be concluded that all participants explained the implementation of language policy to increase students' vocabulary was in written form divided into three sections. It included discipline, digital information, and development section. The focuses of each section were daily activities which included morning vocabulary, conversation, speech, language week, reward, and punishment, written project, audio, video, correction of vocabulary usage, and instruction of TOEFL and TOEFL.

In implementing language policy to improve students' vocabulary, the participants faced some challenges. The challenges were caused by students and language institution staff. Specifically, the challenges were students' interests, students' language background, and students breaking the rule, time management, and environment.

B.   Recommendations

In this study, the writer admitted that this research has many weaknesses and limitations, such as changing the research subject. Initially, the subject will be chosen from two different Islamic Boarding Schools, but because of the covid-19 pandemic, some Islamic Boarding Schools cannot accept students who want to do the research. *Al-Manar* is one who still accepts the research students. Therefore, the subject is only taken from Al-Manar Islamic Boarding School.

Based on the result of research and discussions, the writer admit that a language policy had set a good rule to improve students' vocabulary but it still needs more supervision because some students still speak in Bahasa when they were with their friends and no language staff was around. Further, the staff and teacher have to speak English because a teacher is a role model for the students. It will motivate students to learn and speak English when they looked their teacher also do so.

The writer expected that this study would aid the next researcher in researching on the impact of implementing language policy and the solution to overcome the challenges in implementation, particularly in improving students' vocabulary for further study. This research would be used as a starting point for the next researcher's study.

Regarding the weaknesses and limitations mentioned above, the researcher believes that other researchers can continue this research to dig deeper on the respective research theme. The researcher proposes that other

researchers to broaden their focus to not only include the language policy and its challenges in implementation but also the impact of language policy implementation and solution to face the challenges toward students. Because there were only a few of these studies conducted in Indonesia, future researchers could conduct the studies at different Islamic Boarding Schools.
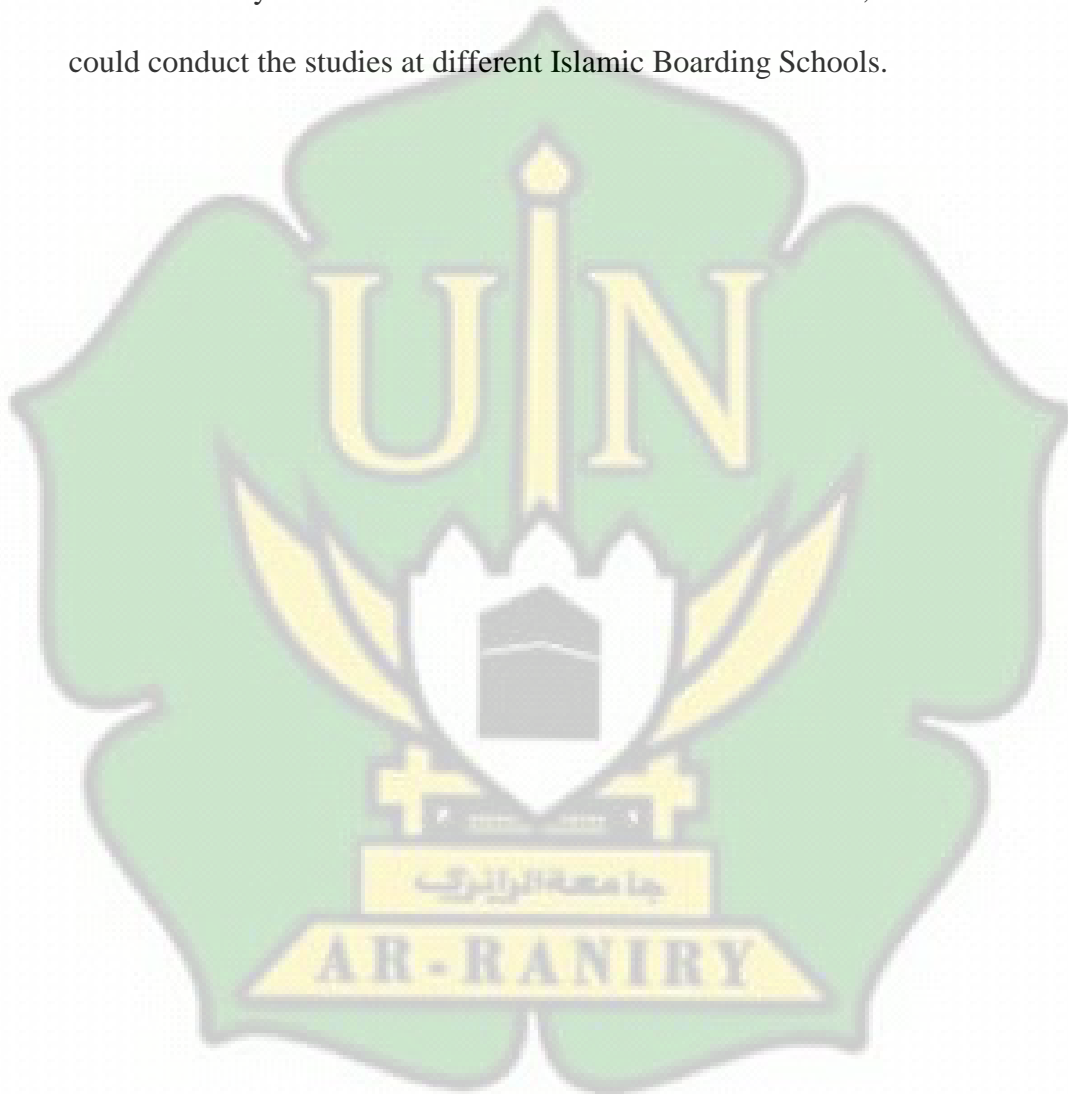
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APPENDICES

APPENDIX A

Appointment Letter of Supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 1504/Un.08/FTK/KP.07.6/01/2022

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang	:	a.	bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-12641/Un.08/FTK/KP.07.6/7/2021** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
		b.	bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
Mengingat	:	1.	Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
		2.	Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
		3.	Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
		4.	Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
		5.	Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
		6.	Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
		7.	Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
		8.	Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
		9.	Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
		10.	Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
		11.	Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
Memperhatikan	:		Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal **44315**

MEMUTUSKAN

Menetapkan	:	
PERTAMA	:	Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-12641/Un.08/FTK/KP.07.6/7/2021 tanggal 30 Agustus 2021
KEDUA	:	Menunjuk Saudara:

1. Dr. Jarjani, M.Sc., MS   Sebagai Pembimbing Pertama
2. Fithriyah, S. Ag., M. Pd.   Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Anifa**
NIM	:	**170203202**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**Improving English Students' Vocbulary at Islamic Boarding School: Policy and its Challenges in Implementation.**

KETIGA	:	Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
KEEMPAT	:	Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
KELIMA	:	Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 27 Januari 2022
Dekan

Muslim Razali

APPENDIX B

Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-14242/Un.08/FTK-I/TL.00/09/2021
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Pimpinan Pondok Pesantren Al-Manar Aceh Besar

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **ANIFA / 170203202**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Lr. Ayah Bunda, Rukoh, Syiah Kuala, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Improving Students' English Vocabulary at Islamic Boarding School: Policy and Its Challenges in Implementation*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 21 September 2021
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 14 Desember 2021

Dr. M. Chalis, M.Ag.

APPENDIX C

Confirmation Letter from Al-Manar Islamic Boarding School

معهد المنار الحديث للتربية الإسلامية
PESANTREN MODERN
AL-MANAR
Lam Permei Cot Irie Aceh Besar

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 029/Pimpes-d/x/2021

Pimpinan Pesantren Modern Al-Manar Lampermei Cot Irie, Krueng Barona Jaya, Aceh Besar dengan ini menerangkan bahwa nama yang tersebut di bawah ini:

Nama   : **Anifa**
NIM   : 170203202
Fakultas   : Tarbiyah dan Keguruan
Prodi   : Pendidikan Bahasa Inggris
Universitas   : Universitas Islam Negeri Ar Raniry Banda Aceh

Benar ianya telah melakukan penelitian di Pesantren Modern Al-Manar Gampong Lampermai Cot Irie Kecamatan Krueng Barona Jaya Kabupaten Aceh Besar pada tanngal 30 September s/d 1 Oktober 2021 dengan judul Skripsi *"Improving Students' English Vocabulary at Islamic Boarding School : Policy and Its Challenges in Implementation"* Dan kepadanya diwajibkan untuk menyerahkan 1 (satu) eks hasil Penelitian sebagai laporan hasil penelitian.

Demikianlah surat keterangan ini kami buat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Lampermai, 4 Oktober 2021
Pimpinan Pesantren,

TGK. IKHRAM M, AMIN, M.Pd

APPENDIX D

Written Language Policy in Improving Students' Vocabulary

BAHASA

PEDOMAN PELAKSANAAN DISIPLIN BAHASA
PESANTREN MODERN AL-MANAR 2021/2022

A. KEGIATAN BAHASA SANTRI

1. Santri mengikuti pemberian kosakata setiap hari setelah shalat Subuh.
2. Santri mengikuti pengulangan kosakata setiap hari setelah shalat Ashar.
3. Santri mengikuti pemberian percakapan sehari-hari setiap hari selasa setelah shalat Subuh.
4. Santri mengikuti kegiatan bahasa seperti *listening, speaking, reading,* dan *writing* setiap hari jum'at setelah shalat Subuh.
5. Santri mengikuti kegiatan *public speaking* (Indonesia/Arab/Inggris) setiap malam jum'at dan sabtu setelah shalat Isya.

B. DISIPLIN BAHASA SANTRI

1. Santri diwajibkan berbicara bahasa Arab dan Inggris sesuai minggunya.
2. Santri dilarang berbicara bahasa Indonesia dan bahasa Aceh maupun bahasa daerah lainnya.
3. Santri diwajibkan membawa notebook kemanapun kecuali ke kamar mandi, olahraga, dan di dalam asrama.
4. Santri diwajibkan menghafal percakapan mingguan.
5. Santri diwajibkan menghafal kosakata pagisetiap harinya.
6. Santri diwajibkan mempersiapkan teks pidato setiap gilirannya.
7. Santri dilarang meniru tanda tangan bagian bahasa, mulahizh/ah muhadharah, asatidz bagian bahasa dan lainnya.
8. Santri diwajibkan menghadiri setiap kegiatan bahasa.
9. Santri diwajibkan meminta izin dalam bentuk rekomendasi tertulis kepada bagian bahasa apabila berhalangan hadir pada kegiatan bahasa.
10. Santri yang melanggar peraturan akan dikenakan sanksi berupa mahkamah atau hukuman langsung.
11. Santri yang melanggar wajib mengerjakan setiap hukuman yang diberikan.
12. Santri kelas 1 dilarang berkomunikasi dengan santri kelas 2-6 kecuali anggota OSPA dan *mudabbir/ah.*
13. Santri diwajibkan mengenakan pakaian resmi dalam kegiatan latihan pidato.

NO	FREKUENSI PELANGGARAN	KATEGORI	JENIS SANKSI
I.	**1-5 KALI** MELANGGAR DISIPLIN BAHASA	**RINGAN**	1. Menghafal 10 kosakata 2. Menghafal 20 kosakata 3. Menghafal 3 judul *Muthalaah* 4. Menulis kamus sebanyak 3 halaman di depan kantor 5. Menghafal kamus Mahmud Yunus/John M. Echlos sebanyak 1 halaman
II.	**6-9 KALI** MELANGGAR DISIPLIN BAHASA	**SEDANG**	1. Menghafal 10 kosakata + menulis kalimatnya 2. Menghafal 2 judul *Daily Conversation book (Arabic/English)* 3. Menulis kamus 5 halaman di depan kantor 4. Menghafal kamus Mahmud Yunus/John M. Echlos sebanyak 2 halaman
III.	**10 – 19 KALI** MELANGGAR DISIPLIN BAHASA	**BERAT**	1. Menghafal 3-4 judul *Daily Conversation book (Arabic/English)* 2. Menghafal 20-25 kosakata + menulis kalimatnya 3. Menulis kamus sebanyak 7-8 lembar di depan kantor 4. Menghafal peribahasa sebanyak 30-35 peribahasa 5. Menghafal kamus Mahmud Yunus/John M. Echlos sebanyak 4-5 halaman
IV.	**20 KALI DAN SETERUSNYA** MELANGGAR DISIPLIN BAHASA	**SANGAT BERAT**	1. **Memakai jilbab pelanggaran/ botak** 2. **Mencari tandatangan *asatidz* bagian bahasa, pengasuhan, seluruh dewan guru dan ketua OSPA** 3. Menghafal peribahasa dalam bahasa Arab/Inggris sebanyak 40 peribahasa. 4. Menghafal kamus Mahmud Yunus/John M. Echlos sebanyak 6 halaman

Transcript of Interview

Informant 1 (R1):

Interviewer   : What are the language policies implemented by language institution staff to improve students' vocabulary at Al- Manar Islamic Boarding School?

Informant 1   : di sini ada 3 section, yaitu ada discipline section, ada digital section kemudian ada development section untuk pengembangannnya, misalnya ustadz rizki ini, beliau adalah ketua di development section. Jadi uhmmm kalo kebijakan, kalo kita, jadi kebijakan dalam improvement vocabularynya, setiap pagi kita kasih kosakata, kemudian sistem pemberian kosakatanya itu, setiap pagi tu dua, dua kosakata dan dua kalimat contoh dari kosakata itu yang kita berikan. Memang Cuma dua, namun pertanyaannya apakah cukup? Gitu kan pertanyaannya? Karena pemberian kosakata yang kita berikan, kemudian kita fokus kepada apa namanya, mengeluarkan sentence-sentence dari santri sebanyak mungkin. Misalnya kita kasih kata *'book'* hari ini, nanti *'put in sentence please'*, kemudian kita akan tuliskan sentence dari santrinya, misalnya dari si A, si B. Jadi kita punya waktu selama 30 menit itu, kita usahakan untuk ada minimal 10 sentence. Jadi walaupun dari kita Cuma satu dua yang kita berikan, nanti kita coba keluarkan sentence sebanyak mungkin dari anak-anak, seperti itu pemberian awalnya. Kemudian anak-anak kita pastikan hafal di sore hari itu adanya pengulangan, ulang lagi yang tadi pagi, sekitar 5 menit atau 10 menit untuk pengulangan saja, kemudian kosakata ini wajib hafal dan di setor ke bagian bahasa. Kalo untuk mufradat, kita ada khusus bukunya, emang sengaja kita set untuk memudahkan santri. Jadi dari segi media kami juga persiapkan dan sediakan, itu untuk sorenya. Dan di malamnya anak-anak di wajibkan hafal, kemudian tulis kembali di notes. Dan untuk di asrama, kita wajibkan kepada mudabbir untuk memberikan kosakata ke si anak untuk dihafalkan, dan setornya ke mudabbir tadi.

Interviewer   : How has the language policy been implemented?

Informant 1   : ini kebijakan yang kita terapkan dan hukuman-hukuman bagi yang melanggarnya (sambil menunjuk kan kebijakan yang telah di tulis dan di tempel di dinding). Kalo bicara implementasi, uhmm ya tentu kita konsep dan setelah itu kita laksanakan. Kendala-kendala di lapangan pasti ada, pasti ada kendala. Sebenarnya implementasi kebijakan ini hanya sebagai penunjang, selebihnya tergantung kepada wilingness mereka, kemauan mereka untuk bisa. Karena language is a tool, mereka

menggunakan bahasa itu selama 24 jam, dan kita tidak bisa mengontrol selama 24 jam. Misalnya ketika dia tidur dengan kawannya dan berbisik-bisik, siapa yang bisa memastikan? Tentu saja tidak, kita hanya bisa mengontrol di tempat-tempat umum, seperti di dapur, di kantin, di sekolah dan lain sebagainya.

Interviewer   : How long have the language policy been implemented at Al-Manar Islamic Boarding School?

Informant 1   : dari awal berdiri tahun 2001. Dari awal kita sudah menganut sistem modern, dan yang membedakan pesnatren modern dengan yang lainnya itu kan bahasanya.

Interviewer   : How has the language policy impacted students' ability of English?

Informant 1   : ketika kita bicara masalah si anak bisa atau tidak, maka kebijakan bisa saya bilang sampai 80% berpengaruh kalo anak bisa atau tidaknya. Tapi mengenai memastikan untuk dia 24 jam menggunakan bahasa, maka kebijakan hanya sampai 40% saja. Karena belum tentu anak yang tidak berbahasa, berarti dia tidak bisa. Tapi itu dikarenakan lingkungan dia, ketika banyak teman-temanya yang berbahasa indonesia, uhmm dia juga akan terpengaruh utk berbahasa indonesia.

Interviewer   : What are the challenges faced by langauge institution staff in implementing the language policy to improve students' vocabulary at Al- Manar Islamic Boarding School?

Informant 1   : kontrol, ketidakmampuan kita untuk mengontrol anak-anak sehingga anak-anak berbahasa Indonesia. Kami punya santri-santri bahasa itu putra 5 putri 7, dan mereka wajib menuliskan nama dan research di belakangnya, kemudian untuk ustadz-ustadzahnya saya wajibkan lapor di group dengan foto uhmmm seperti itu setiap hari bukti kita controlling. Dan saya akan memberikan peringatan bagi mereka yang tidak melakukan kontrol. Kalo secara sistem saya sudah membuat sedemikian rupa, tapi kalo berbicara kendala, itu lagi kendalanya. Tantangan yanng paling berat menurut saya kontrolling. Selanjutnya menurut saya adalah kekurangan keinginan anak-anak untuk meningkatkan bahasanya. Jadi bahasa seolah-olah punya standar, standar mereka itu selamat dari pada hukuman. Dan ini kendala yang men pressure mereka dari segi disiplin, di tekan disiplinnya mereka hanya berbicara sekedar disiplin saja. Will tadi gak dapat. Itu kendala, anak-anak dengan paksaan, ternyata bahasa itu tidak sepenuhnya di aplikasikan dengan pemaksaan.

Interviewer   : How do language institution staffs of Al-Manar Islamic Boarding School face the challenges?

Informant1   : how to overcome, menurut saya untuk mengatasi semua masalah- masalah ini adalah semua guru dan penduduk pesantren ini mensupport bahasa, itu dia misalnya dewan guru nih. Karena environment itu paling-paling penting, maka kalo bicara gak usah

ada kontrolling bahkan gak usah ada ini. Ciptakan environment of language, ciptakan betul-betul lingkungan yang mensupport itu. Dimana semua ustadz/ah, tenaga pengajar, bahkan tenaga di dapur pun mencoba untuk bisa berbahasa arab-inggris. Selain itu saya juga uhmmm meningkatkan kontrolling dengan cara yang tadi, memberi spy paper kepada santri bahasa dan santri yang melanggar kebijakan bahasa (sebagai hukuman), serta pemberian laporan dari ustadz/ustadzah bahasanya.

Informant 2 (R2):

Interviewer : What are the language policies implemented by language institution staff to improve students' vocabulary at Al- Manar Islamic Boarding School?

Informant 2 : Yang pertama, tentunya kita ada kegiatan-kegiatan harian ya, nanti kita dibagian bahasa ini juga ada beberapa uhmm, ibaratnya itu ada bidang masing-masing, yang pertama itu ada bidang disiplin, yang kedua itu ada bidang hmmm…. Apa, bidang digital information, kemudian bidang development. Jadi di setiap bidang ini punya peran masing-masing dalam meningkatkan atau mengimprove kosa kata anak-anak, contoh seperti disiplin, mereka ini punya kegiatan seperti setiap paginya itu anak-anak di berikan kosakata sebanyak 2 kosakata beserta contoh kalimat dalam structurenya, kemudian dari bagian disiplin juga, ini hmmm bagian disiplin, mereka mewajibkan anak-anak untuk menghafal kosakata pada malam hari sebelum tidur, intinya bagian disiplin ini, dia lebih menambah kosakata anak-anak dengan penegakan disiplin yang mereka buat. Sedangkan di bagian digital information, uhmm orang ini lebih ke tulisan-tulisan, mading atau audio, jadi nanti akan di tampilkan atau di putar suara-suara, misal hmm kosakata-kosakata yang ada di perpustakaan, misalnya di perpus ada jendela, komputer dan lain sebagainya, itu akan dibuat dalam bentuk suara dan di perdengarkan kepada anak-anak. Itu kalo dibagian digital information. Kemudian bisa juga melalui mading-mading atau tulisan-tulisan yanng kita tempel, itu dalam bahasa inggris juga. Bagian ini lebih ke tertulis ataupun audio yang diperdengarkan kepada anak-anak. Kalo dari segi pengembangan sendiri, sebenarnya ini lebih bersifat kepada hal-hal yang lebih detail lagi, uhmm seperti perbaikan-perbaikan bahasa yang sering mungkin anak-anak kurang tepat dalam memakainya dalam keseharian

atau mungkin kosakata-kosakata yang tidak benar, kemudian kita kasih yang benarnya seperti apa dan contohnya bagaaimana. Dan lebih ke perbaikan kalo dibidang pengembangan. Sekilasnya seperti itu.

Interviewer : How has the language policy been implemented?

Informant 2 :

Interviewer : How long have the language policy been implemented at Al-Manar Islamic Boarding School?

Informant 2 : Dari awal pesantren ini berdiri sudah ada kebijakan ini, dari tahun 2001 sampai sekarang sudah sekitar 20 tahun.

Interviewer : How has the language policy impacted students' ability of English?

Informant 2 : Tentu ada, adanya disiplin bahasa itu akan berjalan, Cuma ada beberapa hal yang ingin kita garisbawahi disini, anak-anak uhmm mereka di jalankan dan dipaksa oleh disiplin, ketika anak-anak di bentuk oleh disiplin, maka dia akan berfikiran saya harus melepas diri dari disiplin ini, ada sebagian anak-anak yahng berfikir seperti itu. Intinya mereka tidak kena hukuman karena ngomong bahasa indonesia, akhirnya mereka ngomong bahasa arab dan bahasa inggris untuk melepas diri dari hukuman. Tapi ada juga beberapa santri bisa improve lebih. 30% bisa di improve sendiri karena kemauannya lebih daripada yang lain, kemudian 70% nya lagi hmm bisa di katakan mereka bisa berbahasa tapi kurang mau untuk mempraktekkan.

Interviewer : What are the challenges faced by langauge institution staff in implementing the language policy to improve students' vocabulary at Al- Manar Islamic Boarding School?

Informant 2 : Tentunya ada, yang paling utama itu kontrol, kita harus kontrol anak-anak setiap waktu, karena memang kalo jika di kontrol, maka disiplin yang kita terapkan ini akan sia-sia, dan anak-anak tidak ada pendukung untuk mereka berbahasa. Dan lingkungan ini merupakan hal yang terpenting untuk anak-anak bisa berbahasa, karena kan dia mulai dari mendengar kawan-kawannya ngomong bahasa inggris, maka kalo tidak kita kontrol dia akan susah untuk ngomong bahasa inggris dan arab. Challenge lainnya adalah students' interest, yang kadang-kadang mereka menghafal atau mngikuti kebijakan itu hmm bukan karena willingness, tapi hanya untuk melepaskan diri dari hukuman.

Interviewer : How do language institution staffs of Al-Manar Islamic Boarding School face the challenges?

Informant 2 : Kalo dari faktor lingkungan, kita disini cara terbaik kita itu, yaa kita sama-sama kontrol, kami sebagai lembaga bahasa memiliki jadwal masing-masing untuk mengontrol anak-anak, seperti saat mereka di kantin, dapur, asrama dan di tempat-tempat umum lainnya kita usahakan untuk tetap kontrol anak-anak. Supaya terciptanya lingkungan yang efektif untuk mereka improve bahasa. Kemudian untuk segi minat anak-anak ini, untuk menambah minat mereka dan rasa pentingnya anak-anak terhadap bahasa, kita sering mengundang speaker alumni dari pesantren ini yang sudah pernah ke luar negeri dan kadang-kadang ada juga native, dengan adanya motivassi dari mererka kan bisa membuat niat bahasanya semakin tumbuh seperti itu. Atau kadang kadang kita juga men*show*kan anak-anak yang pinter bahasa supaya menjadi panutan buat mereka, melihat kakaknya atau abang-abangnnya bisa berbahasa seperti ini. Dan minggu ini kami juga berencana untuk zoom bareng teman-teman kami yang sekarang lagi berada di rusia dan jeddah, itu juga tujuannya untuk memotivasikan anak-anak.

Informant 3 (R3):

Interviewer : What are the language policies implemented by language institution staff to improve students' vocabulary at Al- Manar Islamic Boarding School?

Informant 3 : Untuk meng improve student's vocabulary, kami memberikan kosakata di setiap pagi hari, setalah subuh di mulai jam 6 sampai jam setengah 7. Jadi disetiap harinya itu ada pemberian vocab sesuai minggu. Jadi karena kita di sini bilingual yaitu arab dan inggris, jadi dalam sehari kami akan memberikan minimal 2 vocab dalam sehari.

Interviewer : How has the language policy been implemented?

Informant 3 : Jadi untuk setiap pemberian vocab di waktu pagi, mereka di wajibkan untuk menghafal vocab tersebut. Jadi ketika pagi di berikan sore di setor. Jadi nanti akan di tanda tangan oleh ustadznya yang memberi vocab tersebut atau abang kelasnya. Jadi implementasinya, kita bisa melihat anak ini sudah hmmm menjalankan hmmm menghafal vocab yang di berikan tersebut.

Interviewer	: How long have the language policy been implemented at Al-Manar Islamic Boarding School?
Informant 3	: Sejak berdirinnya Al-Manar, dari tahun 2001 sampai saat ini tahun 2021.
Interviewer	: How has the language policy impacted students' ability of English?
Informant 3	: Untuk hal ini, karena di Al-manar ini kita wajib berbahasa maupun dia bisa atau tidak bisa, jadi dari situ kita bisa mengukur bahwa eeee bahwa hmm ada improvement dari penerapan kebijakan vocabulary tadi. Misalnya di kelas satu vocab yang diberikan, yang masih basic, vocab-vocab yang sering kita lihat seperti meja, kursi dan sebagainya. Kemudian di kelas dua di naikkan lagi tingakatnya, seperti kosakata yang jarang di dengar. Kalo kelas 5 dan 6 nanti masuk ke idiom dan pelajaran-pelajaran yang berkenaan dengan slang words atau vocabuary.
Interviewer	: What are the challenges faced by langauge institution staff in implementing the language policy to improve students' vocabulary at Al- Manar Islamic Boarding School?
Informant 3	: Untuk tantangannya, sebenarnnya kita di sini kan wajib berbahasa, jadi tantangannya kami tidak bisa mengontrol 100% bahwa anak itu menjalankan bahasa itu sempurna dalam rutinitas, dari itu kami membuat mahkamah bagi anak-anak yang melanggar bahasa. Dari itu kami dapat mengukur bahwa kemampuan anak-anak, dia menjalankan disiplin ini atau tidak. Disiplin bahasa ini jalan atau tidak bagi mereka. Itu saja.
Interviewer	: How do language institution staffs of Al-Manar Islamic Boarding School face the challenges?
Informant 3	: Jadi cara mengatasi nya, kami akan membuat mata-mata. Jadi misalnya di malam mahkamah itu kami sudah menyidang 3 orang yang ngomong bahasa indonesia. Jadi selain memberi hukuman yang mengedukasi seperti menghafal, menulis vocabulary, kami juga memberi hukuman menjadi spy, dia kan menjadi spy hmm untuk menulis spy paper. Mencari anak-anak yang ngomong bahasa indonesia. Jadi yang masuk mahkamah malam itu, dia akan menjadi mata-mata untuk besok. Hmmm untuk mencari yang melanggar bahasa untuk besok. Jadi kan kami tidak 24 jam mengontrol anak-anak, yaa cara mengatasinya dengan mahkamah tadi,anak-anak mahkamah yang menjadi spy paper.

Informant 4 (R4):

Interviewer : What are the language policies implemented by language institution staff to improve students' vocabulary at Al- Manar Islamic Boarding School?

Informant 4 : Kalo untuk mengimprovenya, kami dalam seminggu itu, 4 hari pemberian kosakata. Jadi itu dimulai dari sabtu, ahad, senin, rabu itu pemberian kosakata. Selasanya pemberian conversation, eee terus kamisnya pengulangan kosakata yang sudah diberikan, Dn di jumatnya itu bervariasi, kayak yang di jumat depan ini nanti akan ada lomba sing a song. Nanti juga akan ada inspiring speech juga akan ada, atau kadang-kadang watching, listening atau kadang-kadang kami buat perlombaan kayak speeling bee, open dictionary itu semua pilihan variasi kegiatan hari jumat setelah subuh. Dan ada juga rewardnya. Itu salah satu untuk mengimprove vocabulary. Terus vocab pagi yang di kasih wajib hafal dan pada hari kamis harus sudah terkumpul semua untuk dicek, jadi totally semua mereka tu harus hafal semua vocab yang di kasih setiap pagi. Jadi mereka dalam sehari itu minimal 2 atau 3 vocab, dan harus mereka hafal. Dan untuk improve vocabulary, di bagian disiplin kami juga punya language curtnya, itu pemberian punishment. Contoh hukumannya itu kayak, hafal 20 kosakata dan tulis kalimatnya, ada juga menghafal conversation, menerjemahkan teks, terus ada juga write dail activity, kan di dari situ juga bisa menambah vocab mereka. Untuk menambah voocab, kami juga wajibkan anak-anak untuk selalu bawa motebook, itu berisikan vocab pagi mereka, yang mereka wajib hafal, jadi vocab pagi mereka yang udah di tulis di buku vocab, kemudian pindahkan lagi ke notebook kecil untuk mereka bawa kemana-mana kayak ke kantin, olahraga, kitchen gitu. Itu juga salah satu untuk mengimprove vocab.

Interviewer : How has the language policy been implemented?

Informant 4 : Jadi kalo misalnya kayak disiplin, disiplin itu include di situ public speaking, hmm abis tu giving vocabulary, abis tu hmmm language curt, pokonya yang berkaitan dengan kegiatan-kegiatan sehari-sehari itu disiplin. Kalo di development itu lebih kepada fokus ke anak kelas 6, hmmm mengembangkan ranah bahasanya itu, seperti anak-anak kelas 6 akan di wajibkan untuk ikut pelatihan TOEFL dan TOAFL. Selain itu, hmm development juga fokus kepada inspiring speech dan paper presentation. Kalo kami, yang di digital information lebih kepada menghasilkan produk-

produk rekaman, hmm video atau apa, itu di bagian digital information, membuat environment language itu tugas digital information. Hmmm jadi nanti kayak misalnya di sekeliling ini di tempel vocab yang berkenaan, kayak di kantin, hmm vocab untuk kantin, percakapan di kantin, aaa itu digital information. Terus kayak perlengkapan-perlengkapan bahasa, kayak yang dibutuhkan anak-anak, kayak buku conversation mereka, itu di bidang kami juga digital information.

Interviewer : How long have the language policy been implemented at Al-Manar Islamic Boarding School?

Informant 4 : Sudah dari pesantren ini pertama berdiri, tahun 200 1 sampe sekarang.

Interviewer : How has the language policy impacted students' ability of English?

Informant 4 : Untuk dampaknya, mereka tetap mau pratice, hmm alhamdulillah dengan itu bahasa mereka terimprove.

Interviewer : What are the challenges faced by langauge institution staff in implementing the language policy to improve students' vocabulary at Al- Manar Islamic Boarding School?

Informant 4 : Tantangannya, ada sebagian snatri yang malas menghafal, itu karena kurangnya hmmm minat mereka dalam bahasa. Hmmm jadi kebijakan tetap dilaksanakan, tapi hanya kayak untuk melepas diri dari hukuman aja gitu. Selain itu, yaa supaya semua kebijakan yang kita implementasikan agar berjalan, jadi controllingnya tu harus ketat. jadi kami tterkendala di situ, karena kan hmmm ga mungkin kami kontrol anak-anak selama 24 jam, dengan jumlah santrinya juga yanng lumayan banyak.

Interviewer : How do language institution staff of Al-Manar Islamic Boarding School face the challenges?

Informant 4 : Untuk solusinya, hmm untuk menambah minat mereka, kadang-kadang kami membuat inspiring speech dengan mengundang orang-orang dapat memotivasi mereka hmm dengan menceritakan pengalaman mereka dalam berbahasa, misalnya kayak orang-orang pernah ke luar negeri atau study di luar negeri, dan kadang-kadang juga kami mengundang native. Jadi dari situ juga sedikit dapat membantu menambah minat mereka. Untuk controllingnya, kami membuat spy paper, jadi anak-anak hmm yang masuk mahkamah, mereka akan di beri spy paper untuk mencari temannya yang tidak berbahasa arab atau inggris dan

yang melanggar hukuman lainnya. Dan itu juga sedikit membantu kami dalam controlling.

Informant 5:

Interviewer	: What are the language policies implemented by language institution staff to improve students' vocabulary at Al- Manar Islamic Boarding School?
Informant 5	: Kami membiasakan santri untuk berbicara bahasa. Dan di pesantren kita menerapkan 2 bahasa, yaitu bahasa arab dan bahasa inggris. Dan semua harus berbicara bahasa inggris atau arab, kecuali kelas satu masih boleh berbahasa indonesia, tapi hanya selama 3 bulan. Kemudian untuk membantu memudahkan mereka berbahasa, maka kami bantu dengan memberi vocab. Sehari itu 2 vocab di barengi dengan sentence nya setiap hari. Sentencenya dari kami satu, kemudian kami kasih latihan ke siswanya untuk menyebutkan contoh yang lain. Kemudian dalam seminggu sekali itu kami juga memberi conversation/muhadatsah, itu di hari selasa kami kasih muhadatsahnya, kemudian di hari jumat di praktekkan.
Interviewer	: How has the language policy been implemented?
Informant 5	: Yaa dengan cara mereka wajib berbahasa setiap hari.
Interviewer	: How long have the language policy been implemented at Al- Manar Islamic Boarding School?
Informant 5	: Saya masuk ke sini sejak tahun 2012, dan sejak saya masuk ke sini memang sudah diterapkan bahasa.
Interviewer	: How has the language policy impacted students' ability of English?
Informant 5	: Dampaknya…. Alhamdulillah ada hasil dengan adanya penerapan kebijakan itu, kita bantu dengan mufradat, kemudian kita wajibkan hafalan, dan kita terapkan untuk berbahasa. Dan itu sangat membantu mereka dalam menguasai kosa kata, kemudian bisa membaca, kemudian bisa menulis dalam bahasa inggris dan arab. Walaupun menurut tingkatan ya. Kalau kelas 1 vocab, kalo kelas seterusnya ada jumlahnya. Intinya ada improvementnya sekitar 50% menurut saya.
Interviewer	: What are the challenges faced by langauge institution staff in implementing the language policy to improve students' vocabulary at Al- Manar Islamic Boarding School?
Informant 5	: Ada sebagian santri, itu mereka tidak ada background knowledge nya dalam bahasa. Ada sebagiannya lagi mereka

sudah punya dasar. Kemudian yang kedua, minat mereka. Ada yang minat berbahasa, dan ada juga yang kurang dalam berbahasa.

Interviewer : How do language institution staffs of Al-Manar Islamic Boarding School face the challenges?

Informant 5 : Jadi kadang-kadang di hari jumat kami membuat kegiatan lain selain conversation, seperti nonton bareng dan variasi kegiatan lainnya, yang bertujuan untuk menarik minat mereka dalam berbahasa. Hmmm kadang-kadang kita juga mengundang motivator, yang sudah sukses dalam berbahasa itu mungkin usaha kami agar mereka semangat dalam berbahasa. Untuk background knowledgenya, itu biasanya kami minta tolong ke wali kelasnya untuk agar memokuskan si anak dalam belajar, khususnya belajar bahasa. Jadi kami minta perhatian kepada wali kelasnya juga untuk semangatin mereka belajar, baik itu hafalan kan. Kami juga minta bantu bagian bahasa yang dari santrinya, untuk lebih perhatian lah, baik dalam segi kontrol dia dari segi mufradat atau bantu dia membaca.

Informant 6 (R6):

Interviewer : What are the language policies implemented by language institution staff to improve students' vocabulary at Al- Manar Islamic Boarding School?

Informant 6 : Kita ada beberapa program yang tujuannya untuk menambah vocab siswa, misalnya pemberian vocab pagi 2 atau 3 vocab, biar vocab mereka nambah. Kemudian selain itu, mereka juga ada muhadatsah, itu kayak di kasih percakapan. Jadi percakapan kan, kata-kata nya lebih tersusun, mereka juga bisa pakek untuk keseharian. Kemudian ada juga muhadharah, jadi mereka menghafal pidato dan dari itu mereka juga mendapat banyak vocab sekaligus mereka mengaplikasikan vocab yang udah mereka dapat. Selain itu juga ada listening, dari situ juga bisa menambahka insight mereka.

Interviewer : How has the language policy been implemented?

Informant 6 : Kita bahasa di sini adalah sesuatu yang crucial kalo di pesantren. Jadi setiap hari santrinya harus berbicara bahasa inggris atau bahasa arab. Dan jikalau adayang melanggar, maka mereka akan kena hukuman, hmm seperti mengahafal vocab atau menulis vocab sebagai penambah ilmu mereka, selain itu mereka

juga harus mencari orang lain yang ngomong pake bahasa indonesia. Jadi yang kena makamah ini, tersebar ke seluruh santri, jadi kan itu membuat santri yang lainnya was-was jadinya anak-anak, mau gak mau mereka harus ngomong bahasa inggris kek gitu. Walaupun kesusahan yaa, namanya juga belajar kan, jadi pasti ada susahnya sedikit.

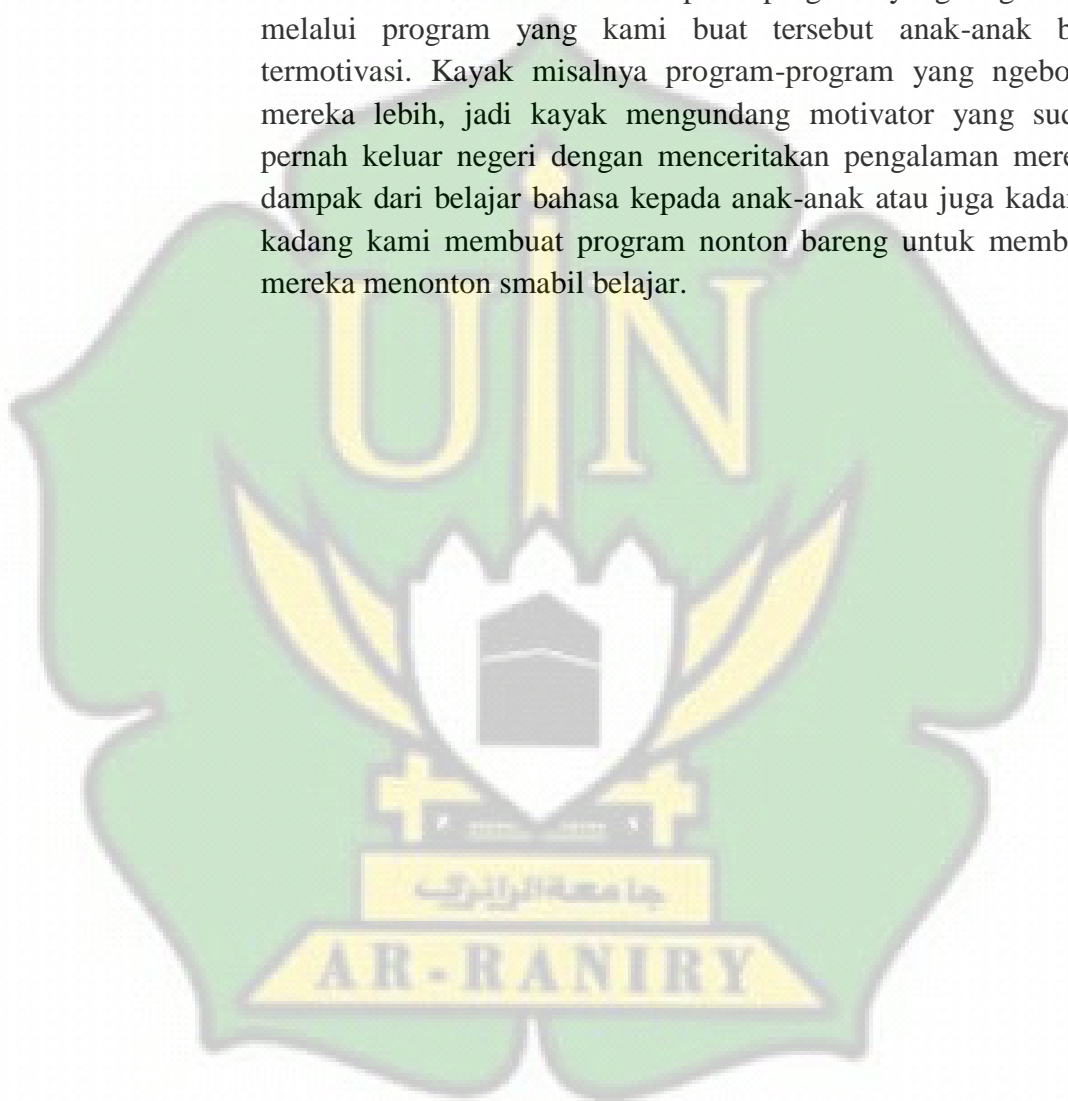|	
Interviewer	: How long have the language policy been implemented at Al-Manar Islamic Boarding School?
Informant 6	: Dari pertama bangun pesantren ini memang sudah di terapkan kebijakan bahasa tahun 2001.
Interviewer	: How has the language policy impacted students' ability of English?
Informant 6	: Sebenarnya sangat mengimprove kalo menurut saya, karena bahkan kemarin ada yang lulus ke india program hmm kek pragram pramuka gitu. Jadi untuk perwakilan indonesia ke blangladesh india, itu kan menjadi salah satu bukti bahwa anak kita tu bisa berbahasa. Yang bahasa arab juga lumayan banyak. Bisa di bilang mungkin ada 80% dampaknya karena hasilnya yang begitu, mereka bisa ngomong walaupun gak keseluruhan, tapi rata-rata bsia ngomong. Dan di sini, kami jarang menggunakan buku pemerintah, karena kami ada buku sendiri dari gontornya, karena itu kami jarang menerima yang lulusan SMP dari luar, karena takutnya terkendala nanti ketika belajar. Karena di sini juga belajar nya menggunakan bahasa arab atau inggris. Kalo kita terimapun tidak banyak 1 atau 2 untuk yang mau naik aliyah. Dan sebenarnya yang kami buka pendaftaran hanya untuk yang mau naik ke tsanawiyyah saja. Tapi karena ada permintaan masyarakat ada yang daftar gitu, makanya kami buka juga yang aliyah, tapi tidak banyak yang kami terima yang memungkinkan mampu.
Interviewer	: What are the challenges faced by langauge institution staff in implementing the language policy to improve students' vocabulary at Al- Manar Islamic Boarding School?
Informant 6	: Yang pertama itu adalah kemauan dari santrinya sendiri, itu yang harus kita boost duluan. Karena gini walaupun kita terapkan kebijakan ini, misalnya ngasih vocab dan sebagainya, jika mereka gak mau, gak ada motivasi, itu juga gak akan jadi. Karena kan tujuan kita kan agar mereka bisa. Bukan hanya program kita jalan, tapi atas program kita, anak-anak tu bisa. Nah yang jadi masalah utama motivasi anak-anak. Karena kadang-kadang

mereka mengikuti kebiajakn ini hanya untuk melepas diri dari hukuman, bukan benar-benar keinginan mereka untuk bisa.

Interviewer : How do language institution staffs of Al-Manar Islamic Boarding School face the challenges?

Informant 6 : Jadi berkesinambungan antara motivasi anak-anak dan tujuan kita bahasa. Jadi kami menerapkan program yang bagaimana melalui program yang kami buat tersebut anak-anak bisa termotivasi. Kayak misalnya program-program yang ngeboost mereka lebih, jadi kayak mengundang motivator yang sudah pernah keluar negeri dengan menceritakan pengalaman mereka dampak dari belajar bahasa kepada anak-anak atau juga kadang-kadang kami membuat program nonton bareng untuk membuat mereka menonton smabil belajar.

Interview Question list

No	Question
1.	Apa kebijakan bahasa yang di terapkan di pesantren Al-Manar untuk meningkatkan kosakata santri?
	What are the language policies implemented by language institution staff to improve students' vocabulary at Al-Manar Islamic boarding school?
2.	Bagaimana penerapan kebijakan bahasa di pesantren Al-Manar?
	How has the language policy been implemented at Al-Manar Islamic boarding school?
3.	Sudah berapa lama kebijakan bahasa di implementasikan di pesantren Al-Manar?
	How long have the language policy been implemented at Al-Manar Islamic boarding school?
4.	Bagaimana dampak dari kebijakan bahasa terhadap kemampuan bahasa inggris siswa?
	How has the language policy impacted students' ability of English?
5.	Apa tantangan yang dihadapi oleh staf lembaga bahasa dalam mengimplementasikan kebijakan bahasa untuk meningkatakan kosakata santri di pesantren Al-Manar?
	What are the challenges faced by language institution staff in implementing the language policy to improve students' vocabulary at Al-Manar Islamic boarding school?
6.	Bagaimana staf lembaga bahasa menghadapi tantangan tersebut?
	How do language institution staffs face the challenges?