

CHAPTER I

INTRODUCTION

In this chapter, the researcher will present seven topics that related with this study. Those include background of study, statement of research problem, objective of the research, significance of the research, scope and limitation, definition of key terms and research paper organization.

A. Background of the Research

Bilingual system in English learning teaching receive special attention from the management of educational institutions. Bilingual system include one of the pedagogical forms given to students in order to master skills from a foreign language. Bilingual system is applied because it has a complex advantage and can support the language learning process. In bilingual systems students can listen foreign language audio better and have more ability to think and speak foreign language, Sipra (2013: 57). So many educational institutions choose the bilingual system in teaching foreign languages, especially English. One such institution is a modern boarding school. The administer requires students to communicate using a foreign language. This is a characteristic of boarding schools that feature students in the mastery of language as described by Zamrozi (2017:36) that orientation progression of modern boarding school can be seen from the ability of students in the mastery of tool science or Languages, such as English and Arabic.

Bilingual systems in Islamic boarding schools have the role to match language for students. Since every student comes from a different region with different regional languages. So that Islamic boarding schools give an obligation to use foreign languages to communicate in every activity. Nevertheless, modern boarding schools still allow students to use Indonesian in certain circumstances, because students not only interact with fellow friends and teachers, but with the community around modern boarding schools or guests visiting in the modern cottage area. This is known as the event of the language, where the selection of languages adapted to participants, atmosphere and topics, Wahab (2014:2).

According to Inderasari and Kurniasih (2018:38) a bilingual phenomenon in modern boarding school life is not only about the language used, but also about the use of language by a person. A bilingual culture or a habit that is contained in a person that is caused by the relationship between cultures one and another culture. It can be said that bilingual is considered as the use of two or more languages, which are used in intermittent terms. In addition, in the use of bilingual systems know the aspect of the detainees. Where, the detainers aim to maintain a culture as the identity of a group or community, to make it easier to recognize community members and to bind the fraternity of their fellow communities, Samingin and Asmara (2016).

Group learning becomes a choice of boarding schools to improve student knowledge. This method is referred to as the community approach. In this case, the community approach is used as a means to achieve the

objectives of the bilingual system in the modern boarding school. Community approach is believed to facilitate students in remembering and practicing the learning that has been delivered. According to Veriasa (2017) learning process with community approach in the form of cooperation to overcome life better crosses the boundaries of discipline and uses knowledge from within and outside the community. With the cooperation between students, learning process will be easy to receive because of the interaction between students sustainably both inside and outside the learning process.

A community approach occurs if there is a group of people in the area with the bonds and norms in it, Suharto (2005:330). This certainly suits the life in modern boarding school, where there are many students who live for a long period of time and there are rules that are implemented by the students. Modern boarding schools have a reward and punishment policy in their learning. When students are able to follow the rules and achieve the language standard, students will receive rewards. However, if students contravene language rules students will receive punishment. the punishment given varies, one of which is paying a fine for each word spoken by students using traditional or Indonesian languages. Therefore, for the sake of running the bilingual system properly, administer have a language spy to encourage students use foreign languages.

Habituation of community life in boarding school can improve the quality of learning for students especially language skills. As Stefan and Miclea said in the Victorian journal (2017) the use of the group approach to

learning is proven effectively. This is because students can practice their language skills to peers, so students do not feel scared when there is a mistake either of their pronunciation or grammatical. This method also effectively adds to the memory of student after learning or giving new vocabulary, the students can directly apply it in interaction daily. Through a community-based approach student gain more confidence in themselves so that students are better prepared to study, Victoria (2017:22)

The concept of foreign language learning as above can be found in the Islamic modern boarding school of Al - Barokah Patianrowo, Nganjuk. Where, Al - Barokah modern boarding school requires the use of foreign languages in all activities. Even the real form of the application of the bilingual system in the Al – Barokah modern boarding school is not only done between students, but communication between teachers also uses foreign languages. The design of English learning in modern Islamic boarding schools is done as well as possible, so that students can understand the material and practice it in every activity. Al-Barokah modern boarding school applies two weeks use English language and the next two weeks use Arabic language. These terms are used for the similarity of language skills that students have in both Arabic and English.

The language learning activities are done continuously from morning to night. Language learning is divided into several types, namely daily learning, weekly learning and monthly learning. One of the types of routine activities in this boarding school is delivering vocabulary which is done after

praying *shubuh*. Where, students are given a new vocabulary then apply it in each subsequent activity. The application of the vocabulary will be accompanied by the laying of small boards commonly called *Milliu* in every corner of the boarding school such as in the wall, on the road and under the tree. This will make easier for students to remember the vocabulary they have learned.

English learning activities in the modern boarding school of Al-Barokah has the same flow as the above explanation, but students receive different learning themes each week. This makes easy for students to group the vocabulary to be used. In the preliminary observations there are interesting things for the researcher, where English language learning also has a group of organization that design all English language learning will be delivered. In addition to being a learning program designer, they also become as a model or tutor in their English language learning. It is certainly rarely known by many parties, because it is realized or not the role of the organization is very large for students' learning so that students can speak English fluently. While the teacher's role as supervisor, guiding the student's organization to design English language learning materials.

Many previous studies have examined modern Islamic boarding schools. However, most of them study about English learning methods, types of English language activities and the phenomenon of bilingualism in English boarding schools. One of previous study about english learning in modern boarding school have conducted by Rusdianto (2016). His research describe

about the English learning method in the modern boarding school especially in the modern boarding school of Ta'mirul Surakarta. The research shows the results that the boarding school uses method teacher center, students are directed by the teacher directly. In addition, behavioristic patterns are also used to improve English skills or proficiency. The emphasis is done simultaneously with army method pattern or student discipline by applying punishment and reward. This has little different from the English learning process in the modern boarding school of al-Barokah, which tutor in material submission is not a direct teacher, but the tutor is student who belongs organization.

The use of teacher center and behavioristic method is also applied in modern boarding schools Al - Barokah. However, the role of teacher namely tutor, is a student who have the role of English teachers. They get assignments like teachers in general, where they must participate in designing the material to be delivered, delivering the material and conducting an evaluation at the end of the learning period. This is certainly rarely found in schools in general, because students and teachers already have their respective assignments and portions. While in the Al - Barokah modern boarding school, students can play a role as teachers especially in learning English. This policy has been thought well by the Al - Barokah modern boarding school center administer. Among them, for the sake of conducive learning that students will feel comfortable when asking material that is not yet understood, because it reduces the awkward feeling to ask. In addition,

tutors also always interact with students because they are in the same scope. So, they can see the development of students directly and will provide treatment according to the ability of daily students. Therefore, this research focuses on The Psychological Problem of Peer Tutors in Modern Boarding School Al- Barokah Patianrowo.

B. Statement of Research Problem

In line with the background of the study, the researcher formulates the research problem as follows: How is student's feeling when do mistake in peer tutoring English process?

C. Objective of the Research

Based on statement of research problem, the objective of research is to know student's feeling when do mistake in peer tutoring process. Then to know the manner to face up it.

D. Significance of the Research

This research resulted of knowledge about what the tutor felt when made mistakes in delivering material in the classroom, that is tutor felt fear and shame when making mistakes. Therefore, the result of the research is expected to give contribution in some aspect, such as English tutor, language counsellor and future research.

First, English tutors are able to resolve feeling nervous or scared when fist time to teach, then English tutors can control their feeling when unknowingly make a mistake delivering the material in front of students. Then for language counsellor are able to resolve problems experienced by English tutors and provide direction to minimize errors in the delivery of English language material.

The last contribution for future research. The researcher intends to achieve the goal in presenting findings about student's psychology when acting as an English teacher, especially on student's feeling when do mistake in delivering English material in modern boarding school Al – Barokah Patianrowo. The researcher also hopes this research can be on of reference in the same case to future research.

E. Scope and Limitation

This research is only conducted to students at modern boarding school of Al – Barokah Patianrowo especially in the students who get an assignment as an English tutor. The researcher chooses on of English tutors who have experience when do mistake in delivering English material. Furthermore, this research was only carried out in the female dormitory at modern boarding school Al – Barokah Patianrowo.

The limitation of this research is only conducted for one English tutor in modern boarding school Al – Barokah Patianrowo. Because the opinion of one English tutor does not necessarily represent the opinion of another

English tutor. Although Based on Heryana (2018:7) The total of informants in qualitative research is flexible as needed, some even use only one informant. In this case, researcher chooses one informal from female English tutor, however each English tutor have different feelings from what has been experienced, there are those who enjoy each incident when teaching, some are afraid when first teaching or making mistakes in the delivery of material. Besides that, the researcher can only interact with the same sex. The researcher only knows the feeling of female tutor when making mistake in delivering English material, but not the equivalent of male tutor.

F. Definition of Key Term

To avoid misunderstanding of the concept used in this research, it is necessary for the researcher to provide some definition of the term used in this research. Those are as follows:

1. Bilingual teaching

The activity to provide knowledge or skills to students about two or more languages at the same time.

2. Psychology of education

A special knowledge to understand teaching and learning in education environment.

3. Student's feeling

The student's emotional experience in the learning process, either positive or negative.

4. Mistake in teaching English

Discrepancies made in conveying knowledge of English systematically.