The Analysis Use of English Language in Islamic Education for Student College University of Darussalam Gontor

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Abstract: *Education and teaching of religious values can be done using various methods. In the world of female students, different kinds of associations are often held in the process of conveying Islamic religious knowledge and it is not uncommon for these associations to apply the English language system in delivering their material. This study analyzes the use of delivery strategies for various kinds of religious knowledge for students who are not vocational in the language field at Darussalam Gontor University using English. This research uses a qualitative approach with a case study method. Data collection techniques were obtained by collecting questionnaires and interviewing students as the subjects of this study. The data obtained were analyzed using the Mile and Huberman analysis technique, which is a qualitative data analysis model consisting of 3 stages, data reduction, data presentation, and conclusion/verification. The analysis results show that most students can understand so they can apply English both in the process of teaching and learning activities and in everyday conversations. The results of this study are expected to add insight and become a reference for researchers in other research processes.*

INTRODUCTION

Education is an effort that is carried out consciously and planned with the intention of being able to create an atmosphere of teaching and learning process so that students can actively develop their potential to be able to have good abilities in the fields of spiritual, religious, personality, intelligence, noble character, and self-control. In the process, education does not only exist in the formal sphere but education also exists in the informal, non-formal sphere, even in the family and community environment(Sudjana;, 2010).

Seeing the development of today's times which is very rapid but also worrying, many parents prefer their children to enter pesantren universities. The pesantren university is a further development of an independent pesantren institution in developing knowledge, knowledge both in the world and the hereafter. Pesantren universities educate their students through various aspects, such as religious, economic, social, and cultural aspects(Susilo, 2021). In this case, one of the characteristics of pesantren universities is that students and lecturers live within the same scope and in a boarding campus system(Rizal et al., 2020).

In this day and age, the times are very advanced, with the advancement of this era, students are required to have qualified abilities according to the times so as to cause them not to be left behind. This required ability includes many things, one of which is the ability in the academic field and speaking English, so the Darussalam Gontor Islamic Boarding School University has an offer, namely by implementing multilingual and by applying it to everyday life both in communication, learning, various types of activities, events and others. The multilingual applied is Arabic, English, and also Indonesian. All activities in this pesantren university are unique and different from universities in general and all

activities make students master and "literated" in various fields of problems that exist in society later(Basyit, 2017).

As has been known because at Darussalam Gontor University has applied English in his daily life, it cannot be denied that there are some people who really apply English so that it has become accustomed, there are also people who apply the application of language only when the course lesson takes place, and there are also people who have not realized why the multilingual application is held, especially in English, so that students do not apply it to their daily lives. One of the reasons why the rules are made and this English language is applied in the daily life of students in the dormitory and school environment is because English is one of the important foreign languages to master, a language that has been worldwide, and a language that has the most speakers or also known as lingual franca(Tamrin & Yanti, 2019).

Having the ability to speak English even mastering English can make a person's added value to be able to compete, and make it easier to get job opportunities, scholarships, and in multiplying international relations(Thariq et al., 2021). English has also entered various sectors in real life in education, work, business, politics, and tourism. To apply it, it is necessary to habituate in applying English in everyday life so that it becomes familiar and also sharpens(Thariq et al., 2021).

In fact, on the campus of Darussalam Gontor University, it is very frequent that if there are events or seminars then the speakers who speak use English, and this should be able to increase the understanding of students in their English skills, especially in non vocational language students. Therefore, the researcher wants to discuss the Analysis of the Use of English in Islamic Religious Education for Students of Darussalam Gontor University.

RESEARCH METHODS

This research is qualitative research using a case study approach design. Case study is a process of collecting data and information in depth, detailed, intensive, holistic and systematic about people, events, social settings (social settings or groups using various techniques and sources of information to effectively understand how people, events, natural settings (social settings). This research aims to obtain a complete, detailed, clear, and systematic picture. Data collection techniques were obtained by collecting questionnaires and interviewing students as subjects of this study. The data obtained were analyzed using the Mile and Huberman analysis technique, which is a qualitative data analysis model consisting of 3 stages, data reduction, data presentation, and conclusion drawing/verification. The results of the analysis show that most students can understand so that they can apply English both in the process of teaching and learning activities and in daily conversation. The results of this study are expected to add insight and become a reference for researchers in other research processes.

RESULT AND DISCUSSION

Darusssalam Gontor University is an Islamic university with a pesantren system. The idea and ideals of establishing this college have existed since Trimurti took the first steps to establish Tarbiyatul Athfal (TA) and Kuliyyatul Mu'allimin al islamiyah (KMI). Until Pondok Modern was endowed to Muslims, Trimurti's ideals continued to be realized by successors, until the establishment of Darussalam Gontor University and made it a quality and meaningful university.

In the implementation of activities, Darussalam Gontor University spreads its wings by organizing international cooperation to various countries in the world, therefore Darussalam Gontor University often has international guests who speak Arabic and English. In delivering the speaker's speech, there is no translation process into Indonesian. Students are required to understand Arabic and English as a form of implication of experience and learning that has taken place while at Kuliyyatul Mu'allimin al-islamiyah.

Not only in international events, even internal events at Darussalam Gontor University, some speakers or lecturers use Arabic or English in delivering speeches. This is one of the direct methods of using language. In fact, Gontor is an educational institution that applies two languages in the daily lives of its santriwan and santriwat. In the process of teaching the two languages, Pondok Gontor emphasizes the use of the direct method which is directed towards active language acquisition orally and in writing(Syamsu, 2018). The emphasis on learning Arabic and English was recognized by Karel A. Steenbrink who once visited Gontor and "nyantri" for three months. In an interview with KH Imam Zarkasyi, he wrote in his diary that "at Gontor, knowledge and language skills are emphasized".

Every teaching method has its own strengths and weaknesses. A method is said to have more value and meaning when it is suitable and acceptable to the majority of the study group or class. However, this does not only reach the level of being suitable or acceptable, but must be effective, that is, through this method, the planned learning and teaching objectives can be achieved optimally. This is in line with Suherman and Winataputra's view that the process or goals that have been set have been achieved.

One of the learning methods that is considered very relevant is the direct teaching method, commonly called the demonstration model. Direct teaching as stated by Kardi and Nur is a method that is centered on the lecturer / teacher. Unlike other learning approaches that are generally student centered approach, direct teaching method has certain steps whose application is more played by lecturers/teachers than students.
The application of a speech in an assembly delivered by a lecturer in English is an application of the direct method. Direct teaching is basically a teaching method that requires lecturers/teachers to vary much more than students. The term lecturer's role more does not mean that students are passive in receiving lessons. Direct teaching is a teaching method that requires the lecturer to provide background information, demonstrate the skill being taught, and then provide time for students to practice the skill and receive feedback on how the essence of the activity they are doing. It is the provision of time for practice that prevents students from learning from a non-participatory learning atmosphere despite the lecturer's role(Universitas Islam Negeri Syarif Hidayatullah Jakarta & Alek, 2014).
From a historical point of view, around the twentieth century, there was a development of thought among observers in the field of education, especially in relation to language learning, which argued that students no longer have difficulty in mastering a language, among the methods or ways that can be taken are through listening, learning to speak, or imitating speech and connecting an expression with the context it faces. These thinkers conclude that the direct method is similar to the method when learners are learning their mother tongue without much difficulty.

Why does the implementation of English speeches not improve students' lecture skills in English?
The implementation of English at the Darussalam Gontor Islamic Boarding University is one of them, namely that every time a big event or seminar is held, it uses English but if

you look at it again at the same time, the students of this pesantren university do not all come from the continuation of the Darussalam Gontor hut. If students who come from the continuation of Pondok Darussalam Gontor then they will be able to immediately understand what the contents of the material of events and seminars using English. But if the students who are not from the continuation of Pondok Darussalam Gontor are still in doubt because the students who come from outside the cottage may not be accustomed to the use of English daily so that if there are big events and seminars and the speakers use English this cannot guarantee the students to be able to understand and understand what the contents of what the speakers say. this is because the students are very lacking in the use of English.

This is because the students are very lacking in interest in linking to learn English so that even though the Darussalam Gontor Islamic Boarding University always applies multilingual languages, especially English, in every existing event, this has not been able to fully improve the college skills of students in English. To increase the skills of these students, one of them can be dealt with by improving how communication exists. Communication can be realized if someone masters the four most important and main language skills, namely: listening, speaking, reading, and writing. These four things also apply to the English language learning process which is commonly called listening and reading functions as receptive skills, while writing and speaking function as productive skills(Megawati, 2016).

Apart from these 4 important elements, there are 3 language elements that also play an important role in supporting these four skills. These 3 elements include: pronounciation, vocabulary, and grammar. To become proficient in English and achieve optimal English language skills, the 4 and 3 elements play an important role in each other and are very necessary. but we also cannot blame it entirely on students. to create an excellent and ideal university and create competent students, we must pay attention to both educators and students. A teacher both in the classroom and if as a resource person at events and seminars held, they must be able to know well the level of ability as well as mastery of English in each of their students or students. Basically, the conditions of learners and students cannot be equalized, if they are all considered above average, it will be difficult to achieve an expected goal. Because each learner has different characteristics including learning techniques as well as the absorption portion of the lesson material as in the concept of multiple intelligence(Stanford, 2003).

The difficulty of learning English cannot be separated from the emergence of various difficulties that occur in these learners, which is why the implementation of speech events brought by lecturers or speakers in English does not improve students' lecture skills in English because maybe the problems are many and must be different for each learner. So to know that we need to understand how the characteristics, how the ability to absorb the lessons of these learners.

How is the Implementation of English Speech for Darussalam Gontor University Students?

Darussalam Gontor University is one of the universities in Indonesia that carries out the obligation for its students to use 2 languages as a medium of communication and teaching, namely Arabic and English. In implementing this regulation, Darussalam Gontor University or Unida formed a special section called DPB or Language Development Department consisting of lecturers, and then formed a Language Zone consisting of Unida students.

In addition to being a medium of communication and teaching, in implementing that students use English in their daily lives, Unida tries to organize various types of activities and events in order to improve students' English skills. Among them are English week and Friday pulpit. English Week is one of the obligations for every 2 weeks of the month, in which 2 weeks students are required to communicate using English and 3 weeks after that students are required to use Arabic.

In addition to English week, the Friday Pulpit is also one of the events that can help develop language skills for students, because every Friday students will be gathered in the Unida Hall and the speakers of the event will discuss topics of conversation using English. Actually, the Friday pulpit event is an event that makes several lecturers as speakers and then they provide various topics of knowledge, especially religious knowledge with various things related to human life. Often the speakers use English as a medium of communication in the delivery of knowledge, but in fact, there are still many students who cannot capture the important points conveyed by the speakers. The Friday pulpit event always runs at Unida, precisely after Isha, students from all semesters are required to gather to attend the event. Only a few times the event did not take place due to other activities on that day.

In addition, there are actually many Unida campus events or activities that should be held in order to improve students' language skills. In this case, DPB and the Language Zone have actually prepared various seminars that will be held for students. In contrast to previous years, this year due to the large number of Unida events, it would be impossible for the seminars to be held just like that, considering that all University activities and events are organized by the students themselves. With various considerations, it was decided that the seminars could not be held in order to maintain the health of students so that lectures continue to run well.

Why the implementation of English speeches does not improve students' lecture skills in English?

One of the applications of English at the Darussalam Gontor Islamic boarding school is that every time a big event or seminar is held, it uses English, but if you look at it together, the students of this Islamic boarding school are not all from the continuation of the Darussalam Gontor hut. If students who come from the continuation of Pondok Darussalam Gontor then they will be able to immediately understand what the contents of the material of events and seminars using English. But if the students who are not from the continuation of Pondok Darussalam Gontor are still being recognized because the students who come from outside the cottage may not be accustomed to the use of English daily so that if there are big events and seminars and the speakers use English this cannot guarantee the students to be able to understand and understand what the contents of what the speakers say. this is because the students are very lacking in the use of English.

This is because the students are very lacking in interest in linking to learn English so that even though the Darussalam Gontor Islamic Boarding University always applies multilingual languages, especially English, in every existing event, this cannot fully improve students' college skills in English. To increase the skills of these students, one of them can be dealt with by improving how communication exists. Communication can be realized if a person masters the four most important and main language skills, namely: listening, speaking, reading, and writing. These four things also apply to the English language learning process which is commonly called listening and reading functions as receptive skills, while writing and speaking function as productive skills.

Apart from these 4 important elements, there are 3 language elements that also play an important role in supporting these four skills. These 3 elements include: pronounciation, vocabulary, and grammar. To become proficient in English and achieve optimal English language skills, the 4 and 3 elements play an important role in each other and are very necessary. but we also cannot blame it entirely on students. to create a superior and ideal university and create competent students, we must pay attention to both educators and students. A teacher both in the classroom and if as a resource person at events and seminars held, they must be able to know well the level of ability as well as mastery of English in each of their students or female students. Basically, the condition of students and female students cannot be equalized, if they all have the ability to be considered above average, it will be difficult to achieve an expected goal. Because each learner has different characteristics including learning techniques as well as the absorption portion of the lesson material as in the concept of multiple intelligence.

The difficulty of learning English cannot be separated from the emergence of various difficulties that occur in these learners, which is why the implementation of speech events brought by lecturers or resource persons in English does not improve students' lecture skills in English because maybe the problems are many and must be different for each learner. So to know that we need to understand how the characteristics, how the ability to absorb the lessons of these learners.

What is the problem for students at Unida that they cannot understand the material when the speaker speaks in English?

With the implementation of various types of activities and events, it is not necessarily able to improve students' English skills. This is because most of these events and activities use more Indonesian and Arabic in delivering the material. In addition, it is not uncommon for English-themed events to also use Indonesian as a medium of communication because the speaker thinks that Indonesian will make it easier for students to get the material.

In addition, the events held have not been effective in improving students' English language skills, this is evidenced by the results of interviews which state that most students have not been able to understand what was conveyed by the speakers properly. Of course this is caused by several factors, including, when the association was held, most of the students were still chatting among themselves so that students who tried to focus on what was said by the resource person could not hear well what was conveyed by the resource person. Then, during the event, besides being disturbed by the noise caused by the students themselves, many students felt that the vocabulary used by the speakers was too high for them to understand. This can be seen from various perspectives of students, especially those who are not majoring in English Education. Although every major gets an IELTS course, but the course is only English learning purpose, which only learns specific things from each department. Therefore, it is difficult for students to understand vocabulary that they rarely encounter in their daily lives.

In addition to some of the above problems that cause students to not understand what is conveyed by the speaker, there is also another important cause, namely the lack of willingness of students to learn or understand English. Most students do not like English, because they think that English is a difficult language to learn. Even Unida students who come from KMI graduates feel that Arabic is easier to learn, because since they were in KMI they have been more accustomed to using Arabic as a means of communication between people.

CONCLUSION

Darussalam Gontor University has held many international collaborations with various countries in the world, so students are required to understand Arabic and English as a form of implication of experience and learning that has taken place when at Kuliyyatul Mu'allimin al-islamiyah The application of speeches in an assembly delivered by lecturers in English is an application of direct method or direct method. Direct teaching is basically a teaching method that requires lecturers/teachers to vary much more than students. It is thought that the direct method will make the learner learn the language just as they learn their mother tongue without much difficulty.

Unida has organized various types of activities and events in order to improve students' English skills. Among them are English week, where students are required to communicate in English for two weeks in a month, and the Friday pulpit which always runs at Unida, precisely after Isha, students from all semesters are required to gather to attend the event. Unlike in previous years, with various considerations, it was decided that these seminars could not be held.

In various types of activities or events, there are several causes that make students unable to understand the topic presented by the speaker including, there are still many presenters who use languages other than English in delivering material that should be themed English language. In addition, most students are still chatting among each other so that students who try to focus on what is said by the speaker cannot hear well what is conveyed by the speaker. There are also many students who do not understand the vocabulary used by the speakers. And also, there is no willingness from students to understand English.

From this we can see that the use of English in conveying various kinds of religious knowledge at activities or events has gone well, but there are still many causes that make students unable to understand properly. This has shown that the use of English in activities and events has not been able to improve the ability of most Unida students.

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