

ABSTRACT

Aulia, Syifa. 2025. The Implementation of English Environment at Dynamic Boarding English Arabic Tahfidz School (D-BEATS). Skripsi, English Education Study Program Faculty of Teacher Training and Education. Advisor I: M. Syaichul Muchyidin, M.Pd., Advisor II: Dr. Ayu Fatmawati, M.Pd.

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This research is based on the importance of creating a learning environment that supports the mastery of foreign languages, especially English, in bilingual tahfidz boarding schools. The purpose of this study is to describe how the application of the use of English in the bilingual tahfidz pesantren environment, the factors that support and hinder the implementation, and the strategies used by all pesantren to maintain the consistency of English use.

The research was carried out at the Dynamic Boarding English Arabic Tahfidz School (D-BEATS) located in Pare, Kediri. The research subjects consist of curriculum and regulation makers, teachers, and students who are selected purposively. Data collection techniques were carried out through in-depth interviews, direct observations, and analysis of cottage documents. The main instrument in this study is the researcher himself with interview guides and observation sheets as tools. Data analysis employs an interactive model, developed by Subagyo and Christian, which involves data reduction, data presentation, and the drawing of conclusions.

The results of the study show that the implementation of the use of English is carried out through structured programs such as language areas, point systems, morning conversations, and teacher examples. Supporting factors include institutional

regulations, student motivation, and the role of the social environment. Meanwhile, the obstacles found include lack of confidence, limited vocabulary, and social pressure. The strategies used include a communicative approach, habituation, and emotional and social support. This study concludes that the implementation of the application of English in D-BEATS is systematic and effective, although it still faces challenges in individual confluence. The researcher suggested that institutions continue to strengthen a positive and supportive language environment so that foreign language habituation is more optimal.