ABSTRACT

Indonesia does not guarantee legitimately English as a second language. However, numerous Indonesian schools officially teach English, including pesantren (Mawardi, Maulidiansyah, Kamal, & Nasai, 2019). Historically, the pesantren is an Islamic educational institution that teaches students through classical Islamic books (Fadhilah, 2011). Now, pesantren has been teaching modern lessons, including foreign languages such as English (Tahir, 2015). This study was designed to investigate the pesantren's readiness for English programs. Data collection was done by interview, observation, and documentation. Participants are people who are closely related to the object of research. A total of two English language coordinators were interviewed to obtain data on the pesantren's readiness for the English programs. The researchers also did observation and documentation to obtain supporting data from the research objects. The findings reveal that the pesantren's readiness for English language programs is outstanding in terms of the kinds of English programs, teachers' contributions, supporting facilities, and the pesantren environment itself. These findings are in line with previous researchers' findings, such as Insan (2019), Yulistiya (2020), and Setiaiwati (2018), stating that there are excellent programs for the advancement of students a foreign language.

Keywords: English Programs, Pesantren, Readiness.
INTRODUCTION

In today's era of globalization, English is an official communication tool used in every international event. Learning English is an international popular issue and an official education taught in all ASEAN countries, including Indonesia. Indonesia is one of the ASEAN's members under Bangkok declaration in 1967 (Kirkpatrick, 2012, p. 124). Unfortunately, English programs in Indonesia are categorized as unsuccessful at some schools' levels due to the unpreparedness of schools to deal with such programs and also the lack of students' and teachers' competence in mastering a foreign language education (Tahir, 2015, p. 45).

There is a finding that some English education places in Indonesia are not running optimally due to the lack of teachers' preparation skill in teaching English. The readiness of learning facilities is also an obstacle in teaching and learning process (Musthafa, 2010, p. 122). Constraints like this can affect students at every education level (junior high school, high school, and university). Syahfutra and Wibowo (2019) states that obstacles such as lack of teachers' competence, lack of educational facilities, and lack of learning preparation can have an impact on students' competence. He revealed the results of his research that students were less competent in speaking due to anxiety, lack of confidence, and feeling wrong in speaking English. Findings like these are certainly closely related to the level of readiness of an institution in learning languages, especially English.

Many parents send their children to private (non-government) schools which have good English programs such as pesantren. Pesantren is a traditional Islamic educational institution. Before the 1960s, pesantren was known as pondok; this term was also known as a boarding house made of bamboo. Pesantren is mostly used under the name "pondok" in Java, in Madura similar places are called "pesantren". In West Sumatra, traditional Islamic education institutions are called "surau", while in Aceh, North Sumatra it is called "rangkangmeunasah"; some rangkangmeunasah in Aceh are called "dayah" (Ritonga, Ananda, Lanin, & Hasan, 2019).

Indonesia has many pesantrens, one of them is Pesantren Almuslimun in North Aceh. It is a well-known private pesantren for its foreign language education (English and Arabic). This pesantren participates in English competitions at district, provincial, national, and international levels. This pesantren has won many achievements; in the
lastest competition, one of the students was selected as the second-best English speech participant at Aceh provincial PORSENI (Sports and Arts Competition) in 2018. This pesantren was also able to win an award at the international level; one of the students was elected as Indonesia's representative for a free course in the United States (the US) in 2019.

Based on the positive results of previous researches, the authors believe that the pesantren prepares institutions well for English language programs. The authors believe that it is important to conduct research at Pesantren Almuslimun. Due to the description above, the researchers conducted research to see the pesantren's readiness for the English language program.

LITERATURE REVIEW

English Programs

English program is a program created by an institution to improve the quality of English. In this chapter, there are several types of English programs that have been found by previous researchers. These English programs aim to improve English education in private institutions (Insan, 2019; Setiawati, 2018; Yulistiya, 2020);

Insan (2019) claims that there are several English language programs are able to improve the students' English ability, such as mufrodat or vocabulary, muhadasah or conversation, and muhadoroh or speech program. While Yulistiya (2020) states that there are four important English language programs that must be carried out to improve students' English ability, those are vocabulary program, speech program, conversation program, and an additional learning program (courses). According to Setiawati (2018), an institution has various programs for the advancement of foreign languages. There are two dominant foreign languages provided by the institution to students, namely English and Arabic. The two foreign languages are run in the same program but at different times, such as mufradat in the morning, muhadatsah in the afternoon, and muhadharah in the evening. All of these programs also required supporting activities such as an English language club, delivering mufrodat placards in strategic places, and implementing foreign language discipline.

Based on the previous researchers' statements, it was found that there were three dominant programs implemented by educational institutions for students' English ability, such as the mufradat program to increase students' vocabulary mastery, the muhadsah program to
improve students' speaking skills, and the muhadharah program to improve students' communication skills.

**Readiness**

Readiness is a state of being prepared to prepare something. In this section explains some of the readiness associated according to the scope of research, including pesantren's readiness, teachers' readiness, and the readiness of supporting facilities for an activity or program.

**Pesantren Readiness**

Historically, pesantren is Islamic educational institution that educates students through classical Islamic books (Pohl, 2006). Based on the history, the origin of pesantren was not built for English education, but only for Islamic education. Currently, English education and the use of multilingualism are easily to be found in pesantren, especially in modern pesantren (Tahir, 2015). However, regarding the readiness of pesantren for English language education is the main task that is important to research.

The people of Aceh recognize pesantren as *dayah* or *rangkang*. Minangkabau people call pesantren by the name of *sura*. Javanese people call "*pondokpesantren*". Overall, pesantren has the same basic elements such as "*Kiyai*, mosques, "*santri*", "*pondok*", and the teachings of classical Islamic books, which are mostly known as "*KitabKuning*" (Fadhilah, 2011). He added that *kyai* is teacher, *santri* is a term for students, *pondok* comes from Arabic which means "funduk" or a place as a house, mosque is built to worship or place to study *kitab kuning*, *Kitab Kuning* is a classic Islamic book.

Currently, there are two categories of pesantren in Indonesia: traditional pesantren and modern pesantren. Traditional Islamic boarding schools are Salafipesantren, pesantren of this category are tasked with providing only Islamic religious education to students (Fadhilah, 2011). Modern Islamic boarding schools provide Islamic education and modern education in accordance with the times including foreign languages education such as Arabic and English (Tahir, 2015).

**Teachers' Readiness**

Insan (2019) stated that there are four factors supporting the success of improving students' foreign language skills. One of the four factors is the readiness of teachers' quality. Foreign language advisors or
administrators are an important factor in improving the quality of students' foreign languages.

Teachers are a central figure in improving the quality of education. The success of a learning process is determined by the quality of teachers in implementing the method of teaching-learning process (Hanushek & Rivkin, 2006). In classroom education, the professionalism of teachers is a competent figure, mastering good learning materials and methodologies. Teacher's readiness is necessary maturity to manage the classroom; in this case, the teacher helps students to learn according to lesson plan for a particular purpose, preparation of the learning experience for students with the use of learning materials, teaching media, the use of teaching approaches and methods, and assessment (Harden & Crosby, 2002).

There are three main competencies for teachers: personal, social, and professional competencies. Personal competence is the practice of religious teachings, respecting, behaving well, obeying the rules, and being democratic. Social competence is the ability to interact with colleagues, know and understand social functions, and be able to establish individual and group cooperation. Furthermore, professional competencies are the ability to master education principles, subject matter, to apply various learning methodologies and strategies, to develop and utilize various media and learning resources, to carry out learning evaluations, to develop learning programs, and to carry out research and scientific thinking to improve performance (Pantić & Wubbels, 2010).

**Facilities' Readiness**

There are many facilities that need to be prepared for teaching and learning necessary, such as schools, classrooms, sports fields, prayer rooms, and other related buildings (Clark, 2002). In addition, the learning facilities include textbooks, stationery, school laboratory facilities, and various other learning media (Ramli, Zain, Campus, Chepa, & Bharu, 2018). Learning facilities will affect student learning become successful. In general, educational facilities are all the facilities needed in the teaching and learning process so that the achievement of educational goals can run smoothly, orderly, effectively, and efficiently (Mokaya, 2013).

The availability of learning facilities in designing and carrying out learning in schools is important. An optimal learning result appears from well-designed learning. Learning principles are the availability of
facilities, media, and learning resources (Pujolă, 2002). Learning facilities in English learning include learning tools, props, learning media, classrooms, and libraries.

**Environment Readiness**

The environment is an important element in developing a goal (Elder, Bengtsson, & Akenji, 2016). There are two environments that can affect human life, namely the formal environment and the informal environment (Hall, 2009). There are many types of human living environments, one of which is the environment of foreign language education. He added that students can master foreign languages because of two environments. First, a consciously formed formal environment. The formation of this environment is guided by a foreign language teacher or tutor. Second, the informal environment that is formed naturally, such as the family environment, offices, markets, and other public places.

Nufus (2020) claims that an environment could influence a person's habitation, including his language. The existence of a foreign language environment is very important due to its presence, the nuances, and context for foreign language learning. The purpose of a foreign language environment is to create the communicative routinely, through conversational practice, discussion, seminars, lectures, and expressing through writing. In other words, the main purpose of creating an English-speaking environment is to improve the English language skills of teachers and learners, both spoken and written (Brooks & Wilson, 2014).

Insan (2019) states that the factors supporting the development of students' language skills include: 1) Figures from the leaders and leaders of the Islamic boarding school as role models for their students. 2) The quality of qualified foreign language teachers. 3) A supportive pesantren environment. 4) The students' enthusiasm in learning.

The language environment occurs because of the interaction between students and students, students and teachers, and the presence of slogans or written language in public places. Students who interact daily using English have better fluency than students who do not use English (Amiruddin, & Jannah, 2019).

Setiawati (2018) also adds that one way to form an English environment is to provide a mufrodath placard in a strategic place, namely by attaching mufrodaat (Arabic and English vocabulary) in the pesantren environment, especially in frequented places by students. This effort aims to create an environment that is both Arabic and English.
RESEARCH METHODOLOGY

Research Instrument

This examination utilized three instruments: interview, observation, and documentation. The researchers used in-depth interview. In-depth interview is the process of obtaining information by means of direct questions and answers between interviewers and informants using interview guidelines (Milena, Dainora, & Alin, 2008). In this study, the researchers had sixteen questions for participants. The researchers gave in-depth questions in order to achieve maximum results. The interview guide contains questions about what pesantren's English programs are, how the program is implemented, what the coordinator prepares for the program, what learning resources are used, how are the readiness of supporting facilities, how are environmental readiness to face the program, and several related questions to achieve deep and broad results.

At this stage, the researchers used an observation checklist to obtain relevant data. The researchers observed things or related activities from beginning to the end. The researchers noted and recorded activities that are closely related to the scope of the research (Mulhall, 2003). There were several points that the researchers observed, such as the researcher observing the types of pesantren English programs, then the program mechanism, the implementation schedule, the enthusiasm of the program coordinator and participants, and other related activities. The researchers recorded all the activities of the pesantren's English program by using a recording device such as a cam recorder, smartphone, and an observation checklist.

Documentation can obtain data regarding regulations, job descriptions, programs, photos, electronic archives, magazines, newspapers, scientific journals, and school curricula (Wulf, 2000). The researchers carried out this stage after completing interviews and observations. The purpose of this stage is to determine the suitability of the data from the results of the previous research stages. This stage is also carried out to deepen and strengthen the data obtained.

At this stage, the researchers focused on the vision and mission documents of the pesantren. Does the pesantren has a specific mission and vision for the development of English or not? Then the researchers looked at the data on the number of English teachers, English coordinators, and the researchers also looked at the English language
programs. The researchers also paid attention to the achievement data of the English program. All of this data can be found by the researchers formally.

**Technique of Data collection**

The researchers collected data in natural conditions and primary data sources. The researchers collected data through interviews, observation, and documentation. In this study, the researchers took two participants, namely the English coordinator. The researcher chose the English coordinator as the interview participant due to their main role in the English programs. The researchers divided the interview into two sessions, each participant was given thirty to sixty minutes.

The number of interview questions was sixteen. The types of questions started from simple and general levels such as asking the participants' identity, educational background, how long the participants taught English at the pesantren, what training the participants have attended, what sources the participants used for the English program, and whether the English program was related with the curriculum or not. Each interview step, the researchers kept focused on the research scope to obtain accurate data.

Furthermore, the researchers interviewed about the English pesantren program, such as the form of the English language program, how the program mechanism was, when the implementation schedule was, who was involved (contributed), how the facilities readiness were, and what the achievements and obstacles of the English programs were. From the interview, the researchers got more in-depth information about the situation and phenomenon of the English language in pesantren. The researchers recorded the results of the interview properly to achieve data accuracy.

The researchers used an observation checklist to achieve relevant data. The researchers noted and recorded activities that are closely related to the English programs. This observation aims to complement the research data by looking directly at the results of the interview (hearing). The researchers made observations on the English language program, the condition of the pesantren, etc. The researcher also observed research locations, actors, activities, objects, programs, events, time, and so on. The researchers conducted observations on what forms of Islamic boarding school English programs, how the pesantren implemented the program, when the program schedule was implemented, who played a role in the program, and how prepared the
program facilities were. All related matters are observed to careful and in-depth observations in order to achieve good data.

The researchers did documentation to prove that the data was obtained from interviews and observations. The researchers looked at several important documents to complete the data, such as what are the vision and mission of the pesantren. The researchers looked at school documents that focus on the number of English teachers, English learning resources, the curriculum, and facilities used for the English program. Then, the researchers also looked at the pengasuhan's documents about the pesantren's English program. Does this English program exist according to the facts, what are the official rules of this program, when the programs are scheduled, who are the actors in the program, and what inventory or facilities are in the document mentioned? The researcher checked the documentation based on the findings in interviews and observations. The researchers checked documents is to strengthen the data.

**Technique of data analysis**

In this study, the researchers analyzed data through several stages, namely data collection, data reduction, data presentation, and drawing conclusions or verification (Miles & Huberman, 1994). The data had been collected in the previous chapter. In this part, the analysis started with data reduction, then data presentation, and drawing conclusions or data verification.

**Data reduction**

All data collection is processed using data reduction. At this point, the researchers sorted out important and insignificant data, and the researchers took data that were relevant to the pesantren's readiness for the English program. In this case, the researchers also reduce or discard data that are not relevant to the scope of the research.

**Data Display**

The researchers presented the data after going through the data collection and data reduction stages. After the processes are believed complete and maximized, the researchers presented data of pesantren's readiness for the English program. In this stage, the researcher carried out a broad and deep thought process. The data display is written in the form of a brief description. The purpose of the researchers in presenting
the data is to ease them in carrying out the next stage (the stage of drawing conclusions or data verification).

**Drawing conclusions or data verification**

At this stage, the researchers draw conclusions about the pesantren's readiness for the English programs. Data conclusions are made based on the obtained data of data reduction stage and data presentation. The researchers concluded accurately and correctly. Every unclear and need to be reconsidered data, the researchers verified the data by revisiting the collection stage, reducing the data, presenting the data, and making re-conclusions of the data. After the research results are supported by valid evidence such as findings from interviews based on observational evidence and documentation sessions, the researchers concluded the conclusions credibly.

**RESULT AND DISCUSSIONS**

**Result**

This section shows two important parts, the first is the research results, and the second is the discussion. In both sections, the researchers revealed findings based on the process of interviewing, observing, and documenting. The findings are such as types of English language programs, teachers' readiness, the readiness of facilities, environmental readiness, and other related matters.

Pesantren has three essential English projects: vocabulary program, conversation program, and speech program. The following statements are illustrated by participant one (P1) and participant two (P2).

"...three main programs for the English language education program; vocabulary program, conversation program, and speech program"

P1's statement is supported by P2 by saying:

"Apart from these three programs, pesantren also provides other programs such as a foreign language competition, by expecting that students' talents in foreign languages can increase."
Many educators contributed much on the programs. Most of them who are directly involved with students are educators with English abilities. This result is supported by P1 and P2 by saying:

"...teachers contribute a lot to the development of English programs, for example in daily activities the teacher also controls and supervises students to keep speaking in English."

The pesantren has a suitable environment for English programs. Many buildings are named in English, such as classes, dormitory, laboratory, picket office, and other buildings are fully named in English. The environment is an area that can be influenced by a number of human senses, especially sight, hearing, and feeling. Such limitations and situations illustrate that the English environment is a region that creates or helps promote the growth of English well, then develops and is used by speakers.

The facilities for the English development at Pasentren can be categorized as good but need to add more improvement, the P1 is supported this finding by saying:

"......the facilities we use for language programs are still good but need additional quantity."

The pesantren also does not have an English laboratory. Fortunately, this lessness is not an obstacle for the language programs. P2 said that:

"We do not have an English language laboratory, but that is not an obstacle for the pesantren's English programs. The English programs could run well without it."

There is no laboratory for English. The coordinator stated that it is not an obstacle due to majority of English program activities were carried out in the pengasuhan area such as at public place, football arena, volly ball field and others.

Discussion

Pesantren Almuslimun is a modern Islamic boarding school. English is one of the lessons provided by the pesantren for students. This is in line with Tahir's (2015) statement that modern Islamic boarding schools not only teach Islamic education through Islamic classical books
but also teach other types of education according to the times, one of which is teaching English.

Almuslimun Islamic boarding school has created many programs for the advancement of English education. Pesantren provides several English language programs for students, such as the mufradat program (vocabulary program), muhasah (conversation program), and muhadarah (speech program). The three programs are the core programs for students' written and spoken English progress. This is in line with the findings by previous researchers such as Insan (2019), Yulistiya (2020), and Setiawati (2018) stating that there are three excellent programs for the advancement of students' foreign language's ability (mufradath, muhadatsah, and muhadarah).

The vocabulary program is held five times a week (Tuesday, Wednesday, Thursday, Saturday, and Sunday). All activities are carried out in the classroom. The core activity is sharing new vocabulary. This program takes five to ten minutes. Generally, this program is held from 06.00 to 06.10 (after Fajr/subuh). A vocabulary program is an important program for improving vocabulary and grammar understanding. This is also found in the research of Insan (2019), Yulistiya (2020), and Setiawati (2018), which state that comprehensively each class will contain a large supply of grammar and vocabulary for students to understand parts of a language well.

The conversation program or muhadatsah is held four times a week (Friday morning, Saturday afternoon, Monday afternoon, and Wednesday afternoon). This program is carried out for 15 to 25 minutes. At each meeting, all students sit in pairs (face to face); students talk to their friends about predetermined topics. One of the objectives of this program is to improve speaking skills using English. The findings of the benefits of this program are also in line with the findings made by Insan (2019), Yulistiya (2020), and Setiawati (2018).

The speech program is held once a week. The Almuslimun Islamic Boarding School implemented this program on Monday night. All students attend this program for 1.15 hours. This program starts from 08.45 pm to 10.00 pm. This program is implemented in every class. Every student has a different schedule to show their English skills in front of the class. Students speak well in English. In this activity, there are four to five students giving speeches in front of their classmates. Many students in pesantren improve their English well through this program. Many students manage to dare to speak the English language
from the speech program. These results are in line with previous research conducted by Insan (2019), Yulistiya (2020), and Setiawati, (2018).

These three language programs were also declared successful in improving the quality of students' English ability by Insan (2019) at the Muhammadiyah Imam Syuhodo Sukoharjo Islamic boarding school, Central Java. Yulistiya (2020) also stated that pesantren Darunnajat Bumiayu Brebes succeeded in improving students' English language skills from the three English programs. In addition, Setiawati (2018) also claims that pesantren Darul Ulum Banda Aceh has succeeded in improving students' English skills by using several programs, such as muhadatsah, mufradath, and muhadharah.

The Almuslimun Islamic boarding school has several readiness factors to keep the three English programs running well: teacher readiness factors, facility readiness, and environmental readiness. The three English programs at the Almuslimun pesantren can run smoothly due to the contribution of the teaching staff. Almuslimun Islamic boarding school teachers have good quality towards the English program. In this study, the teacher is an important part of achieving the maximum point of this program. This is in line with some of the findings of previous researchers, which state that four factors are supporting the success of improving students' foreign language skills, one of which is the readiness of teacher quality. Teachers' readiness greatly affects students' English skills. (Insan, 2019). Teachers help students to learn according to planning for specific goals (Harden & Crosby, 2002). Teachers can develop programs well (Pantić & Wubbels, 2010).

The English environment of the Almuslimun pesantren is divided into two types, namely the formal environment that occurs in the classroom and the informal environment that occurs in pengasuhan. This is in line with Hall's theory (2009) which states that the formal and informal environments can influence human life, including the language being studied. He added that students could master a foreign language because of the formal environment that is formed consciously but is guided by a foreign language teacher or tutor. He also stated that the students' language would be scientifically formed in an informal environment that is formed naturally, such as the family environment, offices, markets, and other public places (Hall, 2009).

Pesantren Almuslimun has a suitable environment for English language programs. Many buildings are named in English, such as classrooms, dormitories, picket offices, and English slogans posted for announcements and instructions. Kind of this environment is in line with
the results of research by Setiawati (2018), which states that one way to form a foreign language environment is to provide a *mufrodath* (vocabulary) placard in the pesantren environment, especially places frequently visited most by students (Setiawati, 2018).

Several types of environmental formation carried out by pesantren in Almuslimun were able to obtain positive results. Almuslimun Islamic boarding school is able to create nuances of English both in spoken and written. It is proven with many human beings communicate actively in English. This is in line with the previous researchers' findings which state that an environment can affect a person's place of residence, including language. The environment also improves the foreign language skills of teachers and learners, both spoken and written (Brooks & Wilson, 2014; Nufus, 2020).

In the current time, the Almuslimun Islamic boarding school, there are also many students who communicate English with friends and teachers or vice versa. This is in line with the findings of Amiruddin and Jannah (2019), which states that the language environment occurs because of interactions between students and students, student-teacher interactions, and the presence of slogans or written language in public places.

Pesantren Almuslimun is a large educational institution in North Aceh. The Almuslimun pesantren prepares many facilities for teaching and learning, such as schools, classrooms, sports fields, and other related buildings. This is in line with Clark's (2002) theory which states that there are needs to achieve maximum education such as school buildings, learning spaces, and other related matters.

In addition, the Almuslimun Islamic boarding school has a large library. This Islamic institution has many learning support facilities such as textbooks, writing instruments, the internet, and other related things. Pesantren Almuslimun prepares these facilities so that all programs can run smoothly. This is in line with Mokaya (2013) findings, which states that all the facilities are needed in the teaching and learning process so that the achievement of educational goals can run smoothly, orderly, effectively, and efficiently.

The Almuslimun Islamic boarding school has many supporting facilities for English language programs. However, this pesantren does not have one main important facility for advancing students' English ability, namely the Foreign Language Laboratory. This is not in line with the research findings of Ramli et al. (2018), which state that school laboratory facilities are one of the learning media to achieve learning
objectives. The majority of the Almuslimun Islamic boarding school's English programs are implemented in open spaces such as football fields, volleyball fields, and mosques. In this case, the absence of a foreign language laboratory is not a severe obstacle to the programs.

All types of English language programs at Islamic boarding schools have been successful because of the interrelated readiness mentioned earlier. This is also evident from the external achievements obtained by this Islamic institution in North Aceh. In the last ten years, the Almuslimun Islamic Boarding School has developed better. Currently, pesantren have three levels of madrasah (Primary school, Junior high school, and senior high school). This pesantren now has improved well a Tahfizul Qur'an program and a foreign language program (Arabic and English). Over the past three years, Pesantren Almuslimun has made various achievements including its students being selected as the second-best English discourse participants at the 2018 PORSENI Aceh Province (Sports and Arts Competition). This pesantren is also ready to win grants at world-level events; one of the students was selected to become an Indonesian agent with the hope of getting free tuition in the United States (US) in 2019. In 2020, there are obstacles for the Almuslimun Islamic Boarding School to participate in the external competition due to the Covid-19 conditions.

**CONCLUSION AND SUGGESTION**

Almuslimun Islamic boarding school has created many programs for the advancement of English education. Pesantren provides several English language programs for students, such as the *mufradath* program (vocabulary program), *muhadasah* (conversation program), and *muhadharah* (speech program). The three programs are the core programs for students' written and spoken English progress. Those programs have been running well due to some factors, such as teachers' readiness factors, facility readiness, and environmental readiness.

The English environment of the Almuslimun pesantren is divided into two types: the formal environment in the classroom and the informal environment in parenting. Pesantren Almuslimun has a suitable environment for English language programs. Many buildings are named in English, such as classrooms, dormitories, picket offices, and English slogans posted for announcements and instructions. Several types of environmental formation carried out by pesantren in Almuslimun were able to obtain positive results. Almuslimun Islamic boarding school is able to create nuances of English both in spoken and written. In the
current time, the Almuslimun Islamic boarding school, there are also many students who communicate English with friends and teachers or on the other hand.

Pesantren Almuslimun is a large educational institution in North Aceh. There are many facilities prepared by the Almuslimun pesantren for teaching and learning necessary, such as schools, classrooms, sports fields, and other related buildings. The Almuslimun Islamic boarding school has a large library. This Islamic institution has many learning support facilities such as textbooks, writing instruments, the internet, and other related things. Pesantren Almuslimun prepares these facilities so that all programs can run smoothly.

All types of English language programs at Islamic boarding schools have been successful because of the interrelated readiness mentioned earlier. This is also evident from the external achievements obtained by this Islamic institution in North Aceh. Over the past three years, Pesantren Almuslimun has made various achievements in Aceh Province, Indonesia national, and international (USA). In 2020, the Almuslimun Islamic Boarding School faces obstacles from participating in the external competition due to the Covid-19 conditions.

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