

The Implementation of English Teaching and Learning in Al Khodijah Dormitory of Sunan Drajat Islamic

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Abstract:

It has been commonly known that in this era, many Islamic boarding schools are trying to provide English learning program in order to improve the quality of Islamic boarding school graduates. Many studies have been conducted to observe how English learning is run in Islamic boarding school to succeed the goal in mastering English for the students. This present study would like to complete the previous studies by conducting the investigation on how English learning implementation in Al Khodijah Dorm and what are the obstacles faced by the teachers and students during running the English dormitory programs. This research employed qualitative methodology to describe the whole data got by using observation, documentation and interviews as the instruments of studies. This recent study found that to succeed the students' English mastery, Al Khodijah dorm conducted morning English program that provides various interesting English learning activities. In term of English materials, English learning media, assessment, and English area rules in dormitory, they have been settled well by the Language Department of Sunan Drajat Islamic Boarding School to support students' English learning process. They obstacles faced by the students and tutors were concluded by two kinds of problem namely difficulty of time managing to learn and lack of motivation to learn English.

Keywords: English Learning; Teaching Process; English Dormitory

Abstrak:

Sudah menjadi rahasia umum bahwa di era sekarang ini banyak pesantren yang berusaha menyediakan program pembelajaran Bahasa Inggris dalam rangka meningkatkan kualitas lulusan pesantren. Banyak penelitian telah dilakukan untuk mengamati bagaimana pembelajaran Bahasa Inggris dijalankan di pesantren untuk mensukseskan tujuan penguasaan bahasa Inggris bagi para santri. Penelitian ini bertujuan untuk melengkapi penelitian sebelumnya dengan melakukan investigasi tentang bagaimana penerapan pembelajaran Bahasa Inggris di Asrama Al Khodijah dan apa kendala yang dihadapi oleh para guru dan siswa selama menjalankan program asrama Bahasa Inggris. Penelitian ini menggunakan metodologi kualitatif untuk mendeskripsikan seluruh data yang diperoleh dengan menggunakan observasi, dokumentasi dan wawancara sebagai instrumen penelitian. Kajian terbaru ini menemukan bahwa untuk mensukseskan penguasaan Bahasa Inggris siswa, Asrama Al Khodijah menyelenggarakan program Bahasa Inggris pagi yang menyediakan berbagai kegiatan pembelajaran bahasa Inggris yang menarik. Dalam hal materi bahasa Inggris, media pembelajaran Bahasa Inggris, penilaian, dan aturan Bahasa Inggris di asrama telah diatur dengan baik oleh Department Bahasa Pesantren Sunan Drajat untuk mendukung proses pembelajaran Bahasa Inggris siswa. Hambatan-hambatan yang dihadapi oleh para siswa dan tutor disimpulkan oleh dua macam masalah yaitu kesulitan mengatur waktu untuk belajar dan kurangnya motivasi untuk belajar bahasa Inggris.

Kata Kunci: Pembelajaran Bahasa Inggris; Proses Pengajaran; Asrama Bahasa Inggris

INTRODUCTION

Islamic boarding school, currently, is not only the place to learn about religion. This modern era demands all aspects of life to do improvisation in order not be out of date. The students of Islamic boarding school, we call them "Santri", are demanded to adapt with the modern technological advances. It is hoped that the graduations of Islamic boarding schools

can compete when they have come to the workplace. Therefore, many Islamic boarding schools provide learning language programs for their “Santri”. Connected with learning and teaching English process in Islamic boarding school, many previous studies that connected to English learning in Islamic boarding schools have been conducted (Holandyah et al., 2022; Rafli, 2017; Ratnadewi et al., 2020; Umar, 2021). Those studies examined various focuses of researches about English learning in Islamic boarding school. This recent study was intended to broad the result of previous studies by providing the complete English learning and teaching system in one of English dormitories of Sunan Drajat Islamic Boarding School that can be used for additional insight for other Islamic boarding schools that will start to implement English programs. To succeed the purpose of study, this study formulated two research questions (a) how is the implementation of English learning and teaching in Al Khodijah dormitory of Sunan Drajat Islamic boarding school and (b) what are the obstacles faced by teachers and students during implementing the English programs.

METHOD

Sunan Drajat Islamic Boarding School is a big Islamic boarding school located in Lamongan. It is well known as the Islamic boarding schools that has the many excellent programs of religion studies. In 2021, Sunan Drajat Islamic boarding expands the programs by providing language learning programs. To prosper the goal of mastering English, 7 dormitories were changed to be English dormitories. This existing study employed qualitative method which demands to describe and interpret the real learning process implemented in Sunan Drajat Islamic Boarding School. The researcher chose one of those English dormitories, named Al Khodijah Dormitory, randomly to conduct the observation in order to get the primary data about how English learning systems are implemented then it was continued by conducting the interview. The members who stay in Al Khodijah consist of two communities, they are university students as the functionaries of dorm and senior high school students. Two students and two functionaries of Al Khodijah dormitory were chosen randomly to obtain the data about the obstacles of learning English in Islamic boarding school.

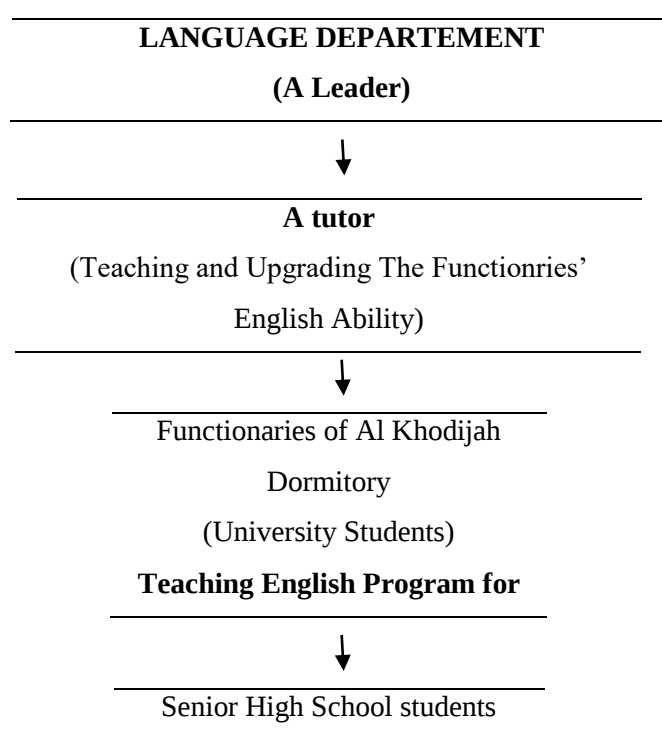
RESULTS AND DISCUSSIONS

Based on the research questions, the findings and discussions are divided into two parts;

English Teaching and Learning Process in Al Khodijah Dormitory

In accordance with the findings of observation that was done for 2 weeks, it can be known that Al Khodijah dormitory is under control of one department named “Language Department”. Specifically, Al Khodijah dormitory, as English dormitory, independently form their own structure of organization that consists of the groups of university students. The university students were occupied as the functionaries of dormitories that guide, manage, care of, and teach the English program for the students of senior high school who stay in Al khodijah dorm. To improve and upgrade the English skill of Al Khodijah dormitory’s functionaries, one English tutor is provided to give special programs for the functionaries of Al Khodijah dorm. Clearly, it can be seen from this scheme;

Figure 1 – The Organization of English Program Controllers



Based on the explanation above, the communities of Al Khodijah dormitory consist of university students and senior high school students. Learning and teaching English program of senior high school students in Al Khodijah dormitory is handled by the university students while university students also have their own class to upgrade their English skill that handled by one English tutor. The English tutor has specific duty to give briefing for the university students about the materials that they must teach to senior high students in the next day. That condition, surely, teach the members of Al Khodijah dormitory about the meaning of “giving and sharing”. The university should share the knowledge that they got from their class for their

junior in the dormitory. Caring and sharing in the English learning process has deep meaning and positive impression for students to improve their spirit to learn (Kusuma et al., 2023).

To run the English program in Al Khodijah dormitory, the language department as the controller of all English dormitories in Sunan Drajat boarding school has set the activities of learning and teaching English as follows;

1. Morning English Program

Learning English in Al Khodijah dorm is firstly done by conducting English morning program. It is started at 5 o'clock a.m. till 6 o'clock a.m. The program is tutored by the university students as the functionaries of Al Khodijah dorm while the senior high school students as the members. Accurately, the English program is run every morning by following this schedule:

Table 1: English Morning Program Schedule in Al Khodijah Dormitory

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Listening/ Reading	Vocabulary	Grammar	Free	Speaking	Weekly Exam	Free

Source: Documentation of Al Khodijah Dorm

Based on the schedule overhead, it can be known that learning English activities in Al Khodijah dorm is not only focused on one particular skill and material but also provides some kinds of materials to improve the members' English mastery. Kurniasih (2011) and Lorena & Sadiku (2015) agree that four English skills are very important be involved in learning English activities. The materials that are taught in morning program can be beneficial to complete one another's English skill mastery like speaking activities surely requires many vocabularies use so that the morning program also provide special vocabulary class as well. Therefore, all those English learning materials taught every day in Al Khodijah dorm are inseparable.

2. English Learning Materials and Media

The materials of learning and teaching English in Al Khodijah dormitory are prepared by the language department of Sunan Drajat Islamic boarding school. The language department provides 6 levels of module; 1st module is for 1st grade of junior high school students, 2nd module is for 2nd grade of junior high school students, 3rd module is for 3rd grade of junior high school students, 4th module is for 1st grade of senior high school students, 5th module is for 2nd grade of senior high school students, 6th module is for 3rd grade of senior high school students. Due to Al Khodijah dorm members are the students of senior high school so Al Khodijah

dormitory uses 4th, 5th and 6th modules. The contents of 4th, 5th and 6th modules are divided to be three parts;

1st part: Speaking materials. The speaking materials consist of materials about;

1. Various topics of discussions
2. Various topics of conversation
3. How to do a good presentation
4. Various topics of debate
5. How to make English business plans
6. How to build personal branding

2nd part: Grammar materials. The grammar materials consist of materials about;

1. Tenses
2. Question Words
3. Adjective Clause
4. Gerund
5. Participle
6. Grammar Exercises

3rd part: Reading materials. The reading materials consist of materials about;

1. The stories of prophets
2. The stories of Islamic heroes

Teaching of each material in the module was done based on the lesson plan given by the language department. The lesson plans were explained and broken-down clearly by one tutor who handles the upgrading skill class of Al Khodijah Functionaries. Preparing a lesson plan in the process of teaching materials is very important to ease the teachers in delivering the materials. Many previous studies have examined about the importance of lesson plans in the process of teaching and learning (Ratnawati, 2017; Sabetra & Aziz, 2021; Sari, 2023; Sesorina, 2014).

In terms of English learning media used to teach the members of Al Khodijah dorm, the tutors utilized many kinds of media that have been prepared by the language department. The media used to teach the members are still authentic media like flashcard, colorful balls, papers to play some games. In line with the importance of lesson plans in teaching, the use of media in teaching and learning also brings many benefits to create exciting learning activities (Sukmahidayanti, 2015).

3. English Area

To support the mastery of English communication skill, Al Khodijah dormitory also run the environment that support all members to practice their English in daily activities. Overall, it cannot be denied by the functionaries of Al Khodijah dormitory that it is hard to implement English area in the dormitory. Therefore, the functionaries prepared one definite rule to make the members more discipline to speak English in dormitory. The rule is described as follows;

Table 2: The Rules of English Area in Al Khodijah Dormitory

THE RULES OF AL KHODIJAH DORMITORY		
1 Indonesian word = 1 point		
1-5 words		Memorizing 15 vocabularies
5-10 words		Memorizing 25 vocabularies
10-15 words		Memorizing 35 vocabularies
15-20 words		Memorizing 45 vocabularies
20-25 words		Memorizing 55 vocabularies
25-30 words		Telling Story (7 Minutes)
30-35 words		Telling Story (15 Minutes)
35-40 words		Speech in Public Area
40-50 words		Microteaching (15 Minutes)
50 ++ words		Microteaching + Yellow Card

Source: Documentation of Al Khodijah Dorm

Implementing the English area in dormitory is one of the strategies to create the supportive atmosphere for the students to practice their English with their friends. The warm situation of practicing English with their friends in dormitory as partners to learn is really beneficial to decrease the students' difficulties to improve their speaking skill (Thamrin & Darsih, 2020).

4. English Learning Assessment

Beside learning and teaching activities, English assessment is also done to control how far the members get the English proficiency during period of time. Meidasari (2015) agreed by stating that assessment is essential to be done regularly to know how far the students' progress in learning. English assessment in Al Khodijah dormitory has been set in the settled schedule of examination;

a. **Weekly Examination**

It is conducted every Thursday morning to assess the mastery of English materials taught for a week. The students should answer some questions connected to the materials that they learnt in that week. Besides, they also got speaking assessment to check whether they have been able to talk very well and fluently about the topic they have learnt in that week or not.

b. **Yearly Examination**

Yearly examination is always done together with the time of school moving class. It is conducted to assess how far the members have mastered English for a year they live in Al Khodijah Dormitory. In line with the weekly examination, yearly exam is also provided two kinds of assessment, they are written examination and spoken examination.

The Obstacles Faced by the Students and Tutors of Al Khodijah Dormitory

Based on the interview done with two members of Al Khodijah dormitory who was chosen randomly, it was found one big problem faced by the members during joining English learning program in Al Khodijah dormitory. They said that they feel difficult to manage the time due to the full schedule they have in the Islamic boarding school. Beside they must be serious to learn English, as senior high school students, they are also demanded to give the best performance in the school. They also still have many other activities like reciting holy Qur'an, Madrasah Diniyah, Takror, and studying about "Salaf Books". Because of that full activity, they get tired and hard to get up in the morning to join morning program.

In line with the explanation of two students, the functionaries of Al Khodijah dorm as the tutor of dorm also agree with the members that the full schedule is the big obstacle, they have during handling the programs in Al Khodijah. The tutors found the difficulty to get the students up to join the English morning program. The tutors also said that the low motivation that they students have affect their performance in learning activities. Some of members in Al Khodijah feel lazy to join program or even speak English in dormitory because they do not know what they will do with English in their future. Students' low motivation assuredly affects their performance in learning process and their English achievement, it is in the same boat like what was found by Menggo (2018) in his study.

CONCLUSION

The result of study shows that English and teaching program in Al Khodijah Dorm has been set well by the language department of Sunan Drajat. English learning is conducted by having English morning programs to improve speaking skill, grammar skill, vocabulary mastery, and listening skill. English area is also run to facilitate the members of Al Khodijah

Dorm in improving their skill of English communication. Some punishments are likewise done for the members who are not discipline to speak English in dormitory. Besides, the English learning is also completed by having routine assessment to control the members' English achievement regularly. Beyond those good learning and teaching arrangements, the obstacles are still faced by members and functionaries as the tutors of Al Khodijah dormitory. The difficulty of managing time and low motivation are two main obstacles they have during running English learning process in dormitory.

Overall, it is hoped that the good settled English program in Al Khodijah Dormitory of Sunan Drajat Islamic boarding school can give new insights for other Islamic boarding schools which are willing to start providing English learning. The more updated studies of English learning and teaching system in other time and place are welcomed to be completed by the next researchers.

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