



Exploring Teacher Difficulties and Strategies in Teaching English at Islamic Boarding School of Nurmanisy Hikmatusallam

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Abstract

This study aims to understand the teacher's difficulties and strategies in teaching English at Islamic boarding school of Nurmanisy Hikmatusallam which are influenced by the environment and regulations that applied to Islamic boarding school. The design of this research is case study, while the research method used is qualitative. The participants in this research are three English teachers in Islamic Boarding School of Nurmanisy Hikmatusallam. The data were obtained from two technique, class observation and interview. The results showed that there three challenges faced by the teacher. First, the lack of students' speaking skill. Based on interview it was found that the reason for student lack of ability in speaking English is that they have never learned English before. Second, the lack of training given to English teachers. It is difficult for teachers to provide students with integrates Islamic value to the English material. Last, the lack of teaching media and school facilities. When teaching English in the class, English teachers use teaching strategies. There are three strategies used by the teachers: inquiry learning, role play, direct instruction.

Keywords:

Challenges,
Strategies,
Teaching English,
Islamic Boarding
School

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INTRODUCTION

Pesantren is an Islamic educational institution that plays a crucial role in educating the younger generation in Indonesia. As Hadaeri (2004) elucidates, Islamic Boarding School (IBS) denotes a residence where students of diverse backgrounds and abilities convene to study the holy book Al-Quran and other Islamic subjects.

Although English language education has not been the primary focus of pesantren curricula, the increasing importance of English as an international language has raised the demand for its instruction in pesantren. Despite being Islamic religious learning centers, pesantren, as part of the global community, recognize the importance of English language learning as one of the challenges that students (santri) must master (Rif'atul, 2015). With the changing times, many pesantren have begun to recognize the significance of English language education in facing global challenges.

English language teachers in pesantren often encounter unique challenges in teaching, including the integration of Islamic religious values into teaching materials, limitations in resources and infrastructure, and differences in students' backgrounds in English proficiency. English language teachers confess to facing a dilemma in selecting teaching materials that incorporate Western cultural values without contradicting pesantren traditions, which are typically aligned with Islamic values (Fahrudin, 2012).

English language teachers in pesantren have developed various strategies to overcome the challenges they face. One important aspect that needs to be considered in the teaching process is teaching strategy (Uyun, 2022). Therefore, determining the right teaching strategy can improve learning outcomes significantly.

In Islamic boarding school of Nurmanisy Hikmatusallam the researcher found the teacher have challenge in teaching English based on preliminary research done by the researcher. There some problems found in Islamic Boarding School. First, less interest in learning English due to lack of motivation, Students in Islamic boarding schools are in the school environment for 24 hours. Being in the environment that prioritizes Islamic values in their daily lives, indirectly reduces their interest in other learning subjects. Second, lack of teaching materials, English teacher in Islamic Boarding School of Nurmanisy Hikmatusallam dealing with islamic teaching material that must be integrated into islamic values wich is quite difficult to find because of the lack of sources. This happens because of the characteristics of learning in the 21st century where teachers only act as facilitators, while English language teaching materials are mostly found on the internet such as videos, blogs, or examples of texts related to English learning, these are the media that cannot be reached by students in Islamic boarding school of Nurmanisy Hikmatusallam.

In this study, the researcher presents several previous studies that have similarities both in terms of themes or disciplines that the researchers adopt. Some researchers conducted a research focusing on teaching English in Islamic boarding school. The first study that was conducted by Dwipramesti (2018) entitled "The Teaching of English at Pesantren NurulFalah". Next, is previous study by AsrykahPuji (2019) entitled "Strategies of English teacher in Islamic boarding school". Last, UlfiNurasadh (2022) entitled "A Study of English Learning Problem at Mamba'us Sholihin Islamic Boarding School 2 Blitar.

Based on the previously provided explanation of Teacher challenges and strategies in teaching English at Islamic Boarding School the researcher aimed to understand the teacher's challenges and strategies which are influenced by the environment and regulations that applied to Islamic boarding school students in learning English.

METHOD

The design of this research is case study, while the research method used is qualitative. Case study is defined as "a methodology allowing researchers to do in-depth exploration on an individual or a group of people" (Zulfikar, 2020, p.96). Moloeng (2009) defined qualitative research as a research procedure generating in descriptive data in the form of written or spoken words from people or object being

observed. Thus, this case study is explored the teachers challenges & strategies in teaching English in Islamic Boarding School of Nurmanisy Hikmatusallam

There are two sources of data in this research. The first source of data was the process of teaching-learning activities in the classroom. The second source of data was the English teacher of islamic Boarding School of NurmanisyHikmatusallam object of interview.

In this research, researchers took non Probability sampling technique with Total Sample method. Where non-probability sampling technique is the way sampling with all objects or elements in the population is not have an equal chance of being selected for the sample. The participants in this research are three english teachers in Islamic Boarding School of Nurmanisy Hikmatusallam.

The techniques of data collection used by the researcher to get qualitative data in this research are class observation, in this research the researcher only focused on how the teacher teaches in the classroom and the student responses in the learning process. Thus, interview, in this study, the researcher chose semi-structured interview because it is flexible, allowing new questions to be brought up during the interview.

FINDING AND DISCUSSION

Findings

1. Teacher challenges in teaching English in Islamic Boarding School NurmanisyHikmatusallam

Based on the result of observations and interview that have been conducted, the researcher found that there are three challenges in teaching English in Islamic boarding school of Nurmanisy Hikmatusallam faced by the teachers.

First, Lack of students' ability in Speaking English. This challenge occurred because they have never learned English in elementary school, so this is their first time learning English in school. As explained by the teacher.

“those who truly learn from basic, some of them indeed start learning English when they enter this islamic Boarding School, so for speaking, they nneed to be taught more beacause English is new for them”

Another teachers opinion explain student lack of ability in speaking english.

“Because in this Islamic Boarding school, there are many subjects, so the students time and energy are more drained, but for the the application its good but cannot be forced”

it can be concluded that teachers find challenges in students competence, the lack student focuses on learning English caused by their time and energy have been drained on other lesson. This can be confirmed through the result of class observation that most student barely speak English during the lesson.

Second, Teacher competences According to the findings of the interview There are two challenges regarding the competences of English teachers in islamic Boarding School of Nurmanisy Of Hikmatusallam, the first challenges is teacher shortage training. Another challenges is related to Teacher motivation, teachers at Islamic Boarding School of NurmanisyHIkMatusallam are required to be more enthusiastic and creative in teaching and learning activities they must be able to find the right teaching strategies, despite the lack of facilities and infrastructure in the school. From two English teachers commented on teacher competence.

“the inadequate facilities and infrastructure...because teaching English or other subject requires learning material such as book, dictionaries, projector, and other tools that can support the teaching and learning process, here, its very lacking so the biggest challenges is from the school itself.

Teacher 2 also explained

“in my opinion, the biggest challenges comes from me as a teacher, how I can be more enthusiastic and more creative in findings teaching methods so that those few student don't get bored and want to learn English, because I often find myself confuse in using teaching method in class, since the school rarely provides training for English Teacher here”

Based on the opinion from both teachers, English teacher in Islamic Boarding School of NurmanisyHikmatusallam found themselves teaching English to student with minimal facilities, which make them have to find English subject material from other sources such as internet or ask English teacher from other pesantren for English teaching material and what strategies applied in the classroom. This can be seen from the class observation result that the English teachers at Islamic Boarding School of NurmanisyHikmatusallam use the internet as the only source for finding the teaching materials.

Last, School Facilities and Teaching Media. Based on observation and interview that have been conducted, the challenge that has the most impact on teaching and learning activities at the Islamic Boarding School of NumanisyHikmatussalam are the limited teaching media and school facilities. The following is how the teacher explained the situation.

“for me maybe its not necessary for student while they in the dorm but for the classroom the teacher can provide it, for example when student listen to conversational material in the form of videos so it would be good if the school can facilitate such as things as we the teacher can control it but because school cannt provide so I just use book sometimes I use my phone”

Teacher 2 also explained

“ its necessary because when explain the lesson with picture and videos is different, student will pay attention with this method, students are more interested in things like that”

Based on the explanation from both teachers, the researcher conclude that if Islamic Boarding School Implements interdiction for students to own a gadget, islamic boarding should be able to provide technology into English learning activities. It can be confirmed from class observation result.

2. Teacher strategies in teaching English in Islamic Boarding School NurmanisyHikmatusallam

Based on observation and interviews that researcher have conducted, there are several teaching strategies that English Teacher implied in Islamic Boarding School of NurmanisyHikmatusallam. one of them are inquiry learning students have to participate as often as possible. this activity is carried out at the beginning of the lesson.

“inquiry learning sometimes I use project based learning so it's a mix, using the steps learning as a reference.the purpose in using this strategy is to attract students

attention because learning English isn't about just sitting still in a chair, they also have to move and participate, like conversation, focusing on expressions and pronunciation, so they will be even more enthusiastic about learning English”

From the the statement above it can be concluded that English Teachers at NurmanisyHikmatusallam use Inquiry Learning so that their student can get use to speaking English in their daily.

Next, Role play. Based on the observation and interview that have been conducted it was found that English teachers in Islamic Boarding School of NurmanisyHikmatusallam also used role play as one of their teaching strategies in the classroom. Another teacher also explained

“strategi, bapak harus mewajibkan siswa lebih aktif dari bapak supaya mereka tidak bosan bapak minta mereka praktek dengan role play bapak menyuruh mereka mempraktekan langsung apa yg sudah bapak ajarkan jadi mereka akan terbiasa”

Based on the statement from both English Teacher in Islamic Boarding School of NurmanisyHikmatusallam it can be concluded that use of role play is very usefull, this strategy also easy for student to applied without teacher while they in the dormitory.

Thus, direct instruction. Based on observation and interview that have been conducted English teachers at Islamic Boarding of NurmanisyHikmatusallam also used Direct Instruction strategy when teaching English in the classroom.

From explanation from both English teacher in Islamic Boarding School of NurmanisyHikmatusallam, it can be concluded that Direct Instruction is used in order to give student the opportunity to recognize and understand what they will learn in the class, this can be seen form the observation that the Teachers explained the lesson before asking student to practice it.

Discussion

In teaching English in Islammic Boarding School of NurmanisyHikmatusallam, English teachers are faced with several challenges that can obstructed learning activities. The first challenges are the lack of student speaking skill in English this is very visible during classroom observation, based on interview it was found that the reason for student lack of abilty in speaking English is that they have never learned English before so when learning English in Islamic Boarding School of NurmanisyHikmatusaalmm is the first time for them. English teachers in Islamic Boarding School of NurmanisyHikmatusallam are more likely to do speaking activity frequently in order to improve student speaking skill. The development of language skill is related to the development of speech,if someone is able to speak it makes them confident (Bjorklund,2005) Another factor that cause the lack of student speaking skill in English because most of their time is used for Islamic Boarding school subject based on observation even though their English speaking skill is low but their Arabic language skills are very good.

The second challenges is the lack of training given to English teacher in Islamic Boarding School of NurmnaisyHikmatusallam so its difficult for teachers to provide students with integrates Islamic value to the English material. Teachers whose teaching training are not enough might strive to embody teaching methods effectively (Littlewood,2007) English teachers at Islamic boarding school

Nurmanisyhikmatusallam uses other sources to provide the appropriate method and English language material such as internet or they ask other English teacher from different boarding school. Apart the lack of training, English teacher in NurmanisyHikmatusallam always motivates themselves to provide the best learning activity in the class, so that students do not get bored and always excited during the lesson.

The last challenge that English teachers find in Islamic Boarding School of NurmanisyHikmatusallam are the lack of teaching media and school facilities such as book, dictionary, laptop, audio, and projector. The school implements a rule that students are prohibited from having gadgets but in the other hand teacher explained that school can not provide the similar facilities to support teaching and learning activity. According to Atsani (2020) Technology in learning is recognized as one of the most important factors in teaching and learning process. English teacher in islamic Boarding NurmaniyHikmatusallam realized that the use of technology in the classrom will really help student with different learning style, besides for the needs of teaching and learning activities it also to ensures that the students in islamic boarding NurmanisyHikmatussallam are not left behind form other boarding school that have adequate facilities.

When teaching English in the class, English teachers in Islamic Boarding school of NurmanisyHikmatusallam use teaching strategies, although the strategies that are used cannot fully overcome the challenges that are mentioned before, but these strategies are very use full to achieve the learning goals and give students opportunity to improve their skill in English.

The first strategy used by English teacher in Islamic boarding school of Nurmanisyhikmatusallam is Inquiry learning. Inquiry learning is an approach to learning that involves student in finding and using a variety of sources of information to increase their understanding (Carol,2015).

The second strategy that is often used by English language teachers in Islamic Boarding School of NurmanisyHikmatusallam is Role play. Role play is a strategy in which students are required to act specific roles through saying, doing, and sharing (Altun, 2015).

Another strategy used by English teacher in Islamic Boarding School NurmanisyHikmatusallam is Direct Instruction one of the teachers explained with this strategy its give teachers control to go provide student with full understanding before they participate in learning activities. However, according to the teacher whe using this trategy students tend to get bored easily during the lesson , so when using this strategy, the English teacher inn Islamic Boarding School of NurmanisyHikmatusallam combines it with inquiry learning or role play.

CONCLUSION

Based on the findings from data analysis from the two English teachers in Islamic Boarding School of NurmanisyHikmatusallam are considered good, eventhough English teachers face several challenges but they can find a way to overcome those challenges by using the right strategies in teaching English. As for the challenges encountered by English language teachers in Islamic Boarding School of NurmanisyHikmatusallam that cannot be overcome, such as the lack of school

facilities and teaching media to support English language learning yet they ensure the teaching and learning keep continue eventhough the teaching procedure are not much implemented.

The strategies used by English language teachers in islamic boarding school of nurmanisyHikmatuasallam aim to improve English speaking skill for student also to make students participates in teaching and lerning activities. Even though teachers have used teaching strategies, but the impact of the lack of facilities provided by school to support English language learning still visible from student low ability in English in Islamic Boarding School of NurmaniisyHikmatuasallam.

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