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An Analysis of the English Learning Process in Islamic Elementary Boarding Schools

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pembelajaran bahasa Inggris siswa sekolah dasar (SD) di sekolah berasrama Al-Multazam. Bahasa Inggris sebagai salah bahasa asing yang diajarkan untuk mengajarkan dasar-dasar bahasa Inggris. Rancangan kurikulum untuk menyiapkan siswa yang memiliki dasar-dasar keterampilan bahasa Inggris. Jenis penelitian yang digunakan dalam penelitian ini yaitu penelitian kualitatif. Metode pengumpulan data yang digunakan adalah: observasi, wawancara dan dokumentasi. Dari observasi dan wawancara menyimpulkan bahwa pembelajaran bahasa Inggris siswa di sekolah berasrama masih sangat sederhana. Para pengajar belum memenuhi kualifikasi strata pendidikan khususnya bahasa Inggris. Pembelajaran bahasa Inggris tidak hanya dilaksanakan secara formal (tatap muka) namun program bahasa: penyampaian kosakata, *morning conversation*, dan penampilan pada kegiatan siswa adalah wujud pembelajaran intensif bahasa di sekolah berbasis asrama Al-Multazam. Evaluasi pembelajaran untuk bahasa Inggris dilakukan dengan model ujian lisan dan tulis (*oral and written examination*) pada setiap semester menjadi salah satu bentuk penilaian mentalitas dan akademik kecakapan berbahasa siswa Al-Multazam.

Kata Kunci: Proses Pembelajaran, Bahasa Inggris, Kemampuan Berbahasa, Sekolah Islam

Abstract

This study objectives to designate the English learning of elementary school (SD) students in the Al-Multazam boarding school. English as a foreign language is taught to teach the basics of English. Curriculum design to formulate students who have Rudimentary English skills. The type of research used in this investigation is qualitative research. Data collection methods used are observation, interviews, and documentation. From observations and interviews, it is decided that students' English learning in boarding schools is still very unpretentious. The teachers have not encountered the educational levels and qualifications, especially English. Learning English is not only carried out formally (face to face) but language programs: vocabulary delivery, morning conversation, and performances in student activities are a form of intensive language learning at the Al-Multazam boarding school. Evaluation of learning for English is carried out with an oral and written examination model every semester as a form of mentality and academic assessment of Al-Multazam students' language skills.

Keywords: Learning Process, English, Language Skills. Islamic School

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INTRODUCTION

Islamic education is the basis and development in Indonesia whose existence has significantly contributed to, illuminated, and assists the nation. Students at Islamic elementary schools are located in areas and spaces that have facilities for worship such as mosques, study rooms, and other religious-based activities. The complex generally consists of and is enclosed by a wall that functions to monitor the entry and exit of students in accordance with established regulations (Rivai, 2016).

Learning strategy is explained as a learning process that should be implemented by involving teachers and students with goals that can be achieved efficiently and effectively (Fakhrurrazi, 2018). The process of effort in implementing learning plans by arranging activities in real terms with defined goals and being able to be achieved perfectly, so that special methods are needed to be carried out in the process of realizing the formulated strategies. The learning strategy used shows the planning process with a goal; The method is part of the way of working that is generally used in implementing the strategy. This is explained, the strategy is explained as a plan of operation achieving something; then explained that the method is a way in achieving something (Djalal, 2017).

The concept of teaching English always comes from the concept of self-developed learning. The better understanding, especially on student development, by providing a constructivist perspective in the learning process. In typical language learning, special things must be understood as things in language learning such as an activity by way of acquisition such as the goal of realizing the ability to communicate. The acquisition of a second language refers to a child who is learning because there are needs to be achieved, all of which can be met through language learning (Nugraheni, 2017). It also mentions that language skills continue to develop gradually from the beginning to the higher.

Subsequently English is an international language, which revenues it is used in all countries, societies have a duty to learn English. In Indonesia itself, English has motionlessly measured a language that is reasonably tough to learn due to the many formulations used and the unfamiliarity of Indonesian people using English as the daily language used to communicate.

As a universal capital of communication, English must be learned actively or passively (Liu, 2019), both verbally and in writing, because, in this modern era, information and technology is overloaded with English, including Islamic schools and schools with a boarding system. Facing these challenges, the community must prepare themselves to become potential human resources (Johnson et al., 2020), especially in the field of communication, namely by using English. The community's need for the importance of English encourages people to fulfill their needs in sharpening skills in English. Similarly for educational institutions that make available English learning processes to contend with each other and offer learning processes to afford the best teaching progression, especially English.

Mastery of foreign languages is very imperative to learn starting a primary stage considering that at the present time a lot of facts come from innumerable mass media that use English, and occasionally this information originates commencing extraneous nation-state as well. Moreover, learning English from an early age is correspondingly well-thought-out important because the point of English in Indonesia is the major foreign language, which is altered from the subsequent language.

English learning process requires effective strategies and approaches (Bursali & Öz, 2018). Learning English in schoolchildren is powerfully predisposed by a teacher in conveying quantifiable in an agreeable and fun way to fascinate the child's interest to neediness to absorb English currently and in the prospect. Teachers are required to be intelligent to generate a class atmosphere that is renewed, enjoyable, attractive, and communicative in order to achieve a goal (Lawrence & Tar, 2018), namely to make the students "habituated" to learn English auxiliary. Teachers must construct an ordinary classroom atmosphere but produce strange sightings for students. Affording to the results of observations conducted at Multazam Islamic School, an

interactive learning process is one way that is considered effective in teaching English to children, especially students with the boarding school model. In addition to introducing a habitual engaging learning process, the interaction process with dialogue and speech forms also helps students in synchronizing reverberations and phonics in English. Public speaking with a respectable style or gesture for students because students are clever to develop an intellect of self-confidence through this activity.

Based on interviews with 5th grade English teachers at Multazam Islamic School, it is supposed that students' interest in learning English is still low. The factor overdue the short curiosity of students in the learning process in the classroom that does not spread over variation in learning. However, we need to know that English in Indonesia itself is not the mother tongue or first language commonly used in daily life, therefore special and remarkable approaches are necessary so that English is laid back to learn.

METHOD

This kind of research design is called descriptive qualitative. This aim reinforces which states that the final conclusion through a descriptive approach should be in the form of sentences or words, not in the form of numbers. Primary data sources are referred to as direct data that can be obtained from researchers. In this study, the authors obtained data from observations, especially with Islamic elementary school leaders, teachers, and English tutors at Al Multazam Islamic Elementary School. From interviews with them, observational data are very important for this research.

Secondary data sources in this study are data through an indirect process provided by research such as data provided from the process of reviewing learning activities and language development at Al-Multazam Islamic Elementary School. Researchers used the method of observation and documents (observations and interviews) with teaching teachers to collect data. In this study, the results of observations and documentation can be elaborated accurately. This research, especially the process of learning English can be illustrated comprehensively.

The population in this research process is all students of al-Multazam Islamic Elementary School, Rangkasbitung. The sample selected is a group of high-grade students, such as grades IV, V, and VI. The sample selection of high-grade students was based on several aspects: students in high grade had an interest in concrete, practical life; very realistic, eager to learn, and curious; there is an interest in certain things or subjects to start displaying special talents. In addition to the special aspect for students in high grades already living in-school dormitories with a minimum of one year of residence.

The selection of Al-Multazam Islamic Elementary School as a research partner is because all students are required to live in dormitories. With the dormitory system, it is very important to describe in a study, and the boarding school for children at the elementary school level is still very minimal to be used as research partners, especially regarding learning in a foreign language, English. Although in the national English curriculum for elementary school level there are local content and elective subjects, Al-Multazam Islamic Boarding School makes English in the compulsory curriculum of Islamic boarding schools in its learning, namely with the number of hours adjusted to the subject, vocabulary & idiom giving activities. English when in the dormitory, and English conversation activities in learning and children's daily activities.

The research was conducted for 1 month at the multazam Islamic school, the research involved a sample of students in boarding schools and teachers in data collection and in-depth interviews. The instrument used has received content validation from expert experts. This aim expenditures a qualitative descriptive research method expending a case study approach, where the researcher proposes to observe more profoundly about a detailed and in-depth explanation of English language learning for elementary school students at Multazam elementary Islamic school in Lebak Banten. This technique was preferred because the problem to be responded to by this research is stated material in the system of a description of the learning process that befalls. Qualitative methods are secondhand to realize social relations. Complex social interactions can merely be threadbare if researchers

department exploration using qualitative methods by contributing in, in-depth conversations on these social contacts.

RESULTS AND DISCUSSIONS

As non-partisan observations illustrate a few points. First, the goal of English subjects at Al-Multazam Islamic Elementary School is to introduce international languages from an early age. Because as is common and well-known, schools with a boarding system tend to focus on moral education, reciting the Koran and the book. So for English subjects, it is a different thing especially for the elementary school level with a dormitory model.

Referring to the objectives of English subjects at Al-Multazam Islamic elementary school, it can be concluded that the boarding school system seeks to prepare a generation of competent and able to communicate with one of the world's languages even at a basic level. Equipping students with world language skills is a primary need that is the responsibility of educational institutions with the design of the curriculum to program the skills of students to be able to master foreign languages well. It is explained that good language skills are needed to support good learning (Nurkaeti, et al, 2019).

Second, the design of the school curriculum with a dormitory system that tends to revolve around certain fields of study, religious sciences, aqidah, Arabic, fiqh, interpretation, etc., remains a part of what is taught at Al-Multazam Islamic Elementary School. Accommodating English subjects as subjects with 2 hours of lessons or 70 minutes per week illustrates that learning English has an important position in the curriculum. In general, English subjects for elementary school or madrasah Ibtidaiyah have not become subjects that must be taught. English is only positioned as a local content subject. At Islamic elementary school Al-Multazam became the status of English subjects in learning outcomes reports (reports) at the mulok level in reality in the field, it became a mandatory subject to be taught with the process and learning model. at school (Renandya,et al, 2018).

Al-Multazam's Islamic elementary school curriculum design partly has the same curriculum as elementary schools in general. However, in its elaboration and implementation, English subjects have the same characteristics as the Arabic subjects taught in the learning process. This also illustrates that the Al-Multazam Islamic elementary school curriculum is very accommodating in equipping students to be skilled in foreign languages (English) according to their level. The learning design should accommodate the needs of students in learning, especially in learning English (Hardi & Rizal, 2020).

Third, the method of learning and learning English in Al-Multazam Islamic Elementary School tends to be less varied. The implementation of various learning methods for learning English: audio-lingual method (ALM), community language learning (CLL), total physical response (TPR), communicative language teaching (CLT), natural approach, and direct method has not been applied optimally. The English teachers who are responsible for the learning process have not used the types of intensive and varied English learning methods. By applying the classical method and not intensifying the learning media in the process of teaching and learning English, it must be a serious concern from the boarding school and the principal. The use of appropriate methods is an indicator that English learning is achieved (Widiyanto, 2017). The suitability and accuracy of implementing learning methods are very important to become a fun learning tradition so that learning objectives can be achieved.

In using learning methods, a teacher must carefully analyze various important aspects so that the application of these methods is effective in the learning process. Apart from the teacher's experience and other competencies that must be mastered, upgrading yourself with training on learning English is a mandatory menu that must be carried out by teachers. Teacher competence in supporting English learning is needed in learning (Fadhilaturrahmi, et al, 2021). English learning for children should pay attention to the following concepts:

1. Teacher as a model
2. Provide a natural setting through the process of using English for daily activities.

3. Provide a process of introducing English as a language and as a useful subject
4. Errors made by students are not absolute failures, but refer to that children grow and develop mastery,
5. Focus more on meaning, not on language form,
6. Use the communication process, through simpler sentences, and the process of answering students is like a word for word,
7. Grammar has an important role, but at the introduction stage, avoid teaching language structures directly / explicitly to minimize frustration in children,
8. Create children's settings and environments on their interests and motivations
9. Use class that modifies child on language addition

So far, the observations made, the lack of variation of teachers in applying methods in learning is in line with the lack of participation of language teachers in receiving training. So that when the learning process takes place the method used tends to be monotonous.

The foreign language learning program (Arabic and English) at Al Multazam Islamic Elementary School is an important part of laying the foundations of the language so that students have language skills in the future. This language section is coordinated by several teachers who play a role in developing students' language skills. teachers program at the beginning of each year by making weekly, monthly, and yearly plans. In the weekly agenda, the delivery of daily English vocabulary is a routine program that must be implemented. In delivering vocabulary, the language section will teach two words every day. Spelling vocabulary aloud delivered by the language section has become a tradition before entering class. Drilling new words for the basic level is highly recommended to facilitate children in producing words (word articulation). Improving English language skills is needed so that students can achieve learning goals faster (Alvita & Airlanda, 2021).

Another agenda is holding a Sunday morning conversation to practice and review the vocabulary that was previously delivered in one week. On this agenda, students will face each other and have language conversations. From observations, the Sunday morning conversation program is still very simple to be called a conversation. It refers to the theme and material. The students ask each other for the names of objects or activities and there is not much dialogue. Habituation is needed in improving students' abilities (Afifah et al., 2019). It is hoped that through activities that are routine in the school environment, it is hoped that good habits and character will be created. Good media such as activities that are carried out continuously are used as part of character building (Septinaningrum et al., 2019). Facilitation in shaping character is needed so that students are able to face an increasingly dynamic era (Suherman et al., 2021).

Another language program is a student art performance featuring students who are prepared to speak in English. Although English speaking skills are still very much in need of improvement, this effort is a motivation for all students in developing English. These skills support the ability to solve problems and think critically so that they are needed to accommodate 21st-century learning (Gumala et al., 2019).

The characteristics of learning according to (Plass, Homer, & Kinzer, 2015) include: Learning is done consciously and planned systematically. Learning can foster students' attention and motivation in learning. Learning can provide interesting and challenging learning materials for students. Learning can use appropriate and interesting learning aids e. Learning can create a safe and fun learning atmosphere for students. Learning can make students ready to receive lessons both physically and psychologically. The succeeding is a table of observations of the learning process at al Multazam Islamic School Lebak Banten.

Tabel 1
The observations of the learning process at al Multazam Islamic School

Observed aspects	Yes	Not
The Presentation of educational learning schemes at Al Multazam Islamic School		
1 Accomplish English learning in agreement with the competencies to be achieved	√	
2 Accomplish learning English in a comprehensible manner	√	

3	Mastering learning in class	√
4	Accomplish English learning that looks after active participation of students in asking questions	√
5	Functioning English learning that promotes active participation of students in expressing opinions	√
7	The implementation of English learning that develops students' skills in accordance with the teaching material	√
8	Accomplish contextual English learning	√
9	Accomplish English learning that allows the growth of positive habits and attitudes	√
10	Accomplish English learning according to the planned time allocation	√
11	Increasing active participation of students through the interaction of teachers, students, learning resources	√
12	Responding positively to student participation	√
13	Shows an open attitude towards student responses	√
14	Demonstrate conducive interpersonal relationships	√
15	Growing the joy or enthusiasm of students in learning	√

From the table above, it can be concluded that the application of English learning strategies at Al Multazam Islamic school that educates has been carried out well. The learning process is in accordance with the competencies to be achieved. The implementation of learning is also coherent, starting from conveying new vocabulary, recognizing sentence patterns to practicing making sentences. However, class mastery is still lacking. There are still some students who are seen chatting and not paying attention to the topic of discussion.

The process of learning English at Al Multazam Islamic school has led to a process that fosters active participation of students in asking questions, expressing opinions, and having a positive attitude. Teachers have been able to develop students' skills in mastering the material because the learning process is contextual. However, the calculation of the time allocation is not proportional

The process of involving students in learning English at Al Multazam Islamic school has been achieved. Starting from cultivating active participation of students through the interaction of teachers, students, learning resources, responding positively to student participation, showing an open attitude towards student responses, showing conducive interpersonal relationships, and growing the joy or enthusiasm of students in learning has been achieved by good.

In the process of learning English at Multazam Islamic School, consideration will arise if the learning materials are in agreement with their needs, and if the material is felt to be something that is needed, it will generate motivation from within students to learn it. Cumulative student motivation is obligatory in the learning progression so that learning consequences can be reached (Tampubolon, Sumarni, & Utomo, 2021).

Students are active beings because they have the urge to do something, have their own will and aspirations. Learning will not run if there is no activity from students. In every learning process, students always show diverse activities. Starting from physical activities that are easy to observe to psychological activities that are difficult to observe. Absolute learning must be done by students themselves. Learning is best when a person gains direct experience in the learning process, appreciates it, is directly involved in the making, and is responsible for the results.

Case of Al Multazam Islamic School, Learning encompasses the role of a teacher in the context of the hunt to generate a harmonious communication network amongst the teacher himself and the learner (Latifah & Supena, 2021). On the other hand, learning activities are the uncomplicated process of the development of the learner (Purnasari & Sadewo, 2021). Consequently, by learning, the student can make qualitative changes to the individual so that his behavior develops. Changes that transpire subsequently a person accomplishes learning activities can be in the formula of skills, attitudes, understanding, or knowledge. Learning is an occurrence that

ensues consciously and intentionally, meaning that someone who is seen in a learning event eventually realizes that he is learning something so that there is a change in himself as a result of the sentient and deliberate activity does.

The teaching will be efficacious if a teacher is able to change the students themselves in the broad sense of growing and developing students' conditions for learning so that from the experience gained by students during the learning process the benefits are felt directly for the personal development of students (Dewi, et al, 2021). An enhanced teaching and learning process are: (1) whatever students learn, they must be active learners, (2) students will learn better when students get direct reinforcement at every step taken during the learning process, (3) a student will further increase their motivation if, given the trust and responsibility for it, children need to be invited to carry out inquiry or discovery activities (Lawrence & Tar, 2018).

CONCLUSION

English is one of the foreign languages taught at Al-Multazam elementary school. English is one of the local content subjects (mulok) which is taught directly (directly) and indirectly (indirectly). The two languages are a priority in language learning at Al-Multazam Islamic Boarding School although in implementation there are various obstacles.

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