

Issues of EFL class in Pesantren: A case study

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ABSTRACT

Particularly when studied in Pesantren, EFL presents several difficulties. Even though English is essential in this age of globalization, EFL isn't emphasized. Rarely was there research on the subject. The purpose of this study is to compile information on Pesantren's EFL-class problems. Two Pesantren in Malang, East Java, Indonesia, served as the setting for this qualitative case study. 25 Santris had their data gathered through observation, interviews, and documentation. After examination, the study identified various themes connected to the subjects. 1) Problems with Pesantren's EFL classes, 2) substitutes for Pesantren's EFL classes, and 3) Addition of Pesantren EFL class courses. Pesantren's EFL program suggests fusing Arabic and English while incorporating moral principles.

KEYWORDS:

EFL classroom;
English learning;
Pesantren

INTRODUCTION

Research on the implementation of EFL in Pesantren is still interesting to be discussed (Habibi et al., 2018). This is because EFL caused several strategies or methods have done by the teachers and santris to be shared as effective implementation of EFL teaching-learning in Pesantren (Anggarini, 2022). Toar et al., (2022) have stated that EFL classes will be a friend for them when it's implemented with several media such as artificial intelligence.

Meanwhile, Fathurahman et al., (2016) have asserted that integrated English teaching in Islamic boarding schools might be one of the effective solutions in learning English. However, the researcher found several issues in the EFL class such as inactive methods (SARI et al., 2020), utilizing technology (Rofi'i & Nurhidayat, 2020), common error (Octaberlina & Muslimin, 2022), and anxiety effect (Salikin, 2019).

Moreover, the researcher would like to define what is the EFL classroom in Pesantren. Octaberlina et al., (2022) have stated that EFL is an abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English. Also, Octaberlina & Anggarini, (2020) have asserted that EFL is learning English for non-native speaker country. EFL meaning: English as a Foreign Language is learning English in a non-

English-speaking country. For example, students in China who are learning English are considered EFL students because English is not the country's official language (Sari et al., 2019).

Another example as we are Indonesians who speak or learn English, which is called EFL (Triastuti & Riazi, 2020). (Wijayanto & Hastuti, 2021) also argued that EFL is learning English in non-native speaker countries which can help people greatly enhance their educational and professional opportunities, and make meaningful improvements to their lives. They can also enjoy much more in the way of music, film, and popular culture. Based on the explanation above, the researchers stated that EFL is a part of learning English for non-native speaker countries such as in Asia, Africa, and so on.

Moreover, there are a number of challenges in teaching English in Pesantren, including increasing student motivation and language proficiency as well as handling packed classrooms, tight time constraints, and a dearth of facilities (Marzulina et al., 2021). Anggarini et al., (2022) have asserted the issues in implementing EFL in Pesantren such as teacher competency while integrating with religious values. Also, Holandyah et al., (2022) have stated that Despite being enrolled in a life skills program, students faced a number of obstacles that hindered their ability to speak fluently in English, including overcoming linguistic barriers, appreciating the use of their native tongue, managing psychological concerns, and seeking out engaging conversation topics. According to the aforementioned explanation, the researcher said that a number of EFL problems, including motivations, settings, and materials, might arise in Pesantren.

Further, the researcher would like to limit what is Pesantren. Anshari et al., (2023) Pesantren is similar to Islamic boarding schools. Meanwhile, (Fauzi et al., 2018; Ma'arif, 2019; Mukhibat & Ghafar, 2019; Ni'am, 2015; and Putro et al., 2019) have stated that Pesantren is an Islamic institution that has four pillars such as Kiai, santri, turats, and mosque that providing Islamic education integrate with several sciences such as management, entrepreneurship, research, and so on.

Based on the statements above, the researcher asserted that Pesantren is an Islamic institution that promotes the quality of education specifically in Indonesia. This is because Pesantren has several important roles in improving education or Islamic education. With the heterogeny cases that happened in Pesantren, the researcher would like to document all issues related to the EFL class in Pesantren.

METHOD

This is a qualitative case study method. Creswell, (2014) has explained that qualitative research is an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. As a case study, this study was held in two Pesantren in Malang East Java Indonesia: Pesantren Al-Ittihad and Pesantren Annur Bululawang I (HTQ). This is because both of Pesantren have implemented English language teaching in Pesantren as a development program for Santri. Meanwhile, the data are collected through observation, interviews, and documentation for 25 Santris. For instance, in this phase, the researcher will collect data and analyze it (Ball, 2005) which starts with compiling, reducing, and concluding. Based on the data analysis, the researcher would like to display the data related to several topics such as Issues of EFL Class in Pesantren, Alternatives of EFL Class in Pesantren, and Additional lessons in EFL Class in Pesantren and discuss it with the literature reviews.

RESULT AND DISCUSSION

Issues of EFL Class in Pesantren

In this context, the researcher will overview the EFL Class in both Pesantren that are Pesantren Al-Ittihad, and Pesantren Annur 1.

Pesantren Al-Ittihad

This Pesantren or well-known Islamic boarding school is located in East Malang. The real location is in Poncokusumo. This Pesantren blossomed from salafiyah to salaf-modern Pesantren which integrated several sciences such as management, entrepreneurship, languages, skills, and research.

There are activities held by Pesantren such as extracurriculars, workshops, seminars, training, etc to improve the Asatidz and Santri's skills. As salaf-modern Pesantren in the digital age, Pesantren Al-Ittihad faced challenges such as in promoting language skills as the main language for overseas living. Based on the importance of English, the supervisor held the extracurricular following Santri's skills and interests. One of them are English Club. This activity in collaboration with the Alumni which is held once every two weeks. The basic material taught in this activity is divided into 6 chapters for a year starting from introduction, greetings, my family, daily activities in Pesantren, food beverages, and holidays.

Meanwhile, the learning process is based on the student's choices. The tutor asks Santris one by one through Q&A sessions or through several activities such as singing, cooking, and other interesting ways. However, both students and teachers faced several issues in learning English in Pesantren such as communication, lack of vocabulary, motivation, and environment. This is because English a foreign language that is rarely practiced here.

Pesantren Annur I (HTQ)

This Pesantren or well-known Islamic boarding school is located in west Malang. The real location is in Bululawang. This Pesantren blossomed from salafiyah to salaf-modern Pesantren which integrated several sciences such as management, entrepreneurship, languages, skills, and research similar to Pesantren Al-Ittihad.

Meanwhile, there are activities held by Pesantren such as extracurriculars, workshops, seminars, training, etc to improve the Asatidz and Santri's skills. As salaf-modern Pesantren in the digital age, Pesantren Annur faced challenges such as in promoting language skills as the main language for overseas living. Based on the importance of English, the supervisor held the extracurricular following Santri's skills and interests. One of them are English Club. This activity in collaboration with the experts held every week on Thursday from 10 am – 11.45 am. The basic material taught in this activity is divided into 12 chapters for a year utilizing the *Shobahul lughah* book from UIN Maulana Malik Ibrahim Malang.

Meanwhile, the learning process is based on the student's choices and the tutor's ideas. The tutor asks Santris one by one through several methods and activities such as singing, cooking, dancing, and other interesting ways. However, the students still faced several issues in learning English in Pesantren such as lack of vocabulary, motivation, bravery, understanding, and communication. This is because English a foreign language that is rarely practiced here and most of them are feel insecure about communicating. After all, they don't have a friend who can speak English fluently.

This is in line with (Holandyah et al., 2022; Marzulina et al., 2021) who stated that several issues in teaching English in Pesantren have appeared such as improving students' motivation, improving students' language competence, managing over-crowded classes,

managing limited time, and facing a lack of supporting facilities. Azkiyah & Mukminin, (2023) stated that despite being enrolled in a life skills program, students faced a number of obstacles that hindered their ability to speak fluently in English, including overcoming linguistic barriers, appreciating the use of their native tongue, managing psychological concerns, and seeking out engaging conversation topics. According to the aforementioned explanation, the researcher said that a number of EFL problems, including motivations, settings, and materials, might arise in Pesantren. However, the researcher or teacher must gain more knowledge to know the factors impacting the issues of EFL in Pesantren (Hidayat et al., 2023).

Alternatives of EFL Class in Pesantren

Based on the data, the researcher would like to conclude directly according to the findings. Several strategies done by the tutor or santri based on the observation and interview are stated as follows;

1. Communication issues can be minimized by the drill method and sometimes interactive learning classes by foreign tutors (invited virtual tutors). Wijayanto & Hastuti, (2021) have stated that communication can be the strategies by EFL learners to improve their speaking skills. In addition, SARI et al., (2020) have stated that game activities might boost the EFL students' speaking skills. The researcher asserted that the effective way to promote speaking or communication skills in EFL classes in Pesantren through intensive practice and direct communication such as International Day programs.
2. Lack of vocabulary can be overcome by intensive EFL courses in Pesantren. For example, additional time for the course to maximize the result. Octaberlina & Anggarini, (2020) have asserted that enriching vocabulary can be done by utilizing several medias such as picture cards. The researcher proposed based on the observation, the manual medias such as memorizing and drilling can be applied to improve the number of vocabulary. Moreover, constructivism can be followed because when the Santri found the new vocabulary by themselves, the more easier they understand the meaning.
3. Motivation; the teacher or tutor always be their role model in EFL class. The tutor should give never ended motivation to promote the santri's English skills. (Farid & Lamb, 2020; Febriza et al., 2022) have stated that never ending motivation can be the succesfull part in learning English. Based on the observation, the researcher do know that the Tutors always motivate Santri to improve and always study hard whereas all of them want to speak English fluently.
4. Environment, this alternative means that both of pupils can create the English environment or in this case the environment of EFL class in Pesantren such as combinging English with Islamic values (Mangunjaya, 2011).
5. Bravery; learning English must give the students good attitude to the lesson. One of the succesfull result in learning language are the student can speak or write English bravery and independently (Hudriati et al., 2019).
6. Understanding, in this case is about the understanding of learning English and understanding of EFL class in Pesantren such as combining English and practiced it related to the daily life in Pesantren (Anshari et al., 2023).
7. Supporting factors means the tools in learning English specifically EFL class in Pesantren such as medias, facilitation and learning condition.

Additional Lessons in EFL Class in Pesantren

Based on the data, the researcher would like to conclude directly according to the findings. EFL class in Pesantren such as integrate the EFL class with religious values (Anggarini et al., 2022; Fathurahman et al., 2016). In this context, the researcher witnessed that the tutor instiller and inserted the religious values in the class such as religious moderation, fiqh law, and qur'an hadist.

CONCLUSION

EFL class in Pesantren is still interesting to be discussed. There are several issues of EFL class in Pesantren such as communication, lack of vocabulary, motivation, environment, bravery, understanding, and supporting factors. Meanwhile, several alternatives can be applied such as training for both students and learners, providing an interactive learning class by foreign tutors, and ensuring the participation of Santri. Also, the EFL class in Pesantren can't be released from religious values. It can be stated that moral values are instilled in the EFL class.

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