

CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

The purpose of this section is to answer the research problem in the first chapter based on the facts in the field. The purpose of this research is to describe the implementation of the English language learning process at an IEC.

A. Description of the Research Object

1. IEC Profile

IEC is an English course under the leadership of an Islamic boarding school. IEC is an active community built to facilitate students in Islamic boarding schools. Starting with the establishment of this Islamic boarding school, the leadership of the Islamic boarding school created an Arabic and English language course. Because the Islamic boarding school here focuses on language. For the first and second batches, the IEC CEO took tutors from outside the Islamic boarding school because the management did not yet have tutors from Islamic boarding schools. But after a few years, the CEO of IEC took a tutor from the Islamic boarding school, and for the following year, IEC had a tutor from its own Islamic boarding school. As the CEO said,

"Untuk menjadi tutor bahasa Inggris di IEC, kami mengambil siswa yang telah mengikuti kursus bahasa Inggris dan mempunyai kompetensi mengajar".¹

English language learning at IEC is mandatory for all students living in Islamic boarding schools. However, during the two years that English language learning began at IEC, some students came from outside the Islamic boarding school but were still from the same foundation. Like the central Islamic boarding school, which is located not far from the place where English language learning is carried out. During those two years, English learning at IEC was only attended by interested students. And for the

¹ NKL, Interviewed by the researcher, data on September 30, 2023, interview 2, transcript.

following years, English learning at IEC was only attended by Islamic boarding school students who lived in Islamic boarding schools. Because there are more and more students living in this Islamic boarding school. And of course, considering the limited number of the tutor, there is only one who teaches, so learning is only attended by resident students.

English language learning at IEC takes place twice a week. Monday nights are used for Madrasah Aliyah students, and Tuesday nights are used for Madrasah Tsanawiyah students. The implementation of English learning for each class lasts for two hours.² Which is carried out after the Isha prayer, range from 7 p.m. to 9 p.m.³ English learning takes place in the Islamic boarding school hall. But for Madrasah Tsanawiyah students, it is usually in the classroom. It depends on the student and the condition of the Islamic boarding school hall.⁴ If the hall is crowded, the fear is that learning will not be conducive and will disrupt the English teaching and learning process.⁵

At the end of the lesson, or, you could say, the end of the learning semester at IEC, the IEC CEO held a study tour with IEC students. Usually, the CEO invites students to study tours at Borobudur Temple. The aim is to be a relaxation event for IEC students, a place to practice English speaking with foreign tourists, broaden IEC students' insight, and increase their experience of Borobudur Temple. But for the past two years, the Islamic boarding school has been holding comparative studies at an Islamic boarding school that also has basic English. With the aim of increasing insight and knowledge that will be applied in the future to become better and also so that

² Class observation by the researcher, data on August 13, 2023.

³ NKL, Interviewed by the researcher, data on September 30, 2023, interview 2, transcript.

⁴ Class observation by the researcher, data on August 21, 2023.

⁵ FSF, Interviewed by the researcher, data on September 25, 2023, interview 1, transcript.

students at IEC can be inspired by the cottages they have visited.⁶

2. Vision, Mission, and Objectives of the IEC

To organize quality activities, IEC carries out its learning activities based on the vision, mission, and goals of the institution. IEC's vision and mission are as a provision, they provide basic language so that when you leave the Islamic boarding school, you won't be unfamiliar or awkward because English has been learned at the Islamic boarding school. And the learning objectives at IEC are to improve the ability to listen and express opinions in English. Indeed, for Islamic boarding schools here, the focus is on language and the Yellow Book, so we focus on Arabic and English Language.⁷

3. Organizational Structure of the IEC

The arrangement and relationship between each part of an organization in carrying out operational activities to achieve expected and desired goals is referred to as organizational structure. Structure is the most important thing in every organization, with structure there will be a balanced and objective distribution of tasks, namely giving tasks according to the position and abilities of each member. The organizational structure at IEC consists of the Director, tutors and students.⁸ Number of Students in the IEC:

| NO. | Class | Number of class | Total students |
|-----|---------------------|-----------------|----------------|
| 1. | Madrasah Aliyah | 1 | 23 |
| 2. | Madrasah Tsanawiyah | 1 | 25 |

⁶ NKL, Interviewed by the researcher, data on September 30, 2023, interview 2, transcript.

⁷ NKL, Interviewed by the researcher, data on September 30, 2023, interview 2, transcript.

⁸ NKL, Interviewed by the researcher, data on September 30, 2023, interview 2.

| NO. | Class | Students who are not interested joining the IEC | Students who are interested joining the IEC |
|-----|---------------------|---|---|
| 3. | Madrasah Aliyah | 8 | 15 |
| 4. | Madrasah Tsanawiyah | 12 | 13 |

4. Facilities and infrastructure

The learning process will not run smoothly without being supported by the facilities and infrastructure owned by the institution. Complete facilities and infrastructure are very important in educational institutions to support the success of the learning process. The Islamic English Course provides facilities and infrastructure consisting of:

- a. Speaker
- b. LCD Projectors
- c. Sound System
- d. Whiteboard

B. Research Finding

Based on the problem formulation in the first chapter, the description of this research is grouped into two formulations, namely: (1) How is the implementation of the English teaching and learning process at an Islamic English Course? (2) What are the supporting and inhibiting factors in achieving the effectiveness of the English learning process at an Islamic English Course?

This research uses a descriptive-qualitative method where the data obtained comes from field observations, documentation, and interviews with the IEC CEO, IEC tutor, and IEC students. After all the data is collected, it is then presented and analyzed by the researcher as follows:

1. The implementation of English Language Learning Process at an Islamic English Course

The plans and arrangements related to goals, subjects, and instructional resources, along with the techniques employed as guidelines for carrying out instructional activities in order to achieve education,

comprise the implementation of the teaching and learning process. In this case, the goals of learning English at IEC are to improve students' abilities and allow them to express themselves in English.

In the process of implementing English language teaching and learning, material is created by English tutors at IEC because this is part of learning development.⁹ Goal-setting is the part that really gets the attention of English tutors when planning the learning process. From the goals that have been set, the tutor determines the material to be used, chooses learning strategies and methods, and then plans the learning evaluation. It can be seen from the IEC tutor utterance:

*“Materinya sangat sederhana, pembagian materi di IEC disesuaikan dengan tingkatan siswa. Karena di dalam satu kelas terdapat dua tingkatan yaitu kelas delapan dan sembilan Madrasah Tsanawiyah, dan yang lainnya kelas sebelas dan dua belas Madrasah Aliyah. Untuk sumber belajar disini kami menggunakan modul bahasa inggris”.*¹⁰

This is in line with what was conveyed by the CEO of IEC:

*“Untuk materi yang diajarkan kepada siswa IEC disesuaikan jenjang atau tingkatan masing-masing kelas, dan untuk materinya menggunakan modul yang digunakan oleh tutor sendiri”.*¹¹

The implementation of learning is the implementation of the learning implementation plan. Preliminary activities, core activities, and closing activities are all part of the learning implementation process. This has been done by tutors at the Islamic

⁹ FSF, Interviewed by the researcher, data on September 25, 2023, interview 1, transcript.

¹⁰ FSF, Interviewed by the researcher, data on September 25, 2023, interview 1, transcript.

¹¹ NKL, Interviewed by the researcher, data on September 30, 2023, interview 2, transcript.

English Course. Preliminary activities are carried out by tutors with the aim of conditioning students to be ready to receive lessons. Activities carried out to condition students can be in the form of providing student learning motivation and efforts to focus students on the lesson that will be delivered. In other words, preliminary activities can also be called the situational stage.¹²

According to the results of observations from several field notes taken by the researcher, the researcher found that it was true that the material delivered by tutors to IEC students was based on modules and material according to the level of each class. It is clear that tutors play an important role in the learning process. For this reason, tutors are needed who have sufficient knowledge and ability to carry out their duties so that the learning process becomes efficient. The presence of English tutors who have good skills tends to prepare them to teach, carry out learning, and evaluate learning well.

The implementation of English teaching and the learning process is carried out semi-formally, where students do not wear uniforms and the clothes they wear are polite. The implementation of learning is in accordance with the learning progress plan that has been made by the tutor. Among them are:

a. Opening Activities

Based on the findings of the researcher observations, there are several things that must be prepared before starting learning, including:

- a) Learning begins according to the schedule given in each class.
- b) Prepare students and pray together.
- c) The tutor reviews previous material.
- d) The tutor explains the material that will be presented.

The initial activity of the tutor is to greet the students, ask how they are doing, and inform them about the learning activities that will be carried out.

¹² FSF, Interviewed by the researcher, data on September 25, 2023, interview 1, transcript.

Before explaining the material to be studied, the tutor conducts a pretest and posttest to determine IEC students' understanding of the previous and future material. This is in accordance with what the IEC tutor said, that:

“Untuk kegiatan pendahuluan ya saya mulai pembelajaran dengan berdoa, menyapa peserta didik. Kemudian saya mengulas materi yang sudah disampaikan pada pertemuan sebelumnya atau materi terdahulu agar siswa tidak mudah lupa dan menanyakan ke siswa sudah belajar atau belum saat di pondok pesantren”.¹³

This is reinforced by the narratives of IEC students:

“Setelah semua teman teman hadir dan duduk di kelas, tutor mengajak untuk doa bersama terlebih dahulu, setelah itu tutor juga memberi beberapa pertanyaan terkait materi terdahulu. Tapi kadang saya lupa dengan apa yang disampaikan oleh tutor. Setelah itu tutor menyampaikan materi yang akan dipelajari hari ini”.¹⁴

b. Core Activities

The tutor explains or teaches the main topic directly. Learning activities do not begin by explaining the objectives and main points of material that will be discussed at each meeting because the tutor does not create a syllabus and learning implementation plan.

The methods used in delivering the material vary because the methods used are in accordance with the wishes of the tutor, according to the material and the level being taught. As stated by the IEC tutor:

¹³ FSF, Interviewed by the researcher, September 25, 2023, interview 1, transcript.

¹⁴ ANR, Interviewed by the researcher, September 25, 2023, Interview 3, transcript.

*“Terkait metode yang digunakan dalam mengajar, lumayan bervariasi, sebab pembelajaran pasti materinya beda-beda. Seperti penghafalan kosa kata biasanya menggunakan model Tanya jawab. Untuk praktek berbicara biasanya tutor menyuruh siswa untuk merangkai kata kata dari vocab yang sudah dipelajari, atau tutor memberikan kata kemudian siswa menguraikan kata tersebut ke dalam kalimat yang lebih panjang. Tetapi untuk metode mengajar yang saya pakai dalam mengajar bahasa Inggris di IEC lebih dominan memakai metode ceramah. Seperti dalam materi Simple Present Tense”.*¹⁵

This is consistent with observations made by the researcher during the implementation of English language learning at an IEC. When the tutor asks the student to put together words from the vocabulary they have learned, if they cannot answer, the tutor gives a one-word sentence so that the student can elaborate it into a longer sentence.¹⁶

The media used in teaching English learning include tools such as markers, whiteboards, laptops, LCDs, sound systems, and projectors. This is in accordance with the observations of researchers and the delivery of IEC tutors, which are:

“Untuk fasilitas mengajar di IEC, lumayan banyak. Disini kita terbiasa menggunakan papan tulis dan spidol untuk pembelajaran setiap pertemuannya, terkadang kita juga menggunakan sound system untuk materi listening, ada juga laptop dan LCD yang digunakan untuk

¹⁵ FSF, Interviewed by the researcher, September 25, 2023, Interview , transcript.

¹⁶ Class observation by the researcher, data on August 21, 2023.

menonton film. Tapi penggunaannya tidak sering, karena kita menyesuaikan materi yang dipelajari”¹⁷

This is supported by the IEC CEO's statement regarding the facilities or infrastructure used in English learning activities, which states:

“Untuk pembelajaran bahasa kami menggunakan classical, listening, speaking. Selain itu juga ada sound system, papan tulis, dan LCD proyektor”¹⁸



Figure 4.1

The tutor summarizes the lesson material, usually summarizing several points of the material that has been presented.

It is clear from the foregoing description that the tutor's delivery of the lesson material constitutes the primary activity. Tutors employ many media and learning approaches to present the subject. When

¹⁷ FSF, Interviewed by the researcher, data on September 25, 2023, interview 1, transcript.

¹⁸ NKL, Interviewed by the researcher, data on September 30, 2023, interview 2, transcript.

learning English, the teacher uses questions and answers together with the lecture approach to provide spoken explanations of the topic. Tutors' ability to apply methods that are appropriate for the content they are teaching is demonstrated by the variety of learning strategies they employ to pique students' interest in learning. The instructor has implemented the plans by using appropriate ways to carry out the English language teaching and learning process.

c. Closing Activities

1) Before finalizing the lesson, the tutor reviews the material presented and then inquires the students about the lesson material they have studied, whether they understand it or whether there is any material they want to ask questions about. If the student does not ask any questions, the tutor will provide several feedback questions to determine the student's level of understanding of the material that has been studied. In the closing activity, the tutor usually gives assignments as conveyed by the IEC tutor in the interview:

“Saat memberikan tugas, saya biasanya meminta untuk mempelajari materi yang sudah disampaikan, karena pada pertemuan berikutnya saya akan mengajukan beberapa pertanyaan agar siswa benar-benar memahami apa yang telah dipelajarinya”.

*“Untuk menutup pembelajaran, biasanya saya melakukan sesi tanya jawab dengan siswa agar saya mengetahui apakah mereka memahami apa yang telah dipelajari hari ini. Kesimpulan pembelajaran hari ini saya berikan setelah melakukan tanya jawab dengan siswa, dilanjutkan dengan pembacaan doa dan salam penutup”.*¹⁹

¹⁹ FSF, Interviewed by the researcher, data on September 25, 2023, interview 1, transcript.

In accordance with the findings of the researcher's observations, before closing the lesson, the tutor asked students about the material they had just studied. Regarding student responses at IEC, sometimes there are those who are enthusiastic to answer, and there are also those who are sleepy. So not all students answer the questions given by the tutor.

- 2) Prayer at the end of the teaching and learning process
- 3) The tutor extends her final greetings.

d. Evaluation of English Language Learning at IEC

Formative evaluation and summative evaluation are two types of learning evaluation. Formative evaluation is an assessment in the form of a test that is carried out after students have studied one topic of discussion. Meanwhile, summative evaluation is an assessment in the form of a test carried out after the teaching and learning process is completed within a certain period of time.

The assessment system used at IEC is carried out after every subject, or every week or month. Tutors do not often carry out assessments per material or chapter because they are still limited. Evaluation or assessment in learning is used to determine the level of student understanding of the material presented by the tutor and the level of success of the learning process. According to interviews with the IEC tutor:

*“Penilaian dapat dilakukan melalui berbagai cara diantaranya melalui kegiatan proses pembelajaran, tugas harian, dan feedback peserta didik saat proses pembelajaran, tetapi untuk penilaian harian ini masih sedikit terbatas”.*²⁰

²⁰ FSF, Interviewed by the researcher, September 25, 2023, interview 1, transcript.

Evaluation or assessment of English language learning at IEC is a monitoring or supervision stage of the results and learning processes carried out by students during learning at IEC because after that, the institution invites students to conduct comparative studies in various Islamic boarding schools with the aim of measuring their level of understanding of the material they have studied. As said by the CEO of the IEC:

“Untuk kegiatan studi banding biasanya kita lakukan di pondok pesantren yang mempunyai basic berbahasa inggris agar peserta didik disini juga mempunyai motivasi untuk bisa seperti pondok pesantren yang sudah pernah dikunjungi. Seperti di Kampung Sinau Sidoarjo. Yang bertujuan untuk menambah wawasan dan pengetahuan yang akan diterapkan kedepannya untuk menjadi lebih baik dan juga agar siswa-siswa di IEC bisa terinspirasi dengan pondok yang telah dikunjungi.”²¹

Based on the findings of the researcher observations, documentation, and interviews, it is possible to conclude that the the opening activities carried out in English learning at IEC are the opening tutors greeting students, preparing students, and praying together. The tutor reviews the previous material, and then the tutor explains the material to be delivered. Before giving the material to be transmitted, the tutor does a pretest and protests to IEC students.

Then, in the core activities, the tutor explains the material to be studied without discussing the goals or subject matter of the next meeting. The method of learning English in IEC is in agreement with the

²¹ NKL, Interviewed by the researcher, September 30, 2023, interview 2, transcript.

material to be taught. The media used to assist in the process of implementing English learning at IEC, namely, blackboards, markers, LCDs, projectors, and sound systems. Then the tutor concludes the material that has just been taught. This is significant because if the strategy used is appropriate and good, the results obtained can be in accordance with the previously formulated learning objectives.

Furthermore, the tutor closing activity included an opportunity to answer questions with students before concluding the learning process with a prayer and closing greetings.

Finally, from the evaluation activity, It can be determined that the tutor can observe the level of students' ability to capture the material being taught and determine what materials students have not mastered through assignments and student understanding. In addition to the presentation of the finding of the interview above, there are also the results of observations and field documentation. IEC applies a formative evaluation, which is an evaluation carried out at the completion of the implementation of learning materials while the implementation of learning is still ongoing.²²

2. Supporting and Inhibiting Factors in Achieving Effectiveness in the English learning process in the Islamic English Course

Supporting and inhibiting factors in the English teaching and learning process at IEC are interests and not interests in students learning English, teacher potential, English learning infrastructure, and extracurricular programs. The existence of students' interest in learning English is a major factor that can encourage students to learn better. However, English learning at the IEC is compulsory and given to all Madrasah Aliyah and Madrasah Tsanawiyah students. Besides that, the new

²² Class observation by the researcher, data on August 21, 2023.

student admission system at the IEC does not apply student talent and interest tests to determine whether students have talents and an interest in learning English.

With no talent and interest tests for all students and no grouping of students in the classroom between talented students and students who are not gifted, this impacts the unequal achievement of students in participating in English learning. Students who have talents and an interest in learning English have a better tendency to be successful. Basically, learning objectives and English competency standards have been determined without considering student talents and interests, so tutors must be good at using various methods so that all students who participate in English learning can succeed well. The tutor's method for ensuring that students succeed in learning English includes using learning methods that are consistent with learning materials and carrying out exciting learning activities to ensure that learning runs smoothly.

The supporting and inhibiting factors for the effectiveness of the process of implementing English language learning at the Islamic English Course are as follows:

- a. Supporting factors in achieving the effectiveness of the English learning process at an Islamic English Course
 - 1) Students' interest in participating English learning at the Islamic English Course

English learning at IEC must be followed by all students who live in this boarding school. So there are students who are interested and not interested in the process of implementing English learning at IEC. Students' interests and desires become one of the supporting factors in the English learning process. Based on the results of the observations that the researcher made, there are several students who are interested in following the process of implementing this English

learning.²³ According to the results of the interview that the researcher conducted, IEC students said:

*“Saya suka belajar bahasa Inggris, karena bahasa Inggris adalah bahasa Internasional. Selain itu saja juga ingin menjadi guru Bahasa Inggris, jadi di dalam pembelajaran ini saya sangat semangat karena saat mengikuti kursus ini saya lebih mengerti bahasa inggris dan mengenal lebih luas kosa kata seperti beberapa materi yang sudah diajarkan oleh tutor IEC”.*²⁴

2) Students are active in learning English

Given that student activity will have a significant impact on the process' success, student activity becomes the most crucial component of education. The success of the learning process should increase with the level of student activity. IEC students said:

*“Saya sangat senang dan semangat saat proses pelaksanaan pembelajaran bahasa Inggris karena Tutornya sangat ramah dan saat pembelajaran juga sangat menyenangkan, dan tidak monoton. Untuk proses berlangsungnya pembelajaran saya juga senang menjawab pertanyaan pertanyaan yang diajukan oleh tutor, karena menurut saya itu sangat asik dan menyenangkan”.*²⁵

In addition, one of the IEC students also added:

“Di dalam pembelajaran bahasa Inggris ini jika tidak wajib diikuti oleh santri yang

²³ Class observation by the researcher, data on August 21, 2023.

²⁴ EIAP, Interviewed by the researcher, data on September 25, 2023, interview 4, transcript.

²⁵ EIAP, Interviewed by the researcher, data on September 25, 2023, Interview 4, transcript.

*bermukim di pondok pesantren saya tetap mengikuti pembelajaran bahasa Inggris ini, karena dengan mengikuti kursus ini saya bisa menambah ilmu, menambah pengetahuan, menambah pengalaman, dan sharing-sharing bersama teman-teman”.*²⁶

3) Effective learning

Since learning outcomes are directly observable during the process, the learning program needs to be carefully planned by the tutor beforehand, taking into consideration a number of principles that have been scientifically shown to be superior. This will allow the program to be controlled and developed optimally during the learning process in the classroom. The tutor IEC said that:

*“Pelaksanaan pembelajaran bahasa Inggris dilaksanakan selama dua jam setiap pertemuan, dan dilakukan satu minggu sekali. Menurut saya sudah efektif karena penyampaian materi dapat terdistribusi dengan baik, dan tentunya siswa dapat menerima materi dan mempelajarinya”.*²⁷

b. Inhibiting factors in achieving the effectiveness of the English learning process at an Islamic English Course

English learning carried out at IEC does not always run smoothly without obstacles. Not infrequently, the management of the program experiences ups and downs in the process because there are some corrections from both tutors and students. From the observations and interviews conducted by the researcher, there are several

²⁶ NTL, Interviewed by the researcher, data on September 25, 2023, interview 5, transcript.

²⁷ FSF, Interviewed by the researcher, data on September 25, 2023, interview 1, transcript.

obstacles that inhibit achieving the teaching and learning process, among others:

1) Students are not interested in learning English

Based on the results of observations, there are several students who are not interested in following the process of implementing English learning. No interest in following learning becomes an obstacle that causes less than maximum learning outcomes. When learning occurs, students may be disinterested and only follow the process of learning to completion. The IEC tutor says:

"Karena pembelajaran bahasa Inggris di IEC itu wajib, maka ada beberapa siswa yang tidak berminat untuk mengikuti pembelajaran ini. Untuk mengatasi siswa yang tidak berminat belajar bahasa Inggris tentunya saya harus bisa membuat siswa atau mempunyai cara tersendiri agar siswa dapat melakukannya. Seperti memberikan kuis yang lucu dan menciptakan lingkungan yang nyaman dan mendukung. Tujuannya agar siswa itu tidak selalu diam dalam belajar karena faktor tidak tertarik dalam pembelajaran".²⁸

2) Students have other activities at the institution

Because IEC is under the leadership of the boarding school institution, there are not only English course activities that are attended by students. So there are some other activities that must be followed. Sometimes students want to finish quickly in the course because they feel tired after participating in other activities. In addition, the CEO IEC also adds a little obstacle to the learning process.

²⁸ FSF, Interviewed by the researcher, data on September 25, 2023, interview 1, transcript.

*“Untuk tahun ini karena tutor mempunyai banyak tugas sehingga menghambat keaktifan kelas. Jadi tutor saat ini sedang menempuh S2 jadi mungkin sedikit berpengaruh terhadap berlangsungnya pembelajaran bahasa inggris di IEC”.*²⁹

3) The learning space is not conducive

Learning space is one of the most important things for the implementation of the teaching and learning process. A conducive atmosphere is very useful to facilitate the tutor's delivery of the material to students. The IEC tutor said:

*“Ada sedikit penghambat dalam proses pembelajaran disini, diantaranya lingkungan yang kurang memadai, karena biasanya kita melaksanakan pembelajaran bahasa inggris di aula dan di aula itu terkadang ada beberapa santri yang main dan ramai jadi pembelajaran tidak berjalan dengan kondusif”.*³⁰

Because English learning takes place in the hall, learning is slightly disturbed due to other activities in the hall. As per the results of the observations that researchers have made, several students are playing, and there are also activities in the hall. So in the hall, there are two activities taking place. This makes the implementation of English language learning less conducive.

4) Students do not concentrate on learning English.

Based on the findings of the researcher's observations during the lesson, several students lacked concentration. As if they were talking to each other. As stated by the IEC tutor:

²⁹ NKL, Interviewed by the researcher, data on September 30, 2023, interview2, transcript.

³⁰ FSF, Interviewed by the researcher, data on September 25, 2023, interview 1.

*“Faktor penghambat dalam belajar bahasa Inggris adalah siswa sering tidak konsentrasi dalam belajar pada saat pembelajaran berlangsung, terkadang ada beberapa siswa yang asyik mengobrol dan tidak memperhatikan materi yang dijelaskan. Sebagian besar siswa juga tidak berusaha untuk meningkatkan kosa kata bahasa Inggrisnya. Kendala-kendala tersebut sebenarnya tidak hanya terjadi pada siswa di IEC melainkan merupakan kendala umum. Bahasa Inggris bukanlah bahasa ibu yang digunakan sehari-hari sehingga siswa belum terbiasa berkomunikasi dalam bahasa Inggris. Tidak biasanya siswa menggunakan bahasa Inggris sehingga menyebabkan mereka tidak memiliki banyak kosa kata”.*³¹

5) Limited use of cell phones for accessing e-dictionaries

The use of cell phones in the process of implementing English learning is very limited. Students should not use or bring cell phones. So usually, students can borrow a tutor if there is vocabulary or some material to be sought on mobile. In addition, students have a dictionary to find unknown vocabulary. The IEC student said:

“Pada saat proses pembelajaran berlangsung siswa dilarang untuk memakai HP, jadi kita hanya memakai kamus dan sumber belajar seadanya. Karena di dalam pondok pesantren kita tidak diizinkan membawa HP. Jadi pengennya ya memakai HP saat pembelajaran bahasa Inggris, terkadang

³¹ FSF, Interviewed by the researcher, data on September 25, 2023, interview 1.

juga dipinjami oleh tutor jika ingin meminjam.³²

This is commensurate with what is said by the IEC tutor:

“Jadi pada saat pelaksanaan pembelajaran berlangsung, siswa tidak boleh membawa atau menggunakan HP. Karena pihak lembaga tidak memberikan izin untuk membawa HP. Untuk mencari kosa kata yang belum diketahui, siswa dapat menggunakan kamus, dan jika ada kesulitan lain dapat menggunakan HP tutor”.³³

The use of cell phones when learning English is very limited. Because in Islamic boarding schools, you are not allowed to use cell phones, students here can use whatever dictionaries they have.

6) Lack of attention and discipline among students on learning English

Lack of attention and discipline of students in learning is delivered by English tutors: *“Siswa mulai tidak memperhatikan pada saat pembelajaran berlangsung karena merasa tidak diperhatikan oleh tutor dan ramai dengan teman-temannya, serta kurang tanggap saat tutor sedang menyampaikan materi”*.³⁴

³² NTL, Interviewed by the researcher, data on August 13, 2023, interview 5, transcript.

³³ FSF, Interviewed by the researcher, data on August 13, 2023, interview 1, transcript.

³⁴ FSF, Interviewed by the researcher, data on September 25, 2023, interview 1, transcript.

Lack of student attention during learning will hinder the achievement of learning objectives. One of the challenges when tutors teach material is that students are not focused on learning. Of course, a special approach and attention need to be taken to help the student. When students lack focus when studying, they will have difficulty paying attention to the instructions given by the tutor.



Figure 4.2

C. Discussion

1. The Implementation of English Language Learning process at an Islamic English Course in Blora

Learning implementation is a learning activity that is carried out systematically to achieve the desired learning outcomes.

According to Minister of Education and Culture Regulation Number 22 of 2016, learning implementation contains preliminary activities, core activities, and closing activities, which at first are divided into preliminary activities, core activities, and closing activities. The first activity is the preliminary activity (the opening). In the preliminary activity, the tutor must prepare activities such as physically and psychologically preparing students to participate in learning activities and providing inspiration

for students to learn strategically based on the benefits of teaching material in everyday life.

The second is the core activity of using learning models, methods of learning, media for learning, as well as instructional assets that are tailored to student characteristics because learning occurs in a course.

The third activity is closing. In the final activity, the tutor and students reflect on the learning activities or materials that have just occurred. This closing activity covers the entire set of learning exercises and the outcomes attained, as well as the identification of both direct and indirect benefits from the ongoing English language learning process. It also includes giving feedback on the learning process and outcomes, assigning follow-up tasks, such as individual and group assignments, and generating learning activity plans for the following meeting.

The implementation of the English teaching and learning process is in accordance with the learning implementation plan that has been made by the Islamic English Course tutor, including:

a. Opening Activities

Opening activities are initial activities in learning that create inspiration and concentration for students to be interested in the learning process. Based on the results of observations made by researcher, there are several things that are prepared before starting learning, including:

- 1) Learning begins according to the schedule presented in each class.
- 2) Prepare students and pray together.
- 3) The tutor reviews previous material.
- 4) The tutor explains the material to be presented.

The tutor's initial activity is to greet students, ask how they are doing, and inform them about learning activities and learning objectives. After informing you about the activities and learning objectives, the tutor asks several questions regarding previous material or material that was studied last week.

b. Core Activities

Core activities are the process of achieving basic competencies through learning activities that are interesting, fun, and challenging, persuading students to get involved in learning, giving sufficient room for activity, and providing self-reliance for students' talents and interests.

The core activity in the Islamic English Course is the delivery of material carried out by the tutor. In delivering the material using learning methods and media, the tutor explains the material orally using the lecture method during English learning.

Thus, the results of this research support the results of research conducted by Patterson (2008), which concluded that in the learning process, teachers have an agenda that discusses teacher preparation. These preparations include an explanation of the teacher preparation process by referring to several studies carried out in the classroom, which strongly influence teacher training both as teachers and students.³⁵ Teachers who have the ability to carry out their duties more efficiently have good classroom management skills and tend to increase their responsibilities less. So that students from these well-qualified teachers consistently show better results on general exams and individual and group assignments.

It is clear from the foregoing description that the tutor's delivery of the lesson material constitutes the primary activity. Tutors employ many media and learning approaches to present the subject. When learning English, the teacher uses questions and answers together with the lecture approach to provide spoken explanations of the topic. Tutors' ability to apply methods that are appropriate for the content they are teaching is demonstrated by the variety of learning strategies they employ to pique students' interest in learning. The plans were carried out by the instructor

³⁵ Patterson, Janice; Maryann Manning. "What Makes A Teacher Effective?". *Childhood Education*. Vol. 84 No. 4 (2008). p. 251.

using appropriate methods to carry out the teaching of English and the learning process. This supports Hardianti's (2020) thesis, which states that English language learning activities include determining the goals to be achieved, the theme of the activity, the resulting technique or method, the media used, the schedule and location for implementation, the time required, and the form evaluation of these activities.³⁶

c. Closing Activities

Closing activities are activities carried out in the form of drawing conclusions, assessment, reflection, criticism, and follow-up. In the IEC, preliminary (opening) activities, core activities, and closing activities are used to implement English teaching and learning. Before closing the lesson, the tutor reviews the material that has been presented and then asks the students again whether they have understood or if they have any questions. If the student has nothing to ask, the tutor will provide some feedback questions to find out the student's level of understanding of the material that has been studied. After everything is finished, the tutor concludes the lesson by reading the hamdalah, praying, and closing with greetings.

d. Learning Evaluation

Evaluation is a process to measure and then assess the extent to which learning objectives that have been formulated previously have been achieved. Based on empirical data obtained by the researcher from research results, the English language learning evaluation process at IEC includes formative evaluation, which includes providing question-and-answer sessions when learning is completed and observations made during learning activities. Evaluation or assessment activities to determine the level of success of students after participating in the English learning process by means of ongoing learning process activities, daily assignments, and student feedback during the learning

³⁶ Hardianti, "English Learning At Islamic Boarding School" (2020).

process. Evaluation or assessment of English language learning in the IEC is a monitoring or supervision stage of the results and learning processes carried out by students during learning in the IEC, because after that, the institution invites students to carry out comparative studies in various Islamic boarding schools with the aim of measuring the level of students' understanding of the material they have studied.

Thus, the results of this study support research conducted by Aida Yulianasari and Wendi Kusriandi (2015), which concluded that to evaluate students, the teacher evaluates students' abilities based on their performance and participation in class. Student participation includes their participation in group work, percentage, performance, and guard for individual work. From student work, the tutor decides whether the student has a good or bad score. The tutor members quiz students, but that is a temporary test. This means that the quiz schedule is not decided by the tutor at the beginning of the semester. The tutor uses the gratitude of the ability of students in English and knows the progress of students.³⁷

Overall, in implementing the English teaching and learning process at an IEC, the importance of the tutor's role in achieving learning requires good cooperation and communication or interaction between the tutor and students.

2. Supporting and inhibiting factors in achieving effectiveness in the English language learning process in the Islamic English Course

In activities, there are things that make it easier and hinder the progress of an activity. In learning, there are also supporting and inhibiting factors to achieve effectiveness in the English language learning process, which makes the learning process less than optimal. Learning objectives are provided by tutors, facilities, and

³⁷ Aida, "Students' Perception On English Club Extracurricular in Speaking Practices at Madrasah", 311.

infrastructure to support the learning implementation process.

a. Supporting and inhibiting factors for achieving effective implementation of the English language learning process are things that make success a goal, including the supporting factors for learning:

1) Students interact more easily with the tutor

Interaction is defined as two or more people communicating in a way that results in interactions, spoken conversations, eye contact, or nonverbal communication. Robinson defines interaction as "face-to-face communication that may involve verbal, written, or nonverbal communication". So, interaction occurs when two people meet in a community and require dialogue to connect them.³⁸

Interaction is essential in education for students as well as teachers. The class can help with the process of teaching. At this point in the classroom developing cycle, teachers deliver lessons to students and request comments and involvement in the learning process. Teachers hope that students will understand and grow as a result of this subject.

2) The tutor can easily assess students' spiritual attitudes

Spiritual attitudes and social attitudes are aspects that must be measured in the attitude assessment. Social attitudes are defined as attitudes that show honesty, discipline, responsibility, courtesy, trust, and concern for other people.³⁹ A person with a spiritual attitude is described as

³⁸ Sundari Hanna, *"Analyzing Interaction Practices in a Typical EFL Classroom Setting: A Case of Indonesia"*. The Faculty of Language and Arts, Universitas Indraprasta PGRI Jakarta, Indonesia. (2018).

³⁹ Zurqoni, *"Penilaian Sikap Spiritual & Sikap Sosial Pembelajaran PAI dan Budi Pekerti"*, Yogyakarta: Ar-Ruzz Media, 2019.

someone who can accept, practice, and respect the teachings of a religion.⁴⁰

The spiritual attitude of each individual seeks to maintain harmony in life, peace, and emotional strength. Human spirituality is related to self-perception and obedience in carrying out religious commands. Spirituality contains an understanding of the purpose and meaning of life. Spirituality represents intangible human values.

In the context of science, spirituality tends towards higher capacities, such as mental attitudes, intellect, ethics, aesthetics, religiosity, and pure values of reason. These include beauty, goodness, truth, mercy, honesty, and purity. Spirituality is based on the conscience and its power.

Assessment of spiritual connection as a learning outcome can be used within individual students and student participation. Involving students in assessments allows them to actively participate in achieving their learning goals while placing them in the context of the competencies they want to achieve.

- 3) Students more easily absorb the explanation of the material explained by the tutor

In learning activities, the tutors should prepare a way to provide lessons to students. One way that can be implemented by the tutor is by using a learning method. Sanjaya defines a method as "a method employed to carry out plans that were prepared in actual situations so that the goals that have been successfully prepared are optimally achieved." Aditya defines a method as "a method or strategy used by a teacher to facilitate a learning process in students to achieve goals." Meanwhile, learning methods, according to Sudjana, are the

⁴⁰ Karimatus Saidah and Rian Damariswara, "Analisis Bentuk-bentuk Penilaian Sikap Siswa Sekolah Dasar di Kota Kediri", *Profesi Pendidikan Dasar*, vol. 4, no. 1 (2017) p. 84–96. doi: [10.23917/ppd.v1i1.4244](https://doi.org/10.23917/ppd.v1i1.4244)

methods used by teachers to establish interactions with students whereas teaching.

From the several opinions above, the researcher can conclude that learning methods are the methods used by tutors to convey learning optimally with a structured plan to convey to students so that learning can achieve its goals. Regarding the teaching and learning methods and processes at IEC, if learning is too tense, it will make it difficult to understand the material being taught, but if the learning process is relaxed in the sense that it is not too tense and comfortable, then it will be faster to understand the material.

4) Students' interest in participating in English learning at an IEC

Looking at the high and low levels of learning outcomes is one indicator of achieving learning objectives. Students' interest in learning is one factor that influences the course of the learning process. A successful teaching and learning process depends on students' enthusiasm in what they are learning. Students who are enthusiastic about learning can help to improve the teaching and learning process; on the other hand, students who are uninterested in learning will suffer in terms of learning quality, negatively affecting learning outcomes. The significance of enthusiasm or what is commonly referred to as students' interest in understanding the material explained and remembering it long after the learning activity has been completed.⁴¹

5) Student activeness in learning English

Activeness is an activity that can be physical or mental. Learning must go through various kinds of activities. Students' activeness in learning is to emphasize understanding of the problems or

⁴¹ Saputra Andi, et. al. “Minat Siswa Dalam Mengikuti Pembelajaran PJOK Pada Satuan Pendidikan SMA/MA/SMK Negeri Di Kota Bengkulu” *Jurnal Ilmiah Pendidikan Jasmani*, Vol. 4. No. 2, (2023) p. 174.

everything they face in the learning process. Student learning activities are an important basic element of success in learning. Active learning is the process of teaching and learning activities in which students are taught intellectually and emotionally so that they are able to participate actively in carrying out learning activities. So student learning activities are a process of instruction and learning activities that require students to be involved in the learning process and improve their behavior. Student learning activities are observed when the learning process takes place in student activities.⁴²

6) Effective learning

Effective learning is the process of learning that makes it simple for learners to learn things that will be useful to them, such as facts, skills, values, concepts, how to conduct themselves in harmony with others, or an intended learning outcome. Effective learning is characterized by the occurrence of learning processes in students. Someone is said to have undergone a learning process if he has changed and does not know to know, from not understanding to understanding, and less understanding to understand, and so on.⁴³

The majority of students' achievement of goals is typically used to characterize and measure effective learning. This level of achievement also implies that students will accept a variety of internal learning experiences. Effective learning is also closely related to effective teachers. An effective teacher is a teacher who uses learning time optimally, presents learning materials in a certain way so that they meet students' needs, monitors the program and progress, designs

⁴² Sudjana, "Dasar-dasar Proses Pembelajaran" Bandung: Sinar Baru, (2010).

⁴³ Wragg, E.C. "Classroom Teaching Skill. Nicholas Publishing Company (Belajar dan pembelajaran)". Bandung: ALFABETA (2012).

learning opportunities for students to apply their learning experiences, is willing to repeat if necessary, and sets expectations. High, but the goals are realistic.⁴⁴

b. The inhibiting factors in implementing the English language learning process to achieve the effectiveness of the learning process are as follows:

1) Students are not interested in taking part in English course activities.

Lack of interest in learning can result in boredom and even laziness when participating in learning activities. He may indeed be able to remain seated, watch, and listen to her tutor's teaching, but his heart may not necessarily be in line with his eyes and ears. In the end, the teaching and learning process he carried out was limited to passing wind, and as a result, his performance was less than satisfactory. Lack of interest in a particular field can even give rise to an attitude of rejection towards the tutor.⁴⁵ Based on observations made by the researcher regarding students' lack of interest in learning, it is a crucial problem that students talk to themselves during the teaching and learning process because it can disturb other students who want to pay attention.

2) Students have other activities at the institution

The existence of other activities within the planned activities becomes an obstacle in the teaching and learning process. As a result, learning is less conducive. This reduces concentration in learning and makes it difficult for students to concentrate.

⁴⁴ Setyosari Punaji, "Menciptakan Pembelajaran yang Efektif dan Berkualitas" *Jurnal Inovasi dan Teknologi Pembelajaran*, Vol. 1, no. 1 (2014) p. 21, doi: [10.17977/um031v1i12014p020](https://doi.org/10.17977/um031v1i12014p020)

⁴⁵ Marti'in, "Analisis Tentang Rendahnya Minat Belajar Peserta Didik Kelas XI SMA Negeri 5 pontianak", (Universitas Tanjungpura Pontianak 2019), 1.

3) The learning space is not conducive

A less effective learning environment can stymie the teaching and learning process. This is critical for teaching and learning process activities so that learning objectives can be met in a timely, consistent, effective, and efficient manner.⁴⁶

4) Students do not concentrate on learning English

According to Hasminidiarty, the factors that influence learning concentration include the motivation obtained, the desire or interest in something, pressure situations that can threaten oneself, physical, psychological, emotional, and experience conditions, the level of intelligence possessed, the surrounding environment, weak interest, and motivation. in lessons, feelings of anxiety, depression, anger, worry, fear, hatred, and revenge; a noisy and messy learning environment; health conditions; being passive in learning; not having skills in good learning methods. Gujarti and Porter state that concentration can also be said to be a series of efforts to provide certain conditions so that someone is willing to do something; if they don't like it, then they will try to deny or avoid feelings of dislike. Concentration is the driver of all student learning activities; it guarantees the continuity of the learning process, provides direction for the learning process, enables the achievement of learning subject objectives, and enables students to achieve learning.

5) Limited use of cellphones for accessing e-dictionaries

Because IEC is located within an Islamic boarding school institution, it is not permitted to operate or carry a cell phone. So IEC students can use existing dictionaries and modules.

⁴⁶ Andika Wahyu Yulia, etc. “*Pengaruh Ketersediaan Prasarana Sekolah dan Tata Ruang Belajar Terhadap Minat Belajar Siswa*” (2014).

- 6) Lack of attention and discipline among students on learning English

A lack of students' responses to lessons will hamper the learning process. Student responses are very supportive of the learning process that takes place. Fostering student responses during teaching and learning activities requires a situation where the attention of students is focused on the material taught so that they are ready to follow the lesson.⁴⁷ Tutors, as class managers, are also required to have skills in developing student discipline. Fostering discipline in students during learning, being a role model for students, and paying full attention to students Tutors must be able to instill disciplinary values in students, especially self-discipline, and eliminate students' habits of actions that cause disciplinary problems.⁴⁸

⁴⁷ Siti Nur Aisyah, "*Pengaruh Kreativitas belajar dan Respon Siswa Terhadap Prestasi Belajar Matematika Pada Kelas 1 SMP N 1 Kaliwungu Tahun Ajaran 2005/2006*", (2006), Thesis.

⁴⁸ Wardhani Windha Mahasti, "*Factors Causing Low Discipline Of students At SDN Kepek Pengasih Kulon Progo Yogyakarta*", (Journal Education: 2018).