

An analysis of English Learning Process in Man PK Man 2 Mataram

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Abstract

Learning process is crucial part in the process of teaching and learn English. Thus, this aspect is one of aspect where the teacher put the attention on especially for students in senior boarding school level. Since this aspect is essential, this present study aims at identifying English learning process in Man PK Man 2 Mataram as this school has several main purposes one of which is to strengthen students' ability in using foreign language such as English. This study belongs to qualitative study were observation and interview became the technique of data collection. The result of study showed that there are several English learning activities that support the mastery of English skill including speaking and writing.

Keywords: *English; learning process; boarding school*

Introduction

It is not a doubt that English is essential language to master now days. No wonder if many people learn this language, this because this language is used in every aspect of life. English is learnt because this language become tool for communication internationally. Generally, English language is learnt with various purposes. Besides, the demand of modernization, English language is learnt to support the needs of people or students to reach the future career. Students or people learn this language to help them to fulfill certain requirement in certain level of education. For instance, requirement for scholarship. Mostly international scholarships require students or applicants to provide certificate of ability in English. Besides that, they learn this language to open wider chance for them to have ability in building communication with foreigner or even create wider connection around the world especially related to job field.

Since this importance, English is crucial to study for helping the students to reach the target language achievement. Thus, appropriate condition is required to help students mastering this language. At school, teachers generally have applied various methods to help students learn the language. As the result, the students experience the learning process of this language. Nevertheless, for some students, this language can be master easily, but for the rest this language remains difficult to learn.

Every school have tried to prepare the teaching and learning process for English to help students understand the language. However, even this language has been taught at school, some problems concern this language learn still exist. Many reasons why this problem appear such as the difference of language structure, students' lack of vocabulary, anxiety and many others. The students' apprehension regarding tense usage, anxiety over

mispronunciation, and insufficient grammatical knowledge impeded students engagement in English lessons especially in English (Xuan Mai et al., 2024).

Besides that, unsupported environment may cause the challenge of students in learn English. These kinds of problems mostly faced by students in class. In general school, commonly English teaching and learning appear in class such as twice to three times a week. For some school, the English teaching and learn process may bring the success to students in English learn but on the other hand, some students may still difficult to understand this language. Of course, there some factors that influence this condition such as low interest or low motivation in learn English, lack of practice and the language, anxiety and other. Some factors that hinder students in mastering English especially in speaking such as shyness, fear of making mistake, the interfere of first language and include the lack of practicing (Ork et al., 2024). This often become an issue of English language learner. Why they still difficult to communicate with this language while they have already learnt this language since junior school even from elementary school.

Language environment,

Concerning to environment, Environment is one aspect that may contribute to the success of EFL learning process. Environment also relates with one learn theory that is known as behaviorist theory. This theory is introduced by Gage and Berliner (Nurfadillah et al., 2024). In behaviorist theory, 'Learning is a change in human behavior that is caused by the influence of the environment' (Nurfadillah et al., 2024). In this theory, there are two terms that is known which calls as stimuli and response. Stimuli concern to what the teachers or lecturers give to students and responds is wat students can do with the language after being taught by the teachers. Linguistic or language environment is classified into formal and informal environment (Krashen, 1976). Formal environment may involve classroom or course, on the other hand, informal environment may involve any interaction using the target language naturally outside the classroom such as between client and bank teller.

This is the fact in real life, even the students have learnt English at school for long time, they have not mastered the language yet. One reason why this happen because after the subject is taught in school, the language is not practiced at school environment or at home. The existence of supportive English environment for students has not existed yet. However, the condition of English as EFL in Indonesia often hinder the students to have friends to talk to because of this condition. This because the existence of supported environment that encourages students to use the language have not existed yet. Thus, this language is hardly mastered by the students. Based on the result of study that conducted by (Jefriyanto Saud et al., 2023), it is found that environment plays essential role in learning process. Besides that, the learning environment directly affects how well English language learners acquire the language (Zhang, 2023).

The fact that the status of English is as foreign language in Indonesia causes different demand of English use compare to other country such as Hongkong or Singapore. In Hongkong or Singapore, English is used as second language which means this language is used in daily conversation while in Indonesia still used as foreign language where this language is commonly used in classroom. 'Foreign language learning as learning a target language in a country that does not use this language as a speech community. Thus, in a foreign language learning context, there are few opportunities for learners to employ the target language outside the classroom because the language (English, in this case) is not used as the main device of communication among people' Bern in (Sulistiyo, 2016). This situation may affect students' motivation in learn English.

Since this language is not used as daily language in everyday conversation, students may not deeply learn the language. Students just learn this language in class and do not apply this language in daily life. This phenomenon causes the problem of English language mastery for students especially in Indonesia even they have learnt this language for long time at school.

At general school, students commonly meet English in classroom and doing English activity in classroom. There is no any compulsion for students to use English in school environment or in society. This is what happen in general school especially in country where English is in EFL level. Despite this condition, in Indonesia where the status of English is as EFL, we may find boarding school specifically Islamic boarding school. In Indonesia, Islamic boarding school is famous. Many Islamic boarding school may be found especially in Mataram West Nusa Tenggara.

Boarding school is generally a school that provides students place for staying for rest and provides food beside studying. Boarding schools are educational establishments where students live together in addition to conducting their studies (Darmawan Achmad & Nurjan, 2017). Since popular boarding in Indonesia is Islamic boarding school, mostly the culture the boarding adopt is Islamic value. 'Islamic boarding schools are Indonesian - based traditional Islamic educational institutions' Azhra et al in (Ari et al., 2024).

The Islamic boarding school can be found in many areas in Indonesia such as Mataram, West Nusa Tenggara. The issue of English teaching in boarding school is that this school mostly focus on the teaching of religious aspect instead of academic aspect such as English. However, this issue has been tackled with the existence of modern Islamic boarding school which gives space for academic learn such as English. Since the system of the school is boarding-based, thus students have more chances in doing interaction. Besides that, students in boarding school may probably acquire the language more because the environment that demand the students to use the target language. 'So far, Islamic boarding schools are suitable places to implement English language acquisition because they require students to stay or settle for an extended period; the Islamic boarding schools have arranged even their activities from waking up until bedtime' (Wafiroh & Indah, 2022).

Unlike the common educational institutions, particularly in Indonesia, the Islamic boarding school has a twenty-four-hour educational system' Mukhlas and Fadhilah as cited in (Taib et al., 2021). It implies that since students must interact with other students around the clock in a boarding school setting where English is the primary language, English language acquisition will be ongoing. Man 2 Man PK Mataram is one of Islamic senior boarding school that is located in Mataram, West Nusa Tenggara. Man Religious Program (MAN-PK) is one main program from government which belongs to boarding based religious education. Thus, this school provides students with main program that is Islamic religious program. Students will focus on studying Islamic religious education program and at the same time students will be taught about English and Arabic language.

A Religious Program Madrasah owned by the Ministry of Religion, Man PK MAN 2 Mataram has produced numerous alumni who are proficient in a foreign language, enabling them to pursue higher education at universities overseas. Since this school provide opportunity for students to study overseas, foreign language learning namely English and Arabic are the of main focus of this school to teach to students beside Islamic aspect. Since this school is boarding based, thus students stay and learn in this school.

Since one of main program in this school is to increase students' mastery in foreign language such as English, this study focuses on identifying the language teaching and learning activity in this school. This school also belongs to boarding- based school, this is

critical to identify how environment in this boarding affects the language learning process in this school. This study covers the analysis of curriculum used in this school and teaching learning activity in formal class or informal class (English regulation in boarding. This study is expected to give description to readers of how this language is taught in boarding system.

A previous study that is conducted by Daryanto et al also analyzed English activity at elementary boarding school. The method of data collection that were used were observation, documentation and interview. The result of the study indicated that English language learning in this boarding school is simple. The study also showed that not all teacher who taught English came from English education background which of course affect the language learn (Daryanto et al., 2022). This previous study focused on analyzing elementary boarding school, in the presents study, Islamic senior boarding school of Man PK MAN 2 Mataram become the object of the study.

Another previous study also has been conducted under the title 'the integration of English language learning within Islamic education at Pesantren Daaruttaqwa in Indonesia'. The goal of this study was to identify how English is integrated in Islamic boarding school curriculum but still keeping Islamic values. This study applied qualitative approach in collecting the data. The result of this study showed that the interaction of English learn was successfully integrated in this school. Multiple strategies have been used in the process such as the interfere of qualified English teacher, the implementation of a and others. Ts study was conducted by (Rifiyanti et al., 2024).

Method

This study was conducted at Man 2 Man PK Mataram. This study focused on observing the students at tenth and eleven grade. The third grade was not included because student at the third grade focused on final test. This study belongs to qualitative study. In this study, descriptive qualitative method was applied. 'The main aim of qualitative research is to explore and provide deeper, comprehensive and detailed description of phenomena from non-numeric data, rather than quantifying and testing hypotheses using numeric data as is the case with quantitative research' as cited in (Oranga & Matere, 2023). Thus, qualitative method give opportunity to dig specific information about why something happens.

In data collection, observation and interview were used in collecting data. Observation was done to identify English activities at the boarding and formal school. The observation was done for two months. The observation was done at student at tenth grade and eleventh grade. On the other hand, interview was used to get deep information about the activity either from students or teacher. In interview, open ended question were used to get the data. In interview, purposive sampling technique was used. Thus, there were some criteria for students to be interviewed. Three students from tenth grade and three students from eleventh grade were taken as the sample in interview session. For the teacher, two boarding teachers were interviewed to dig the information.

In data analysis, the result of abservation is combined with the result fro interview. The result from observation was gained from the observation about students learning activities at school. On the other hand, the results of interviews were transcribed, then were selected based on the need of the data. The results of interview were used to confirm the data result from observatiuon technique.

Result and Discussion

Based on the result of observation and interview, it is found that Man PK Man 2 Mataram is one of primary program from government. The students that study in this school were selected before entering this school and follow some tests. The name of the test s called as SNPDB (Seleksi Nasional Peserta Didik Baru Madrasah Aliyah Negeri Program Keagamaan) MAN PK.

In this boarding school, there were one class for every grade. 24 students for tenth grade, 24 students for eleventh grade, and 24 students for twelfth grade. The classes were divided for female and male students. The numbers of students that are allowed to fill every grade of the class are decided based on the rule from government. The government decided to only have 24 students for every grade either it is for male or female for Man PK program.

Students in Man PK Man 2 Mataram basically followed two main programs at school. This consist of activity at formal morning school and activity at the boarding after comingback from formal school. Students in Man PK Man 2 Mataram in general followed formal class in the morning like general school. The students learnt general subjects such as science, mathematic, Islamic religion including English language. The curriculum that used in formal class was national curriculum that was used in Indonesia for senior school level. For English subject, this commonly held twice in a week with one additional English class that focuses on specific purpose.

Furthermore, after comingback from the formal school, the students will continue the activity based on the boarding rules. The curriculum that used in boarding was based on the curriculum from Man PK program. There are about 11 Man PK that spread in Indonesia. What make each Man PK different is the characteristic of each curriculum. In formal school, the curriculum used by the teacher to teach the students from Man PK was national curriculum namely Merdeka curriculum. On the other hand, the curriculum that specifically used in the boarding itself was specific curriculum for students in Man PK program. The curriculum or technical instruction is the same but the uniqueness of each Man PK is given back to school.

Below is the table that show the result of observation about English activities at the boarding. The result of observation, there are some programs that can be found in Man PK Man 2 Mataram

Activities	Time
New vocabulary activity	Morning and evening session
English Arabic everyday interaction	Everyday conversation
Tutorial program	Twice in a week
Weekly speech activity	Every week

For English language activity, there were some programs that were conducted in boarding. On the other and, in formal school English language were regularly conducted twice a week.

a. New vocabulary activity

In boarding itself, students began the activity especially in English with various activity. In the morning, from Monday to Thursday, students attained several numbers of new vocabulary. These new vocabularies were given by the senior students from 11 grade

and will repetitively be trained at afternoon session or after Magrib. The number of new vocabularies that were given were around 3 to 5 words. To strengthen the memorization of the vocabulary, the senior asked the students to make sentences or sort conversation using the new words.

Student 1 : 'in boarding, Every Monday to thursday we are given several vocabulary and in Saturday we practice the pronunciation . we will make conversation using given vocabulary.'

Student 2 : 'every morning we get new vocabulary after dawn prays. The number of vocabulary tat given are five words. These words are given four days from Monday to thursday.'

Student 3 : 'every Sunday to thursday we get new vocabulary. '

b. Everyday language used

Besides vocabulary activity, another activity in boarding school was using foreign language such as English or Arabic for every interaction. There was a ruled in boarding that has been agreed where the students only allow to use English language or Arabic language in everyday conversation at the boarding. If a student was caught to break the rule (for example using like Indonesian language), she or he will get a sanction. Tus, because of this rule, students were encouraged to use English or Arabic in everyday speaking.

Student 1 : 'Everyday conversation, we have to speak in English language.'

c. Tutorial program

Another students' activity at the boarding is called as tutorial program. Tutorial program was English training that specifically focus on increasing students' speaking ability. The tutorial program was held twice in a week. In this tutorial program, students were asked to speak based on various method and various topic. Based on the observation, the trainer that taught in tutorial program came from different institution like a lecturer from university or teacher from different school.

Student 3 : 'we have tutorial program that is done twice in a week. The tutors come from the boarding and also from other institution.'

d. Weekly speech activity

Weekly speech activity is an activity that is weekly done by the students alternately. In this activity, students alternately performed their speech using English or Arabic language.

Student 2 : ' We are asked to perform speech using English, Arabic and Indonesian language. Student will alternately perform the speech.'

Based on the result of the interview, most of the students said that English activity in daily interaction using foreign language especially English has significant effect on the mastery of English language.

Student 3 : *'Every English activity in this boarding push us to use English and learn English. This make me be able to speak clearly.'*

Student 5 : *'In boarding we have to use English language or Arabic language, if we don't use those language in everyday interaction, we will get sanction. That encourages us to keep learning and using English or Arabic language.'*

In teaching methods, the teacher used various methods in teaching English. Generally, the teaching methods that were used suit the materials that were taught and the needs of the students.

Teacher 1 : *'In teaching English we use several methods of teaching like presentation, direct practice, discussion etc. We choose the method based on the material to be taught.'*

From the result of observation and interview, it was found that there were some English activities that were done at boarding especially at Man PK Man 2 Mataram. Those were new vocabulary activity, English Arabic everyday conversation, English tutorial program, and weekly speech activity. These activities were continuously done at the boarding by the students and controlled by the teacher in the boarding. These activities commonly done by students after the students came back from formal school activity at the morning.

From the result of interview, it was found that English activities at boarding have positive impact for English language mastery for students at the boarding. This can be seen from the result of interview which show that English activities gave beneficial impact to students.

Student 3 : *'Every English activity in this boarding push us to use English and learn English. This make me be able to speak clearly.'*

Student 5 : *'In boarding we have to use English language or Arabic language, if we don't use those language in everyday interaction, we will get sanction. That encourages us to keep learning and using English or Arabic language.'*

This finding also in line with the idea which shows that the learning environment directly affects how well English language learners acquire the language (Zhang, 2023).

Conclusion

Looking at various English activities that were provided in Man 2 Man PK Mataram, It is found that these kinds of activity can support English language mastery by students at the boarding. Since English activities were done continuously at boarding such us doing interaction using English, English tutorial program, in fact, effectively encourages students to produce the target language. This is in accordance with the statement that shows that 'unlike the common educational institutions, particularly in Indonesia, the Islamic boarding school has a twenty-four-hour educational system' Mukhlis and Fadhliah as cited in (Taib et al., 2021). Students' activities that were done mostly at the boarding especially with organized activities such as English activities clearly show positive impact on English mastery by the students. However, since this study was mostly conducted using observation and interview, further study is needed to conduct by other researchers to have wider data for this case.

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