

Glittering the Homey English to Arise Students' Learning Willingness at Islamic Parmeraan Boarding School

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ABSTRACT

Combining English and Arabic language at Islamic Boarding School become a struggle for the English teachers and the students. There are many ways to arise the students' willingness in learning English, such as providing the English vocabularies around the boarding school. It can be seen from the effort of the teachers by doing the English short conversation practice after Subuh prayer, making the wall English magazine, drawing the interesting English pamphlets in the classrooms, rooms, public kitchen, public bathrooms, hall, and along all the streets in the boarding school, and the daily activities English- Arabic vocabularies are written and hung in the students' public area. The following are the limitations of this research: glittering the homey English, students' learning English willingness, Islamic Boarding School. The aims of this research are: to describe and analyze the students' activities towards English at Parmeraan Islamic Boarding School. A descriptive qualitative method is used to describe and analyze the students' learning willingness toward English at Parmeraan Islamic Boarding. Most of the students at Parmeraan Islamic Boarding School have the positive respond toward the glitter homey English around their boarding school. They feel so happy and enthusiastic in learning English.

Keywords: *homey English; students' learning willingness; Islamic boarding school*

INTRODUCTION

Teaching English for Indonesian students is a challenge process whether for teacher or students themselves because English is a foreign language for Indonesian students (Jon et al., 2021). Learning English is a must for every student in Indonesia, whether they learn in Islamic boarding school or in the state schools. (Tillayeva, 2020) The students have to learn about it since English is an International language and the first language used in the world (Moulin & Campos, 2017). There are many advantages (Djalal, 2017) why English should be learnt for the Islamic boarding students: (1) the supply for social environment (Nurjaman, 2016). Now may be they are still become students but in the future they will become leaders. Nobody knows the future and everyone should prepare it since now. The students from this remote place now may be will go abroad to study many specific sciences.

The following is an example of the importance English for the student's supply for social life (Shobikah, 2017), one of the students from this Islamic boarding school whom was became a teacher in this place now talked to a researcher that he has an embarrassed experience about English. Many years ago, he was cast away in his travel at Dubai Airport. That time he was return from Egypt to Indonesia. He felt so scared not knowing what to do. It is because he could not speak English even for shot speaking. This student finally asked to someone about a plane and Indonesia, for he only could speak Indonesian and Arabic. He speaks English in limited vocabularies. For this sad experience, he always supports students should learn English whether it is spoken or written. English is really needed for social life. The students from this Islamic boarding schools usually after graduated from there will continue to Egypt, Saudi, Madinah or many universities in Indonesia. Although the state of

their destination has an Arabic language, but in their journey they still have to speak the International language. That is English language. English is used for social life in everywhere. (2) the need for education. English is also needed for education environment (Oktaviani & Fauzan, 2017). Someone who live around education is automatically used English to read, to speak or write something. Most of the information is written in English, especially for International studies for instances medical science (Batta, 2019), economic science (Setyaningsih et al., n.d.), political science (Phumsiri & Tangkiengsirisin, 2018) or international relation science (Risky et al., 2015). (3) the preparation for international community (Handayani, 2016). In this field English skill is so precious because English is an International language. All the people around the world use English for communication (4) to master technology (Erben et al., 2008). English is very used in technology moreover in language learning. Teachers should have the kinds of recent method to teach English for their students in order they can accept the science easily. The recent learning process in the pandemic situation, all of the teaching media used technology. It is hope after the pandemic all of teachers, lecturers and students are still use technology in their teaching media to support their goals in learning.

In the field, the real situation in teaching English is a hard struggle. Besides, English is not a main subject to learn in this boarding school. There are so many subjects for students to learn such as Hadist, Tafsir, Al- quran, Indonesian Language, Social science, mathematics, physics, civics etc. These subjects are learned by students every day in the formal school and the time is from 08 AM until 12 PM, in the noon at 02 PM students still have to join the reciting holy Qur'an time, memorizing Qur'an and recite many KITAB about Hadist, Nahwu and Shorof. The students' activities are so compact. At noon are the time for students practicing English and Arabic time, this is the reason why the students have problem in their concentration in learning English. (Harahap, 2022b)

The students' daily language in the Islamic boarding house are various such as Batak language, Indonesian language, Arabic language and sometimes they communicate with English. Arabic language is still dominated used by students. This becomes a huge job for the English teacher and the researcher to make the homey English for the students.

The aims of this research are: to describe and analyze the students' activities towards English at Parmeraan Islamic Boarding School and The limitations of this research are glittering the homey English, students' learning English willingness, Islamic Boarding School.

METHODS

The method used in this research is descriptive qualitative method since it describes the students' homey English condition of the students at Islamic boarding school (Malana, 2018). The data was taken based on the interview and observation of a researcher to the English teacher and the students there. The real phenomenon in the field was describing and analyzing descriptively. How the students used English for their daily communication, how English was taught by the teacher there, and how English become their habit. All of the English condition and teacher's effort in exploring English are elaborated briefly. The purpose of it is gained the real data of the research.

RESULTS AND DISCUSSION

There are many questions that a researcher asked the English teacher towards this research and it will be elaborated one by one. First of all (Harahap, 2022a), a researcher asked about the students' willingness in learning English. To the surprise, although this Islamic boarding school is located in the remote area, it has many students come from many places of Dolok and Dolok Sigompulon district, but this research is only focuses on the female students because of an English teacher lived the female

area. The total of female students are three hundred students. All of them lived in four dormitories with many OSDAP's section. OSDAP is a students' boarding manager that consists of the eleventh grade students. Their job is to control the regulation runs well and help the teacher in monitoring the students learning process.

The students have a spirit in learning English it can be seen in their spirit when they practice English and their achievement in many English contest. An English teacher is the center operator of English, her job is to review and check the English vocabularies and English short daily conversation. OSDAP is a students' organization in this boarding school that consists of the eleventh grade students. There are many sections in this organization such as security section, cleaning section, health section, kitchen section, scout section, education and language section. While, the language and education section is the assistant of the English and Arabic teacher in conducting all the language programs. All of the language kinds are checked by the teacher, sometimes, if they do not check the vocabularies to the English teacher, the mistakes found in the pronunciation, writing or spelling. It has a function in minimalizing the common mistakes in producing the words. Once of two weeks, OSDAP or the language and education section will stick the English vocabularies on the wall and then, all of female students have to write the vocabularies in their notes and memorize it. Later in the other day, the students reported their English memorization to the language and education section.

The other section of the twelfth grade students have a time to teach the English short daily conversation and English wise words to the tenth and eleventh grade of senior high school. The time is after Ashar prayer. While the junior high schools from the seventh, eighth and ninth grade are only taught of the English vocabularies and the time is also after Ashar prayer by the OSDAP's teacher.

The English teacher said that this Islamic school has a formal and an informal class. The English teacher teaches the English book such as textbook which includes reading, writing, speaking and listening. All of English are taught based on the concept of the textbook and the government's regulation. On the contrary, the informal class is only focused on speaking class. Usually, the students find their happiness in learning English or Arabic in the informal class. The method is direct method. They practiced short conversation in the nature by loudly voice and in the pair group. Everyday this group will change naturally by themselves. Based on the teacher's observation, they love more speaking in the nature than the English learning process in the formal class. They seem so happy in practicing the homey English. It is because speaking is very important to teach for the students. Speaking is a skill to produce words for communication(Harahap, 2021).

The English teacher at junior high schools are four teachers and the English teacher at Senior high school is only one teacher. Senior high schools English teacher has an experience in learning English at Kampung Inggris Pare East Java. This English teacher becomes a leader of English teacher here. Then she applied all of her English methods at Pare in this boarding schools. Most of the skill are about speaking practice, for speaking is the students' favorite skill.(Sudarmo, 2021). She said that teaching English for female students are easier than the male students. Because the female lived at dormitory while male students are lived in small Pondok. Female students are also more spirit in learning English than male students. The teacher got difficulties in managing the male students.

The English program has the agenda once of three months, such as public speaking and storytelling competition. Public speaking is very need for students to master, because the students have to compete with others in this world(Wiratama, 2021). All of participants are selected by many criteria. A good public speaking can be seen from the good preparation, good content, good performing, a good relation to the audience and complete time. The students' achievement in joining the public speaking can be seen from their winner in the regency speech contest. Their braveness and

skill has been trusted. Although they do not become the first winner but they win the second winner. While the aspects of good storytelling are performance, pronunciation, story, grammar and time (Akhyak, & Indramawan, 2013). The teacher's note, so far the students are enthusiast in joining the competition. Although they have difficulties in understanding the story and pronouncing the English words, but they do not decline. Sometimes the participant learnt their difficulties to the teacher or learnt from the OSDAP. The mobile phone and internet network are not available in this school, then the students only learn from books at library or learn from the teacher.

The English vocabularies or English conversation practice is done after Subuh prayer. This agenda is taught by the teacher. The OSDAP students are not able to teach this because they also have to join it and learn together with the other students. All of the materials and the methods in teaching are arranged by the teacher's decision in the meeting time. The conversation is also become a program of Islamic boarding school.

The other effort of learning English at Islamic boarding's activity is about making the English pamphlet and English wall magazine. The wise words and magazine was checked by the English teacher before they display it. The pamphlet was standing over the street, in the boarding house or in the school yard and the wise words usually about the students' motivation in learning journey. Such as (a) Never too old to learn. The means it is hope the students not to be hopeless in their study although sometimes their age is about too old than other students. (b) Longing comes while missing. The means now they are together but later their graduation they will long one another or they will long their togetherness at Islamic boarding school, so they have to thank to Allah for their chance there. (c) Every beginning is difficult, it means that the first time they lived at the Islamic boarding school or study far from their parents is so hard for them, but they have to believe if their struggle is for their parents' happiness and for their bright life future. (d) A good book is a good friend, it means wherever you go, whenever your life, you have to read book as your orientation. Books can be categorizing as the holy Qur'an, Kitab and the textbook. (e) Think firs than action. The meaning of this wise word is that is better for us to think deeply before hurting someone's heart. We have to be careful to speak without thinking. (f) Failure is not misfortune. It means if we fall, it does not mean we lose. Sometimes Allah examine us to test our patience. There are so many wise words that we can find in this Islamic boarding school, the goals of it are all about the life's motivation.

The English magazine is on the office's wall which is seen by the whole students of Islamic boarding school. This chance comes in three or four months in daily. The content of the English magazine is about the poetry, the Islamic story, the wise words, the photos of student's activities, the recent world information, the students' advertisement, the teacher's or favorite students' biography and the student's creative creation. It is done in English and Arabic written. Usually the wall magazine is from each students' grade level.

CONCLUSION

According to the discussion stage, there are many efforts of the teachers and students at the Islamic boarding schools to glitter English in their daily habits and environment. The students' willingness toward English can be seen from their spirit in joining all English activities such as joining the public speaking and story telling's competition, making pamphlet and English wall magazine, doing the extracurricular English class, and practicing English for vocabularies and conversation time.

It is hope the spirit of English teacher and the spirit of students there do not decrease from time to time. Although their school is in the remote area, but they can prove their good quality and able to compete with other school from many places in Indonesia moreover from abroad. Finally,

most of the students at Parmeraan Islamic Boarding School have the positive respond toward the glitter homey English around their boarding school. They feel so happy and enthusiastic in learning English.

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