PESANTREN LARANGAN TEACHERS' STRATEGIES AND CHALLENGES IN TEACHING ENGLISH LANGUAGE TO THEIR MEMBERS

Imam Mustakim[1]

[1] faculty of teacher training and education, universitas Madura,

*Corresponding author: imammustakim490@gmail.com (No WhatsApp: 081953535345)

A B S T R A K

Kemampuan untuk berinteraksi dengan lebih baik dengan orang-orang dari seluruh dunia adalah salah satu alasan mengapa belajar bahasa Inggris sangat penting di dunia saat ini. Sebuah studi kasus kualitatif yang mendalam digunakan untuk investigasi ini. Tujuan dari peneliti kualitatif, seperti yang dinyatakan oleh Merriam (2009), adalah untuk mendapatkan pemahaman tentang bagaimana individu membangun makna, atau bagaimana mereka memahami dunia di sekitar mereka dan pengalaman yang mereka miliki di dalamnya. Penelitian ini bertujuan untuk menyelidiki hambatan yang dihadapi para guru saat mengajar bahasa Inggris di Pesantren dan untuk menemukan teknik yang digunakan para pengajar untuk mengatasi tantangan tersebut setelah tantangan tersebut diidentifikasi. Dalam rangka membangun kebijakan yang lebih baik untuk meningkatkan pengajaran bahasa Inggris (ELT) di Pesantren, temuan penelitian ini mungkin berguna bagi guru bahasa Inggris, sekolah, dan pemerintah dengan memberikan mereka informasi penting.

A B S T R A C T

The ability to interact more successfully with people from all over the world is one of the reasons why learning English is so important in today's world. An in-depth qualitative case study was utilised for this investigation. The objective of qualitative researchers, as articulated by Merriam (2009), is to gain insight into the process by which individuals construct meaning and make sense of their surroundings and personal encounters.. This research aims to investigate the obstacles that teachers have when teaching English at Pesantren and to discover the techniques that instructors use to overcome those challenges after they have been identified. The study's findings can provide English teachers, schools, and the government with crucial information that can be utilised to develop more effective policies for enhancing English language teaching (ELT) in Pesantren.

INTRODUCTION

Learning English is essential in today's society because it enables us to communicate more successfully with people from all over the world. In Indonesia, English is a foreign language that is taught in schools and has become one of the courses that students are required to master. According to the Decree No. 060/U/1993 issued by the Ministry of Education and Culture and the Constitution of 1989 on the National Education system, the purpose of teaching English in schools is to assist students in becoming fluent in English in the period of globalization (Rachmajanti, 2008).

Students, teachers, and the physical environment of the school are the sources of the difficulties that develop when teaching English, as stated by Songbatumis (2017). Students face many hurdles such as inadequate vocabulary proficiency, diminished focus, lack of self-control, monotony, and difficulties in pronouncing words. Conversely, instructors have several challenges such as insufficient training, concerns over language ability, limited understanding of effective teaching techniques, unfamiliarity with technology, and a scarcity of possibilities for professional growth. The scarcity of available resources and facilities, coupled with time constraints, poses challenges in the instruction of English. This is an additional contributing component.

Teachers are crucial in the process of education. They are not only responsible for imparting knowledge to students, but they are also responsible for providing support and encouragement to students so that they can develop a good attitude and motivate themselves to learn about the subject matter that is being taught. Teachers are supposed to possess awareness of the needs and interests of their pupils. According to Derakhshan and Shirmohammadli (2015), this indicates that teachers need to have an understanding of what pupils learn, how and why that learning comes to effect them, and how teachings could be beneficial to them in the future. Educators are required to be able to employ the right instructional strategies in order to be successful in overcoming the potential obstacles that may arise during the process of teaching and learning. There is no text provided. Strategy is a crucial component in the process of teaching and learning. Teachers utilize a diverse range of teaching strategies to effectively engage students and provide them with many opportunities to practice various skills. Hence, educators must possess the ability to utilize certain strategies to enable students to get the desired outcome.
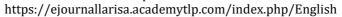
This study was required to undertake in order to further analyze the obstacles that the teachers at Pesantren Larangan encounter when it comes to teaching English. The preceding studies' explanations and discoveries have compelled the need for this investigation. In terms of formulating enhanced strategies to enhance English language teaching (ELT) in Pesantren, the study's findings may prove valuable for English instructors, educational institutions, and the government.

METHOD
Research design

An in-depth qualitative case study was utilized for this research. The goal of qualitative researchers, as stated by Merriam (2009), is to get an understanding of how individuals build meaning, or how they make sense of the world around them and the experiences they have within it. A type of research that is centered on explaining and comprehending difficulties that are present in the real world is referred to as qualitative research. For the purpose of determining how the particular circumstances that exist inside a society influence the occurrences, behaviors, and meanings that occur within that society, the qualitative technique was utilized (Maxwell, 1996). Individuals'

experiences, attitudes, and behaviors are included in the data collected through qualitative research. To that end, this study was carried out with the purpose of investigating the difficulties that teachers face when instructing English as well as the methods that they employ in order to overcome those difficulties. A discussion of the issue was included in this study, and descriptive data was used to provide information about it. An example of a case study was utilized by the researcher for the design. Cases can be individuals, activities, or programs (Mukminin & McMahon, 2013; Safitri et al., 2020). The bounded system may be bounded by time and space. The case may also be a program.

RESULTS AND DISCUSSION

Natural and unavoidable difficulties have arisen in the course of education. The instructional and educational activities that occur within a classroom may not always proceed optimally. The obstacles that arise in the process of teaching English are attributed to students, staff, and the facilities of the 35 schools, as stated by Songbatumis (2017). Interviewing the participants was the method that the researcher used to collect the data for this chapter. The purpose of the interviews was to study the difficulties that were encountered when teaching English in Pesantren and the methods that were utilized to overcome those difficulties.

A. Teachers Challenges in Teaching English in Pesantren Larangan

Two sub-themes can be detected in the data of the qualitative case study research that was carried out on the challenges that the teachers at Pesantren Larangan encountered when teaching English. This research was undertaken on the subject of the problems that the teachers encountered. The first subtheme focuses on the typical difficulties that the instructors at Pesantren Larangan encountered when teaching English to their students. This brings us to the second topic: the most challenging obstacles that teachers encounter when teaching English.. In the following paragraphs, each of these two sub-themes will be addressed in greater detail, and they will be supported by the findings of interviews that are based on the analysis of the data. Moreover, the research that was conducted will be used to support these findings.

a) Pesantren Larangan teachers face a number of common challenges when it comes to teaching English to their students.

When it comes to teaching English at Pesantren Larangan, the teachers typically confront a few problems, as seen by the findings of the interviews that were recorded. The first thing to consider is the paradigm that is associated with learning English, as mentioned by P1.

"In particular with regard to children, there are a number of paradigms that need to be changed. They believe that English is not our language because they are in pesantren, and they believe that it is the language of Westerners. As a result, there are some people who still like to be lazy. Second, the students come from a variety of backgrounds, which means that the standards are not uniform across the board. Additionally, reading and writing in English are two distinct aspects of the language. Although some of these youngsters come from villages or hamlets in Indonesia and are able to read Indonesian, there are occasions when they still have difficulty reading and are required to read in English. Therefore, at this particular pesantren, the calendar is indeed quite extensive, and there are a great deal of

classes; this is in contrast to the situation in other schools. In the outside school, the most common lessons are English, whereas in the pesantren, there are Al-Quran hadith, Aqidah akhlak, Arabic, yellow book, tahfidz, and so on. Because of this, the focus placed on English presents us as English teachers with the challenge of increasing the level of seriousness that we bring to our work. The Partisipan-P1-Tema 1 is shown here.

It was discovered through the interviews that teachers at Pesantren Larangan frequently faced a variety of challenges when they were attempting to teach English. As mentioned by P1: "The initial aspect is the approach to learning English." There are multiple models that need to be clarified, particularly for children. Up till now, due to being in pesantren, they believe that English is not our native language but rather the language of Westerners. As a result, there are some individuals who still prefer to be idle at times. Additionally, the pupils come from different backgrounds, resulting in varying standards. Additionally, there is a distinction between reading and writing in English. Although these children are occasionally from small rural areas where they are fluent in Indonesian, they sometimes struggle and need to read English. In this pesantren, the timetable is certainly extensive, with several lessons, which sets it apart from regular schools. In schools outside of pesantren, English is the most commonly taught subject. However, in pesantren, the focus is on subjects such as Al-Quran Hadith, Aqidah Akhlak, Arabic, the yellow book, tahfidz, and others. This makes it challenging for us English teachers to prioritize the teaching of English. [Participant-P1-Topic 1].

The teaching challenges at Pesantren Larangan, as mentioned by P2, are quite extensive. "These challenges include issues with infrastructure and facilities, as well as the busy schedule of other topics, making it impossible to allocate enough time for teaching. Additionally, when the materials are tough, it becomes dependent on the available time and conditions". [Participant-P2-Topic 1]

According to the interview with P2, there were a number of shared difficulties in teaching English at Pesantren Larangan. The busy timetable of students posed a difficulty for teachers in instructing English. They didn't pay much attention to learning English because they had many other activities and lessons to focus on.

Furthermore, when the subject matter of the session became challenging, it caused students to experience a lack of motivation and a sense of laziness towards learning English. P2 noted that challenges in English instruction frequently emerge as a result of restricted instructional time and are impacted by various situations and circumstances.

The results of the interviews with two English teachers at Pesantren Larangan indicated that the teachers had certain shared difficulties when teaching English. Teachers discovered that kids were unfamiliar with the fundamentals of studying English at pesantren. Students discovered that learning English at pesantren was not particularly crucial, as English is not our first language. The diverse backgrounds of students also posed a problem for teachers while teaching English. A considerable proportion of pupils hailing from various villages arrived unfamiliar with the English language. Both educators then concurred that the hectic schedules prevalent in pesantren posed a challenge for educators. In addition to the customary subjects instructed in mainstream institutions, pesantren also required study

of subjects pertaining to Islamic principles. Aside from that, the challenging content and subject matter caused students to experience a lack of enthusiasm and motivation to study English. Furthermore, the difficulties in teaching English often arise due to limited time for instruction and are influenced by different circumstances and scenarios.

B. Teachers' Strategies to Address the Difficulties in Teaching English at Pesantren Larangan

According to the interview results, teachers have applied some methods to address the difficulties encountered while teaching English at Pesantren Larangan. They are categorized into two sub-topics. The initial sub-topic focuses on the methods employed by teachers to address the typical difficulties encountered in teaching the English language. The second sub-topic focuses on the approaches used by teachers to address the most challenging aspects of teaching English. The following sub-themes will be discussed in detail below, and will be backed by the findings of interviews conducted as part of the data analysis.

a. Strategies to Address the Typical Obstacles in Teaching English at Pesantren in Pesantren Larangan

The interview results indicated that the teachers at Pesantren Larangan have implemented some ways to address the problems in teaching English. since mentioned by P1: "Initially, I inspire the students as it is connected to the paradigm, thus providing ample motivation, enlightenment, stories, and similar elements." In this situation, it necessitates specific treatment for students who have limitations. Occasionally, we contact him expressly to request an invitation to his residence or to offer more hours outside of regular school hours. [Participant-P1-Topic 2]

The remark given by P1 indicated that a technique for addressing the typical difficulties in teaching English involved providing students with ample motivation and specific attention, such as offering extra hours outside of regular school hours for English learning. P2 also discussed the methods to address the difficulties in teaching English, as follows: "Due to the limited resources, we will make the most of what we have and hope for their future success." [Participant-P2-Topic 2].

According to the statement above, teachers expressed the need for us to fulfill our responsibilities and extended their well wishes for the students' future success. According to the interview results, there were various methods used to address the difficulties in teaching English. The teacher initially motivated the students by linking it to the paradigm or strategy employed in studying English. The teacher provided extra support and assistance to pupils who were struggling with learning English by inviting them to study at the teacher's home and giving them additional hours outside of regular school hours. Furthermore, we should strive and wish for the students' achievement in the future.
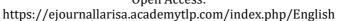
CONCLUSION

In situations where English is being taught, difficulties in teaching English are a common and unavoidable occurrence. The objective of this study is to analyze the difficulties that instructors at Pesantren Hidayatullah face when teaching English, as well as to discover the techniques that teachers use to overcome such difficulties. According to the findings of the research, some of the difficulties that develop when teaching English could be attributed to the students, the teachers themselves, or even the school administration. The following is an overview of the findings that were discovered:

After providing a solution to the first study question, the researcher discussed a number of difficulties that are associated with teaching English. One of the obstacles is that students are not aware of the significance of learning English in Pesantren. Other challenges include students coming from a variety of backgrounds, students having busy schedules that prevent them from learning about regular courses, and students' lack of competency and drive. The second study inquiry focuses on the methods that the educators have utilized in order to triumph over the obstacles. Here are some of the methods that teachers use: Teachers emphasize the importance of learning English to the pupils; teachers offer extra lessons outside of the school; teachers employ appropriate teaching methods; teachers ask for collaboration from interested parties in providing the insufficient facilities.

THANK YOU

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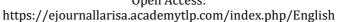
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