

## English Language Learning Strategy Used by *ULIL AL-BAAB NW GEGEK* Islamic Boarding School: A Study Case

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#### ABSTRACT

*Learning English in Indonesia is currently undergoing development due to the need for English that has covered the whole world. In improving the quality of English language education, the right strategy is needed in teaching the language. One of the Islamic boarding schools in East Lombok that is currently applying English as a daily language is ULIL AL-BAAB boarding school. This boarding school can be categorized as a successful school in implementing learning strategies for students. This research aims to look at the strategies used by Islamic boarding schools in improving students' language skills. This type of research is a case study whose data is taken through the process of observation and interview. The results of this study suggest that there are 3 strategies used by the school those peer teaching method, speaking club, and English area*



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### INTRODUCTION

A language is a communication tool that is very important for humans' life. By the language, the humans can interact both verbally and in writing so that good socialization is created among the communities. The humans cannot do activities perfectly without the language because every human being needs a language as media in communication. Keraf (1991: 23) said that language is a human communication tool to convey its response to the environment and the events it experiences both individually and collectively.

The language has an important role in people's lives; it is as a suggestion for communication and interaction. Personally, the functions of the language are to express personal ideas and ideas for others (Shyta & Spaho 2022). According to Syamsuddin (1986: 2), Language has two meanings. First, language is a tool used to form thoughts and feelings,

desires and actions, tools used to influence and be influenced. Second, language is a clear sign of good or bad personality, a clear sign of family and nation, a clear sign of humanity.

One of the most widely used languages in the world is English. English language is one of the important languages in the world of globalization era, where English is an international language, the number of speakers spread throughout the world, either as a first language, a second language, or a foreign language.

English language needs throughout the country are due to advances in education, economics, and business. The English language in Indonesia is thought as a foreign language. The term foreign language in the field of teaching languages is different from the second language. Foreign language is a language that is not used as a communication tool in a particular country where the language is taught (Onishchuk, et al 2020). While the second language is a language that is not First language but is one of the languages used in general in a country and used as National language (Lemhöfer et al 2008). English as a foreign language is usually taught as one of the subjects in schools with the aim of communicating basic and mastering 4 language skills, namely listening, reading, writing, and speaking (Rosyid, 2018).

Professional teachers are required to be able to display their skills in front of the class. One of the skills is the ability to deliver lessons to the students. To be able to deliver lessons effectively and efficiently, teachers need to be familiar with various types of learning strategies so they can choose which strategies are most appropriate for teaching a particular field of study. Learning strategies must be possessed by educators and prospective educators. It is very necessary and very determining whether or not it is an educator, because the learning process requires art, expertise, and knowledge to deliver material to students according to purpose, efficient, and effective. Learning strategies can also be interpreted as patterns of learning activities that are selected and used by the teacher contextually, according to the characteristics of students, the condition of the school, the surrounding environment and the specific objectives of learning that are formulated. Inappropriate learning strategies will be a barrier to the smooth running of the teaching and learning process. Therefore, the strategy implemented by a teacher can only achieve an optimal result if it is able to be used to achieve the stated goals. Learning strategies must be able to bring an active, innovative, creative, effective and enjoyable learning atmosphere for students at the school.

A strategy is an effort to obtain success and success in achieving goals. In the world of education, the strategy can be interpreted as a plan, method, or series of activities designed to achieve a particular educational goal (J. R. David, 1976). According to Kozna in Sunhaji (2008) explains that learning strategies can provide facilities or assistance to students towards achieving certain learning goals. In this case, the strategy is interpreted as the effort of the teacher so that learning outcomes can be maximized so that learning objectives have been formulated to be achieved efficiently and successfully.

Related to some understanding of the learning strategies above, it can be concluded that learning strategies are ways that will be selected and used by a teacher to deliver learning material so that it will be easier for students to receive and understand learning material, which eventually can be mastered learning objectives at the end of the activity learn.

Learning English in Indonesia is currently being taught from pre-university to university. This is due to the importance of English for Indonesia's young generation. English learning not only covers public schools but also includes private schools. One of the Islamic boarding schools in East Lombok that uses English in everyday life is the Islamic boarding school *ULIL AL-BAAB NW GECEK*. This study is aimed to look at the strategies used by boarding schools in creating students who are able to communicate in English so that they can be a reference for other schools that want to create students who are able to speak English.

## **METHODOLOGY**

This study used a qualitative method with a case study approach. Bogdan and Taylor (in Moleong, 1994; 3) define qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. The source of data in this research was taken from the results of interviews, observation, and documentation. An interview is conversations with specific intentions. The Conversations is conducted by two parties between interviewers who ask questions and interviewees who provide answers to these questions (Moleong, 2010: 186). The interview technique in this study is structured interviews. This interview was conducted by systematically asking several questions and the questions asked have been prepared.

Observation is carried out by researchers to collect data that is in accordance with the nature of the research because they conduct direct observations themselves by doing or observing directly at some informants who have been determined as data sources. This observation method the researcher chooses the type of participatory observation is observation which at the same time involves himself as an insider in certain situations. This is to make it easier for researchers to obtain data or information easily and freely.

Documentation is the documentation of this study in the form of a portfolio of children's work in learning to write and read and photograph when reading and writing learning activities. Data analysis used in this research includes data collection, data reduction, data display and drawing conclusions (Miles and Huberman. 2012).

## **RESULT AND DISCUSSION**

The results of this study found that there were several strategies applied by Islamic boarding schools to improve the English language skills of the student:

1. Peer tutor

This activity was an initial activity to introduce English to the student. Most of those who go to school here do not have basic knowledge about English. This activity is a core activity that will determine their mastery of English for 6 months. Before the new student came to the cottage to settle down, the boarding school administrator would first select the seniors who would become tutors and provide training for a week. In peer tutoring activities, new students will be divided into small groups consist of 4-5 people and then each group has a tutor who will guide them for 6 months. This narrative activity is carried out at night from 8 to 10 o'clock. To see the development of the students of the Islamic boarding school conduct an evaluation every month to develop students in mastering English learning.

## 2. Speaking club

Speaking club is an activity where the student practice and should use English language as communication. This activity is carried out every morning after returning from the mosque. The students were asked to find a partner to practice their English that they had gained in learning through literature.

## 3. English area

This strategy is very effective applied in the ULIL AL-BAAB boarding school because they are required to use English throughout the boarding school environment both when talking to the teacher and with roommates. This rule applies since they wake up until 10 pm.

From the finding, there are three implemented activities that refer to the strategy in improving students' English skills.

The first activity was peer teaching. Peer teaching is one of the teaching methods in which teachers who teach are peers who have abilities above the average chosen by selection. This activity lasts for 6 months and is evaluated once a month. The advantage of this peer teaching is that students are freer to ask if there are difficulties in learning pose. The number of students in this activity is also calculated. In one group of learning, there are 5-6 students who study on one tutor so that this learning can be controlled properly by the instructor.

The second activity is speaking club activity, this is a term used by Islamic boarding schools in providing opportunities for students to practice their language in pairs. This activity is done every morning and has discussion topics such as daily activity, or experiences. This activity lasts for 15 minutes a day.

The third method is to set the English area or English zone rules. This is an appropriate step applied by Islamic boarding schools to provide opportunities for students to practice the language they get from peer teaching. This activity is very effective in shaping the implicit learning of students in mastering the target language. To support the success of this activity, there are several students who are responsible for controlling the use of language. If there are students who violate the language, they will be noted and will be given sanctions on weekends.

## **CONCLUSION**

Learning strategy is something that is very important to use to support success in education. In determining learning strategy there are three things that must be considered in learning. The first thing is the teaching method. Success in teaching can depend on the compatibility of the methods used in learning so that effective learning is created. In addition to the method, providing opportunities for students also in activating the language that is obtained is also very helpful for students in improving their learning abilities. The last thing to consider is the law. The role of punishment will also affect consistently the results of a teaching because of that, but this is very important in the success of learning.

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