

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Results

This chapter presents the research findings. The purpose is to answer the research problems in the first chapter. There are two objectives in this research it consists; to describe how English is taught in pesantren in terms of social and cultural perspectives and to describe how teachers' and students' experiences in the English language teaching process in Pesantren Qudsiyyah Putri.

##### 1. General Description of the Research Background

###### a. Profile of Pesantren Qudsiyyah Putri

Pesantren Qudsiyyah Putri is a non-formal educational establishment run by the Qudsiyyah Islamic Education Foundation (YAPIQ). On July 14, 2017, this Pesantren was established to coincide with the 100th Madrasah Qudsiyyah, which is located on Jl. Lambao No. 1 Singocandi Kota Kudus and has two programs: the Tahfidz Program (al-Qur'an), which aims to memorize 5 juz a year, and the Kitab Program (Alfiyyah), which aims to memorize 200 bait a year.

Pesantren qudsiyyah putri have guidelines "*al-muhafadhotu 'ala qodimis sholih wal akhdzu bil Jadidil Ashlah*" and are based on Islam and Pancasila. Pesantren Qudsiyyah Putri strives to preserve the good old traditions of values that exist in Madrasah Qudsiyyah and also take something new and better. With an Islamic foundation, it means that Pesantren Qudsiyyah Putri is formed, organized, and developed in accordance with Islamic teachings, that the management process is Islamic. And on the basis of Pancasila, Pesantren Qudsiyyah Putri is intended to be organized, developed, and practiced in the Pancasila discourse as the foundation for society, nation, and state for all Indonesian citizens.

b. Vision, Mission and Purposes

*Vision;*

*“Gave birth to a daughter Sholihah who has Qur'anic character, has a Salaf spirit, and Independent”*

*Mission;*

- 1) Realizing educational institutions that are superior and competitive.
- 2) Creating a generation of Qur'ans who are self-sufficient, have a strong sense of leadership, are intelligent, and have broad perspectives, and who make the Qur'an a daily moral guide.
- 3) Creating a generation that understands the Salafi books and can apply them in modern life.

c. The Structure of Pesantren Qudsiyyah Putri

To support the development of this Pesantren, Pesantren Qudsiyyah Putri has structure of organization such as 34 teachers and 610 students are involved together and use a variety of scientific disciplines such as Fiqh, Nahwu, Tafsir/Al-Qur'an, Hadith, Shorof, Akhlak, Tajweed, Tarikh, Kalam, and English.

**2. English Language Teaching in Pesantren Qudsiyyah Putri in Terms of Social and Cultural Perspectives**

This part presents the research findings which the researcher found in the field by doing observation, interview and documentation. Some components were found in Teaching English at the Pesantren Qudsiyyah Putri. All of the components are included in the table below:

**Table 4.1 Components of ELT in Pesantren Qudsiyyah Putri<sup>1</sup>**

No.	Components of ELT
1	English Programs
2	Teaching Technique
3	Teaching Media
4	Evaluation System

<sup>1</sup> Pesantren Qudsiyyah Putri, the observation from the researcher, November 5<sup>th</sup>, 2022, observation 1, transcript.

Based on table 4.1, the researcher describes the ELT components used at Pesantren Qudsiyyah Putri as the following:

a. English Programs

The English program is a learning activity that helps students to improve their English skills. The Pesantren Qudsiyyah Putri's learning strategy was adapted from the Pare Kediri, school, Pesantren, and English Language Institutions' existing educational framework. As headmaster said:

“We created an English language learning program at the pesantren Qudsiyyah Putri using concepts from other programs such as Pare, Schools, other pesantren, and English Language Institutions.”<sup>2</sup>

Several programs are available at the Pesantren Qudsiyyah Putri, including English Area, ECT (English Couch Training), and EIP (English Intensive Program). As headmaster said:

“In the beginning of the program (2018) it ran well as the concept of English area which has 9 coaches guiding and training the students. In year 1, it could gain around 10-20% of the students ability to use English. Then, in the 2<sup>nd</sup> year, it increased around 30-40%.”<sup>3</sup>

English area concern in students are obliged to speak in English on a daily basis in the pesantren environment, both in and out of class, such as in the office, canteen and bed room. T1 also mention that the students violate the program it will be got a punishment. As T1 said:

"The English area is required for students to communicate using English in the certain are, such as office, canteen and bad room. To control these activities, students from the ECT program serve as

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<sup>2</sup> Head Master, Interviewed by the researcher, October 5<sup>th</sup>, 2022, interview 1, transcript.

<sup>3</sup> Head Master, Interviewed by the researcher, October 5<sup>th</sup>, 2022, interview 1, transcript.

leaders so that when someone violates them, they will be given an takziran."<sup>4</sup>

Additionally, it was discovered that students in this program memorized vocabulary, verb tenses, and other language components in addition to communicating in English.

"Activities in the English area program also include memorizing vocabulary, verbs and tenses every morning"<sup>5</sup>

The ECT Program (English Coach Training) trains and prepares students to help teachers in teaching MTs level and from the description above ECT (English Coach Training) also designed to develops them as leaders in the English area program with the goal of enabling them to supervise their peers who disobey English area rules by enforcing Takziran/Punishment. As headmaster and teacher 1 said:

"ECT (English Coach Training) is designed to train and prepare the students to help the teacher teach MTs. students."<sup>6</sup> The ECT program is carried out during the holidays and the aim is to make selected students become leaders in the English area program."<sup>7</sup>

The EIP program, which is intended for grade 7 and some of grade 8, attempts to prepare incoming students in English language proficiency. The activities cover morning class with memorizing vocabulary material, afternoon class; games and public speaking, evening class; grammar and writing. As teacher 1 said:

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<sup>4</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>5</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>6</sup> Head Master, Interview by the researcher, October 5<sup>th</sup>, 2022, interview 1, transcript.

<sup>7</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

“There used to be an EIP (English Intensive Program) program that was designed exclusively for new students in grade 7 and some grade 8 students. There are 3 schedule in this program, morning class it’s about memorizing vocabulary, afternoon class about games and speaking and evening class about grammar and writing”<sup>8</sup>

**Table 4.2 English Programs in Pesantren Qudsiyyah Putri<sup>9</sup>**

No.	Program	Class	Duration	Time
1	English Area	All students	-	Daily
2	ECT (English Coach Training)	9-11	17 Day	Semester holidays
3	EIP (English Intensive Program)	7-8	1 month	First semester

Actually, the head of the language program at pesantren Qudsiyyah Putri hoped that students would be able to explain the contents of the kitab kuning in a multilingual manner, namely Javanese, Indonesian, and English. However, the desired goals are not accompanied by guidelines or steps to be achieved.<sup>10</sup>

In fact, only a few of these programs are still in operation, according to headmaster, because they have an impact on the nature of the students' activities, particularly in the Tahfidz program.<sup>11</sup> T1 also stated that

<sup>8</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>9</sup> T1, English Programs documentation data, November 10<sup>th</sup>, 2022, documentation, transcript.

<sup>10</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>11</sup> Head Master, Interviewed by the researcher, October 5<sup>th</sup>, 2022, interview 1, transcript.

salaf lessons were becoming increasingly important, resulting in a reduction in English hours, which used to be in the afternoon and evening but are now only in the afternoon. She also stated that a lack of teaching staff was a factor in the inability to run these programs.<sup>12</sup> And the programs that are still in operation are ECT and EIP.<sup>13</sup>

T1 is a teacher who has taught at the Pesantren Qudsiyyah Putri for the longest time among other teachers (February 2019) so she knows English program activities from the past to the present. She mentioned that there was a difference between then and now, because initially there were 9 English teachers, but now there are only 3 teachers left, so they are less able to develop programs like those mentioned above, as well as because the activities at the pesantren Qudsiyyah Putri are becoming more crowded, with a greater emphasis on salaf lessons.<sup>14</sup> According to T3, currently ECT graduate students in grade 11 are responsible for grade 7 and some of grade 8.<sup>15</sup>

In relation to the pesantren's culture, their own environment has indirectly shaped their activities, such as in the English program when they violate the English area and receive *Takziran* or in English it is punishment, such as cleaning the Mushola.<sup>16</sup>

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<sup>12</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>13</sup> S4, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 8, transcript.

<sup>14</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>15</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>16</sup> Pesantren Qudsiyyah Putri, the observation from the researcher, November 10<sup>th</sup>, 2022, observation 1, transcript.

Figure 4.1 Takziran English Area<sup>17</sup>

b. Teaching Technique

T1 stated that the teaching techniques implemented in Pesantren Qudsiyyah Putri depended on the ability and innovation of each teacher. Learning a language involves not only gaining knowledge about the language but also being aware of beliefs and values that frame the language to be in line with the culture.<sup>18</sup> So, as much as possible in conveying the material, the teachers include pesantren content or values.<sup>19</sup> Example of entering Islamic content; *Procedure Text* with the theme of how to clean up dirt (Najis) in a place of Ibadah.

The teachers at the Pesantren Qudsiyyah Putri use a variety of techniques, such as discussion, memorizing (tahfidz), playing games, role play, watching movies, and singing a song.

<sup>17</sup> T1, Takziran documentation data, November 10<sup>th</sup>, 2022, documentation, transcript.

<sup>18</sup> Omid Pourkalthor and Nastaran Esfandiari, "Culture in Language Learning: Background, Issues and Implications," *Translation Studies* 05, no. 01 (2017).

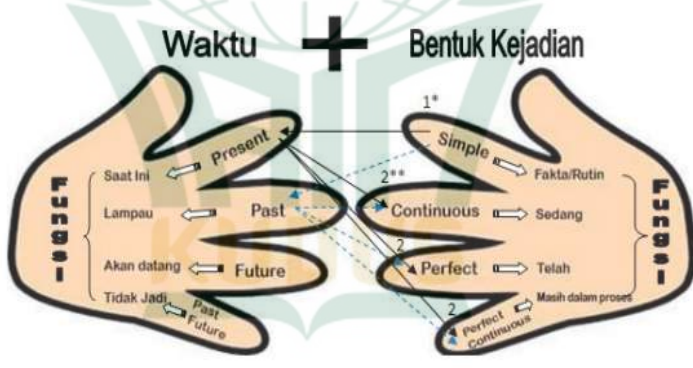
<sup>19</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

“I taught through discussion, role playing, memorization, games, and anything else. Maybe some of them are familiar with pesantren culture, such as when I convey tenses and provide examples, and then ask them to discuss, analyze, and provide conclusions. Usually these activities are almost the same as bahtsul masail”<sup>20</sup>

Unlike the T2 technique, which places the teacher at the center of the learning process (also known as the teacher center). “The method I employ is similar to that of general learning in that I present and explain material while students pay attention to the lesson”<sup>21</sup>

According to S5, teaching English at Pesantren Qudsiyyah Putri is enjoyable because it is easy to understand and different from what is taught in school, such as tenses. At Pesantren Qudsiyyah Putri, there are techniques such as using eight fingers.<sup>22</sup>

Figure 4.2 Jarimatika Tenses<sup>23</sup>



<sup>20</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>21</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>22</sup> S5, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 9, transcript.

<sup>23</sup> S5, Jarimatika tenses documentation data, November 10<sup>th</sup>, 2022, documentation, transcript.



As for the name of the merging order as the numbers shown in the image. Simple has the number one, it will always be first in any combination. Meanwhile, continuous, perfect, and perfect continuous are always second.

In relation to the culture of Pesantren, T3 states that there are no specific qualifications in the selection of materials and activities because there are no specific provisions such as RPP/Syllabus that direct teachers to include the cultures of Pesantren, but they still try to adapt their teaching content to the Pesantren environment. "As we know that learning English means learning the culture, so we filter examples as much as possible to ensure that they adhere to Pesantren values."<sup>24</sup>

In their interactions, T2 claims that students formed naturally in a pesantren-style environment. She stated that during the lesson because the technique used was frequently at the teacher center, which caused all students to see the nature of tawadhu'. When she teaches at other English language institutions, almost all of the students are difficult to control.<sup>25</sup> T1 also stated that students had superior manners; for example, when they asked for permission, they stepped forward, salim, and when the class used sitting on/lesehan, they walked backwards with their knees bent.<sup>26</sup>

c. Teaching media

The media used by English teachers at pesantren Qudsiyyah Putri are very diverse, such as: whiteboards, text books, TV, smartphones, audio, laptops, and simple media are all around. However, the available Pesantren Qudsiyyah Putri includes a whiteboard, text book, and TV. T3 stated that relying solely on the media available

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<sup>24</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>25</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>26</sup> T1, the observation from the researcher, November 10<sup>th</sup>, 2022, observation 2, transcript.

in Pesantren is insufficient because many media must be used to develop materials in order to make them more interactive and effective. She uses the additional media that she has, such as smartphone, laptops, and pictures such as describing the Menara Kudus and any other.<sup>27</sup> There are also those who create sholawat intonation, and examples of lyrics are as follows.<sup>28</sup>

**Figure 4.3 Sholawat Tenses<sup>29</sup>**

**The Song with Sholawat Badar Notation**

**Simple Past Tense:**  
 I ate  
 You didn't eat  
 She slept  
 He didn't sleep  
 I drank  
 You didn't drink  
 She brought  
 Did he bring?

**Present Perfect Tense:**  
 I have sung  
 You have not sung  
 She has sung  
 Has he sung?  
 I have seen  
 You have not seen  
 They have seen  
 Have we not seen ?

So, based on the participants' perspective, English teachers at the pesantren Qudsiyyah Putri develop their own learning media as a support for learning to be more effective. Like the media that are used by T1 such as smartphones, audio, laptops, and simple media such as

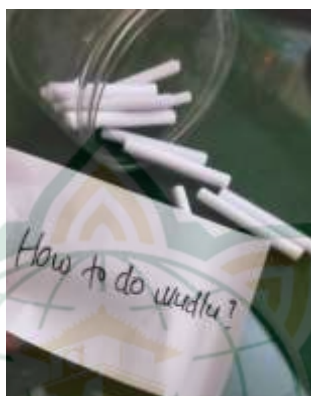
<sup>27</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>28</sup> S5, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 9, transcript.

<sup>29</sup> S5, Sholawat tenses documentation data, November 19<sup>th</sup>, 2022, documentation, transcript.

rolls of paper to play games.<sup>30</sup> In contrast to T2 which only uses textbook media.<sup>31</sup>

**Figure 4.4 Paper Rolls Game<sup>32</sup>**



**Figure 4.5 textbook of Pesantren Qudsiyyah Putri<sup>33</sup>**

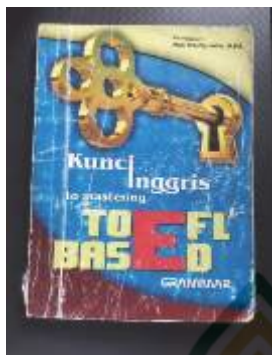


<sup>30</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>31</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>32</sup> T3, Paper rolls documentation data, November 10<sup>th</sup>, 2022, documentation, transcript.

<sup>33</sup> T2, Textbook documentation data, November 10<sup>th</sup>, 2022, documentation, transcript.



The smartphones are usually used by teachers in giving games or quizzes, but because students at the pesantren Qudsiyyah Putri are prohibited from carrying smartphones, the teachers make alternatives to connect them to the TV.

“Sometimes, when we play games it's actually nice if students use smartphones, so we can send the link directly to them, but because of the rules from the pesantren that students are prohibited from bringing smartphones so we make an alternative to connect it to the pesantren's TV”<sup>34</sup>

#### d. Evaluation system

The Pesantren Qudsiyyah Putri evaluates students' learning through semester tests and self-assessment by each teacher. This assessment is used to determine the extent to which students' knowledge, abilities, and understanding of the material studied have improved.

“In evaluating English learning, two methods are used: semester tests and self-assessment by each teacher. In evaluating other than semester tests, I usually use quizzes, assignments, and games. The process of evaluating learning English is carried out to determine the extent to which students' knowledge, abilities, and understanding of the

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<sup>34</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

material presented, and the process of evaluating or assessing learning English is carried out because it can determine the ability of the students themselves to the material taught by the teacher.”<sup>35</sup>

from the data it was found that the assessment of each teacher has a different way. T1 conducts self-assessment by holding quizzes in which the material reviews the lessons that have been taught. Besides that, T1 also gives assignments in the form of essays to find out how far students are able to understand sentence structures in English correctly. Moreover, T1 also held games to find out students' skills directly.<sup>36</sup> Similarly, T3 employs a unique approach to the assessment process, employing a variety of assessment models such as:

- 1) Listening task: Instruct students to do something in response to verbal commands.
- 2) Speaking task: *Can you spell your name, please?*
- 3) Memorizing: Vocabulary and Tenses<sup>37</sup>

But, unlike T2, she has just taught at the pesantren Qudsiyyah Putri this year, so the assessment is done in accordance with what is done at the pesantren every semester.<sup>38</sup>

### 3. The Experiences of Teachers' and Students in ELT

#### a. Teachers' experiences

Based on the interview process, the researcher found that based on teachers' experiences before teaching English in pesantren. Then the experiences when teaching in pesantren.

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<sup>35</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>36</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>37</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>38</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

## 1) T1 (Teacher 1)

T1 began teaching at the Pesantren Qudsiyyah Putri in February (2019). She taught in the 'Ulya (or SMA equivalent) class. It was stated by the teacher "I started teaching in boarding school in February 2019, at 'Ulya Class (Senior High School)."<sup>39</sup> When the interviewee started teaching here, the interviewee was amazed because it is Pesantren but had an English language program based on the interview result "I was amazed in the first time because this is a pesantren but has amazing program moreover their English improvement is controlled by us everyday, that is why it may ease us to teach them".<sup>40</sup> The teacher is interested in doing this job and can easily control the student in their daily English.

English at the Qudsiyyah Putri Islamic Boarding School does not only prohibit English but also collaborates it with Islamic values; various techniques are also taught there.

"As much as possible we apply various techniques in teaching such as teaching centers, discussions, role playing, memorizing, singing songs, etc. and also adapting English and Islamic values. We usually include customary Islamic acts such as praying before studying and giving Islamic advice and Islamic quotes, and we also provide procedural text materials and the theme is "how to clean a place of worship".<sup>41</sup>

T1 uses textbooks from pesantren, which are also provided to all of the students. T1 developed it using a variety of learning strategies after reading the book.

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<sup>39</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>40</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>41</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

“The teaching materials we use are taken from the pesantren's handbook; all we have to do is design the appropriate learning techniques. As previously stated, there is memorizing, discussing, playing games, watching movies, and other activities”<sup>42</sup>

Besides that, to support the T1 learning process, use various media such as smartphones, audio, laptops, rolling papers and any other. “I use media such as smartphones, audio, laptops, make a simple media, for example, rolling paper to play games”<sup>43</sup>

T1 uses a variety of models to perform evaluations and assessments to determine how students' ability levels are developing:

“In evaluating other than semester exams, I usually hold quizzes to review previous material, give assignments in the form of essays so that I know how far they understand sentence structure and playing games”<sup>44</sup>

## 2) T2 (Teacher 2)

Based on the interview T2 started teaching in 2020 in a course. She only taught the students who got assignments from the school. “I began teaching in 2020, I was teaching some students who get homework from their teacher at school”<sup>45</sup> It has a different experience in teaching at Pesantren Qudsiyyah Putri.

In the first time she taught at Pesantren Qudsiyyah Putri in July, 2022 she was shocked about

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<sup>42</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>43</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>44</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>45</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

the technique in teaching. They taught based on the class that has been classified by the level. “At the first time I taught here, it was so different from my experience before, because I must teach based on the level of the class”.<sup>46</sup> She felt more challenging in teaching at Pesantren Qudsiyyah Putri.

In designing the T2 material, it states that there are no special provisions. However, as a teacher, we must be able to identify what is needed by students and pesantren.

“There are no specific qualifications for designing material; we are free to include any type of material, but as teachers, we must still adjust to the needs of students who live in Islamic environments. For example, describing daily activities at an Islamic boarding school, including reading Al-Qur'an”<sup>47</sup>

For supporting the learning process, T2 makes use of the pesantren's media. T1 also utilizes her own book, which contains all of the English-language skills.

“There are learning media provided by pesantren, such as daily expressions, English friends. The students already have their own books. But I have my own book which contains all English skills”<sup>48</sup>

T2 is a new English teacher in the pesantren Qudsiyyah Putri, so she doesn't fully know the conditions at the boarding school. This affects the evaluation and assessment process where he conducts assessments every semester according to the schedule carried out by the pesantren. “Because I'm still a new

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<sup>46</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>47</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>48</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.



teacher, so I've never done an assessment, but for the pesantren here, the assessment itself is held for one semester"<sup>49</sup>

### 3) T3 (Teacher 3)

The teacher has been teaching in pare at 2020 since January until may. In Pesantren Qudsiyyah Putri she taught second grade of junior high school and also tahfidz class. "I ever teach at pare 2020."<sup>50</sup> She used to be a tutor at pare (an English course).

In the designing material T3 says that there are no qualifications but all of the teachers got a handbook. T3 therefore adds a variety of strategies and methodologies to the given guidebook. Although there are no explicit guidelines for designing materials, T3 nonetheless considers factors related to student conditions and the pesantren environment.

"We are given a handbook from the pesantren as material in the learning process and there are no specific qualifications in determining the material, but we as teachers try to adapt it to the pesantren environment. Such as the techniques and media that we use by adjusting the environment and conditions of students in pesantren"<sup>51</sup>

Supporting media is required to further develop the content and make it more effective. Whiteboard, textbooks, and television were among the media resources made available by the Pesantren Qudsiyyah Putri, according to T3. T3 therefore also makes use of the media in its immediate environment, including laptops, smartphones, and pictures for describing something.

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<sup>49</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>50</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>51</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

“The only available media in Pesantren Qudsiyyah Putri are whiteboards, text books, and television, but relying solely on these is insufficient because there are so many other media that can be used to develop more interactive and effective material. Other than what is available at Pesantren, I usually use laptops, cell phones, pictures to describe something, and so on. We also incorporate Islamic content into our English lessons, such as describing daily activities in pesantren. Describe a picture, for example, Menara Kudus”<sup>52</sup>

T3 uses a variety of models to perform evaluations and assessments to determine how students' ability levels are developing:

“The evaluation or assessment model that I do includes Listening where I instruct students to do something in response to what I say. There are also speaking tasks like spelling names etc. And memorize vocabulary and tenses”<sup>53</sup>

b. Students' experience

The students' opinion about English learning at Pesantren would be an experience of the students in learning English.

1) S1 (Student 1)

Based on the observation, most of the students feel happy when learning English at pesantren. The learning method at Pesantren is better than at school. The learning process is funnier because the material is different from the school material. “I feel so happy, because learning at pesantren is different from at school, I think at

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<sup>52</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>53</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

school it is less interactive.”<sup>54</sup> It is designed differently with the learning process at school, in order that students will have more English skills.

The English program at pesantren was given a more flexible learning method than at school. It made the students excited in the learning process. “Learning is enjoyable, moreover when playing games, watching movies, and quizzes.”<sup>55</sup> The students felt it is more enjoyable when learning at pesantren because they collaborate with games, watching movies, and quizzes. However, because the media available at the Pesantren Qudsiyyah Putri is still limited, some teachers rely on their smartphones to supplement their education.

“The media provided by the pesantren here are module books, blackboards and TV. For TV its use is also limited. Sometimes when playing quizzes some teachers rely on their own smartphones.”<sup>56</sup>

Pesantren has a different culture with another English course, because pesantren is an English learning activity at the dormitory. The students could adapt with the culture of the dormitory when learning English. It has been their habit at dormitory, therefore they can easily adapt with the Islamic value that is included in learning English at pesantren. “like usual, because I stay at pesantren and it has built the culture naturally.”<sup>57</sup> They are able to understand how to convey Islamic values in English.

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<sup>54</sup> S1, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 5, transcript.

<sup>55</sup> S1, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 5, transcript.

<sup>56</sup> S1, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 5, transcript.

<sup>57</sup> S1, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 5, transcript.

## 2) S2 (Student 2)

The result showed that the students felt amazed with pesantren Qudsiyyah Putri activity. The English was so fun until the student felt it entertained her. “The material taught is very unique, because it differs from other lessons. There are a variety of methods used, including watching movies, playing games, memorizing with sholawat, quizzes, and others. Also unlike what is taught in madrasah, what is taught in pesantren is more fun.”<sup>58</sup> She felt it was an excellent activity at the dormitory to decrease her stress.

The learning method at pesantren was adapted with the environment. The teachers taught based on the theme at the dormitory, sometimes the students are commanded to describe the reciting process in English. “English learning includes dormitory culture. The teachers even gave us a task to describe the process of reciting.”<sup>59</sup> The teachers collaborate the dormitory’s culture with the learning English process. In collaborating the teaching technique among dormitory’s culture, the teacher also uses several teaching media to meet students' learning needs, such as involving games using unused paper to make fun games. “It is quite fulfilled because some teachers develop it with the available media. Like waste paper to play games”<sup>60</sup>.

## 3) S3 (Student 3)

The student said that English significantly beneficial in this era because it will equip them with skills that will be very useful for their future, both in

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<sup>58</sup> S2, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 6, transcript.

<sup>59</sup> S2, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 6, transcript.

<sup>60</sup> S2, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 6, transcript.

everyday life and in the field of work. Her father put more emphasis on studying Salaf as well as her English skills because he said that English nowadays is very important.”<sup>61</sup> So, both learning English in Islamic boarding schools and learning salaf can go hand in hand when using the right learning method so that students can master both without experiencing obstacles in learning. Most people use English in their daily activity, and for their job also.

In accepting the salaf materials and English they have the same feeling.

“I think it's appropriate, especially when depositing Vocab memorization, it's a burden and feels like when depositing Alfiyyah memorization, of course, this is also the same as the tahfidz program. So, the three programs, namely, Kitab, Tahfidz, and Alfiyyah, in the memorization deposit, seem to have the same burden.”<sup>62</sup>

The student felt that memorizing the vocabulary was the same as they are memorizing AL-Qur'an. They felt the same euphoria when they reported the memorization to the teachers. The students had the same burden. Furthermore, the material is really enjoyable and fun, because the teacher also employ game on it and the teaching media used is not just the whiteboard but also TV and laptop. “The media used is sufficient, so it's not just in the whiteboard, sometimes it's like watching movie using TV or laptop by the teacher”<sup>63</sup>. Sometimes the teacher also using the electronic teaching media to show English movies, songs, and illustration related to the teaching material. So, by using this teaching

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<sup>61</sup> S3, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 7, transcript.

<sup>62</sup> S3, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 7, transcript.

<sup>63</sup> S3, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 7, transcript.

technique and media, it will make the students not feel bored too fast.

4) S4 (Student 4)

The student is attracted to the learning process at pesantren Qudsiyyah Putri. The activities were entertaining them to let the stress out. "It's fun if you're playing games or watching movies or singing songs because here you can't bring a phone so it's an entertainment venue"<sup>64</sup>. The student said the pesantren Qudsiyyah Putri activity is challenging for her but it boosts her to be more active and engage in learning activities. She added that there are many teaching techniques that used by the teachers in language teaching and learning at this pesantren. "There are many techniques used by teachers in teaching English at this pesantren, such as playing games using rolled paper. There are also those who use songs so that memorizing the tenses formula can be easier and faster, some of the songs also have sholawat tones."<sup>65</sup>. For example, the teacher uses games to enhance the students' interest such as rolled paper, songs, and sholawat tenses. This game usually used by the teacher to help the students in memorizing some materials such as tenses formula and memorizing new vocabularies. This will make the students more enjoy and interest with the lesson and make them faster and easier to understanding the material.

In addition, in delivering material, teachers use electronic learning media to make the learning process more effective such as laptops, smartphones, and others besides the English textbooks. "Some of the instructional materials incorporate the teacher's own media, like laptops, smartphones, etc."<sup>66</sup>

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<sup>64</sup> S4, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 8, transcript.

<sup>65</sup> S4, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 8, transcript.

<sup>66</sup> S4, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 8, transcript.

## 5) S5 (Student 5)

The S5 has experience to be graduate from the ECT program, the job was teaching the first grade of junior high school. She told that it was difficult sometimes. "Sometimes it's hard, sometimes it's not. I am a graduate of ECT (English Coach Training) so this program aims to help teach in grade 7 and part of grade 8."<sup>67</sup> In pesantren the learning process is funny because the method is unique. The teachers have different ways of transferring knowledge.

"Yes, because English at pesantren is easier than at school because it's easy to understand. For example, tenses have a technique so that they can be memorized quickly, but it's different if at school the tenses are not finished. Techniques for memorizing tenses using 8 fingers, some use songs and sholawat."<sup>68</sup>

In teaching process, the teacher used some attractive technique. Therefore, the students are able to understand the material easier in pesantren than in the madrasah. The teaching technique used by teacher for example to memorizing tenses that can not be finished in madrasah. The tenses will be taught again with a more fun method so that it is easy for students to remember. the learning technique used by the teacher to memorize the tenses are used 8 fingers, songs, and sholawat tenses.<sup>69</sup>

## 6) S6 (Student 6)

The S6 was the tutor in the second grade of senior high school. "Easy, maybe because I like English and it so happened that when I was in

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<sup>67</sup> S5, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 9, transcript.

<sup>68</sup> S5, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 9, transcript.

<sup>69</sup> S5, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 9, transcript.

grade 11 I was teaching grade 7 because I was a graduate of the ECT program and grade 12 could not be a tutor and focus on exams.”<sup>70</sup> English has been her daily activity, she felt easy in studying English.

English as the provision in the future. In this era English is needed for major people.

“Study well and different from the madrasah. For more experience in pesantren if in madrasah according to the guidebook. In terms of provisions, I got a lot of them at the Islamic boarding school, because there is a practice too.”<sup>71</sup>

In pesantren Qudsiyyah Putri there are some implementations caught by the teacher. The teachers were able to command it to the students and the teaching media for the learning process is good enough. It can equip their need in mastering English skills in pesantren.

#### c. Problems faced by the Teachers and Students

##### 1) Teachers' problems

Teaching English at Pesantren Qudsiyyah Putri presented its own set of challenges for both teachers and students. It is not an easy thing to do, teaching english at pesantren needs more materials and lesson plans for making an attractive technique in teaching. Therefore, in every learning process there would be some problems faced by the students and the teachers.

Based on the observation in Pesantren there are many activities related to Islamic values like reciting, worshiping, and memorizing Al-Qur'an (Tahfidz). But Pesantren Qudsiyyah Putri includes English learning as the premier program.

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<sup>70</sup> S6, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 10, transcript.

<sup>71</sup> S6, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 10, transcript.



There are some problems faced by the teacher in doing this activity.

“Because the students have so many activities from pesantren and it affects our schedule in learning English, that is why we are not able to speak English more.”<sup>72</sup> The schedule was decreased by the pesantren organizer. Therefore, it is only conducted one time in a day. Then it affected the teachers’ problems, because there was less time for transferring their English materials to the students.

Otherwise, the teacher got some problems from the students. Most of the students are passive, they are not getting spirit when learning a program. That is why the teacher attempted to include some games when teaching. “The problems are because the students are passive. It makes the situation not supported, sometimes I include games as my media.” To decrease the boring learning the teacher has games to make the students more attractive.

Other problems caused by the teacher were still confusing how to use the television as the media in teaching the students. Moreover, the television has limited time to use it. “I am still confused about how to use the television in teaching.”<sup>73</sup> The teacher was technophobic, she was confused how to use the materials.

## 2) Students’ problems

At the dormitory there are some certain rules which are forbidden to be broken by the students like bringing handphones or something useless to use. Whereas, in this era most students and teachers need sophisticated tools to support

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<sup>72</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

<sup>73</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

the learning process like handphones, laptops, LCD, and many others.

Based on the interview the students felt that this program has less facilities. “The facility is only TV, and it is also limited by the school, and sometimes when doing the quiz, the teacher used their own phone.”<sup>74</sup> The facilities are still limited by the school because of the rule from the dormitory.

Lack of facilities made the learning process ineffective. For instance, the students could not focus and misunderstand the teachers’ commandment and explanation. It affected the students’ acceptance of English components materials. “The difficulties of learning English at pesantren that is grammar.”<sup>75</sup>

Other problems also may come from the teacher’s lack of interaction. It affected the students’ spirit in learning.

“If now it’s a bit less catchy maybe because there are few teachers so it’s less interactive, it’s different from before when there were still quite a lot of teachers so the interaction was very developed and there were also many English language programs that support improving English language skills.”<sup>76</sup>

The teachers’ spirit also needs to be attended to make interactive learning. Some teachers may need to monitor the students. In order the students would feel cared for.

The students also felt a lack of vocabulary. When they were able to memorize it they directly forgot it, because it did not apply in their daily activity. “The vocabulary

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<sup>74</sup> S1, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 5, transcript.

<sup>75</sup> S2, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 6, transcript.

<sup>76</sup> S3, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 7, transcript.

memorizations are easy to forget”.<sup>77</sup> The student was so hard in improving their vocabulary memorizations. Furthermore, because the kitab program and tahfidz require a lot of memorizing, it makes memorizing vocabulary difficult.

“Vocabulary mastery seems to be the main role in being able to understand English lessons and apply it in speaking, but because there is a lot of memorizaing other than English in this pesantren, my vocabulary mastery often quickly forgets.”<sup>78</sup>

The students felt unconfident to come forward because the vocabulary mastery is less.

In explaining the material, the teacher must be communicative. In order to avoid the misunderstanding between students and the teachers. “The problem is I do not know the meaning.”<sup>79</sup> The teacher must be bilingual in explaining the materials.

## B. Discussion

This research has presented data on English language teaching in pesantren in terms of social and cultural perspectives and the Experiences of Teachers' and Student's in ELT. A discussion of the findings is conducted in the form of interpretation and in line with existing theories and those that are pertinent to the subject of this research, based on the explanation of the data that has been provided and analysed.

### 1. English Language Teaching in Pesantren QP in Terms of Social and Cultural Perspectives

Based on the analysis carried out from research data in the Pesantren Qudsiyyah Putri, English language teaching

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<sup>77</sup> S4, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 8, transcript.

<sup>78</sup> S4, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 5, transcript.

<sup>79</sup> S5, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 9, transcript.

in the Pesantren Qudsiyyah Putri was classified according to the social and cultural perspectives as the following:

a. Social Perspectives

According to Philips, the social perspective in education encompasses a variety of specific topics, including the nature of the communication process in learning, student-teacher relations in various types of learning programs, and social psychological and classroom aspects of intelligence tests and examination systems.<sup>80</sup> But, social activities in Pesantren have a distinct character that is related to the educational objectives of Pesantren. This is explained by Özkul's opinion, which states that the purpose of Islamic boarding school education is to create and develop Muslim personalities, specifically those who believe in God, have noble character, and are beneficial to society.<sup>81</sup>

1) English Program

The English program in Pesantren Qudsiyyah Putri is a learning strategy that aims to improve students' English skills. The English area, ECT (English Coach Training), and EIP (English Intensive Program), are among the programs available. However, these programs are limited by a number of factors, such as a teacher shortage, greater emphasis on salaf lessons, and the activities at the Pesantren Qudsiyyah Putri more crowded. Awareness of the program's effects A number of programs are specifically created to address the difficulties that may arise when teaching English to salaf students. As Zivko stated, designing a learning model can be a solution in overcoming a crisis situation.<sup>82</sup> From a social standpoint, English

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<sup>80</sup> "Economic and Social Aspects of Educational Planning; 1964," n.d.

<sup>81</sup> Özkul Çobanoğlu and Wildan Fahmi Ahmadan, "Islamic Boarding School Education System Development in Improving Santri Professionalism," *MULTIDISCIPLINE - International Conference 2021*, 2021, 4.

<sup>82</sup> Živko Bojović et al., "Education in Times of Crisis: Rapid Transition to Distance Learning," *Computer Applications in Engineering Education* 28, no. 6 (November 2020): 1467–89, <https://doi.org/10.1002/cae.22318>.

language programs at the Pesantren Qudsiyyah Putri are tailored to the conditions of the Pesantren, including:

a) English Area

From a social standpoint, this activity is carried out in such a way that students are required to communicate in English in the pesantren environment every day. Students will quickly improve their English skills by becoming accustomed to communicating in English. Getting used to using the language is an important factor in improving language skills.<sup>83</sup> To control these activities, students from the ECT (English Couch Training) program have prepared them so that the students remain active in English. This is consistent with Muzlifatul Ulfah's belief that the teacher serves as a learning manager who is expected to manage learning effectively in order to achieve the planned learning objectives.<sup>84</sup>

b) ECT (English Coach Training)

This activity was carried out in order to train and prepare students to assist teachers in teaching MTs level as well as to develop them as leaders in the English area program. From a social standpoint, this activity can be seen as utilizing more interactive learning to foster emotional closeness and self-confidence. This includes teaching practice, as they are ready to assist teachers in dealing with students. There are also discussion and evaluation groups in

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<sup>83</sup> Iful Rahmawati Mega and Dody Sugiarto, "Speaking Skill in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students," *Journal of Foreign Language Teaching and Learning* 5, no. 2 (2020), <https://doi.org/10.18196/ftl.5253>.

<sup>84</sup> Muzlifatul Ulfah, Fitriani Astari Dewi, and Dwi Wahyu Yulianti, "Teachers' Perspective Toward the Classroom Management of English Teaching-Learning Process in Big Class" Vol. 2, No. 1, pp. 7–16, 2020 (n.d.), <https://doi.org/10.1002/cae.22318>.

this activity to solve problems encountered during the program. Many interactive language learning activities, such as creative drama, role playing, problem solving, and discussion groups, can be carried out in the classroom, as mentioned by Omar in Afsheen. This activity can assist students in developing emotional closeness.<sup>85</sup>

c) EIP (English Intensive Program)

This program is for students who have just started, specifically 7th grade and some 8th grade. The intention is for students to receive English instruction early so that they can acquire the language more quickly in time for them to take part in the following teaching and learning process. There are several learning programs in this program, including Morning Class, Afternoon Class, and Evening Class. The material taught in the morning class is Vocabulary; students are given vocabulary as a foundation for mastering English. Students are asked to memorize and practice in this activity. The afternoon class focuses on games and public speaking. The game method is intended to increase student's learning interest and is simpler to understand, because learning is that it produces new interests and advantages, motivates and encourages learning behaviors, and gives students psychological effects.<sup>86</sup> Grammar and writing are taught in the evening class. From a social standpoint, this type of activity is included to the social aspect because it is closely related to the

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<sup>85</sup> Dr Afsheen Salahuddin, Dr Farah Deeba, and Amna Saleem, "Enhancing Confidence in Students' English Speaking Skills by the Use of Interactive Practices," *VFAST Transactions on Education and Social Sciences* Volume 10, Number 1 (March 2022): pp:148-155.

<sup>86</sup> Pham Thi Thuy Dung, "The Effects of Audiovisual Media on Students' Listening Skills," *International Journal of TESOL & Education* 1, no. 1 (2021): 13-21.

interaction between teachers and students. Social interaction forms when two people meet each other, such as greeting each other, shaking hands, chatting with each other, or even getting into a fight. Even though the people who met each other did not greet or exchange signs, social interactions had taken place.<sup>87</sup>

## 2) Teaching Technique

Teaching techniques are still one of the components of learning that must be considered. The use of supporting learning media in conjunction with active learning techniques will make the classroom learning environment lively, fun, and not boring. This will certainly have a positive impact on students in the future.

However, the use of various methods in learning activities is not always appropriate if it is not in accordance with the situations that support it and the psychology of students. As a result, educator expertise is required in selecting appropriate teaching methods or techniques. This is in accordance with Richard's statement which states that the important issues are not which method to adopt, but how to develop procedures and instructional activities that will enable programme objectives to be obtained.<sup>88</sup>

At the Pesantren Qudsiyyah Putri, various methods of teaching English are used, including: teacher center, discussion, memorizing, playing games, role play, watching movies, singing a song and jarimatika tenses. Educators devised these

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<sup>87</sup> Ina Eka Indriyani, Syaharuddin Syaharuddin, and Jumriani Jumriani, "Social Interaction Contents on Social Studies Learning to Improve Social Skills," *The Innovation of Social Studies Journal* 2, no. 2 (March 10, 2021): 93, <https://doi.org/10.20527/iis.v2i2.3085>.

<sup>88</sup> Alan Maley, "The Teacher's Sense of Plausibility Revisited," *Indonesian JELT: Indonesian Journal of English Language Teaching* 11, no. 1 (May 31, 2016): 1–29, <https://doi.org/10.25170/ijelt.v11i1.1487>.

techniques to address the needs of students in pesantren. Some teachers use Islamic principles and content while presenting the subject, as evidenced by the data, which revealed that Islamic content, namely instructions how to cleaning najis in a place of ibadah, was employed in the material of *procedure text*.

### 3) Teaching Media

In teaching and learning, learning is that it produces new interests and advantages, motivates and encourages learning behaviors, and gives students psychological effects.<sup>89</sup> The role of the media as a tool in the teaching and learning process can assist and encourage students to receive and remember lessons more easily. Good media and teaching materials are able to attract students into the learning process.

Teachers at the Pesantren Qudsiyyah Putri use learning media such as whiteboards, text books, and televisions provided by the Pesantren Qudsiyyah Putri. Teachers, on the other hand, are not fixated on these media, so they develop media that is available to them, such as smartphones, laptops, audio, and simple media such as paper rolls for playing games. In this context, learning media is a method of communicating learning messages through educators acting as information carriers.

### 4) Evaluation and Assessment System

The evaluation of English learning at the pesantren Qudsiyyah Putri is done once a semester, and the teachers also conduct an independent assessment. This is to determine the students' knowledge, abilities, and comprehension of the material presented. In order for teachers to adjust the material to be taught. This is in accordance with

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<sup>89</sup> Pham Thi Thuy Dung, "The Effects of Audiovisual Media on Students' Listening Skills," *International Journal of TESOL & Education* 1, no. 1 (2021): 13–21.



Dilova's statement which states that Assessment is a means of interaction between the student and the teacher that helps to determine the process of mastering the learning materials and the level of mastery.<sup>90</sup>

The self-assessments conducted by the English teacher of pesantren Qudsiyyah Putri are listening task, speaking task, memorizing, quizzes, essays, and games. Forms of activity of the judgment include:

- a) Listening task: Instruct students to do something in response to verbal commands.
  - b) Speaking task: *Can you spell your name, please?*
  - c) Memorizing: Vocabulary and Tenses
  - d) Quizzes: reviews the lessons that have been taught
  - e) Games: to find out students' skills directly
- b. Cultural Perspectives

According to E.B. Taylor, Culture is a complex whole that includes beliefs, decency, art, customs, laws, abilities and other habits that are often studied by humans as part of society.<sup>91</sup> Aliaksandr states that culture means the whole complex of traditional behavior which has been developed by the human race and is successively learned by each generation.<sup>92</sup> From the definition above researchers conclude that culture is everything that is obtained from the community in the form of rules, art, tradition, habits or important

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<sup>90</sup> Bukhara State University of the Republic of Uzbekistan and Nargiza Dilova Gaybullaeva, "Formative Assessment of Students' Knowledge - As a Means of Improving the Quality of Education," *Scientific Reports of Bukhara State University* 5, no. 3 (June 30, 2021): 144–55, <https://doi.org/10.52297/2181-1466/2021/5/3/13>.

<sup>91</sup> Naibei, "Culture and Sustainable Development."

<sup>92</sup> Aliaksandr Birukou et al., "A Formal Definition of Culture," in *Models for Intercultural Collaboration and Negotiation*, ed. Katia Sycara, Michele Gelfand, and Allison Abbe, vol. 6, *Advances in Group Decision and Negotiation* (Dordrecht: Springer Netherlands, 2013), 1–26, [https://doi.org/10.1007/978-94-007-5574-1\\_1](https://doi.org/10.1007/978-94-007-5574-1_1).

activities at a certain time and this has existed since ancient times and is still being studied and carried out in the present.

#### 1) English Program

The researcher examines the English program in the Pesantren Qudsiyyah Putri from a cultural perspective. The English learning program implemented at the Pesantren Qudsiyyah Putri adopted the learning model from Pare, another Pesantren, Schools, and English Language Institutions. The program is designed to improve the English skill of students at the Pesantren Qudsiyyah Putri including Formal learning such as scheduled salaf lessons where English at the Pesantren Qudsiyyah Putri gets no more than two meetings a week. Furthermore, other programs that provide students with acquiring English skills in Qudsiyyah Putri included the English Area, ECT (English Couch Training), EIP (Intensive English Program). This is in accordance with Mawardi's statement which states that the English program is a program created by an institution to improve the quality of English.<sup>93</sup>

English Area From a cultural standpoint, this activity requires students to interact in English on a daily basis in the pesantren environment, both in and out of class, such as in the office, canteen, and bed room. If someone violates it, they will face punishment. Takziran is the punishment in pesantren.<sup>94</sup> Takzir is a punishment meted out to santri who break the rules. The form of punishment is also adapted to the pesantren culture, namely cleaning the Mushola. This activity is designed to

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<sup>93</sup> Mawardi Muhammad Nur et al., "Pesantren Readiness for the English Programs," *English Education Journal* 12, no. 2 (April 30, 2021): 218–35, <https://doi.org/10.24815/eej.v12i2.19176>.

<sup>94</sup> Arum Maslachah, Sofyan Sauri, and Helmawati Helmawati, "The Management of Kyai Development Through Polite Languages to Form Akhlakul Karimah Santri in The Pesantren," *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam* 6, no. 1 (May 1, 2021): 163–78, <https://doi.org/10.31538/ndh.v6i1.1349>.

get students used to and fluent in using English. Getting used to using the language is an important factor in improving language skills. Not only that, but there are a variety of other activities in this program, such as memorizing vocabulary, verbs, and tenses. This activity is known as the tahfidz method in pesantren education. The Tahfidz method is recited without looking at books or other notes while under the direction and supervision of an instructor.<sup>95</sup> Furthermore, ECT and EIP are learning programs that have become a tradition at the pesantren Qudsiyyah Putri, because these programs are held every year. So from a cultural point of view, the form of the program is meant.

a) Teaching Technique

Some of the teaching techniques used at the Pesantren Qudsiyyah Putri, such as memorizing, teacher centering, and discussing, are culturally similar to the pesantren-style learning model. Memorization in the English program at the pesantren Qudsiyyah Putri includes vocabulary, verbs, and tenses. Within the scope of pesantren, this activity is the same as the tahfidz method. Tahfidz method is recited without looking at books or other notes while under the direction and supervision of an instructor. The rote method is related to the method of habituation.<sup>96</sup>

Another technique is the teacher center, which is mentioned by Sofi that the learning is in the form of direct transfer of knowledge from teacher to student.<sup>97</sup> It has been proven by the

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<sup>95</sup> Adi Fadli, "Al-Tikrār and Al-Tadrīj: Pesantren Learning Method TGH Bagu Lombok NTB," *Jurnal Pendidikan Islam* 7, no. 1 (August 27, 2018): 209–23, <https://doi.org/10.14421/jpi.2018.71.209-223>.

<sup>96</sup> Adi Fadli, "Al-Tikrār and Al-Tadrīj: Pesantren Learning Method TGH Bagu Lombok NTB," *Jurnal Pendidikan Islam* 7, no. 1 (August 27, 2018): 209–23, <https://doi.org/10.14421/jpi.2018.71.209-223>.

<sup>97</sup> Sofi Hanif, Agus Fany Chandra Wijaya, and Nanang Winarno, "Enhancing Students' Creativity through STEM Project-Based Learning," *Journal*

following data: “The method I employ is similar to that of general learning in that I present and explain material while students pay attention to the lesson”<sup>98</sup> In conjunction with the above descriptions, the technique is similar to the bandongan method in which a teacher, kyai or ustadz reads and explains the contents of the yellow book to students, or students listen, give meaning, and receive.<sup>99</sup>

Discussion is another technique that is similar to the Islamic boarding school learning model. Based on the data gathered, this activity is described as follows from Teacher 3's experience:

“I taught through discussion, role playing, memorization, games, and anything else. Maybe some of them are familiar with pesantren culture, such as when I convey tenses and provide examples, and then ask them to discuss, analyze, and provide conclusions. Usually these activities are almost the same as bahtsul masail”<sup>100</sup>

According to Wiyono, bahtsul masa'il is a tradition of activities carried out by students as a medium in scientific discussion in order to deepen their understanding of the ideas and texts of the Qur'an and Sunnah in order to address society's religious issues.<sup>101</sup>

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*of Science Learning* 2, no. 2 (January 11, 2019): 50, <https://doi.org/10.17509/jsl.v2i2.13271>.

<sup>98</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>99</sup> Koko Adya Winata, Andewi Suhartini, and Nurwadjah Ahmad, “Development of Curriculum and Learning System in Pondok Pesantren. (A Case Study at Pesantren Al Falah Dago Bandung),” *Randwick International of Education and Linguistics Science Journal* 2, no. 1 (March 30, 2021): 29–36, <https://doi.org/10.47175/rielsj.v2i1.196>.

<sup>100</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>101</sup> Education and Democratic Issues International Conference on Citizenship Wiyono, Suko et al., “Development of the Bahtsul Masail Learning Model in the Pancasila and Civic Education Subject” *Empowering Civil Society in*

The use of teaching techniques from the data found that there are no specific qualifications in the selection of materials and activities because there are no specific provisions such as RPP/Syllabus that direct teachers to include the cultures of pesantren. But the teachers still try to adapt their teaching content to the Pesantren environment.

## 2) Teaching Media

In terms of pesantren culture, the media used in the Pesantren Qudsiyyah Putri are similar to that of public schools, such as white boards, text books, and television. However, due to a lack of media provided by the pesantren, the teachers at the Pesantren Qudsiyyah Putri have created their own media to help students learn more effectively. Smartphones, laptops, sholawat tenses, and simple media all around are some of the media they have created.

Sholawat tenses are one of several media that have been adapted to the pesantren's typical culture. According to Mibtadin's research, the sholawat tradition is the result of a harmonious acculturation of Islamic values and Javanese culture.<sup>102</sup> This sholawat media is to maintain the culture of the pesantren even though it is included in English lessons, in addition to attracting students' interest and being more effective in memorizing tenses.

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*the Industrial Revolution 4.0: Proceedings of the 1st International Conference on Citizenship Education and Democratic Issues (ICCEDI 2020), Malang, Indonesia, October 14, 2020, 2021,*  
<https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2933964>.

<sup>102</sup> Mibtadin Mibtadin and Zainal Habib, "Community Religious Expression through Sholawat in Bangunrejo Kidul Kedunggalar Ngawi Village," *Jurnal Ilmu Dakwah* 42, no. 1 (July 2, 2022): 49–64, <https://doi.org/10.21580/jid.v42.1.10922>.

### 3) Evaluation and Assessment System

At the Pesantren Qudsiyyah Putri, evaluation and assessment activities are completed in two ways, including semester exams and teacher self-evaluation. If seen from the definition of culture, that is everything is obtained from the community in the form of important activities at a certain time, semester tests and self-assessment are included in the culture of the Qudsiyyah Putri Islamic boarding school.

## 2. The Experiences of Teachers and Students in ELT of Pesantren Qudsiyyah Putri

Based on the interview process and referring to the terms of experience, it is explained that experience is knowledge and skills acquired by doing something for a specific period of time, as well as the process of obtaining it.<sup>103</sup> As a result, the researcher examines them, including the teacher's and students' experiences, as well as the problems encountered by the teachers and students.

### a. Teachers' Experience

#### 1) Teachers' experience in designing material

Based on the research findings, the teaching materials used by English teachers at the Pesantren Qudsiyyah Putri are textbook materials from Pesantren. This textbook is used as a basic reference in providing material. In this case the teacher tends to be active in developing the teaching material. This creativity can be seen from the variety of teaching materials developed by the teacher.

The description above is also supported by another teacher reporting that there are no specific qualifications for designing learning materials. However, it still adjusts the students' conditions to the pesantren environment. This experience among these English teachers are elaborated through following the data:

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<sup>103</sup> Oxford Dictionary

“There are no specific qualifications for designing material; we are free to include any type of material, but as teachers, we must still adjust to the needs of students who live in Islamic environments. For example, describing daily activities at an Islamic boarding school, including reading Al-Qur'an”<sup>104</sup>

“We are given a handbook from the pesantren as material in the learning process and there are no specific qualifications in determining the material, but we as teachers try to adapt it to the pesantren environment. Such as the techniques and media that we use by adjusting the environment and conditions of students in pesantren”<sup>105</sup>

Based on following the description above, it could be assumed that teacher creativity is required to develop learning materials. According to Reyes, providing space for innovation and creativity allows teaching and learning opportunities to become active and increase.<sup>106</sup>

## 2) Teachers' experience in using learning media

The role of the media as a tool in the teaching and learning process can assist and encourage students to receive and remember lessons more easily. Learning resources and learning media have various kinds of diversity, so teachers need to identify and utilize existing learning resources.

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<sup>104</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>105</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>106</sup> Reyes Limon Quezada, Christie Talbot, and Kristina Belen Quezada-Parker, “From Bricks and Mortar to Remote Teaching: A Teacher Education Program’s Response to COVID-19,” *Journal of Education for Teaching* 46, no. 4 (August 7, 2020): 472–83, <https://doi.org/10.1080/02607476.2020.1801330>.

Good media and teaching materials are able to attract students into the learning process. The ability of the teacher to use media appropriately is required for effective use. As with the teacher's experience based on the data discovered:

“The only available media in Pesantren Qudsiyyah Putri are whiteboards, text books, and television, but relying solely on these is insufficient because there are so many other media that can be used to develop more interactive and effective material. Other than what is available at Pesantren, I usually use laptops, cell phones, pictures to describe something, and so on. We also incorporate Islamic content into our English lessons, such as describing daily activities in pesantren. Describe a picture, for example, Menara Kudus”<sup>107</sup>

Likewise, other teachers share their experiences with learning media.

“There are learning media provided by pesantren, such as daily expressions, English friends. The students already have their own books. But I have my own book which contains all English skills”<sup>108</sup> “I use media such as smartphones, audio, laptops, make a simple media, for example, rolling paper to play games”<sup>109</sup>

From this elaboration, It can be seen that teacher creativity plays a significant role in incorporating media into the learning process. Furthermore, they are involved in the learning process and can identify

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<sup>107</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>108</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>109</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.



which media are appropriate for use. According to Harmer in Ignatius that a teacher has six roles in managing a class, they are controller, assessor, organizer, prompter, participant, and resource.<sup>110</sup>

### 3) Teachers' experience in evaluation and assessment

The process of evaluating learning English is carried out to determine the extent to which students' knowledge, abilities, and understanding of the material presented, and the process of evaluating or assessing learning English is carried out because it can determine the ability of the students themselves to the material taught by the teacher. This is in accordance with Cowie in Irfan's statement which states that assessment is important in the educational process because it informs and improves ongoing learning.<sup>111</sup>

According to the data gathered, semester tests and self-assessments are two of the evaluation and assessment processes used by English teachers in the Pesantren Qudsiyyah Putri. The method of self-assessment used varies because each teacher has their own style. According to the following English teacher's experience:

“In evaluating other than semester exams, I usually hold quizzes to review previous material, give assignments in the form of essays so that I know how far they understand sentence structure and playing games”<sup>112</sup> “Because I'm still a new teacher, so I've never done an

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<sup>110</sup> Ignatius Rindu and Ariyanti Ariyanti, “Teacher’s Role in Managing the Class during Teaching and Learning Process,” *Script Journal: Journal of Linguistic and English Teaching* 2, no. 1 (April 25, 2017): 83, <https://doi.org/10.24903/sj.v2i1.77>.

<sup>111</sup> Irfan Tosuncuoglu, “Importance of Assessment in ELT,” *Journal of Education and Training Studies* 6, no. 9 (August 15, 2018): 163, <https://doi.org/10.11114/jets.v6i9.3443>.

<sup>112</sup> T1, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 2, transcript.

assessment, but for the pesantren here, the assessment itself is held for one semester”<sup>113</sup>

“The evaluation or assessment model that I do includes Listening where I instruct students to do something in response to what I say. There are also speaking tasks like spelling names etc. And memorize vocabulary and tenses”<sup>114</sup>

#### b. Students’ Experience

##### 1) Students’ experience related to the English material

The students of Pesantren Qudsiyyah Putri have a lot of experience in the English teaching. This was found to be related to English material taught at the pesantren Qudsiyyah Putri using various techniques. This is confirmed by the following data:

“The material taught is very unique, because it differs from other lessons. There are a variety of methods used, including watching movies, playing games, memorizing with sholawat, quizzes, and others. Also unlike what is taught in madrasah, what is taught in pesantren is more fun”<sup>115</sup>

“It feels like there is a spirit of its own because the English language taught in pesantren is different from that taught in madrasah. Because at madrasah in less interactive learning”<sup>116</sup>

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<sup>113</sup> T2, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 3, transcript.

<sup>114</sup> T3, Interview by the researcher, November 10<sup>th</sup>, 2022, interview 4, transcript.

<sup>115</sup> S2, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 6, transcript.

<sup>116</sup> S1, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 5, transcript.

Furthermore, several methods tailored to the santri and pesantren environments were discovered. It has been proved by following data:

“There are many techniques used by teachers in teaching English at this pesantren, such as playing games using rolled paper. There are also those who use songs so that memorizing the tenses formula can be easier and faster, some of the songs also have sholawat tones”<sup>117</sup>

“English is easier to understand in a pesantren than in a madrasah. Tenses, for example, have a technique for memorizing them quickly, but it's different if the tenses aren't finished at madrasah. Techniques for memorizing tenses that use 8 fingers, songs, and salawat tones”<sup>118</sup>

“I gained more experience learning English in pesantren, in madrasah the learning process just uses a guidebook. I got a lot of provisions at the Islamic boarding school because there is also practice”<sup>119</sup>

Based on the description above, it is reasonable to assume that students are more interested in various types of learning techniques that make the learning process more interactive. According to Reyes, providing space for innovation and creativity allows teaching and learning opportunities to become active and increase.<sup>120</sup>

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<sup>117</sup> S4, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 8, transcript.

<sup>118</sup> S5, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 9, transcript.

<sup>119</sup> S6, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 10, transcript.

<sup>120</sup> Reyes Limon Quezada, Christie Talbot, and Kristina Belen Quezada-Parker, “From Bricks and Mortar to Remote Teaching: A Teacher Education

## 2) Students' experience related to the English media

Based on the data that was found from students' experiences, the media used in the pesantren Qudsiyyah Putri is quite fulfilled. The teachers are not fixated with the media provided by the pesantren. They develop the media that is around. Such as using paper to play games and sometimes teachers use their smartphone as a learning support. It was found that the media available at the pesantren included module books, whiteboard and TV. It has been described by all of the experiences of students:

“The media provided by the pesantren here are module books, blackboards and TV. For TV its use is also limited. Sometimes when playing quizzes some teachers rely on their own smartphones.”<sup>121</sup> “It is quite fulfilling because some teachers develop it with the available media. Like waste paper to play games”<sup>122</sup>

“The media used is sufficient, so it's not just in the whiteboard, sometimes it's like watching movie using TV or laptop by the teacher”<sup>123</sup> “Some of the instructional materials incorporate the teacher's own media, like laptops, smartphones, etc.”<sup>124</sup>

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Program's Response to COVID-19,” *Journal of Education for Teaching* 46, no. 4 (August 7, 2020): 472–83, <https://doi.org/10.1080/02607476.2020.1801330>.

<sup>121</sup> S1, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 5, transcript.

<sup>122</sup> S2, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 6, transcript.

<sup>123</sup> S3, Interview by the researcher, November 19<sup>th</sup>, 2022, interview 7, transcript.

<sup>124</sup> S4, Interview by the researcher, November 26<sup>th</sup>, 2022, interview 8, transcript.

3) Students' experience related to the evaluation and assessment

The purpose of the assessment of learning outcomes is of course the same as intersecting with the objectives of learning evaluation and the learning carried out. Evaluation is an important factor which is one of the benchmarks for the success of the learning process. From the data found, based on the students' perception about evaluation and assessment in the pesantren Qudsiyyah Putri, the semester test was carried out. This activity is carried out every semester for all subjects taught at the pesantren Qudsiyyah Putri.

c. Problem Faced by the Teachers

The study's findings indicate that the numerous activities of the salaf program at Qudsiyyah Putri Islamic Boarding Schools, such as reading the Kitab, praying, and memorizing alfiyyah and the Qur'an (Tahfidz), provide problems for instructors. Other issues that English instructors confront include:

- a) Students' basic English skills remain limited
- b) A busy schedule of student activities
- c) Many students lack confidence in using English
- d) Difficulties incorporating Islamic values into the material
- e) Maintaining the English language program in pesantren
- f) A great deal of memorizing of the Nadzom Alfiyyah and the Tahfidz program

The solution for the problem above was cooperation with other teachers, giving motivation and innovation is needed from each teacher. Innovation can support students' progress towards the identified learning goals more effectively.<sup>125</sup>

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<sup>125</sup> Katja Maass et al., "Different Ways to Implement Innovative Teaching Approaches at Scale," *Educational Studies in Mathematics* 102, no. 3 (November 2019): 303–18, <https://doi.org/10.1007/s10649-019-09920-8>.

#### d. Problem Faced by the Students

The problems faced by students were found that the lack and limited use of facilities in learning English such as TV in pesantren and the prohibition of bringing Smartphones made the learning process hampered because in the present era sophisticated tools are needed to support the learning process. In addition, students also have difficulty increasing vocabulary. This is due to the large number of rote memorization in the pesantren Qudsiyyah Putri which hinders the mastery of English. These obstacles make the level of understanding of students to decrease. This case was also experienced by some pre-service English teachers at IAIN Kudus in Wahyuningsih's research which stated that the lack of acquiring English vocabulary hindered fluency in speaking English.<sup>126</sup> This is in accordance with the statement of Saville-Troike in Huma Zaidi that vocabulary is the single most important area of second language competence.<sup>127</sup>

Other problems also sometimes come from teachers who are less interactive so that it affects students' enthusiasm for learning. Teacher enthusiasm also needs to be considered to make lessons more active. Enthusiastic teachers might enjoy teaching more, that enjoyment might rub off on students.<sup>128</sup>

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<sup>126</sup> Sri Wahyuningsih and Maisyanah Maisyanah, "Exploring English Speaking Problems in Higher Education: Pre-Service English Teachers' Perspectives," *Journal of English Teaching and Learning Issues* 4, no. 1 (June 30, 2021): 19, <https://doi.org/10.21043/jetli.v4i1.10786>.

<sup>127</sup> Huma Zaidi and Omar Al Jadaan, "Students' Linguistic Skills and Problems in Learning Medical Vocabulary at a Health Science University in the UEA," *European Journal of Education Studies* 9, no. 6 (June 13, 2022), <https://doi.org/10.46827/ejes.v9i6.4330>.

<sup>128</sup> Jean-Marc Dewaele and Chengchen Li, "Teacher Enthusiasm and Students' Social-Behavioral Learning Engagement: The Mediating Role of Student Enjoyment and Boredom in Chinese EFL Classes," *Language Teaching Research* 25, no. 6 (November 2021): 922–45, <https://doi.org/10.1177/13621688211014538>.