

THE PROBLEMATIC ENGLISH TEACHING LEARNING IN GRADE VII JUNIOR HIGH PONDOK PESANTREN AL-MARHAMAH PUTRA

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Abstract

This research is revealing how the English run in the Pondok Pesantren Al-Marhamah grade VII Junior High, what student had to do, what they could expect, and what teacher expected from them. The researcher conducted the research in order to know the process of teaching and learning process, as the low vocabulary occurred in Pondok Pesantren Al-Marhamah Putra grade VII. The researcher did the research by using observation, interview and documentation as research instruments. Observation was used to know the process of teaching and learning at Pondok Pesantren Al-Marhamah Putra grade VII. In observation, the researcher observed student and environment Pondok Pesantren Al-Marhamah Putra grade VII. Then, the researcher interviewed students in Pondok Pesantren Al-Marhamah Putra grade VII. The researcher describe the the way teaching and learning in Pondok Pesantren Al-Marhamah grade VII. While documentation held to see the lesson plan that available in there as teaching guidance. The interview conduct as teacher and student point of view of their teaching learning activity. Observation, documentation, and interview show that English teaching learning in this Pondok Pesantren is problematic. First, the English teacher unqualified. Second, uncondusive equipment to teaching and learning. Third, the environment still not support the daily use of English. The continuation become recommendation to overcome problematic English teaching learning in grade VII.

Keywords: pondok pesantren, Al-Marhamah Putra, Grade VII

INTRODUCTION

Teaching English in Pondok Pesantren Al-Marhamah Putra grade VII is not as simple as usual. Many aspect that very diferrent such as Society changing, process of adapting it. Syllabus, material selection, and facilities are in placed to manage the teaching learning. The implementation of syllabus and methodology is still can't run well in Pondok Pesantren Al-Marhamah Putra Grade VII. The most probable reason for the ineffectiveness of the approach adapted in teaching and learning English at Pondok Pesantren Al-Marhamah Putra Grade VII may be (1) insufficient facilities, (2) unreadiness students to engage with

dormitory living, never receive English in school before, (3) incompetence teacher. The complex problem is not as simple as changing method and syllabus without any serious attempt to Pondok Pesantren Al-Marhamah Putra Grade VII local context.

Specific education, role of teachers, students, and material is the part cycle of teaching learning in Pondok Pesantren Al-Marhamah Putra Grade VII since they stay in dormitories. Some believed that culture and language is not connected one another. In reality, language is the result of culture that is symbol and verbal form of interaction. Language is the most effective

instrument of communication (Cereci, 2015) that express attitude, beliefs and points of view, experience creator, and member of society identifier.

Pondok Pesantren firstly emerge on Ampel since time of colonialism. It is the place to pray and also hiding their nationality and education as Dutch forbid it. They secretly add some science and knowledge also nationalism until they join the independence movement. Today, Pondok Pesantren (Herman, 2013) is not just religious place but also source of general knowledge that together in harmony. Some even master in English and other language. This blend can go well and some still on progress.

Pondok Pesantren Al-Marhamah Putra is Islamic housing school for male Muslim youngster to study and practice Islam thoroughly. Built since last four years and still on going. No connection with authorities, no local and national standard of education, still low in infrastructure and education facility. National education, Bahasa Indonesia, English, Math, Geography, and History become secondary subject in this school. It is their standard of education and the secondary subject only have half hour allocation for every class (Junior and Senior High).

Learning from Pondok Pesantren Al-Marhamah, the researcher convinced that education condition in our country is not 100% capable conducting education program like the obligation from education authority. Lack of facility and infrastructure is happening even in Java only. Internet signal, electronic devices, electricity availability, connection and transportation, economic condition, and incentive for teacher are found by researcher as lack of facility and infrastructure. On this

pandemic, not all school on our country can follow the pandemic curriculum and media. The current curriculum of 2013 implies that English is an elective subject for Elementary school; it is optional for elementary school for English as local content or they may choose others such as ICT, cultures, or life skills. On 2013 Curriculum, times allocation for English on junior high is 4x40 minutes every week on VII grade. This curriculum also include with covid19 protocol such as independent study and network. This research is revealing how the English run in the Pondok Pesantren Al-Marhamah grade VII Junior High, investigate the language teaching learning that teachers conduct, analyze the syllabus and lesson plan and conclude the result to make recommendation for grade VII Pondok Pesantren Al-Marhamah Putra.

The landmark education from our city showcase is known, but don't forget the amount of low facility schools are far too great and can't implement the curriculum. With this view, the researcher decide entitled his research as "THE PROBLEMATIC ENGLISH TEACHING LEARNING IN GRADE VII JUNIOR HIGH SCHOOL PONDOK PESANTREN AL-MARHAMAH PUTRA"

METHODS

this research in the purpose to explore English teaching learning in Pondok Pesantren Al-Marhamah Putra grade VII. This would help the reader to gain an understanding of how the teaching learning run, what the activities are, and how the students' perceptions and opinions about the condition. The research was design to take a deeper look into the characteristics of the English teaching in *Pesantren*. This entailed both classroom observation,

documentation to explore the lesson plan and English book, interviews with English teacher and student at grade VII Pondok Pesantren Al-Marhamah Putra. Identifying the opinions and expectations on the side of the English teacher and students toward the process of English teaching: how the teacher selects the materials, how the teacher work with those materials, and how the process of teaching to be assessed. This stage builds on the findings of the study and focuses on recommendations for policy and change.

During the research, for the basis of classroom culture information, five weeks observation were made to deepen the detailed information in English language lessons and the seventh grade students as the main source of the information. The researcher as the observer in these observations helped her in understanding the way teacher teaches their students, the relationship between teacher and students, the class activity and atmosphere. Five times classroom observation was done by the researcher, started from January 11, 2023, to February 08, 2023. They were 17 students (male) of grade seventh students who attended the class.

Based on the character and form, the type of data in this research is a qualitative data. It was collected in the form of words or pictures rather than numbers. The kinds of data collected in this research include transcripts of interview notes, photographs, videotaped observation. All of these used as the source of the data for this research.

RESULT AND DISCUSSION

As the result of the observation, documentation, and interview, the discussion occur to analyze and relate it with several theories and define main result. More than a half grade VII optimist there still some way to learn English in Pondok Pesantren Al-Marhamah Putra.

Both curriculum and syllabus that can separate as teaching learning instruction, ignore the lesson plan as its real guide of teaching surely blur the aim of teaching learning itself. Curriculum may define the instruction of teaching and learning, but the syllabus fill with lesson content and learning goal (Bambang Irfani, n.d.).

Syekh Nurjati (2019) conclude that English Instruction is an obligatory on all age not only to understand but to master it because its international language. The students also aware of it but with Pondok Pesantren Al-Marhamah Putra regulation and environment that less support the idea makes the English is problematic. The abolishing of English in elementary school makes it worst as it not support the international language usage then greater gap for students to know it is the international language.

Globalization have some negative effect on the offer of easy live, the Pondok Pesantren establish to overcome with religious subject and the purpose to blend with society. By the research occur that mostly students agree that modernization has many bad impact so they compare with general subject like English to religious subject and decrease their passion (Astuti, 2014).

According to Journal H Kara (2014), that teaching learning strategy is about the method, media, duration, way of transfer

the knowledge and study assessment. The finding of the research shows that not only the method is traditional or ancient or very teachers centered, it also low in media and facility, only 45 minutes a week, untrained teacher as well.

Observation consists of reading, writing, listening, and speaking English teaching learning conduct in Al-Marhamah grade VII. In reading observation finding, after greeting, the teacher asking the student to read. Clearly the student don't understand what they read because the book contained full English so the teacher translate and explain it. The student noted the explanation in their book. The teacher translates it very literal when he mentioned "Jadi adjective ini untuk yang namanya membicarakan suatu kualitas terhadap benda, seseorang, atau hewan. Jadi, adjective ini tentang kualitas kualitas dari beberapa makhluk hidup atau beberapa benda benda yang ada disekitar" rather to mention adjective adalah kata sifat in Bahasa. The teacher also ignores the lesson plan in teacher's manual book so the 7, 8, 9, and 10 object is uncheck.

In writing observation finding, teacher ignores the lesson plan and all the object. The student asked to do the task from the beginning of the class without any explanation. Despite to read the answer of students writing, the student just read the task without the answer and the teacher answers the task. In this writing session, the teacher thought that the students writing is on his focus. No adjective explanation.

In listening observation finding, Teacher ignores the lesson plan and only focus to make student listen what he read. In speaking observation finding, teachers ignore the lesson plan and only focus to

make student read some dialogue as they speak.

As the documentation took place by examine the lesson plan, English book, and record the classroom activity. The finding is exactly like observation checklist that lesson plan vs classroom activity. The documentation shows that the teacher doesn't understand of lesson plan usage as teacher guidance even its available in his book.

From the interview, the researcher describe that the way teaching and learning in Pondok Pesantren Al-Marhamah grade VII that despite their admit that is not easy to learn while they are surrounded with Arabic and religious subject as the main concern of Pondok Pesantren, the absence of their preference between English and other subject, unstandardized teacher, and also students habit that makes them still slow on learn because they newly live in dormitory.

Some of the students even tell that never receive English from elementary. When they come to the Pondok Pesantren Al-Marhamah it will be difficult while the time allocation for English is still not enough to catch what the students left behind with unstandardized English teacher.

The students still aware the important of English as international language and globalization have positive impact while other Pondok Pesantren reject that idea. This is the opportunity to the researcher to fix the condition with some expert and make recommendation as Pondok Pesantren Al-Marhamah English guideline.

In the interview, Felki, Alfian, Haikal, Mukti, Noval, Ibrahim, Syaifullah, Fattah, Dzaki, Hamlan, Galang, Fajri, Angga,

Rafis, Faris are the students that not include the points of observation at all. Only two students that checked on the point of facility posses (dictionary).

1. 30 minutes reading English book
2. Using English on daily activity
3. English facility posses
: Labib, Hafif
4. Master 100 simple vocabulary
5. 2 hours time allocation for English every week
6. English study with friends
7. Exposed by English in the environment

Exposing English by read English students book is crucial to master english. (Nurdini et al., 2017). Therefore, none of the students reading English book for just 30 minutes after class.

Developing English from daily activity using English also have significant result (Sa'adatuddaroen, 2019). None of the students use it.

A dictionary is an indispensable resource for assist student in learning english. Looking up a word in a dictionary will help you learn its precise meaning, spelling, alternate definitions, and other useful information. It is the only point that two students posses. (Saylor, 2022)

Vocabulary level on beginner is about 250 english word. All the students only master less than 20 that is define below the lowest level even they are in junior high. Time allocation that manage by authorities to English teaching learning is about 2 hours each week (Martaliana et al., 2021) . The student receive less than that. Opportunity to learn English through interaction with the other (Takeuchi, 2016) seems don't conduct yet even it has proven help to learn.

Exposure of English in environment such as magazine, book, internet, and other device with English (Kozhevnikova, 2019) eventhough it still not going in Al-Marhamah. Observation, documentation, and interview shows that in this Pondok Pesantren English is problematic as triangulation conduct to reveal and as it continuation will become recommendation how to increase English in grade VII.

This observation use Classroom Observation Sheet based on specifications from Haggard (1982) and Ruddell, M.R., & Shearer, B.A. (2002) and modified by the researcher to compare standardize lesson plan with classroom activity.

Reading		
No	Object Observed	Note
Pre-teaching		
1.	Greeting and Pray	✓
2.	Giving adjective introduction	✓
While-teaching		
3.	Teacher ask student to examine the adjective in daily activity in language element	✓
4.	Teacher explain the adjective in daily basis in language element	✓
5.	Teacher guide the student to investigate adjective in daily basis in language element	✓
6.	Teacher guide student to analyze the usage of adjective in daily life	✓
7.	Student summarize what they have learn today.	
Post-teaching		
8.	Student asked to conclude the result of their learning with teachers guide.	
9.	Teacher explain the next lesson	
10.	Close the teaching learning and pray	

The writer's comments

After greeting, the teacher ask the student to read. Clearly the student don't understand what they read because the book contained full English so the teacher translate and explain it. The student note the explanation in their book. The teacher translate it very literal when he mention "Jadi adjective ini untuk yang namanya membicarakan suatu kualitas terhadap benda, seseorang, atau hewan. Jadi, adjective ini tentang kualitas kualitas dari beberapa makhluk hidup atau beberapa benda benda yang ada disekitar" rather than to mention adjective adalah kata sifat in Bahasa. The teacher also ignore the lesson plan in teachers manual book so the 7, 8, 9, and 10 object is uncheck.

Writing		
No	Object Observed	Note
Pre-teaching		
1.	Greeting and Pray	
2.	Giving adjective introduction	
While-teaching		
3.	Teacher ask student to examine the adjective in daily activity in language element	
4.	Teacher explain the adjective in daily basis in language element	
5.	Teacher guide the student to investigate adjective in daily basis in language element	
6.	Teacher guide student to analyze the usage of adjective in daily life	
7.	Student summarize what they have learn today.	
Post-teaching		
8.	Student asked to conclude the result of their learning with teachers guide.	
9.	Teacher explain the next lesson	
10.	Close the teaching learning and pray	

The writer's comments

The teacher ignore the lesson plan and all the object. The student asked to do the task from the beginning of the class without any explanation. Despite to read the answer of students writing, the student just read the task without the answer and the teacher answers the task. In this writing session, the teacher thought that the students writing is on his focus. No adjective explanation.

Listening		
No	Object Observed	Note
Pre-teaching		
1.	Greeting and Pray	√
2.	Giving <u>aperception</u> question and answer of present tense pattern	
While-teaching		
3.	Teacher ask student to examine the structure and usage present tense pattern	
4.	Teacher short explain of structure and usage present tense pattern	
5.	Teacher discuss about structure and usage present tense pattern	
6.	Teacher guide student to investigate information structure and usage present tense pattern	
7.	Student summarize what they have learn today.	
Post-teaching		
8.	Student asked to conclude the result of their learning with teachers guide.	
9.	Teacher explain the next lesson	
10.	Close the teaching learning and pray	

The writer's comments

The teacher ignore the lesson plan and only focus to make student listen what he read.

Speaking		
No	Object Observed	Note
Pre-teaching		
1.	Greeting and Pray	
2.	Giving <u>aperception</u> question and answer of present tense pattern	
While-teaching		
3.	Teacher ask student to examine the structure and usage present tense pattern	
4.	Teacher short explain of structure and usage present tense pattern	
5.	Teacher discuss about structure and usage present tense pattern	
6.	Teacher guide student to investigate information structure and usage present tense pattern	
7.	Student summarize what they have learn today.	
Post-teaching		
8.	Student asked to conclude the result of their learning with teachers guide.	
9.	Teacher explain the next lesson	
10.	Close the teaching learning and pray	

The writer's comments

The teacher ignore the lesson plan and only focus to make student read some dialogue as they speak.

The class observation in grade VII Al-Marhamah Putra at 4 sequence of times according to four skills (reading, writing, listening, speaking) resulting that the lesson plan not run by the teacher as it should be. Time allocation that so short, teacher centered, explanation that not aim the point of lesson plan, and also revealing that the teacher is untrained.

CONCLUSION

This research explore the problematic of English teaching learning in grade VII Pondok Pesantren Al-Marhamah Putra. The first finding from the observation by observe the lesson plan and classroom activity by reading, writing, listening, and speaking on each meeting is grade VII Al-Marhamah teacher is unaware and not understand the use of lesson plan even it is in their guide book. So the main course of

what is the crucial to grade VII Al-Marhamah in English that already decided by National Education Authority can not achieve. The second finding from the documentation as the researcher witness the classroom activity run and how the teacher deliver English also availability of facility is that the teaching is very teacher centered while the education background of the teacher is still internship with only white board and book as the facility with limited time allocation(fourty five minutes once a week). The third finding from the interview to investigate deeper point of view, From the result of the research that despite their admit that is not easy to learn while they are surrounded with Arabic and religious subject as the main concern of Pondok Pesantren, the absence of their preference between English and other subject, unstandardized teacher, and also students habit that makes them still slow on learn because they newly live in dormitory. Some of the students even tell that never receive English from elementary. When they come to the Pondok Pesantren Al-Marhamah it will be difficult while the time allocation for English is still not enough to catch what the students left behind with unstandardized English teacher. The students still aware the important of English as international language and globalization have positive impact while other Pondok Pesantren reject that idea. This is the opportunity to the researcher to fix the condition with some expert and make recommendation as Pondok Pesantren Al-Marhamah English guideline.

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