

**EFL TEACHER CHALLENGES IN TEACHING ENGLISH FOR  
LEARNERS AT A MODERN ISLAMIC BOARDING SCHOOL**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in  
English Language Education**



By

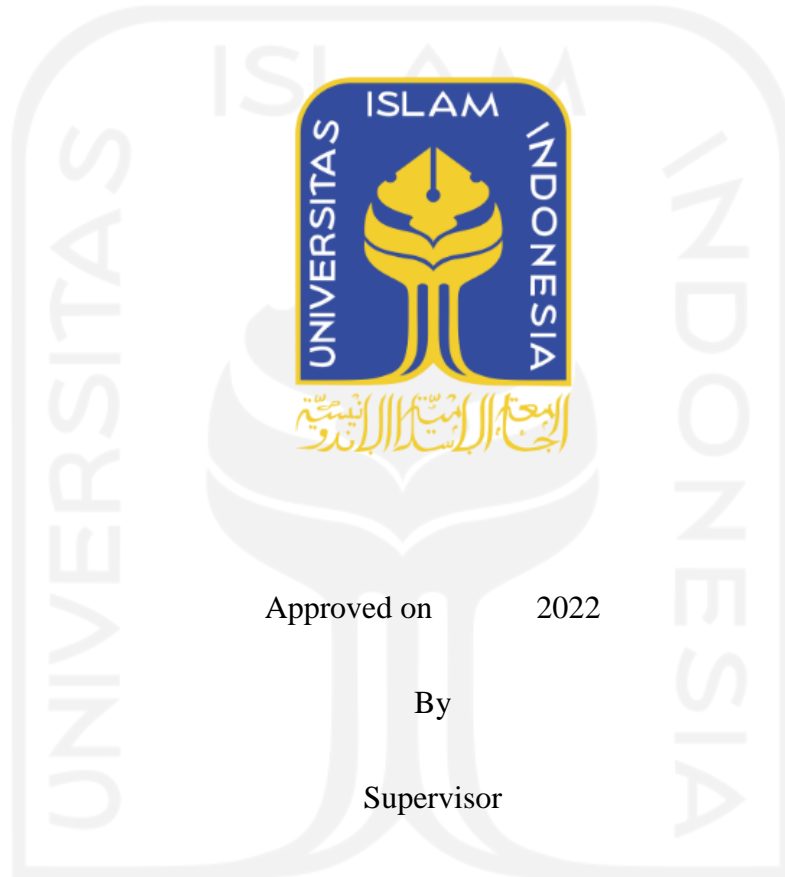
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YOGYAKARTA**

## APPROVAL SHEET

**EFL TEACHER CHALLENGES IN TEACHING ENGLISH FOR  
LEARNERS AT A MODERN ISLAMIC BOARDING SCHOOL**



Approved on 2022

By

Supervisor

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# RATIFICATION SHEET

## EFL TEACHER CHALLENGES IN TEACHING ENGLISH FOR LEARNERS AT A MODERN ISLAMIC BOARDING SCHOOL

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Defended before the Board of Examiners on 22 June 2022 and Declared

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## STATEMENT OF ORIGINALITY

I declare that this thesis is my original work. I honestly declare that the contents of this thesis do not contain people's work and statements that are plagiarized and quoted without using references. The sources used in the preparation of this thesis have been acknowledged.

Yogyakarta, 5 May 2022

The author,



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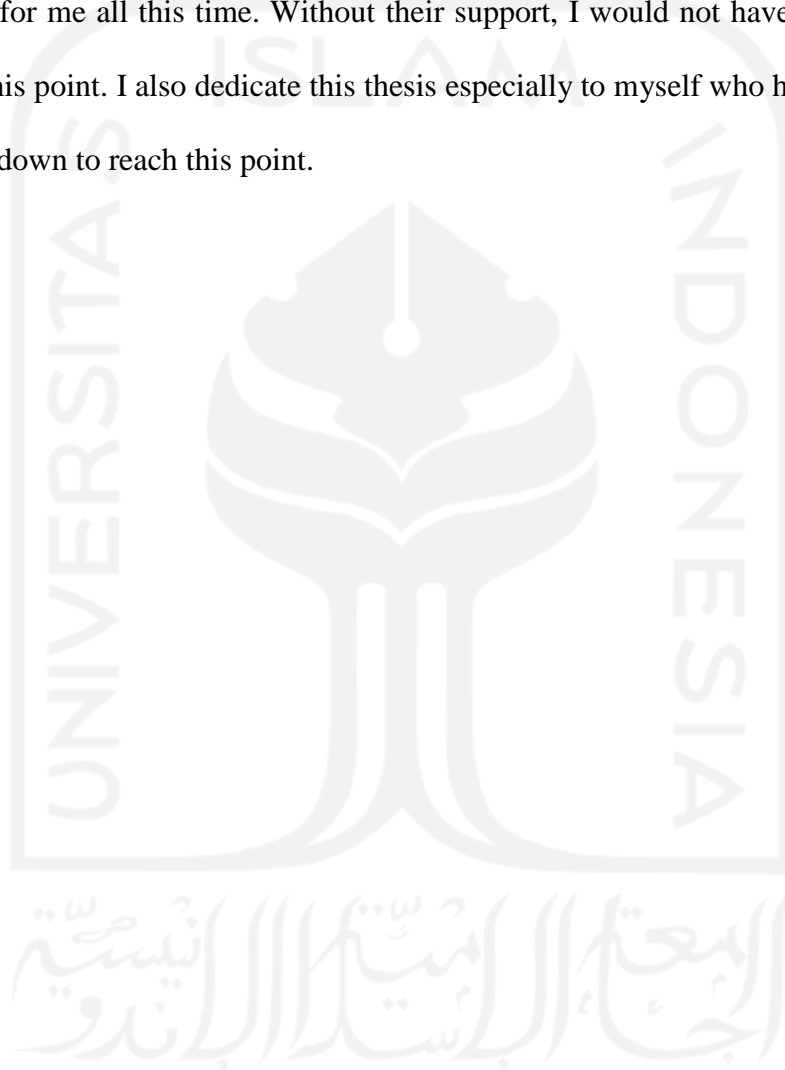
## MOTTO

- “Respect yourself, respect your process without thinking that you are not worthy and other people are better than you.”
- “Don’t compare your process with others because not all flowers bloom at the same time.”



## DEDICATION

I dedicate this thesis to my family and friends who have supported and prayed for me all this time. Without their support, I would not have been able to reach this point. I also dedicate this thesis especially to myself who have struggled up and down to reach this point.



## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises to Allah SWT who has given His mercy and guidance so that I can complete this thesis. *Shalawat* and may peace be upon our Prophet Muhammad SAW who has brought us to the bright era. I could not be more grateful for the strength and patience that Allah has given me so that I can complete this thesis as a partial fulfillment of the requirements for obtaining a *Sarjana Pendidikan* in English Education Department.

Firstly, I would like to express my gratitude to my father Yudi Andrian, and my mother Rizki Purnaini, who always prayed for me and supported me physically and mentally so that I can completed this thesis well. I also appreciate my brother and sisters Syifa Annisa, Ismail Hanif, and Mayhanda Yariza who always encouraged me in completing this thesis.

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Last, suggestions and recommendations are required for the improvement of this thesis because I understand that this thesis is still far from being perfect. I hope that this research can be useful for the readers.

Yogyakarta, 5 May 2022

Farah Fatihah  
18322009





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**ABSTRACT**

This study aims to identify the challenges faced by EFL in-service teacher in a modern Islamic boarding school. The research design of this study is a qualitative study. This study focused on the challenges that faced by EFL teacher in a modern Islamic boarding school. The participant in this study is in-service English teacher in a modern Islamic boarding school. The data was collected by teacher interview and class observation and analyzed through thematic analysis. The finding results showed that the student educational background, student and class condition, teaching method, and students lack of motivation as challenges for EFL teacher in a modern Islamic boarding school.

*Keywords: EFL Teacher Challenges, Modern Islamic Boarding School, Qualitative study, Thematic Analysis*

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

English has a very important role as a global language or international language and is certainly the main language that is often used to communicate by foreigners who live outside their native language. Therefore, English must be learned by everyone in the world, and many foreign students struggle when learning English. School teachers, especially English teachers, face many challenges regarding technology and globalization worldwide, and economic changes also make politics unstable (Michalak & Bavli, 2018). It can also affect students at school, making them lazy and not interested in learning, especially when learning English. Students and other things such as economic problems, work, and social life can be disrupted.

Indeed, today's educational issues are ever-changing and, to some extent, unexpected. The environment in which today's students live necessitates that education provides the circumstances for young people to be prepared for rapid social and economic change, occupations, technologies, and societal concerns that do not yet exist (Darling-Hammond & Lieberman, 2012). This makes teachers have to develop their abilities in knowledge, skills, and mentality to face the challenges and difficulties they will find in the classroom.

One of educational institutions that carry out language education is Islamic boarding school, especially modern Islamic boarding school. English as a foreign language (EFL) has historically been included as one of the required subjects in the curriculum of pesantren (Habibi, 2018). Arabic and English are two foreign languages taught to students at modern Islamic boarding schools. It is not always effective in teaching English in modern Islamic boarding school. English teachers in Indonesia frequently face challenges in their classes. Songbatumis (2017) discovered that several challenges regarding students, teachers, and the schools' facilities related to challenges in teaching English surfaced.

Because most of modern Islamic boarding school use English as the daily language, the researcher wants to find out the challenges faced by English teacher while teaching students in modern Islamic boarding school. Thus, this study will discuss more about the challenges faced by the teacher who teaches English in modern Islamic boarding school.

## **1.2 Identification of the problem**

Based on the background of the research, the researcher will highlight some aspects of the challenges experienced by teachers when teaching English in modern Islamic boarding school in Indonesia. There are still many obstacles to learning English in modern Islamic boarding schools in Indonesia. According to Marzulina et al. (2021), students have difficulty because of their limited vocabulary knowledge, poor concentration, lack of discipline, boredom, and speaking issues. Likewise, teachers face various challenges, including a lack of professional

development opportunities, inadequate teaching technique knowledge, difficulties with language proficiency, a lack of resources, and time restraints.

### **1.3 Limitation of the problem**

This study focused on analyzing English teachers' challenges and difficulties at modern Islamic boarding schools. This is a qualitative study using a descriptive method, and the data was collected by interviewing an English teacher at a modern Islamic boarding school.

### **1.4 Formulation of the problem**

This study was conducted to find the challenges and difficulties faced by an English teacher at a modern Islamic boarding school. Therefore, based on the identification of the problem, the main question of this study is:

- What are the challenges faced by English teacher in modern Islamic boarding school?

### **1.5 Objective of the study**

Based on the formulation of the problem, the objective of this study is:

- To investigate the challenges faced by the teacher who teaches English as a Foreign Language in a modern Islamic boarding school in Indonesia.

### **1.6 Significance of the study**

This study provides information on how EFL teachers in modern Islamic boarding school deals with challenges while teaching English. This study will

provide empirical and practical support to the English Language Education Department. This research will be useful and reflect EFL teachers teaching English in modern Islamic boarding schools in Indonesia. Teachers become aware of dealing with problems and overcoming challenges when teaching English in modern Islamic boarding school students.





## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Teacher challenges in EFL context**

Teaching English as a foreign language in developing countries and our region is a difficult challenge (Akbari, 2015). As a result of globalization, increasingly evolving technologies, increased mobility and migration, the development of the information community and economy, the rise of extremism and conflict in society, and political unrest in many parts of the world, school teachers and teacher educators face several challenges. Indeed, today's educational problems are ever-changing and, to some extent, volatile (Michalak & Bavli, 2018). It may affect several essential topics for successful teachings, such as keeping teachers informed and improving their knowledge, skills, and attitudes (Bolam, 1982). Teachers face three main challenges while teaching English as a foreign language to students. Lynch (2008), argued that the three most significant challenges in teaching and learning English in a classroom are as follows; First, a lack of motivation. Second, insufficient time allocation, materials, and resources. Third, overcrowded classrooms.

Students' motivation plays an essential role in teaching and learning (Wiesman, 2012). In Indonesia, a lack of student motivation is one of the main problems in learning English. This happens because students feel they do not have to study English well and seriously. After all, they feel this lesson is not too

important to them. Emotional inhibitions such as anxiety and sophophobia are significant challenges concerning motivation. Emotions have a significant impact on cognitive process of learners (de Dios Martinez Agudo, 2018). Students are also unable to speak in English because they are fear making errors in their grammar and vocabulary. Following that, they are confronted with an atmosphere that is not conducive to the English language interactions, causing students to become gradually passive and reluctant to learn English, making it difficult for teachers to arouse students' motivation.

Furthermore, the academic environment can be a difficulty for teachers; for example, high-class sizes decrease the amount of time allotted to each student in a classroom, which affects the standard of instruction because it reduces teachers' ability to use communicative instructional methods, which necessitate strong teamwork and coordination during class (Copland, Garton, and Burns, 2014). Another problem faced in teaching English is the overcrowding of students in the English class. The number of learners in a typical classroom can range from 1-15 or twenty students. However, in Indonesia, teachers can find more than thirty students in very small classes without tape recorders, televisions, posters and DVDs. It will certainly be difficult for teachers to carry out activities where students can improve their communication skills because it is impossible to personalize teaching. As a consequence, poor results are shown every day.

Students' perceptions of English as a subject consisting of a list of words and grammatical rules to be memorized and separable skills to be learned rather than a set of combined skills and subskills is another challenge (Oxford, 2001).

English is a challenging subject for many learners. This may be due to the students' limited English knowledge and the significant differences between English and Indonesian, especially in the pronunciation of vocabulary and sentence patterns. Consequently, they are more likely to be passive and hesitant to attempt it. This is not very easy because they pay little attention to the teachers during the teaching and learning period.

## **2.2 Language learning in EFL context**

English is now more of a commodity than a competitive advantage as a foreign language. It evolves quickly as a global language, and it is learned and used as an official language, a second language, and an international language all over the world. What people or children study in the classroom or at home can hardly be qualified as the language spoken by natives (Irimiea, 2016). English is only learned at school in Indonesia but is not used in everyday life. This is why English in Indonesia is generally taught as a foreign language. The term 'foreign language' in language teaching is different from 'second language'. A foreign language is a language that is not used as a means of communication in a particular country where it is taught. Meanwhile, the second language is a language that is not the main language but is one of the languages commonly used in a country.

Most people believe English to be the international language. Its acquisition will ensure that options for jobs, travel, higher education, and a better life are available (Crystal, 1997). Learning foreign languages, especially English, has been used as a strategic tool and strategy for human resource development in various

periods in the history of education for various nations. In Indonesia, English is not always used outside the classroom, even though everyone knows that English is an important language and is spoken worldwide.

The importance of English as a foreign language is enhanced because it plays a key role in improving peoples' employability, facilitating international communication and cooperation, and providing access to international research and knowledge, among other things (Michalak & Bavli, 2018). English dominates all aspects of communication between nations. It is undeniable that English is very necessary at this time because English has been recognized as a universal language and is used well in the world of technology, education, economy, culture and other fields. In Indonesia, most people are not aware of the importance of learning English for their future life. They only think that English is only done as a school learning activity so they can graduate from school.

### **2.3 Multilingualism in Islamic boarding school**

A language is a communication tool constantly undergoing reproduction, development, change, shift, or destruction. The development and demolition of a language are possible due to the contact factor of communication between bilingual or multilingual communities by language speakers who develop in society (Normalita & Oktavia, 2019). Muhammad (2016) said that people in various regions in Indonesia generally use more than one language in their daily communication empirically. The term bilingualism is the ability to use two languages or more than two languages (multilingualism). There are three known

educational institutions in Indonesia: *pesantren*, madrasas, and schools (Ibrahim, 2014). Foreign language learning (Arabic and English) has long been applied in Islamic boarding schools. The majority of Islamic boarding schools have included Arabic lessons in their curriculum. In contrast to English, not all Islamic boarding schools include these lessons in their curriculum due to differences in the teachings of Islamic boarding schools. As is well known, Islamic boarding schools in Indonesia are divided into two, namely traditional boarding schools (*salaf*) and modern boarding schools (*khalaf*) (Mubarrok, 2014).

Modern Islamic boarding schools are examples of Islamic boarding schools that include Arabic and English lessons in their learning curriculum. Normalita and Oktavia (2019) stated that if you look at the culture in Islamic boarding schools, students come from various regions to study in Islamic boarding schools. This slowly gives rise to a new culture, which can be multilingual, or the use of many languages in Islamic boarding schools. Therefore, the students not only use one of their local languages but also participate in adapting the language of their peers. The use of more than one language means that the community is called a multilingual society.

Multilingual people can speak three or more languages independently or in various combinations. Different languages are used for various purposes, and proficiency in each varies depending on criteria like registration, employment, and education (Hulstijn, 2015). Not only in the community but within the Islamic boarding school itself, there will be much diversity in the languages spoken by the students. Even though they live in one place, multilingualism has emerged in the

Islamic boarding schools for a long time. According to Normalita and Oktavia (2019), a *pesantren* can be observed from the traditions they instill. People are like that, and it can be observed in the everyday language they use. Distinctiveness, traditions, and culture within the community can be seen in the delivery of the language in that culture.

Based on the review of literature, this study employed the concept of in-service teacher challenges in EFL context (Bolam, 1982). The context of this study is specific, that is an Islamic boarding school, which obliged the students to use Multilanguage in their daily communication.

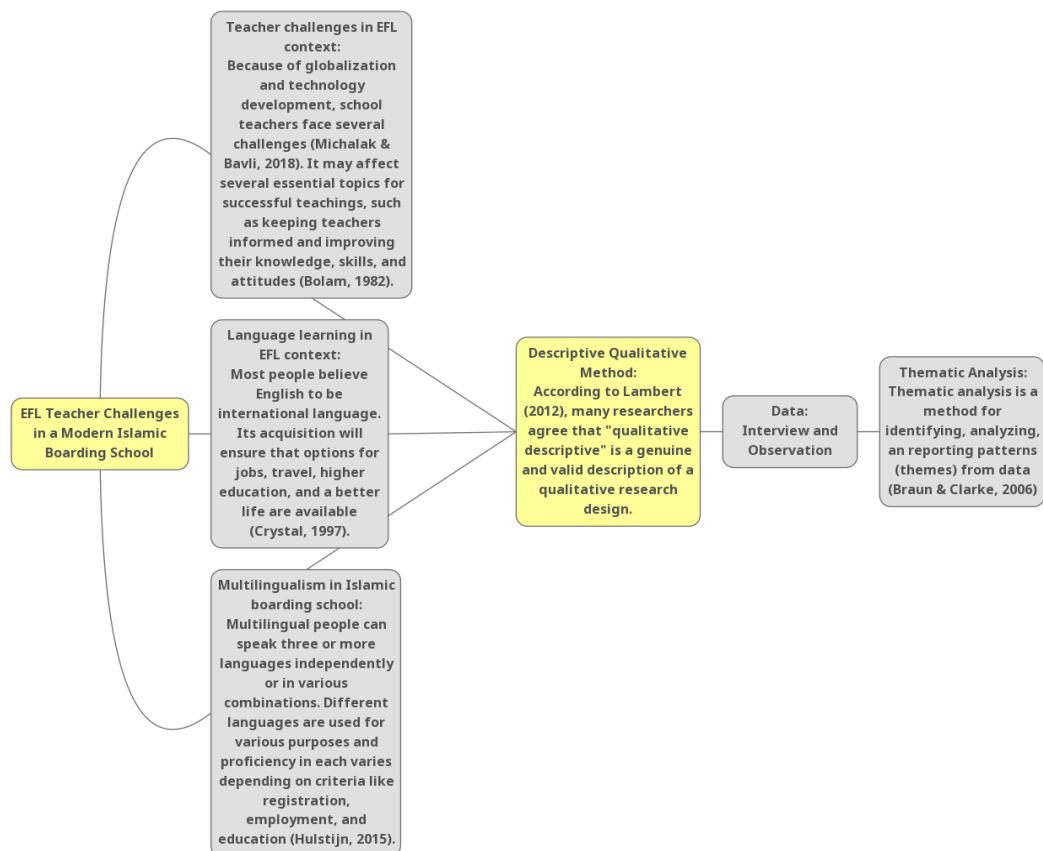


Figure 2.1 Theoretical Framework

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

This research used the descriptive qualitative method. According to Lambert (2012), many researchers agree that ‘qualitative descriptive’ is a genuine and valid description of a qualitative research design. Qualitative descriptive studies are the least ‘theoretical’ of all qualitative research methods. Qualitative descriptive studies are the least limited by a pre-existing theoretical or philosophical commitment among qualitative research (Lambert, 2012). In this study, the researcher interviewed a teacher about the challenges of teaching students in a modern Islamic boarding school. In addition, the type of data was descriptive, which focuses on identifying the challenges that most teachers went through while teaching English in schools.

#### **3.2 Data Preparation**

There were various components in data preparation in conducting this research to extract the data to complete the data preparation. There was the participant of this research, the type of data, and informed consent.

##### **3.2.1 Participant of study**

This research was conducted in a modern Islamic boarding school in Indonesia. The participant is an English teacher with the initials MN (50 years old)

who teaches in grade 10-12. The researcher chose the English teacher because the teacher has been experienced in teaching English at a modern Islamic boarding school for 22 years. The modern Islamic boarding school that the researcher visited is a modern Islamic boarding school which is quite well known in Central Java. The modern Islamic boarding school has been around for 40 years since 1982. This Islamic boarding school has four school units, including Islamic Junior High School (*Madrasah Tsanawiyah*), Islamic Senior High School (*Madrasah Aaliyah*), Senior High School (SMA), and Vocational High School (SMK). The teacher that the researcher interviewed is an English teacher at the Islamic Senior High School (*Madrasah Aaliyah*).

### **3.2.2 The type of data**

In this research, the research data was teacher interviews and class observation results. The researcher interviewed the teacher naturally then analyzed the teachers' answer with thematic analysis. In the final, the data which has been analyzed showed the result of this study.

### **3.2.3 Informed Consent**

The next step was to approach the school for permission to retrieve the data. In this stage, official permission is required, so the researcher obtained a permit from the campus to give to school principal. Furthermore, this letter aims to learn why this institution was chosen to retrieve the data and what advantages would be gained from taking data from this school.

## **3.3 Data Collecting Technique**



For data collection, the researcher conducted teacher interviews and class observation. The researcher interviewed the teacher and recorded the conversation naturally, then the researcher transcribed the interview results and analyzed them using thematic analysis. In the final stage, the transcribed and analyzed data showed the results of this study.

In order to learn more about teacher's perspective on teaching English as a Foreign Language in specific circumstances, the questions to be asked are as follows:

*Table 3.1 Matrix of Interview Questions*

No.	Subject	Concept	Interview Questions
1.	Teacher's challenges in class.	Because of the globalization, and technology development, school teachers face several challenges (Michalak & Bavli, 2018). It may affect several essential topics for successful teachings, such as keeping teachers informed and improving their knowledge, skills, and attitudes (Bolam, 1982).	<ol style="list-style-type: none"> <li>1. What are the challenges that you often face in the class?</li> <li>2. How did you handle the challenges that you face in the class?</li> </ol>

2.	Language learning in EFL context.	Most people believe English to be the international language. Its acquisition will ensure that options for jobs, travel, higher education, and a better life are available (Crystal, 1997).	3. What do you think about English language learning in this Islamic boarding school? 4. What suggestions can you give for English language learning in this Islamic boarding school?
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### 3.4 Data Analysis

In order to find the results of this study, the researcher used thematic analysis to analyze the data taken from teacher interviews. According to Braun and Clarke (2006), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) from data. Braun and Clarke (2006) also added that this analysis could describe data that is rich in detail and could interpret various aspects of the research topic. This thematic analysis is also a flexible method and does not require much theoretical detail or prior knowledge about the topic to be studied (Braun & Clarke, 2006). In thematic analysis, there were several steps that need to be done to analyze the data:

#### 3.4.1 Familiarizing with the data

The first step in analyzing data is that we have to recognize and understand the data that has been taken. The researcher needs to understand and integrate with the qualitative data obtained. There was no more effective way to integrate more with the data than reading and re-reading interview transcripts and even listening to

interview recordings made during the data collection process. The main purpose of this first step is that the researcher begins to feel that they understand the contents of the data obtained and begin to find things in the data that are related to the research questions.

### 3.4.2 Coding

Code can be made semantically, meaning that it directly describes what the data looks like. The researcher wrote the code according to what appeared on the surface. The researcher usually does this by writing codes according to the words used by the participant. In addition, the code could also be made by writing the meaning contained in the data. In this study, the researcher made a coding system as evidence of the data results taken from interview and observation. This is done to provide coding based on the theme discussed. The table below is an excerpt from the coding system taken from the interview data:

*Table 3.4.2 Samples of Coding*

CODING	MEANING
<b>Interview, MN, SB, F</b>	The data is collected from participant with initial MN in the theme of ‘students background’ and sub-theme ‘focus’
<b>Interview, MN, SB, A</b>	The data is collected from participant with initial MN in the theme of ‘students background’ and sub-theme ‘adapt’
<b>Interview, MN, SC, T</b>	The data is collected from participant with initial MN in the theme of ‘students condition’ and sub-theme ‘tired’
<b>Interview, MN, TL, Tech</b>	The data is collected from participant with initial MN in the theme ‘technology limitations’ and sub-theme ‘technology’
<b>Interview, MN, TL, I</b>	The data is collected from participant with initial MN in the theme ‘technology limitations’ and sub-theme ‘innovation’
<b>Interview, MN, EA, C</b>	The data is collected from participant with initial MN in the theme ‘emotional aspect’ and sub-theme ‘confidence’

### 3.4.3 Thematizing

According to Braun and Clarke (2006), the third step in the thematic analysis is finding a theme, a theme following the research objectives. This theme describes something important in the data related to the formulation of the research problem. In this section, the researcher categorizes all the answers from the participant into several themes based on what she has answered and analyzes whether the answers are relevant and related to the challenges of teaching English in modern Islamic boarding school or not. After that, the researcher takes several relevant themes discussed in this study. The table below is an excerpt from the themes and sub-themes table:

*Table 3.4.3 Samples of Themes and Sub-themes*

THEMES	SUB-THEMES
<b>Student Background</b>	Origin
	Competence
	Adapt
	Focus
	Communications
<b>Student Condition</b>	Diligence
	Sleepy
	Tired
	Hectic schedule
	Learning
	Disciplines
<b>Technology Limitations</b>	Activities
	Difficulties
	Innovations
	Technology
	Tools

<b>Emotional Aspect</b>	Confidence
	Stressfulness
	Nervousness
	Fear
	Honesty
	Diligence

### **3.5 Trustworthiness**

The degree of credibility in the data, interpretation, and methods used to ensure the quality of a study is referred to as the trustworthiness or rigor of the study (Pilot & Beck, 2014). Many qualitative researchers accept (Lincoln & Guba, 1985) criteria, which would be the focus of this column. Credibility, dependability, confirmability, and transferability are some of these criteria.

#### **3.5.1 Credibility**

In this research, the credibility of the data is obtained from the results of data taken by the researcher through teacher interviews. The results of the interviews are recorded and transcribed and then analyzed using thematic analysis so that the resulting data will be credible.

#### **3.5.2 Transferability**

This study aims to find out the challenges faced by an English teacher in modern Islamic boarding school. As a result, the teacher or another researcher could use the findings of this study to refer to similar circumstances, issues, and populations. The findings of this study can potentially be utilized as a reference for future research.

### **3.5.3 Dependability**

Throughout the process of writing the qualitative study, dependability is verified regularly to guarantee the validity and accuracy of the data. The thesis supervisor guides researcher during the process of producing this research to ensure that the background, instrument, and other aspects are acceptable. The outcomes of this study, according to the researcher, are congruent with the data gathering and data analysis. The researcher also consults with the thesis supervisor regarding the study findings to get triangulation data.

### **3.5.4 Conformability**

Lincoln and Guba (1985) stated that researchers must provide rules that explain category features that may be used to justify the inclusion of each data piece that is still allocated to the category, as well as to create a foundation for future replicability studies. For this research, the researcher presented all data about the challenges faced by teachers when teaching English, then provided comments, opinions, and suggestions regarding data analysis.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.1 Data Display**

In this part, the researcher presented the data display, findings and discussions from an interview and observation with an English teacher.

##### **4.1.1 Interview**

The researcher interviewed an English teacher at a modern Islamic boarding school on January 22<sup>nd</sup> 2022. The interview was completed in just one session and took place face-to-face at one of the modern Islamic boarding school in Solo. During the interview, the researcher discussed the challenges and problems faced by English teacher while teaching at modern Islamic boarding school.

The interview was transcribed and coded. The sample of the transcription and coding is in table 4.1.1.

Table 4.1.1 Samples of Excerpt of Interview Transcript

Transcription	
Participant	: MN (Teacher)
Time	: 10.00 – 12.00
Date	: Saturday, January 22 <sup>nd</sup> 2022
Place	: Islamic Modern Boarding School in Solo
I	: Interviewer
R	: Respondent

Subject	Line	Transcription	Codes
I	3	Selama mengajar di Pondok Pesantren Modern, tantangan apa saja yang Ustadzah hadapi selama mengajar di kelas?  <b>What challenges did you faced while teaching in Islamic Modern Boarding School?</b>	
R	4	Tantangan ya? Hmm... tantangannya itu... karena anak-anak kan dari berbagai macam latar belakang, otomatis saya juga harus bisa menyesuaikan bagaimana semua anak itu bisa fokus ke pelajaran. Selain asal daerah yang berbeda-beda, kompetensi anak-anak juga bermacam-macam, ada yang sudah belajar Bahasa Inggris dari SD, ada juga yang baru belajar ketika masuk SMP. Tapi ketika masuk ke Madrasah Aliyah (setara dengan SMA), otomatis saya harus mencari cara bagaimana semuanya bisa gabung saat di kelas.	



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**Challenge? Hmm... the challenge is... because the students come from various backgrounds, automatically I also have to be able to adjust how all the students can focus on the lesson. In addition to different regions, the student's competence also varies, some have learned English from elementary school, and some have only learned when entering junior high school. But when they started attending Madrasah Aliyah (equivalent to senior high school), I automatically had to find a way to everyone so they could join and be active in class.**

---

Student's  
Backgrounds

Solution

#### 4.1.2 Observation

In this study, the researcher took the data through teacher interviews. However, the researcher also observed the class taught by the English teacher at the modern Islamic boarding school to find out what challenges the English teacher went through and the compared the results of teacher interviews. The researcher observed the English teacher while teaching in the eleventh grade (second grade of senior high school) on the same day as the teacher interview. The results of the observations were analyzed together with the results of teacher interviews.

## **4.2 Findings and Discussion**

### **4.2.1 Students Educational Background**

The first challenges faced by the teacher is the students' background. Teaching English in modern Islamic boarding schools has been implemented in Indonesia for a long time. Although it has been applied for a long time, English teachers still face many challenges and difficulties while teaching in modern Islamic boarding schools. One of the factors that make teachers feel challenged is student's diverse educational backgrounds. Because students' educational backgrounds in learning English, personalities, goals, age, and learning styles are varied, it is essential to develop creative ways to deal with such a mixed-level class (Aisyah, 2017). Pande (2013) also suggests that teachers should be patient while teaching students of varying abilities and strive to match students' levels. The findings of this study indicate that English teacher must be able to adjust how all students can focus on the lesson and can blend well with the material presented (Interview, MN, SB, F).

“...The challenge is because the students come from various backgrounds, automatically I also have to be able to adjust how all the students can focus on the lesson...” (Interview, MN, SB, F)

Because they come from different cities and have different backgrounds, teacher must find effective ways so that all students can be active and follow the lesson well (Interview, MN, SB, A). Students' diverse educational backgrounds also cause different language mastery for each student, for example differences in English vocabulary mastery. Some students already understand and master English well, but some have never studied English in their previous school. When the

researcher observed the class taught by MN, the students' English skills were very different even though they were in the same class. It can be seen when MN asked about the material they were going to study, there were student with the initial NF who felt they had never studied the material before. It may affect several essential topics for successful teachings, such as keeping teachers informed and improving their knowledge, skills, and attitudes (Bolam, 1982). Hasan (2016) stated that learning vocabulary is one of the most difficult tasks that students face. Therefore, because the teacher faces these challenges, the teacher must continue to pay attention to the needs of students in class and try to keep students focused so students can receive fair and equal learning.

“...In addition to different regions, the student's competence also varies, some have learned English from elementary school, and some have only learned when entering junior high school. But when they started attending Madrasah Aliyah (equivalent to senior high school), I automatically had to find a way to everyone so they could join and be active in class...” (Interview, MN, SB, A)

#### **4.2.2 Students and Class Condition**

The second challenge faced by the teacher is students' physical condition. English teacher in modern Islamic boarding school usually have to understand the students' conditions better when they are in class. The findings of this study indicate that English teacher often feel challenged when the class is not conducive due to student conditions that hinder the learning activities. The most often thing that happens is that students feel sleepy and fall asleep while in class. At that time, the teacher had to tolerate the hectic activities carried out by students in modern Islamic boarding school. If students look tired and sleepy, the teacher will let them rest

(Interview, MN, SC, T). From the researchers' observations while in the class taught by MN, many students fell asleep while in class. Not just one or two students, but almost half of all students fell asleep in class. If students start to fall asleep, MN will wake them up, but if they fall back asleep, MN will tolerate them because of their busy schedule while in modern Islamic boarding school.

“...At that time, I will see the situation, if the students look really tired and needs some rest, then I let them sleep for a while. But, if they are sleep just for fun, I will wake them up right away...”  
(Interview, MN, SC, T)

In addition to students who are often sleepy and fall asleep during class, another condition that English teacher face is a crowded class. This modern Islamic boarding school has a fairly large class, but one class is filled with quite a lot of students, so that the condition of the class being taught is a bit crowded and makes learning English in this boarding school is less effective. According to Emery (2012), overcrowding in English classes is one of the most often mentioned challenges faced by English teachers, as is the impact such a situation may have on teaching and learning. Students' physical condition and not conducive classes are a challenge for English teachers in modern Islamic boarding school. Therefore, teachers must adjust learning that requires students to be active in class so that no students will sleep because they have to do the assigned tasks.

#### **4.2.3 Teaching Method**

The next challenge faced by the teacher is the teaching method. Ineffective teaching methods and lack of technological facilities are challenges faced by English teacher in modern Islamic boarding school. According to Fatiloro (2015),

teachers must implement several teaching methods when dealing with English language problems. Furthermore, Pande (2013) believes that by using a variety of approaches, particularly by matching the method to the teaching topic, teachers would be able to develop an effective teaching process. According to MN, complete and adequate technological facilities are also needed in schools to carry out complex and diverse learning methods. When teaching in modern Islamic boarding school, MN finds the difficulty in the limited technological facilities owned by schools and students. Because of these limitations, it is not easy to apply more complex and varied learning methods in modern Islamic boarding school (Interview, MN, TL, Tech).

“...If we teach at Islamic modern boarding school, we are limited in terms of technology. So, when I teach, I am more fixated on printed books and worksheets...” (Interview, MN, TL, Tech)

In modern Islamic boarding school, English teachers are usually more focused on printed books and worksheets. In addition to using printed books and worksheets, MN also usually uses LCD to display teaching materials such as learning videos and others because Mishra (2015) stated that visuals and photographs are usually more interesting to students. During class teaching, the researcher observed the methods used by MN, such as teaching and taking material using printed books and worksheets. However, occasionally, MN also uses the LCD when she wants to display learning videos related to the material being studied. The limited teaching methods that can be applied by English teachers in modern Islamic boarding school are also a challenge they are faced in teaching English. Therefore,

the teacher tries to present interesting learning videos to students and bring students to study in the language laboratory to apply more interesting learning methods.

“...If I want to find teaching materials from outside books, I usually just search through YouTube and then I show the video on the LCD screen in front of the class...” (Interview, MN, TL, I)

#### **4.2.4 Students Lack of Motivation**

The teacher also faces the challenge related to students' lack of motivation. Teaching English, especially to Islamic Modern Boarding School students, requires the ability to control students and excessive patience because teachers must be able to deal with the emotional aspects of students. The use of English itself in modern Islamic boarding school should be a normal thing and must be applied in everyday life. However, in modern Islamic boarding school where the researcher takes the data, the use of English here is still not applied properly. According to MN, this is caused by students' low motivation in learning English. Students also often feel insecure and unsure of their English language skills, so the application of English itself is still difficult to implement (Interview, MN, EA, C).

“...English language learning in this Islamic modern boarding school is actually good, but the application of the language itself is still quite difficult for students...” (Interview, MN, EA, C)

According to Copland, Garton, and Burns (2014), students feel nervous in front of their classmates, especially when speaking a foreign language, which can be intimidating. Another factor is that most students are terrified of making mistakes, particularly when pronouncing or spelling words incorrectly. When the

researcher observed the class taught by MN, the students in the class seemed less active. When MN asked and tried to conduct a question-and-answer session in class, students prefer to be silent rather than answer her questions. When MN pointed one of the students to answer, they looked unsure and not confident with their answers. MN also said that the busy schedule of activities in modern Islamic boarding school had caused students to underestimate English lessons. Not a few of them think that English is not important, and they need to get good grades without practicing it in their daily lives. Another reason is that students feel overwhelmed because they have to learn two languages. After all, apart from English, students in this modern Islamic boarding school are also required to learn and practice Arabic. This is also a challenge for English teachers in modern Islamic boarding school to continue to encourage students to learn and practice English (Interview, MN, EA, C). Khan (2011) stated that due to students' weak background knowledge of English, the lack of English purposes demotivates students from practicing and comprehending English.

“...there are those who feel ashamed, not confident, afraid of being wrong, and also those who just do not want to do that. They just feel that the important thing is that they can work on and answer the questions, so practicing English in daily conversations is not so important for them...” (Interview, MN, EA, C)

Furthermore, due to lack of exposure, it becomes more difficult for teachers to motivate students to be passionate about using English (Khan, 2011). In order to deal with the challenges, English language education and learning should be evaluated; this may be done by changing attitudes (Fatiloro, 2015). August and

Shanahan (2006) suggest another strategy, stating that to provide effective instruction, teachers must urge students to comprehend their native language and the similarities between it and their mother tongue.





## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Learning English in a modern Islamic boarding school is challenging for English teachers. Identifying challenges in teaching English in modern Islamic boarding schools helps the researcher better understand teachers' complex roles when teaching English. From the results of this study, the researcher found several challenges faced by English teachers when teaching in modern Islamic boarding school. The first challenge is students' diverse educational background. Because they come from different cities and have different backgrounds, teacher must find effective ways so that all students can be active and follow the lesson well. The second challenge is the condition of students in class. The findings of this study indicate that English teacher often feel challenged when the class is not conducive due to student conditions for example students often feel sleepy and fall asleep while in class. The next challenge is the teachers' limited teaching methods and media. Because of these limitations, it is not easy to apply more complex and varied learning methods in modern Islamic boarding school. The last challenge is the student lack of motivation while in class. The busy schedule of activities in modern Islamic boarding school had caused students to underestimate English lessons, and not a few of them think that English is not important, and they just need to get good grades without practicing it in their daily lives. Therefore, this research is needed

to be a concern for English teachers who want to teach in modern Islamic boarding schools so that teaching activities can be carried out effectively in the future.

## **5.2 Suggestion**

Based on this research, the researcher would like to suggest some recommendations for future research on teaching English in modern Islamic boarding schools. It is highly recommended for researchers to interview two or more participants from different modern Islamic boarding schools so that the researcher can see the preferences of many teachers regarding the challenges they face. The data obtained can also be compared from one teacher to another to get better results. Another suggestion is that it would be even better if the researcher could analyze the findings obtained and discuss them deeply. With more than one participant and processing data in great detail, the researcher will likely find more challenges English teachers face in modern Islamic boarding schools. Lastly, the researcher hopes that this research can be insight and input for English teachers in modern Islamic boarding schools to handle their challenges while teaching English in modern Islamic boarding schools.



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## APPENDICES

### Interview Transcript

#### Transcription

Participant : MN (Teacher)

Time : 10.00 – 12.00

Date : Saturday, January 22<sup>nd</sup> 2022

Place : Islamic Modern Boarding School in Solo

I : Interviewer

R : Respondent

Subject	Line	Transcription	Codes
I	3	Selama mengajar di Pondok Pesantren Modern, tantangan apa saja yang Ustadzah hadapi selama mengajar di kelas?  <b>What challenges did you faced while teaching in Islamic Modern Boarding School?</b>	
R	4	Tantangan ya? Hmm... tantangannya itu... karena anak-anak kan dari berbagai macam latar belakang, otomatis saya juga harus bisa menyesuaikan bagaimana semua anak itu bisa fokus ke pelajaran. Selain asal daerah yang berbeda-beda, kompetensi anak-anak juga bermacam-macam, ada yang sudah belajar Bahasa inggris dari SD, ada juga yang baru belajar ketika masuk SMP. Tapi ketika masuk ke Madrasah Aliyah (setara dengan SMA), otomatis saya harus mencari cara bagaimana semuanya bisa gabung saat di kelas.	



		<p>Challenge? Hmm... the challenge is... <u>because the students come from various backgrounds, automatically I also have to be able to adjust how all the students can focus on the lesson.</u> In addition to different regions, the student's competence also varies, some have learned English from elementary school, and some have only learned when entering junior high school. But when they started attending Madrasah Aliyah (equivalent to senior high school), <u>I automatically had to find a way to everyone so they could join and be active in class.</u></p>	Student's Backgrounds
			Solution
I	5	<p>Baik. Lalu, untuk permasalahan dan kendala apa yang sering Ustadzah temui saat berada di kelas?</p> <p><b>Well. Then, what problems and obstacles do you often encounter while in class?</b></p>	
R	6	<p>Ada beberapa kendala yang sering terjadi di kelas yaitu saat anak-anak merasa lelah, lalu ngantuk dan kemudian tidur di kelas... itu lumayan sering terjadi. Saat itu saya akan melihat situasi, kalau anak terlihat benar-benar capek dan butuh istirahat, maka saya biarkan untuk tidur selama beberapa saat. Tapi, kalau yang tidurnya hanya sekedar iseng, akan saya bangunkan langsung.</p> <p><b>There are several obstacles that often occur in class, especially when the students feel tired, sleepy, and then sleep in the class... that happens quite often. <u>At that time, I will see the situation, if the students look really tired and needs some rest, then I let them sleep for a while. But, if they're sleep is just for fun, I will wake them up right away.</u></b></p>	Tolerance

<b>I</b>	7	Apa alasan Ustadzah membiarkan siswa tersebut untuk tetap tidur di kelas?	<b>What is your reason to allow the students to stay asleep in class?</b>
<b>R</b>	8	<p>Karena kegiatan di Pondok Pesantren sendiri sudah cukup padat. Kan banyak ya kegiatan anak-anak itu, sampai malam juga. Jadinya waktu yang seharusnya sudah bisa digunakan untuk istirahat, mereka malah belum bisa istirahat. Sehingga ketika di kelas mereka diam dan cuma duduk... yaudah terus ngantuk. Itu adalah satu tantangan tersendiri, makanya saya harus cari cara bagaimana supaya di kelas itu anak-anak bisa bergerak dan aktif.</p>	Student's Activities
			<p><b><u>Because the activities at the Islamic Modern Boarding School itself are quite a lot. There are a lot of student's activities, even at night. So the time that should have been used to rest, they can't even rest. So, when in class, if they are just quiet and sit down... yes they will be sleepy. It was a challenge for me, so I had to find a way so they're could be active in class.</u></b></p>
<b>I</b>	9	Baik. Lalu, bagaimana cara Ustadzah menangani hal tersebut?	<b>Well. Then, how do you handle this kind of situation?</b>
<b>R</b>	10	<p>Dengan memberikan aktifitas di dalam kelas yang dapat membuat anak menjadi aktif di kelas. Bisa kerja kelompok, atau bisa mengerjakan kuis, bermain game juga bisa. Ya... karena Bahasa Inggris kan sifatnya aktif ya, kalau gak aktif ngomong gak akan bisa, nah itu tugas kita untuk membuat aktifitas yang membuat semua anak bisa aktif di kelas.</p>	

		<p><b>For me, by providing activities in class that can make students active in class. <u>It can be in the form of group work, or you can do quizzes, you can also let them to play games.</u> Yes... because English is active, if you don't speak actively, you won't be able to speak, <u>now it's our job to create activities that can make all the students active in the class.</u></b></p>	<p>Activities</p> <p>Obligation</p>
I	11	<p>Baik. Menurut Ustadzah, dari keempat aspek yang dipelajari dalam Bahasa Inggris seperti <i>Reading, Writing, Listening, Speaking</i>. Aspek apakah yang Ustadzah sendiri merasa kesulitan saat mengajarkan ke murid?</p> <p><b>Well. In your opinion, from the four aspects studied in English such as Reading, Writing, Listening, Speaking. What aspects did you find it difficult to teach it to students?</b></p>	
R	12	<p>Kalau menurut saya pribadi, di <i>reading</i> dan <i>structure</i>. Karena, biasanya saat mengajar <i>reading</i> dan <i>structure</i>, mereka suka takut salah dalam menjawab pertanyaan. Tapi, kalau mereka yang biasanya suka pelajaran matematika, akan lebih mudah dalam mempelajari dan memahami <i>structure</i>.</p> <p><b>In my personal opinion, they often find the difficulty in reading and structure. <u>Because, usually when I teach reading and structure, they are afraid of being wrong in answering questions.</u> However, for those who are usually easy to understand mathematics, it will be easier to them to learn structure.</b></p>	<p>Unconfident</p>

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I 13 Wow, murid pondok pesantren justru merasa kurang pede di bagian *reading and structure* ya... biasanya kalau murid sekolah sering merasa *anxiety* di bidang *speaking*.

**Wow, Islamic modern boarding school students actually feel less confident in the reading and structure aspect... usually, ordinary school students often feel anxiety in the speaking aspect.**

---

R 14 Hmm... kalau *speaking*... Nggak sih kalau dari pengalaman saya selama mengajar disini. Mereka biasanya percaya diri aja kalau *speaking*. Oh... mereka juga sering merasa kesulitan saat *listening*. Kebanyakan malah *listening* biasanya yang mereka sering merasa kesulitan. Kalau *reading* kan kadang mereka bisa asal jawab kalau kesulitan, walau mereka belum tau benar atau salah, yang penting dijawab. Tapi kalau *listening* mereka udah bingung duluan kayak "ini ngomong apa sih Ustadzah". Jadi mereka susah nangkapnya.

Confidence

**Hmm... when it comes to speaking... I don't think so from my experience while teaching here. They usually feel confident when speaking. Oh... they also often find the difficulty during the listening sessions. When reading session, sometimes they can answer the questions carelessly if they have difficulty, even though they don't know whether it's right or wrong, the important thing is just to answer the questions. But if in the listening session, they are already confused, like "what are they talking about, Ustadzah". They are hard to understand the conversations.**

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I 15 Bagaimana cara Ustadzah menangani hal tersebut dan menyesuaikan materi kepada murid yang merasa kesulitan?

**How do you handle that and how you adapt the material to students who felt the difficulty?**

---

R 16 Kalau saya, akan menyesuaikan dengan tingkat capaian yang sudah mereka pelajari. Kalau misalnya mereka sudah mempelajari salah satu dari genre di *reading*, yaudah kita coba cari monolog yang terkait dengan *reading*. Jadi, sama-sama tentang *reading* tetapi didengarkan, tidak dibaca tetapi didengarkan. Seperti itu, jika ingin membantu untuk aspek *listening*. Kadang juga untuk pengayaan *vocabularies*, kita juga bisa pakai *missing lyrics* menggunakan lagu. Karena, lagu kan sesuatu yang menarik dan banyak disukai ya oleh murid, jadi saat melakukan aktifitas tersebut mereka dapat mengerjakan dengan *enjoy*.

**For me, I will adjust to the level of achievement of the material they have learned. If, for example, they have studied one of the genres in reading, then we try to find monologues related to reading. So, it's about reading but being listened. Like that, if you want to increase the listening aspect. For improving vocabularies, we can also use missing lyrics by using songs. Because, songs are something that is interesting and liked by many students, so when doing these activities, they can work with pleasure.**

---

I 17 Baik. Tantangan dan kesulitan apalagi yang sering Ustadzah temui saat mengajar di pondok pesantren?

**Well. What challenges and difficulties do you often encounter when teaching at Islamic modern boarding school?**

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R	18	<p>Hmm... Ini sih... Kalau mengajar di pondok pesantren itu, kita terbatas di segi teknologi. Jadi, ketika mengajar, saya lebih terpaku dengan buku cetak dan LKS. Kalau saya ingin mencari bahan ajar dari luar buku, biasanya saya hanya mencari melalui YouTube lalu saya tampilkan video tersebut melalui layar LCD di depan kelas. Karena kadang kan visual itu lebih mudah dipahami sama anak-anak.</p>	Limitations
		<p><b><u>Hmm... if we teach at Islamic modern boarding school, we are limited in terms of technology. So, when I teach, I am more fixated on printed books and worksheets. If I want to find teaching materials from outside books, I usually just search through YouTube and then I show the video on the LCD screen in front of the class. <u>Because sometimes visuals are easier for students to understand.</u></u></b></p>	Alternative
I	19	<p>Kalau menggunakan <i>platform online</i> bagaimana Ustadzah? Apa sudah pernah di aplikasikan ke murid?</p>	
		<p><b>How about using an online platform? Have you ever applied it to students?</b></p>	
R	20	<p>Kalau <i>platform online</i> jarang sih, bahkan hampir gak pernah. Karena, ya tau sendiri kan anak pondok pesantren itu gak diperbolehkan membawa barang elektronik seperti <i>handphone</i> dan <i>laptop</i> sendiri. Jadi, kalau ingin melaksanakan kuis online menggunakan <i>platform online</i> biasanya akan saya bawa ke laboratorium bahasa. Tapi kan gak bisa sering-sering ya. Oh... selama daring kemarin kita juga lebih sering menggunakan <i>platform online</i>, karena posisinya anak-anak di rumah masing masing dan melakukan pembelajaran secara online jadi lebih efektif menggunakan <i>platform online</i>.</p>	Rules

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I rarely use online platform, almost never. Because, you know, Islamic modern boarding school students are not allowed to bring their own electronic items such as cellphones and laptops. So, if you want to take an online quiz using an online platform, I usually take them to the language laboratory. But we can't do it often. Oh... during online learning yesterday we also used online platforms more often, because the position of the students was in their own homes, so it was more effective to use the online platforms.

---

I 21 Baik. Menurut pandangan Ustadzah, bagaimana sih perkembangan pembelajaran bahasa inggris di pondok pesantren modern ini?

**Well. In your opinion, how is the development of English language learning in this Islamic modern boarding school?**

---

R 22 Menurut saya, masih harus di kembangkan sih. Kalau mencapai 100% sih belum ya, jadi tetap harus di *upgrade* baik dari guru-guru nya maupun anak-anaknya.

**In my opinion, it still has to be developed. It can't be said that it has reached 100%, so it still has to be upgraded from both the teachers and the students.**

---

I 23 Kenapa bisa begitu, Ustadzah?

**Why is that, Ustadzah?**

---

R 24 Karena, menurut saya, pembelajaran bahasa inggris di pondok ini sebenarnya sudah bagus, tetapi penerapan dari bahasa itu sendiri yang sulit dilakukan oleh santri, dan ini juga termasuk tantangan bagi kami, guru-guru bahasa inggris untuk tetap terus mendorong anak

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untuk berbicara menggunakan bahasa inggris.

**Because, in my opinion, English language learning in this Islamic modern boarding school is actually good, but the application of the language itself is still quite difficult for students, and this is also a challenge for us, the English teachers to always encourage the students to speak English confidently.**

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**I**      25      Menurut Ustadzah, hal apa sih yang menjadi pemicu murid susah dalam menerapkan bahasa inggris dalam konteks kehidupan sehari-hari?

**In your opinion, what are the things that make it difficult for students to apply English in the daily life?**

---

**R**      26      Ada banyak. Ada yang memang belum bisa, terus... ada yang karena malu, gak pede, takut salah, ada juga yang merasa gak pengen aja gitu. Terus juga ada yang merasa yang penting bisa mengerjakan soal, sehingga mempraktekannya gak begitu penting.

**There are so many reasons. There are those who can't speak English yet, and... there are those who feel ashamed, not confident, afraid of being wrong, and there are also those who just don't want to do that. There are also those who feel that the important thing is that we can work on and answer the questions, so practicing English in daily conversations is not so important for them.**      Reasons

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**Table of Themes and Sub-Themes**

THEMES	SUB-THEMES
<b>Student Background</b>	Origin
	Competence
	Adapt
	Focus
	Communications
<b>Student Condition</b>	Diligence
	Sleepy
	Tired
	Hectic schedule
	Learning
<b>Technology Limitations</b>	Activities
	Difficulties
	Innovations
	Technology
	Tools
<b>Emotional Aspect</b>	Confidence
	Stressfulness
	Nervousness
	Fear
	Honesty Diligence

