A CASE STUDY OF TEACHERS AND STUDENT'S PROBLEM IN IMPLEMENTING LANGUAGE COMMUNITY PROGRAM AT ELA (ENGLISH LEARNER'S ASSOCIATION) COURSE

Dian Sari Utama

IAI Darussalam

Email:dianutama023@gmail.com

Abstract: A community is a group of people who share a passion for something, are interested in their work, and how to learn better by interacting on a regular basis. A community is a group of people who form a small social unit within a large social unit and share interests, professions, identities, places, and so on. university community, the same research group. As Stated before that the present study is intended to know the English Community Program at ELA (English Learner's Association) course and focused on the Teachers and Students' Problem In Implementing Language Community Program at ELA (English Learner's Association) Course. This research uses descriptive qualitative research. this research Examine the English community program in the ELA course for the 2021/2022 academic year. this research involving 17 female students. Researchers use an approach, as for Data collection is class observation, interviews, questionnaires and documentation.The findings of the study show the students' and teachers' problems in implementing a language community program at ELA (English Learners' Association) Course, The problems faced by English teachers were: Class Conditions, Learning Media, Delivering Material, Students' interest in English Language, Limited Hours for teaching. Limited Time To Study this obstacle is often the biggest challenge for English Learners, especially for a student in an ELA Course In the English teaching-learning process, the use of media is

important to support the students' understanding of the topic, especially the children as beginner learners.

Abstrak: Komunitas adalah sekelompok orang yang memiliki minat yang sama terhadap sesuatu, tertarik pada pekerjaan mereka, dan cara belajar lebih baik dengan berinteraksi secara teratur. Komunitas adalah sekelompok orang yang membentuk unit sosial kecil di dalam unit sosial yang besar dan berbagi minat, profesi, identitas, tempat, dan sebagainya. komunitas universitas, kelompok penelitian yang sama. Sebagaimana telah dikemukakan sebelumnya bahwa penelitian ini dimaksudkan untuk mengetahui Program Komunitas Bahasa Inggris pada kursusan ELA (English Learner's Association) dan berfokus pada Masalah Guru dan Siswa Dalam Menerapkan Program Komunitas Bahasa di Kursus ELA (English Learner's Association).

Penelitian ini menggunakan penelitian deskriptif kualitatif. penelitian ini Mengkaji program komunitas bahasa Inggris pada mata kursusan ELA tahun ajaran 2021/2022. Penelitian ini melibatkan 17 siswi. Peneliti menggunakan pendekatan, adapun pengumpulan datanya adalah observasi kelas, wawancara, angket dan dokumentasi.

Hasil penelitian menunjukkan kendala siswa dan guru dalam mengimplementasikan program komunitas bahasa di Kursus ELA (English Learners' Association), Kendala yang dihadapi guru bahasa Inggris adalah: Kondisi Kelas, Media Pembelajaran, Penyampaian Materi, Minat Siswa Bahasa Inggris, Terbatas Jam untuk mengajar. Keterbatasan Waktu Belajar Kendala ini seringkali menjadi tantangan terbesar bagi Pembelajar Bahasa Inggris, khususnya bagi seorang siswa dalam Kursus ELA Dalam proses belajar-mengajar bahasa Inggris, penggunaan media penting untuk

mendukung pemahaman siswa tentang topik, terutama anak-anak. sebagai pembelajar pemula.

Kata kunci: *Komunitas Bahasa, Masalah Guru, Masalah Siswa*

INTRODUCTION

According to Bashir, et.al, (2011: 35), Community is a collection of humans who have an equal hobby. They typically meet every different in a collection for a few reasons. Some humans like to sign up for a sure network due to the fact they will get many facts approximately their hobby. In the network, they will speak and remedy a few issues. Nowadays, there are a variety of groups around us. They have a few sports associated with their member hobby. They need to speak every different for the duration of sports. They percentage their opinion or carry their concept through a communique. However, Ward et al quoted by Susan. It is said that a linguistic community is a monolingual or multilingual social group united by patterns of social interaction that often occur and many areas around it because of the weakness of linguistic communication channels. Susan, 2008: 13).

Communities can consist of small groups created by personal contacts and forming circles. Community is very important to learn and maintain a language. Target language learners who are not related to the community in which the language is spoken are less likely to learn or retain the target language.

ELA is one of the flagship programs is the Language Program. English Learner's Association (ELA) which aims to improve students' English skills and with the lack of Islamic boarding school facilities, the ELA course can still run well and continue to create a generation that is proficient in English. Based on the background above the researcher was interested in conducting a research entitled "A Case Study of Teachers and Students' Problem In Implementing Language Community Program at ELA (English Learner's Association)" Course.

REVIEW OF LITERATURE

A. English community program

A community is a group of people who reside in a specific locality and often have a common cultural and historical heritage (Costello, 2001: 269). It is a place to share a common interest. It means that a community is held by a group of people that has the same interest. It will be easier for them to have communication. It is useful for them if they use the function of community in the right way.

There are a lot of communities for many kinds of interest. One of them is the English community. It is a community that consists of a group of people that have the same interest and desire in learning English. Although English that already given in the class, they think that it is needed to get an additional lesson in learning English. They usually joined the community to improve their English ability (Gebhard in Juhana (2012:101).

According to Yanti (2016: 6), it is a good thing to have a club in which the students meet regularly to practice their English. A club can also be defined as a community. The students will meet each other in the activities in the English community. They will practice having a conversation. That is why the role of community is important in learning a language such as learning English.

Practically, the members of the community are guided by teachers as the tutor of the English Community. The role of the teacher is viewed as one of assisting learners something like a coach, a speech coach (Morley, Joan. 1991:507). The teacher will provide information, role models, provide a variety of speaking practice opportunities, those activities are important to support the students.

B. The implementation of English community program at ELA

According to Sanjaya (2007), teaching methods may be interpreted as planning a series of activities designed to achieve certain educational goals. Several learning methods can be used to immunize learning strategies, such as talks, demonstrations, discussions, simulations, field experiences, brainstorming. Etc. The teaching and learning methods used in teaching-learning activities are usually a teacher **determining** by considering how the background of the class and what skills to be achieved. ELA uses some methods that are considered to fit student characters and skills to be achieved in the university administration, using student center approaches to make students more active in learning activities.

In this study, the researcher discusses an English community program at ELA Course English Community Program is to guide the students' ability in English, by the process of teaching and learning intensively and creatively, so the students will be able to improve and develop their ability, and also the students are hoped to be able to communicate by using English in their daily conversation. In this ELA, students were given a facility to study matching with their skills to develop and create an English community. Considering the time length of the program which is only five months by community supported by other skills (listening, reading, and writing) and language element (grammar, vocabulary, and spelling).

Participate in the English Community then they take an oral and written test after passing the test they are placed in a special English dormitory in the dormitory there is a course class, for beginners they are in the basic class, intermediate middle class and the highest class called an advance, they live and study in the same place in an English environment, they are also required to take part in activities held by the ELA Course such as memorizing vocabulary which is done before the course activities, extracurricular activities such as speech, telling a story which is held every Thursday, English course which is conducted every morning before leaving school and the evening after the Maghrib prayer and they are also required to speak English

every day and at a predetermined place. This English community helps students in developing their English skills.

C. **Problem faced by teacher and student**

Derakhshan&Shirmohamadi (2015) in their journal, "The Difficulties of Teaching English Language : The Relationship between Research and Teaching". They found that difficulties of teaching English language between research and teaching was able to use different strategies to plan the lessons because these strategies are adaptable with the classroom situation even students have good strategies to learn English language. As a result, researcher and teachers should have a close cooperation with each other to get the best result in teaching and learning English language as well as decreasing the problems in teaching and learning English language as a second or foreign language.

RESEARCH METHOD

A. **Research Design**

The type of this research is the descriptive qualitative method. The researcher selected the descriptive qualitative method as the research because this study describes the teachers' and students' problems in implementing a language community program at ELA (English Learner's Association) course

B. **Location of the research**

The research was conducted at the ELA (English Learner's Association) course of south female   Darussalam boarding school. It is located in, Dusun Blokagung, Tegalsari, Banyuwangi.

C. **Procedure of Data Collection**

1. Interview

The teacher or instructor, the manager of ELA, and some students were interviewed during the observation. The purpose of this technique was to know

the opinion of the teacher and students about the teaching and learning process at the ELA (English Learner's Association) program. According to Arikunto (2013:198), an interview is a dialogue conducted by the interviewee to obtain information from sources. By the technique, the researcher made an interview with the teacher or instructor of the ELA (English Learner's Association) program in English teaching and learning at south female Darussalam.

2. Close-ended questionnaire

Close-ended questions are useful if the customer or partner is in their shell and reluctant to talk. With their help, you may even be able to move a casual window-shopper forward a conversation and end up successfully closing a sale. (Ary, Jacobs and sorensens,2002: 566). The purpose of closed-ended questions is to test your hypothesis or assumption by unearthing the customer's implicit pain. This type of question anticipates a short and unambiguous answer. The close-ended type of questions allows you to quickly check the customer's or partner's attitude towards controversial points (such as a more expensive purchase) and easily control the vector of your conversation.

3. Observation

Observation is the result of results in a way that allows analytical interpretation by observing and listening all the time without manipulating and controlling the behavior of others (Soekanto, 2003:22). So, in observation, the status of the phenomenon is not determined by asking but by observing. Observation is done to get information about human behavior as like in reality. By observation, the researcher can get a clearer description of social life that is difficult to get by another method.

4. Documentation

Documentation is the collection of data that is given indirectly to the research subject. In this documentation study carried out to obtain data about schools, data on teaching materials are also needed. In this case, the researcher

used this instrument to collect the data about the history and organization structure of at intermediate level ELA (English learner's Association) course. Arikunto stated that documentation comes from documents (written objects), such as class, facilities, media, books, magazines, documents, and others (Arikunto, 2006:231).

Here the researcher obtains some data like taking videos, taking photos, media, and facilities.

Data Analysis

The data in this study is use the theories of Miles and Huberman. According to Miles and Huberman (2012:43), analysis can be defined as consisting of three current flows of activity that is data reduction, data display, and conclusion drawing/verification. In this research, the researcher used Miles and Huberman's theory in analyzing the data, so there were three steps to do, they were:

1. Data Reduction

    According to Imam Suprayogo (2001), Data reduction activity is managing the raw data collected from the results of interviews, documentation, and observations that are summarized and systematized, for the reader to understand and understand. This data reduction is a form of data analysis in such a way that the conclusions of the research data can be verified.

    In this case, the research systematically processes accurate data obtained related to the teachers' and students' problems in English Community Program at ELA Course.

2. Data Display

    The most common type of display data for qualitative research data in the past is narrative text (Miles and Huberman, 1984). While According to Sugiyono (2018:249) "deep qualitative research, data presentation can be done in the form of descriptions brief, charts, relationships between categories, flowcharts, and

others''. Then the data that is most often used in qualitative research is in the form of descriptions or text in the form of narrative.

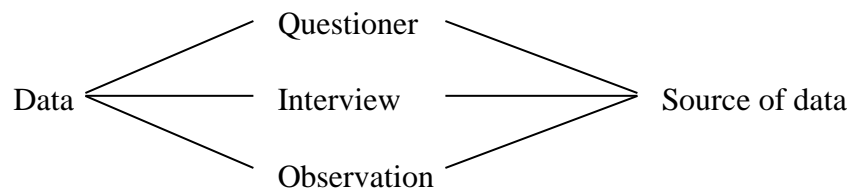3. Conclusion Drawing/ Verification

According to Soerjono Soekanto (1971) Data Verification, namely the data processing method carried out by researchers to find the meaning of the data and try to conclude it at the beginning of the conclusion the data is still full of doubts but with increasing data and a conclusion is drawn, in the end, it will be found by processing the data.

Data Validity

In qualitative research, various techniques can be used to increase the validity of research data. They are triangulation (Sutopo, 2002: 78)

Triangulation is a technique that is based on the phenomenological way of thinking which multi-perspective is. For example, when we use one perspective in viewing something, we will get only one picture and when we use another perspective we will get different pictures from each different perspective. In this research the researcher used Methodological Triangulation

This triangulation can be done by the researcher by collecting the same data but using different techniques or methods of collecting data. The emphasis is on the use of different data collecting methods and to. be pointed to the same data source. to test the data validity. For example, to increase the data validity about someone's skill in ..a certain case, the researcher use questioner, and then interviewing the same informant ..and then the result is tested by observing.. the informant skill in the real activity.

```
                    Questioner
                  /            \
Data  <————————  Interview  ————————>  Source of data
                  \            /
                    Observation
```

FINDING AND DISCUSSION

Research Findings

A. The general Description of ELA (English Learners' Association) Course

The brief history of ELA (English learners' association) Course

The ELA course institution is a non-formal educational institution, both conducted in Islamic boarding schools and outside Islamic boarding schools. Especially at the English language course institution, it aims to help students improve their competence or ability in English. As a means of international communication, English must be mastered actively or passively, verbally and in writing. To face these challenges, the students must prepare themselves to become human resources, especially in the field of English communication. The community's need for the importance of English encourages people to satisfy their needs in sharpening their English skills/ability.

B. The teachers' problem in implementing English community program at ELA Course

Problems faced by the teacher in implementing English Community Program at ELA Course The researcher has finished the research procedure through interview, it can be seen from the result of interview. The researcher interviewed two tutors of ELA Course. The interview was carried out to find out the problems faced by the teachers in implementing English Community Program. The problems faced by English teacher were :

1. Class Conditions

   Based on the interview results the first problems faced by English teacher in teaching is the class conditions.

   Extract 1

   P1 : (Yes, to be honest the conditions are quite boring. Especially if the lesson is last hour, students mostly play, are sleepy and are not very interested in learning.)

   P2 : (Usually when I teach in the morning hour, students still look excited. But it's different if I teach in night hour. Class conditions are very tense and many students look tired. So it can be said that class conditions are very boring.)

   Based on the illustration above, the interview results show that class conditions are part of the teacher's problem in teaching. How can you create a comfortable classroom atmosphere if students are not enthusiastic about receiving lessons,

1. Learning Media

   Based on the interview results the first problems faced by English teacher in teaching is learning media that used.

   Extract 2

   P1: (Yes of course, the problem is in modern media, sometimes we lack facilities.)

   P2 : (Yes, but it is more traditional, because course lack facilities.)
   The Statement above shows that the limitations of learning media facilities are one of the major problems for teachers in delivering learning material, where one of the supporters of successful learning is the existence of school facilities to support or support the achievement of teaching.

2. Delivering Material

Based on the interview results the first problems faced by English teacher in teaching is Lack of Students Focus or Concentration in delivering material.

Extract 3

P1: (Constraints in conveying learning material are students who are not focused in the classroom further at night, many students cannot focus on learning. some are sleepy and so on.)

P2: (Lack of enthusiasm and interest in students in receiving subject matter.)

Based on the results of interview above, it gives an overview of some teachers about students delivering learning material is lack of focus or concentration. In delivering learning material all of two tutors who experience difficulties including students who don't focus in class when receiving lessons especially students learn during the night students will find it difficult to accept lessons, the limitation of students learning resources that makes students lazy in learning.

1. Students interest in English Language

Extract 4

P1: (Only a few students seemed enthusiastic, the actions I gave motivated them the most, advised them to study harder.)

P2: (To be honest, students' interest in learning is very lacking, especially in English lessons. Sometimes I motivate them to study harder.)

The results of the interview above that the lack of student interest in learning, especially learning English shows that teachers experience problems that are very difficult in teaching, because of successful teaching and learning if the teacher and students are comfortable In the learning process, but if students who are not very enthusiastic in learning will become difficult great for teachers to teach.

2. Limited Hours for teaching

Extract 5

P1: (I reprimanded, or I told to go up to replace me explain the material. And rarely do I do because of lack of time for English hours at our school.)

P2: (I usually rarely reprimand students, especially considering the lack of time for English subjects makes me as a teacher very difficult to manage between controlling the noise of children and providing subject matter.)

Based on the statements from the results of the two tutors I interviewed above showed that the lack of teaching hours in English at ELA Course makes it difficult for teachers to control student noise in the teaching and learning process, therefore the lack of time will greatly affect the teacher in managing the classroom in teaching.

(Source: an interview with tutors ELA Course)

B. The Students' Problem In Implementing English Community Program At ELA Course

The result of students' answers which gotten from the questionnaire about their problems in English learning it is concluded that :

1. Almost some students feel interested in the teaching-learning process Language education Centre (LEC) program, and few of them find some problems in the teaching-learning process.

2. The student's problems are coming from intern factors such as, fell sleepy, not understood yet about some new vocabulary, lack of the focus and some students don't like with English subject.

3. Based on online interviews, students' challenges during online LEC teaching and learning is the kind of idleness of having to study at home using gadgets, they feel that studying at home is less effective and makes them a lot of chores to accomplish. They also prefer in-school studies, since a teacher's material is easier to understand and meet a friend.

Discussion

After all of the needed data are completed, they are analyzed based on the findings of the data that were presented before, the data will be explained as follows:

As stated before that the present study is intended to know the English Community Program at ELA (English Learner's Association) course and focused on the Teachers and Students' Problem In Implementing Language Community Program at ELA (English Learner's Association) Course. Therefore, the results of the research found in the field are presented and analyzed based on each of the research problems. The data analysis is being described below:

A. The teachers' problem in implementing the English community program at ELA Course

1. The Problems Faced by The Teachers in Teaching English as A Foreign Language Based on the findings above, the most crucial problem faced by the teacher in teaching is student problems. It can be seen from the findings above that lack of students' interest and a lack of students' concentration. According to the teachers, students didn't focus, have the ability, and have characteristics. Students didn't focus on learning because we're lazy to learn, especially English learning, feeling sleepy in the classroom during the day, starving, talking with their friends. As we know that interest is one of the indicators of a classroom of management, one of the most successful classroom management indicators is ensuring that children are kept, even when the teacher is preoccupied or caught up in other tasks or activities. For example, from time to time, teachers may need to consult with other teachers or administrators about classroom matters, or they may have to assist individual students with a problem or issue. When this occurs, the class is left to own devices, if not managed properly, this may cause problems for the teacher or other students. Providing the class with coursework or assignments during this period is an indicator of

class management success. The class that is kept occupied even when the teacher's full attention is not available is an indicator that the teacher has managed the classroom successfully. This is relevant to the previous study (Irimiea, (2026) the difficulties the teachers faced are students' lack of interest and lack of concentration.

2. The second problem faced by the teachers is instructional media. According to the teacher, the use of instructional media in the classroom supports the success of students in understanding the material conveyed in the classroom. In addition, using learning media is very helpful for teachers in delivering material so that students easily understand the material provided. However, in the use of learning media in the classroom there are several obstacles. Such as the lack of facilities in the school. English teaching will not achieve its objectives if the teaching tools are not backed up. Hence, "special effort should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids" (Pande, 2013, p. 419). It is necessary to "confront facilitation of teaching tools as to empower teaching and learning English" (Fatiloro, 59 Journal of Foreign Language Teaching & Learning Vol.2 No.2 July 2017 2015, p. 29). Thus, teaching a language needs equipment, particularly for those who teach in a milieu where English exposure is limited.

3. The third problem faced by the teacher is the delivery of material, and students' low concentration or focus. According to the teacher, learning material is one of the important things in teaching. In delivering material the teacher must choose well the material to be given and adjusted to lesson hours because if the lesson is available during the day the teacher will have difficulty making students focus on the material presented. But if Students' low concentration in the classroom causes challenges in comparison- 61 Journal of Foreign Language Teaching & Learning Vol.2 No.2 July 2017 Hending knowledge transferred by the teacher. Teachers argued that the teaching goal could not be achieved one hundred percent because some of the students do not concentrate in the classroom. As described by the participant that when she was explaining

a certain topic, the teaching process was interrupted by students who were busy talking and doing other things. Therefore, she needed to stop and give the students advice. Khajloo (2013) says that students do not concentrate in learning English, otherwise, they will do their best and get good scores.

4. The fourth problem faced by the teacher is Limited hours for teaching, the time allocation is provided material is not enough. English is given six hours a week for one class and each hour lasts for 45 minutes. With this time allocation, teachers feel that this makes it difficult to manage between providing materials and managing noise in the classroom. Time constraint. Three participants considered that the time provided was not enough to apply teaching ideas in the classroom as well as to improve their own professional development. The time provided to teach English was only two hours for each meeting, to be exact, 40 minutes in every meeting, whereas, these participants expect that the ideal time to teach English is 90 minutes for each meeting. "…teaching English within two hours seems not possible because it requires extra effort to explain the lesson under the lack of books," said P1. Khajloo (2013) in which "some experts complain about the amount of time devoted to the course and believe that in many cases teachers cannot teach all subjects in this limited time". The last problem faced by the teacher is a class condition, based on the statement of teachers through results of the interview class condition is very boring. In this situation, teachers and students cannot feel comfortable while they are learning process, this condition may be caused by the teachers' lack of professional development. Developing English teaching ability really depends on the teacher's motivation. It was only P1 who reflected on her teaching ability during the interview. She admitted, "…especially if the lesson was at last hour, students mostly playing, so sleepy, and so on" In addition, she described the difficulty she faced in teaching at last hour. This is relevant to a previous study (Nanang Istanto 2017) that the teachers have the problem including teachers can not control the classroom management, students lack vocabulary, students are unconfident.

B. The Students' Problem In Implementing English Community Program At ELA Course

Limited Time To Study this obstacle is often the biggest challenge for English Learners, especially for a student at ELA Course. Good for school students, as well as course students. time to learn English that coincides with cottage activities which makes the course less than optimal. Lack of confidence This is the difficulty of learning English that often happens to everyone who wants to learn English. Why? As you know, there are still many people who often say pretentious English when their friends speak English in front of them. It hurts people who are eager to learn English. The learning method is not fun, In the implementation of teaching, the learning method used is to apply the method of delivering material with question and answer techniques. And live demonstrations on specific practices. With this method, the rest will be easily bored and not enthusiastic about participating in course activities.

The tutors do not use Media, In the English teaching-learning process, the use of media is important to support the students' understanding of the topic, especially the children as beginner learners.

CONCLUSION

A. Conclusion

From the research findings, it can be conducted that the implementation of English community program at ELA Course, English community program is a program that designed by ELA (English Learners' Association). Based on this research about "The Implementation of English Community Program, the writer can conclude, In implementing the English community program, the students joined some activities such as memorizing new vocabularies, speech, English club, using English every day, and others. This program is very helpful for students and teachers in teaching English. The teachers' problem in implementing English

community program at ELA Course, the tutors do not use Media, the tutors' does not use a specific method, The tutors' does not provide motivation, Lack of time for courses, Lack of facilities and infrastructure. The Students' problem in implementing English community program at ELA Course, Limited Time To Study, Lack of confidence, The learning method is not fun.

B. Suggestion

The following suggestion hopefully can contribute to dealing with the English community program ELA Course:

1. To the chief of department, keep controlling the implementation of the English community program in the class, facilitate students into a better supporting environment so that they can consistently practice English as a daily language.
2. To the chief of ELA Course, give a better media for students to they can more expose their ability in English skill to get a significant improvement.

   To English tutors, keep motivating students and create a comfortable environment for them to always use English every day.

REFERENCES

Desri S. (2019). "*Teachers' Difficulties In Teaching English As A Foreign Language At Smk Muhammadiyah 3 Makassar (A Descriptive Qualitative Research).".* Retrieved December 16,2021.https://digilibadmin.unismuh.ac.id/upload/5900-Full_Text.pdf

Dedi E. (2019). "*Pemanfaatan English Club Pada Fakultas Bahasa Universitas Muara Bungo Sebagai Upaya Penguatan Hard Skill Dan Soft Skill Mahasiswa".* Jurnal Linguistik Budaya online is published by English Literary Department- Faculty of Language at the University of Muara Bungo

Dawson R Hancock B. A. "*Doing Case Study Research A Partical Guide for Beginning Researchers"* Teacher College Press, New York.

Dr. Cathrine   D. (2019*). "introduction to research methods. Published by How to Content"*, A Magdalen road, Oxford OX4 IRE. United kingdom.

H. Daughlas   B. (2003). "*Language Assessment Principles and Classroom Practice".* Longman

John   W.C (2012) "*Educational research: planning, conducting, and evaluating quantitative and qualitative research* / John W. Creswell." Pearson Education, Boston

Lilis   H.U. (2010). "*A Descriptive Study On The Problems In English Teaching Learning At Sdn 2 Karangrejo Kampak Trenggalek".* Retrieved November 28, 2021. http://repo.iain-tulungagung.ac.id/1134/

Nurul   I. (2019). "*A Descriptive Study On Students' Problems".* Retrieved December 16, 2021. https://digilibadmin.unismuh.ac.id/upload/6021-Full_Text.pdf

Nurul, L. F. (2018). "*The Practice Of English Community To Facilitate The Students At Man 2 Tulungagung".* Retrieved January 12, 2022, http://repo.iain-tulungagung.ac.id/9740/1

Rona   R. (2020). *"A Descriptive Study On Teaching English At Language Education Centre (LEC) Program At Smp N 1 Wonosari In Academic Year Of 2019/2020".* Retrieved December 16, 2021. http://eprints.iain-surakarta.ac.id/241/