

**A CASE STUDY OF TEACHERS AND STUDENTS PROBLEM
IN IMPLEMENTING LANGUAGE COMMUNITY PROGRAM AT ELA
(ENGLISH LEARNER'S ASSOCIATION) COURSE IN ACADEMIC
YEAR 2021/2022**

THESIS



BY

DIAN SARI UTAMA

NIM.18112210004

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

2022

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

2021/2022

THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

BY

DIAN SARI UTAMA

NIM.18112210004

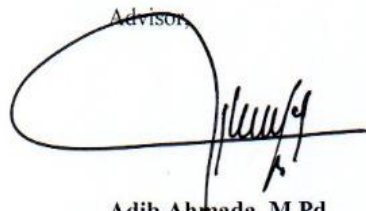
**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSALAM
BLOKAGUNG BANYUWANGI**

2022

ADVISOR APPROVAL SHEET

This is certify that the thesis of **Dian Sari Utama** has
advisor further approval by the board of examiners.

Banyuwangi, 30th March 2022

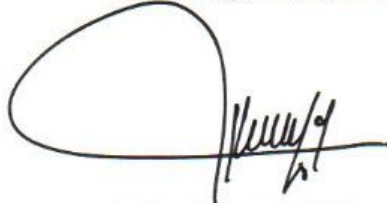
Advisor


Adib Ahmada, M.Pd.
NIPY. 315093006860

AGREEMENT

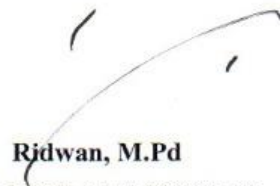
This is to certify that the thesis of **Dian Sari Utama** has been approved by the board of examiners.

Banyuwangi, 09th April 2022



Adib Ahmada, M.Pd
NIPY.315093006860

Examiner 1



Ridwan, M.Pd
NIPY. 3151009097401

Examiner 2



Faiqotur Rizkiyah, M.Pd
NIPY. 3151710129201

Examiner 3

Acknowledgment by

Dean of Education and Teacher Training Faculty



Dr. Siti Aimah, S.Pd.I., M.Si.
NIPY.3150801058001

Head of English Education Department



Dr. Zulfi Zumala Dwi Andriani, MA.
NIPY 3150722128404

MOTTO

**(LIVE AS IF YOU WERE TO DIE TOMORROW. LEARN AS IF YOU
WERE TO LIVE FOREVER)**

(YOU CAN'T BE THE BEST BUT YOU CAN BE THE FIRST)

DEDICATION

I dedicate this thesis with sincerity to:

My beloved parents: Mama, Wijianti and Dad, Kuswanto

Who never separated to always pray for me, provide comfort, and warmth

My two younger sisters, Puji Lestari and Fitri Ramadani

Which is because of them, I learned how to give the best example.

For you, Mas Eko Puji Leksono

The best creature I've ever known. Inside him was the calm I needed. He is an opiate

for my guide, Mr. Adib Ahmada

the patented mentor that I met, thank you for training me.

For all my friends. Guidance friends, TBIG-2018 classmates,

Darul Lughoh 'Arobiyyah squad and all those who have helped

Without you, I am nothing

ACKNOWLEDGEMENT

All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her thesis after long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

The gratitude and appreciation are addressed to:

1. H. Ahmad Munib Syafa'at, Lc., M.E.I. The Rector of Islamic Institute of Darussalam
2. Siti Aimah, S.Pd.I., M.Si. Dean of Faculty of Education and Teacher Training
3. Dr. Zulfi Zumala Dwi Andriani, S.S., M.A. Head of Undergraduate Program in English Education Department
4. Adib Ahmada, M.Pd. is my advisor has given me sincere advice and available guidance during the preparation and completion of this thesis.
5. All lecturers and staff of IAI Darussalam
6. ELA Course Department
7. All of my family and friends have supported my spirit and have helped me to finish this thesis.
8. All the functionaris of Darul Lughoh 'Arobiyyah dormitory (ustdz. Shofwa, ustdz. Diana, ustdz. Ulfa, ustdz. Winda, ustdz. Ana, ustdz. Lina and ustdz. Maya) and the members of Darul Lughoh 'Arobiyyah dormitory that can not be mentioned one by one, thank you for giving support and motivation during the process of thesis preparation, you are my family. Big hug for you all.

I do expect this thesis gives advantages to the world of education. For improvement this thesis, I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Amiin.

Banyuwangi, 30th March 2022

Dian Sari Utama

DECLARATION OF AUTHORSHIP

Bissmillahirrohmanirrohim

Herewith

Name : DIAN SARI UTAMA

Nim :18112210004

Study Program : English Education Department

Address : Debowae, Buru, Maluku

Declare that:

- 1) This thesis was never submitted to any other tertiary education institution for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person. Nor does it include, without due acknowledgment, the work of any other person.
- 3) Should it later be found that the thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Banyuwangi, 25th March 2022

Declarator,



Dian Sari Utama

ABSTRACT

Sari Utama, Dian 2022. *A Case Study of Teachers and Students' Problem In Implementing Language Community Program at ELA (English Learner's Association) Course in Academic Year 2021/2022*

Keywords: *Language community, teachers' problem, students' problem*

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. 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 result showed that the teachers' problem in implementing English community program at ELA Course, the tutors does 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 and The Students' problem in implementing English community program at ELA Course, Limited Time to Study, Lack of confidence, The learning method is not fun.

ABSTRAK

Sari Utama, Dian 2022. Studi Kasus Masalah Guru dan Siswa Dalam Pelaksanaan Program Komunitas Bahasa pada Mata Kuliah ELA (English Learner's Association) Tahun Ajaran 2021/2022

Kata kunci: Komunitas Bahasa, Masalah Guru, Masalah Siswa

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 bahwa kendala guru dalam mengimplementasikan program komunitas bahasa Inggris di Kursus ELA, tutor tidak menggunakan media, tutor tidak menggunakan metode tertentu, tutor tidak memberikan motivasi, kurangnya waktu untuk kursus, kurangnya sarana dan prasarana serta Masalah Siswa dalam melaksanakan program English community di ELA Course, Waktu Belajar yang terbatas, Kurang percaya diri, Metode pembelajaran yang tidak menyenangkan.

TABLE OF CONTENTS

COVER.....	i
TITLE	ii
APPROVAL SHEET	iii
AGREEMENT	iv
MOTTO.....	v
DEDICATION	vi
DECLARATION OF AUTHORSHIP	vii
ABSTRACT	viii
ABSTRAK.....	ix
ACKNOWLEDGEMENT	x
TABLE OF CONTENTS	xii
LIST OF TABLES.....	xii
LIST OF PICTURES	xiv
CHAPTER I INTRODUCTION	1
A. Research Background	1
B. Research Problem.....	5
C. Research Objective.....	5
D. Research Significance.....	6
E. Scope and Limitation of the Research	6
F. Definition of Key Terms	7
CHAPTER II REVIEW OF LITERATURE.....	8
A. Review of Related Theory.....	8
1. Definition of English Community	8
2. English Learners Association	9
3. Problem faced by teacher and student	12
B. Previous Studies.....	15

CHAPTER III RESEARCH METHODOLOGY	17
A. Research Design	17
B. Research Setting	18
C. Research Subject	19
D. Data Sources	20
E. Procedure of Data Collection	21
F. Data Analysis	29
G. Data Validity	30
CHAPTER IV FINDING AND DISCUSSION	34
A. Research Findings	34
B. Discussion.....	51
CHAPTER V CONCLUSION	53
A. Conclusion	55
B. Suggestion	56
CHAPTER VI REFERENCES.....	57
CHAPTER VII APPENDICES	60

LIST OF TABLES

- 3.1 Collecting data
- 4.1 tutors name and lesson
- 4.2 students of ELA Course
- 4.3 Questioner done by students

LIST OF PICTURES

- Interview with tutors
- Ended questionnaire
- Observation class

CHAPTER 1

INTRODUCTION

A. Research Background

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 communicate. Furthermore, English Community is a place where you can learn, share knowledge, and improve your English skills in a relaxed and fun situation. Why should English Community be? One of the benefits that you will get by joining the English Community is that you can improve your English skills. For those of you who want to be fluent in English, English Community is the answer! The English Community provides several work programs that will be carried out every week, such as divisions (speech, debate, storytelling, and newscasting), games, SLRW English (Speaking, Listening, Reading and Writing), Quiz, and Learning Grammar. At the English Community, you will be familiarized with everyday conversations using English to improve your Speaking skills so that you are accustomed and not award when speaking English.

As noted earlier, a community is a combination of organized groups of people (Hornby 1995: 621). 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 regularly. 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. the university community, is the same research group. According to Robert Redfield, a community is a small settlement of people who compete with each other and differ from all other communities (Redfield, 1963: 119). 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. Communicative language teaching and learning requires a community, reliable and reliable environment in which learners can interact without fear or threat of failure. Communication includes not only segmented self-expression, it includes the complete self. Such communication works as if in a real community. Good teachers have recognized the value of community in all learning environments and have found ways to promote group cohesion and responsibility. Without community, there is no communication.

Barokah in this thesis (2014) found that the teacher's problems were classroom management, differences in student abilities, and inactivity between students. The

problems faced by students are limited vocabulary, pronunciation difficulties, structural difficulties, and tension. Problem-solving methods used by teachers include giving advice and motivation on the importance of classroom activities, teachers establishing good relationships between teachers and students, and teachers demeaning students. Raharjo (2015) has problems with students' speaking skills as a result of observations and questions, especially those related to refraining from saying anything, almost or uneven participation, use of mother tongue, speech acts (pronunciation), Grammar), etc.) language, vocabulary, dexterity).

Based on the researcher's experiences during observation called PPL, the researcher found some problems and difficulties that often happen especially for the teachers in the teaching and learning process in the classroom. The first, course time coincides with Pesantren activities The second, students lack interest in learning especially in speaking instruction of conversation, and students' pronunciation is still low, etc. In this case, English teachers in teaching English as a foreign language need a creative way and select some good strategies that can help teachers and students to present their ideas in the teaching-learning process in the classroom. Griffiths (2007) stated, that teachers can be able to promote language learning strategies used by their students. Bell (2007) suggested that teachers need to be enlightened with all methods, and they should construct their own principled methods or decide what principles they draw on their teaching. Teachers cannot overlook the created methods used by the teachers. Teachers need a fundamental method to build their own teaching. According to Wardhaugh (1969), students should be stimulated to use the English language and attempting to use the innate process of language acquisition that they have.

Based on the interview with the chief of ELA, Miss Tarissa 11st September 2021, she said the English Learner's Association (ELA) Course is an English language institution from Islamic boarding schools that aims to assist students in improving their competence or ability in English. As a means of international communication, English must be mastered actively or passively, orally and in writing. ELA is an English language learning that is held in a boarding school that already has a partnership, ELA is learning that takes place in the morning and evening in the classroom. For the teaching and learning process, ELA is carried out in the Islamic boarding school hall and also in the dormitory. The four skills introduced in ELA include listening skills, reading skills, speaking skills, and writing skills. Reading skills, writing skills, and grammar are learned in the classroom. At the end of the course, students will receive a certificate certifying the value of several skills. Therefore, the result of the ELA program is a certificate that awards points for several skills taught in one semester. This work attempts to explain the process of teaching and learning English, the process of learning English, materials, approaches and methods, media, and problems through the ELA program.

According to Miss Amimatus sabilah chief of the department of ELA Course explained The Southern Women's Islamic Boarding School has quite good achievements in both academic and non-academic fields, as evidenced by the many trophies that are lined up in the office window, besides the Southern Women's Islamic Boarding School has many excellent programs that aim to develop the potential of students, 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

the history of the ELA Course was founded in 2012 with the background of the establishment of this course by the desire of some female students who had a strong desire to explore English, then they ventured to go to study English at the ECC (English conversation club) course is one of English course in Darussalam Islamic boarding school exactly in north female Darussalam that focusses in fluency speaking for the member. after completing their study at ECC they were strongly determined to develop their knowledge by establishing their own English course which was named the English Learner's Association (ELA) with ten students for the first time and the place used to conduct the course is Nafahatul ambariyyah dormitory with code (H) which is more precisely in room H.04 this course runs until 2020 then over time the course developments the English language is growing rapidly and many students are interested in taking English courses with that English language institution feels the need to expand the place and also language programs and on March 24, 2021, a superior language dormitory was built named Nafahatul Musyarofah with the code (U) in that dormitory there is a language community program.

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 in Academic Year 2021/2022**

B. Research Problem

1. What are the students' problems in implementing a language community program at ELA (English Learners' Association) Course in the academic year 2021/2022?
2. What are the teachers' problems in implementing a language community program at ELA (English Learners' Association) Course in academic 2021/2022?

C. Research Objective

1. To describe the students' problems in implementing a language community program at ELA (English Learners' Association) Course.
2. To describe the students' problems in implementing a language community program at ELA (English Learners' Association) course.

D. Research Significance

- a. For the tutors,
 1. Provide information to English tutors about their student problems.
 2. To increase better techniques in the English teaching process.
 3. To give suggestions and motivation to the teacher in English teaching-learning well.

- b. For the students
 - 1. To give suggestions and motivation to the student in English teaching-learning well.
 - 2. For the chief of ELA course
 - 3. To give information to the chief of ELA Course about teacher and students' problems.
 - 4. To give suggestions to the chief of ELA to use a better approach in conducting the teaching and learning process.
- c. For the next researcher
as reference

E. Scope and Limitation of Study

This research focuses on the study of students' and tutors' problems in implementing a language community program at the ELA (English Learner's Association) Course. there were seventeen students and two tutors, are Miss Tarissa Zahrotul Rimaya and Maya Nur Afidah.

F. Definition Of Key Terms

Defining keywords is important to avoid Misunderstanding. some of the terms used in this study were as follows:

1. Language 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 common interests. 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

2. Problem

- a. **Teachers' Problem**, Irimiea, (2016) in her journal "English As a Foreign Language. What Challenges Do Teachers of English Face?". She found that they went out from three assumptions: (1) students' lack of interest in learning English, (2) students' lack of concentration in the learning process, and (3) lack of facility in the school.
- b. **Students' Problem**, Ahmadi & Leong (2016) found that low self-esteem, high levels of anxiety, and motivation are very difficult to speak, even though their language skills are acceptable. Students with high levels of motivation and low levels of anxiety can speak English easily and effectively.

CHAPTER II

REVIEW OF LITERATURE

A. Review of Related Theory

1. Definition of 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.

2. The implementation of English community program at ELA (English Learners' Association) Course

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.

3. English Learner's Association (ELA)

a. Profile of (ELA)

English Learner's Association (ELA) is a language institution that's been around since 2012. The English Learner's Association (ELA) is in Banyuwangi, East Java. This society has embraced the goal of presenting a non-monotonous, tedious teaching method of English. ELA applies the interactive communicative approach method in English studies and uses the language Dormitory. The interactive communicative approach is one method of teaching with a lot of communication activities such as question and answer, dialogue, storytelling, etc. With this method, it's much emphasized on the skill speaking students. In addition to the interactive communicative approach method. So that in this learning process all four English skills can be learned simultaneously. At the end of the course, students will be given a certificate of their study with the ELA by taking the set exam. On the certificate, there was a score obtained for each student. The score is divided into 4 parts of skill which is listening. Speaking, reading, and writing. Within one school, 5 teachers teach this program. For the cost of the students paying for this ELA the institution fully 12 grants the right to the school to manage it on its own in other words to the fee paid along with the students (SPP). The Pesantren prepares the room and the room will be designed by ELA institutions and customized to the standard learning space. ELA has an evaluation and an agreement process every five-month.

b. History of ELA Course

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 potential human resources, especially in the field of English communication. The community's need for the importance of English encourages people to fulfill their needs in sharpening their English skills.

4. Problem faced by teacher and student

1. 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.

2. Irimiea, (2016) in her journal " English As a Foreign Language. What Challenges Do Teachers of English Face ?". She found that the went out from three assumptions : (1) students lack of interest in learning English, (2) students lack of concentration in learning process, and (3) lack of facility in the school.
2. Alrawashdeh and Norma (2017) in their journal "Difficulties That English Teachers Encounter While Teaching Listening Comprehension and Their Attitudes Towards Them." They found that is vary from one teacher to another according to the place and type of education. This is highly affected by a large number of factors and different kinds of circumstances. Based on the evidence of problems they found, the first is related to the proficiency of teachers. Teachers need more training courses that indicate their lack of experience. The concentration on teaching other skills leads to deviation from the main goal of teaching listening comprehension. Second, problem faced by teachers regarding the educational environment and the availability of resources and teaching aids are connected to the high number of students' in class and the lack of rich libraries, resources, teaching aids, supporting materials and audio-visual teaching facilities such as English lab.

Barokah (2014) found that the teacher's problems were classroom management, differences in student abilities, and inactivity between students. The problems faced by students are limited vocabulary, pronunciation difficulties, structural difficulties, and tension. Problem-

solving methods used by teachers include giving advice and motivation on the importance of classroom activities, teachers establishing good relationships between teachers and students, and teachers demeaning students. Raharjo (2015) has problems with students' speaking skills as a result of observations and questions, especially those related to refraining from saying anything, almost or uneven participation, use of mother tongue, and speech acts (pronunciation), Grammar), etc.) language, vocabulary, dexterity).

Providing opportunities for all students to continue speaking English and taking additional English classes is one way to solve many problems in learning English. Abdalla (2015) points out that there is a big problem that Sudanese students cannot speak English. It includes various psychological factors that prevent students from speaking, such as low incomes for most students, lack of teaching, inadequate teaching, and lack of motivation. These problems will not be solved in the future except to change the curriculum, improve conditions for teachers and families, and take decisive action to organize training and workshops for teachers.

to switch to speaking, believe that being confident and motivating is an important part of their education. With this in mind, the motivation of English-speaking students encourages some positive speaking. All of this creates an atmosphere that supports learning in the classroom. Ahmadi & Leong (2016) found that low self-esteem, high levels of anxiety, and motivation are very difficult to speak, even though their language skills are

acceptable. Students with high levels of motivation and low levels of anxiety can speak English easily and effectively. Therefore, students need to create a friendly and supportive environment that helps them overcome oral performance problems. Teachers need to compliment them by speaking English. They need to have a friendly relationship with them, stay comfortable in class, learn English in general, and have a lot of enthusiasm and motivation, especially in speaking English. Teachers need to use some speaking tasks to increase their chances of speaking English to help them speak and encourage them to participate in speaking activities.

B. Previous Studies

Several studies had been conducted to investigate English community programs in the teaching and learning process. Here, the researcher reviewed several studies related to this study. The first research was conducted by RONA ROSITAWATI in 2020 entitled. "A Descriptive Study On Teaching English At Language Education Center (LEC) Program At Smp N 1 Wonosari In Academic Year of 2019/2020" This study aimed to determine How is the process, teaching material, teaching media, and teaching method of English teaching and learning in language education center (LEC) program at SMP N 1 Wonosari the results of this study indicated that teaching and learning with the LEC uses program is an interesting, innovative and creative method to increase students' understanding of English subject. Similarities in this study, the researchers both use a descriptive study in their research design. The difference is in the place of research, this

research was carried out at SMP N 1 wonosari while the place used by the author was the ELA (English Learners Association) Course Darussalam Blokagung

Another research in the form of thesis FUAD KHIRUL HUDA in 2010, the title is “Descriptive Study on The Application Of English Community Program At SMP N 4 Tulungagung” In contrast to the research that the researcher did, this research was conducted at the ECP SMPN 4 Tulungagung, while the author conducted the research at the Ela Course Institute From Daruusalam Blokagung. The similarity of the research that the authors do is both researching the English Community Program.

The third research was conducted by Dedi Kurniawan In 2011 With The Title “Descriptive Study Of English Community Program Of Sec (Smart English Community) At Smpn 2 Kauman Tulungagung. This research is qualitative. The results of this study indicate the process of English teaching and learning in English Community Program at SMPN 2 Kauman Tulungagung” The similarity of the research that the authors do is research about the English community program. The difference is in the place of research, this research was conducted at junior high school while the place used by the author was the ELA (English Learners Association) Course Darussalam Blokagung.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher would introduce the research design, data and data sources, data collection, and data analysis.

A. Research Design

According to Sugiyono (2017:2), the research method is a way of scientific research to obtain data with specific purposes and uses. According to Darmadi (2013:153), the research method is a scientific way to obtain data with the aim of certain uses. The scientific method means that research activities are based on scientific characteristics, namely rational, empirical, and systematic. Based on the presentation above it can be concluded that the research method is a scientific way to obtain.

Bogdan and Taylor in Moloeng (2007: 4) suggested that Qualitative Methodologies is a research procedure that produces descriptive data in the form of written and spoken words from people and observed behavior. Afriani's (2009) qualitative research was carried out in natural conditions and findings. In qualitative research, the researcher is the key instrument. Therefore, researchers must have broad theoretical and insightful provisions so that can ask, analyze, and construct the object under study to be more clear data with specific purposes and uses.

2. According to Gay (1987:11), descriptive research entails gathering data to test a hypothesis or address a query about the current state of the study's item. Suryana

(2010:14) mentioned descriptive analysis is concerned with organizing and accurately representing facts and particular objects. Besides of that descriptive research occurs naturally into something that is happening now.

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 in the academic year 2021/2022.

A. Research Setting

1. 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.

2. Time of The Research

This research was conducted from November until March the specific steps in conducting this research could be seen in table 2.1

Table 3.1 Schedule of Collecting Data

NO	Date	Place	Description
1.	November 10 st 2021	ELA Course	Observation
2	December 05 th 2021	ELA Course	Researcher chat via wa makes a meeting agreement with the informant
3	March 04 th	ELA Course	The researcher Request permission to conduct research at ELA Course
4	March 07 th 2022	ELA Course	Researchers conducted direct interviews with The teachers' problem in implementing English community program at ELA Course
5	March 08 th 2022	ELA Course	Researchers conducted Ended Questioner with student of ELA Course

B. Research Subject

According to Nasution (2003: 32), subjects are sources of information that can help them achieve their goals. In qualitative research, the research subject is called the informant According to Moleong (2010:32) stated: "Research subjects are informants, which mean people in the research setting which is used to provide information about the situation and conditions research background. In qualitative

research, data are obtained from different sources is something that has a central position because it is the subject of research that's the data about the variables under study are located and observed by researchers."

The informant in this study was Miss. Tarissa zuhrol rimaya and Maya nur Af'idah as Tutors in ELA Course in the academic year 2021/2022. And seventeen students of ELA Course in the academic year 2021/2022.

C. Data Sources

The sources of data are very important in the research. The researcher would not be able to get information without knowing the sources of data. Arikunto (2010:39) stated that sources of the data were the subject who give the data or information or where the data are gotten from. The data sources of this research were as follow:

1. Chief of ELA Course

The researcher got information from the Chief of ELA Course about the beginning of founding ELA, the recruiting process of ELA instructors, the cooperating process, the purpose of ELA institutions, the methods in the learning process, and also the costs students pay to ELA.

2. Tutors

The researcher got information from the tutors about the teaching-learning process, problem tutors, and responses to students at ELA (English Learner's Association) program.

3. Student

The researcher got information from the students about the Student's problems in learning English which mean difficulties for students in achieving goals. Students admitted and have difficulties in mastering material learning and factor that influence student problems.

D. Procedure of Data Collection

In this research, the researcher used some methods and instruments to help his work easier, more effective, and more efficient. Data collection tools were tools used when collecting data. As already mentioned, this research is a descriptive qualitative method. Therefore, the main tool of this research is the researcher himself, who acted as both an instrument and a data collector.

Meanwhile, Arikunto stated that the method of collecting data in a way that used by the researcher in collecting the research of data (Arikunto, 2006:222). In this research, the researcher used some instruments to collect the data those were:

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. The topic of the interview is the teaching process of the ELA Program in English teaching and learning at South female Darussalam in the academic year 2021/2022. The interview was taken from Tutors of the language education center program in ELA (English Learner's Association) namely Miss Tarissa Zuhrotul Rimaya and Maya Nur Af'idatuh as tutors at communicative level ELA (English Learner's Association).

Essentially, the interview is an oral question. Researchers used guided interviews to collect data. The interview is a data collection method that requires direct communication between researchers and research subjects or respondents. Stewards and Cash, as quoted, define interviewing as a communication process with a serious purpose, aimed at exchanging behavior and usually asking and answering (Soekanto, 2003: 24).

The interview is done to get information in the form of direct verbal attempts and responses between the researcher (interviewing) and interview with Chief, tutors, and students of the English community program at ELA (English Learners Association).

a. Interview with the chief of Ela Course

In an interview with Tutors' of ELA, 07th march 2022, the researcher used the face-to-face interview method, which is a way to test respondents' responses by meeting face to face or face to face. The advantages of face-to-face interview research are flexibility, good response rate, allows recording of

non-verbal behavior, control over the answer time environment, ability to follow a sequence of questions and record answers spontaneously, respondents cannot cheat and must self-response, ensuring the completeness of answers and questions answered, having control over the time to answer questions, and being able to be used for complex questionnaires. Meanwhile, the disadvantages are the high cost, the time required to ask questions and to visit the location, no opportunity for respondents to check facts, disturbing respondents, less guarantee of confidentiality, lack of uniformity of questions, and less reliability to reach many respondents.

b. Interview with the chief of Ela Course

In an interview with Tutors' of ELA, 07th march 2022, the researcher used the face-to-face interview method, which is a way to test respondents' responses by meeting face to face or face to face. The advantages of face-to-face interview research are flexibility, good response rate, allows recording of non-verbal behavior, control over the answer time environment, ability to follow a sequence of questions and record answers spontaneously, respondents cannot cheat and must self-response, ensuring the completeness of answers and questions answered, having control over the time to answer questions, and being able to be used for complex questionnaires. Meanwhile, the disadvantages are the high cost, the time required to ask questions and to visit the location, no opportunity for respondents to check facts, disturbing respondents, less guarantee of confidentiality, lack of uniformity of questions, and less reliability to reach many respondents.

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. Some salespeople also use alternative "leading questions" (or often called "tag questions") to get a clear "Yes" in response. Rhetorical "tagged" close-ended questions have "isn't it?" or "right?" at the end, implying that the potential customer will agree with your assumption. Your correct judgement of the person's pain will help the buyer trust the salesperson and even accept their choice as their own decision. Closed questions include a simple clarification without a "did I understand you correctly?" at the end.

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.

In this case, the researcher did passive observation. The researcher comes to the class and directly takes a position behind the class. The researcher only sits and observes the application of teaching and learning strategies on teaching speaking in the classroom. The researcher joined in speaking classroom and paid attention to the application of teaching and learning used by the teacher in the classroom that involves method, evaluation technique, and material usage. (class, situation, dormitory)

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.

E. 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:

a. 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.

b. 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.

c. 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.

In addition, the researcher concluded, the conclusion drawing/verification of this research are:

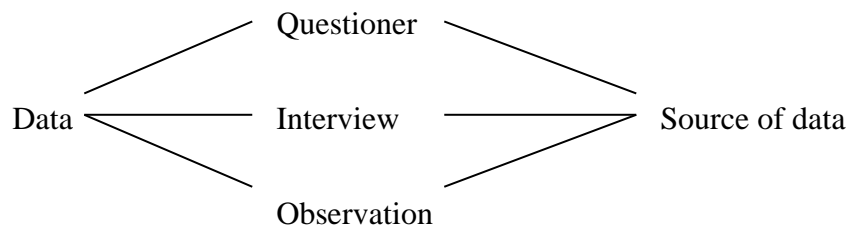
1. The data is gathered through an interview, classroom observation, and documentation. The researcher then chooses, identifies, and focuses on the data using the study issue formulation as a guide
2. After selecting the information, the researcher organizes it into meaningful sentences
3. The reference of research after the data has been shown.

F. 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 the most commonly used technique to increase the validity of qualitative research. In this case, Patton (1974) states that there are four triangulation techniques. (1) data triangulation, (2) examiner triangulation, (3) systematic triangulation, (4) theoretical 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.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents findings and discussion during collecting data of the research.

A. Research Findings

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

1. 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.

3. Vision and mission

Vision

To create a quality, disciplined, innovative, and creative pesantren system course institution. To create courses that have a global perspective and can create graduates who are smart, competitive, and independent.

Mission

Organizing professional and competitive boarding school-based English course programs so that members master English language skills.

4. ELA Course Institution Management Structure

Advisor : Mrs. Hj. Ulfa Farida Mubasyir

Head of Institution : Amimatus Sabilah

Head of ELA Course : Tarisa Zahrotul Rimaya

Secretary : Aininda Lakhma Khumairo'

Treasurer : Sa'bani Nisaul Khaq

Minister of Languages : Maya Nur Af'idah

Friska Ayu Endriana

5. Profile of ELA Course

Institution Name : English Learners Association (ELA) Course

Address : Pondok Pesantren Darussalam Putri Selatan

Road : PP. Darussalam Blokagung

Village : Karangdoro

District : Tegalsari

Regency : Banyuwangi

(Source : Documentation Data from ELA Course)

1. Course Sites

The ELA Course Institution is located at the Darussalam Putri Selatan Islamic Boarding School. This member of the ELA Course Institute is domiciled in the Nafahatul Musyarofah Dormitory. Learning activities are carried out in the Pesantren hall.

2. Course Time

Course activities are carried out in the morning for basic classes which are located in the pesantren hall and the evening for intermediate and advanced classes at the Nafahatul Musyarofah Dormitory.

3. Tutors' of ELA Course

4.1 Table Tutors name and Lesson

NO	Name	Lesson
1	Tarisa Zahrotul Rimaya	Basic Speaking
2	Friska Ayu Endriana	Basic Grammar
3	Naslia Kauni Wandira	Intermediate and Advance Speaking
4	Maya Nur Af'idah	Intermediate Grammar
5	Nila Husnul Aribah	Advance Grammar

4. Facilities of ELA Course

The facilities in the ELA course facilitate learning activities, namely with whiteboards, board markers, erasers. Distributed entirely to students, so the hope is that students will better understand the material provided.

5. Learning Media

The media used by the practitioner to facilitate learning activities was printed out material, book, and module on that day which was given to all students. With the hope that students can understand the material well and minimize the length of time, it takes students to record the material in their books.

6. Learning methods

The teaching method is the important thing in the way to reach the goals of the teaching and learning process. According to Sanjaya (2007) methods may be interpreted as planning a series of activities designed to achieve certain

educational goals. The implementation of the teaching-learning method used is by ELA Course is applying the method of delivering material with a question and answer techniques, group discussions. In giving the material, students are strived to be in a calm and conducive condition to make it easier for all students to digest the lessons presented, on the sidelines of delivering the material, each student is allowed to ask questions if in the explanation there are still things that are not clear, after that a detailed explanation is given.

7. The Material of the ELA Course

The syllabus is developed by the tutors themselves, and it is only in the form of a schedule, material, and activity. The discussion of the material is based on the form of the program.

8. Level of ELA Course

English Community Program has been done for five months, and there are three levels at ELA (English Learner's Association)

a. Basic Level

is the lowest level in English and at this level, learners can master simple language used in everyday conversation, such as introducing oneself, describing simply about oneself and other people, where to live, and maybe hobbies. Those who are at the basic level can speak English in simple terms and their speech is still slow and very stammered. There are twenty students at the basic level of the ELA course.

b. Intermediate Level

At this level, learners can communicate in everyday situations but with simple grammar and words. Those at this level can understand sentences and expressions related to their environment and themselves, such as introducing family and friends. At this level, learners can communicate in simple English, such as talking about routines. They can also make simple sentences, although often make mistakes in their grammar. There are ten students at the intermediate level of the ELA course.

c. Advance Level

At this level, the learner has demonstrated fluency in speaking with foreigners. They can understand the subject matter and can talk about broader topics such as work or school. They can talk about their experiences, events, aspirations, or hopes. However, their use and vocabulary are still limited and it will be very difficult for them to talk about somewhat unfamiliar topics. There are nine students at the advanced level of the ELA course.

9. Teaching and learning activities

To know to teach and learn in the classroom the writer uses the observation method to collect the data, here in the following the description of teaching and learning English in the first up to Basic class.

a. Pre Activity

In the first, the tutor enters the classroom and greeting to his students to begin the lesson in the day, and he reviews a little about the last lesson.

Based on the observation of two classes on November 09th, 2021, the classroom condition is good enough. But not something that relates to English. At that time, when the process of English began, the writer found that the teacher open the class mixing sometimes by using Indonesian language and the opposite, there is no fun and nice condition that make the learner happy to start the lesson material.

b. Whiles Activity

After learning begins, the tutor immediately writes down the five vocabularies and students write them down on their own the tutor reads the vocabulary and the students follow along, then the tutor gives grammar material about PANCAVIP. After writing the material on the blackboard, the tutor asks students to give examples one by one from PANCAVIP writing. But the writer found that other students did not make an example. For teaching English the tutor makes his material, and uses the guide according to the tutor's wishes, Teachers only use books and dictionaries for their teaching process.

The researcher also found that many students did not bring a dictionary. When observing the teaching and learning process for teaching English, the time is very short, only 30 minutes because after that students get ready to go

to school, and the adjacent course disturbs students' concentration and ultimately students' understanding is not optimal.

c. Post Activity

Finally, the teacher allowed the students to ask the problem but none of the students raised their hand to ask the teacher about the lesson that day. They all said they had understood the lesson, they were very happy when the English time was over. And finally, the teacher closed the lesson with greetings.

After observing the teaching and learning process in the classroom, the authors found many problems faced by teachers and students. The obstacle came from themselves because their willingness to learn English was low. They think if English is not their everyday language, then they can't study hard

Class conditions during the learning process were not conducive due to a large number of students who were not present on time and some student delays who had little time for the course. However, Ela Course students are very enthusiastic in participating in learning activities and understand the material quite well.

During the learning hours, many students were not present in class because the course activities collided with the cottage activities they participated in. So at the time of delivering the material, only a few students understood the material that I conveyed.

Learning runs less than optimally because of the lack of students attending the class, so when the evaluation time takes place they need a long time to

spell the questions that have been given. Even though they have been explained by their friends who already understand the material that has been given, in my opinion. This evaluation activity is less than optimal, lacks discipline, and lacks awareness of students who are not present in class.

Learning facilities and infrastructure at Ela Course are still minimal. Like a classroom that is in one place for all course classes. And only a short distance between the first class and the others. It causes students' attention and focuses when learning is disrupted. Ela Course uses a small blackboard during the course, it also becomes an obstacle to the learning process.

10. Student of ELA Course

4.2 Table students of ELA Course

NO	NAME	CLASS
1	D	Basic
2	H	Basic
3	D	Basic
4	A	Basic
5	D	Basic
6	K	Basic
7	F	Basic
8	N	Basic
9	F	Basic
10	S	Basic

11	N	Basic
12	L	Basic
13	M	Basic
14	J	Basic
15	I	Basic
16	Z	Basic
17	K	Basic
18	F	Basic
19	A	Basic
20	A	Basic
21	K	Intermediate
22	N	Intermediate
23	W	Intermediate
24	I	Intermediate
25	R	Intermediate
26	A	Intermediate
27	M	Intermediate
28	I	Intermediate
29	W	Intermediate
30	Z	Intermediate

(Source: Observation at ELA Course)

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 :

a. Class Conditions

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

Extract

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,

b. 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.

c. 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.

d. 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.

e. 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)

c) 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.

(Source: Questioner answer from a student at ELA Course)

B. 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" (Fatoro, 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.

CHAPTER V

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

CHAPTER VI

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/>
- Siti N. (2015). "*Community Language Learning, Method, Classroom Action, research, language, participation*". Jurnal register. IAIN Salatiga

CHAPTER VII

APPENDICES

LIST INTERVIEW

Interview with tutors ELA Course

1. How is the condition of the class when you did the learning process?
2. What type of media did you use in teaching? Traditional or modern?
3. Did you have problems using traditional or modern media?
4. How did you give questions to students after explaining the material?
5. How did you provide material in class? Did you use media other than textbooks?
6. What obstacles did you face in delivering material in class?
7. How did you interact with students in the classroom?
8. How did you control the noise of students in delivering learning material?
9. What type of seat arrangement did you use?
10. What is your student's interest in learning English? How would you act to students who

LIST Of QUESTIONNARE

Questioner to student of ELA Course

1. Does miss always speak English in class?

a. Yes

b. No

2. Are the facilities in the course lacking?

a. Yes

b. No

3. Do you ask the tutor if you don't understand the tutor's explanation?

a. Yes

b. No

4. Does your sister add English vocabulary every day?

a. Yes

b. No

5. Does your sister have difficulty if your teacher explains with various methods?

a. Yes

b. No

6. Does the tutor in explaining the lesson/material use the media?

a. Yes

b. No

7. Does the tutor use various methods in explaining?

a. Yes

b. No

8. Has the tutor ever given motivation when teaching English?

a. Yes

b. No

9. Is the place used for the course comfortable?

a. Yes

b. No

10. Does the tutor give assignments to do in the dormitory?

a. Yes

b. No

Transcript interview with participant 1 (Miss. Tarissa Zuhrotul Rimaya)

1. How is the condition of the class when you did the learning process?

P1 : Yeah, honestly the condition is quite boring. Especially if the lesson was at last hour, students mostly playing, so sleepy and so on.

2. What type of media did you use in teaching? Traditional or modern?

P1 : Combination, ordinary traditional modern.

3. Did you have problems using traditional or modern media?

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

4. Did you have problems using traditional or modern media?

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

5. How did you provide material in class? Did you use media other than textbooks?

P1 : Sometimes I use a laptop, and even then rarely because a laptop without an LCD is very ineffective.

6. What obstacles did you face in delivering material in class?

P1 : the obstacle in delivering learning material is students who are not focused in the classroom further at noon today, many students cannot focus on learning. some are sleepy, playing games with their phones, and so on.

7. How did you interact with students in the classroom?

P1 : By asking students as a whole after explaining the material and giving students the opportunity to ask about material that is not understood.

8. How did you control the noise of students in delivering learning material?

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

9. What type of seat arrangement did you use?

P1 : I only use standard chair rules or as usual, I rarely even change the shape of the chair

10. What is your student's interest in learning English? How would you act to students who don't like English lessons?

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

Transcript interview with participant 2 (Miss. Maya Nur Af'idah)

1. How is the condition of the class when you did the learning process?

P2 : Usually when I teach in the first hour, students still look excited. But it's different if I teach in the second or last hour. Class conditions are very tense and many students look sleepy. So it can be said that class conditions are very boring.

2. What type of media did you use in teaching? Traditional or modern?

P2 : Combine

3. Did you have problems using traditional or modern media?

P2 : Yes ... but, it tends to be traditional, due to lack of facilities.

4. How did you give questions to students after explaining the material?

P2 : Honestly, yes, I rarely ask students. After explaining the material, I just gave the assignment.

5. How did you provide material in class? Did you used media other than textbooks?

P2 : Besides books, I usually use pictures that I take from the internet

6. What obstacles did you face in delivering material in class?

P2 : Lack of enthusiasm and interest in students in receiving subject matter. especially the lack of books or other learning resources.

7. How did you interact with students in the classroom?

P2 : I give students the opportunity to ask questions about the material I described.

8. How did you control the noise of students in delivering learning material?

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 noise and giving children subject matter.

9. What type of seat arrangement did you use?

P2: I rarely change seat settings, I only use regular or standard seat settings.

10. What is your student's interest in learning English? How would you act to students who don't like English lessons?

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



INSTITUT AGAMA ISLAM DARUSSALAM
IAIDA
FAKULTAS TARBIYAH DAN KEGURUAN
TERAKREDITASI
BLOKAGUNG - BANYUWANGI

Alamat : Pon. Pes. Darussalam Blokagung 02/IV Karangdoro Tegalsari Banyuwangi Jawa Timur - 68491 No. Hp: 085258405333 , Website: www.iaida.ac.id , E-mail: iaideblokagung@gmail.com

Nomor : 31.5/273.1/TBIG/FTK/IAIDA/C.3/I/2022

Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Ketua Lembaga ELA Course

Di - Tempat

Assalamu'alaikum warahmatullahi wabarokatuh

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

Nama : **DIAN SARI UTAMA**
TTL : **Debowae, 26 Februari 2000**
NIM : **18112210004**
Fakultas : **Tarbiyah dan Keguruan (FTK)**
Program Studi : **Tadris Bahasa Inggris (TBIG)**
Alamat : **Debowae-Waelata-Buru-Maluku**
HP : **082194056925**
Dosen Pembimbing : **Adib Ahmada, M.Pd**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.

Adapun judul penelitiannya adalah:

A Descriptive Study of Language Community Program at Communicative Level in ELA (English Learner's Association) Course at Years 2021-2022

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.


Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 02 Januari 2022

Dekan

Dr. Siti Aimah, S.Pd.A., M.Si.
NIPY. 3150801058001

RESPONSE LETTER


مستشفى المنزهة الاسلامي
PONDOK PESANTREN
"DARUSSALAM"
MENTERI HUKUM DAN HAM RI NO : AHU- 4237.AH.01.04. Tahun 2010
website : www.blokagung.net e-mail : ponpes.darussalam@yahoo.com
UNIT PENDIDIKAN : PESANTREN PUTRA PUTRI, TAHFIDZ, MADRASAH DINIYYAH, PESANTREN KANAK-KANAK, TPQ, PAUD, TK, SD, MTs, SMP, SMA, SMK, MA DAN IAIDA
Alamat : Blokagung 02.IV, Karangdoro Tegalsari Banyuwangi, Jawa Timur 68485 Telp. (0333) 845972, Fax (0333) 847124 HP: 0852 8899 1951, 0856 0086 1951

Nomor : 31.1/788/PPDPS/III/2022
Perihal : Balasan
Kepada Yth :
Dekan Fakultas Tarbiyah dan Keguruan
Institut Agama Islam Darussalam Blokagung
Di Tempat,
Assalamualaikum Wr.Wb

Dengan hormat,
Yang bertanda tangan di bawah ini kepala LPBA (Lembaga Pengembangan Bahasa Asing) PP. Darussalam Putri Selatan menyatakan bahwa :

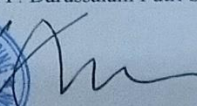

Nama : Dian Sari Utama
Alamat : Debowae- Waelata- Buru- Maluku
TTL : Debowae, 26 Februari 2000
Fakultas : Tarbiyah dan Keguruan (FTK)
Bidang Studi : Tadris Bahasa Inggris (TBIG)
NIM : 18112210004

Telah melaksanakan penelitian pada kursusan Bahasa Inggris (ELA Course) PP. Darussalam Putri Selatan untuk penyusunan skripsi dengan judul "A Case Study of Teachers and Students' Problem in Implementing Language Community Program at ELA (English Learner's Association) Course in Academic Year 2021/2022".

Demikian surat ini kami buat. Semoga dapat digunakan dengan semestinya dan membawa keberkahan bersama.

Wassalamualaikum Wr. Wb.

Blokagung, 07 Maret 2022

Pengurus LPBA PP. Darussalam Putri Selatan


AMMA'US SABILAH S.Sos

SCHEDULE OF ELA COURSE

no	Class	@	Saturday	Sunday	Monday	Wednesday	Thursday
1	ADVANCE	Lesson	Grammar	Speaking	Grammar	Speaking	Extra
		Tutor	Ms. Nila	Ms. Dira	Ms. Nila	Ms. Dira	
		PONDOK KANAK KANAK BAWAH					
2	INTERMEDIATE	Lesson	Speaking	Grammar	Speaing	Grammar	Extra
		Tutor	Ms. Dira	Ms Maya	Ms Dira	Ms. Dira	
		PONDOK KANAK KANAK BAWAH					
3	BASIC A	Lesson	Speaking	Grammar	Grammar	Speaking	Extra
		Tutor	Ms. Tarissa	Ms. Friska	Ms. Friska	Ms. Tarissa	
		ASRAMA U (MALAM)					
4	BASIC B	Lesson	Grammar	Speaking	Speaking	Grammar	Extra
		Tutor	Ms. Friska	Ms. Tarissa	Ms. Tarissa	Ms. Friska	
		ASRAMA U (PAGI)					

ELA COURSE PROGRAM

PERIODE 2021/2022

❖ JANGKA PENDEK :

1. Praktik speaking di kamar
2. Pengaktifan kegiatan vocabulary pagi
3. Praktik conversation di halaman

❖ Pencapaian materi

Basic Level

- Grammar : Part of speech
 - Tenses
 - Question word
 - Writing
- Speaking : Number
 - Greeting
 - Telling times
 - Directions
 - Days
 - Daily activity
 - Reading
 - Speak up

Intermediate Level

- Grammar : Passive voice
 - Causative verbs
 - Modal auxiliaries
 - Conditional sentence
 - Degree of comparison
 - Procedure text
- Speaking : Speaking with foreigner
 - Language function in presentation

Advance level

- Grammar : Reported speech
 - Gerund
 - Infinitive
 - Clause
 - News item
- Speaking : Language function in presentation

NIM **18112210004**
NAMA **DIAN SARI UTAMA**
FAKULTAS **TARBIYAH DAN KEGURUAN S1**
PROGRAM STUDI **TADRIS BAHASA INGGRIS 20212**
PERIODE



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	31 Maret 2022	31 Maret 2022	Bimbingan ahir skripsi	Bimbingan 8
2	20212	20 Maret 2022	24 April 2022	Bimbingan bab 4-5	Bimbingan 7
3	20212	06 Maret 2022	06 Maret 2022	Analisis data hasil penelitian	Bimbingan 6
4	20212	20 Februari 2022	20 Februari 2022	Persiapan ambil data penelitian	Bimbingan 5
5	20212	02 Februari 2022	02 Februari 2022	Bimbingan bab 3	Bimbingan 4
6	20212	02 Januari 2022	02 Januari 2022	Bimbingan bab 2	Bimbingan 3
7	20212	10 Desember 2021	10 Desember 2021	Bimbingan bab 1	Bimbingan 2
8	20212	24 November 2021	24 November 2021	Bimbingan judul skripsi	Bimbingan 1

DOCUMENTATION









PICTURE

Name : DIAN SARI UTAMA

Date Of Born : Debowae, 26 february 2000

Address : Waelata, Buru, Maluku

Email Address : Dianutama023@gmail.com

Education Background :

1. SD Inpres Debowae(2007-2012)
2. MTs Bpd Debowae(2012-2015)
3. MA Al-Amiriyyah(2015-2018)