

**AN ANALYSIS OF THE ENGLISH LEARNING AND  
TEACHING PROCESS AT MUADALAH ULYA  
EQUALITY SCHOOL AL-AMIRIYYAH BLOKAGUNG  
TEGALSARI BANYUWANGI IN ACADEMIC YEAR 2021/2022**

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### **ABSTRACT**

*This writing is motivated by the process of teaching and learning English at SPM Ulya Al-Amiriyyah which is a religious school at the SMA/MA level. The focus used in this research is (1) What is the purpose of teaching and learning English at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi? (2) What kind of learning model is used in the teaching and learning process at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi? (3) What are the obstacles in implementing the English teaching and learning process at SPM Ulya Al Amiriyyah Blokagung Tegalsari Banyuwangi?*

*This study uses a qualitative descriptive method that utilizes qualitative data described descriptively. While the data collection techniques were carried out using interviews, observation and documentation. Data analysis includes data reduction, data presentation and conclusion drawing or verification. Validity checking is done by using data triangulation system and method triangulation.*

*In this study, the research results were found, namely: (1) The purpose of the English Language Learning Process at SPM Ulya Al Amiriyyah is to Prepare Students' Future by continuing to prioritize religious education for the achievement of noble manners enhanced by the existence of English as a provision in the life of the millennial era. (2) the learning model used is a language-intensive class. (3) the obstacles that can affect the process of learning English SPM Ulya Al Amiriyyah there are 4, namely: Lack of student interest in learning, Lack of study time, Lack of teacher discipline and Lack of readiness of the institution.*

**Keywords:** *English Teaching and Learning Process, SPM Ulya Al-Amiriyyah*

### **ABSTRAK**

Penulisan ini dilatarbelakangi oleh proses belajar mengajar bahasa Inggris di SPM Ulya Al-Amiriyyah yang merupakan sekolah agama setingkat SMA/MA. Fokus yang digunakan dalam penelitian ini adalah (1) Apa tujuan proses belajar mengajar bahasa Inggris di SPM Ulya

Al-Amiriyyah Blokagung Tegalsari Banyuwangi? (2) Model pembelajaran seperti apa yang digunakan dalam proses belajar mengajar di SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi? (3) Apa kendala dalam pelaksanaan proses belajar mengajar bahasa Inggris di SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi?

Penelitian ini menggunakan metode deskriptif kualitatif yang memanfaatkan data kualitatif yang dijabarkan secara deskriptif. Sedangkan teknik pengumpulan data dilakukan dengan menggunakan wawancara, observasi serta dokumentasi. Analisis data meliputi reduksi data, penyajian data dan penarikan kesimpulan atau verifikasi. Pengecekan keabsahan dilakukan dengan istem triangulasi data dan triangulasi metode.

Dalam penelitian ini diperoleh hasil penelitian yaitu: (1) Tujuan Proses Pembelajaran Bahasa Inggris di SPM Ulya Al-Amiriyyah adalah permulaan Masa Depan Siswa dengan tetap mengutamakan pendidikan agama demi tercapainya akhlak mulia yang ditingkatkan dengan keberadaan bahasa Inggris sebagai bekal dalam kehidupan era milenial. (2) model pembelajaran yang digunakan adalah kelas intensif bahasa. (3) Hambatan yang dapat mempengaruhi proses pembelajaran Bahasa Inggris SPM Ulya Al-Amiriyyah ada 4, yaitu: Kurangnya minat belajar siswa, Kurangnya waktu belajar, Kurangnya disiplin guru dan Kurangnya kesiapan lembaga.

Kata Kunci: Proses Belajar dan Mengajar Bahasa Inggris, SPM Ulya Al-Amiriyyah

## **A. RESEARCH BACKGROUND**

The world is a place to live and live intelligent beings commonly called humans. In everyday life they will meet and interact with each other in order to create something that becomes a reason for them to act. To achieve good interaction, people need language as a means of communication. Language is the human ability to acquire and use complex communication systems, and language is a specific example of such systems (Suri, 2015: 181).

This research began when the author carried out practical English teaching activities in an educational unit that was established under the aegis of the Darussalam Islamic boarding school Blokagung Banyuwangi. SPM Ulya Al-Amiriyyah is the educational unit. SPM is an abbreviation for Satuan Pendidikan Muadalah in Indonesian, also known as Muadalah Equality School in English.

Based on the information that the researcher took from the results of interviews with the principal of the SPM Ulya Al-Amiriyyah school and the data provided by the school regarding the school profile, it was explained that the Ulya Al-Amiriyyah SPM was a formal education unit at the Darussalam Pesantren. The existence of SPM Ulya Al-Amiriyyah is an educational unit that is part of a formal school which is equivalent to other high school levels.

The word muadalah itself comes from italic which means equality or equality. In a nutshell, muadalah is a process of equalization between educational institutions, both in Islamic boarding schools and outside Islamic boarding schools. The results of the equalization process carried out in a fair and open manner can then be used as the basis for improving services and providing education in Islamic boarding schools.

The existence of this educational equalization effort cannot be separated from the view of the importance of Pesantren education which has a goal not much different from Islamic religious education, namely achieving noble character or educating character and soul to become a person with good personality and can be emulated as stated in Article 3 Law on National Education System Number 20 of 2003.

Muadalah Ulya Al Amiriyah is one of the Education Units at the Darussalam Islamic Boarding School Blokagung that studies Madrasah diniyah and general subjects. There are two kinds of education, the first is muadalah and the second is Muadalah ulya. Muadalah wustho is equivalent to junior high school, while SPM Ulya Al-Amiriyah (Muadalah ulya) consists of three classes with 3 years of education, the same as high school with details of Class 1 Ulya, Class 2 Ulya and Class 3 Ulya. The Ulya Muadalah educational institution was inaugurated based on the Decree (SK) of the Director General of Islamic Education Number 2791 of 2017.

Based on several reviews regarding the profile of SPM Ulya Al-Amiriyah Blokagung, researchers are interested in getting to know the school more broadly, especially about how the English language learning process takes place there, because it has been explained previously that SPM Ulya Al Amiriyah is a school that prioritizes religious lessons not subjects related to general or worldly sciences such as English. this cannot be used as an excuse that English should not be available in religion-based schools such as muadalah, because basically the majority of muadalah schools still hold basic lessons that are considered important, it's just that the form of teaching is different.

SPM Ulya Al-Amiriyah has the right to differentiate itself from other educational units, because it focuses on religion unlike other formal schools which prioritize general knowledge over religion. On that basis, SPM Ulya Al-Amiriyah decided not to make English a part of teaching and learning activities in the classroom. The decision was conveyed by the head of the madrasa, namely Mr. Muhammad Sirojul Umam, S.E., stating that he did not use English as a teaching material in class, but made it an intensive language class which was followed based on students' interests.

Some of the statements above, of course, show that there is a prominent difference between the junior school and other formal schools. From this, the researcher will focus on 3 main issues, namely: (1) What is the purpose of teaching and learning English process at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi? (2) What kind of learning model is used in the teaching and learning process at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi? (3) What are the obstacles in implementing teaching and learning English process at SPM Ulya Al Amiriyyah Blokagung Tegalsari Banyuwangi?. In terms of research objectives, the researcher also has 3 research objectives, namely: (1) to find out the purpose of teaching and learning English process at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi (2) to find out the learning model is used in the teaching and learning process. learning process of English at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi (3) to find out what obstacles can hinder the implementation of the teaching and learning process at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi.

## **B. RESEARCH METHOD**

The research design in this type of research is descriptive qualitative research, with the help of the ethnographic tradition. descriptive qualitative, namely research that describes research results as answers to several research problem formulations in the form of exposure to what is heard, seen, felt, and asked to related objects to obtain real data. The explanation above is in accordance with what was expressed by Sugiyono (2015:29). Which states that at the descriptive stage, describing what is heard, seen, felt, and asked to be obtained, the data is then clearly structured to obtain appropriate results. Meanwhile, according to Moleong (2009), the qualitative method is a research process that organizes descriptive data in the form of text or speech from people and places that can be observed.

Based on this review, the author believes that this method will be appropriate to obtain results that will be processed as research results. Researchers conducted research at SPM Ulya Al Amiriyyah with data collection techniques carried out using interviews, observation and documentation. The type of interview technique used by the researcher is a structured interview, namely an interview whose questions have been prepared, such as using an interview guide. While in the observation technique, the researcher uses participatory observation, namely the researcher in his research activities participates in involving himself in everyday social life at the research location. Then in the

documentation technique, researchers collect information in the form of school file notes, documents and pictures.

Data analysis in this study uses SWOT (strengths, weakness, opportunities, and threats) analysis, namely the act of analyzing data by looking at the strengths and weaknesses that exist in the institution's internal field by considering opportunities and challenges. The forms of the analysis activities are data reduction, data presentation and conclusion. This agrees with Satibi (2016: 123) saying that SWOT analysis is an effective tool commonly used in educator strategy planning and is divided into two elements, namely internal and external environmental analysis.

## C. FINDING AND DISCUSSION

### 1. Finding

This finding is the result of interviews and observations that the researcher presents through descriptive data

#### a) **The Purpose of Teaching and Learning English Process at SPM Ulya Al Amiriyyah Blokagung**

Based on the data obtained through the interview session, the researchers found the objectives of the English teaching and learning process, including:

##### 1) Informant 1

The first informant was the principal of the SPM Ulya Al Amiriyyah school, namely Mr. Sirojul Umam, SE According to the results of the interview with the first informant, it showed that the purpose of the teaching and learning process of English at SPM Ulya Al Amiriyyah was to complete the provision of students in continuing education forward. He said:

*“Actually, learning English is not included in teaching and learning activities at SPM Ulya Al Amiriyyah. But the school held it with the aim of equipping students to continue their education in the future.”*  
(Principal of SPM Ulya Al Amiriyyah: March, 2022)

Based on the first narrative above, it can be said that in carrying out the English learning process, the principal wants SPM Ulya Al Amiriyyah students not only to master the field of religion, but also non-important learning support materials. to continue their education in the future. such as this English material which is actually not included in teaching and learning activities at SPM Ulya

Al Amiriyyah, which is expected to be a provision for a better life.

SPM Ulya Al Amiriyyah is an educational unit that stands under the auspices of the Pondok Pesantren Darussalam Blokagung. In general, muadalah is a religionbased school, the presence of English language material is a form of equality between muadalah and the formal school curriculum. the form of teaching varies according to each institution. SPM Ulya Al Amiriyyah is an educational unit that stands under the auspices of the Pondok Pesantren Darussalam Blokagung. In general, muadalah is an educational unit that studies religion not English, which of course has nothing to do with religion. The existence of English language learning that has begun is expected to be a provision for students in addition to the religious provisions they get at school. The institution is aware of the times, and the principal believes that it is possible with the English language skills of the students to develop Islamic boarding school knowledge abroad. The expression is concluded through his words, namely:

*"Perhaps by learning English students can interpret the yellow book in that language"*

Through the brief description above, it can be seen that the principal's desire is that students can develop religious knowledge wherever they are, both at home and abroad and with various objects.

## 2) Informant 2

The following are the results of interviews from the second in-terviewee, namely staff at SPM Ulya Al Amiriyyah. He said:

*"The purpose of the English language learning process at SPM Ulya Al Amiriyyah itself is as a new face in Mada. It can also be of added value for students and we hope to provide quality for the future of students" (Employee SPM Ulya Al Amiriyyah: March, 2022)*

Based on data from the interview with the first interviewee, the informant mentioned 3 objectives of holding the English language learning process at SPM Ulya Al Amiriyyah. The three statement that is: the process of learning and teaching in muadalah as a new colour in muadalah education, can be something positive value and can provid a quality for student future.

Basically muadalah education only compiles a curriculum based on the uniqueness of Islamic boarding schools which is equated with formal education

through learning the yellow book or is considered Islamic with a structured and organized pattern of Islamic education (Pofile muadalah is an educational communication forum). It can be concluded that muadalah education is the equivalent of formal education in a different way, namely through learning the yellow book or the field of religion at the same level as lessons in formal education. An example of this statement is a lesson on astrology or space, in the world of Islamic boarding schools, it is learned through falaqiyah lessons or falaq science. The process of learning English at SPM Ulya Al Amiriyyah, is expected to color the existing learning so that it is not monotonous just learning religion but also learning other things, each of which is useful.

The world of Muadalah education is based on an educational communication forum which was inaugurated in 2019 using a typical pesantren curriculum, namely religious education. In this case, the first resource person gave a discourse that there was an English learning process at SPM Ulya Al Amiriyyah Blokagung as an added value for students. the meaning of the value here is a valuable distinction for students to be not only proficient in the field of religion, but also the field of language which is the first communication tool for humans, especially English which has been recognized as an international language.

The third statement from the second resource person, namely Mr. Riza Fahmi Syah, S.Sos, that the purpose of teaching and learning English at SPM Ulya Al Amiriyyah is to provide quality for the future of students. It can be concluded from his opinion that SPM Ulya Al Amiriyyah students are given severance pay to meet a better future in the future. With the English language learning at the school, the school really hopes that the knowledge of English obtained can support student success in the future.

### 3) Informant 3

The informant is Mrs. Siti Lailatun Ni'mah, S.Pd she is an English tutor who is in charge of filling the teaching and learning process of English at SPM Ulya Al Amiriyyah. She said:

*"In my opinion, the purpose of the teaching and learning process at SPM Ulya Al Amiriyyah is as a form of adaptation of the institution to technological advances and global competition, as well as a harmonic in the context of general intelligence." (English tutor of SPM Ulya Al*

*Amiriyyah: March, 2022)*

The results of the interview show that the purpose of holding the English teaching and learning process at SPM Ulya Al Amiriyyah is as a form of institutional adaptation to global competition and technological advances. He also stated that another purpose of the activity was to act as a harmonic in the context of general intelligence.

Some of these statements indicate that the holding of an English teaching and learning process is not necessarily established, but has certain targets or goals from the institution for the benefit of students and the institution it self.

**b) The Model is Used in the Teaching and Learning Process of English at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi**

Based on the results of interviews and field observations, the researchers found that the learning model used in the teaching and learning process at SPM Ulya Al Amiriyyah was language intensive. The conclusion is drawn from the statements of several sources, including:

1) Informant 1

The first informant spoke:

*"The learning model we apply is language that is not strong from class using lectures, practice, and evaluation methods" (SPM Principal Ulya Al Amiriyyah: March, 2022)*

In intensive language activities, the first informant namely the principal, determine the speaking material so that it is emphasized as material that must be mastered by students. He argues that speaking is an important material where when students are proficient in speaking English, they will appear to master English even though they do not use grammar in English language activation.

The choice of speaking as material that must be mastered by student's SPM Al Amiriyyah because the talent of speaking can represent the ability of students. Students who are proficient in using English are considered proficient in all English material including writing, reading and listening material. That is an assumption that has developed in the general public, a weakness that has not been proven to be true. Talking about speaking materials that are prioritized by relevant institutions because they adapt to public perceptions. Because with this, the relevant agency (SPM Ulya Al Amiriyyah) hopes to attract people to want to send



their children to this school.

Based on the observations of the researcher, the teaching and learning process that occurred in intensive language classes shows that when the learning process occurs, students who are presented to tutors who provide material and then repeat it when asked. Because the material determined by the school is a more detailed speaking material, namely the ruler of the ceremony, speech and storytelling, students are required to practice more to be more proficient and skilled at speaking.

The form of learning in intensive language language according to informant 1 is to use the lecture method for teachers with students to sow material. After that the teacher will practice the speaking material and students must imitate like the example given. In other cases, students are trained to continue to practice in the classroom which will then be held at the end of the semester to measure students' abilities.

## 2) Informant 2

Mr. Riza as an employee of SPM Ulya Al Amiriyyah said that the model of teaching and learning English used at SPM Ulya al Amiriyyah is language intensive. In his words:

*"We use an intensive learning model which is not much different from that in Darussalam. Why? Because it is economic and practical. If you use the model of teaching and learning activities in the classroom, it is considered less effective, judging from the output of Pro-Duced students" (SPM employee ULYA AL AMIRIYYAH: March, 2022)*

Intensive Learning Model, namely learning that uses not too long but routine as applied in SPM Ulya Al Amiriyyah. The school implements intensive language classes outside of school teaching and learning activities. Intensive language activities are carried out every morning, more precisely 30 minutes before the start of teaching and learning activities or at 07.30 to 08.00 am.

The second informant also stated that the intensive language activities were not much different from those at the Darussalam Islamic Institute of Religion. the meaning is not much different here is the time used as for the learning system and the purpose of adjusting is of course very different seeing the object which is also not the same. if in IAIDA the intensive language class the material used will be heavier, for example in speaking alone it will include debate

material, while at SPM Ulya Al Amiriyyah it does not reach the material because of the ability of students who are still relatively beginners.

### 3) Informant 3

The results of the interview with the third informant indicate that, according to him, the English learning model applied at SPM Ulya Al Amiriyyah is the same as the two previous informants, namely the intensive language model. According to the third informant, the learning model is a solid learning model. The word "solid" also means that in a short time it is hoped that both students and tutors can maximize learning according to the predetermined target with very little time. Because of this decision, English tutors often use the communicative speaking method in intensive classes which have a very short time limit, which is 30 minutes outside of the Ulya Al Amiriyyah SPM teaching and learning activities.

Communicative speaking method is often used by English tutors in intensive classes. This method is often used in language classes because tutors believe that the habit of actively communicating with students using English will make students accustomed to using the language. The communicative approach here means an approach that has the aim of making communicative competence the goal of language learning. When students engage with real communication, their natural strategies for acquiring the language will be used, and this will trigger them to learn to use the language.

These results are in accordance with the statement of the English tutor when the author asked for information regarding the language learning model he applied. He said:

*"Here we use an intensive learning model that is solid in the sense of maximizing limited time but with directed and focused learning on a goal" (English tutor of SPM Ulya Al Amiriyyah: March, 2022)*

### **c) The Obstacles can Hinder the Implementation of the English Teaching and Learning Process at SPM Ulya Al Amiriyyah Blokagung**

From the result of observation and interview, the researcher found several obstacles that could affect the teaching and learning process at SPM Ulya Al Amiriyyah, including: This conclusion is in accordance with the statements of 3 informants who said that:

#### 1) Informant 1

The first obstacle according to the first informant was the lack of tutor discipline. This greatly affects the learning process because it will cut class hours,

as well as student interest will be disturbed because if the tutor is less enthusiastic, the students will have a low level of enthusiasm in learning too. A good tutor is a tutor who looks enthusiastic by actively teaching according to the set hours and on an ongoing basis. If students are continuously presented with the enthusiasm and discipline of the tutor, indirectly students will imitate these actions by themselves.

The second inhibiting factor according to the first informant is time. The lack of time used in the teaching and learning process causes not optimal in terms of material delivery. With a little time, learning targets will be difficult to achieve. The time used for this activity is 30 minutes. The 30 minutes was done after reading the prayer and before entering the first hour of teaching and learning activities at SPM Ulya Al Amiriyyah.

Fourth is environmental factors, Muadalah is a school that prioritizes religious studies. This results is a lack of student ambition to study subjects outside of religion. Young students are students who are very enthusiastic in studying religion, because they feel that it has become a demand that they must do. different from learning English which is not the main priority of the institution.

The above results are in accordance with the narrative of informant 1 when the interview session was held, he said:

*“Emm, if there are problems, of course there are problems. Even if it doesn't exist, it's also impossible, because every effort will be tested, including the holding of English language learning at our institution. As for the obstacles that I felt after the teaching and learning process of English, among them were, the first was the consistency of the tutor. The tutor was often late, so the students waited too long. The next is time, the time we used was only 30 minutes. The 30 minutes have not been cut off with the ihya recitation activities which sometimes get a little delayed. And the last one is that students are less serious and enthusiastic in class.” (Principal of SPM Ulya Al Amiriyyah: March, 2022)*

## 2) Informant 2

Informant 2 argues that there are 3 obstacles that can affect the process of teaching and learning English at SPM Ulya Al Amiriyyah, namely: lack of interest and awareness of students in learning English, very limited time and undisciplined tutors. The above results are in accordance with the narrative of informant 2 when

the interview session was held, he said:

*"In my opinion, there are 3 obstacles. First, the students' friends who lack interest and awareness about the importance of language, then time is less effective because it clashes with pesantren activities and the last is tutors who are less disciplined. Well maybe that's all from me." (Employee SPM Ulya Al Amiriyyah: March, 2022)*

The three cases above, according to informant 2, greatly hindered the teaching and learning process at SPM Ulya Al Amiriyyah. The mention of these three cases is based on the experience and observations of an employee who has accompanied the school trip since the language intensive classes were established.

### 3) Informant 3

The results of the interview with the third informant showed slightly different results from the two informants above, the third informant stated that the obstacles that affect the teaching and learning process of English at SPM Ulya Al Amiriyyah based on his remarks:

*"Speaking of obstacles, what I feel so far is 4. First, the estimated time, the time is too short. Second, the students' lack of interest in learning foreign languages. All three are the syllabus of the institution, I was confused why there was no official syllabus from the institution. Finally, I went on my own and felt that I was not directed. Fourth is the evaluation of achievement by the institution." (English tutor of SPM Ulya Al Amiriyyah: March, 2022)*

The first thing that hinders the achievement of the objectives of the English learning process is time estimation. The third informant said the time was too narrow and fluctuating. The change in time here which was originally 30 minutes could be only 20 minutes. This is because the Ulya Al Amiriyyah SPM unit is located in a pesantren environment and must be flexible with the environment. What is meant by flexible here is that the institution must adapt to the activities in the pesantren, both scheduled activities and sudden activities.

The second obstacle according to the third informant is the syllabus of the institution. In the SPM Ulya Al Amiriyyah education unit, there is no institutional syllabus yet. The syllabus in this discussion is the material syllabus or achievements that are used for tutors in providing material to students. this causes tutors to be less focused in moving language-intensive students.

The three obstacles to the teaching and learning process of English at SPM

Ulya Al Amiriyyah are the lack of student interest in learning foreign languages. The students are less enthusiastic about taking lessons because they do not realize now and the importance of English in the future. There is no evaluation from the institution, which causes English tutors to assess for themselves how to measure students' abilities which will actually be better officially by the relevant institutions or rather the school can find out directly from student learning outcomes.

## **2. Discussion**

In this section, the discussion relates to the interpretation of the findings obtained from observations and interviews about the objectives of the English teaching and learning process, the learning model used and what obstacles can hinder or affect the English learning process at SPM Ulya Al Amiriyyah.

### **a) The Purpose of Teaching and Learning English Process at SPM Ulya Al Amiriyyah Blokagung**

Researchers found various purposes to apply the engine learning process at SPM Ulya Al Amiriyyah. This finding is based on interviews with relevant people. The first purpose of holding the process of teaching and learning English at SPM Ulya Al Amiriyyah is to prepare students for future education. In other words, muadalah really hopes that the linguistics under study can be a provision for students who consider language values. In the field of international education, English is widely used. Recognition of English as an international language inspires the next generation of educators to provide the best to prepare the nation for a brighter future. With adequate supply, students will easily improve their education wherever they want.

The second goal is to add a new dimension to the world of education. Such assumption can actually not be justified as a whole because English is a material that is common in muadalah education. Basically, Muadalah's education only compiled a curriculum based on the uniqueness of the pesantren, which is related to formal education through memorizing yellow books or what is considered Islam with a planned and organized Islamic education pattern. The existence of English is not foreign, but English is indeed considered a material that is equivalent to formal schools in general, so it is not only learning about religion but also about the field of study that can help the development of the science they have obtained.

Technological advances have forced educators to provide the best services to students, including junior educational institutions. Muadalah is a religious school that really appreciates religious education. Muadalah has his own master, who adapts to technological advances and world competition, by carrying out systematic learning and teaching processes in accordance with institutional policies. Like SPM Ulya Al Amiriyyah who participated in the struggle. As a result, this institution will not be left behind with formal education units that compete with each other to produce superior seeds for the benefit of the nation.

**b) The Model is Used in the Teaching and Learning Process of English at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi.**

The English learning model used by researchers at SPM Ulya Al Amiriyyah based on research is intensive class. The form of intensive learning that is expected here is a class that is devoted to studying one subject intensively or focusing in a short and routine time. In this case, Muadalah side focuses on intensive classes to learn English or Arabic according to students' interests. In the intensive language class, only 30 minutes are provided every day before entering the school's active learning hours which will start at 08.00 am.

Teaching and learning activities that occur are tutors provide material and then practice. Due to the short time, the activity is focused on one skill area that has been determined by the relevant parties, namely based on meetings. Principal with tutors and school employees. One such skill is speaking skill. The speaking skills in question include master of ceremony (MC), Speech and Story Telling. Each material, according to the tutors, took almost a month to feel optimal. after that, there will be an end-of-semester evaluation to measure student learning outcomes during the learning and teaching process.

In the muadalah world, it is actually not a new thing, but it already exists and the learning is different. As reported by the Muadalah Islamic Boarding School Communication Forum (FKPM), which is the auspices of muadalah officials to discuss issues and unite all muadalah institutions. which was recorded at 80 with approximately 6,369,382 students. (Gontor Pendis)

### **c) The Obstacles Can Hinder the Implementation of the Teaching and Learning Process at SPM Ulya Al Amiriyyah Blokagung**

Researchers found 4 difficulties that stand out, namely: lack of student interest in learning, lack of consistency of tutors, lack of available time and lack of readiness of the institution.

#### **1. Lack of student interest in learning**

The first inhibiting factor is a student. A student greatly influences the course of the teaching and learning process, both in English and so on. The lack of student enthusiasm will result in poor language intensive activities. What usually happens is that students become less focused or less focused in learning so that they will find it difficult to catch the lessons given by the educator.

#### **2. Lack of study time**

Study time is also very influential in the world of education. With sufficient study time, students will be better at preparing themselves to proceed in stages. In fact, the time at SPM Ulya Al Amiriyyah was deemed sufficient for a teaching and learning process to be held in English. However, the problem that occurs at SPM Ulya Al Amiriyyah is that at least that time is still often cut off or even clashes with the activities of the Islamic boarding school.

Standing under the auspices of the Islamic boarding school requires the youth to think intelligently and creatively in taking advantage of the time and opportunities that exist. This caused the school to have a little difficulty in arranging an appropriate schedule of activities, such as having an intensive language class held in the morning after the prayer reading and before the bell for the first hour of teaching and learning activities. The start of the prayer reading is when the Ihya' Ulumuddin study is finished and even then it is erratic, leaving only 20 to 15 minutes for learning in intensive language classes, which was originally 30 minutes.

#### **3. Lack of teacher discipline**

The tutor is the first example seen by students in teaching and learning activities. When the tutor lacks discipline, it will affect student discipline. According to Sofan (2013: 162), discipline is the attitude of someone who shows obedience to the rules or regulations that have been decided previously which is done happily and as is. Another opinion states that students need guidance and

direction which actions violate the rules and which actions support the implementation of the teaching and learning process properly (Gordon, 1996).

According to several informants whom we interviewed for data collection, the third obstacle was the lack of tutor discipline. In this case, of course, greatly damage the performance of various parties. This will also result in a poor public assessment of the relevant institutions, so that it will reduce the existence of institutions in the community.

#### 4. Lack of readiness of the institution

Based on field observations that the researchers did for approximately 30 days while carrying out practical field experience activities, the researchers found irregularities that greatly affected the teaching and learning process of English at SPM Ulya Al Amiriyyah. This is due to the lack of institutional readiness in carrying out the teaching and learning process of English. These forms of unpreparedness include:

##### a) School administration is incomplete

It is stated in the Regulation of the Minister of National Education Number 24 of 2007 that facilities are learning equipment that can be moved, while infrastructure is basic facilities to carry out school functions. Meanwhile, according to Nurahmat (2019) Administration of educational facilities and infrastructure is the entire process of planned activities in order to achieve educational goals.

Based on the explanation above, of course, school administration is needed to make the teaching and learning process successful for students. based on environmental observations that the researchers carried out for approximately 30 days, the researchers found an anomaly in learning English, namely the absence of an official institutional syllabus for future learning references. This is supported by the results of interviews with intensive English class tutors.

##### b) Lack of attention with additional programs

The second form of unpreparedness of the institution is the lack of attention to the additional programs that have been established. The holding of an intensive language class program must of course be a concern of the institution and must be held accountable for its success in the future. The



obstacle that the researchers encountered here was the absence of an official learning evaluation from the Muadalah institution. The evaluation during the intensive class was established only from the tutor and the evaluation was not scheduled with certainty or had not been made into the school's agenda, even though the language intensive class program was mandatory for all students.

## **D. CONCLUSION AND SUGGESTION**

### **1. Conclusion**

This study is a qualitative descriptive study that aims to analyze the teaching and learning process of English at SPM Ulya Al-Amiriyyah related to the objectives of learning English, the learning model used and what obstacles can affect the success of the activity. Data were obtained by conducting direct interviews with related parties, namely principals, employees and English tutors at SPM Ulya Al-Amiriyyah, as well as conducting observations and documentation in the school environment.

Based on the results of the study, it can be concluded that the first purpose of the English Language Learning Process at SPM Ulya Al Amiriyyah is to prepare Students' future by continuing to prioritize religious education for the achievement of noble manners enhanced by the existence of English as a provision in the life of the millennial era.

The second conclusion of this thesis is that the English Learning Model used at SPM Ulya Al Amiriyyah is an intensive class model, namely a class that is focused on a specific goal such as an intensive English class. In the intensive class, the methods used are lectures and practicum. By increasing the number of practicums, students will be more trained and proficient in English.

In SPM Ulya Al Amiriyyah found four obstacles that can influence or hinder the success of the teaching and learning process, namely: lack of student interest in learning, lack of study time, lack of teacher discipline and lack of readiness of the institution. The four obstacles are the final conclusion that can be drawn from this thesis.

### **2. Suggestion**

Hopefully with this research, the next researcher can complete the next research better and correctly. The researcher also hopes that the next researcher can develop what the researcher found yesterday in order to complete this thesis with better research results and be useful for future researchers.

The researcher also suggests that the next researcher when doing research at SPM

Ulya Al Amiriyyah should use a different research object from this thesis. It is intended that the research conducted in the school can be varied and develop not only in one object. For example, in this thesis, the researcher takes the theme of the analysis of the English learning and teaching process as the object of research, maybe the next researcher can use the analysis of the English learning method as the object.

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