THESIS

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

By :

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FACULTY OF TARBIYAH AND TEACHER TRINING

DEPATEMENT OF ENGLISH EDUCATION DARUSSALAM

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THESIS

Presented to the Faculity of Education and Teacher Training Partial Fulfillment

of the Requirement for the Degree of Strata 1 in English Education Departement

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2022

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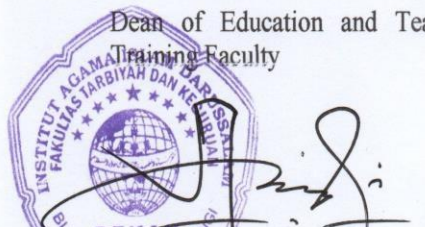
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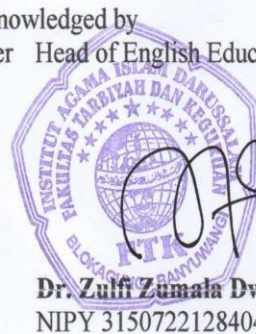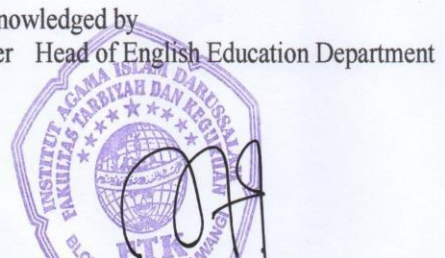
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Declare that:

a. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

b. 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 acknowledgement, the work of any other person.

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ABSTRACT

Al La'alik, Nilna Nur. 2022. *Analysis of the English Teaching and Learning Process at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi for the 2021/2022 academic year. English Language Tadris Study Program, Faculty of Tarbiyah and Teacher Training, Darussalam Islamic Institute, Blokagung-Banyuwangi. Advisor Dr. Zulfi Zumala Dwi Andriani, S.S., M.A.*

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

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 Lact of readiness of the institution.

ABSTRACT

Al La'alik, Nilna Nur. 2022. *Analisis Proses Belajar Mengajar Bahasa Inggris di SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi tahun ajaran 2021/2022. Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan Institut Agama Islam Darussalam Blokagung-Banyuwangi. Pembimbing Dr. Zulfi Zumala Dwi Andriani, S.S.,M.A.*

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

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 Banyu-wangi? (3) Apa kendala dalam pelaksanaan proses belajar mengajar baha-sa Inggris di SPM Ulya Al Amiriyyah Blokagung Tegalsari Banyuwangi?

Penelitian ini menggunakan metode deskriptif kualitatif yang memanfaat-kan data kualitatif yang dijabarkan secara deskriptif. Sedangkan teknik pengum-pulan data dilakukan dengan menggunakan wawancara, observasi serta dokumen-tasi. Analisis data meliputi reduksi data, pentajian data dan penarikan kesimpulan atau verifikasi. Penecekan 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 ke-las 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 kesia-pan lembaga.

MOTTO

أَلَآ اِن أَوْلِيَا اللهِ لاَ خَوْفٌ عَلَيْهِمْ وَلَاهُمْ يَحْزَنُوْن

"Remember that the lovers of God are not confused or agitated"

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By mentioning the name of Allah, the Most Compassionate and Merciful, and giving thanks for the abundance of His grace and guidance, so that the author can complete the thesis writing with the title "*Analysis of the English Learning and Teaching Process at Muadalah Equality School Al Amiriyyah Blokagung Tegalsari Banyuwang in Academic Year 2021/2022*" which can be resolved to the maximum.

Shalawat and greetings to our lord, the Prophet Muhammad SAW, who has brought us from the jahiliyyah era to the bright era, namely the islamiyyah era.

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2. Dr. H. Ahmad Munib Syafa'at, Lc., M.E.I., Chancellor of the Darussalam Islamic Institute.

3. Dr. Siti Aimah, S.Pd.I., M.Sc. Dean of the Faculty of Tarbiyah and Teacher Training.

4. Dr. Zulfi Zumala Dwi Andriani, S.S, M.A. Head of the English Language Study Program, as well as a supervisor in writing this thesis.

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There is no recompense that can be given by the author except for prayer to Allah, the Most Gracious, the Most Merciful, may all of his goodness be rewarded from Him.

Finally, to Allah Azza Wajalla, the author returns everything with the hope that this thesis is composed with His blessing and can provide benefits. Amen O 'Lord of the Worlds.

Blokagung 05 April 2022

Writer

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CHAPTER I

INTRODUCTION

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). The scientific study of language is called linguistics. People have learned language (Linguistics) for a long time, because with language they can communicate with other people around them. According to Keraf in Rabiah (2018: 6) Language is a symbol of sound created by the speech organ that is used to communicate between members of a community.

Before giving deeper into English learning materials regarding foreign languages, it would be nice if we first understand the nature of learning and teaching. Learning is an effort made by a person through interaction with the surrounding environment to change his behavior Iskandar in Hardianti (2020: 186). A similar definition was also put forward by Cronbach in Hardianti (2020: 186) in his book entitled "Educational Phychology" namely "Learning is shown by changing behavior as a result

of experience". The two notions are closely related, both conclude that learning is a process in which humans begin to discover themselves for a change that is impacted by the environment. These changes make humans have something new in the form of behavior and others. In contrast to teaching, according to Morrison (1934) learning is an intimate contact between more mature and less mature communication towards a certain goal, namely increasing knowledge about education. Meanwhile, according to Dewey (1834) revealed that teaching is proper to sell and buy. It can be concluded that the purpose of selling and buying here is a reciprocal activity carried out between teachers and students.

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 Amiriyyah 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-Amiriyyah (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-Amiriyyah 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 Amiriyyah 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-Amiriyyah 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-Amiriyyah 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.

In this study, researchers will conduct research at SPM Ulya Al Amiriyyah in conducting research in a religion-based school, namely SPM Ulya Al-Amiriyyah which is under the auspices of Pondok Pesantren Darussalam Blokagung Banyuwangi. To find out how the process of learning English in religious schools is the same as in other schools or different, the researchers set the title "ANALYSIS OF THE ENGLISH LEARNING AND TEACHING PROCESS AT MUADALAH EQUALITY SCHOOL AL

AMIRIYYAH BLOKAGUNG TEGALSARI BANYUWANGI IN ACADEMIC YEAR 2021/2022" as the title of this research.

B. Research Problem

The following are the specifics of the research focus in this study, based on the background of the study of the topic that has been described:

1. What 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?

C. Research Objective

The focus of the research that has been mentioned, the researchers set several objectives related to the research carried out, including:

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 of English at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi.

3. to find out what obstacles can hinder the implementation of the teahing and learning process at SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi.

D. Research Significance

1. Theoretical Uses

Provide a new discourse in learning English in Islamic boarding schools. The meaning of the new discourse here is new knowledge about education that puts forward religious education (Diniyah), knowledge of how English is learned in an environment that in fact excels in science about religion, whether studying it is still an obligation or sunnah.

2. Practical Use

    a. For educational institutions

    The emergence of this idea is expected to supply input for readers and principals, educators, and employees in knowing how the English language learning system in a religion based school, namely SPM Ulya Al-Amiriyyah Blokagung Tegalsari Banyuwangi.

    b. For researchers

    In order to gain experience and insight, for future provisions in knowing the various different English learning systems according to the place where teaching and learning activities are carried out.

    c. For the other researcher

    for the other researcher, the authors hope that their research will be usefull get input from other researchers. The other reserchers can con-duct similar research with different forms, responses and places.

E. Research Scope and Limitation

Based on the identification of the research above, the researcher limits this research to: analysis of the English learning and teaching process at SPM Ulya Al-Amiriyyah. In this study, researchers will only discuss what the purpose of learning and teaching English at the school is like and what are the obstacles found in the process of teaching and learning.

F. Definition of Key Term

The definition of key terms contains an overview of the meaning associated with the terms of the words in the research title. The related terms are as follows:

1. English teaching and learning process

English as a global lingua franca is increasingly important and even mandatory in all countries around the world so that they can communicate effectively with each other. That English should be learned and taught inside and outside school. In Indonesia, English language learning and teaching is carried out widely in formal schools ranging from early education to university level. The fact can be seen that English is one of the few subjects that is emphasized (Panggabean, 2015: 35)

Learning is something that helps us adapt to the world of understanding, according to Jensen (2016: 22), while the process is something that changes. It can be concluded that the learning process is the stage where a person adapts to a new world to achieve an understanding of the material given by a teacher.

Teaching can be defined as the relationship or involvement of a teacher with students with the aim of achieving understanding and   application of knowledge, concepts, content selection, delivery, assessment and reflection. while the teaching process is how the activities or stages occur in achieving understanding and application of that knowledge (Garvin, 1991).

2. **SPM Ulya Al Amiriyyah**

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. SPM Ulya Al Amiriyyah 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 wustho and the second is muadalah ulya.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Related Literature

The literature review will discuss the theoretical study that will be used in this research. Theoretical studies are a set of rules that explain propositions or a series of propositions that are related to several natural phenomena consisting of symbolic representations (Moleong, 2016: 57).

The function of theory according to Sugiono's opinion (2016: 213) is to explain the problem under study and will be used as the basic material for formulating hypotheses as a reference in compiling assessment instruments. Some of the theories related to this research include the following:

1. Linguistic

    The word linguistics means the study of language. In French it is called linguistique and linguistique in Dutch. From the previous etymological understanding of linguistics, it can be concluded that linguistics is a science that studies language. Meanwhile, according to Webster (1981) argues that linguistics is a study of speech that contains unity, essence, structure, and language change.

    Often linguistics is referred to as general linguistics which is not only studying language but also language systems in general.

According to Muliastuti (2014:1) states that linguistics is the science of language in general or not related to one language only. This is the reason why linguistics is sometimes called general linguistics. Meanwhile, according to Chaer in (Muliastuti 2014) based on the breadth of the object of study, linguistics can be divided into general linguistics and special linguistics.

Linguistics is divided into several branches. According to most people, the branch of linguistics is based on the object of study, which of course is language. Meanwhile, according to Chaer in (Muliastuti, 2014) mentions the following 3 things as a branch of linguistics, including:

a. Phonetics

The field of linguistics that studies the function of sound in terms of distinguishing or identifying a word.

b. Morphology

Morphology is a branch of linguistics that analyzes the structure, form and formation and clarification of words. The research object is called a morpheme or the smallest grammatical unit that has meaning.

c. Syntax

Syntax is the relationship between one word and other words or other elements as a unit in a sentence.

d. Semantics

Semantics is a branch of linguistics that studies the meaning of language. Semantic studies were developed by Chomsky in 1957 who stated that semantics is one component of grammar (Chaer in Muliastuti, 2014)

2. English

Panggabean (2015: 35) states that English is a language that must be learned by all groups because it is considered a communication tool for citizens of the world, including the Indonesian nation. English is very different but no more difficult than Indonesian. But not infrequently Indonesian people have difficulty in speaking English because they don't make using the language a habit. In fact language competence is attained from   habit formation.

English is studied in schools, colleges, universities and private language institutions. English material is also intended for children and young adults, this happens because it is in the curriculum, or as a requirement to be able to study at an English speaking college or university. Unlike the case with adults, they learn it for various reasons, such as going to a country where English is used to communicate (Harmer, 2004: 4).

The use of English in the Indonesian area makes English the second language of the Indonesian people (Panggabean, 2015: 37). The use of words in English is not arbitrarily spoken, but there are

language grammars that must be understood so that the truth of speech is created and there is no miscommunication between speakers and listeners.

3. Process

According to Soewarno (1981:2), the process is the demand for change from an event of development of something that is carried out continuously. Every process that runs always produces something. The results created from this process can be results that are in fact desired or results that are not at all desirable.

4. Learning

Learning is something that cannot be avoided forever because it is deeply rooted in human genes. Or it could be said that learning is something that helps us adapt to the world. According to Nunan (1999: 77) states that language learning is the formation of habits in the sense that the habit of using language can lead to learning in applicative word processes. In addition, in learning the teacher must teach about language, not the students.

Learning is something that helps us adapt to the world. Or that learning According to Jensen (22:2016), Learning English can be done in a variety of settings, including indoors and outdoors. For example, in this all-electronic day, learning can be done anywhere and at any time, and there is no need to be concerned about a lack of material because it can be gotten via the internet. Learners will easily achieve learning success based on the mint they have thanks to the

different facilities accessible. It is via this curiosity that better learning actors can be developed.

5. Teaching

    According to Robertson in Isola (2019: 6). Robertson (1987) points out that "Teaching is general term denoting actions performed with the purpose of giving learning to others". While acording to Gage in Isola (2019: 5), "Teaching is a type of interpersonal influence that aims to change others' potential conduct." Hamzah (2006: 7) explains that teaching must follow the psychological principles of learning. These principles include the following:

    1. Perception of Intelligence

        According to psychology, the fundamental principle of learning is the perception or view of intelligence itself, which has an impact on cognitive abilities, knowledge, and long-term skills that are dependent on learning practices.

    2. Feedback

        This is the question-and-answer or discussion proce-dure for increasing student creativity so that it can be fos-tered on a regular basis. Of course, the principle of feedback must be applied in learning to determine the extent of students' understanding and knowledge, as well as their ability to develop the subject during the learning process.

3. The principle of maturation

       The principle of motivation, or the principle of encouragement from within and outside, is the next principle of learning according to psychology, and it must be instilled in students because motivation allows students to survive in the face of assigned tasks and not easily give up when faced with difficulties, allowing them to achieve the best results possible.

4. Teacher's expectations

       This idea is carried out and used in such a way that the instructor must be able to define short-term and long-term goals in the learning process.

5. Interpersonal relations

       According to psychology, this is the principle of learning that refers to excellent relationships between others, whether students with other students, students with the environment, or students with professors. Learning necessitates comfort, which may be attained if everyone is at ease in their surroundings.

6. Communication

       Communication, whether through words or behavior, is a sort of direct relationship that will influence the success of the learning material presented.

7. Emotional well-being

   This principle, which is specifically related to learning peace of mind, is carried out with the goal of providing a sense of comfort and enjoyment before, during, and after the learning process. Emotional well-being will affect excitement and mood during studying, thus emotions must be kept calm and stable at all times.

8. Maintain positive relationships

   It is obvious that a pleasant relationship is a psychologically crucial learning element that must be embraced and emulated by all parties, particularly teachers. Even after the learning process is over, teachers who educate about poor relationships will be remembered by students.

9. Giving support

   The principle of support is important in the learning process, and it must be able to be implemented by the teacher. For example, if students do not follow orders, the teacher must first determine the cause of the problem before offering a solution, rather than reacting with anger without knowing the reason.

10. Assessment process

    According to psychology, the last principle of learning is the assessment process, which is how the teacher can give accurate and fair grades based on the circumstances.

For example, once there was someone who had personal experience with the ability and good test results, but he received higher grades due to a problem with the teacher. What it achieves is not low.

6. School

According to Abullah (2011), the word school comes from the Latin, namely skhhole, scola, scolae or skhola which means free time or leisure time. School is a leisure activity for children in the midst of their activities. the main thing, namely playing and spending time enjoying childhood and teenagers. The activity is filled with learning how to count, read the letters and know about morals and aesthetics (Art). Children also need a companion in school activities. The companion is an expert and understands about child psychology, thus providing maximum opportunities for children to create their own world through its various lessons. The companion is a teacher or distributor of knowledge for children.

A school is an institution designed for the teaching of students under the supervision of a teacher. some countries have a formal education system that is required as in Indonesia. In such a system, students progress through a series of schools. The names for schools vary, depending on the designated educational institution (Mualim, 2007).

School as an educational institution is a work organization that aims as a forum for cooperation of a group of people to achieve educational goals. In other words, a school as an educational institution is a form of education with a group of people that has been mutually agreed upon with related parties who are in an educational institution (Mualim, 2007).

7. SPM Ulya Al Amiriyyah

There are two kinds of education, the first is muadalah and the second is mudalah ulya. Muadalah wustho is equivalent to junior high school, while SPM Ulya Al-Amiriyyah (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. (Profile of SPM ULYA 2000)

Along with the times, like madrasas and educational units in general, SPM Ulya Al-Amiriyyah develops the quality of its students (*Talamidz*) based on several factors including (Profile of SPM ULYA 2000):

1. According to him, he is interested in studying religion is Islamic boarding schools

2. The emergence of the notion that madrasas hinder the development of the progress of students' knowledge

3. There is no official recognition (Legalization) of diplomas to get a job

4. There is a compulsion to enter the madrasa, resulting in decreased awareness of religious knowledge in depth

5. The scarcity of educators who are istiqomah and can provide examples

Based on several reviews regarding the profile of Ulya Al-Amiriyyah Blokagung SPM, the researcher feels interested in getting to know the school more broadly, especially regarding how the English learning process takes place there, because it has been explained previously that SPM Ulya Al-Amiriyyah is a school that prioritizes religious lessons. not lessons related to general science or worldly such as English. (Profile of SPM ULYA 2000)

B. Previous Study

The following studies have titles that are similar to the researcher's title, which is "analysis of the English learning and teaching process at Muadalah ulya equqlity school Al-Amiriyyah Blokagung Tegalsari Banyuwangi for the 2021-2022 academic year":

The first is Ilam Nurjaman's research, titled "ENGLISH LEARNING SYSTEM IN ISLAMIC BOARDING SCHOOL." Journals that use this qualitative method reveal some commonalities and variances among scholars. The study's findings suggest that, with the system adopted by the school, which is located in a pesantren environment, the value or achievement index,

particularly in the topic of English, demonstrates that pupils can comprehend the material, resulting in a score greater than the KKM. The fact that English is a separate topic in the KMMI curriculum is a positive element, whereas a tight schedule is a negative issue.

Second, in the study "ENGLISH LEARNING AT ISLAMIC BOARDING SCHOOL (AN ETHNOGRAPHY RESEARCH IN DARUN-NAJAH IS-LAMIC BOARDING SCHOOL JAKARTA)" conducted by Hardianti in 2020, the results of (1) the goal of learning English in the Islamic boarding school setting are presented. Pesantren supports classroom learning objectives, such as (1) preparing students to master the four language skills of listening, speaking, reading, and writing, (2) developing teaching materials based on students' needs and environmental conditions, (3) syllabi-based learning planning, and (4) integrated learning activities. (5) The role of teachers in the Pondok Pesantren environment is to motivate, facilitate, participants, evaluators, controllers, correctors, and mentors; (6) the role of students is to be active, creative, and dare to use English as a daily language; and (7) evaluation of learning is done through written tests, oral tests, observations, rating scales, and checklists.

THE DIFFICULTIES OF TEACHING ENGLISH LANGUAGE: THE RELATIONSHIP BETWEEN RE-SEARCH AND TEACHING is the third previous study. The research of two writers, Ali Derakhsan and Marjan Shirmohammadli, attempts to answer problems and assist teachers in their difficulties. The author also explores the connection between study findings and classroom instruction. The author of this paper assumes that English is a

foreign language that has attracted a lot of attention, requiring teachers to create organized ways to facilitate the learning and teaching process so that it may be maximized.

CHAPTER III

RESEARCH METHOD

A. Research Design

For the first, the researcher will show the researcher's design of this study. 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.

B. Research Setting

This study was carried out in SPM Ulya Al-Amiriyyah. SPM Ulya is a school in Tegalsari, Banyuwangi, in the Blokagung district. The Pondok Pesantren Darussalam Blokagung is still in charge of the school. The researcher chose this place for several reasons:

1. It is close to the author's home.

2. The location is the site where the author is putting his or her field experience to use.

3. Adapted to the author's restricted time and opportunities.

4. It was there that the writer discovered the issue.

C. Research Subject

Informants are people who provide information in research conducted by researchers. The aim is to help complete the data that is the purpose of the research. informants in this study include:

1. Principals

    The principal was the first informant that the researcher visited because he was considered the number one person in the school unit. With this assumption, researchers believe that principals will know everything related to the schools they lead. Of course, this is true because he is the one who decides everything at the school, including the method of learning English that the school will implement.

2. Employees

    The next informant is employees, the employee are direct hands in carrying out all activities in order to implement school policies. Thus, they must fully understand the schools they manage.

3. Tutors of English material

    Then there was an English tutor who became the next informant. A tutor here plays a very important role in learning activities in the class-room because they are the holders of class control, about where the class

is headed and what the shape of the class they control will be like a task that makes a tutor very important in the learning process.

D. Data Sources

Data sources in this study include primary and secondary data sources. Saifudin Azwar (2014: 92) explains that the primary data source here is the data source used by researchers in collecting data, namely SPM Ulya Al-Amiriyyah as a resource and direct observation to obtain data according to the existing reality. The form of data that researchers take here is the result of interviews, observations and documentation. In the interview, the researcher will dig up information on the principal, several students, school officials and English tutors. some of these resource persons are considered sufficient to help complete the research data that will be presented as evidence of the validity of the research.

The research data, apart from being taken from interviews, were also taken from the results of the researcher's observations for one month along with the implementation of practical field experience activities which took place at SPM Ulya Al-Amiriyyah. This activity is very helpful for researchers in understanding the state of the research location.

After the two stages of data acquisition were carried out, there was still one thing that the authors used as material to complete the data, namely the documentation of several school activities and school conditions. One of these school activities is the learning process activity which is the core of this research, while one example for documenting school conditions here is the condition of the study room where students carry out the learning process.

In addition to requiring primary data, researchers also need data from other supporting sources. While the secondary data sources in question are sources that do not directly provide data to data collectors, in this case through the surrounding community and several people who observe this school. The secondary data collection process is carried out in the same way as the primary data collection process, namely interviews, the difference being the object. Secondary data comes from data sources that are not directly involved in the environment observed by the researcher.

E. Procedure of Data Collection

In this study, the data collection technique that will be used by the researcher has 3 stages in accordance with the opinion of Sugiyono (2016: 309) which states that "In qualitative research data collection is carried out in natural conditions (natural settings). Sources of primary data, and observation is a data collection technique that plays a greater role in this research, then it is supported by in-depth interviews and documentation.

a. Interview

According to Afifudin and Ahmad Saebani (2016: 62), an interview is a means of gathering information by asking someone who is an informant or respondent a question. A face-to-face interview is a way of gathering data that involves asking and receiving direct questions from informants.

Structured interviews are the type of interview used by the researcher. "Structured interviews are interviews whose questions have been prepared, such as using interview references/guidelines,"

according to Afifudin and Ahmad Saebani (2016: 62). Researchers at SPM Ulya Al-Amiriyyah used interview questions as a framework for inquiries about research in the English learning process.

b. Observation

According to Nasution (1988), observation is the basis of all science. while according to prof. Heru Observation shows a research that is carried out intentionally, directed, systematic, planned, and on target to be achieved by observing and recording all events and phenomena and referring to the terms and rules in research or scientific work, the results of scientific observations, explained by heart, precise and accurate and may not be added or subtracted and made up by the researcher as desired. In this observation activity, the researcher uses the participant observation type, where the observer is actively involved in the observation activity.

c. Documentation

Writing, drawings, monumental works of a person in the form of living pictures, photos, sketches, and others, according to Sugiyono (2016: 240).

The researcher employed a documentation approach in this study to collect data about fictional and non-fiction conditions at SPM Ulya Al-Amiriyyah Blokagung Banyuwangi, as well as papers linked to the process of learning English at SPM Ulya Al-Amiriyyah Blokagung Banyuwangi.

F. **Data Analysis**

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. 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.

This study uses a SWOT analysis to find out the supporting and inhibiting factors in the SPM Ulya Al-Amiriyyah.

a. Data reduction

If the data found in the field is quite a lot, then with the note-taking technique, the researcher records carefully and in detail with the data found when researching. The longer the researchers in the field, the more numerous, complex and complicated. For this reason, data reduction is necessary. Data reduction is the process of reducing or summarizing data. The data selected by this study is only related to data from interviews, observations and documentation that the re-searchers did previously on related parties, namely principals, em-ployees, tutors of English material. The data reduction used in this study is by using a data collection card table.

b. Data presentation

After the data reduction process according to Miles and Huberman's theory, the next process is the data presentation process.

In qualitative research, the form of data presentation is usually in the form of tables, graphs or in narrative form. As for the form of presentation of this research data using a narrative form.

c. Conclusion

The final step after the data presentation process according to Miles and Huberman's theory is drawing conclusions. Drawing conclusions on qualitative research may be able to answer the focus of research that was focused from the start. The conclusions of qualitative research are new findings that have not been found before.

G. Data Validity

The validity of the data according to the concepts of validity and reliability depends on the version of the qualitative research, and in accordance with the knowledge requirements, criteria, and the paradigm it self (Zuldafrial 2012: 89). Meanwhile, according to Moleong (2016: 321) data validity is an important concept that is updated from the validity and reliability concepts that are adapted to the demands of knowledge, criteria and paradigms. To test the validity of the data, a research must meet certain criteria, including:

a. Demonstrating correct values,

b. Provide a basis on which it can be applied, and

c. Allows outside decisions to be made about the consistency of the producer and the impartiality of his findings and decisions.

In the process of checking the validity of the data, a technique is needed so that the examination is in accordance with the correct data. This research

uses triangulation technique. Triangulation is a technique used to verify the validity of data by using something that is not in the data to be processed with the aim of studying or comparing data (Moleong 2009: 330). Triangulation techniques are divided into four types that utilize the use of sources, methods, investigators and theories. The explanation is as follows: (Moleong Theory)

1. Triangulation of sources

Triangulation with sources means comparing and checking back the degree of trust in information obtained through different times and tools in qualitative research according to Moleong (2016: 330). By using source triangulation, it can be achieved with the aim of knowing the validity of the data source.

2. Triangulation method

Triangulation method according to Moleong (2016: 331) there are two strategies, namely:

a) Checking the degree of confidence in the findings of research results from several techniques or ways of collecting research data,

b) Checking the degree of confidence of several data sources with the same method.

3. Researcher triangulation

Triangulation with researchers according to Moleong (2016: 331) is intended to use researchers or other observers for the purpose of re-checking the degree of confidence in the data. The use of other observers helps reduce bias in data collection. Basically the use of a

research team can be realized in terms of this technique. Another way is to compare the results of one analyst's work with other analyses. Therefore, this study uses three previous studies.

4. Triangulation theory

Triangulation with theory according to Moleong (2016: 331), is based on the assumption that facts cannot be checked for their degree of trust with one or more theories. With that, a research process really needs things or comparative data.

In this study, only two types of triangulation will be used which are considered more than sufficient to support effective computing. The two types of triangulation are data triangulation and method triangulation

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the author will describe the results of the analysis at SPM Ulya Al Amiriyyah related to the process of learning and teaching English that is applied in the school. The researcher used three instruments in this research, that were: observation, interview and documentation.

A. FINDINGS

In this section, the discussion discusses the interpretation of the findings obtained from observations, interviews and documentation about the English teaching and learning process and the obstacles that can hinder the implementation of the teaching and learning process which will be complemented by the data that the authors found to complete this research.

1. School Overview

A. Profile of SPM Ulya Al-Amiriyyah

The Educational Unit of Muadalah is the Ulya Al Amiriyyah Darussalam Islamic Boarding School, Blokagung, which is one of the educational units of Mudalah that studies madrasah diniyah and general subjects. The Mu Education Unit is at the level of wustho Al Amiriyyah at the level of SMP/MTs. SPM Ulya Al-Amiriyyah consists of three classes with a 3 year education period, the same as SMA/MA with details of Class 1 Ulya, Class 2 Ulya and Class 3 Ulya. The Ulya Mudalah educational institution was inaugurated based on the Decree (SK) of the Director General of Islamic Education Number 2791 of 2017.

Vision :

    To become a superior Islamic boarding school educational institution that combines the teaching of Islamic religious knowledge and general science to produce students with good morals, religious scholars (Mufaqqih fiddin) and academics.

Mission:

a. Carry out integrated education and teaching between religious and general sciences to make students who are intellectual and academic

b. Instilling personal akhlaqul karimah students through a pattern of direction, escort, and uswah hasanah

c. Carry out education, teaching, study, deepening, and guidance of the book of the Salaf with the typical pattern of Islamic boarding schools.

PROFILE OF ULYA AL AMIRIYYAH's SPM ACCREDITATION

Madrasah name	: DINIYYAH AL-AMIRIYYAH MADRASAH PP. DARUS-SALAM
No. SK. Madin	:-
NPSN	: 69937236
Address	
- Road	: PP. DARUSSALAM
- Hamlet	: BLOKAGUNG

- Village   : KARANDORO

- District   : TEGALSARI

- District   : BANYUWANGI

- Province   : EAST JAVA

- Postal Code   : 68485

- No. Tel.   : (0333) 845972

- No. Fax.   : (0333) 847124

Madrasah Status   : PRIVATE

Teaching and Learning Activities   : FULL DAY

Madrasa location

    - Area   : RURAL

    - Distance To Central District : 07 Km

    - Distance to Central District : 40 km

    - Year Founded   : 2019 CE

    - Madrasa Founder   : FOUNDATION

Foundation Name   : PP. DARUSSALAM

Status of Building/Land   : OWNED BY THE FOUNDA-

                                          TION

B. SPM Ulya Al-Amiriyyah institutional goals

a. Providing basic Islamic religious skills and general lessons to students to develop their lives as Muslim individuals who are faithful, devoted and do good deeds and have noble character.

b. Fostering students to have experience, knowledge, worship skills and commendable attitudes that are useful for personal development.

c. Have basic knowledge of Arabic Grammar (nahwu & shorof) as a tool to understand Islamic teachings and general lessons.

d. Continuing and expanding the basic Islamic education obtained at SPM/MADIN to students to develop their lives as Muslim individuals who are faithful, devoted and do good deeds and have noble character.

e. Fostering students to have experience, knowledge, worship skills and commendable attitudes that are useful for personal development.

f. Fostering students to have the ability to read and explore the books of the salaf, know the sources and basics of Islamic law and explore general subject matter.

C. Factors inhibiting the achievement of goals

a. The performance of the Asatidz Board and Employees, among others, is due to:

- Limitations of each individual's ability

- Class hours are empty because they are unable to attend and it is difficult to find a replacement (badal), especially faculty teachers (munawib).

- The decrease in the number of Ustadz figures (female teachers) has forced the position of Ustadz (male teachers).

- The use of learning systems and policies from the homeroom teacher / mustahiq are different between classes, so that there is a lack of cohesive cooperation.

- The process of appointing asatidz goes through long stages and tends to be complicated.

b. Decadence (Pullback) Students / Students, including because:

- Lack of inculcation of religious knowledge from an early age, so that interest in learning and deepening it is also affected.

- The growing assumption that knowledge from Islamic boarding schools, especially religious sciences (Diniyyah) cannot guarantee a future (looking for work, position, social status, wealth, etc.) go home / boyongan, because their intention to come to the boarding school is not just for school, not nyantri (studying religious knowledge).

- The emergence of the image (impression) that pesantren is a place for troubled children (naughty children) so it is not surprising that sometimes those who come to Islamic boarding schools and enter schools/madrasas are children who are classified as unruly, naughty, indifferent to the people around them even more severe involved in criminal cases such as: drugs, liquor, theft etc.

- Lack of cooperation among educational units which are actually still under the auspices of one Foundation, resulting in clashes and unwanted things.

- Lack of awareness among students about the policies of madrasas, giving rise to the impression of being depressed. In fact, if it is studied more deeply, it is only for the progress and benefit of all parties.

c. Limited Infrastructure (Facilities & Infrastructure) , among others because :

- The lack of In com (income) both from outside / inside.

- The government is less responsive & confident about the quality of the pesantren children.

- Weak human resources (HR) owned.

- Do not have a source of endowment funds, for example: business units, cooperatives/companies

D. English intensive class student data

Table 4.1: Student data in intensif english class

NO	NAMA	KLS
1	AISYAH BUNGA HALIMAH	1 B ULYA
2	ANGGUN KURNIA SARI	1 B ULYA
3	ANISA BELA SAFITRI	1 B ULYA
4	DEA IRA AGUSTINA	1 B ULYA
5	DIFA LINIARTININGSIH	1 B ULYA
6	FARFASA DHURIYATUS S	1 B ULYA
7	FIRDA SINTA LUSIANA	1 B ULYA

8	HANA LAYINATUL MASRUROH	1 B ULYA
9	ISMA NUR HIDAYAH	1 B ULYA
10	IZZA AFKARINA	1 B ULYA
11	KAISAA WUFAIDAA SULKHAA	1 B ULYA
12	NADHIFA AMALIA	1 B ULYA
13	ROHMATUL AZIZAH	1 B ULYA
14	SYAFINA JULIYANTI	1 B ULYA
15	SYIFA ULIYA ZAHRO	1 B ULYA
16	TRI CANDRA SETYA BUDIASIH	1 B ULYA
17	ZASKYA KHANSA NA'ILAH	1 B ULYA
18	ALFIATUR RAHMAH	2 B ULYA
19	FIA FATIHATUSSHOFA	2 B ULYA
20	MELI KHOIRONI SYAFA`AT	2 B ULYA
21	NAJWA RACHMANIA ZULFA	2 B ULYA
22	NATASYA AMANDA PUTRI	2 B ULYA
23	UMMU ASTRI ZULAIKHA	2 B ULYA
24	WAHYUN DWI MAZRO'ATUL K.	2 B ULYA
25	ZUHAIROTUN NABILA	2 B ULYA

Data source: English intensive class student data in SPM Ulya Al Amiriyyah

2. **Data Description of Research**

1. **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 trhee 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.

The first statement regarding the purpose of learning English at SPM Ulya Al Amiriyyah Blokagung is as a new color in the world of muadalah education. the meaning of the new color here is something different from the existing one. With the teaching and learning process of English at SPM Ulya Al Amiriyyah, it is hoped that it can make a positive difference with other muadalah educational institutions.

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 equiva-lent 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 adapta-*

tion 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.

2. 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)

The results of the first interview traced by researchers with the first informant showed that the model used in the English learning process at SPM Ulya Al Amiriyyah was an intensive language. The intensive language model expected by the first time is a short lesson that is carried out routinely every day that contains the methods of learning lecture, practice, and evaluation. The short learning in question starts from 07.30 to 08.00 without a holiday except school holidays or activities outside of school expectations.

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 Amiriyah 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

Amiriyah) 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.

Based on the results of field observations carried out by the research for one month, intensive class time is indeed considered less effective. This conclusion was drawn after reviewers mingled in intensive activities, and the result was that 30 minutes was too short, judging from the provision of simple materials such as greetings that should have been completed for a day to come 3 days Include practice and learning pronunciation. So it can be included that the time is less effective.

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. based on several considerations, the institution determined that the main target of the teaching and learning process in the English class was speaking. 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. when they become interested in using the language, they will easily respond to their interlocutor, namely their tutor or classmate.

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)

3. The Obstacles can Hinder the Implementation of the English Teaching and Learning Process at SPM Ulya Al Amiriyyah Bloka-gung

From the result of observation and interview, the researcher found several obstacles that could affect the teaching and l earning 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 results of the interview with the first informant showed that the implementation of the English language learning process at SPM Ulya Al Amiriyyah was not necessarily a success. This statement shows that there are several obstacles that can affect or even hinder the process of teaching and learning English at SPM Ulya Al Amiriyyah.

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 disci-

pline 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.

Students are considered as the third obstacle in the teaching and learning process of English. The existence of students is very influential in the learning process, active students will quickly understand the material presented by the tutor. While the students referred to as obstacles or obstacles here are students who are less enthusiastic (lazy) and lack discipline in entering English classes due to lack of awareness of the importance of English in the present or in the future.

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 in-formant stated that the obstacles that affect the teaching and learn-ing 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 inform-ant 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. Examples of activities that have been scheduled are the Ihya' Ulumuddin recitation every morning and the deposit of Tahfidzul Quran students whose settlement hours are less consistent. While examples of sudden activities are ministerial visits, cleaning the pesantren environment, and so on. This activity clearly changed

the active hours of the language intensive class at SPM Ulya Al Amiriyyah.

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. This lack of awareness results in the lack of student interest in studying the material.

Evaluation by the institution is the last thing that becomes an obstacle in the teaching and learning process at SPM Ulya Al Amiriyyah. 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.

B. DISCUSION

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.

1. 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 languag 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 educa- tion. 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.

2. The Model is Used in the Teacing 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 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.

Learning and teaching activities in intensive language classes consist of one tutor who is officially sent by an institution and students who are registered to have an interest in learning English. the tutor is given full rights to process the class both in terms of determining the material or teaching materials and the methods used during learning.

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), Speach 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)

3. 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. Lact 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.

CHAPTER V

CONCLUSION AND SUGGESTION

A. 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

lact of readiness of the institution. The four obstacles are the final conclusions that can be drawn from this thesis.

B. 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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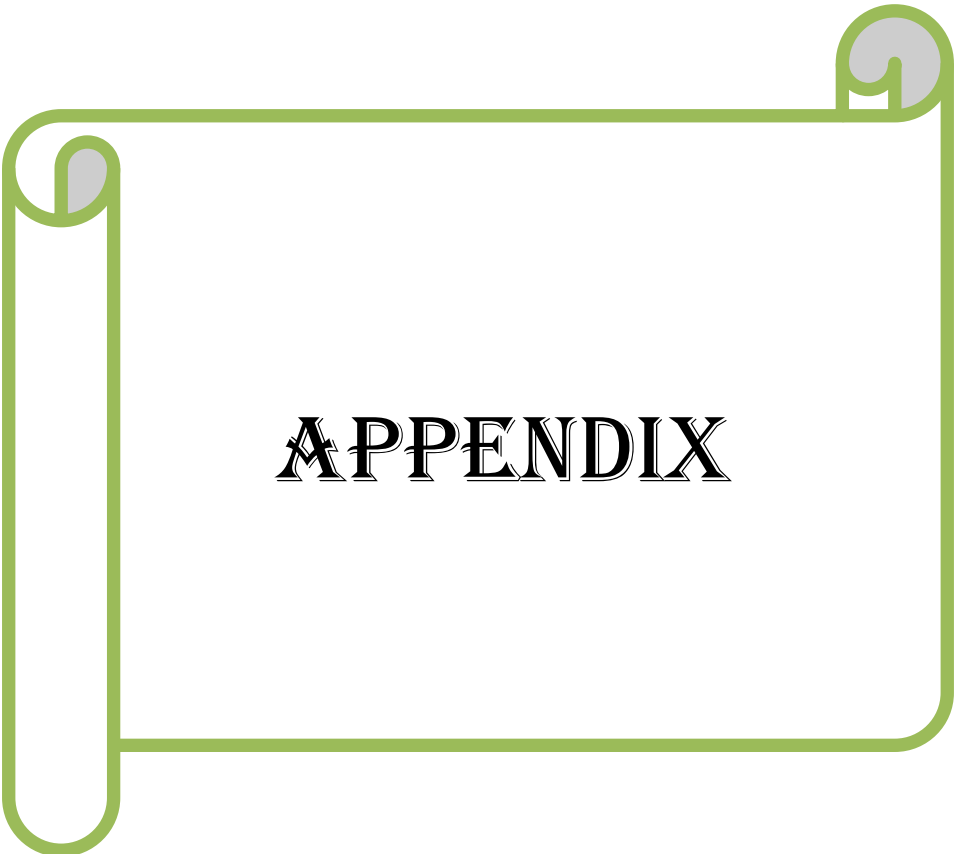
APPENDIX

Appendix 1

Research Permitions Letter

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: iaidablokagung@gmail

Nomor : 31.5/273.34/TBIG/FTK/IAIDA/C.3/III/2022
Lamp. : -
Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:

Satuan Pendidikan Mua'dalah (SPM) Ulya Blokagung

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 : **NILNA NUR AL LA'ALIK**
TTL : **Banyuwangi, 07 Maret 1999**
NIM : **17112210033**
Fakultas : Tarbiyah dan Keguruan (FTK)
Program Studi : Tadris Bahasa Inggris (TBIG)
Alamat : Krajan-Kaligung-Blimbingsari-Banyuwangi-Jawa Timur
HP : 085230818912
Dosen Pembimbing : **Dr. Zulfi Zumala Dwi Andriani, M.A.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

An Analysis of The English Learning and Teaching Process at SPM Ulya Al Amiriyyah Blokagung Tegalsari Banyuwangi in Academic Year 2020-2021

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

Wassalamu'alaikum warahmatullahi wabarokatuh.

Blokagung, 12 Maret 2022
Dekan

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

Appendix 2

Research Certificate Letter

المدرسة الدينية الأميرية المعهد دار السلام

SATUAN PENDIDIKAN MUADALAH
"SPM ULYA"
MADRASAH DINIYYAH AL-AMIRIYYAH PP. DARUSSALAM
NPSN: 69937263 NSPP: 232235100015
YAYASAN PONDOK PESANTREN DARUSSALAM BLOKAGUNG, KARANGDORO, TEGALSARI, BANYUWANGI

Jawa Timur

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 31.3/11/SPM ULYA/IV/2022

Yang bertanda tangan di bawah ini Kepala Satuan Pendidikan Muadalah Ulya Madrasah Diniyah Al-Amiriyah Darussalam Blokagung Banyuwangi, dengan ini menerangkan bahwa:

Nama	: NILNA NUR AL LA'ALIK
TTL	: Bnyuwangi, 07 Maret 1999
NIM	: 17112210033
Program Studi	: Tadris Bahasa Inggris (TBIG)
Fakultas	: Tarbiyah dan Keguruan (FTK)
Instansi	: Institut Agama Islam Darussalam (IAIDA)

Telah melakukan penelitian mulai di Satuan Pendidikan Muadalah Ulya Madrasah Diniyah Al- Amiriyah Darussalam Blokagung Banyuwangi untuk keperluan penyusunan skripsi dengan judul *"An Analysis of the English Learning Process at Muadalah Equality School Al-Amiriyyah Blokagung in Academic Year 2021-2022"*.

Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Blokagung, 13 April 2022
Kepala SPM Ulya Madrasah Diniyyah Al-Amiriyyah
PP. Darussalam Blokagung

Muhammad Sirojul Umam, S.E.

Appendix 3

Guidance Card

NIM	17112210033
NAMA	NILNA NUR AL LA'ALIK
FAKULTAS	TARBIYAH DAN KEGURUAN
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS
PERIODE	20212
JUDUL	An Analysis of the English Learning and Teaching Process at Muadalah Equality School Blokagung Tegalsari Banyuwangi in Academic Year 20212022

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20212	17 April 2022	17 April 2022	ACC	ACC
2	20212	08 April 2022	11 April 2022	bab 5	bab 5
3	20212	03 April 2022	04 April 2022	bab 4	bab 4
4	20212	28 Februari 2022	07 Maret 2022	bab 1-3	bab 1-3
5	20212	15 Februari 2022	17 Februari 2022	revisi proposal	revisi proposal
6	20212	08 Februari 2022	09 Februari 2022	revisi proposal	revisi proposal
7	20212	18 Januari 2022	19 Januari 2022	proposal	proposal
8	20212	05 Januari 2022	06 Januari 2022	konsultasi proposal	pembuatan previous studies

Appendix 4

Plagiarism Cheeking

Plagiarism Detector v. 1991 - Originality Report 11/06/2022 12.26.33

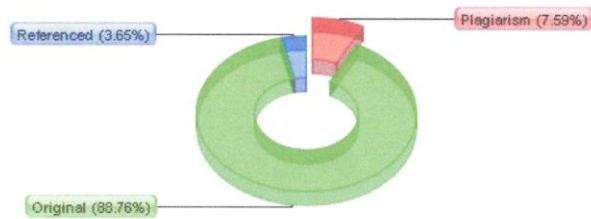Analyzed document: REVISI THESIS NILNA.pdf Licensed to: Aster Putra_License2

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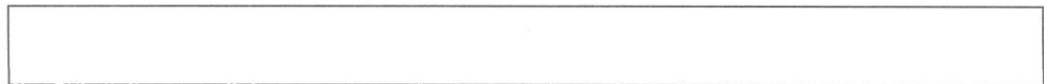
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Referenced (3.65%)
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Important notes:

Wikipedia:	Google Books:	Ghostwriting services:	Anti-cheating:
[not detected]	[not detected]	[not detected]	[not detected]

UACE: UniCode Anti-Cheat Engine report:

1. Status: Analyzer [On] Normalizer [On] character similarity set to [100%]
2. Detected UniCode contamination percent: [0,1% with limit of: 4%]
3. Document not normalized: percent not reached [5%]
4. All suspicious symbols will be marked in purple color: Abcd...
5. Invisible symbols found: [0]

Assessment recommendation:

No special action is required. Document is Ok.

Appendix 5

Data Reduction Table

Table 7.1: Data reduction table 1

Researched problem	Figure			Analysis
	Mr. Sirojul Umam	Mr. Riza Fahmi Syah	Mrs. Siti Lailatun	
The purpose of the English teaching and learning process	"Sebenarnya belajar bahasa Inggris tidak termasuk dalam kegiatan belajar mengajar di SPM Ulya Al Amiriyyah." (Kepala Sekolah SPM Ulya Al Amiriyyah: Maret 2022/15.30) "Namun disini pihak sekolah SPM Ulya mengadakan kegiatan tersebut dengan tujuan membekali siswa untuk melanjutkan pendidikan di masa depan." (Kepala Sekolah SPM Ulya Al Amiriyyah: Maret	"Tujuan dari proses pembelajaran bahasa Inggris di SPM Ulya Al Amiriyyah sendiri adalah sebagai wajah baru di Mada. Juga dapat menjadi nilai tambah bagi siswa dan kami berharap dapat memberikan kualitas untuk masa depan siswa" (Pegawai SPM Ulya Al Amiriyyah: Maret, 2022/09.00)	"Menurut saya, tujuan proses belajar mengajar di SPM Ulya Al Amiriyyah adalah sebagai bentuk adaptasi lembaga terhadap kemajuan teknologi dan persaingan global, serta harmonis dalam konteks kecerdasan umum." (Guru Bahasa Inggris SPM Ulya Al Amiriyyah: Maret 2022/22.15)	Tujuan proses pembelajaran bahasa Inggris di SPM Ulya Al Amiriyyah adalah untuk mempersiapkan masa depan siswa dan memberikan dimensi baru dalam pendidikannya.

			2022/15.30)
			"Mungkin dengan belajar bahasa Inggris siswa bisa mengartikan kitab kuning dalam bahasa itu" (Kepala Sekolah SPM Ulya Al Amiriyyah: Maret 2022/15.30)			

Source: Research primary data (2022)

Table 7.2: Data reduction table 2

Researched Poblem	Figure			Analysis
	Mr. Sirojul Umam	Mr. Riza Fahmi Syah	Mrs. Siti Lailatun N	
	"Model pembelajaran yang kami terapkan adalah kelas intensif bahasa dengan metode ceramah, praktik dan evaluasi" (Kepala Sekolah SPM Ulya Al Amiriyyah: Maret 2022/15.30)	"Kami menggunakan model pembelajaran intensif yang tidak jauh berbeda dengan di IAI Darussalam. Mengapa? karena hemat dan praktis. Jika menggunakan model kegiatan belajar mengajar di kelas dirasa kurang efektif dilihat dari	"Di sini kami menggunakan model pembelajaran intensif yang padat dalam arti memaksimalkan waktu yang terbatas tetapi dengan pembelajaran yang terarah dan terfokus pada suatu tujuan" (Guru Bahasa Inggris SPM Ulya	Modal pembelajaran yang digunakan di SPM Ulya Al Amiriyyah adalah model kelas intensif. maksudnya kelas yang difokuskan pada satu tujuan seperti halya kelas intensif bahasa .

		output siswa yang dihasilkan" (Pegawai SPM Ulya Al Amiriyyah: Maret 2022/09.00)	Al Amiriyyah: Maret, 2022/22.15)	

Source: Research primary data (2022)

Table 7.3: Data reduction table 3

Researched Problem	Figure			Analysis
	Mr. Sirojul Umam	Mr. Riza Fahmi Syah	Mrs. Siti Lailatun N	
	"Emm, kalau ada masalah tentu ada masalah. Kalaupun tidak ada juga tidak mungkin, karena segala upaya akan diuji, termasuk diadakannya pembelajaran bahasa Inggris di lembaga kita. Kalau menururut saya nih yaa, kendala yang saya rasakan setelah proses belajar mengajar bahasa Inggris antara lain yang pertama adalah konsistensi tutor.	"Menurut saya kendalanya ada 3. Pertama, siswa muadalah yang kurang minat dan sadar akan pentingnya bahasa, kemudian waktu yang kurang efektif karena bentrok dengan kegiatan pesantren dan yang terakhir tutor yang kurang disiplin. Yah mungkin hanya saja dari saya." (Karyawan SPM Ulya Al Amiriyyah: Maret 2022/09.00)	"Omong-omong kendala, yang saya rasakan sejauh ini adalah 4. Pertama, estimasi waktu, waktunya terlalu singkat. Kedua, kurangnya minat siswa untuk belajar bahasa asing. Ketiganya adalah silabus dari lembaga tersebut, saya sempat bingung kenapa tidak ada silabus resmi dari lembaga tersebut. Akhirnya, saya pergi sendiri dan merasa bahwa saya tidak diara-	Dalam SPM Ulya Al Amiriyyah ditemukan 4 kendala yang dapat mengganggu keberhasilan proses belajar mengajar bahasa inggris.

	Guru sering ter-lambat, sehingga siswa menunggu terlalu lama dan akhirnya mere-ka sudah malas atau tidak se-mangat belajarn-ya. Berikutnya adalah waktu, waktu yang kami gunakan hanya 30 menit. Waktu 30 menit tidak terpotong dengan kegiatan pengajian ihya yang terkadang sedikit tertunda. Dan yang tera-khir adalah siswa kurang serius dan an-tusias di kelas, bisa jadi karena mereka bosan dengan method pembelajaranya atau memang dari mereka sendiri yang ku-rang minat bela-jar bahasa inggris." (Kepala Sekolah SPM		hkan. Ke empat, evaluasi capaian lembaga." (Guru Bahasa Inggris SPM Ulya Al Amiriyyah: Maret 2022/22.15)	

	Ulya Al Amiriyyah: Maret 2022/15.30)			

Source: Research primary data (2022)

DOCUMENTATION

Picture 1: Intensive English class teaching and learning process by IAIDA PPL Participant

Picture 2: Intensive English class teaching and learning process by IAIDA PPL Participant

THE RESEARCHER'S AUTOBIOGRAPHY

Personal Data

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SMP	: SMP PLUS DARUSSALAM (2011-2014)
SMA	: SMA DARUSSALAM BLOKAGUNG (2014-2017)
COLLAGE	: IAI Darussalam Blokagung (2017-Present)