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“English-Tren” Program In Developing Santris’ Speaking Skills For Facing Global Challenges

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Abstract

Today, international communication plays a vital role for facing the global challenges and English as Lingua Franca is quite helpful to serve the purpose of communication with people from different countries. In pesantren world, English is very essential to teach and “English-Tren” can be a way of assisting santri to develop the santris’ speaking skill. “English-Tren” is English for Pesantren, a branch of English for Specific Purposes (ESP), designed to meet the target of Pesantren in improving Santris’ English skills especially speaking. This study aims to explain how is English-Tren implemented in developing santris’ English Speaking Skill. This study is a case study with the setting in Pondok Pesantren Darussalam Dukuhwaluh Purwokerto promoting the santris’ improvement in speaking skill through the course of “English-Tren”. The data collection techniques included interview to three English teachers and five santris supported by observation and documentation. The result shows that English-Tren is implemented through three ways namely Morning English biweekly, English taught as a subject in madrasah diniyah classes, and English taught and practiced in English program. Hence, English-Tren is influential in developing santris’ English speaking skill.

Keywords: *English, Pesantren, Speaking*

A. Introduction

Pesantren as the oldest Islamic Institution influences much in the development of Islamic education in Indonesia. It is indigenous in the Indonesian Muslim community. The history of the Indonesian nation records that Pesantren plays a big role in efforts to strengthen faith, increase piety, fostering noble morals, developing Indonesian self-help and educate the life of the nation through informal, non-formal and education formal (Fitri & Ondeng, 2022).

Pesantren is defined as traditional Islamic educational institutions to study, understand, explore, live and practice Islamic teachings by emphasizing the importance of religious morality as a guideline for daily behavior (Masduki, 1994). Pondok Pesantren is a series of words consisting of pondok and pesantren. In Indonesian, the word "pondok" (room, hut, or little home) is used to stress the simplicity of the structure. The word "pondok" derives from the Arabic "funduk," which refers to a sleeping room, guest house, or hotel. Pondok, in general, is a shelter for students who are away from home. The word pesantren, on the other hand, derives from the root word "santri," which is distinguished by the prefix "pe" and the suffix "an," and refers to the location where the santri reside (Fitri & Ondeng, 2022). Pesantren has increasingly earned state recognition in Indonesia since independence through inclusion into the system of public education. The organizational and physical structures of Pesantren frequently share the components of mosque, dorm, santri, and kiai (an Islamic scholar who oversees pesantren) (Isbah, 2020).

The global demand has influenced the development of Pesantren especially in the curriculum. Pesantren originally traditional has responded to the modernization of education system. Pesantren actually is classified into three distinct forms as stated by Zarkasyi (1990) namely traditional, semi modern, and modern. Traditional pesantren adheres to longstanding

traditions, encompassing the study of classical Islamic texts and addressing various aspects of daily life and the renowned kitab kuning typically forms a central component of its curriculum. Semi-modern pesantren blends elements of traditional and modern approaches such as combining the traditional pesantren curriculum with the curriculum set by the Ministry of Religious Affairs and the Ministry of Education. Modern Pesantren is characterized by a contemporary curriculum, teaching methodologies, and administrative systems. It embraces technological advancements, such as information technology, and offer foreign programs to their students. Modern Pesantren makes an effort to follow the progress of a culture that is open to new forms of education and is not solely fixed on conventional (classical) education (Andika, 2017).

Responding to the global challenges, semi modern and modern pesantrens instil general sciences especially English in their curriculum. English is taught in Pesantren with various methods and approaches (Fahrudin, 2012). English has become an international language and it functions as a lingua franca (Kadamovna, 2021). Moreover, English is widely spoken around the world and there is a need for learners to acquire communication skills to be successful in their respective fields (R & Krishnan, 2021).

The purpose of learning English in pesantren is to make students can communicate using English as language of instruction (Solichin, 2018). Today, santris are mostly required to speak Arabic and English as their daily basis (Wekke & Hamid, 2013) because of maintaining Islamic tradition as well as responding the modernization and creating the image of pesantren in modern society (Mujab & Yulia, 2018).

Andika (2017) also states that many pesantren have increased a lot expertise and taught foreign languages, including English to be in line with the development of globalization and education. As Ilyosovna (2020) states, English is the official language and dominantly used in a number

of countries. Learning English can help students pursue and obtain more career opportunities (Ilyosovna, 2020).

The development of teaching English in Pesantren is determined by many factors such as perception changes, method of teaching, as well as the availability of facilities and infrastructure (Anggraeni & Rachmijati, 2020). Anggraeni and Rachmijati add that the factor most decisive is the willingness of Pesantren to be open in accepting and realizing the importance of English.

Pondok Pesantren Darussalam is one of pesantrens inserting English in its curriculum. The progress in the Darussalam Islamic boarding school is quite significant from the number of students, the innovation of the pesantren program, and the infrastructure that supports the learning of the students. The Darussalam Islamic Boarding School is increasingly well known by the local, regional, and national community even governments. It has English and Arabic language program prioritizing fluent mastery of English and Arabic. The language program facilities are complemented by the Language Workshop or Balai Latihan Kerja Komunitas (BLKK) which built in 2019 supported by the ministry of Labor (Hilyatin, 2020).

The English program in the pesantren is called English-Tren. English-Tren is a program of English for Pesantren developed and based on the potential interests and needs of santri in Pesantren. In providing English course, the pesantren offers a special context and language use because English is an important subject to learn, the course must be well-tailored based on the specific needs of santri in specific situations.

English-Tren is part of English for Specific Purposes (ESP). ESP is English indicating the specific purpose of acquiring English skills (Hans & Hans, 2015). The ESP definition varies among the experts. Hutchinson and Waters (1987) states that ESP is an approach to language learning. It contains teaching materials directed by some reasons for studying.

The main focus of ESP is on "Specific English," pertaining to a particular field, profession, or undertaking (Javid, 2013). The rapid development of the global economy nowadays has increased the need for ESP (Harrison, 2019) especially in pesantren.

ESP was developed and based on the potential interests and needs of learners and has developed into one of the most prominent areas of English as a Foreign Language (Agustina, 2014). ESP relates to the teaching and mastery of English as a second or foreign language with the learner's goal as the application of English in a particular field or domain (Fitria, 2019). Hence, English-Tren program promotes developing and improving santris’ English as Foreign Language skills through various ways and strategies. Despite the widespread usage of English as a common language, many people still struggle to communicate in the language (Harrison, 2019).

One of the English skills developed in Pondok Pesantren Darussalam is Speaking skill. Speaking skill is necessary in communication and speaking is the most important skill among the four language skills in order to be able to communicate well in the global world (R & Krishnan, 2021). In speaking, students learn the ways in organizing ideas, constructing sentences, and expressing language in spoken form with good pronunciation and easy-to-understand language. They also learn how to deliver the meaning of language suitable with the context they are talking about (Gani et al., 2015). Syaifullah & Hona (2016) add that the students will be better able to use three language functions if they can speak. First, speaking serves as a means of self-expression first; second, the students can communicate with one another and understand one other's ideas by speaking; third, speech as a method of communication implies that speech accurately represents communication.

Speaking skill is mostly sought for an individual to be competent in a foreign language and it is more than to generate grammatically correct

sentences but covers mechanics, functions, pragmatics, as well as social interaction (Kürüm, 2016). Mechanics means grammar, pronunciation, and vocabulary by using the right words with the right order and the correct pronunciation. Functions means transaction (information exchange) and interaction (relationship building). Pragmatics means social-cultural rules and norms such as turn-taking, long pauses between speakers, speech rate, participants' relative roles such as understanding how to account for who is speaking and to whom he is speaking, in and about what circumstances, and for what reasons.

There are two kinds related research. The first is the research conducted by Solichin (2018). The research aims to find the reasons for the leadership of the Pondok Pesantren Puncak Darus Salam, Potoan Daja, Palengaan, Pamekasan in holding English learning and teaching, and the process of English learning and teaching in that pesantren. The researcher collected the data using in depth interviews and documentation. The result of the study shows that 1) the rationale for the development of learning English is religious reasons, that English is seen as a language that can be used for *da'wah* because of its position as an international Language; 2) Developing specially organized English learning organization namely Darwis to use traditional and student-centered learning approach, active learning methods at regular times every day; and 3) Studying English emphasizes writing and speaking skill.

The second is a research conducted by Nur et al. (2021) also studies the English programs in Pesantren. He attempted to investigate the pesantren's readiness for English programs. The result shows that pesantren readiness for English programs is outstanding in any kinds of English programs, teachers' contributions, the pesantren environment, and supporting facilities.

Hence, this research aims to explain how Pondok Pesantren Darussalam Dukuhwaluh Purwokerto develop santri's English Speaking Skill through

English-Tren. Different from the previous studies, this research focuses on the strategies of Pondok Pesantren Darussalam Dukuhwaluh Purwokerto in developing English speaking skill. The English-Tren program has been initiated since 2011 and still exists until now.

The method used in this research is a case study research with a qualitative approach to elaborate a case in depth and comprehensively. The important thing for the researchers to consider in choosing case study is to gain further and in-depth scientific knowledge. The specific explanatory case study is used to answer how English-Tren is implemented in developing Santris’ English speaking skill. The research procedure follows Robert K Yin (2011). The researchers first studying articles related to the topic of study or a study bank; second reviewing the related concepts with a selective review to sharpen the initial views about the study, methods, and data sources; third making initial research questions followed by the fieldwork first; forth making a research design adapted to conditions in the field, fifth creating interview guidelines or field protocol for collecting field research data; sixth conducting actual fieldwork by following the steps of the data collection method; last analyzing data with compiling databases, disassembling data, reassembling data, interpreting data, and drawing conclusions.

The data collection techniques includes interview to three English teachers and five santris in Pondok Pesantren Darussalam Dukuhwaluh Purwokerto supported by observation and documentation. The interview guidance with a set of questions and observation checklist are made to collect the data.

B. Results And Discussion

English-Tren was initiated since 2008 in pondok pesantren Darussalam. It is a program of developing English skills for the santri. However, at that time it hasn't been inserted in the curriculum of madrasah diniyah and implemented as an extracurricular program. The changes and development continue until today. Based on the data collected, English-Tren is implemented in 3 kinds of different programs to promote the development of santri's speaking skill. The first program is the Morning English in which English is practiced with conversation and games biweekly, the second is that English is taught as a subject in madrasah diniyah classes, and the third is that English is instilled in Foreign Language program (Arabic and English).

1. Morning English

The morning English program is held on Sunday morning and it is a kind of extracurricular program. All santri are invited to join the program biweekly. In the gathering in the field, they practice English conversation through games, songs, role play, and other fun activities.

"Every week santri are gathered in the morning at 7.00 AM to practice conversation in English and the other week is in Arabic" (AT).

"We sometimes sing songs, give games, play role, and do other fun activities" (MLN)

The morning English makes the students enjoy learning English because of the fresh air and friends' motivation to practice English. In the morning English, the teacher chooses some santri to lead the English practice. English practice through conversation helps improving students in speaking English and it is very effective (Suparman, 2017). They can also practice speaking through communicative task (Burns, 2019). In order

to help students in speaking, the effective technique like conversation is supposed to improve speaking skill (Suparman, 2017).

Moreover, the fun activities through games can make the English lesson interesting. Through games the students can actively participate during the activities and they can improve their speaking ability and be motivated to speak because since the teacher can create comfortable atmosphere where the students seem relaxed and are not under pressure to speak or enjoy the process of learning (Sukerni & Purnami, 2019). The most crucial factor is that pupils view every learning activity as enjoyable. It might make the students feel more at ease while they are learning. Students' English skills will organically improve as a result of engaging learning activities (An-nisa & Suwartono, 2020). Learning may be enjoyable for students. They may start it off with an intriguing idea. Students' enthusiasm in learning English can increase when they are having fun while doing so. Fun English learning really helps students to enjoy in learning the language. It also helps students to avoid boredom in learning the language.

Fun activities implemented can also develop students’ metacognitive knowledge and self-regulation in their speaking along with the learning process to address the affective and cognitive demands of learning in speaking foreign language (Burns, 2019). The effort of santris to speak English is still low and they are not encouraged to speak in the class but more motivated to practice speaking outside the class. They also never try to speak English daily, so Morning English can be the solution.

2. English Subject in Madrasah Diniyah Classes

Madrasah Diniyah is a program provided in Pondok Pesantren Darussalam to teach Islamic Teachings including Tauhid, Fiqih, Tajwid, Nahwu, Shorof, etc. English in this program is included in class 1 and 2 of Madrasah diniyah. In class 1 and 2 English is taught in the classroom

once a week. The book used is English Coursebook 1 and 2 written by the teachers of English in Pesantren.

“we usually use a book written by our English teachers containing topics useful for daily life communication” (FI)

Mahmud & Linda (2021) agree that English taught in Pesantren needs books to support the English skill improvement. Books designed can be suitable with the students need.

Different from the Morning English, English subject taught in Madrasah diniyah is more using lecture method. The teacher teaches English from his/her book and explain the vocabulary or grammar used.

“the teacher usually teach English by lecture, less practice of speaking. Maybe because the time is limited and the class is so big” (PS)

English in Madrasah Diniyah is taught in a big class, so it is not effective to practice speaking. The ways to improve speaking is by giving explanation and examples from texts, vocabulary and functional grammar. Sometimes, the students do not have much time in speaking practice in the classroom because perhaps the teacher just explains the topic (Sukerni & Purnami, 2019). Hence the improvement of English speaking is not really working.

3. Foreign Language Program

In Pondok Pesantren Darussalam, there are actually three programs namely kitab, foreign language, and tahfidz. The Foreign Language program contains English and Arabic Programs. The Foreign Language program is held every Tuesday and Wednesday night. The programs are chosen by the santri based on their interest. Sartika & Amin (2014) state that interest is one of the characteristics that can keep students engaged in their studies even when they are not under time constraints.

“English program is intended for the santris who want to learn English more” (KH)

“In English program, we usually have English class on Tuesday and Wednesday after maghrib prayer” (FL)

In English program, the santris have more practice in speaking. There are three classes namely Elementary class, Pre Intermediate class, and Intermediate class. The classes have each coursebook. The coursebook still uses the book of Four Corners 2, 3, and 4. And after Isya prayer, the santris have the vocabulary and memorization in their own room. Vocabulary and Expressions book is the book named English for You, In every room there are two or three supervisors who help the santris to memorize and examine their memory of vocabulary and expressions given.

“Santris are gathered in front of their room and submit their vocabulary and expressions memorized to their supervisors.” (PS)

The vocabulary and expressions mastery influences the speaking fluency and it is indicated that there is positive correlation between vocabulary and speaking in which vocabulary affects the students who are fluent in speaking (Afna, 2018). Additionally, there are several factors that contribute to the relationship between vocabulary and speaking ability. The first factor is that speaking with more fluency is possible as students acquire and master more vocabulary. The second is that pupils will have more self-confidence to present in front of the class if they have a greater command of terminology. The third is the more advanced vocabulary that will enable the students to present fluently without having to memorize or consider the subject. Last, the students who have a greater command of language will speak more naturally. Hence, vocabulary is the important part in acquiring fluency for speaking skill.

The supervisors guiding the santris to memorize are quite helpful because they can check the pronunciation and the vocabulary and expressions used.

Pronunciation is the way a word or language is typically spoken, or how someone utters a word (Syaifullah & Hona, 2016).

C. Conclusion

In conclusion, English-Tren is English for Pesantren implemented in Pondok Pesantren Darussalam Dukuhwaluh Purwokerto. English-Tren is implemented through Morning English biweekly. Moreover, in that pesantren English is taught as a subject in madrasah diniyah classes, and English is taught and practiced in English program. These three programs are influential in developing the santri's speaking skill. It is recommended that there will be further research studying about English-Tren or English for Pesantren because the study of the use of English in Pesantren is still limited. The English-Tren can also be implemented in other Pondok Pesantren with semi modern or modern curriculum.

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