

ENGLISH LEARNING STRATEGIES OF STUDENTS WITH A BOARDING SCHOOL BACKGROUND

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Abstract

This study aims to investigate the English learning strategies of students both when they were still studying at Islamic boarding schools and when they studied at STKIP Paracendekia NW Sumbawa. This study used descriptive qualitative method. In collecting data, the researchers used observation and interview techniques. Data analysis used three data analysis techniques, namely; data reduction, data presentation, and conclusion drawing. The results of the study showed that there are seven English learning strategies that students used when they were still studying at Islamic boarding schools, namely memorizing vocabulary, practicing English, studying tenses, learning to make sentences, learning to read sentences, learning to make speeches, and taking English courses. On the other hand, when they were studying in college, the researchers found ten strategies used by students in learning English, namely memorizing vocabulary, practicing English, studying tenses, learning to make sentences, learning to read sentences, listening to songs and watching videos in English, making groups, English conversation, hanging out with friends who were good at English, and following English-based channels.

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INTRODUCTION

Language is something that is very mandatory for humans. Language is a communication tool that can make it easier for humans to interact with each other. Language is also an identity for everyone in a country. Every country has a different language. According to the sociolinguistic view, language has characteristics as a medium of self-identification and as a medium of social communication (Sitepu and Rita, 2017, p. 69). English is the mother tongue of the United States, United Kingdom, United Kingdom, Ireland, Australia, South Africa and New Zealand, as well as the second language of British Commonwealth countries such as Singapore and Malaysia. English

is a German language that was first spoken in England in the early Middle Ages. This language has also become the official language in almost 60 countries in the world. English has undergone many changes, and vocabulary has increased very quickly.

Along with the development of science and technology, the need for one's language is increasing, not only everyday language, but also English is an obligation that must exist in society in general and among students in particular. Mastery of English is a necessity in life today and in the future. The birth of modernization in all aspects of life, including the life of the people in the village, has changed the perspective of the community to be more open. Society has begun to be sensitive to life events that continue to roll and develop. One of the characteristics of an open society is the ability to see and accept positive new things, including choosing and growing an interest in mastering English. In learning English, one needs to have a learning strategy that can help to facilitate the learning process.

Learning strategy is a method used by someone to face and solve difficulties in learning. Learning strategies play an important role in learning, with a strategy a person will be easier to solve a problem he faces. According to (Fatimah and Sari, 2018), the use of various innovative techniques and methods can create a conducive learning atmosphere. Through a dynamic learning process, it is hoped that a form of patterned oral communication will be created through listening, speaking, reading and writing skills. According to (Widari, 2014), revealed that learning skills are one of the potentials and tasks of humans whose quantity and quality are influenced by external factors.

In facing a series of problems in learning in higher education, students need a kind of higher education learning strategy in order to be able to manage time, funds, level of aspirations, completion of their studies and must be accompanied by enthusiasm for learning, perseverance and activeness. to achieve pre-planned goals. Learning strategy is a special method for solving a problem or task, designing the desired result, manipulating and controlling the information obtained for the benefit of learning. In this case, students are required to be able to utilize good strategies in order to master certain fields of knowledge. By choosing a good strategy, these students will be able to optimize their potential (Lismay and Zubaydah, 2019).

Pondok Pesantren or an Islamic boarding school is a traditional Islamic educational institution to study, understand, deepen, appreciate and practice Islamic teachings by prioritizing the importance of religious morals as guidelines for daily behavior (Sulaiman, 2016). Each Islamic boarding school has different rules or learning strategies to achieve goals in an education. Teaching and learning activities in Islamic boarding schools are more dense than other public schools. Teaching and learning activities in Islamic boarding schools can last for a day and a night, while in public schools only take place from morning to noon. In addition, the students are monitored for 24 hours by the teacher in the Islamic boarding school.

From the description above, the researchers were interested in analyzing the English learning strategies of students with the background of Islamic boarding schools at STKIP Paracendekia NW Sumbawa, especially regarding what learning strategies were used by students in learning English both when they were still studying at Islamic boarding schools, and when they were already studying in college.

METHOD

This study used descriptive qualitative method. According to Moleong (2010)), qualitative research is research that intends to understand the phenomena of what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically, in a descriptive way in

the form of words- words and language, in a specific natural context and by making use of various natural methods. According to Noviana (2018), qualitative research is research that produces analytical procedures that do not use statistical analysis procedures or other quantification methods. Qualitative descriptive research aims to describe the results of data processing in the form of words from pictures that occur in the field.

The participants in this study were 9 students with Islamic boarding schools background at STKIP Paracendekia NW Sumbawa. The selection used purposive sampling because of the limited number of students with Islamic boarding school backgrounds at the university. To answer research questions, data collection will be done through observation and interview techniques. The data generated in this observation is in the form of observation notes. Meanwhile, the interview was conducted at the STKIP NW Sumbawa Student Campus, with a duration of 10-20 minutes for 1 resource person. In the interview, the researcher asked questions according to the formulation of the problem in this study, namely: how are the students' English learning strategies while studying at Islamic boarding schools and how are the students' English learning strategies after entering English. educational study program at STKIP Paracendekia NW Sumbawa. The data generated in this interview are in the form of recordings that are processed into transcriptions.

Data analysis used three data analysis techniques, namely; data reduction, data presentation, and conclusion drawing. According to Sugiyono (2010, p.335), data analysis techniques are the process of systematically collecting data obtained from interviews, field notes, and documentation, by organizing data into categories, breaking them down into units, synthesizing, compiling become a pattern of choice. what is important and what will be learned, and draw conclusions so that they are easily understood by themselves and others.

FINDINGS

Observation Results

The researchers began to make observations on March 20 to April 6, 2021. This observation aimed to find out what kind of learning activities were carried out by the nine students of the English Education Study Program who became the participants. Five students who participated in the study were students who lived in the same dormitory with the researchers, while the other four students lived at home but often came to the dormitory. From the nine students, six of them were male, and three of them were female. This observation focused on what learning activities were usually done by students in learning English. The data from these students are presented in Table 1.

Table 1. Profile of Research Participants

No.	Student Initial	Gender	Semester	Residence
1.	SA	Male	VI	Campus dormitory
2.	IW	Male	II	Brang Biji
3.	HS	Male	II	Campus dormitory
4.	JZ	Female	VIII	Campus dormitory
5.	MQ	Female	II	Campus dormitory
6.	FS	Male	VIII	Leseng
7.	YH	Female	VIII	Campus dormitory
8.	APH	Male	VIII	Ponpes Abu Bakar
9.	SB	Male	II	Ponpes Abu Bakar

In observations made by the researchers on English students with Islamic boarding schools background in the STKIP Paracendekia NW Sumbawa campus, the researchers found no significant differences in the learning activities of students who were research participants. The

first student who became a research participant in this observation was a student with the initials SA, where the participant was a close friend and dorm mate of the researcher, so the researcher knew all the daily activities that are usually done, both in terms of studying and other things. After the researcher observed for more than a day, the researcher saw that the usual learning activities carried out by the SA were doing assignments that had been given by the lecturer via laptops and cellphones, listening to songs in English and Pop songs in Indonesian, and sometimes practicing speaking using English both with his dorm friends and with his classmates. In the observation made, there are no learning activities that are too emphasized by the SA in learning English, but only in doing the tasks given by the lecturer.

After observing SA, the next day the researchers continued to observe student who were participant with the initials IW, where in their learning activities the researcher saw that IW also sometimes practiced speaking English with close friends, either in person or online, reading books, listen to songs in English and Pop indo songs while on campus. Other learning activities also include participating in organizational associations, both on-campus and off-campus organizations. In this observation, the researchers saw that in their English learning activities, participants did not put too much pressure on themselves in learning except when doing assignments.

On the next day, the researchers observed a student with the initials HS, who was also a dorm mate of the researcher. In these observations the researcher saw that participant in their daily learning usually carry out learning activities such as doing assignments that have been given by the lecturer, listening to English songs and Pop songs, and sometimes practicing speaking in English with their friends and also with the researcher. In these observations, the researcher never saw other learning activities carried out by participants other than doing the tasks and learning activities described above.

Furthermore, the researchers observed students with the initials JZ, where in these observations found that in their daily learning they also only did the assignments given by the lecturer, then practiced a little using English with their dorm friends, and sometimes read English books and dictionaries. Not much different from the learning activities carried out by MQ and YH, who were close friends and dorm mates, where they also carried out the same activities as JZ does in their daily learning.

Subsequent observations were made on students with the initials FS, where in these observations the researcher found that in their daily learning the participant were also more likely to do a lot of coursework from their lecturers, and sometimes listened to English and Indonesian songs, and practiced speaking English. The researchers had seen that there were obstacles that caused FS to be lacking in learning, such as playing the Mobile Legend Game. This game had a very big influence in his daily life.

Subsequent observations by the researchers were carried out on students with the initials APH and SB, who were friends of the same boarding school. In these observations, the researcher found that APH in their daily learning is more focused on doing assignments, reading a little book and listening to music. Meanwhile, the last participant SB was also more likely to do assignments, discuss with classmates and organizations, and listen to music in English using a handset.

From the observations, the researchers concluded that in daily learning activities, students tend to do a lot of assignments that have been given by their lecturers, either directly or via online. In other English learning activities such as adding or memorizing vocabulary, reading and studying textbooks that have been given by the lecturer, listening to English songs to practice listening, and watching videos about learning English, students do it when the assignment is given by the teacher. teacher has finished. Other activities such as opening Youtube to watch videos, opening WA,

Instagram, Facebook and other applications to refresh the brain or as entertainment. The results of the observations are also presented in Table 2.

Table 2. Observation Results

No	Name	Observable learning strategies
1.	SA	Listening to songs in English and Pop songs in Indonesian, and sometimes practice speaking in English both with his dorm mates and with his classmates.
2.	IW	Practice speaking English with close friends, either in person or online, reading books, listening to English songs, and joining English clubs.
3.	HS	Listening to English songs, sometimes practicing English with friends, reading books, and sometimes watching videos about learning English on YouTube.
4.	JZ	Doing assignments that have been given by the lecturer, then a little practice using English with dorm friends, and sometimes reading books and English dictionaries.
5.	MQ	Doing assignments that have been given by the lecturer, then a little practice using English with dorm friends, and sometimes reading books and English dictionaries.
6.	FS	Doing coursework from the lecturer, and sometimes listening to English and Indonesian songs, and practicing speaking English.
7.	YH	Doing assignments that have been given by the lecturer, then a little practice using English with dorm friends, and sometimes reading books and English dictionaries.
8.	APH	Doing chores, reading a little book and listening to music.
9.	SB	Doing assignments, discussing with classmates and organizations, and listening to music in English using the handset.

The researchers conducted interviews with students of English education study program with a background in Islamic boarding schools at STKIP Paracendekian NW Sumbawa. The results of this interview aim to find out what English learning strategies are used by students both when they are still studying at Islamic boarding schools and when they have entered college, and the results of this interview are also to strengthen the results of observations made by previous the researcher. In interviews with students, the researcher gave two questions to participants, with a duration of 10 to 20 minutes for 1 participant. The interview questions that the researcher asked the participants were: a. What are the strategies for learning English when students are still studying at Islamic boarding schools? a. What are the strategies for learning English for students when they enter university at STKIP Paracendekia NW Sumbawa?

Based on the results of interviews conducted by the researchers with students with Islamic boarding schools backgrounds, the researchers found several differences in students' English learning strategies both when they were still studying at the boarding school or when they were studying in college. The results of interviews conducted by the researchers on English Education Study Program students at STKIP Paracendekian NW Sumbawa are presented in Table 3 and Table 4.

Table 3 Strategies for Learning English when Students are still Studying at Islamic Boarding Schools

No .	Name	Strategies for learning English at Islamic Boarding School
1.	SA	Memorize 5-10 vocabularies in a day, learn to make sentences from memorized vocabulary, and try to practice with classmates.
2.	IW	Memorizing vocabulary, discussions, practice speaking English with friends, and taking courses 2-3 times a week.
3.	HS	Repeating lessons that have been learned, memorizing vocabulary, and practicing speaking English with friends.
4.	JZ	m memorize vocabulary, take notes, then answer questions in English books, and practice a little with friends.
5.	MQ	memorize vocabulary, facilitate reading or reading, and practice making simple sentences.
6.	FS	Memorizing vocabulary, memorizing and studying tenses, analyzing the objects where the place is studied, then making them into sentences and stories.
7.	YH	look up and memorize the word I want to know through the dictionary.
8.	AH	Memorizing vocabulary, studying grammar.
9.	SB	Memorizing 5 vocabulary words every night, making English sentences, tutoring English, studying tenses, learning videos using English.

Table 4. Students' English Learning Strategies when they are Studying in Higher Education

No.	Name	Strategies for learning English for students in higher education.
1.	SA	Watch movies with English subtitles, get a dictionary about the world of languages, practice, and master tenses.
2.	IW	Memorize vocabulary, learn tenses, grammar, listen to songs in English, watch anime or films about English, listen to English conversations, and practice.
3.	HS	Hang out with friends who are good at English, memorize vocabulary, practice with friends, watch tutorials in English from Youtube, Facebook, Instagram.
4.	JZ	Memorize vocabulary, read English books, and practice with friends.
5.	MQ	Memorize vocabulary, improve reading and grammar, practice listening, speaking, learn to make sentences and presentations using English.
6.	FS	Memorize vocabulary, learn through videos, listen to English songs, and practice using English with friends.
7.	YH	Often read, often watch films that translate in English. Have their own dictionary, and make group conversations in English with classmates.
8.	AH	Memorize and learn tenses, vocabulary, practice using English, create English groups on WA, read English books, and watch videos with English subtitles.
9.	SB	Memorize vocabulary, listen to English songs, practice with friends, learn good pronunciation, follow IG and English-based channels, try to speak English, create discussion groups about English, and create wa groups for discussion and language practice English.

DISCUSSION

The English learning strategies used by students when they were still studying at the boarding school were memorizing vocabulary related to daily activities, then learning to make sentences from the vocabulary they had learned, practicing speaking English, learning tenses, tutoring English, and learning English learn video using English. While learning English activities through videos, listening to music and so on based online such as Whats'up, Instagram, Facebook, Youtube and so on are rarely carried out by students because they are constrained by not being allowed to bring and use cellphones in their cottages. In learning English in Islamic boarding schools, students are more dominant or more often use strategies to memorize vocabulary, learn to make sentences, learn tenses, and practice speaking in English. As stated by SB:

"My English learning strategies when I was in a boarding school were varied, but the first one at the boarding school had a busy schedule, so it was emphasized that learning this language was correct, but not too much emphasis on learning English in practice. Only in memorizing it was like memorizing vocabulary, or making -make sentences. There are even lessons every night, but not too focused. Unlike the arabic language. As for the strategy, every night, after dinner, we return to the dormitory and later there will be a guard in front of the room, it's called "Mudabbir" like that. So they are the people in charge of us later to ask vocabulary problems or questions later. So each of the students brought 5 vocabularies from what they had memorized."

A corresponding statement was also given by SA:

"My English learning strategy is to memorize 5-10 vocabularies related to everyday life in one day, learn to make sentences from the memorized vocabulary, and try to practice with classmates."

Each student has a different English learning strategy when they enter college, it is different from the learning strategy used when they were still in Islamic boarding schools, or at the high school level. Learning strategy is a method used by someone to face and solve difficulties in learning. With a strategy a person were be easier to solve a problem he faces. When you enter college, there are several English learning strategies used by students. As stated by IW:

"What I emphasize the most here when I am a student is memorizing vocabulary that is lacking, learning tenses, grammar and so on, I also listen to or watch anime or films about English, then through music, and with practicality."

Similar statement was given by APH:

"The English learning strategy that I use is to memorize vocabulary, understand tenses, practice using English, create English groups on WA, read English books, and watch videos with English subtitles."

In line with the statement given by SB:

"The English learning strategies that I use in college are memorizing vocabulary, listening to English songs, practicing with friends using English, learning good pronunciation, following IG and English-based channels, trying to speak English, and create a WA group discussion about English."

From the results of the discussion on students' English learning strategies while still studying at Islamic boarding schools and when entering college at STKIP Paracendekia NW Sumbawa, it was found that there were some differences or additions to strategies that were obtained and used by students when they were still studying at Islamic boarding schools with when entering college. When students are still learning English at their cottage, of course students are not too focused on learning English, but there are still many other lessons that students must master at that time. While in college, students will focus more on the field or major they are taking, even though there are some lessons or subjects that are not majors, they are only additional knowledge or general knowledge that is only valid for one semester.

In learning English at Islamic boarding schools, the most widely used learning strategy by students is vocabulary memorization, where all interview participants use memorization strategies while still studying at Islamic boarding schools. Meanwhile, the least English learning strategy used by students at the pesantren was reading and speaking strategy, where only one out of nine interview participants used reading and speaking strategies. As presented in Table 5.

Table 5. Students' English Learning Strategies when at Islamic Boarding Schools

No	Strategies	SA	IW	HS	JZ	MQ	FS	YH	AH	SB	Jlh
1.	Memorizing vocabulary	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
2.	English practice	✓	✓	✓	✓		✓				5
3.	Learn to make sentences	✓				✓	✓			✓	4
4.	Learn tenses						✓		✓	✓	3
5.	English lessons		✓							✓	2
6.	Learn to read					✓					1
7.	Learn to make a speech									✓	1

In accordance with the results of interviews, of the ten English learning strategies found by researchers in students, the most widely used English learning strategies by students are practical English strategies and vocabulary memorization. Of the nine study participants, only two did not use vocabulary memorization strategies. Meanwhile, the strategies for learning English that students use the least during college are learning strategies for making sentences, following IG and Channels about English, and hanging out with friends who are good at English. As presented in Table 6.

Table 6. Strategies for Learning English for College Students

No	Strategies	SA	IW	HS	JZ	MQ	FS		YH	AH	SB	Jlh
1.	Memorizing vocabulary		✓	✓	✓	✓	✓			✓	✓	8
2.	English practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
3.	Learn to make sentences					✓						1
4.	Learn tenses	✓	✓							✓		3
5.	Listening to music in English		✓				✓				✓	3
6.	Learn to read					✓		✓	✓	✓	✓	4
7.	Watch movies with English subtitles	✓	✓	✓				✓	✓	✓		5
8.	Create an English							✓	✓	✓	✓	3

	conversation group											
9.	Follow IG and English Channel										✓	1
10.	Hang out with friends who are good at English			✓								1

If we look at the theory of English learning strategies, where the theory contains several points of English learning strategies such as: speaking, reading, writing and listening skills learning strategies. In learning English there is also a so-called part of the language, where the main topics are: grammar learning strategies, vocabulary learning strategies, and pronunciation learning strategies.

From the English learning strategy above, the researcher concludes that the strategy used by students in general is a "speaking" skill strategy, for example in an English learning strategy that students use is to practice speaking English with friends, then "reading" a skill learning strategy. such as for example often reading English books, then learning strategies for "writing" skills, for example with students learning to make English sentences, and finally learning strategies for "listening" skills for example, such as when students listen to English songs, and watch English learning videos or films. which has English subtitles.

From the results of the discussion above, this research is in accordance with the explanation of research conducted by Fatimah and Sari (2018, p. 111) which states that "The use of various innovative techniques and methods can create a conducive learning atmosphere. Through a dynamic learning process, it is hoped that a patterned form of oral communication will be created through listening, speaking, reading and writing skills.

The next English learning strategy used by students in theory is a vocabulary learning strategy, as explained in the interview results in table 6.6 about the English learning strategy used by students is memorizing vocabulary. Then students also use grammar learning strategies, for example in the results of interviews students use tenses learning strategies and learn to make sentences when they want to learn and master English. Then the last English learning strategy used by students in theory or in general is a pronunciation learning strategy, where in learning English students use learning strategies by listening to songs in English, and watching movies with English subtitles.

CONCLUSION

English learning strategies for students while studying at Islamic boarding schools are memorizing vocabulary, learning to make sentences from memorized vocabulary, learning tenses and grammar, tutoring or taking English courses, and practicing speaking in English. From some of the strategies that have been mentioned, not all students use these strategies, but there are some students who use them and there are also some students who do not use the strategies that have been mentioned.

Students' English learning strategies when entering college at STKIP Paracendekia NW Sumbawa are memorizing vocabulary, learning to make sentences in English, learning tenses, grammar, practicing speaking with friends, listening to English songs, watching English learning videos or films with subtitles English, often read English books, create WA chat groups, and also follow IG or English-based channels. From the strategies that have been mentioned, almost all

STKIP Paracendekia NW Sumbawa students use this strategy, because when entering college students will get more knowledge or learning strategies either from themselves, from lecturers, from friends, or from the field.

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