

**Students' Attitude Towards English Language Teaching and Learning in  
Islamic Boarding School**

**(A Mixed-method Research at Pondok Pesantren Darussalam Sengkubang)**

**A THESIS**

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## **ABSTRACT**

**SONIA APRILIA (2024) STUDENTS' ATTITUDE TOWARDS ENGLISH LANGUAGE TEACHING AND LEARNING IN ISLAMIC BOARDING SCHOOL** (A Mixed-method Research at Pondok Pesantren Darussalam Sengkubang), Teacher Training and Education Faculty of Universitas Tanjungpura academic year 2024/2025)

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*This study aimed to investigate the attitude of 91 students in grade XI towards English language teaching and learning (ELTL) in one of the biggest Islamic boarding schools in West Kalimantan, Pondok Pesantren Darussalam Sengkubang. Through a mixed-method study, this study explored students' attitudes on the affective components of anxiety, enthusiasm, and shyness when participating in the ELTL at an Islamic boarding school. In this study, the researcher used a questionnaire with a total of 17 statements as primary data adapted from Richards (2015) with a Likert 4 scale ranging from "strongly agree" to "strongly disagree" and unstructured interview as the data validity.*

*In this research, the factor that dominantly occurs among the students is enthusiasm, where students feel happy and proud of the opportunity to learn and are enthusiastic about learning English at a score of 73%. The final result showed that the attitude of students towards ELTL in Islamic boarding schools was at 70 %, so the overall students' attitude toward ELTL in Islamic boarding schools are in a good criteria based on the range scale. However, this study did not conclude that the students are proficient in English in daily life and academic fields.*

**Keywords : Attitude, Affective factor, EFL students, English teaching and learning. Islamic Boarding School**

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

In the realm of English Language Teaching and Learning (ELTL), attitude is recognized as a significant individual factor that can shape students' willingness, motivation levels, and overall success in language acquisition. Petty & Krosnick (2014, p. 3) assert that “attitude influences information processing and judgment,” suggesting that an individual’s cognitive framework determines the retention of information and the subsequent decision-making process. Furthermore, attitudes play a crucial role in guiding behavior; a dominant attitude is likely to incite action, in contrast to a weaker attitude. Thus, in the context of ELTL, a learner's attitude fundamentally impacts their behavioral responses, engagement, and ultimately their level of comprehension and educational success.

The teaching of foreign languages can commence at an early age, contingent upon a country's recognition of the language's value to its populace. In Indonesia, for instance, English is regarded as a critical foreign language, introduced to students at the primary level and mandated from junior high through to university (Faridatuunnisa, 2020). The significance of foreign language education is further amplified in certain private educational institutions, which adopt global standards that encompass additional languages such as Mandarin, Arabic, Japanese, and others.

In Islamic educational institutions, or pesantren, the implementation of global standards also extends to language instruction, with English language education occurring concurrently with Arabic instruction. Both languages, along with the Indonesian language, facilitate daily communication among educators and students, particularly in the context of imparting Islamic tenets related to faith, piety, and ethics through both formal and informal educational programs (Fitri, 2023).

The necessity for foreign language instruction, particularly regarding English language education, has become imperative within the broader scope of global education. Graduates of such programs are expected to be equipped to navigate the

challenges of globalization. Supporting this perspective, Liton (2024) indicates that competence in English communication is paramount across various sectors, especially in the rapidly evolving economic landscape of globalization. Such competencies are instrumental in fostering international relations, which unify individuals and institutions from diverse cultural backgrounds, as well as enhancing career development opportunities and potential income.

A pertinent example of an Islamic boarding school that incorporates English as a compulsory subject is Pondok Pesantren (Ponpes) Darussalam Sengkubang. Established on July 25, 1992, by H. Abdullah Alie, HM. Yunus Nazam, and KH. Tusirina Rasyid, this institution is situated on Jalan Raya Sengkubang in Mempawah Hilir, Mempawah Regency, and is recognized as one of the most prominent and esteemed Islamic boarding schools in West Kalimantan.

Preliminary observations conducted by the researcher during a pilot study in the fifth semester revealed significant applications of English within the institution. Firstly, the slogan "Islam is the Way of Life and Rahmatan lil'Alamin" underscores the integration of English into the school's culture. Students are encouraged to utilize foreign languages primarily English, along with Arabic in their daily interactions and academic activities, encompassing both religious and extracurricular contexts. This initiative aims to ensure that students acquire foreign language proficiency at Pondok Pesantren Darussalam Sengkubang, ultimately reflecting the institution's distinctive educational ethos.

Moreover, the ELTL process at this Islamic boarding school transcends traditional classroom instruction; it is also facilitated through independent extracurricular initiatives. These programs include Mufrodat (vocabulary building), Darussalam Best English Speaker (D-BEST), and Muhadharoh (multilingual speeches in Arabic, Indonesian, and English). The institution has garnered recognition for its endeavors in English language proficiency, securing accolades in events such as the English speech competition at the Pekan Olahraga dan Seni antar Pondok Pesantren Nasional (POSPENAS II) held in Palembang (Nursufi, 2023).

Given the Islamic foundation of the school, Arabic language instruction is prioritized and allocated a substantial proportion of the curriculum, with twelve

hours of study per week. Instruction includes two hours dedicated to a specialized Arabic language class and two hours each in five Islamic subjects such as muthola'ah, tafsir, nahwu, shorof, Qurdis, and mahfudzot. Furthermore, the interaction among teachers and between teachers and students frequently incorporates code-switching and code-mixing across three languages (Arabic, English, and Indonesian). For instance, a teacher may conduct a lesson in Arabic, transition to English, and subsequently provide translations in Indonesian, demonstrating the multilingual engagement inherent in the educational environment.

Based on some of the evidence presented by the researcher above, it can be concluded that there is a very positive attitude toward the teaching and learning English from both the principle and the teacher of Ponpes Darussalam Sengkubang.

This research conducted because the researcher found several things. First, the daily routine of students is already busy with teaching Islamic religion and Arabic at the school which makes the time and energy for teaching English limited because mostly students are busy with Arabic for twelve hours and English learning only in three hours in a week. With a greater focus on religious activities, students have limited time and energy to develop English language skills and experience minimal exposure to the language. Second, there are difficulties faced by students in switching languages. Learning several languages simultaneously can be difficult for students. This can create obstacles in understanding, using, and applying English if students are more accustomed to Arabic or have little time to focus on English.

Next, there are technological limitations in the Islamic boarding school environment. If we compare it with schools in Indonesia, students in state schools can play with internet technology via smartphones at home. Meanwhile, students in Islamic boarding schools must stay and are not encouraged to use communication tools to access information. This can be one of the problems faced by students in Islamic boarding schools in accessing the learning materials they need if the English learning facilities are not good enough.

This research is important to identify and understand because attitude is the first factor that can influence students' willingness to learn, which affects their

learning outcomes. The various problems faced by students at the Darussalam Sengkubang Islamic Boarding School in learning English. With a higher priority on teaching Islamic religion and Arabic and a busy routine, time and resources for English are limited. Difficulty in switching languages and technological limitations are also significant obstacles faced by students.. Through this research, it is hoped that effective solutions can be found to improve students' English skills so that they can support their success in a global context without neglecting the importance of religious education.

Several studies have examined students' attitudes towards English language teaching and learning in Islamic boarding schools. First, Jaliya & Faizah (2017) studied the attitudes of students studying English as a foreign language at Pondok Pesantren Assa'dah Banten towards their English language proficiency. This research used a mixed-method research design through semi-structured interviews with 12 students. They concluded despite students generally having a positive attitude towards English Language Teaching and Learning (ELTL) in Islamic boarding schools, they face challenges such as difficulties in pronunciation due to the significant differences between their native language and English, and limited vocabulary. However, this positive attitude cannot be the only reason that shows that they are proficient in English.

Similar research was also conducted by Utami et al., (2020) on 49 students of grade 11 in Pondok Pesantren Jawa Timur. These students comprised 30 High Achievement Classes (HAC) and 19 Low Achievement Classes (LAC). Each student had lived in the dormitory for at least five years. The study utilized a mixed method using an explanatory sequential design. A questionnaire was used to obtain linguistic components, namely affective, cognitive, and conative language attitude components. The findings were that the language attitudes of HAC and LAC students mainly were positive (91.83%) in these three aspects. However, they have different language attitudes (8.17%), measured based on the minimum criteria of learning completeness. Students have positive attitudes such as feeling proud of the opportunity to learn, enthusiastic and happy in participating in the ELTL process in Islamic boarding school.

Furthermore, there was research conducted by Ardila (2022) at SMP Islam 2 Amuntai, North Sungai Hulu Regency, South Kalimantan. The study employed a survey to 125 grade 8 students. The study found that the students' attitudes were divided into three aspects, namely behavioral, cognitive, and affective. The results further showed that students had positive attitudes (3.50%) from behavioral aspects (3.66%), cognitive aspects (3.58%), and affective aspects (3.36%). This research also concluded that the majority of students have positive attitudes on the behavioral aspect and neutral on the affective aspect, and they were confident in their abilities so that students overall felt calm and had low levels of anxiety when the English language learning. However, the study revealed that, in general, the students have a positive attitude towards English teaching and learning at the school.

The previous studies indicate that students' positive views and attitudes can significantly motivate their English language learning within an Islamic boarding school setting. Most research has analyzed students' attitudes through the lens of affective, cognitive, and behavioral components. However, this recent study specifically emphasizes the affective component, focusing on students' attitudes from an emotional perspective.

Utilizing a mixed-method design, data was gathered through a questionnaire to obtain in-depth insights. The researcher also conducted unstructured interviews with students for data triangulation. Titled "Student Attitude Towards English Language Teaching and Learning in Islamic Boarding School (A Mixed-method Research at Pondok Pesantren Darussalam Sengkubang)," this study delves deeper into students' attitudes throughout the English learning process. Additionally, it seeks to understand the experiences of students and the factors influencing their attitudes towards learning English in this educational setting.

## **1.2 Research Questions**

1. What is students' attitude towards English language teaching in Islamic boarding school?
2. Which affective factor dominantly occur among the students in English language teaching and learning in Islamic boarding school?

## **1.3 Research Purposes**

1. This research aims to describe students' attitudes through affective factors toward learning and teaching English in Islamic boarding school.
2. To know which affective factor dominantly occur among the students in English language teaching and learning in Islamic boarding school.

## **1.4 Significances**

This research study holds significant theoretical and practical implications. Theoretically, it aims to enhance our understanding of the dynamics of English language acquisition and instruction within the context of Islamic boarding schools, which may diverge in substantial ways from the paradigms established in public education settings. By analyzing students' attitudes toward English language learning, this study aspires to inform and refine existing theories regarding English as a Foreign Language (EFL) acquisition, particularly focusing on how the unique characteristics of religious educational environments influence this learning process.

Practically, the findings of this research are anticipated to provide actionable insights for various stakeholders, including educators, administrative personnel, policymakers in the field of education, and future researchers. The data garnered from this study can be instrumental in enhancing pedagogical approaches to English language instruction in Islamic boarding schools, facilitating the design of more effective educational programs, and pinpointing specific areas necessitating improvement. Furthermore, this research seeks to contribute to the development of English language learning curricula that resonate with the cultural values and educational ethos of Islamic boarding schools, thereby fostering greater student motivation and relevancy in the learning process.

In summary, this study possesses the potential to advance both the theoretical frameworks surrounding English language education in Islamic boarding school contexts and the practical methodologies employed in teaching and learning English within these unique educational environments. Scope and Limitations

This research focuses on students' attitudes towards ELTL through the process and implementation in Islamic boarding schools. The study aims to understand students' attitudes, focusing on affective aspects only. Even though attitude generally consists of three main components: affective (emotions and feelings), cognitive (beliefs and thoughts), and conative (tendency to act), this research deliberately chose to examine affective aspects only.

This is because the research want to gain in-depth insight into students' feelings and emotions towards ELTL in Islamic boarding school. finally, this study founded the dominantly factor occur among the students

There is literature that suggests that attitude research can be carried out by focusing on a single component, namely Oskam and Schultz (2005), in their book entitled "Attitudes and Opinions," explain that certain attitudes do not always have these three distinguishable aspects. Therefore, research can focus on one component of attitude that can provide specific insights relevant to the research objectives. In the context of education in Islamic boarding schools, students' feelings and emotions can greatly influence motivation and interest in learning. By understanding the affective component, insight can be gained about anxiety, enthusiasm, and shyness that might affect students' attitude towards the English language teaching and learning process.

### **1.5 Scope and Limitations**

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## **1.6 Terminology**

The study provides definitions of the terms used in the research to clarify the meanings.

### **1.6.1 Attitude**

Generally attitude is thoughts (cognitive component), feelings (affective component), and behaviour (conative components) toward some given object (Shank & Lyberger, (2015). ). According to Simamora (2002), attitude is an expression of feelings (inner feelings) that reflect whether someone is happy, likes, dislikes, and agrees or disagrees with an object. In this research, attitude means the emotional condition of students based on affective components which consist of three factors, they are anxiety, enthusiasm and shyness which are obtained through experience and the process (Richards, 2015) is it negative or positive thus influencing their response to learning English in the Islamic boarding school environment.

### **1.6.2 Affective Factor**

According to Oskamp & Schlutz (2005), affective refers to feeling and emotion towards object. While according to Arnold (1999) affective can be described as aspects of emotion, feeling, or mood that have an impact on

someone's behavior. So, in the context of the this research, affective factors is one of the attitude components that is in the emotional domain which has an influence on behaviour and actions.

### **1.6.3 *Pondok Pesantren* (Islamic boarding school)**

Harahap & Zainuddin (2023, p. 578) state that “*Pondok Pesantren* is a type of educational institution that grows and develops in a traditional community environment to explore Islamic religious knowledge and practice it as a guide for daily life”.

### **1.6.4 Environment**

According to E.J. Ross in Mukhopadhyay ( 2016), the environment is an external force that influences human. In this research, attitude is directly related to environmental psychology. Steg et al., (2012) state that environmental psychology is a science that studies interactions between individuals and the natural and artificial environment. This means that environmental psychology examines the influence of the environment on experience, behavior, well-being, and how to encourage action, for example, regarding Islamic boarding schools. In this case, the researcher defines the environment here as how the conditions, rules, interactions, and daily life in Islamic boarding schools and the lives around students can influence their attitudes toward the ELTL process in Islamic boarding schools.