

INVESTIGATING INTERACTIONAL ACTIVITIES PROMOTING ENGLISH LEARNING AT ATTARBIYATUL ISLAMIYAH ISLAMIC BOARDING SCHOOL IN PAITON PROBOLINGGO

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Abstract

This study was conducted to find out the interactional activities happening in both outside and inside classroom at Attarbiyatul Islamiyah Islamic Boarding School in Paiton Probolinggo. This study used descriptive case study. Two English teachers and two students were selected as the source data through interview session. Observation by taking field notes and documentation were conducted to collect more information. The writer analyzed the collected data descriptively through three-stage models; data reduction, data display, and conclusion. Findings yielded three main interactional activities; two interactional activities outside the classroom and interactional activities happening inside the classroom. Face to face conversation which were conducted daily every after Subuh and Midday prayer by making two lines of prayers' participants facing each other practicing English speaking of any topics. Delivering English speech which was conducted weekly trained students using English in front of public. Interactional activities happening inside the classroom happening by joining the English learning activities with the English teachers focusing on structural development and also still speaking ability performances. The writer can conclude that the daily uses of English as the language target successfully promoted the English learning mainly forming the speaking habit.

Keywords: Interactional activity, English learning, Islamic boarding school

INTRODUCTION

English is now becoming the world language. People from all over the world learning to use it in communications. The needs to learn foreign language to communicate and spread the information around the world has been increasing rapidly (Yursteven, Altun, and Aydin, 2015). Meanwhile, Bordia, Wales, Pittan, and Gallois (2006) declared that English has also become a language of international importance. The writer can come to state that people who have competence in English can conquer the world. English plays its important role in almost all sides of life; economic, politic, education, etc. Therefore, the teaching of English in Indonesia

was started to be taught since the elementary level. Yet, one of factors creating the successful learners in the learning interactions between teacher and students and student-student. The term of interaction, essential for both language learners and teachers, has gained considerable attention in the last few decades with the motto that the best way to learn a language is to interact (Petek, 2012). Interactions happening among students and teacher-student helped the successful learning a lot mainly the interactions orally using the target language, English.

Studies discussing the interactions and interaction strategies in English learning are stated by the writer on his study. First study conducted by Xuerong (2012) investigating excellent English teachers of college in China. It was conducted to identify the excellent teachers' strategies to create an interactive classroom. The study involved three college English teachers who demonstrated class for different textbooks to non-English major students and 157 students as the amount of the students. The finding unveiled that the excellent teachers used some classroom strategies to stimulate the students to speak during the classroom learning activities to create an interactive learning. An interactive learning will encourage the students to involve themselves in delivering questions, answering questions, and giving additional ideas. As the result, they could improve the language learned with the teacher in the class. This study helped the writer finding theory that the successful learning is all about how care the teacher inviting the students totally involved during the teaching and learning activities. As shown from one of this study results that delivering the students questions regarding the learning topic helped the students much checking their understanding during the class.

One more study implemented by Suryati (2015) at lower secondary schools investigating the classroom interaction strategies which involved 18 English teachers from lower secondary school in Malang. 30 lessons taught by 18 teachers were observed on this study. The finding revealed that much of the teacher-student interaction centered on the materials mode, skill and system mode. The most frequent strategies were initiation response feedback (IRF) patterns, display questions, teacher echo, and extended teacher turns, while the students' extended were rare. Knowing this study findings, the writer wants to declare that the active participation of the students during the learning must be paid attention. As a good teacher, she/he must guide the learning into an active learning from both teacher and students. For example, a teacher will give chance and guide the students to deliver a question, answering question, and give ideas related to the learning topic. This study gives the writer references that the interaction strategies employed by English teachers should mainly focus on also how students got involved during the study using the four

gained findings on this study. The interaction strategies mostly about the oral interaction strategies using the language target.

The last study coming from Mr. Tahir (2017) which the study was about multilingual teaching and learning at pesantren schools in Indonesia. This study was aiming at determining the approach of multilingual teaching and learning used by language teachers in pesantren and how they implemented the multilingual teaching approach itself. The study was done at Pesantren IMMIM, Pondok Madinah, and Pesantren Darul Arqam Muhammadiyah Gombara in Makasar. The pesantren or Islamic boarding school applied the use of two foreign languages: Arabic and English. 15 language teachers were the subject; 6 English teachers and 9 Arabic teachers. After doing the data collection using observation, interview, and documentation, the data yielded that the teachers were not conscious of the approach that they used in multilingual teaching at the pesantren, and the implementation of multilingual teaching at pesantren consisted of four main specific teaching strategies, namely teacher-student communication, student-student relationships, daily routines, and language-group time activities. This study done by Mr. Tahir helped the writer of this study raising his idea of problem statement to be studied with the gap he wished to gain the findings as new references for both English teachers and English learning institutions in Indonesia. When Mr. Tahir conducted his study in 2017 was focusing on how multilingual teaching and learning approach affected the successful learning outcomes in pesantren schools, the writer of this study then attempts to raise his idea to investigate the interactional activities happening in both outside and inside the classroom in pesantren. The pesantren that this study writer chose as the English learning institution to hold the study was Attarbiyatul Islamiyah Islamic Boarding School in Paiton Probolinggo. This Islamic boarding school/pesantren applied only English for both students and teachers who stay at this Islamic boarding school in their daily communications. Therefore, the writer came to know and gain as much as information regarding the interactional activities in both outside and inside the classroom which promoted the English learning and formed the habit of communicating English in their daily activities. The writer wished the findings of this study could become new references for both English teachers and English learning institutions; formal and informal institutions in Indonesia.

METHOD

The research design of this study was descriptive qualitative. Descriptive design was suitable to be applied in this study since it aimed to obtain and collect as much as information about the nature status of the phenomena. The kind of qualitative study that was used in this study was a case study. The researcher used case study on this study since the researcher collected the needed information on this study by

involving himself during the interactional activities happening at this Islamic boarding school. Yet, the researcher focused and gather the information regarding on the interactions happening among the students and teachers which promoted the English learning. Ary, Jacobs, Sorensen, and Rezavieh (2006) defined a case study is a type of ethnographic study that focuses on a single unit, such as one individual, one group, one organization, or one program. This design was considered by the researcher to gather permanent data concerning with the investigation of the interactional activities that promoted English learning at Attarbiyatul Islamiyah Islamic Boarding School in PaitonProbolinggo. As this Islamic boarding school is known as successful place in creating the successful learners of English. Successful learners here mean the students could use the English in their daily communications well. The Islamic boarding school obligated the whole students and teachers to use English only in their daily interactions. Therefore, both teachers and students finally formed the habit to speak in English. All in all, this study focused on investigating the interactional activities promoting English learning at Attarbiyatul Islamiyah Islamic Boarding School in PaitonProbolinggo.

The source data of this study is the English teachers and the students at this Islamic boarding school. The researcher selected two English teachers and two students as the interviewee at this Islamic boarding school. These two English teachers are those who were selected by the owner of this Islamic boarding school due to the English mastery in both theory and practice/daily English-speaking use. English mastery in both theory and practice here mean they already master the English structures and the use itself in speaking correctly. These English teachers have been staying for more than 5 years at this Islamic boarding school which it means they learned earlier than the other students, and they were finally selected becoming the teachers at this Islamic boarding school. English teachers were not selected by the owner due to the length of the time staying and learning at this Islamic boarding school only, but also depending on their knowledge and skills during the stay at this Islamic boarding school. Meanwhile, two selected students as the interviewee at this Islamic boarding school were those who are having the study in university level and have been staying there for 3 years. It means the researcher selected these students as the interviewee representing the other students since they should have known the details of the Islamic boarding school mainly about those interactional activities which promoted English learning at this Islamic boarding school. Both selected English teachers and students were selected by the researcher to gain the information about

the interactional activities in both inside and outside the classroom which promoted the English learning at this Islamic boarding school.

The interactional activities of inside and outside the classroom which promoted English learning at this Islamic boarding school became the focus of this study. So, the researcher conducted the study to gain the interactional activities information of this Islamic boarding involving the whole students and teachers which promoted the English learning and form their habit in using English on their daily activities. An unstructured interview was used to gain the information from both two selected English teachers and students regarding on the interactions of both outside and inside the classroom which promoted the English learning. Observation by taking field notes was conducted which helped the researcher to collect the information regarding to how the interactional activities were carried out and promoted the English learning at this Islamic boarding school. Documentation was carried out in the purpose of collecting data in form of videos, pictures, and recordings. Furthermore, the researcher analyzed the data descriptively through three-stage models, namely data reduction, data display, and verification/conclusion.

RESULTS AND DISCUSSION

From the data analysis, the writer gained the findings that based on the interview results gained from two English teachers, it was said that the use of English at this Islamic boarding school on their daily activities is not a must for those new students or santri who have been staying there less than 3 months. Yet, it still meant new students could speak English by mixing the words that they didn't know with another language; Maduraness or Indonesian when talking to other students, but the student whom the new student talked to had to share the English words after. By this way, the new students got much help to enlarge the vocabulary mastery by keeping talking of any topics to other students or senior or teachers at this Islamic boarding school.

An English teacher, from the interview session, he shared that one activity called "face to face conversation" is always conducted every after Midday prayer. It is as a daily routine which was conducted daily at this Islamic boarding school. It was conducted by the whole students and teachers who joint the prayer at the mosque. Once the Midday prayer was performed, the whole students and teachers of every two lines, they should stand up and face to another student/teacher behind them as

the partner. Each couple did the practice of doing English conversation by giving a question and answer of any things they wanted to speak about. It was aimed at enlarging their vocabulary mastery, applying the language structures in English that they have learned and to fluent their ability to speak and pronounce English words. They usually spoke about their activities at schools, what homework they had, what they wanted to do after performing prayer, etc. During the performance of conversations, it always happened like one student who found difficulties to say words or to say sentences in correct English, so the partner shared the knowledge or if the partner also didn't know, a teacher next to was asked about the answer or corrections. This activity trained the students much to fluent their ability to speak English. The same activity was also conducted every after down prayer. In addition, the interactional activities types happening at this daily routine activity on practicing to use English in speaking are happening between teacher-student and student-student.

He also reported that there was also an activity of conversation of face to face of every after Magrib prayer. It was conducted every two days a week: Monday and Thursday. The activity was the same of every two line of the prayer's congregation, they had to talk to each other of everything they wanted to talk within 10 minutes in English. It aimed the same to train their speaking ability and use of both English words and structures. This activity could be called as an effective activity since both students and teachers usually enlarged their vocabulary mastery from this activity. As the researcher stated above that this conversation could usually talk about a hot issue happening that time to be the idea of topic to talk and gain new words they didn't know in English. Every partner of every conversation session, they should always be new words that one student didn't know in English. This also trained much on constructing a question in English in a correct way.

Aside of learning to speak English and a regulation to speak English on the daily activities, the students also had activity to perform an English speech every Tuesday evening. This speech activity was conducted every after performing evening prayer. This speech activity was aimed at training the students to speak English in front of public/audiences in which the audiences were the other students and teachers. There were two students who got selected every week to deliver the speech. The students who got turn to perform the speech it meant they already constructed the speech content a week before about a given topic from the teacher. The topic could also be

from the student whose the topic idea was confirmed by the teachers since the topic was usually about the issue happening at that week. During the construction of the speech, the two selected students were having chances to do consultation with the English teachers or their friends concerning to the difficulties during they wrote the content like difficulties in finding the English words, the use of language structures, and about the content opinion itself before being delivered. During a week provided time, the students had time to construct and practice the speech in front of their friends to make sure they master the content and deliver the speech perfectly. During the practice in front their friends, they could also ask their friends' opinion and revision due to the mistakes they probably made especially about the pronunciation, intonation, etc.

The time of delivering the speech, the other students should pay attention to the speakers since the other students had to resume the speakers' speech by writing on the paper. After all speakers delivered the speech, some students who wanted to deliver a question about the speech, the time was given to support the interactions of speakers and other students. The given time after the speech delivery was not only about delivering questions, but it also welcomed some comments about the speech itself. Teachers who stayed at the last line of the chairs usually gave some revisions towards mistakes made by the students during the provided time on discussion after the speech. The teachers also commented the speakers' performance and English uses specially to support a better performance and avoid the same mistakes that could be made by the other students to the future.

Stating the interactional activity happening inside of classroom, students usually could choose to join was afternoon class which it was focused on the outside students who learned English in this Islamic boarding school. This Islamic boarding school named it as "English course". Outside students were those who learned English in this Islamic boarding school but they didn't stay in this Islamic boarding school. They also learned the same about learning to speak English and also the English structures in English. The learning happened like the English teacher was giving each student some questions and the students had to answer them in complete English orders, and it was usually about a hot issue and daily activities. For example: the teacher gave a question like "what time did you go home from school?", and the students had to answer "I went home at 01:30 pm instead of "at 01:30". This trained the students to communicate in English by answering a question in every meeting/class. For those

students who made mistakes in English structures or got difficulties of new words they didn't know in English, the teacher corrected the student, explained about this theory to the other whole students, and share the new words by writing them of both the English and Indonesian meaning, so that the other students' could enlarge their vocabulary and English knowledge in every class/meeting. Meanwhile, the students from this Islamic boarding school itself they could also join this class to help them develop the English speaking ability, enlarge their vocabulary, and English structures understanding. Furthermore, they could have chance to interact with the students from outside to share and practice more the English.

Attarbiyatul Islamiyah Islamic Boarding School is a modern Islamic boarding school which it has the regulation to obligate all the students and teachers to speak English in their daily activities. The obligation for all students and teachers to speak English is the regulation of this Islamic boarding school to help them form the habit to apply English in their daily communications. In other words, the learning was actually happening daily and every time as the whole students and teachers had to use English only in their communications. This regulation was totally confirmed by a previous scholar, Lin and Le (2014) who confirmed that informal learning usually occurs in daily life events, and by human senses, such as hearing, touch, taste, sight, etc., to experience the life events, and produce learning mode. Interactional activities which happened at this Islamic boarding school were observed by the researcher using the observation field note guidelines which the researcher constructed. More, interview activities helped the researcher to gain the information about the interactional activities promoting the English learning at this Islamic boarding school from both two selected English teachers and two students as the interviewee. The findings were found that there were three interactional activities which promoted the English learning at this Islamic boarding school. These three interactional activities were followed by the all students who stay at this Islamic boarding school. The interactional activities were; face to face conversation, English speech delivery, and interactions happening at classroom teaching.

First, face to face conversation was one of the interactional activities which was followed by the whole students and teachers who joint the prayer. This activity was done daily every after-midday prayer and down prayer time. It was also conducted every after Magrib prayer on every Monday and Thursday. This activity successfully promoted the English learning at this Islamic boarding school. The activity was carried

out by having one student to face another student as the partner of English-speaking practice. Through this activity, the students were trained a lot to speak English of any things during the 10 minutes provided. They usually talked about their school' homework, activities they would do after performing prayer, etc. They practiced a lot to construct questions in English, and they practiced a lot to answer the questions with both based on the grammatical rules they learned. The researcher saw this activity as a flexible activity in which students had good time and situation to develop their English since they should meet a word and grammatical rule that that didn't know to say and construct during the conversation. Another student who knew or the teacher who stayed nearby advised them regarding their difficulties they found during the conversation. Furthermore, the researcher could state that this activity showed a direct interaction between student-student and student-teacher in which the interaction happened communicatively using the target language. This finding is supported by a scholar, Petek (2012) who declared that the term of interaction, essential for both language learners and teachers, has gained considerable attention in the last few decades with the motto that the best way to learn a language is to interact. As the researcher got to know that the activity of face to face conversation happening at Attarbiyatul Islamiyah Islamic Boarding School in which this is an informal learning place for the students to develop the English, the researcher believed that this is a flexible and freedom activity joint by the whole students and teachers in the purpose of learning to speak English. This is as what was revealed by Eraut (2004) that informal learning atmosphere is much different from formal learning atmosphere which informal learning proposes greater flexibility and freedom.

Second, interactional activity which promoted the English learning at this Islamic boarding school, an activity was named as English speech delivery was conducted every after Tuesday evening. It was conducted by having two students every Tuesday evening which were selected by the teachers. This activity could successfully promote the English learning at this Islamic boarding school since beside of training the students to use English in front of public, but it created an interaction on how the other students had to listen carefully and resume the speech. Once the speech was delivered, the audiences in which the other students had to deliver a question to discuss about the speech. Therefore, the speaker should have to prepare the speech well including the correct uses of words and grammatical rules in the content of the speech with a week provided time given. The researcher believed that a week

preparation since the given topic to discuss on the speech was a good time period to make the student learn and compose a good speech as a good speaking performance is always caused by several conditions as sounded by Nation and Newton (2009) that performance conditions impact speaking performance, and these conditions involve time pressure, planning, the quality of performance, and the amount of support. The researcher could learn that a speech that was delivered by the two speakers of every week could help the audiences or other students gain new information and knowledge. A week time of speaker to prepare the speech; it included the text which had to discuss about the topic, the words to use, and grammatical rules before delivering it to the other students. This activity finally created also a direct interaction between the speaker with the other students and teacher when the time of delivering the speech. Teachers who usually stayed at the last line of the other students had the role to correct the speaker and other students' who produced mistakes in their communications during the given time of asking and answering questions towards the speech. This finding was confirmed by a previous scholar, Tuan & Mei (2015), who explained that learners speaking performance are influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking task.

Third, a classroom teaching and learning activity was also carried out in the afternoon time of every day at this Islamic boarding school. This class was joint by both students who stay and from outside of this Islamic boarding school. The classroom teaching and learning activity was carried out within 1,5 hours. Through this classroom teaching and learning activity, the students could learn more about the knowledge of grammatical rules and uses in English deeper with the teacher. Yet, a practice of speaking was also carried out in this class. The teacher was mostly spending the time by delivering questions asking daily routines and activities of the students in English, and the students should answer in English with correct grammatical uses. Once teacher found a mistake from the student regarding to the grammatical and word use, there the teacher spent the time to explain details about them. An interaction was effectively happening at this class since during the learning both teacher and the students applied English all the time. More, the activity of sharing the information and knowledge by the teacher was confirmed by Rido and Sari (2018) who stated that interaction in silent pattern where both teachers and students come into contact to share information and knowledge, especially in

language classroom. This finding could also confirm the researcher and the readers that the teaching and learning in classroom at least could resolve a problem happening to the students regarding on their difficulties in using and applying English in their communication as supported by Baker and Westrup (20013) who expressed that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinion about what to say, which vocabulary to apply, or how to use grammar accurately. Through the interactions happening during the learning, the teacher could help the students correct mistakes which student usually did when talking to others and to the teacher.

CONCLUSION

The researcher now comes into conclusions of this study through the findings that three main interactional activities which promoted the English learning at Attarbiyatul Islamiyah Islamic Boarding School in Paiton Probolinggo. Beside of the whole students had to speak English in their daily communications in which this regulation already helped them form the habit and ability to speak English, yet three main interactional activities; face to face conversation, delivering English speech, and having classroom teaching promote English learning at this Islamic boarding school.

The activity which created the interactions happened communicatively using English, face to face conversation, which was conducted daily every after performing prayer could successfully promote the English learning. Students did the English-speaking practice by constructing questions and answer within 10 minutes as provided time. Through this activity, students could enlarge their vocabulary and grammatical uses in speaking. This is an activity which gave the students flexibility and freedom to practice their English-speaking ability by asking and discussing of any things; school's activities, activities after performing prayer, homework from schools, etc. as long as they discussed them in English to fluent their speaking. Surely, during the conversation session, there should always difficulties they faced like words they didn't know to say in English and grammar rules to apply in their speaking, this part could help them learn and ask their friends or teachers who stayed nearby to share the knowledge. Another activity of delivering English speech was an activity which also created an interaction happening to students and teachers with the speakers as two selected students had to deliver the English speech with given topic of every Tuesday evening. This activity trained the students to construct a text with their own

words and opinion regarding the topic and to deliver in front of the other friends and teachers. A given time of delivering questions regarding to the speech and corrections from the teachers were conducted on this activity. It finally promoted the English learning in which beside the students could gain information from the speech, the students could also enlarge their English mastery of both vocabulary and grammatical uses from the speakers. The last interactional activity which the researcher found from this study was the classroom teachings. This is a class which was usually conducted every afternoon within 1,5 hours with an English teacher learning about English theory and practice it in speaking. Yet, the teacher trained the students of speaking English by delivering a question regarding on the students' daily activities or a topic given in the class. A discussion of the theory happening once the teacher found mistakes made by the students from their answers mainly about the mistake of grammatical uses and words uses in English.

Presenting the findings and followed by doing discussions towards them on this study, some suggestions are arising from the researcher for the Islamic boarding school and future researcher who would like to conduct research on the same field. For the Islamic boarding school itself, the regulation to apply English for the whole students in their daily communications, the focus on whether the whole students used English in their communication was still low done by the English teachers. It is suggested for the Islamic boarding school mainly the English teachers who also stayed there to stick an information on every corner of the Islamic boarding school buildings as the information for the whole students that they have obligation to speak English in their daily interactions among the students. The researcher found that some students still spoke another language when the teachers are far away from them, and it also happened when the practice of face to face conversation, some students still spoke in Maduraness and Indonesian when they got a word that they didn't know to say in English instead of asking friend or teacher next to. Meanwhile, a suggestion is addressed to future researcher who wants to conduct a research on the same field. It is suggested for the future researcher to conduct the study in another well-known informal English learning institution or Islamic boarding schools to gain more findings reference of interactional activities happening in the purpose of promoting English learning. As there are many pesantren or Islamic boarding school who are known as a successful learning place for students to develop the English, there should be more or another activities that helped them promoting the English

learning to help the students form the habit to speak English in daily communications and in specific purposes, this is really suggested for future researcher to investigate.

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