

TEACHERS' EXPERIENCES IN USING ENGLISH AS MEDIUM OF INSTRUCTION WHILE EXPLAINING "*KITAB KUNING*": CASE STUDY IN MALANG

MOCH. NUR CHOLIS MAJID¹, Muhammad Yunus², Dzul Fikri³

21901073059@unisma.ac.id¹, m.yunus@unisma.ac.id²,

dzulfikri@unisma.ac.id³.

Abstract: This abstract provides a concise summary of teachers' experiences using English as the medium of instruction to explain "*Kitab Kuning*," classical Islamic texts written in Arabic. The study explores the challenges faced in translating and conveying complex religious concepts from Arabic to English. Data were collected through interviews and observations of teachers in Islamic educational institutions. The findings highlight difficulties in finding equivalent terms in English, adapting teaching methods to cater to students' language proficiency, and the importance of cultural sensitivity in accurately conveying religious teachings. The study emphasizes the need for adequate support and training for teachers using English as the medium of instruction. Understanding their experiences can improve instructional practices and facilitate effective communication of religious teachings in multilingual contexts in Islamic education. This abstract summarizes the necessary English speaking skills for effectively explaining "*Kitab Kuning*," classical Islamic texts written in Arabic. Translating these texts into English while maintaining accuracy and clarity poses a unique challenge. The study examines specific skills such as vocabulary proficiency, pronunciation, grammar, and effective communication. Interviews and observations were conducted with individuals experienced in explaining "*Kitab Kuning*" in English.

Keywords: EMI (English as Medium Instruction), *Kitab Kuning*, Speaking Skill.

INTRODUCTION

Since English has long been an international language, the ability to communicate is one of the most important skills in learning English, allowing to disseminate information around the world. English is also a compulsory subject in

Islamic boarding schools. Islamic boarding schools are also known for their understanding religious studies with *kyai* (*religious leaders or people who lead Islamic boarding schools.*), in this case it has become a very important activity for the students. reciting the *kitab kuning* (*Arabic Islamic books or other language Islamic books which are references to Islamic scientific traditions in Islamic boarding schools*) is also an important lesson in the Islamic boarding school and how to explain the contents inside it is something that must be considered because it can affect the understanding of the students or the public who listens. (Mufidah, 2019).

EMI (English as Medium Interaction) also become one of method for teaching English in the Islamic boarding school with the explanation of *kitab kuning*, for fear of embarrassing their lack of English ability (e.g., in terms of language and grammar) in front of the students, EMI teachers frequently rely on the traditional lecture method (i.e., largely monologic practices for knowledge transmission) in the classroom. Due to the history of English as a colonizing language, which is seen as a danger to their own linguistic heritage and sense of cultural identity, some EMI teachers may also object to the idea of EMI. (Yuan, R., Chen, Y., & Peng, J. 2022)

So that way EMI become this method of learning in teaching *kitab kuning*, to combine the traditional lesson from Islamic boarding school and English language, and from this the student and also teacher know two lessons in the one of learning with the experience of the teacher that have studied about English and also the content of *kitab kuning*, EMI also become critical reflection in aiding professional development and belief transformation among language teachers. The instructor furthered his understanding of the significance of the effect these views had on his practice by studying and openly expressing his beliefs about the teaching and learning of English reading in Islamic boarding school when teaching *kitab kuning* with English. (Yuan, R., Chen, Y., & Peng, J. 2022)

A few years earlier, the strategy quantity of English speaking in the Islamic Boarding School Darul Hijrah Martapura which discussed (1) strategies for learning to speak English, (2) the quality of speaking English, and (3) donations. the quality of English speaking on English learning strategies. The description of

the speaking learning strategy also finds students' innovation learning strategies that are not contained in known theories. Data were collected with supporting instruments in the form of observation guidelines, electronic recording devices, field notes, observation guidelines, questionnaires, and interview guidelines. English Learning Activities at the Nurul Hidayah Islamic Boarding School Bantan in Improving Santri's Speaking Performance to investigate the English learning activities at Nurul Hidayah boarding school in developing students' speaking performance with their strengths and weaknesses (Yulistia, 2020). The boarding school already has a system and method of learning English that is quite good and effective in training students' English skills. Awareness and interest of students to speak English has grown. The language environment has been built. The weakness is that the number of personnel in language driving organizations is still inadequate compared to the total number of students. optimization of foreign language habitation program in modern Islamic boarding school Darunnajat Bumiayu Brebes, to describe the implementation of optimizing foreign language habituation programs in order to describe the implementation of the optimization of the foreign language habituation program at the Darunnajat Modern Islamic Boarding School Bumiayu Brebes that the optimization of the foreign language habituation program at the Darunnajat Modern Islamic Boarding School cannot be separated from the word management, especially in the direction function where this function is very important in optimizing the foreign language habituation program there, (Yulistia, 2020).

Most researchers examine the English speaking experienced by students in Islamic boarding schools that provide English as a means of daily conversation from various types of Islamic boarding schools, and all of them have different results, and there are also some who use qualitative and quantitative methods as research. Their design is about students who speak English to determine the results of their research.

As for this study, we will discuss how to apply English speaking or using EMI which is used in explaining the *kitab kuning* which is usually studied by students in Islamic boarding schools by the teacher's experience and student perception, and this research was also carried out at the Malang, Sukun Islamic

boarding school, which has a capacity of thousands of students, this activity conducted every 2 weeks so that the understanding of religious knowledge can be understood by foreign people who want to learn about religion more deeply, and this research will use qualitative research design.

METHOD

The research design of this study is case study of EMI (English as Medium Interaction) competence in speaking teachers grows through variations the strategies. The reason that I use case study in this research to investigate the phenomena that occur in real life and looking for the evidence about the result of my research, Flyvbjerg. (2011). The design of this study uses analysis from observations and interviews with several teachers who are used in the application of English speaking through the *kitab kuning* which is usually studied by students in Islamic boarding school activities, this design aims to find out how far teachers' understanding in English is to carry out the study of the *kitab kuning*, so that the reader can find out the problems in it and the solutions on how to overcome them, how far the English speaking is from the teachers whose main activity is the Koran (Aldurayheem, 2022). In this study involved 2 participant in conducting interviews, in which the age was around 21-22, both of them come from Gresik city, and both of them are studying in Islamic boarding school in Malang and studying in collage also, and both of the participants were teachers who use English as a medium of communication to explain the contents of *kitab kuning*, and for the teachers who explain through English, one from the English department itself is studying at Islamic boarding schools and the other one is from the Islamic family law department who can speak English, so that way they can explaining *kitab kuning* to the student.

This research is located in the Malang city in east java within the scope of a boarding school where students inside it often recite and understand or want to learn English and also the contents of the *kitab kuning* as a study that will be explained by the teachers using English, how far can they convey the contents of the *kitab kuning* by using the *kitab kuning* and also what problems in the activity, and then look for solutions to these problems so that the students can know how to overcome these problems.

This interview is usually followed by a keyword, agenda or list of topics to be covered in Interview. And to collect data, I will use Widodo, H. P. (2015) method. In order to be able to produce the data needed from this research, unstructured interviews will use questions that match this research, such as essay questions, but with provisions that are in order until the results are needed. or satisfied with the results of the interviews (Langley, 2020). The interview questions are developed from a literature review of implementation English speaking with using *kitab kuning* like: How is your process using English for application of *kitab kuning*?

In this study, I will use interviews and observation with the two participants it will be held approximately in between January until April. This interview uses unstructured interview until I get the result of this research. In order to understand the stories problems, I will use the participants' mother tongue in the interview (Langley, 2020).

After conducting the interview, I will use data analysis and the data will be analyzed using (Widodo, 2015). For observation I switched to being a participant observer in the learning setting. To learn more about any on- going events at the research site, I became involved in pedagogical curriculum activities to see experiences from the views of the participants. The central idea of participation was to delve into the experiences of social actors in the classroom and in the school. Taking on an insider position as a participant observer put me as a researcher in a vantage position as a member of the learning community, and in the interview sessions, I prepared questions, which guided this close inquiry in advance. Despite this. there was a great deal of scope for the interviews to follow the research participant agenda, with room to pursue unexpected aspects of information reported by the participants. These interviews explored important insight into the constructed realities or lived experiences of the participants regarding the design and use of the English language curriculum. In the interviews, audio recordings were used to capture or elicit data in greater detail and to facilitate easy and focused transcription as a tool for representing, analyzing, and interpreting talking or verbal data (Widodo, 2015).

Ensure that there are no obstacles during the interview session and examine the conditions of the participants, and provide directions so that they respond with

the feelings experienced during learning, because this research uses unstructured interviews where answers from participants will raise further questions so that researchers are satisfied with these answers in order to obtain accurate and satisfactory data in this study.

Before collecting data, I will explain in advance the system of the interview so that the participants understand and can answer correctly, and agree on free time for the participants so that it is not burdensome to answer or rush in answering. Before that there will also be an examination of the condition of the participants so that they are not disturbed during the interview. The interview process will be carried out one by one from the participants so that participants can freely answer questions.

FINDINGS AND DISSCUSSIONS

Before I go into the field to collect data, I do some preparation. The initial preparation made by the researcher was to develop an interview guide. Interview guidelines were prepared for reference in the data collection process. The interview guide consists of a number of questions to describe how social interaction is with the teacher or research subject.

In this study, researchers used the unstructured interview method. The use of this method allows researchers to follow up on interesting and important issues that arise during the interview. The use of this method allows researchers to obtain new information related to social interaction from English learning classes using the *kitab kuning*. Before the official data collection was carried out, the researchers first conducted observations and initial interviews in the field for one month, namely April 2023 which was held at the Islamic boarding school where the subjects lived in the city of Malang. This pre-data collection interview was conducted with two potential subjects. Both prospective subjects were obtained from interview record data.

Requests for willingness to become potential subjects of data collection are carried out by researchers directly. Initial interviews were conducted to get an overview of the situation and daily conditions of the prospective subject. When carrying out pre-data collection observations, the first meeting was also held with each subject.

Observation of English as Medium of Instruction

In the observation method I used observation first to find out the learning process of English as a teaching medium using *kitab kuning*, for the first time I made observations about naturalistic observation in general impressions as a review of the observations I used, such as the conditions of the learning place, the facial expressions of students when asking questions and also listening explanation from the teacher, students' responses about what was conveyed by the teacher at the end of the lesson about learning English as a teaching medium.

Before learning started all the coordinators placed their respective places, to guide students who needed help in understanding English and also if you have difficulty asking questions, after everyone is ready in their respective positions then the class starts, when class starts the students enter the class with enthusiasm and enthusiasm for learning, when the lesson begins the teacher opens the lesson by using English as a symbol that learning begins and also followed by a prayer before learning, after the teacher finished praying, the learning began, and when the teacher explained the lesson using English the students seemed to seriously listen to what the reader said, when in the explanation there were words that were difficult to understand then the coordinators or administrators tell the meaning of the explanation by using polite and friendly language so that it makes the students comfortable in learning and can learn English with a *pesantren* culture. In the classroom the teacher makes some jokes during the lesson so that the students don't bored in listening to the explanation of the material under study, and after the explanation is finished then the next session opens, namely questions and answers about what students have learned, and learning coordinators or administrators who have placed their positions also help students who have difficulty asking questions using English. This class is held for 45 minutes with 30 minutes divided to explain the material and 15 minutes is used for a question and answer session and if there is still time left, the seller will appoint one of the students to answer questions given by the buyer, or when there are no students. ask then the coach also does this method to save the remaining time.

Table of Part Naturalistic General Impressions of Observation

Part of Naturalistic General Impressions Observation	Details
Conditions of the learning place	The conditions of the learning are fun and also enjoyable to discuss about the material of learning, and if there are questions from student and don't know how to translation it, it will help by the guider beside.
The facial expressions of students when asking questions and also listening explanation from the teacher	The expressions of the student when learning so power full of spirit and enthusiasm when asking and interact to the teacher explanation, like discussion with friend but without all due respect.
Students' responses about what was conveyed by the teacher at the end of the lesson about learning English as a teaching medium interaction.	The responses of the student when teacher asking about the lesson of English as a teaching medium interaction is very unexpected because the answer are much of positive responses like, this lesson is much of English knowledge and how to explain with <i>kitab kuning</i> and if there is native speaker that want to know about Islam religion we can answer with English, because English is international language.

Teacher problems in English as medium instructions	most of them lack enough vocabulary so that before learning starts the subject does practice first about delivering using English in understanding students and also familiarizing them with English in order to increase students' understanding in English and also be able to discuss flexibly with the subject.
--	---

Interview of participant

The first subject, he has the pseudonym DA, he is a 24 year old male from Jember, During this interview session, we had difficulty doing it during the day in one of the rooms in the boarding school and I also carried out the bridging first to tell you what was being asked and also the process system for the interview which will be carried out in polite and straightforward language. without reducing the fear of the subject, then I explained that this interview used unstructured interviews to make it easier when collecting data and also being able to find concrete data. Before the interview began, the resource person seemed doubtful about communicating, but here I tried to dilute the atmosphere first so that when the interviewee was interviewed, I would get maximum results.

Teacher's confirmation of data

The resource person said that this learning started in 2019 with several students who had not yet reached tens of students:

"In the past, this learning was carried out when there was an initiative from children who wanted to learn English using kitab kuning, then we agreed to make this forum with the intention of studying together and educating our younger siblings' class so they can use English and also learn content. understanding of kitab kuning, so we combine Islamic boarding school culture with other learning such as English." (DA, April, 2023)

As said by the resource person, the beginning of this learning was due to the creative thinking of the students and also the administrators, so that all agreed with the results of the agreement and carried it out

together. and it was said by the sources that when the study started everything in the forum was required to get used to speaking English:

"Well besides that, here we learn to get used to speaking English, bro, when explaining and also wanting to ask questions in the forum, of course, so with this habit students can understand English little by little" (DA, April, 2023)

So in this class it is customary to use English in conversation in any form such as when asking questions or expressing opinions, so it is very likely that students are accustomed to using English as accustomed to using Indonesian.

Problems and solving

In all aspects of life there must be a problem, so I ask about the problems that exist in the learning forum, obstacles in learning and how to overcome them in this forum. The first problem is the lack of administrators who can be invited to work together to help students who need help communicating in English, either in the form of questions or expressing opinions, as stated by the source:

"For the problem itself, sometimes we have difficulty in not being personal in helping students who want to ask questions because there are many students who ask, and also sometimes students just want to follow the chapter that they are interested in listening to" (DA, April, 2023)

And not only that, there are problems that DA experiences when teaching, namely finding discussion chapters that are of interest to students so that students are active in learning and can also invite excitement in class.

To solve the problem, namely by recruiting members of the forum which will be used to help students who are having difficulties, or in other words accompanying students in learning English using the *kitab kuning*, as DA has said:

"Now here we have deliberations among the members to solve this problem by adding personnel who can use English fluently if they can to be able to speak"

"To understand the English language, we here understand better with the person alias knows him and also understands his abilities, so we only ask for his presence in the forum to help without any tests, like that, bro. And for the chapter we use the forum agreement to be discussed in the next class" (DA, April, 2023)

So here the DA tell about the sadness of members to be made companions by knowing or knowing people who can speak English or understand English so that they can help students who have difficulty when they want to express opinions in English.

Study preparation

Planning in teaching is also very important in teaching, so here I ask about the learning planning experienced by the DA sources, such as how do you plan your study preparation? then the DA responds with:

"For lesson planning, we only determine which chapters are in the language, so for example today is the thoahroh chapter, then later, then the bath chapter and so on or even in some events we explain the contents of the book fathul hizar to entice students to want to participate in forums, only in certain events certainly not often,"
"As for myself, I only review the contents of the chapter that I want to explain and also practice explaining the chapter using English, so when I find difficult vocabulary in English, I can look it up in the Google translate dictionary or an intermediary. others, who can help me, as well as asking friends who know better. More or less like that from me" (DA, April, 2023)

In the arguments that have been conveyed by the resource person or DA he explained that learning planning in general is following the chapters that have been determined by the forum, while for himself that is reviewing the contents of the chapters that have been determined and learning how to explain in English, so when finding difficult vocabulary, DA can look it up and learn more about interesting explanations using English.

Motivation to learn

Then I continued asking about the next question about what motivation made DA teach the *kitab kuning* using English, then he answered:

"For motivation, I just want to combine what students often learn here with English so they can use English well, at least it can be used for speaking, because language is for communication. My other goal is that maybe it can be used by other people. foreigners or foreigners when they want to study Islam if someone asks from one of us, the book can answer it "(DA, April, 2023)

In the explanation that has been explained by DA there is motivation from him to teach English with the *kitab kuning*, namely so that students can use English well, especially in communicating, because communication is the most important thing in language.

the second subject he has the pseudonym WD, he is a 24 year old male who comes from Gresik, The second research is not much different from the answers of the first researcher, so I don't need to write down the same problem points, so here I will give the differences between the first and second subjects.

In the second subject, what is different is the problem in mastering vocabulary so that and how to pronounce it correctly in English, but it has been given a solution by recording difficult vocabulary when learning to explain before

direct practice in learning and also listening to the correct reading in google translate to find out the correct pronunciation in English:

"My problem is not much different from DA, I also study here before the teaching practice takes place, namely by learning how to pronounce English correctly and also taking notes on vocabulary that I don't know when I practice explaining kitab kuning in English." (WD, April, 2023)

Therefore, the main key when we want to communicate is to have a lot of vocabulary that we know and also how to read correctly because if we are wrong in communicating it will actually make the other person misunderstand what we want to convey.

CONCLUSIONS AND SUGGESTIONS

This study discusses EMI (English as Medium Interaction) using the *kitab kuning* which has become a tradition of a *pesantren* which is taken from the experience of one of the teachers who teaches in Islamic boarding schools using the EMI method by using English to familiarize themselves and familiarize students in listening and speaking in English, while the EMI method itself is a method that explains a science using English. As this study focuses on the application of EMI in the context of a *pesantren*, there is limited previous research specifically addressing this topic. This study highlights the experience of teachers using English as a medium of instruction when explaining the *kitab kuning*. In teaching Islam, *kitab kuning* is one of the main sources used to study religious teachings. However, the use of English as a medium of instruction in this context may be a challenge for teachers. The findings of this study indicate that the use of English as a medium of instruction when explaining the *kitab kuning* has a significant impact on the teacher's experience. First, the use of English can enable wider access for students who have a strong English background or have the potential to improve students' overall English skills. Second, teachers who use English need to have a deep understanding of both the *kitab kuning* and English, so that they can convey the material effectively and accurately. While some researchers have explored the use of English within *pesantrens* as a means of communication to familiarize students with the language, there is still a gap when it comes to investigating this specific research area.

REFERENCE

- Albahiri, M. H., & Alhaj, A. A. M. (2020). Role of visual element in spoken English discourse: implications for YouTube technology in EFL classrooms. *Electronic Library*, 38(3), 531–544. <https://doi.org/10.1108/EL-07-2019-0172>
- Aldurayheem, A. (2022). The effectiveness of the general aptitude test in Saudi Arabia in predicting performance of English as a foreign language. *PSU Research Review*. <https://doi.org/10.1108/prr-01-2021-0002>
- Arif, T. Z. Z. Al, Sulistiyo, U., Ubaidillah, M. F., Handayani, R., Junining, E., & Yunus, M. (2022). A Look at Technology Use for English Language Learning from a Structural Equation Modeling Perspective. *Call-Ej*, 23(2 Special Issue), 18–37.
- Ayun, Q., & Yunus, M. (2017). The Efficacy of Reciprocal Teaching Method in Teaching Reading Comprehension to Efl Students. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, 2(2), pp. 134-146. <https://doi.org/10.24235/eltecho.v2i2.2174>
- Brutt-Griffler, J. (2017). English in the multilingual classroom: implications for research, policy and practice. *PSU Research Review*, 1(3), 216–228. <https://doi.org/10.1108/PRR-10-2017-0042>
- Flyvbjerg, B. (2011). Case Study. *The Sage Handbook of Qualitative Research*, 4th edition, Thousand Oaks, CA: Sage, 301-316.
- Helwani, A. H. S. I. A. (2020). Pembelajaran Kitab Kuning Di Pondok Pesantren Khusus Al-Halimy Sesela. *Ibtida'iy: Jurnal Prodi PGMI*, 5(2), 40-49.
- Iklima, P. S., Yunus, M., & Sholihah, F. A. (2020). The Effect of Previewing Text on Freshmen Reading. *Jurnal Ilmu Pendidikan*, 21 (2) pp. 1-10.
- Juriana, J. (2018). Pentingnya Penggunaan Bahasa Inggris dalam Komunikasi Dakwah pada Era Global. *Mawa'izh: Jurnal Dakwah Dan Pengembangan Sosial Kemanusiaan*, 8(2), 241–258. <https://doi.org/10.32923/maw.v8i2.773>
- Keagamaan, J., & Vol, P. (2021). 2 1, 2. 17(1), 14–30.
- Langley, A., & Meziani, N. (2020). Making interviews meaningful. *The Journal of Applied Behavioral Science*, 56(3), 370-391.

- Lian, A., & Yunus, M. (2018). Transformative reading pedagogies: Perspectives from Indonesia. International Conference The Future of Education (p. 1). Florance: The Future of Education 2019.
- Lim, L., & Bo, W. V. (2021). Evaluating the efficacy of English proficiency on initial semestral results for higher education L1 English speakers in a multilingual context. *Higher Education Evaluation and Development*, 15(2), 82–97. <https://doi.org/10.1108/heed-01-2021-0002>
- Mahfudh, A. A., & Mustofa, H. (2019). Klasifikasi Pemahaman Santri Dalam Pembelajaran Kitab Kuning Menggunakan Algoritma Naive Bayes Berbasis Forward Selection. *Walisongo Journal of Information Technology*, 1(2), 101. <https://doi.org/10.21580/wjit.2019.1.2.4529>
- Mehar Singh, M. K. (2019). Lecturers' views: Academic English language-related challenges among EFL international master students. *Journal of Applied Research in Higher Education*, 11(2), 295–309. <https://doi.org/10.1108/JARHE-07-2018-0117>
- Millah, M. N. (2019). *English Learning Strategy Based on Pesantren in Ma*. 07(2), 64–77.
- Mufidah, N. (2019). Strategi Belajar Dan Kualitas Bicara Bahasa Inggris Santri Banjar Di Pondok Pesantren Darul Hijrah Martapura. *Jurnal Pendidikan Dan Bahasa*, 3, 1–16.
- OPTIMALISASI PROGRAM PEMBIASAAN BERBAHASA ASING DI PONDOK PESANTREN MODERN DARUNNAJAT BUMIAYU BREBES SKRIPSI Diajukan Kepada Fakultas Tarbiyah dan Ilmu Keguruan IAIN Purwokerto Untuk Memenuhi Salah Satu Syarat Guna Memperoleh Gelar Sarjana Pendidikan (S . (2020).*
- Stranges, M. K. W., Ul Haq, S., & Dunn, D. G. (2014). Black-out test versus UV camera for corona inspection of HV motor stator endwindings. *IEEE Transactions on Industry Applications*, 50(5), 3135–3140. <https://doi.org/10.1109/TIA.2014.2306979>

- Widodo, H. P. (2015). *The development of vocational English materials from a social semiotic perspective: Participatory action research* (Doctoral dissertation).
- Yuan, R. (2021). Promoting English-as-a-medium-of-instruction (EMI) teacher development in higher education: What can language specialists do and become? *RELC Journal*, 0033688220980173.
- Yuan, R., Chen, Y., & Peng, J. (2022). Understanding university teachers' beliefs and practice in using English as a medium of instruction. *Teaching in Higher Education*, 27(2), 233-248.
- Yunus, M. (2015). Becoming Critical Thinkers: A Narrative Inquiry of Indonesian EFL Lecturers. *International Journal of English and Education*, Volume: 4, Issue:3, July 2015, 326-339.
- Yunus, M., & Ubaidillah, M. F. (2021). EFL teacher educators' experiences in teaching critical reading: evidence from Indonesia. *Journal on English as a Foreign Language*, 11(2), 422–441. <https://doi.org/10.23971/jefl.v11i2.3133>