

OPTIMIZING AND GUIDING ENGLISH LANGUAGE SKILLS FOR MALE STUDENTS AT ISLAMIC BOARDING SCHOOL

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Abstract

Students can study in non-formal schools as well as formal schools, such as by participating in training to improve their grasp of a lesson. However, being able to attend the course is unquestionably costly. Some of the kids hailed from low-income homes, found it difficult to balance their studies with their busy lives at Islamic boarding schools, lacked enthusiasm for studying English and lacked English language manuals other than school textbooks, among other symptoms. Therefore, the goal of this service activity is to help students at the As'adiyah Sengkang Islamic boarding school improve and guide their English skills. This service activity is conducted using a fun training style that includes games, singing, and short chats. The result of this service is that students' English skills have improved as a result of this optimization and guidance, as evidenced by an increase in students' average English scores from 78 on the initial test to 87 on the final test. It can be concluded that using the training and direct guidance method to improve students' English at the men's boarding school, As'adiyah Sengkang is an effective way to improve students' English.

Keywords: English Language Skill, Optimizing, Play and Fun Pattern

Introduction

English is an international language that is crucial to learn in this era of globalization since it is utilized as a tool for international communication (Warschauer, 2000; Guilherme, 2007; McKay, Hornberger, & McKay, 2012; Kramsch, 2014; Xu, 2018; Nguyen, Marlina, & Cao, 2021). In order for them to compete in the current era of globalization (Kramsch, 2014). In today's world, knowing English is a requirement. Because English will be extremely useful for students in the future, especially when dealing with the global economy, particularly the MEA (ASEAN Economic Community) (Choomthong, 2014; Silalahi, 2017; Nasution, 2018; Berlian, Vebrianto, & Syafaren, 2021), where the competition will undoubtedly increase and fluency in English will be required. This is why, in order to avoid students from losing confidence, studying English from a young age is strongly recommended.

One strategy to help students grasp English is to start teaching it at a young age as a means to prepare them for the future (Lucas, Villegas, & Freedson-Gonzalez, 2008; Calderón, Slavin, & Sanchez, 2011; Lo & Hew, 2017; Garton & Copland, 2018). This is because the sooner kids recognize and grasp a language, particularly a foreign language, the easier it will be for them to master the language at a higher educational level. As a result, the learning process in schools must be able to foster students' enthusiasm for studying English (Lamb, 2007; English & Kitsantas, 2013; Hung, 2015).

School is a location where students can work toward their goals through a variety of learning activities (Covington, 2000; Vennix, den Brok, & Taconis, 2018; Leithwood & Louis, 2021). As a

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result, a student should work hard and study properly. However, many students are inattentive and lethargic when it comes to studying, making learning materials tough to accept (Evans & Morrison, 2011; McMartin-Miller, 2014; Rahman, 2016; Diora & Rosa, 2020). There are various factors that contribute to students' lack of activity and boredom, including monotonous learning exercises are a lazy aspect of learning that causes students to lose interest (Pawlak, Zawodniak, & Kruk, 2020; Fansury, Januarty, & Ali Wira Rahman, 2020; Fitria et al., 2021). Students will quickly become bored if Smart Teachers use the same learning strategies, learning methods, or learning resources for an extended period of time. Students are no longer enthused about learning because they lack a feeling of curiosity. If students do not understand the goal of learning, they may become bored in class (Seifert, 2004; Little, 2012; Graciani Hidajat et al., 2020; Li, 2021). Many students go to school on a daily basis without a clear understanding of why they are required to attend. This forces students to attend school only on the basis of their physical abilities. There was no purpose in what he learned in class that stayed with him. Over time, this causes children to have difficulty learning or possibly refuse to study at all.

A lack of or absence of obstacles in learning is another source of boredom in learning (Pekrun et al., 2010; Zawodniak, Kruk, & Chumas, 2017; Nakamura, Darasawang, & Reinders, 2021; Hanina, Faiz, & Yuningsih, 2021). Students, for example, only listen to lectures or answer problems that have answers in the book. As a result, pupils do not have achievement goals that motivate them to put in the extra effort. Student sensory fatigue, student physical exhaustion, and student mental fatigue all contribute to students feeling lazy or bored while learning. Furthermore, environmental influences have a significant impact on student motivation to learn (Hallam, 2009; Wang & Reeves, 2007; Butler, 2015; Senjaya et al., 2020; Batubara et al., 2020; Hasbi et al., 2021). A monotonous classroom layout, for example, that lacks beautiful decorations or decorations, lacks illumination, has poor air circulation, or is noisy, is an example of an unfavorable atmosphere.

Based on these several factors, it may be determined that school-based learning is insufficient. Students must, however, be able to study alone and in groups outside of school, whether through courses, extra classes, or other means. According to pre-observation data, not many students at the As'adiyah Sengkang Islamic boarding school attend extra English studies outside of school. This is attributable to the student's family's economic status, which ranges from moderate to low. Furthermore, some students at Islamic boarding schools find it difficult to reconcile their academics with their hectic lives, while others are less interested in studying English because they believe it is difficult and because they lack English language manuals other than school textbooks.

As a result of the aforementioned circumstances, it is vital to maximize and guide male students on Islamic boarding school As'adiyah Sengkang in the form of English language training with various learning aspects outside of school. Students should not be subjected to rigorous and monotonous educational patterns. The pattern was used as a gaming pattern (play and fun).

Games are an excellent option since they are one of the few learning tools that are both entertaining and effective in preventing boredom throughout the teaching and learning process (Presnky, 2001; Yip & Kwan, 2006; Connolly, Stansfield, & Hainey, 2011; Yolageldili & Arikan, 2011; Koster, 2013). In educational units, the learning process is dynamic, inspiring, exciting, and demanding, motivating students to participate actively and allowing enough room for initiative, creativity, and freedom in accordance with students' talents, interests, and physical and

psychological development. This necessitates educators providing more engaging, enjoyable, and challenging learning experiences in order to boost learning activity and, as a result, student learning results. Educators must always give innovation in the classroom so that students' learning does not become routine and dull (Sawyer, 2006; Kırkgöz, 2008; Babadjanova, 2020). Educators serve as planners (determining the types of tasks that students must do), facilitators, and evaluators (providers of feedback and reinforcement).

Implementation Method

This service is implemented in numerous stages, including initial surveys and socialization, preparation, implementation, and evaluation which are carried out by assembling various items to be taught. This community work is carried out mostly by male students of the As'adiyah Sengkang Islamic boarding school. The following are the stages of this activity's implementation:

1. Preparation Stages

The IAI As'adiyah Sengkang Community Service Team visited the As'adiyah Sengkang male Islamic boarding school and met with the school's management to discuss the execution of the English language training program, as well as surveys and socializing relating to the activities to be carried out.

2. Implementation stages

The training was held in eight meetings, with information on the fundamentals of English and textbooks provided to students.

3. Evaluation Stages

At this stage, the assessment was carried out using an initial English proficiency test (pre-test) and an English language proficiency test after the program was completed (post-test), and participants' opinions regarding the training were solicited.

Results and Discussion

From June 2 through July 6, 2020, eight gatherings were held to perform community service. The goal of this service activity is to help students enhance their English skills through training at the As'adiyah male Islamic boarding school in Sengkang. This service activity is carried out in three stages: (1) activity preparation, (2) activity implementation, and (3) activity evaluation. The specifics of these activities are as follows:

Preparation for an Activity

A survey or pre-observation is the first step in preparing for this service activity. This was done to determine what conditions and opportunities may be followed to improve the English language skills of As'adiyah Sengkang's male pesantren pupils. The service team gives training guidance for students' English after cooperating with the boarding school management.

Implementation of an Activity

Partners receive English language coaching and training, as well as English textbooks, as part of this service activity. This English textbook is organized for students in a methodical, contextual, and acceptable manner. Projectors, laptop computers, and materials are used in this training. Junior high school students attended this course, which was held at the As'adiyah Sengkang Islamic boarding school facility.

In this stage, students learn the fundamentals of English through fun games such as daily activities, verbs used as nouns, collective nouns, some important words, part of human body, family and relatives, part of house, types of sport, types of disease, verbal idioms, antonyms, asking for directions, day in a week, month in a year, color idiom, american and british word, difference in spelling between american and british, american slank, and modal auxiliary.

Activity Evaluation

Evaluation is carried out in this service activity to reflect on the activities that have been carried out by expressing student thoughts about the training and evaluating the findings of the pre-test and post-test. The service team administered a pre-test to assess students' initial English capabilities and a post-test to assess students' abilities after participating in English instruction. Figure 1 depicts the outcomes of the pre-test and post-test.

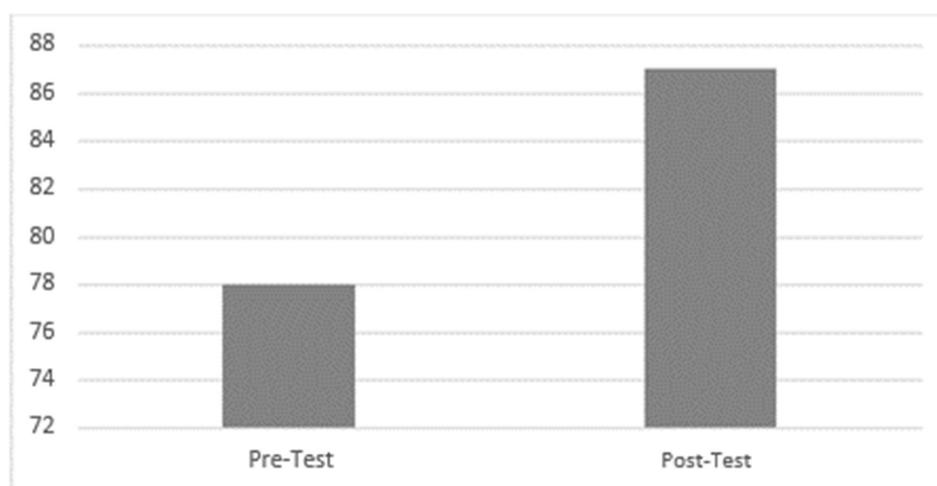


Figure 1. Results of Pre-Test and Post-Test

The implementation of this training exercise went off without a hitch. The students were ecstatic to be a part of this program. They are distinguished by their high presence and active participation in this activity. They also provide comments for this activity at the end so that similar activities might be continued because they truly experience the benefits of this exercise. Furthermore, the findings of the students' pre-test and post-test revealed a rise in the students' average English scores. The post-test average value climbed from 78 to 87 from the pre-test average value. It was found that they were able to optimize the English skills of the As'adiyah Sengkang Islamic Boarding School students through a pleasant game (play and fun).

Conclusions and Suggestions

Following is a conclusion based on the problem formulation and discussion above. The results obtained during the implementation of work programs the result of this service, namely the English language skills of male students of the As'adiyah Sengkang Islamic boarding school have improved with this guidance and training, as evidenced by the increase in the average English score of students from 78 in the initial test to 87 in the final test, it can be concluded that using the guidance and training method is an effective way to improve students' English language skills.

Technical and non-technical difficulties were encountered throughout the implementation of this service program. The students' ability to use English, which was still very lacking, the tutoring participants' presence, which was erratic due to weather factors and the COVID-19 pandemic conditions, as well as non-technical obstacles faced in the implementation of the tutoring program, namely the time, were the technical obstacles faced during the implementation of the tutoring program.

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