

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

THESIS

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ABSTRACT

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This study was conducted to find out the interactional activities happening at Attarbiyatul Islamiyah Islamic Boarding School in Paiton Probolinggo. The study just focused on the interactional activities happening in both inside and outside of this Islamic boarding school which promoted the English learning. This study used descriptive case study as the research design. Two English teachers and two students were selected as the interviewee on this study. They were interviewed as the data source regarding on the interactional activities of outside and inside the classroom which promoted the English learning at Attarbiyatul Islamiyah Islamic Boarding School. 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.

The findings yielded that three main interactional activities promoted the English learning at Attarbiyatul Islamiyah Islamic Boarding School; face to face conversation, English speech delivery, and classroom teaching. The interactions of students and teachers which happened on the face to face conversation session communicatively using English promoted the English learning at this Islamic boarding school. It helped the students improve their vocabulary mastery and the grammatical uses in their speaking. English speech delivery which was done every Tuesday evening didn't only helped the students to construct the text based on the given topic from the teachers, but it also helped the students to apply the English in front of public and heading to discuss the speech by answering the audiences' questions. It trained the students to apply English in correct grammatical uses and English words uses based on the discussions. Time to deliver and answer questions after the speech delivery helped the whole students learn and gain new knowledge of English instead of gaining an information about the speech itself only. The classroom teaching helped the students to learn more

about English grammatical uses and words uses based on the context. Yet, the direct interactions between the English teacher and the students didn't only discuss about the theory of English within 1,5 hours, but the students should apply the English speaking in the practice of the whole teaching and learning activities in the classroom.



CHAPTER I

INTRODUCTION

This chapter sets out background of the study, research question, objectives of the study, significance of the study, limitation of the study, and definition of the key terms.

1.1 Background of the Study

It is not an issue anymore that English is used in almost all countries in the world as both foreign and second language. As it is also called as an international language, the needs to learn foreign language to communicate and spread the information around the world has been increasing rapidly (Yurtseven, Altun, and Aydin, 2015). Meanwhile, Bordia, Wales, Pittan, and Gallois (2006) declared that English has also becomes a language of international importance. From these two scholars, it is clearly stated that it is now the time for people all over the world to get competence to use English particularly to use it in communication. The writer might say that being able to communicate in English opens up the oppotunities to interact with other people internationally. International information and knowldge are easier to absord in today's era since they are written and shared in English. Therefore, the teaching and learning of English are currently needed. Now, Indonesian people feel that they need to study English (Silalahi, 2016). Theoretically and practically, the teaching of English can be done in both formal and informal class. Surely, an experienced English teacher is crucially needed for

the success of teaching and learning activities. Success of teaching and learning means the ability of the teacher to create an interactive learning which invites all the students involved actively in the learning. Experienced English teacher is a teacher who has been teaching English for long time with the best skills, abilities, and knowledge. In this case, the teacher's role to create an interactive learning to involve all the students in classroom. An interactive learning will involve the students fully in learning such as answering questions, giving ideaa, and asking for questions related to the learning topic. Therefore, a teacher plays an important role in the teaching of a language, a good interaction between the teacher and the students must be well formed. 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). Interaction in classroom between teacher and students happens communicatively by using the learned language. Then, the achievement of being able to master the language is well improved by the students.

Discussing about the interactive learning which affects the learning outcomes, a good classroom interaction strategies are mainly needed. Some previous studies which were conducted by some researchers which the studies were in the area of investigating classroom interaction strategies. Furthermore, some classroom interaction strategies types were used in these previous studies. A study was done 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. A study was also carried out Farahian and Rezaee (2012) on the investigation into classroom interaction of an EFL teacher's type of questions. This study invited an EFL teacher and 15 pre-intermediate EFL students. The study investigated the types of the questions which played an important role in teaching to affect the students' participation. The finding gained that the number of coded/display and yes/no questions outnumbered the open/referential questions. It also voiced that the silence of learners' reason might have been due to the ineffective questioning technique (s). A study of the same field was also developed by an Indonesian university student who was having the study at University of Kebangsaan Malaysia. Rido, Ibrahim, and Nambiar (2014) conducted the study in Indonesian Secondary Vocational School by investigating the EFL master teacher's classroom interaction strategies. This study investigated the 180 minutes of two teaching sessions of English lesson of grades 10 and 11. It yielded the findings that the master teacher used four types of interaction strategies; control of interaction or interaction management, elicitation or questioning, speech modification or feedback, and repairing or error treatment strategies. It was concluded that these four interaction strategies could bring the

learning activities into an active learning in which it involved all the students to participate in the learning.

A study employed by Suryati (2015) at lower secondary schools investigating the 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, asnwerring question, and give ideas related to the learning topic.

Another study conducted by 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 Pesantreen 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. The writer can conclude from this study that the strong practice of the learned language use itself in their daily routine communication one other might bring them being habit to use the language itself mainly in speaking. The environment created by the pesantren or Islamic boarding school itself supports the learners to improve their English ability. In other words, Islamic boarding school as an informal place to study English has also been creating successful learners through habit formation to use the language in communication. Some previous scholars' statement support the finding above that Eraut (2004) revealed that informal learning atmosphere is much different from formal learning atmosphere which informal learning process greater flexibility and freedom. As institution of education, Islamic boarding school also has a program of learning English as the way of communication in daily conversation (Efrizal, 2012). Meanwhile, Lin and Lee (2014) said 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. It means that the learning of English in informal place such as pesantren also contributes good reference in learning a foreign language in Indonesia and the world.

This study came to be conducted to investigate the interactional activities happening inside and outside of classroom at Attarbiyatul Islamiyah Islamic Boarding School in Paiton Probolinggo. The use of English for all the participants of both students and teachers is a compulsory regulation to be applied on their daily communications on their daily activities at this Islamic boarding school. Interactions surely happened among students and teachers daily at this Islamic boarding school. Several interactional activities which are scheduled daily and weekly in both inside and outside of classroom which aimed at promoting the English learning help the students improve their ability of using English correctly in their daily communications. The interactional activities which were happening have their own roles on the students' English improvement such as enlarging their vocabulary mastery, grammatical uses in speaking, and improvement on their pronunciations. The researcher found the gap of previous and the study that the researcher came up with is this Islamic boarding school applies the use of English on their daily communication on their daily activities which the interactional activities daily and weekly themselves become the activities of promoting learning English itself. Previous study focused on its teaching strategies on multilingual teaching in both inside and outside classroom which the use of Indonesian, Arabic, and English were observed, while this study focused on an Islamic boarding school which applied the use of English only on their daily communications, and the interactional activities of both inside and outside classroom that promoted the English learning. The focus on applying English only as the target language on their daily communication and interactions among them

help them improve the English easier and faster. Furthermore, this study findings will be the results of investigating interactional activities of both inside and outside the classroom that promoted the English learning at this Islamic boarding school.

To know more about Attarbiyatul Islamiyah Islamic Boarding School, its students consist of students from any levels; elementary to university students from several areas in Indonesia especially from Probolinggo. This place requires all the students to speak English in their daily communication after they have been joining the classes and staying there for 3 months. After 3 months joining the classes and learning naturally with the other students, students are able to produce simple sentences in their communication and daily English uses. Aside learning English theoretically in the classroom, the practice of applying the English in their daily communication and created environment which is a must to speak only English, students' have more time and freedom to improve their English ability. This Islamic boarding school plays an important role in education field especially in Indonesia. It can be a good model for both formal and informal English learning institutions to guide and bring the students into a good learning atmosphere which supports the use of the target language. Beside the interactive learning created by the English teacher, the daily use of English itself supports the implementation of the knowledge in the students' daily activities communication. Furthermore, the teaching of English in this place prepares the young generations to master English to face the world globalization. This place believes that teaching the students theory only is not enough, but using and practice the English itself are

more important to apply the knowledge. English is a language which must be spoken as often as possible. Culture, art, science, technology, and many other fields are free of frontiers, and, as a consequence in a globalization, it has become compulsory to know the common language of communication, English (Yurtseven, Altun, and Aydin, 2015).

1.2 Research Question

Based on the background of the study above, the problem is formulated as follows:

- ✓ What interactional activities are happening outside of classroom at Attarbiyatul Islamiyah Islamic Boarding School?
- ✓ What interactional activities are happening inside of classroom at Attarbiyatul Islamiyah Islamic Boarding School?

The researcher wants to investigate the interactional activities inside and outside of the classroom which are promoting the English learning and which formed the habit of students to speak English in their daily communications at this Islamic boarding school. Activities which affected the interactions among the students and the teachers by the purpose of promoting the English learning were investigated and collected as the information of this data. The interactional activities were conducted daily and weekly were studied on how they promoted the English learning and helped the students improve their ability to use English in their daily activities at this Islamic boarding school. These statements of problems are raised up to gain the findings which could contribute to the successful

programs and goals of teaching of English to learners in Indonesia since elementary school. The findings are hoped to be the references for both formal and informal English learning institutions mainly for English teachers in Indonesia.

1.3 Objectives of the Study

The objectives of the study are to find out the interactional activities happening outside and inside of classroom at Attarbiyatul Islamiyah Islamic Boarding School.

1.4 Significance of the Study

Theoretically, this study informed the readers on how daily interactional activities promoted the English learning in an Islamic boarding school. Activities created the interactions among students and teachers by using the target language, English, helped the students improve their ability to use the target language in their daily communications. These activities which promote the learning also supported the students form the habit of using English in their daily communication. This study was done in an Islamic boarding school which the use of English speaking had to be applied to the whole participants; students and teachers who stayed at this Islamic boarding school on their daily activities. Yet, some interactional activities which were conducted daily and weekly promoted the English learning to improve the English ability. These interactional activities which were happening at Attarbiyatul Islamiyah Islamic Boarding School in Paiton Probolinggo could also be the references of other institutions in Indonesia

mainly to the informal places like Islamic boarding school which put the focus on development of English.

Practically, when the discussion is about the English learning. The practice of applying English in practice is the main focus to be conducted in an institution of both formal and informal places. As what is done by Attarbiyatul Islamiyah Islamic Boarding School, the use of English in the daily communications is applied there. All the students and the teachers had to apply English speaking in their daily activities. The interactions among them are covered by English speaking. The activity of correcting one others was happening when one student made mistake. Both students and teachers talked anything on their daily activities which it helped them keep enlarging their vocabulary and improving their English speaking ability. They mainly talked about daily activities which they just needed basic English words to apply on their speaking. Yet, in any occasions, students talked about some hot issues happening, and they had to find certain words which they never used before concerning to the issues they were talking. For example: when students were talking about the President election, they had to memorize or knew the English words related to this issue. The more the target language is applied in daily communication, the faster it is able to form the habit of the learners using the language itself. The findings of this study are then hoped to contribute much to the teaching practice for English students and teachers mainly to the institution of English learning place in Indonesia.

1.5 Limitation of the Study

This study discussed about the interactional activities happening inside and outside of the classroom which promoted the English learning at Attarbiyatul Islamiyah Islamic Boarding School in Paiton Probolinggo. This study discussed several interactional activities that happened among the students and the teachers by using English on their communications since the use of English at this Islamic boarding school is compulsory. Therefore, should be several interactional activities that were happening and scheduled by the Islamic boarding school to support the habit formation of the students in using English in their daily communications. The researcher investigated the interactional activities which were applied daily and weekly, and these activities were the interactions involving students and teachers which lead to the activity of learning English itself. Activities which were not having the relation on the improving and promoting the English learning were not investigated and not collected as the information of this study.

1.6 Definition of the Key Terms

In order to avoid misunderstanding of the terms used in this study, the following definitions are stated at this point. Interactional activity is the daily and weekly activity promoting the English learning which is happened inside and outside of the classroom at Attarbiyatul Islamiyah Islamic Boarding School and involving the students and the teachers. Meanwhile, English learning is the activity of improving the English mastery in both theory and practice. The learning is carried out during the interactional activities happening at this Islamic

boarding school. Furthermore, Attarbiyatul Islamiyah Islamic Boarding School is one of modern Islamic boarding schools in Paiton Probolinggo which it forms the habit of using English in the daily communication and implements the obligation to speak English for all the students. The students of this place consists of students from any levels; elementary to university students from many areas in Indonesia especially from Probolinggo.



CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

This chapter provides a brief summary of the findings and followed by several suggestions related to the study for the future researchers.

6.1 Conclusions

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.

6.2 Suggestions

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 Indoensian 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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