ANALYSIS OF ENGLISH LEARNING STRATEGIES AT NURUL JADID ISLAMIC BOARDING SCHOOL PROBOLINGGO

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Abstract

The public assumption that Salafiyyah Islamic boarding schools focus solely on classical texts (kitab kuning) and Arabic is contrasted by Nurul Jadid Islamic Boarding School, which combines both Salafiyyah and modern educational systems. Notably, Nurul Jadid has implemented foreign language learning strategies, including English, through an institution called FLDI. Based on this background, the research aims to analyze English language teaching strategies at FLDI, one of Nurul Jadid's language institutions. This study employs a qualitative approach, gathering data through interviews, observations, and documentation, as well as relevant literature sources from websites and other references. The findings reveal that FLDI is an effective language institution within Nurul Jadid, successfully applying systematic and conducive English teaching strategies. Programs are structured daily, weekly, monthly, and annually, supported by a language-friendly environment, including Monolingual Areas, Word Walls, and the Judgment program. These programs and supporting environments reflect FLDI's innovative and structured approach to managing English learning dynamics.

Keywords: English Language, Pesantren, FLDI Nurul Jadid, Teaching Strategies

INTRODUCTION

Islamic boarding schools or pesantren in Indonesia play a central role in shaping the character and knowledge of their students or santri (Fahham 2020:101–5). However, there is a widespread assumption among the public that Salafiyyah pesantren focus solely on traditional Islamic studies, particularly the study of kitab kuning (classical Islamic texts) and Arabic, without giving much attention to modern sciences or foreign language learning (Rusyadi 2021:39). This assumption often leads to the perception that pesantren struggle to keep up with contemporary developments, especially in the era of globalization, which demands proficiency in international languages such as English.

PP Nurul Jadid in Probolinggo emerges as an example of a pesantren that combines Salafiyyah and modern education systems (Ilmy, Wahid, and Muali 2018:44–66; Ishaq 2018:9; Istikomah 2017:53–62). On one hand, it retains the traditional pesantren learning style, emphasizing kitab kuning studies and Islamic values for both its students and university-level learners (Amalia and Arifin 2018:215–30; A'malia and Washil 2024:35–44; Rahman et al. 2023:90–105; Rozi and Zubaidi 2019:157–74; Ulum and Nuriyah 2023:1126–32). On the other hand, Nurul Jadid innovates by integrating a modern knowledge-based curriculum and foreign language education (Agus R 2018:1–29; Khalifatunnisa 2024; Lailiyah and Imami 2023:2737–46). This combination creates a unique system that sets it apart from other pesantren.

One strategic initiative of PP Nurul Jadid is the establishment of the Foreign Language Development Institute (FLDI) (Hasan 2024). This institution serves as a center for developing the foreign language skills of santri, including English (Al Anis, Rosyidah, and Wulandari 2021:355–59). Through FLDI, the pesantren not only prepares students to understand Arabic as a religious language but also equips them with English language skills essential in a global context (Rohim 2020:47–56). The teaching strategies implemented by FLDI offer an interesting area of study for further exploration.

To date, research on the language learning strategies in Nurul Jadid remains unaddressed. Previous studies have primarily focused on: (1) kitab kuning studies (Salim 2023). (2) Arabic language studies (Rifa'i et al. 2022:68–82). (3) Arabic teaching strategies (Isnol Khotimah et al. 2024:22–34). (4) the integration of Islamic education values into foreign language learning (Imami 2022:71–87). and (5) an andragogical approach to maharah kitabah (writing skills) in Arabic (Ulum and Hadawiah 2022:37–44). None of these studies have specifically examined the teaching strategies for foreign languages, particularly English, in this context.

Based on this background, this study aims to analyze the English teaching strategies employed in PP Nurul Jadid. The research seeks to understand how pesantren can merge traditional and modern approaches in foreign language instruction. This analysis is expected to provide insights into the effectiveness of the strategies used and their contribution to enhancing the English language proficiency of santri. Through this research, it is hoped that patterns of effective language learning can be identified, offering valuable references for other pesantren in developing foreign language programs without compromising their Islamic identity. This study also serves as evidence that pesantren, particularly PP Nurul Jadid, can adapt to contemporary demands while maintaining the traditional values that underpin their existence.

METHOD

Research Design

This study employed a qualitative research methodology aimed at exploring the strategies for teaching English in the Foreign Language Development Institute (FLDI) at Nurul Jadid Islamic Boarding School (Hennink, Hutter, and Bailey 2020:29; Taylor, Bogdan, and DeVault 2016:7–8). The research was conducted using a combination of naturalistic observations, in-depth interviews with key participants, and documentation analysis (Agazu, Dejenu, and Debela 2022:1499). The approach was designed to provide a holistic understanding of the methods used in FLDI by triangulating data from various sources (Borg 2024:1–21; Thyer 2010:415). Supplementary information was obtained from credible online literature and secondary references relevant to the theme.

Participants

The participants in this study included instructors, administrative staff, and students actively engaged in the FLDI program. Selection criteria focused on those directly involved in the English learning processes, with participants identified through purposive sampling. This ensured the inclusion of individuals with firsthand experience and comprehensive insight into the teaching strategies employed. Demographic characteristics, such as age, gender, and educational background, were recorded where

relevant to provide context to the findings, although these were not criteria for inclusion or exclusion.

Procedures of Data Collection

Data collection, including interviews, observations, and documentation, was designed to explore how FLDI's strategies address English language proficiency challenges in a pesantren setting. The Qualitative Data were analyzed thematically, with emerging patterns and themes identified through coding and categorization. Triangulation was employed to enhance the reliability and validity of the findings, comparing data from different sources and methods to ensure a comprehensive understanding of the strategies used in teaching English at FLDI.

FINDINGS AND DISCUSSION

Language Activities and English Learning Strategies of FLDI

Daily Activities

At FLDI (Foreign Language Development Institute), there is a routine activity that is carried out every day as part of the English language development program. This activity aims to improve the students' ability to understand, use, and master English actively, both orally and in writing. This activity involves two main sessions in the *morning* and *afternoon.*

In the morning, students are directed to *write ten new English-related vocabulary words*. This vocabulary is usually chosen to broaden their horizons on various aspects of language use, ranging from everyday vocabulary to more specific terms. In addition, students are also given a specific topic that must be understood and studied more deeply. These topics can be simple themes such as nouns, hobbies, family, or education, to more complex themes such as technology, culture, or global issues (Shulhani 2024). The goal is for students to get used to understanding and learning various concepts in English. After getting the ten new vocabulary words and topics, students are expected to prepare themselves well to memorize the vocabulary and explain the topics that have been given (Pratama 2024). They can look for additional references, discuss with friends, or do speaking exercises independently to ensure their understanding of the topic.

Then, in the afternoon, each santri is required to deposit their learning results with their respective tutors. These tutors are usually third-year seniors who have been appointed to guide first- and second-year students. In this deposit session, students are asked to deposit the memorized vocabulary they have written in the morning and they must also explain the topic that has been given in the morning in a clear and coherent manner (Hasan 2024). This deposit process has certain standards, namely that students must be able to speak fluently and eloquently, and be able to explain the contents of the topic well (Pratama 2024). They are also taught to speak confidently so that this activity not only trains language skills, but also builds santri's confidences in speaking in front of others. This activity is very useful because it involves various aspects of learning, from reading, writing, to speaking (Shulhani 2024). With this habit, students are not only accustomed to using English actively, but also able to think critically in understanding the material provided.

Figure 1 Afternoon Activity Where Students Review Vocabulary With Their Tutor

Weekly Activities

At FLDI (Foreign Language Development Institute), besides having routine daily santractivities, there are also weekly programs that vary every week (Anas 2024). This program is designed to enhance various aspects of the students' English skills, from speaking, writing, to critical and creative thinking. Some of the weekly activities that are usually held include *storytelling, debate, speech, speech translation, and compose (creative writing)* (Pratama 2024; Shulhani 2024). Each of these activities has a different approach and purpose.

Storytelling

In the storytelling activity, students are assigned to prepare an interesting story to be delivered in public. This story can come from various sources, such as folk tales, fictional stories, stories about prophets and inspirational figures. Students are not only required to deliver the story fluently, but also with interesting expressions, intonations, and delivery styles (Shulhani 2024). This aims to train their creative speaking skills and increase their self-confidence.

Speech

The speech activity provides a different challenge. Students are asked to collect speech articles that address current issues in society, such as environmental issues, technology, or education. They then compose a speech that is relevant and provides a critical point of view on the issue (Pratama 2024). In their delivery, students must demonstrate good argumentation skills and speak firmly and persuasively.

Debate

For debate activities, the theme will be given a few days before the event so that participants have time to prepare themselves. The selected students will be divided into two groups, namely the pro and contra teams. They discuss with their group members to develop strong arguments based on the given theme (Shulhani 2024). This debate is designed to train the ability to think logically, analyze issues, and express opinions systematically in English.

Speech Translation

Pratama said in the speech translation activity, students are asked to translate certain articles or speeches from Indonesian to English. This activity aims to train translational skills, enrich vocabulary, and understand the correct sentence structure in both languages.

Compose

Compose activities focus on creative writing. Students are given the freedom to write essays, short stories, or other written works in accordance with a predetermined theme (Shulhani 2024). This aims to develop students' writing skills, enrich their vocabulary, and train them to organize their ideas in writing.

Activity Implementation

All these weekly activities are organized and scheduled in advance by FBI (English Federation). In its implementation, the names of the students who will appear as presenters are announced in advance. The selected santri must appear in front to convey the results of their preparation. Meanwhile, other students who do not perform are required to listen carefully and make a summary of what is conveyed by the presentor. After all presenters have finished delivering, a session will be held where other participants are given the opportunity to present their summaries (Pratama 2024; Shulhani 2024). In this way, all students remain actively involved in the activity even though they do not appear as the main speaker.This weekly program not only trains English skills, but also encourages students to think creatively, dare to speak in public, and understand various current issues.

With a variety of activities every week, students can develop various aspects of language competence in a balanced manner and continue to grow into active and confident learners.

Figure 2 FLDI's Weekly Activities at PP Nurul Jadid

Monthly Activities

At FLDI (Foreign Language Development Institute), in addition to daily and weekly activities, there are also monthly activities that are highly anticipated by the students, namely ***audio-visual***. This activity is one of the most favorite moments because it provides a different and more relaxed English learning experience compared to other

formal activities (Shulhani 2024). Audio-visual activities are usually in the form of watching English-language movies together in a prepared room. The movies chosen have various genres, ranging from drama, comedy, to documentaries, with the aim of providing a variety of entertainment as well as learning (Anas 2024). In addition to being entertaining, the movies are carefully selected to contain educational value, both in terms of language, culture, and morals.

However, this activity is not just about watching. Each participant is required to make a synthesis of the movie they watched. This synthesis is in the form of a summary that includes the key points of the story, the moral message contained, as well as reflections from the participants on what they can learn from the movie (Izzah 2024). This aims to train their ability to understand English content thoroughly, both in terms of vocabulary, grammar, and the cultural context conveyed in the movie. Apart from being a learning tool, audio-visual activities are also often a refreshing entertainment for santri. With the dense formal activities that take place every day, this movie watching session provides a new, more relaxed atmosphere, so that students can release their fatigue (Shulhani 2024). The atmosphere of togetherness during watching also strengthens the relationship between students, making this activity even more enjoyable.

Overall, *audio-visual* activities at FLDI not only serve as entertainment, but also as a means to enrich santri's English skills in a creative and fun way. Through these activities, the students can learn English naturally while enjoying a relaxing time with their friends.

Annual Activities

FLDI (Foreign Language Development Institute) also has an annual activity known as *Language Week (Pekan Bahasa).* This activity is one of the most awaited moments by all students because it presents an atmosphere of enthusiastic competition. Language Week is a competition between classes or rooms designed to hone English language skills while strengthening solidarity among students (Pratama 2024). In Language Week, participants are divided into categories based on their level of ability, namely Elementary and Intermediate. They compete against each other to retain the rotating trophy that symbolizes the highest achievement in FLDI. The competitions held in this activity are generally similar to FLDI's weekly program, such as storytelling, debate, speech, and speech translation (Shulhani 2024). However, the difference is that there is a more intense atmosphere of competition because this competition determines the championship between batches.

Each participant is expected to prepare well in order to give their best in the competition. Preparation involves intensive practice with their group, guidance from tutors, and strategies designed to win the competition. Santri are not only trained to demonstrate individual skills, but also teamwork, especially in the debate competition which requires coordination and understanding between group members. The implementation of this Language Week is under the responsibility of the third grade as the oldest batch. They acted as the committee that organized the competition, from the preparation of the schedule, assessment, to the announcement of the winners (Anas 2024). This was an opportunity for the third year to practice their event management skills and make a meaningful contribution to the FLDI community.

Language Week is not only a competition, but also a moment to motivate students to improve their English skills. The spirited atmosphere created during the competition reflects FLDI's dedication to creating a competitive yet fun learning environment (Hasan 2024). With this annual event, students not only compete for the trophy, but also continue to hone their skills and develop their confidence in using English.

Figure 3 FLDI's Annual Agenda (Language Week at PP. Nurul Jadid)

Method and Approaches Strategies of FLDI for Supportive Studies Environment

Monolingual Area

At FLDI (Foreign Language Development Institute), one of the main policies implemented to improve students' English skills is the use of Monolingual Area. In this policy, all students are required to use English in their daily activities, both in formal and non-formal environments. This policy applies to all levels of ability, from beginner students to those at the Intermediate and Advanced levels.

The implementation of Monolingual Area starts from the first day the students are accepted at FLDI. To ensure the success of this program, FLDI has a specific target, which is for new students to be able to communicate fluently in English within three months (Febriyanto 2024; Izzah 2024). The strategies used to achieve this target include:

Intensive Mentoring

New students will receive special assistance from tutors or seniors to help them get used to using English. This includes speaking, listening, reading and writing exercises. and new students are always told to try little by little to speak English.

Private Teaching Learning

If within three months the students have not reached the target of fluency in English, they will follow a special program in the form of private teaching learning. In this program, students will be given intensive guidance focused on the aspects they still need, such as vocabulary mastery or pronunciation.

Habituation through Daily Activities

Every student is encouraged to use English in daily conversations, including when interacting with fellow students, tutors, and staff. In this way, English becomes an integral part of their lives at FLDI.

Through the implementation of this strict Monolingual Area policy, FLDI creates an environment that supports natural and effective English learning. Not only do students learn English in the classroom, but they also practice it directly in their daily lives, so that they can achieve language fluency quickly.

Word Wall

At FLDI (Foreign Language Development Institute), one of the leading strategies to support students' English skills is the use of Word Wall. This concept is realized by posting a list of everyday vocabulary on each dormitory closet door. This vocabulary is organized in a practical and relevant way to help students speak more fluently (Shulhani 2024). If at any time they do not know the equivalent word in English, the Word Wall becomes a very helpful quick guide.

Figure 4 Language Prohibition Order Using a Native Speaker by FLDI

In addition, FLDI also applies strict rules regarding the prohibition of using words from regional languages, such as Madurese, Javanese, or other native languages, to encourage students to speak with a more natural English accent. This ban includes everyday words and expressions such as "beh," "oy," "aih," "woy," "abbe," "anu," and the like (Shulhani 2024). It aims to remove the influence of regional accents that often affect English fluency and accent. This strategy not only builds the habit of speaking in English, but also creates an environment that encourages students to reach a level of proficiency close to that of native speakers (Pratama 2024). By getting used to using correct vocabulary and avoiding regional accents, students are trained to develop better pronunciation, proper intonation, and fluency in communicating like native speakers.

To support this goal, FLDI also provides intensive pronunciation and accent training by listening directly to native speakers through audio-visual media, such as movies and recordings, as well as shadowing exercises where students imitate the way

native speakers speak (Febriyanto 2024). With a combination of Word Wall, strict discipline in language use, and pronunciation training, FLDI is committed to forming students who are not only fluent, but also able to speak English with accents and intonations that resemble native speakers.

Judgment

At FLDI (Foreign Language Development Institute), there is a system called Judgement, which functions similar to a spy. The main task of Judgement is to monitor and record anyone who violates the rules of using English in daily life. Judgement acts as a watchdog who secretly monitors santri interactions to ensure they always use English in conversation, without being tempted to switch to local or other languages (Pratama 2024; Shulhani 2024).

If a santri violates by using a language other than English, such as a regional language (Madurese, Javanese, or Indonesian), they will receive a reprimand. For beginner students, after receiving three reprimands, they will be subject to punishment or sanctions, namely they must memorize additional vocabulary or relevant slang vocab and use it in daily conversation.

This aims to expand their vocabulary as well as discipline their use of English. However, if the violation continues or is serious enough, the offending santri will get a more severe punishment, namely *Someone Letter* (Izzah 2024). In this case, the administrator will immediately give a more educational task, such as asking students to give opinions (giving opinions) or completing assignments from the Fundamental book covering chapter 1 to chapter 10 in a relatively short time, usually one week (Febriyanto 2024).

Although this punishment looks strict, the goal is to educate students to be more disciplined and focused in using English. The punishments provide an opportunity to learn more and correct mistakes, which ultimately helps them achieve a better level of English fluency.

Figure 5 Students' Achievement as Winner from National Competition

CONCLUSION

The findings indicate that FLDI is a highly effective language development institution within the Nurul Jadid Islamic Boarding School, successfully implementing systematic and conducive English teaching strategies. The learning programs at FLDI are

designed in a structured manner, encompassing daily, weekly, monthly, and annual schedules, ensuring continuity in the learning process. Additionally, the language-friendly environment, including Monolingual Areas, Word Walls, and the Judgement program, plays a crucial role in fostering students' English proficiency.

These facilities and programs reflect FLDI's innovative approach to creating an interactive and engaging learning atmosphere, encouraging students to actively use English in their daily activities. For instance, the Monolingual Areas provide an intensive communication practice space by minimizing the use of other languages. Word Walls offer visual access to new vocabulary, reinforcing passive learning through daily exposure. Meanwhile, the Judgment program motivates students to consistently use English by incorporating ongoing monitoring and evaluation.

The researcher suggests to several Salafiyyah Islamic boarding schools that want to apply English language learning to imitate how PP Nurul Jadid designs its learning strategy, without forgetting the values of Salafiyyah teachings such as studying yellow books etc. but still conducive to teaching English. And this study suggests to subsequent researchers to discuss more deeply the application of moral values by FLDI to English language learning.

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