ENGLISH LEARNING MOTIVATION OF STUDENTS IN MADRASAH DINIYAH (ISLAMIC NON-FORMAL SCHOOL)

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ABSTRAK

Pandemi membuat siswa harus melakukan pembelajaran jarak jauh yang menyebabkan beberapa efek seperti kurang fokus dalam belajar, menghabiskan lebih banyak waktu untuk bermain game, dan akhirnya kehilangan motivasi untuk belajar. Situasi ini mendorong para guru di Madrasah Diniyah sebagai satuan pendidikan nonformal Islam di Indonesia melibatkan beberapa guru bahasa Inggris untuk memodifikasi kurikulum dengan memasukkan bahasa Inggris sebagai muatan mata pelajaran lokal didalamnya. Hal ini bertujuan untuk menarik motivasi siswa dalam belajar karena ada hal baru yang dipelajari di madrasah diniyah. Sekolah nonformal ini masih memungkinkan untuk melakukan proses belajar mengajar secara langsung karena jumlah siswanya tidak sebesar sekolah formal, sehingga kegiatan dapat dilakukan dengan tetap menerapkan protocol kesehatan. Guru bahasa Inggris di lima sekolah madrasah diniyah di kota Kudus, Jawa Tengah merumuskan topik dan fokus pada keterampilan berbicara untuk menjalankan kegiatan kelas. Penelitian ini merupakan penelitian tindakan yang menguraikan tentang pelaksanaan proses pembelajaran dan respon siswa terkait motivasinya. Topik sehari-hari dan fokus pada keterampilan berbicara menghasilkan kegiatan belajar mengajar yang lebih menarik dan siswa merasa termotivasi untuk belajar bahasa Inggris meskipun tidak di sekolah formal.

Kata kunci: pembelajaran bahasa Inggris, motivasi siswa, madrasah diniyah

ABSTRACT

Pandemic makes students have to do distance learning which causes some effects such as low focus in learning, spend more time for gaming, and finally they are demotivated to study. This situation encourages teachers in Madrasah Diniyah as Islamic non-formal unit of education in Indonesia involve some English teachers to modify the curriculum by inserting English as local subject-content in it. It aims to attract students' motivation in learning since they have something new to learn in madrasah diniyah. These non-formal schools are still possible to do the direct process of teaching and learning because the number of students is not as big as the formal school, so the activities can be conducted with health protocol. The English teachers in five schools of madrasah diniyah in Kudus city, Central Java formulate the topics and it focuses on speaking skill to run the class activities. This study is an action research which elaborates the implementation

of teaching process and the students' responses dealing with their motivation. Daily topics and focusing on speaking skill results the activities of teaching and learning process are more attractive and students feel motivated to learn English even it is not in the formal school.

Keywords*: English learning, students' motivation, madrasah diniyah*

INTRODUCTION

English becomes the crucial part in this digitalized era, so people should adjust their skill in foreign language communication, especially Englsih, otherwise they will be left behind. There are four skills in English must be possessed so people will have sufficient English proficiency. The skills are Speaking, Reading, Listening, and writing. Language learners ideally learn all those skills as it is stated in the Education Unit Level Curriculum (KTSP, 2006: 458). It is hoped that these four skills will be mastered by students at a higher level.

In essence, Mahu (2012: 374) highlights learning Englishdeals with current setting. It is learning to communicate. Therefore, the learning is directed to improve students' ability to communicate both orally and in writing. English consists of several communicative actions which can be studied intensively through practice, and role-playing. One of the language skills that is important to teach and improve to students is speaking skill. The purpose of learning speaking is to train students to speak English well, and can convey thoughts verbally.

Therefore, exposure should be given since early age and in divers situation, not only in the formal learning but also in other context of learning such as non-formal education institution. One of them is Madrasah Diniyah or known as Islamic non-formal school. This non-formal school focuses on Islamic subjects and it is administered at noon. Since it belongs to specific curricullum, the students number is not quite big. The small students number in Madrasah Diniyah enables the teachers to keep running the teaching and learning process during this pandemic situation with health protocol instructed by the government. The difficult situation during pandemic period forces the teaching and

learning process at schools stopped. Distance learning was applied to sustain the education system runs. Students conduct the learning process from home through some platforms like Zoom, WhatsApp, Google Classroom, and others. In lower level of schools like primary schools and junior high schools, the process mostly done by giving task or assignment to students via WhatsApp group. This makes students less controlled in learning because they have no certain period to study and parents are difficult to be full companions for them since the assignment given at the same time when the parents are working. It has been happening for one year and students are getting demotivated to study.

Teachers in Madrasah Diniyah read the situation and make it as a prospective opportunity to refresh students in studying and to re-build their motivation by having collaborated work with English teachers. English is taught in madrasah diniyah to give new atmosphere in learning.

Brown (1994: 89) says that learning is frequently refered to

"instructional", which is the process of interaction between learners and educators and learning resources in a learning environment. It is a people effort whose goal is to help people learn. Therefore there are five assumptions that support learning, namely (1) learning must be planned in order to facilitate student learning, (2) both the short and long-term phases are included in the learning design, (3) learning planning should not be arbitrary and not solely to provide a foster environment, (4) learning efforts must be designed with a systems approach, and (5) learning must be developed based on knowledge of how the person learns.

English learners in madrasah diniyah mostly are categorized into young learners because their level in formal school is in primary level. Exposing English in early ages has significant impact in children communication improvement, especially in English. As argued by Kondrashova (2013) that English young learners have better progress in language learning since they have specific characteristic which should be given an attempt by the teachers dealing with the treatment during the

learning process to them. Young learners are junior achievement.So the teacher must understand it well in order to the success of the learning process. Kasihani (2008:15) further conveys that the characteristic of young learner have egocentric attitude, more active and imaginative, easy to get bored their concentration is shorter then adult learners, young learner like story and do their task by themselves and like learning by doing. Therefore, the focus of learning will not cover all skills of English. The teachers drill Speaking activity more to encourage their motivation in learning by inserting daily topics which are familier to them.

Xu (2008:97) defined that "motivation as a need or desire that serves to energize behavior and to direct it towards a goal." While Maslow (1970:51) defined; motivation is some kind of internal drive which pushes someone to do some things in order to achieve something or to reach the goal. Further finding from Ozen (2017:34) concluded that learning motivation is something that can be externally and internally influence students to learn

effectively and seriously. Further opinion about motivation stated by Deci and Moller (2005). It is argued that there are two kinds of motivation; (1) intrinsic motivation and (2) extrinsic motivation. Intrinsic motivation isthe eagerness and interest to do and take part in some certain activities because an individual feels that they are attractive and pleasant. Dorney (2001) in Ricarda (2019) supported it by giving further thought about intrinsic motivation. It is regarded that intrinsic motivation deals with the behavior performed for its own sake in order to experience pleasure and satisfaction. Such as the joy of doing a particular activity or satisfying one's curiosity. While extrinsic motivation is motivation used by the teachers to stimulate learning or encourage students to perform in a particular way. As Deci (2005) stated that extrinsic motivation refers to rewards and praises that are obtained not from the activity but as a consequence of the activity. Extrinsic motivation itself is basically a behavior that is driven by external forces of the individual.

The establishment of the "madrasah diniyah" educational institution in terms of its historicity is a continuation of the old-style pesantren education system, which was modified according to the model of the administration of public schools with a classical model. At the beginning of its establishment, around the 19th and early 20th centuries, "Madrasah Diniyah" in its education administration, besides providing religious knowledge, was also given general knowledge. The development of *madrasah* in Indonesia is inseparable from the development of reform ideas that were born among figures of Islamic education in Indonesia. Changes in the paradigm of thinking about Islamic education began to appear at the beginning of the 20th century with the inclusion of renewal ideas in Islamic education.

The learning system at Madrasah Diniyah is an evolution of the learning system implemented in Salafiyah Islamic boarding schools, because initially the implementation of education was carried out in a traditional way. Religious education in Madrasah Diniyah is classified as religious education that is closed to public knowledge, so this type of education is called "religious school or diniyah school" (Haedari, 2006: 54).

In connection with the development of Madrasah Diniyah in the community, in order to facilitate the guidance of the Ministry of Religion of the Republic of Indonesia (Ministry of Religion of the Republic of Indonesia, 2000: 10), the government established regulations regarding the types of Madrasah Diniyah which are regulated in the Regulation of the Minister of Religion of the Republic of Indonesia Number 13 of 1964 which among other things is explained:

a. Madrasah Diniyah is an educational institution that provides education and classical teaching in Islamic knowledge to students together with at least 10 (ten) people or more among children aged 7 (seven) to 18 (eighteen) years.

b. Education and teaching (at Madrasah Diniyah) in addition to aiming at providing additional religious knowledge to students who feel they are not receiving

religious lessons in public schools.

c. Madrasah diniyah have three levels, namely; diniyah awaliyah, diniyah wustho, and diniyah ulya.

METHODS

The research design used in this research is Classroom Action Research (CAR), with the scope of learning in the classroom carried out by teachers and students. Hopkins (in Muslich, 2011: 8) states that CAR is a form of reflective study. The goal is that CAR begins with the process of reflecting on the impact of the actions that have been taken by the teacher in relation to learning tasks in the classroom. Performed by actors of action to increase the rational stability of their actions in carrying out tasks and deepen understanding of conditions in learning practices.

Kemmis and Mc. Taggart (in Muslich, 2011: 8) states that CAR is a study carried out to improve themselves, their own work experience, improve students' abilities and skills on basic abilities that are considered unsuccessful teachers, implemented systematically, planned, and with an introspective attitude. Meanwhile, Suyanto (in Muslich,

2011: 9) explains that CAR is a form of reflective research by taking certain actions in order to improve or improve learning practices in the classroom professionally.

The essence of Classroom Action Research (CAR) consists of three words, namely research, action, and class. Due to those three terms, the first step in classroom action research is to carry out action planning, for example creating learning scenarios, observation sheets, student activities, teacher activities and others. Then the next step is the implementation of the action. At this stage, observations are made. Furthermore, doing analysis and reflection. If the method used has been successful, conclusions can be drawn, but if the method used still needs improvement, the next plan will be carried out, so continue repeatedly until the method used is really successful. The research involved five English teachers in different schools/madrasah diniyah with the total students are 85 children from those schools. The total number is spread in divers number in each school; madrasah diniyah Al Furqon (15), madrasah diniyah Kanzul Ulum

(21), madrasah diniyah Al Falah 1 (18), madrasah diniyah Al Falah 2 (15), and madrasah diniyah Al Munawaroh (16). The treatment was done in the beginning of 2021, exactly in January and February by formulating lesson plan about daily topics such as self introduction, family, things around us, and favorite activity. The treatment focused on speaking skill since the target was to upgrade students' motivation in learning English so the learning experience designed for speaking activities such as monolog, role play, and simulation.

There were two cycles and each had treatment twice. The limited time allotment for every subject in madrasah diniyah results the long period of research because it is taught once a week.The instruments prepared in the study were lesson plan, teacher and student activity observation sheets, and speaking skill test sheets through monolog performance.

DISCUSSION

Researchers and collaborators prepared learning plans, learning methods, learning objectives, activity steps, learning resources, and oral test

assessments. The main action plan that students should know is the learning objectives they want to achieve. This is important for students to know to make it easier and to know the direction and end of the learning process. The standard of learning competence in this research is speaking, which is to motivate students in learning English. Through communicative approach which allows students to have interaction naturally and to engage them communicate activelly.

In the first cycle, the researchers and teachers-collaborators gave the treatments in the learning process about self introduction which used simple expression and interactive strategy. Results from observation sheets showed that when teachers were questioning to students all things about personal information like name, school, hobby/ies, and family, they were quite excited having English class in madrasah diniyah because it is never happened before. The teaching and learning activities run intensively since the number of students in one class is proportional for small class (15 – 20 students). From stimulated questions given by

the teachers about the topic, the students responded it anthusiastically even it had low answer accuracy. Every students participated in communication both with the teachers and their friends. They were difficult to talk in English idividually, but they became quite active when the guided-communication between students and teacheroccurred. The inaccurate responses from the students were corrected by the teachers using direct communication in smooth way so it did not make them inconvenient and drop down their motivation. Their activeness can be seen from the following figure.
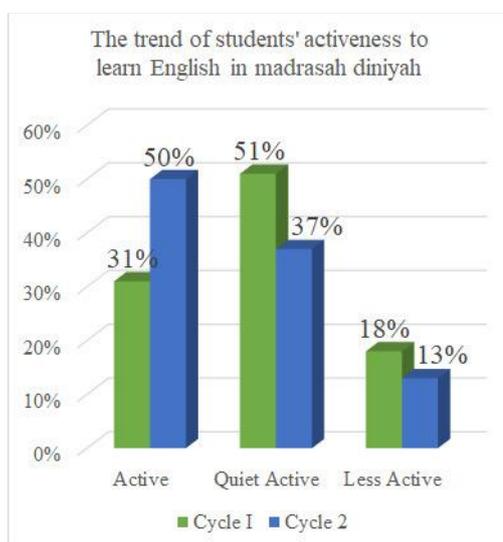

Figure 1. The students' activeness in learning English in Madrasah Diniyah

While the speaking test in monolog performance showed positive result. The students' score increased from the preliminary test to cycle 1 and much better in cycle 2 after improving some aspects which were weak in cycle 1 such as pronunciation, fluency, vocabularies, and intonation. The following figure describes the positive trend of students' test result in speaking.
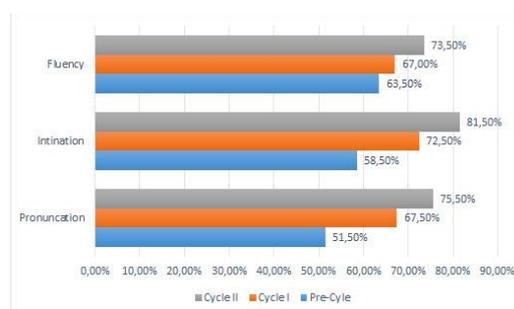

Figure 2. Precentage of Students' Speaking test score in Madrasah Diniyah

Those results indicate that students feel motivated more to learn English in different setting. They experience something new by learning English in madrasah diniyah with different strategies and specific skill in activities.

CONCLUSION

The research comes to the conclusion that students have positive

and higher motivation to learn English in *madrasah diniyah*. They feel refreshed with English learning in *madrasah diniyah* since the formal schools are still closed and they have to do distance learning. Madrasah diniyah which has smaller number of students is possible to conduct offline learning with standardized health protocol. And furthermore, it provides students a direct interaction in learning English so they have better activeness, responses, class performance, and achievement in English learning. Students are getting bored being home and doing distance learning. They need new setting of place and situation to carry out the study. Another thing which possibly done for the future research related to the new idea of English learning during the pandemic is optimizing students' environment, their technology, and their interest to engage the motivation in learning, especially English.

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