Exploring Islamic Boarding School Students' Attitudes in English Conversation Habit

Eqy Yudha Asgara[1], Yousef Bani Ahmad[2], Praditya Putri Utami[3]
[1,2,3]Faculty of Teacher Training and Education, Universitas Singaperbangsa Karawang, Indonesia
E-mail: 1810631060158@student.unsika.ac.id, yousef.baniahmad@fkip.unsika.ac.id,
praditya.putri@fkip.unsika.ac.id

Article Info	Abstract
	The narrative inquiry research was conducted to explore islamic boarding school students' attitudes in using English conversation habits and to find out the opportunities and challenges that they faced when learning English using it during boarding school. The data were collected from four islamic boarding school students' of a state boarding school in Karawang, Indonesia through semistructured interviews and questionnaires. Thematic analysis was used in analyzing the data. The results revealed that islamic boarding school felt very interested, happy, and are motivated to use English conversation habits since English conversation habits is considered quite effective and flexible in terms of time and place, especially in terms of increasing students creativity and productivity, helping students practice English, and providing learning experiences using a new learning system. However, islamic boarding school students' also felt challenged and worried to face several obstacles that's occurred such as lack of student participation, pronunciation is difficult, and some students even feel insecure. Therefore, Islamic boarding school students are still interested in carrying out classroom learning with English conversation habits in the future. In conclusion, the majority of Islamic boarding school students' had a positive attitude towards the use of English conversation habits since it was considered one of the best learning program that students can use while teaching English during boarding school.

Artikel Info	Abstrak
	Penelitian inkuiri naratif dilakukan untuk mengeksplorasi sikap santri pondok pesantren dalam menggunakan kebiasaan percakapan bahasa Inggris dan untuk mengetahui peluang dan tantangan yang mereka hadapi ketika belajar bahasa Inggris menggunakan bahasa Inggris selama pesantren. Data dikumpulkan dari empat santri pondok pesantren di Karawang, Indonesia melalui wawancara semi terstruktur dan kuesioner. Analisis tematik digunakan dalam menganalisis data. Hasil penelitian mengungkapkan bahwa pondok pesantren merasa sangat tertarik, senang, dan termotivasi untuk menggunakan kebiasaan percakapan bahasa Inggris karena kebiasaan percakapan bahasa Inggris dianggap cukup efektif dan fleksibel dari segi waktu dan tempat, terutama dalam hal meningkatkan kreativitas dan produktivitas siswa, membantu siswa berlatih bahasa Inggris, dan memberikan pengalaman belajar menggunakan sistem pembelajaran baru. Namun santri juga merasa tertantang dan khawatir menghadapi beberapa kendala yang terjadi seperti kurangnya partisipasi santri, pengucapan yang sulit, bahkan ada santri yang merasa minder. Oleh karena itu, santri pondok pesantren masih tertarik untuk melaksanakan pembelajaran di kelas dengan kebiasaan percakapan bahasa Inggris di masa depan. Kesimpulannya, mayoritas santri pondok pesantren memiliki sikap positif terhadap penggunaan kebiasaan percakapan bahasa Inggris karena dianggap sebagai salah satu program pembelajaran terbaik yang dapat digunakan santri saat mengajar bahasa Inggris selama pesantren.

I. INTRODUCTION

Conversations in EFL classes are necessary to understand students' speaking habits and skills. This is the basis of exposure in language learning. Similarly, Nunan (2018) argues that conversation creates and enhances students' motivation to learn to speak. Learning the ability to speak well can be related to the outcome of communicating with strangers, and speaking is the most important skill to learn. Highly recommended in the field, communication can be done through speech and casual conversation. This is because Nunan (1995) found that speaking the target language is the most important process in learning a second or foreign language, and that the ability to maintain a conversation in the

target language is a measure of success. Is consistent with Furthermore, Ur (1999) states that speaking is considered to be the most important of his four abilities. Furthermore, Mukuminin et al. (2015, quoted in Marzulina et al., 2021) states that speaking is one of his most difficult skills. Therefore, learning to speak has become a major concern for foreign language learners.

Speaking is very different from written language for various reasons. One of the reasons for its importance is that it usually has to be immediately understood and put into practice. Halliday (1989) mentions that spoken language has several characteristics consisting of variations in speed, loudness or calmness, gestures, intonation, stress, rhythm, tone range, pauses, and phrasings. In addition, speech is successful when it has the characteristics of an effective speaker. Furthermore, King et al. (2009) found five characteristics of effective speakers in their study. They are inventions, placements, styles, transmissions, and memories that are important in oral language. The above characteristics seem to be common, but it is difficult for junior high school students because they are not familiar with English and are not used to speaking English. Therefore, many educational institutions add lessons and programs to improve the English language skills of their students. According to Harmer (1998), with intensive teacher guidance, speaking activities can give students great satisfaction and confidence. *Muhadatsah* skills improve speaking by presenting Arabic/English topics through direct teacher-to-student or student-to-student conversations in Arabic/English, adding and further enriching vocabulary, etc. It is one of the programs that improve the spread. Therefore, several studies have investigated the difficulty of speaking, their conduct and speaking activities of students in Islamic boarding schools. In a study conducted by Hidayati (2021), The results of the study showed that despite participating in life skills, students face various problems with not having a good understanding of English. Program teachers and school leaders should provide well-designed programs to prepare students for real-life situations after completing their education.

in line with that, some studies have investigated student attitudes towards English conversation in Islamic boarding schools. A study by Ahmad et al. (2014) found that students in Islamic boarding schools tended to have a negative attitude towards English conversation.

Other studies have shown that students who use conversational methods in Islamic boarding schools generally perform better in English than students who use conversational methods in Islamic boarding schools.

Modern Islamic Boarding School is one of the institutions developing the English system by implementing the Muhadaza Program as an essential program for daily conversation in English and Arabic. Teaching English as a foreign language presents the following challenges. B. Lack of language ability. Mukuminin etc. (Quoted in 2015, Marzulina et al., 2021) EFL student teachers are one of the most difficult skills to speak due to lack of literature and information on the experience of speaking English in the Indonesian context. It states. The main goal of the Muhadatsah program is to improve students' ability to speak English and support their practice, especially oral presentations. Preliminary research was conducted to find some of the issues students addressed in relation to speaking performance during the course. The difficulty of expressing ideas in English has become a major problem for students who prefer to use Arabic for communication. This is consistent with what Songbatumis (2017, quoted in Marzulina et al., 2021) discovered. Students are challenging to learn English due to lack of vocabulary, poor concentration, lack of discipline, boredom, and language problems. Given the above issues, it is necessary to conduct a survey to investigate the English challenges faced by students of Islamic boarding schools in Indonesia in the Muhadaza program. Based on the above explanation, researchers want to analyze the English conversation habits of Islamic boarding school students. Based on the reasons above, the author conducted a research entitled *"Explore Attitudes Of Islamic Students In English Conversation Habits".*

II. METHOD

This present study aims at exploring Islamic Boarding school students' attitudes in English conversation habit. The students' behaviours will be investigated deeply. In addition, students' practice in English conversation also will be learned and observed deeper. The research employed a qualitative method using narrative inquiry. The stories of emotional feelings, attitudes, and challenges faced by participants are personal and will be conducted through a semi-formal interview that facilitates participants feel open and comfortable. Narrative

inquiry focuses on exploration ethical aspects of people's experiences to form new theoretical understandings, therefore, by investigating the experiences of the participants, the researcher can find some new understandings, namely certain perspectives and behaviors participants (Clandinin, D. J., & Huber, 2010). In this case, narrative inquiry is used to obtain information about attitudes and experiences faced by students in Islamic boarding schools in English conversation. Furthermore, employing a narrative style in a qualitative study has a number of advantages. First of all, since people naturally tell stories, telling a story is not difficult. Second, because narratives frequently include bold descriptions, comprehensive data gathering is simple to complete. Finally, because participants frequently expose themselves in their experiences, it is possible to take deep meaning from them. The participants were 4 Student from Islamic boarding schools in the Karawang area who had implemented English conversation activities in Islamic boarding schools. Especially The selected participants are old teacher because they have been doing these activities for 1-2 years. Researchers have several criteria for selecting participants. The criteria are Participants must have carried out conversational activities in Islamic boarding schools for at least one year. In addition, to facilitate the study, participants were selected based on convenience sampling, that is a non-probability sampling technique, where the factors of the ease of accessibility and proximity to researchers are the benchmarks in selecting participants.

There were two technique used in collecting the data including interview and questionnaire. The instruments used for this study were interview guidelines and questionnaires. The interview guidelines contain points that the researcher will ask about. It was adapted from Khoirunnissa (2020) and consisted of 12 questions. Attitudes towards using conversational activities in this study were measured by asking the participants, "How do you feel when learning English using conversational activities?" and "Are you more interested in learning English conversationally or just reading?" and "What are your expectations for future use of conversation in boarding schools ?" Meanwhile, the opportunities and challenges of conversational activities were measured by asking the participants, "What are the advantages of conversational activities in English Language Learning?" and "What are some of the main problems found in conver-

sational activities?" In addition, the questionnaire was adapted from Suadi (2021) and Permatasari (2018). From a modified questionnaire from two studies, the questionnaire consisted of five components including affective, attitude, perceived usefulness, difficulty, and behavioral intentions to use. The questionnaire consists of 30 items. The Likert scale is used, ranging from strongly agree to strongly disagree (printing from five to one). The first component, 'Affective' consists of five items and measures feelings towards conversational activities. 'attitudes' consist of four items that measure an individual's attitude in using conversational activities.

Furthermore, 'Perceived Usefulness' consists of eleven items that measure an individual's beliefs about the usefulness of conversational activities in English Language Learning. Meanwhile, 'Difficulty', also consists of seven items that measure the difficulty or weakness of the use of conversational activities. The last component, 'Behavioral Intent' consists of three items that measure behavioral intentions and actions with respect to conversational activities. After collecting the data, the researcher analyzed the data using thematic analysis. Thematic analysis used is by (Braun & Clarke, 2006), because it is significantly useful to identify and analyze the themes of the data. The following are the steps for analyzing research data using thematic analysis (Braun & Clarke, 2006).

III. RESULT AND DISCUSSION
A. Result

There were some general pattern finding that represented this study in showing islamic boarding school students' attitudes in english conversation habits as the opportunities and challenges faced by them. The data were obtained by distributing a questionaire and conducting an interview. The questionnaire consisted of 30 closed-ended question using a Likert scale. In addition, the research interviewed 3 students after students filled the questionnaire. The interview consisted of 12 questions. The result of the data from the questionnaire and the interview were presented in a narrative way.

1. Islamic boarding school students' feeling when using english conversation habits

The data concerns how the islamic boarding school students' felt when learning english using english conversation habits. The questionnaire consisted of 5 state-

ments, which were 3 positive statements and 2 negative statements. The answers to the 5 statements of the questionnaire and the interview were analyzed narratively.

Table 1. The Feeling of Using English Conversation Habits

NO	STATEMENT	SA	A	NT	D	SD
1.	I enjoy learning languages with English conversation habits.	1	1	2		
2.	I am very concerned well to the lessons during English conversation habits.	2	2			
3.	I don't feel apprehensive about using English conversation Habits.	1	1	1	1	
4.	English conversation Habits makes me feel uncomfortable.		2	1		1
5.	I feel that English conversation habits makes the learning space narrowing.	1	2	1		

Based on the table 1, the research found that the participant gave various responses from strongly agree to strongly disagree. However, from the statements above, the research assumes that partipants tend to have positive opinions. This can be seen in the first statement which showed that 1 respondent strongly agreed and 1 respondent agreed with the statement "I enjoy learning languages with english conversation habits". This indicate that the respondent had a positive attitude to use of english conversation habits. However, it also showed that 2 respondents were neutral with the statement, which indicates their perceptions considered sometimes it is true, sometimes it is not. Futhermore, the data from the questionnaire also showed that 2 respondesnts strongly agree and 2 participant agrees with the statement "I am very concerned well to the lessons during English conversation habits". Which indicates that the use of English conversation habits keeps them focused when studying, moreover it can be traced from the interview that the respondent showed an optimistic response to the use of English conversation habits.

They felt happy, enthusiastic, etc. They also felt that English conversation habits was more adequate in terms of delivering and understanding the material than other learning platforms. Below are sample quotes from respondents indicating their positive attitude when using English conversation habits.

"Perasaan nya ya seneng dan terus juga lebih antusias gitu karena Muhadatsah lebih memadai dalam hal penyampaian dan pemahaman materi karenal angsung di praktikan." (R1)

"I feel happy and I'm also more enthusiastic because Muhadatsah is more adequate in terms of application and understanding of the material because it is directly put into practice." **(R1)**

"Begini kalau misalnya secara keseluruhan ya. Kalau gurunya menyenangkan suka enak aja belajar muhadatsahnya." (R2)

"Overall, it depends on the teacher, if it's fun, it's good to learn English conversation habits." **(R2)**

"I think I was very excited but at the same time I'm a little bit worry. The reason why i'm very excited. Makanya I need to take my muhadatsah program very seriously which I think I need to give a lot of excitement for myself. But at the same time, I'm a little bit worry because muhadatsah ini kan adanya di setiap pesantren modern Indonesia bukan karena hanya direncanakan tapi metode yang bener bener untuk inovasi dan peningkatan kualitas bahasa. Sebetulnya banyak sekali hal-hal kekurangan nya karena kan kita belum mempersiapkannya terlebih dahulu gitu.apalagi yang baru pesantren Contohnya misalkan takut nanti kena hukuman karena banyak melanggar bahasa." (R3)

"I think I was very excited but at the same time I'm a little bit worried. The reason why I'm very excited. That's why I need to take my English conversation habits program very seriously which I think I need to give a lot of excitement for myself. But at the same time, I'm a little bit worry because this muhadatsah exists in every modern Indonesian pesantren, not because it's just a plan, but a really good method for innovation and improving language quality." **(R3)**

However, two respondents also felt worried and challenged when using conversation habits. According to R2, a fact that occurs in islamic boarding school is that students tend to lose attention to lessons, because the teacher's influence is very large on learning. Students are very passive in class. Therefore, making learning challenging, in addition R3 also said that at the same time, he's a little bit worried about the many problems that might occur. According to him, English conversation habits in Indonesia is actually impossible or a new method of innovation. Because most Islamic boarding school modern have done this habituation to improve their quality. Details of interview data are presented below.

"*kesulitan yang menantang sih itu, pengucapannya ribet. Kadang kita juga suka diem aja, pasif ngomong* " **(R2)**

"What makes it challenging is that I have trouble pronouncing and they are very passive during activities." **(R2)**

"*Saya khawatir sedikit sih, karna emang pembiasaan bahasa inggris di pesantren bukan metode atau inovasi yang baru sih, Cuma harus terus di kembangkan aja.*"**(R3)**

"I am a little worried because english conversation habits in boarding school, not because it is a completely new or innovative method, it just has to be developed"(**R3)**

2. Islamic boarding school students' motivation in using English conversation habits

The data concern the Islamic boarding school students' motivation in learning English using English conversation habits. The questionnaire consisting of 4 positive statements has been given and the results are as follows.

Table 2. The Motivation of Using English Conversation Habits

NO	STATEMENT	SA	A	NT	D	SD
1.	I am more motivated to learn and to teach with English conversation habits.		3		1	
2.	I find it is easier and focused to learn and to teach by English			2	2	
3.	I have sufficient skills to use English conversation habits.	1	2		1	
4.	I feel that English conversation habits is a temporary solution of learning at islamic boarding school.	2	1			1

Based on table 2, the researcher found that the participant agreed with some of these statements. It can be seen in the statement " I am more motivated to learn and to teach with English conversation habits", in which 3 respondents agreed with the statement. In addition, 1 respondent strongly agreed and 2 respondents agreed with the statement " I have sufficient skills to use English conversation habits" and 2 respondents strongly agreed and 1 respondent agreed with the statement " I feel that English conversation habits is a temporary solution of learning at islamic boarding school." From the three statements, the researcher can assume that Islamic boarding school students' reasons for using English conversation habits include personal motivation and they had sufficient skills to use English conversation habits. They also assumed that English conversation habits is one of the learning media that is quite effective compared to other media in boarding school. Below are sample quotes from respondents indicating his personal motivation in using English conversation habits.

"*Sebenarnya mah banyak yang memotivasi, mulai dari nanti bisa ngomong bahasa inggris sama arab. Bahkan kesempatan kuliah di luar negeri juga besar sih, karena mimpi saya kuliah di luar.*" **(R3)**

"Actually, many things motivate me. Starting from later can speak Arabic / English. Even the opportunity to study abroad is also greater, because that's my dream." **(R3)**

However, it can be traced from the interviews that the respondents also mentioned other factors that motivated them to use English conversation habits in pesantren. This factor is the existence of a policy from the Islamic boarding school that requires language habituation learning

on the specified day. Their statements can be seen in the following transcript.

"Hal yang memotivasi saya sih karena adanya peraturan dari pondok, soalnya kan diharuskan juga menggunakan muhadatsah. Karena untuk memperbaiki bahasa asing juga sih" **(R1)**

"The thing that motivates me to use Muhadatsah is because there are rules from pesantren that require the use of English/Muhadatsah conversational habits. Because to improve yourself in foreign languages too" **(R1)**

"dipesantren tuh bukan termotivasi, Cuma karna dipaksa aja, memang itu karena kebijakannya. Missal nih ya, kalau tidak ada kebijakan mah saya mending pake bahasa Indonesia aja, karena mudah" **(R2)**

"In pesantren, it is not motivated, but rather forced, it's because of the policy. For example, if there is no policy, I'd prefer to use Indonesian, because it's easy." **(R2)**

3. The advantages of using English conversation habits

In this section, the researcher discussed the advantages of English conversation habits in Islamic boarding school. The findings of this subsection are taken from the respondent's answers in the interview process and questionnaires. The questionnaire consisted of 11 positive statements. The subsection will be presented in two points or categorizations, including English conversation habits extending the learning experience in the field of education and the perceived easiness while using English conversation habits. English conversation expands the learning experience in the field of education from the questionnaire and interview transcripts, the findings showed that respondents tend to have a positive attitude towards the use of English conversation habits. It can be seen from the answers to interviews and questionnaires that respondents have previously filled in.

Table 3. The Advantage of using English Conversation Habits

NO	STATEMENT	SA	A	NT	D	SD
1.	English conversation helps me to improve my creativity.	1	2	1		
2.	I get more experience when learning by using English conversation habits.	1	2		1	
3.	I think the use of English conversation habits in learning process can enhance the students' role in learning even though it is not directly involved in the classroom.		3	1		
4.	I think the use of English conversation habits can help students to understand English material better.	1		1	2	

Based on the data in table 3, the researcher found that 1 respondent strongly agreed and 2 respondents agreed with the statement "English conversation helps me to improve my creativity and I get more experience when learning by using English conversation habits." In addition, 3 respondents also agreed with the statement "I think the use of English conversation habits in learning process can enhance the students' role in learning even though it is not directly involved in the classroom.". It is reinforced by the respondent's answers during the interview. The following is the detailed interview data from respondents indicating their positive attitude toward the use of English conversation habits.

"Pertama waktunya fleksibel, dimana pun kitab isa belajar bahasa dalam kegiatan sehari-hari, siswa yang biasanya harus menghafal terlebih dahulu dan tentunya membutuhkan buku muhadatsah untuk belajarnya, dengan menggunakan pembiasaan bahasa, kita dapat mengaplikasikannya dalam kegiatan pembelajaran dimanapun dan kapanpun. Keuntungan yang selanjutnya mungkin mereka nambah experience dalam belajar. Selama ini kita kan kalau belajar itu kan it's always in the class between teacher and student tapi setelah ada ini mindset kita berubah oh belajar itu ternyata luas ya nggak hanya di classroom doang tapi kita juga bisa belajar dalam setiap kegiatan sehari hari dengan berbahasa" **(R3)**

"First, the time is flexible, wherever the book is, it is language learning in daily activities. Students who usually have to memorize first and of course need a

muhadatsah book to learn. By using language habituation, we can apply it in learning and anytime. The next advantage may be that they add experience in learning. So far, we have always studied in class between teachers and students, but after this, our mindset has changed. Oh, learning turns out to be broad, not only in class, but we can also learn in every daily activity using language." **(R3)**

Based on the interview transcript above, the researcher assumes that the english conversation habits has given a new color to the world of education, especially Islamic boarding schools. Students who initially only know that learning is always in the classroom. Now they change their mindset that there is direct learning and even direct practice in daily activities. In this case, English conversation habits also help students to improve speaking quality. even more explored knowledge and creativity, detailed interview data are presented below.

"Saya pikir sih percakapan bahasa inggris membuat siswa ningkatin keahlian berbicara, jadi emang siswa tau apa dan bagaimana menggunakan kalimat bahasa inggris dalam percakapan sehari-hari" **(R1)**

"I think English conversation habits make students improve speaking skills. So, students know what and how to use English conversation habit in daily activities." **(R1)**

However, it was also found that 2 respondents disagreed, 1 respondent was neutral, and 1 respondent strongly agreed with the statement "I think the use of English conversation can help students to understand English material better" which indicated that English conversation habits is not fully able to help students understand English well. It is also reinforced by the answers of several respondents during the interview.

"Kebiasaan percakapan bahasa inggris tuh membantu kita melatih bahasa, tapi emang ga sepenuhnya juga ningkatin karena memang tergantung proses Latihan siswanya aja yang harus terus menerus" **(R1)**

"English conversation habits can help students practice their English but cannot fully improve students' English skills because it adapts to the student's continuous training process." **(R1)**

"Terbantu sih, Dari kosakatanya, trus grammar, speaking sama yang utama tuh pengucapan. Saya rasa juga semua membantu, apalagi kalau gurunya interaktif trus jelas menjelaskannya" **(R2)**

"It helps from vocabulary, grammar, speaking, especially pronunciation, I think everything can help students. Especially if the teacher is more interactive and explains the sentences very clearly." **(R2)**

"Pembiasaan percakapan bahasa inggris membantu banget ya, apalagi kalau gurunya cerdas ngejelasin ka, materinya sama contoh kalimat nya juga bagus" **(R3)**

"English conversation habits is very very helpful if the teachers are smart in explaining the material and giving examples of sentences very well." **(R3)**

From the respondents' answers, it can be assumed that English conversation habits could really help students to practice their English, but it didn't fully improve students' English skills and get a better understanding. It depends on the individual training process of the students and how smart the teacher is in conveying the lesson both from explaining and giving good sentences and pronunciation. From the questionnaire and interview transcripts, the findings showed that respondents gave a positive attitude toward the easiness of English conversation habits. The detailed questionnaire data is presented below.

Table 4. The advantage of Using English Conversation Habits (2)

NO	STATEMENT	SA	A	NT	D	SD
1.	The features of English conversation habits are relatively easy to operate.	2	2			
2.	Most things that English conversation habits can be used for I can do just as well myself.	1	3			
3.	I think the use of English conversation habits in ELT facilitates the interaction and communication	2	2			

No.	Statement			
	between teacher and student far better.			
4.	I think the use of English conversation in the process of learning English is flexible time, effort and low cost	1	3	
5.	I think the use of English conversation habits is strategic for learning English especially for discussion and question answer.	2	1	1
6.	I think students can understand the learning well because the audio and visual in english conversation habits is very clear and good.	1	2	1
7.	I think the use of english conversation habits can eliminate hesitation/unconfidence to practice English.	1	2	1

Based on the data in table 4, the researcher found that the students tend to agree and be neutral with all the statements about the advantage of using video conferencing. In statements 14 and 15, respondents answered agree or even strongly agree that the features in English conversation habits are relatively easy to operate and they are able to use English conversation habits as well as possible without requiring the help of others. Likewise in statements 16 and 17, the researcher found that respondents answered agree and even strongly agree that English conversation habits can make it easier for teachers and students to interact remotely and the use of English conversation habits can be flexible time.It is in line with the answers of several respondents during the interview.

"Yang pertama sih waktunya fleksibel, jadi bisa mempermudah siswa buat praktik juga dalam sehari-hari" **(R1)**

"The first time is flexible, making it easier for students to be able to practice it in everyday life" **(R1)**

Furthermore, the researcher also found that 2 respondents agreed and 1 respondent was neutral on the statement " I think the use of English conversation

habits is strategic for learning English especially for discussion and question answer." It is in accordance with the respondents' answers in the interview who said that the relevant English skill to be taught using English conversation habits was speaking because conversation habits was able to create a direct interaction between teachers and students or Student and students . The detailed interview data will be presented below.

"Menurut saya itu keterampilan berbicara. Jadi namanya juga muhadatsah. Sekarang dimana kita akan berinteraksi dengan siswa atau guru secara lisan/langsung dan juga akan bisa membuat praktek berbicara antara guru dengan siswa atau siswa dengan siswa." **(R1)**

"In my opinion, it's speaking skill. So the name is also muhadatsah. Now where we will interact with students or teachers orally / directly and it will also be able to make practical speaking between teachers and students or students with students." **(R1)**

"Untuk berbicara pun akan sangat mudah karena guru memberikan contoh kalimat kemudian kita ikuti dan praktekkan langsung." **(R2)**

"For speaking, it will even be very easy because the teacher gives an example sentence and then we follow it and practice it directly." **(R2)**

*"Hal yang paling relevan adalah berbicara, itu semua karena muhadatsah itu tentang rutinitas sehari-hari, berbicara, memiliki komunikasi yang baik antara satu sama lain, jadi berbicara sangat membantu, terutama ketika kita memiliki hari yang dijadwalkan untuk berbicara dan meningkatkan kepercayaan diri kita juga" (*R3)*

"The most relevant thing is speaking. It's all because muhadatsah it's about daily routine's, having speech, having like communication between one another, so speaking is very helpful, especially when we have a scheduled day to speak and increase our confidence too" **(R3)**

4. The challenges while using english conversation habits

In this section, the researcher discussed the challenges while using English conver-

sation habits in Islamic boarding school. The findings are taken from respondent's answers in the interview and question-naires. The questionnaire consisted of 7 negative statements. The detailed ques-tionnaire data is presented below.

Table 5. The Difficulty of Using English Conversation Habits

NO	STATEMENT	SA	A	NT	D	SD
1.	I think the use of english conversation habits makes learning in the classroom not delivered well by the teacher.	2	1	1		
2.	I think the use of English conversation habits makes learning not well understood by students.	2		1	1	
3.	I think English conversation habits requires the use of a good study guide.	4				
4.	I think practice using english conversation habits are more difficult than not using english conversation habits.	3		1		
5.	I think the use of English conversation habits is very difficult, mainly by new students.	2		1	1	
6.	I think the use of English conversation habits is very difficult due to English pronunciation.	3	1			
7.	I think the use of English conversation habits is very difficult because conversational adaptation process	2		1	1	

Based on the data in table 5, the resear-cher found that the students tend to strongly agree and agree with all the statements about the difficulty of using English conversation habits. In statements 21 and 22, respondents answered agree and even strongly agree that the use of english conversation habits makes learning in the classroom not delivered well by the teacher. It is also reinforced by statements 23 to 27 which indicated that there were several difficulties experienced by res-pondents while using English conversation habits such as English pronunciation and conversational adaptation process, espe-cially new students. It is also in accordance with the answers of several respondents during the interview. Based on the results of the interviews, the researchers found that the main obstacle faced by res-pondents when learning English through English conversation habits was the lack of student participation. This is caused by several factors such as lack of vocabulary knowledge and many words that are still familiar and other factors, including lazy, bad mood even during activities. The full interview data are presented below.

"Masalahnya mungkin banyak kosakata yang sulit diucapkan. Terkadang ada salah eja atau lupa mengucapkannya. Jadi kita harus belajar dengan giat, jadi kita harus terus bertanya apa yang kita tidak tahu, terutama pengucapan dan bagaimana membuat kalimat, karena jika kita me-ngerti, kita suka membangkitkan semangat untuk belajar." **(R1)**

"The problem may be a lot of vocabulary that is difficult to pronounce. Sometimes there are misspellings or forgetting to pronounce them. So, we have to study hard, so we have to keep asking what we don't know, especially pronunciation and how to make sentences, because if we understand, we like to inspire enthusiasm for learning." **(R1)**

"Kebiasaan percakapan belajar bahasa Inggris tidak menghalangi proses pembe-lajaran yang sebenarnya, mungkin interaksi antara guru dan siswa harus lebih terkait. Kalau guru tidak menjelaskan dengan jelas, kita belajar sendiri saja, mencari contoh kalimat." **(R2)**

"Learning English conversation habits does not hinder the actual learning process, maybe the interaction between teachers and students should be more related. If the teacher doesn't explain clearly, we just study independently, looking for example sentences." **(R2)**

"Kendala utama saya sih pengucapannya yang sulit. Atau banyak kosakata yang tidak familiar dengan kalimat yang dibuat. Kendala lain dari diri saya adalah ter-kadang saya suka bosan ketika harus menghafal banyak kalimat. Saya juga sering bad mood seperti itu, seperti di pesantren, saya banyak menghafal, jadi saya suka nongkrong seperti itu ketika saya disuruh menghafal." **(R3)**

"The main obstacle for me is that the pronunciation is difficult. Or a lot of vocabulary that is not familiar with the sentences made. Another obstacle from myself is that sometimes I like to get bored when I have to memorize a lot of sentences. I also often have bad moods like that, like in pesantren, I memorize a lot, so I like to hang out like that when I am told to memorize." **(R3)**

5. The effectiveness of using english conversation habits

In this section, the researcher discussed the effectiveness of using English conversation habits as the medium of Islamic boarding school. This finding was taken from the respondents' answers when interviewed. From the interview data, the researcher found that according to R1, learning English online using English conversation habits is "90% is effective for me compared to other learning such as studying in class because doing these student activities is to be active. Meanwhile, according to R2 and R3, the effectiveness of using English conversation habits as a medium for learning in Islamic boarding schools depends on the student's learning ethos. According to R2, a person's success in learning does not only lie in the teacher. If the student has a strong and high learning initiative, then he will be successful while studying. Furthermore, R3 said that if there are many benefits that can be obtained if you really study it well which can provide effectiveness in learning, a detailed interview transcript from the respondent is presented below.

"90% efektif bagi saya dibandingkan dengan pembelajaran lain seperti belajar di kelas karena dengan melakukan kegiatan tersebut siswa dituntut untuk aktif." **(R1)**

"90% effective for me compared to other learning such as studying in class because by doing these activities students are required to be active." **(R1)**

"Saya engga berani mengatakan efektif atau tidak efektif, begitu saja, saya pikir belajar bahasa sangat penting untuk masa depan. Jadi akan lebih efektif jika kita benar-benar ingin belajar bahasa." **(R2)**

"I *don't* dare say that it's effective or ineffective, just like this, I think learning the language is very important for the future. So it will be more effective if we really want to learn the language." **(R2)**

"Bisa ko sebenarnya efektif, terserah kita. Kadang ada juga yang jarang pakai bahasa hanya karena terpaksa. Tapi menurut saya, sebenarnya muhadatsah itu bisa sangat efektif, karena itu hal yang sangat bagus, manfaatnya juga menarik perhatian, jika saya seorang mahasiswa, saya pasti bersemangat, kan." **(R3)**

"Can I actually it's effective, it's up to us. Sometimes there are also those who rarely use language just because they have to. But in my opinion, actually muhadatsah can be very effective, because it's a very good thing, the benefits also attract attention, if I'm a student, I'm definitely excited, right." **(R3)**

6. Islamic boarding school students' intention of using English conversation habits in the forthcoming time

The data concerned the Islamic boarding school students' intention of using English conversation habits in the future. The questionnaire consisted of 3 positive statements and the results were as follows.

Table 6. The intention of using English Conversation Habits

NO	STATEMENT	SA	A	NT	D	SD
1.	I intend to use English conversation habits regularly in the forthcoming time.			1	1	2
2.	I intend to give out my recommendation to others to use English conversation habits.		1		3	
3.	I intend to use the English conversation habits function to help my academic activities.		2	2		

Based on table 6, the researcher found that 2 respondents disagreed, 1 respondent was neutral, and 1 respondent agreed with the statement " I intend to use English conversation habits regularly in the forthcoming time", which means that most of the respondents do not want to use English conversation habits regularly in the future. This is in line with the answers of several respondents when interviewed regarding their interests because in the

future they will continue to use Indonesian at home. But all respondents chose to follow and practice learning on language habituation in the future. The detailed interview transcript is presented below.

"Sebenarnya kebiasaan ini tidak digunakan di rumah, karena di rumah kita meng-gunakan bahasa Indonesia. Tapi kalau belajar di kelas, kita hanya menulis dan mendengarkan ceramah guru. Biasanya jarang praktek langsung, tapi lebih efektif di kelas, jadi lebih baik di kelas tetapi tambahkan percakapan bahasa Inggris." **(R1)**

"Actually, this habit is not used at home, because at home, we use Indonesian. but if we study in class, we only write and listen to the teacher's lecture. Usually it's rarely direct practice, but it's more effective in class, so it's better in class but add English conversation." **(R1)**

"Menurut saya pembiasaan bahasa adalah metode yang paling baik, karena jika kita belajar langsung, kita mempraktekkannya, kita cepat paham dan tidak cepat lupa. Jadi dari semua peran tersebut yang kita butuhkan adalah interaksi langsung dengan mereka melalui percakapan sehari-hari." **(R2)**

"I think language habituation is the best method, because if we learn directly, we practice it, we quickly understand and don't forget quickly. So from all these roles what we need is interaction with them directly through daily conversations." **(R2)**

However, although respondents prefer learning in the classroom, respondents will also use English conversation habits as a support for academic activities as well as recommend it to others. This can be seen in statements 29 and 30, where almost all respondents tend to agree or even strongly agree with both statements. Below are excerpts from respondents indicating their expectations for the use of English conversation habits in the future.

"Harapannya kebiasaan percakapan bahasa Inggris ini harus terus dikembangkan, agar bisa terus eksis di dunia pendidikan khususnya pondok pesantren. Muhadatsah bisa menjadi pembelajaran alternatif yang bisa digunakan saat tatap muka dan bisa langsung dipraktikkan." **(R1)**

"Hopefully these English conversation habits must continue to be developed, so that they can continue to exist in the world of education, especially Islamic boarding schools. Muhadatsah can be an alternative learning that can be used during face-to-face meetings and can be directly practiced." **(R1)**

"Harapan saya ke depan pembiasaan bahasa Inggris di pesantren tidak ditinggal-kan tetapi harus dikembangkan sehingga dapat dijadikan sebagai perpanjangan tangan pesantren modern." **(R2)**

"My hope is that in the future, English language habituation in Islamic boarding schools will not be abandoned but should be developed so that it can be used as an extension of modern Islamic boarding schools." **(R2)**

"Harapannya lebih efektif dan efisien dan semoga pembiasaan penggunaan bahasa tetap digunakan dalam dunia pendidikan meskipun sudah diterapkan di setiap pondok modern berbasis bahasa. digunakan beberapa kali dalam seminggu atau dapat digunakan sebagai sarana penunjang pendidikan ketika ada beberapa kegiatan untuk meningkatkan kualitas bahasa Inggris/Arab." **(R3)**

"The hope is that it will be more effective and efficient and hopefully the use of language habituation will continue to be used in the world of education even though it has been implemented in every language-based modern cottage. In the future, muhadastah can be used several times a week or can be used as an educational support tool when there are several activities to improve the quality of the English/Arabic language." **(R3)**

B. Discussions

In this section, the researcher described a discussion related to Islamic boarding school students' attitudes towards the use of English conversation habits during life at Islamic boarding school and the opportunities and challenges faced by them while using English conversation habits. The discussion is based on the findings of this study and focuses on Islamic boarding school students' attitudes and the opportunities and challenges of using English conversation habits. The results showed that there were positive attitudes

towards the use of English conversation habits during boarding school. However, there were also opportunities and challenges that Islamic boarding school students' faced while using English conversation habits.

1. Islamic boarding school students' attitudes in using english conversation habits

From all the findings regarding the first research question, it can be concluded that the attitudes of Islamic boarding school students' towards the use of English conversation habits while learning English during boarding school varied. Some decided on a positive attitude and some stood in opposition. Overall, the majority had a positive attitude towards the use of English conversation habits during boarding school. This finding is the same as previous research conducted by (Muhamad Holandyah, 2022) in which the results show that students tend to have positive attitudes toward the use of English conversation in their boarding school. Based on the data obtained from interviews and questionnaires, the methods offered by conversational English are quite interesting and in terms of clearer delivery and understanding of the material to students directly compared to just learning in class. That's because conversational English habits offer several skills to be learned. This supports students to improve their English language skills such as speaking and pronounce. This is consistent with a number of other research that found learning a language primarily requires the four skills of listening, speaking, reading, and writing. Recently, it has been proposed that memorization and pronunciation serve as the foundation for everything else (Boehme, 2013).

However, at the same time, students also feel worried and challenged when learning English using English conversation habits. This happens because the presence of English conversation habits in the field of education has not been well prepared. There are still some obstacles faced by teachers and students when using it, such as the teacher's lack of understanding when explaining the material, and many students tend to be passive in activities due to lack of vocabulary, etc. These factors make learning using conversational English challenging. Pratolo et al(2019) findings, which indicated that vocabulary was cited as the greatest barrier to speaking English and that it made students passive speakers, supports this conclusion. In addition to words, pronunciation was revealed as another issue, and students learned that pronunciation was a contributing role to their ability to speak English. However, although the students felt that learning using English conversational habits was quite effective compared to other learning methods. Even though it was a challenge for them, they were very enthusiastic because it was to improve speaking skills. Despite the many doubts and anxiety they feel. This result demonstrates that the majority of students experience anxiety when speaking in front of professors, classmates, and other individuals. This result is consistent with research by Pratolo et al. (2019), which discovered that anxiety was one of the most prevalent problems reported by students. They think that their apprehension prevents them from speaking. According to Woodrow (2006), anxiety has a detrimental impact on English speakers' oral performances. Park and Lee (2014) observed that students' anxiety levels had a negative association with their oral performance, supporting this conclusion.

Finally, based on data taken from interviews and questionnaires, the students hope that the use of English conversational habits will continue to exist in the world of education, especially Islamic boarding schools. In terms of implementation, English conversation habits can be used as an educational support tool to improve speaking skills. These programs are made to help students succeed academically, particularly in speaking abilities. Through participation in speaking competitions, students can practice their English (Moulida, 2019). In addition, Islamic boarding schools are also expected to improve the quality of teachers in teaching so that students can master easy-to-deliver material. Speaking can improve students' identity and satisfaction, and with close instructor supervision, it can inspire them to pursue further education, according to Harmer (1998). Therefore, effective speaking exercises must aid in pupils' oral communication abilities. Shi (2000) findings that

the ability to have conversations in the target language is the best indicator of success in learning a second or foreign language support this. Furthermore, another factor that shows the positive attitude of the Islamic boarding school students' conversational habits of using English comes from their personal motivation to use developing speaking skills. In addition to the rules and policies of the boarding school to use conversational English, students are also more interested in learning to use it. They believe that the habit of speaking English is one of the most effective learning media compared to other media and is one of the best methods that can be used by Islamic boarding school students.

2. The opportunities and challenges faced by Islamic boarding school while learning English using English conver-sation habits

Regarding the opportunities faced by Islamic boarding schools students when teaching English using English conver-sation habits, the researcher has presented the findings into two categories of benefits, namely English conversation habits, learning experiences in the field of edu-cation and the difficulties experienced when using English conversation habits. Based on data obtained from interviews and questionnaires, Islamic boarding school students agree that learning English using English conversation habits during Islamic boarding schools has many advan-tages. The first advantage is that the habit of speaking English has added to the student's learning experience. Students who initially only know that learning is always in the classroom. Now they change their mindset that learning can be done anywhere by directly being practiced in everyday life. This is also an advantage of the habit of speaking English where the time is more flexible and efficient. Teachers and students can communicate, interact directly and directly carry out learning practices. These communication signals Brennan (2010:1) Conversation is a joint activity in which two or more participants form linguistic and linguistic forms to communicate interactively. Dialogue is a conversation between two participants (though the terms dialogue and conver-sation are often used interchangeably).

Face-to-face conversation universal in all human cultures, and provide an interactive context in which children learn their mother tongue. Heritage (2001:2744), states "Conversations are social creations. They are produced step by step when people carry out certain shared activities. Activities together is an activity in which two or more people must coordinate with each other to succeed.

In addition, the advantage of using English conversation habits is that it can help students practice English and make the learning process more effective because it is directly practiced. This is because the habit of speaking English offers an advantage in terms of speaking skills that support more real interaction and more intense communication between teachers and students. According to Wachyudi et al. (2015), one of the most important roles in the teaching and learning process in the classroom is how teachers interact with students. Therefore, the effectiveness of learning is also influenced by how qualified the skills possessed by the teacher are and how creative the teacher is in delivering lear-ning materials to create positive, interes-ting and attractive learning situations in the classroom. In this case, the habit of speaking English also helps teachers and students to improve their speaking skills in order to increase their knowledge and creativity in using sentences in everyday life. This finding strengthens the results of research conducted by Eisner (1984), in teaching language the feelings and beliefs of the teacher can determine the method of applying and learning language. The teacher's beliefs and emotions that are formed then determine the teacher's behavior in the classroom. immediately, the attitudinal dimensions of certain beha-viors are observable.

In addition, the habit of speaking English is also very practical, time is flexible and of course costs money. In comparison, students who usually have to go to a tutoring center to learn to speak English and need money for registration, while students who study English conver-sational habits in pesantren get good benefits. now they can save money because the learning process can be done in Islamic

boarding schools. Because Islamic boarding schools are places to learn about Islam and improve the quality of speaking English or Arabic. The uniqueness of Islamic boarding schools as Islamic institutions lies in their ability to convey Islamic values to the community through models, strategies, and individual approaches. Buchori (1994: 3). This was also conveyed by (Kompasiana, March 23, 2010) that boarding school is one of the Islamic institutions that is famous for its quality of education and excels in teaching language to its students. Islamic boarding schools prioritize learning foreign languages, especially Arabic and English. On the other hand, students also argue that the use of English conversation habits in EFL has several obstacles. The main obstacle faced by students when learning to use English conversational habits is the lack of student activity in learning. This is caused by several factors such as the lack of student literacy in memorizing vocabulary and other factors such as lazy, reading, etc. Another obstacle is the lack of explanations given by the teacher, as well as the lack of sufficient reference sources for students such as not having other supporting things. In this case, to improve the quality of teachers or students in Islamic boarding schools, they must be equipped with good language skills through adequate training so that they can achieve a high language scale. This is also one of the strategies to produce quality teachers in the 21st century (Liza & Andriyanti, 2020).

IV. CONCLUSION AND RECOMMENDATION

A. Conclusion

Based on the research and discussion, the researcher concludes that Islamic boarding school students tend to have positive attitudes towards the use of English conversation as a medium of learning in Islamic boarding schools. This can be seen from the high feelings of pleasure and enthusiasm of the students when using it. They feel very interested, happy, and interested in using English conversation habits because it is considered effective compared to other media. Similarly, there are many advantages to using English conversational habits such as effectiveness and efficiency in terms of time, place and cost, helping to increase students'

creativity and productivity while studying at Islamic boarding schools, helping students practice English, and expanding the learning experience in the field of Education, using a conversation system. However, the researcher also concludes that the challenges in learning to use English conversational habits are real. Therefore, students also feel challenged and worried to face several obstacles that occur, especially in terms of participation and activeness as well as pronunciation when participating in activities. In addition, students also face challenges such as difficulty in memorizing vocabulary, good pronunciation and even some students feel very happy when practiced. In addition, the researcher concludes that although students think that learning using English conversation is quite effective, students are also interested in learning in the classroom by involving English conversation habits to improve future learning. In conclusion, most students have positive attitudes towards language conversation habits. English because it is considered as one of the best learning media that students can use when learning English while in Islamic boarding schools.

B. Recommendation

After the researcher found the research findings, the researcher gave some suggestions for students and teachers and futures researchers.

1. For Students
   For students, it is very important and needs to have several strategies, varied motivations in terms of learning learning materials so that when practical it is easy to understand by using English conversation habits as a learning medium to improve speaking skills

2. For Teacher
   For teachers, it is very important and needs to have several strategies, techni-ques, and methods that vary in terms of delivering learning materials so that when teachers provide direct teaching and learning processes, teachers can use English conversational habits as an effec-tive learning medium.

3. For futures researchers
   For futures researchers, the researcher hopes that the next researcher can expand its scope in a wider scope, not only covering 4 respondents from the same Islamic boarding school as this study but

covering different Islamic boarding schools from various regions, cities and remote are.

REFERENCES

Ahmad, I. S., Abdullah, H., Ghani, A., & Faizal, M. (2014). Attitudes and motivation toward learning the English language among students from Islamic education system background: Exploring the views of teachers. *Journal of Education and learning*, *8*(3), 195-208.

Boehme, Martin. (2013). 6 Essential Skills for Language Learning. Retrieved from on powlyglot.com/6-essential-skills-for-languagelearning.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101.

Clandinin, D. J., Steeves, P., Li, Y., Mickelson, J. R., Buck, G., Pearce, M., & Huber, M. (2010). Composing lives: A narrative account into the experiences of youth who left school early, Retrieved April, 12, 2010

Hidayati, D. S. (2021). *The Implementation of Video-Assisted Guided Conversation to Improve Students' Speaking Skill at Eleventh Grade of MA Annuriyyah Jember* (Doctoral dissertation, Faculty of Tarbiyah and Teaching Training English Education Department).

Liza, K., & Andriyanti, E. (2020). Digital Literacy Scale of English Pre-Service Teachers and Their Perceived Readiness toward the Application of Digital Technologies. *Journal of Education and Learning (EduLearn)*, *14*(1), 74-79.

Marzulina, L., Kasinyo Harto, K. H., & Dian Erlina, D. (2021). Challenges in Teaching English for EFL Learners at Pesantren: Teachers' Voicesa. *Challenges in Teaching English for EFL Learners at Pesantren: Teachers' Voicesa*, *11*(12), 1581-1589.

Nunan, D. (1995). Closing the gap between learning and instruction. *Tesol Quarterly*, *29*(1), 133-158.

Nunan, D. (2018). Teaching speaking to young learners. *The TESOL Encyclopedia of English Language Teaching*, 1-8.

Shi, L. (2000). Second Language Teaching and Learning: David Nunan.