



## Going to Santri International through Upgrade English Productive Skills of Students Islamic Boarding School

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### Abstract

Santri Go International is a jargon as an opportunity and a challenge for Islamic boarding schools. However, in contrast to modern Islamic boarding schools, affiliated with Nahdlatul Ulama (NU) prioritize moral education rather than foreign language skills, especially English. Therefore, to face this challenge, the students must be able to master foreign languages including English. English became the Lingua Franca in the MEA era. The Importance of English Language Proficiency in English is expected that students would be able and ready to go international. Therefore, English language skills must be owned by students. Furthermore, this service community activity aims to improve Santri in English skills which include; Speaking, Listening, Reading and Writing. The subjects assisted by this activity are Islamic boarding school students in Metro City who are members of the English Club. This activity uses Participatory Action Research (PAR). It is hoped that this activity can improve their English skills. Based on the results of community service activities (PKM) English language learning assistance for students at Universitas Ma'arif Lampung Metro is an effective strategy to improve capabilities English speaking students. It can be seen in the results of the participants' responses to the training feedback and evaluation sessions for these training activities are new things for them so that they can add and broaden their horizons, and through this activity, trainees can train their writing, speaking, reading and listening skills

**Keywords:** English Productive Skills, Santri International, Community English Skills

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## INTRODUCTION

Santri Go International are students who are able to compete in academic and non-academic competitions globally (Jarmadi, 2022). This is in line with the enactment of the ASEAN Economic Community (AEC) Era and free trade, requiring competent and competitive human resources. The world of Islamic boarding schools must really prepare skills and knowledge of its graduates. This is because

the number of Islamic boarding schools in Indonesia has reached 27,722 and the number of students has reached 4,175,531 (ditpdpontren., 2022). The data shows that Islamic boarding schools and students have a quantity capable of coloring the era of the Asean Economic Community (AEC). Therefore, pesantren and students must prepare themselves to face this era, one of which is by improving foreign language skills, namely English. The governments of Southeast Asian countries have a consensus to create a free market called the ASEAN Economic Community (AEC). This requires every member of the community to be professional. Therefore, Indonesia as one of the countries in Southeast Asia must be able to use English to communicate with people from various countries and because English is taught in schools, every student is required to master the four English skills which include reading, listening, writing and speaking in order to survive in this global era (Ayu, 2020).

English has become the Lingua Franca in the MEA era. This means that English has become the agreed language for communicating in this free market (Syafitri, 2019). The importance of English proficiency With the mastery of English, it is hoped that Indonesian people, especially students, will have greater bargaining power. English is an international language that functions as a communication tool for people in the whole world. The ability to communicate in English can be used in various aspects of life such as in economic, social, cultural, educational, legal and other aspects (Nurchahyo et al., 2018). Thus, the capital to compete in mastering technology without space and time limits is the ability to communicate in English both written and spoken which can be used in the economic, social, cultural, educational and political sectors. because English will bridge Indonesian entrepreneurs with entrepreneurs in the ASEAN region in conducting cooperation in trade (Syafitri, 2019).

However, students as an entity of the ASEAN economic community have very weak English skills, especially speaking and writing (Agustina, Rohmah, & Kuspiyah, 2019). In terms of speaking, indicators Skills speaking is still not fulfilled properly (Kamaliasari & Amrizal, 2021). Furthermore, Skills other productive activities such as writing are also still very weak (Susilowati, Pujiastuti, & Zakiyah, 2022). In general, ability the productive skills of Islamic boarding school students are still very weak so they need to be improved.

The problem faced by Islamic boarding school students is the lack of productive skills (reading and writing). Lack of interest in reading English texts. Lack of English reading resources. There is no special room that supports students' English improvement activities. This is because Islamic boarding schools affiliated with Nahdlatul Ulama (NU) prioritize religious scholarship through mastery of the yellow book rather than Skills foreign languages, especially English (Arifin 2012). This is because the kyai and caretakers of the Islamic boarding school want the students to become religious leaders in the neighborhood them (Sholichin, 2007). In addition, the Islamic boarding school prioritizes moral education to its students first and then followed Skills life skill for their provision of life (Misbah, 2019). Therefore, Islamic boarding school students in the neighborhood Nahdlatul Ulama (NU) emphasizes its students in the formation of morals. This is because, Islamic boarding school students must be able to be role models for society.

Therefore, one of the ways to achieve English proficiency is to increase students' awareness of English. This matter done by carrying out training Skills speaking, listening, reading and writing need to be given (Nur'Aini, Utami, & Naima, 2022). Furthermore, abilities Skills what is also necessary is English literacy skills including the ability to read, understand, and critically appreciate various forms of communication including spoken language, printed text, and digital media. literacy has a broader understanding of skills, including speaking and listening, as well as communication that uses not only traditional writing or print but also digital media (Ayu, 2020). In addition, literacy can be interpreted as a tool for sorting out useful information. Information will be filtered with the aim of being efficient in various aspects during the information search process (Lifia Yola Putri Febrianti and Oviolanda Irianto, 2017).

## **METHOD**

This activity uses the Participatory Action Research (PAR) method, specifically focusing on problem solving and participatory participation. While the strategy used in carrying out this program is to mobilize human resources and student potential, in this case the empowerment team which is the driving force in building student awareness of the importance of reading. Therefore the type of activity that will be carried out is a Focus Group Discussion.

These community service partners are Islamic boarding school students in Metro City and Central Lampung (Rodhotutolibin Islamic Boarding School, Ma'arif NU Islamic Boarding School and Walisongo Islamic Boarding School) English Tadris Universitas Ma'arif Lampung. At this initial stage, this activity is specifically aimed at students who are actively involved in the English Club. The English Club members consist of 20 students.

This community service activity was carried out at the Universitas Ma'arif Lampung. This campus is located on Jl. RA Kartini 28 Purwosari, North Metro sub-district, Metro city, Lampung province. This service activity was carried out for 4 months (December-March 2022). As for the implementation, this program will be carried out as follows: a) Mapping English productive skills b) Focus Group Discussion and analysis of problems related to English skills. Especially preparation for further study abroad. c) The preparation stage for program action according to the results of the problem analysis carried out with the assisted subjects, d) Program socialization, e) Program Implementation, f) Monitoring, and g) Program Evaluation

## RESULT AND DISCUSSION

Figure 1 Activity in Upgrading Students' English Productive Skills



### Reading Skills Activity

In the activity of improving students' reading skills through this PKM activity, the students are given short texts written in English to students and they are invited to read it over and over again. The text is in the form of simple reading text information about daily activities. With that type of text, students are expected Interest in reading can grow so as to form habits and increase understanding them in reading texts that start with simple texts. There are two topics of text given to students. Each text is an image text. The pictorial text was chosen to emphasize the psychological aspects of the students. The pictorial text made the reader more interested. The implementation of activities to train students' reading habits through repeated exercises through reading two types in this PKM activity is carried out with the same procedure, namely asking students to read a simple text (consisting of only a few simple sentences). In the second text students are asked to practice reading a simple text entitled "Islamic Moderation" twice. Through this text students' interest and habits in learning to read can grow because of two things: the text is simple and related to everyday life and the text is pictorial. Picture text is a form of communication that involves verbal and nonverbal aspects. Aspects of nonverbal communication are more effective in attracting the interest of child-aged readers than verbal ones because psychologically the images that are a manifestation of the non-verbal communication aspect are more attractive and make it easier to convey the contents of the text, especially to child-aged readers.

### Listening Skills Activity

In an effort to train students' listening skills through this PKM activity, students are given exercises which involves listening to various things, such as music (music), radio (radio), news (listening to news broadcasting), watching English movies (watching movies), and play while playing with peers using English. They encouraged and directed to carry out activities of listening to audios in that language English to help them improve their listening skills. They are given an indication of what material they must listen to while they are in the level Training. Listening skills involve a process that is almost the same as listening skills reading, which, in practicing their skills students must be able to make efforts to receive messages in a short amount of time from a text when reading or listening to it. By because they need to be given practice in carrying out these activities against different texts the form is short and the language uses ordinary vocabulary. In In this PKM activity, students are given a text that tells about physical characteristics human which involves the use of some characteristic vocabulary, such as relating to warna: black, brown, yellow, white, gray, blonde, blue, green, red, dark, fair, olive, yang related to the size of short, long, and those related to the form of straight, curly, as shown in Figure 4 below. Students are trained to construct information according to the text that has been prepared by listening to the played text. Until in some parts of the activity, apart from listening to the audio they were also asked to fill in some of the information in the form that has been provided apart from providing listening skills training materials, to sharpen their ability to hear and receive messages through listening to spoken texts delivered in English, students are also given speaking skills training materials to enable them to respond to the messages they receive through listening and listening. Related to the topic in the first text, in the speaking activity students are invited to provide a description of themselves and are invited to communicate with native English speakers through the audio being played.

### Writing Skills Activity

In an effort to familiarize students with practicing their skills in writing using language English, in this PKM activity students are taught to get used to writing personal notes, create a chat using English, and write descriptions of daily activities their day. Language is a social practice so it must be used in training repeatedly and continuously, starting from the context of everyday life to at the intensive context level. Training that is carried out repeatedly is not only make someone able to master the training object but more than that they are capable modify it into activities and situations that can be linked to a variety of other situations so as to provide more benefits. Writing is an activity requires an investment of time and the result is determined by the amount of time invested for him. In this PKM activity, in order to provide training to students about how they should cultivate interest in writing and improve it, they given some exercises in reading a letter prepared and asked to write it down answers to the questions given. In addition they were asked to write the information from the letter in a systematic order

## Speaking Skills Activities

Speaking activity is the core in developing speaking skills and parameters for mastery. Therefore, the exercises that must be done to improve these skills are interacting and communicating orally with other people and with oneself. These activities must be carried out repeatedly and continuously so that mastery and modification can occur naturally. In improving students' speaking skills using English in this PKM, Some activities to do are taught to students. Students are motivated to speak to close peers (talking to friends), listening and singing English songs (practice through singing), and participate in activities English study groups (English clubs). Through activities where students meet with their peers or school friends with them they will be more flexible learn to communicate in English.

In addition, in this mentoring activity, students are presented with several literary genres in doing Story Telling either through short stories, the origins of a region (legend), animal stories (fable) and other folk stories. The purpose of presenting various kinds of literary genres is so that students have variations in story telling activities so that students are not bored with the literary genres they commonly encounter. Besides that, another more important goal is to improve speaking skills (speaking) the students, the more often they read various genres of literature the students even more often practice their speaking skills which include pronunciation, intonation and expression. One of the literary genres presented is the short story. Short stories as a multi-dimensional literary genre can provide many advantages, one of which is that students can acquire various language skills. The characteristics of short stories provide special interest for students, namely in short, modernity, and the variety of stories. When short stories are selected based on students' level of English proficiency, they can offer adequate linguistic, intellectual, and emotional engagement and can enrich students' learning experience. Thus, story telling in the form of short stories can provide suitable and fun and instructive learning resources for EFL students, this can also improve linguistic abilities and reading and writing skills. Students are invited to make library visits to select reading materials that suit their interests and preferences. Then they were asked to understand the contents of the story by reading it carefully. To find out the extent to which students understand the contents of the reading, students are asked to make summaries and are grouped in pairs to tell stories to one another. This activity is called pre story activity.

## CONCLUSION

Community service activities are a form of institutional activity education in realizing its existence as a representation of society at the level education and academic, become a source of distribution and dissemination of knowledge and culture as a process and material in forming character so that it becomes a human being tough and able to live in the world of globalization era through education and teaching. This PKM has a specific purpose, namely to help improve English language skills through training and teaching simple strategies. Based on the results of community service activities (PKM) that have been carried out, English language learning assistance for students at Universitas Ma'arif Lampung is an effective strategy to improve capabilities English speaking students. This can be

seen in the results of the participants' responses to the training feedback and evaluation sessions for these training activities are new things for them so that they can add and broaden their horizons, and through this activity, trainees can train their writing, speaking, reading and listening skills. Language is a social practice that must be used and practiced repeatedly and continuously. Therefore, every language teacher must emphasize learning and teaching each skill in training.

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