A COMPARATIVE ANALYSIS OF STUDENT ENGAGEMENT IN FORMAL AND SUPPLEMENTAL ENGLISH CLASSES AT PONDOK PESANTREN AS-SALAFIYAH SUMBER DUKO PAMEKASAN

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Abstract

Given the unique and immersive English language environment at Pondok Pesantren and MA As-Salafiyah Sumber Duko Pameksan , a comparative analysis of student engagement in both formal (classroom-based) and supplemental (extracurricular) English classes becomes essential.This research eventually   aims to address the strengths and weaknesses of formal English instruction in fostering language proficiency among students at MA As-Salafiyah is, to what extent students actively engage with the content and teaching methods employed in formal English classes and how students perceive the value and impact of participating in extracurricular language activities.The study employed a qualitative research method with case study analysis., The findings reveal a complex interplay of factors influencing language learning in this context. While formal instruction, grounded in linguistic theory and structured lesson plans, provides a solid foundation, it faces challenges related to time constraints, limited real-world application, and student engagement. Conversely, extracurricular language activities, such as English camps, clubs, and competitions, are highly valued by both students and teachers for their immersive nature, focus on practical communication, and positive impact on motivation and confidence. These activities foster a sense of community among learners and complement formal instruction by providing opportunities for authentic language use and personal growth.The study concludes that a holistic approach that integrates formal instruction with engaging extracurricular activities, supported by adequate resources and a positive learning environment, can optimize language learning outcomes and foster a positive learning experience for students.

Keywords: Student Engagement, Formal English Instruction, Supplemental Language Activities

INTRODUCTION | مقدمة

English language instruction at Pondok Pesantren As-Salafiyah Sumber Duko Pamekasan plays a pivotal role in shaping the linguistic proficiency of its students, a significant number of whom are boarders residing in the school's dormitory (read: Pondok Pesantren). The immersive environment created by the boarding school setting offers a unique context for language learning, allowing students to be surrounded by English not only during formal instruction but also in various informal interactions within the residential facility

Beyond traditional classroom settings, the institution has embraced extracurricular English classes to augment learning opportunities, designed to enrich students' language skills by offering additional exposure and practice. This approach aligns with modern language teaching methodologies that advocate for diverse and immersive language experiences. Reflecting on the

significance of student engagement, Christenson et al. (2012) emphasize that engagement is pivotal for learning, necessitating energy, effort, and adaptation to various contextual influences.

In promoting active participation, the curriculum integrates innovative teaching methods, including communicative language teaching, project-based learning, and language games, aiming to sustain student engagement and motivation. This pedagogical strategy resonates with the insights of Shih (2011) on leveraging Web 2.0 technologies to facilitate English writing through blended learning approaches, emphasizing the role of digital platforms in enriching language education.

The school's commitment to enhancing English language proficiency extends to encouraging student involvement in clubs, workshops, and language-focused groups, facilitating exploration of English language and culture in a collaborative setting. This echoes the findings of Alhaysony (2017) and Alrashidi (2022), who highlight the effectiveness of metacognitive strategies in language learning, underscoring the importance of strategic engagement in educational outcomes. Recognizing the importance of technology in language learning, MA As-Salafiyah leverages digital resources and online platforms to supplement classroom instruction. Virtual language exchange programs, online language courses, and multimedia resources contribute to a more comprehensive and contemporary approach to language education.

The school's commitment to student engagement extends to the dormitory environment as well. English is not just a subject of study; it permeates daily life within the boarding school. Informal interactions among students in dormitories, common areas, and during recreational activities contribute significantly to language acquisition. Boarders often engage in English conversations while sharing meals, participating in extracurricular activities, and collaborating on projects, creating a continuous and immersive language experience.

Pondok Pesantren As-Salafiyah Sumber Duko Pamekasan demonstrates a dedication to fostering English language proficiency that extends beyond the confines of traditional classroom settings. The school's boarding environment plays a crucial role in this endeavor, as English is integrated into the daily lives of students. Informal interactions in dormitories, common areas, and during recreational activities create a continuous and immersive language experience. These interactions, whether during meals, extracurricular activities, or collaborative projects, significantly contribute to language acquisition. In essence, MA As-Salafiyah's approach to English language instruction is holistic and multifaceted. It combines innovative teaching techniques, a wide array of extracurricular activities, and a language-rich boarding environment. This comprehensive approach not only equips students with linguistic skills but also nurtures a genuine passion for the English language.

Given the unique and immersive English language environment at MA As-Salafiyah, a comparative analysis of student engagement in both formal (classroom-based) and supplemental (extracurricular) English classes becomes essential. This analysis will shed light on the effectiveness of various teaching methods and activities in promoting language learning. By understanding how students engage with different learning opportunities, educators can refine their strategies to maximize student engagement and language acquisition.

Therefore, this study proposes to conduct "A Comparative Analysis of Student Engagement in Formal and Supplemental English Classes at Pondok Pesantren As-Salafiyah Sumber Duko Pamekasan." This research will delve into the specific ways in which students participate in both formal and supplemental classes, aiming to identify the most effective approaches for fostering engagement and language proficiency in this unique educational context.

METHOD | منهج

Participants

The study at Pondok Pesantren As-Salafiyah Sumber Duko Pamekasan will involve a carefully selected group of participants to ensure a comprehensive understanding of the impact of formal and supplemental English classes on student engagement and linguistic proficiency. The primary participants will include students enrolled at MA As-Salafiyah, particularly those who are actively involved in both formal English classes and extracurricular language activities. The number students are 45. This selection aims to capture a wide range of experiences and perceptions regarding the effectiveness of traditional classroom methods and the value of participating in extracurricular language learning opportunities.

In addition to students, 4 teachers and instructors responsible for delivering formal and supplemental English classes will also be included as participants. Their insights will be invaluable in understanding the pedagogical approaches employed in the classroom, the rationale behind the use of specific teaching methods, and their observations on student engagement and language proficiency outcomes. By incorporating the perspectives of both students and educators, the study will achieve a balanced view of the educational dynamics at MA As-Salafiyah, allowing for a richer analysis of the factors influencing English language learning in this unique setting.

Research Design

This research adopts a qualitative case study approach, drawing upon the comprehensive framework developed by Robert K. Yin (2018). Yin's model is particularly suited to exploring complex phenomena within their real-life contexts, making it an ideal choice for examining the intricacies of student engagement and linguistic proficiency in formal and supplemental English classes at Pondok Pesantren As-Salafiyah Sumber Duko Pamekasan. Yin's approach emphasizes the need for a well-articulated research design that includes clear research questions, a deliberate choice of case study sites, and the systematic collection of data through various methods such as observations, interviews, and document analysis. By following Yin's guidelines, this study aims to uncover the depth, nuances, and individual perspectives that characterize the educational experiences of students and teachers at MA Assalafiyah, thereby providing a rich and detailed understanding of the factors influencing English language learning and engagement. The rationale behind selecting a qualitative case study lies in its strengths to uncover the depth, nuances, and individual perspectives that quantitative methods might overlook.

Qualitative research, particularly through case studies, offers a unique lens through which the subjective experiences of students and teachers can be understood and interpreted. This approach allows the researcher to collect rich, detailed data through various means such as observations, interviews, and document analysis. By employing these methods, the study aims to gain insights into the effectiveness of traditional classroom teaching strategies, the nature of student participation in these settings, and the perceived value of engaging in extracurricular language activities. Such a qualitative inquiry is essential for capturing the lived experiences of participants, providing a deeper understanding of their motivations, challenges, and achievements in the context of English language learning.

The choice of a case study approach is further justified by the need to explore how specific educational practices at MA As-Salafiyah influence language acquisition and student engagement. Unlike broader survey-based studies, a case study allows for a focused examination of the particularities and contextual factors that contribute to the educational outcomes observed. This

specificity enables the researcher to develop a nuanced interpretation of the data, grounded in the realities of the participants' daily experiences. Furthermore, the qualitative nature of this inquiry supports a flexible research process, where emerging insights can be pursued in depth and the research questions refined based on initial findings. The following picture reflects the model of this case study research.
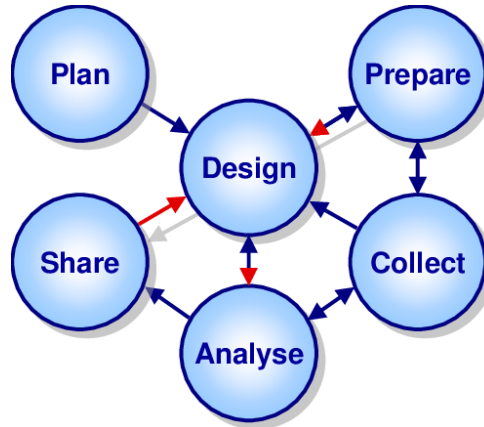

Figure 1. *Case Study Model by Robert K. Yin (2018)*

RESULT ｜ نتائج

Strengths and Weaknesses Formal English Instruction In Fostering Language Proficiency Among Students at MA As-Salafiyah

The evaluation of formal English instruction at MA As-Salafiyah Sumber Duko Pamekasan reveals a multifaceted landscape, showcasing both commendable strengths and areas necessitating improvement.

Strengths of Formal English Instruction from the English Techers' Interview

A robust theoretical foundation underpins the formal English instruction at the institution. Teachers exhibit a sound grasp of linguistic theory, demonstrating their ability to articulate the components and structure of the English language effectively to students. This theoretical grounding is pivotal in ensuring a structured and informed pedagogical approach.

Strengths of Formal English Instruction from the Students' Interview

Based on the student's statement, it highlights the crucial role of formal English instruction in their language learning journey. They recognize that the structured environment of formal learning provides them with a solid foundation in essential language components like grammar and vocabulary. The student also acknowledges the broader benefits of formal learning, stating that it helps them develop other language skills beyond grammar and vocabulary, contributing to their overall communicative competence.

Weaknesses of Formal English Instruction from the English Teachers' Interview

Despite these strengths, the formal English instruction at MA As-Salafiyah Sumber Duko Pamekasan is not without its shortcomings. Students perceive the classes as being constrained by limited time, which, coupled with a vast amount of material to cover, hampers the effectiveness of instruction. This temporal constraint may lead to a rushed pace of instruction, potentially impeding students' ability to fully grasp and internalize the concepts being taught.

…*"Formal English learning at MA As-Salafiyah is quite effective in improving students'*

language skills. However, there are several obstacles that need to be considered, such as the limited duration of learning time and the amount of material that must be delivered. Sometimes, this makes students feel burdened and have difficulty understanding the material in depth." (Interview with English teacher)

The challenge students face in summarizing texts points to a potential gap in reading comprehension and summarization strategies. This difficulty may stem from a lack of explicit instruction or practice in these areas, highlighting the need for targeted interventions to bolster students' reading comprehension skills.

The predominant practice of seeking out English speakers outside the classroom for language practice suggests a dearth of opportunities for real-world language application within the formal setting. While interacting with native speakers is undoubtedly beneficial, integrating authentic language use within the classroom context can significantly enhance students' communicative competence.

The fast-paced nature of instruction, coupled with a high volume of assignments, can overwhelm students and hinder deeper engagement with the material. This approach may prioritize content coverage over comprehension, potentially leading to superficial learning. While teachers express their commitment to adapting content to students' needs, there is a lack of explicit mention of strategies to actively engage students during lessons or address varying levels of engagement. This suggests a potential area for improvement, as active student participation is crucial for effective language learning.

Thus, the formal English instruction at MA As-Salafiyah Sumber Duko Pamekasan demonstrates a strong foundation and incorporates several positive aspects. However, addressing the identified weaknesses, such as time constraints, limited real-world application, and the need for enhanced student engagement, is crucial to optimize the effectiveness of the program. By implementing targeted interventions and adopting a more student-centered approach, the institution can further enhance its English language instruction and empower students to achieve greater linguistic proficiency.

Weaknesses of Formal English Instruction from the Students' Interview

The student's emphasis on grammar and vocabulary acquisition suggests that these aspects are heavily prioritized in formal classes. While these are undoubtedly crucial components of language learning, the lack of mention of other skills like speaking, listening, reading comprehension, and writing indicates a potential overemphasis on structural aspects at the expense of a more holistic language development.

Students' Perspectives

Students at MA As-Salafiyah Sumber Duko Pamekasan generally perceive formal English instruction as beneficial but constrained. They acknowledge the importance of formal classes for their overall language development, particularly in the context of academic assessments. However, they also express concerns about the fast pace of instruction and the extensive amount of material covered within the limited class time. This time constraint is perceived as a barrier to effective learning, as students feel rushed and unable to fully grasp the concepts being taught.

Teachers' Perspectives

From the teachers' standpoint, formal English instruction is underpinned by a strong theoretical foundation. Teachers demonstrate a solid understanding of linguistic theory and its

practical application in the classroom. They emphasize the importance of structured lesson plans, diverse teaching materials, and personalized instruction to cater to students' varying needs and skill levels.

Teachers also highlight the integration of cultural aspects into language learning, recognizing the interconnectedness of language and culture. They emphasize the development of all four language skills (listening, speaking, reading, and writing) and acknowledge the role of technology in enhancing language learning experiences.

Student Engagement in Formal English Classes at MA As-Salafiyah Sumber Duko Pamekasan

The assessment of student engagement in formal English classes at MA As-Salafiyah Sumber Duko Pamekasan reveals a dynamic interplay of motivating factors and areas for potential enhancement.

Engaging Pedagogical Approaches

Students exhibit a high degree of enthusiasm and active participation when engaged in interactive and enjoyable learning activities. Students said that "Collaborative tasks, such as group work and partner activities, also contribute significantly to student engagement. By working together, students can share ideas, support each other's learning, and develop their communication skills in a meaningful context."

Technology as a Catalyst for Engagement

The integration of technology also plays a pivotal role in enhancing student engagement. Students report feeling more enthusiastic and enjoying the learning process when technology is incorporated into lessons. This finding aligns with contemporary educational trends that emphasize the use of digital tools and resources to create more interactive and immersive learning experiences. By leveraging technology, teachers can access a wealth of educational materials, facilitate online collaboration, and provide students with personalized feedback, all of which can contribute to increased engagement.

Areas for Enhancement

While the findings highlight several positive aspects of student engagement, they also reveal areas for potential enhancement. Students express a desire for a wider range of student-centered activities in formal English classes. This suggests that while some interactive elements are present, there is room for further diversification of teaching methods to cater to different learning styles and preferences. Incorporating activities such as debates, presentations, and project-based learning could provide students with more opportunities to take ownership of their learning and apply their language skills in creative and meaningful ways.

Overall Engagement

Overall, student engagement in formal English classes at MA As-Salafiyah Sumber Duko Pamekasan appears to be relatively high, with both students and teachers reporting positive experiences. The use of interactive teaching methods, opportunities for speaking practice, and personalized instruction are identified as key factors contributing to engagement. However, there is room for further enhancement by incorporating a wider range of student-centered activities, addressing resource limitations, and leveraging technology to create more interactive and engaging learning experiences. By continuously adapting their teaching practices based on student feedback and emerging pedagogical trends, teachers can ensure that formal English classes remain stimulating and effective for all learners.

Student Perceptions of the Value and Impact of Extracurricular Language Activities

The data reveals that extracurricular language activities (ELAs) at MA As-Salafiyah Sumber Duko Pamekasan are highly valued by both students and teachers, and significantly impact language learning, personal growth, and community building.

ELAs as Catalysts for Language Acquisition and Confidence

Students actively participate in diverse ELAs, including English camps, clubs, and competitions. Students reported that

…"I have participated in various English extracurricular activities, such as English Camp, English debate clubs, and English drama clubs." (Interview with students)

They perceive these activities as enjoyable complements to formal instruction, offering immersive environments that accelerate language fluency and boost confidence. Students also mentioned that

…"My experience is very positive and enjoyable. I feel these activities really help me improve my English skills, both in terms of speaking, writing, and listening. I also learned a lot about the culture and habits of people from other countries."

Strategies for Encouraging Participation

To encourage participation, teachers employ diverse strategies, such as incorporating engaging activities like songs and games, establishing English-speaking zones, and offering specialized tutoring sessions. They recognize the importance of fostering a sense of community and actively seek student feedback to enhance the effectiveness of ELAs. Teachers mentioned that *…"Extracurricular activities help create a positive and supportive learning community, where students can learn from each other and collaborate." (Interview with English teachers)*

In conclusion, ELAs at MA As-Salafiyah Sumber Duko Pamekasan are not merely supplementary activities but integral components of a holistic language learning approach. They offer a dynamic and supportive environment where students can enhance their language skills, gain confidence, and develop a lifelong love for language learning. The collaborative efforts of students and teachers in these activities contribute to a thriving language learning community, enriching the overall educational experience

DISCUSSION | مناقشة

The Strengths and Weaknesses of Formal English Instruction

The mixed perceptions both strengths and weaknesses of formal English instruction resonate with the multifaceted nature of student engagement (Fredricks et al., 2004). While teachers highlight the program's strengths, such as its theoretical grounding and structured approach, students express concerns about the pace of instruction and limited opportunities for real-world language application. This divergence in perspectives underscores the need for a more nuanced understanding of engagement, encompassing not only behavioral participation but also emotional and cognitive dimensions (Skinner & Belmont, 1993; Zimmerman, 1990; Taufiqurrochman & Farah, 2024).

The students' perceived lack of effectiveness, particularly in areas like text summarization, suggests a potential misalignment between instructional goals and student needs. This misalignment could be attributed to the fast-paced nature of instruction, which may prioritize

content coverage over deeper understanding. To address this, educators could consider adopting a more learner-centered approach, focusing on individual student needs and providing more opportunities for practice and application of language skills. This aligns with Vygotsky's Zone of Proximal Development (ZPD), which emphasizes that learning is most effective when tasks are slightly beyond the learner's current ability but achievable with guidance and support (Vygotsky, 1978). By tailoring instruction to students' ZPDs and providing appropriate scaffolding, teachers can facilitate meaningful learning and skill development.

Student Engagement in Formal English Classes

The findings on student engagement in formal English classes highlight the importance of interactive and enjoyable teaching methods. Students' enthusiasm for game-based activities and collaborative tasks aligns with Schunk, Pintrich, and Meece's (2008) model of motivation, which emphasizes the role of self-efficacy and task value in fostering engagement. By incorporating activities that students find enjoyable and relevant, teachers can enhance their self-efficacy (belief in their ability to succeed) and motivation to learn. The use of games and collaborative tasks also promotes a sense of autonomy and relatedness, two key psychological needs identified in Self-Determination Theory (Deci & Ryan, 2000) that are essential for intrinsic motivation and engagement.

The positive impact of technology on student engagement underscores the need to leverage digital tools and resources in language instruction. This aligns with contemporary pedagogical trends that recognize the potential of technology to create more interactive and personalized learning experiences. However, the challenges faced by teachers due to limited resources highlight the need for investment in educational technology and infrastructure to ensure equitable access and effective implementation. Integrating technology into formal English classes can provide students with diverse learning opportunities, cater to different learning styles, and enhance their overall engagement. For example, using multimedia presentations, interactive quizzes, and online language learning platforms can make learning more engaging and relevant to students' lives.

Value and Impact of Extracurricular Language Activities

The resounding endorsement of extracurricular language activities (ELAs) by both students and teachers underscores their pivotal role in complementing formal instruction. ELAs provide students with opportunities to apply their language skills in authentic contexts, fostering communicative competence and confidence. This aligns with Communicative Language Teaching (CLT) principles, which emphasize the importance of meaningful communication and language use in real-life situations (Richards & Rodgers, 2001). ELAs, such as English camps, clubs, and competitions, create immersive environments where students can practice their language skills in a relaxed and enjoyable setting, thereby reducing anxiety and promoting active participation.

The immersive nature of ELAs, particularly English camps, supports Krashen's Input Hypothesis (1982), which posits that language acquisition is facilitated by comprehensible input in a low-anxiety environment. By providing ample opportunities for students to hear and use English in meaningful contexts, ELAs can accelerate language acquisition and improve fluency. The collaborative nature of ELAs also aligns with Vygotsky's Sociocultural Theory (1978), emphasizing the role of social interaction and scaffolding in language development. Through collaborative activities and interactions with peers and mentors, students can receive guidance and support, enabling them to reach higher levels of language proficiency.

Furthermore, the motivational aspect of ELAs, as evidenced by students' aspirations for future careers and their active participation, aligns with Schunk, Pintrich, and Meece's (2008) model of motivation. The sense of community fostered by ELAs also contributes to a positive and supportive learning environment, which is crucial for sustained engagement and language acquisition. This sense of community can enhance students' sense of belonging and create a shared purpose, further motivating them to participate and learn.

Comparative Analysis of Formal and Supplemental English Classes

When comparing formal and supplemental English classes, the findings reveal distinct differences in how each setting influences student engagement. Formal classes, with their structured curriculum and regular assessments, tend to promote high levels of behavioral and cognitive engagement. Students attend classes regularly, participate in activities, and complete assignments diligently. However, the formal setting can also induce stress and anxiety, potentially hindering emotional engagement. The pressure to perform well on assessments and the fear of making mistakes can create a less supportive environment for some learners.

On the other hand, supplemental English classes offer a more relaxed and enjoyable learning environment, enhancing emotional and social engagement. Students in these classes often participate voluntarily, driven by a genuine interest in improving their English skills. The interactive and practical nature of these classes fosters deeper cognitive engagement, encouraging students to apply their language skills in real-world contexts. This hands-on approach aligns with experiential learning theories (Kolb, 1984), which emphasize the importance of learning through experience and reflection. By actively participating in meaningful activities and reflecting on their experiences, students can construct knowledge and develop a deeper understanding of the language. This resonates with Hao et al.'s (2023) findings on the positive impact of problem-centered learning and the integration of content and language in a CLIL course, further supporting the effectiveness of experiential learning in language acquisition.

In contrast, the formal setting, with its structured curriculum and regular assessments, can sometimes induce stress and anxiety, potentially hindering emotional engagement, as noted by Stratton (2023). The pressure to perform well on assessments and the fear of making mistakes can create a less supportive environment for some learners, highlighting the need for a balance between structured learning and a relaxed, encouraging atmosphere.

In conclusion, both formal and supplemental English classes play crucial roles in students' language learning journey at Pondok Pesantren As-Salafiyah Sumber Duko Pamekasan. Formal classes provide a structured foundation in language skills, while supplemental classes offer opportunities for authentic language use, practical application, and personal growth. By recognizing the strengths and weaknesses of each setting and integrating elements of both into the curriculum, educators can create a more comprehensive and effective language learning program that caters to the diverse needs and interests of their students.

CONCLUSSION | خاتمة

This study sought to investigate the intricacies by comparing and analysing formal English instruction and extracurricular language activities (ELAs) at Pondok Pesantren As-Salafiyah Sumber Duko Pamekasan with a keen focus on their impact on student engagement and language proficiency. The findings provide a nuanced understanding of the current landscape, revealing both strengths and areas for improvement.

Formal English instruction at MA As-Salafiyah Sumber Duko Pamekasan while grounded in solid theoretical principles and demonstrating a structured approach, faces challenges in terms of optimizing instructional time, fostering deeper student engagement, and bridging the gap between classroom learning and real-world language application. Students perceive the fast pace of instruction and limited opportunities for practical language use as barriers to effective learning. However, the use of interactive teaching methods and technology integration are identified as positive factors that enhance student engagement and motivation.

Extracurricular language activities play a crucial role in complementing formal instruction, providing students with valuable opportunities to apply their language skills in authentic contexts, build confidence, and foster a sense of community. Both students and teachers acknowledge the significant impact of ELAs on language acquisition, motivation, and personal growth. However, challenges such as time constraints and resource limitations need to be addressed to maximize the benefits of these activities.

The research findings align with several theoretical frameworks, including Schunk, Pintrich, and Meece's model of motivation, Krashen's Input Hypothesis, Vygotsky's Sociocultural Theory, and Communicative Language Teaching (CLT) principles. These frameworks provide a lens through which to interpret the findings and inform pedagogical practices..

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