STRATEGIES OF ISLAMIC BOARDING SCHOOL TEACHERS OF ENGLISH TO DEVELOP STUDENTS' MULTILINGUAL COMPETENCIES

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Abstract

The purposes of this study were to find out 1) The strategies used by English teachers in Islamic boarding schools to develop students' multilingual competence. 2) The challenges faced by English teachers in Islamic boarding schools in developing students' multilingual competencies. 3) Facilities used by English teachers in Islamic boarding schools to develop students' multilingual competencies. This study is qualitative research that uses an exploratory descriptive qualitative method. The participants of this research are English teachers and students in MTS Hj. Haniah and MA Hj. Haniah. The instruments used in this research are interviews and observation. Interviews were conducted with two English teachers and eight students who had been selected using purposive sampling techniques. Observations were made in the classroom during the learning process and also in the dormitory environment.The results of this study show that there are seven strategies used by English teachers in Islamic boarding schools, including visual, project-based learning, group-individual learning, peer tutoring, daily conversation, vocabulary list, and window-shopping strategies. The challenges faced by English teachers in boarding schools include the lack of English teachers,inadequate facilities, lack of student interest in learning, and students' difficulties in learning two languages at once. The facilities used by English teachers at the boarding school include classrooms, dormitories, a library, and a language laboratory.

Keywords—Strategies, Islamic Boarding School, Multilingual Competencies.

INTRODUCTION

A teaching strategy is a process or activity the teacher has prepared to implement the teaching plan to achieve the goals. Misky (2021) said teaching strategy is planning activities using existing methods and resources. In determining the teaching strategy, the teacher must pay attention to the objectives, materials, methods, tools, and the evaluation used. With the

teacher's teaching strategy, it will be easier to carry out an effective learning process. Each subject certainly requires the right teaching strategy to achieve the objectives. One of the subjects that require appropriate teaching strategy is English.

English has become a compulsory subject taught at the junior and senior high school level. English, known as a foreign language, is a language that is rarely used by students in daily life. It is because students think that English is a difficult language to understand. The students think that English is a difficult language because they have to master several skills, namely listening, reading, speaking, and writing. To master these skills, they must also understand grammar, vocabulary, pronunciation and others. So, in order to understand this, the role of the teacher is very important in the learning process so that students can understand and apply English in their daily lives even though it is still in a small environment such as in the classroom.

Therefore, teachers as facilitators must be able to provide a learning atmosphere that is in accordance with the conditions and needs of the students. One of the things that can be done by teachers is to choose the right teaching strategy. To choose the right teaching strategy, there are several things that can be considered. The first one is starting from the learning objectives, the number of students, the learning style of the students as well as the time and place that will be used to carry out the learning. The second, a teacher can pay attention to the assessment and evaluation that will be used to measure students' abilities. According to Gultom (2016), a teacher must conduct an assessment and evaluation of students so that the teacher can see the level of student success in understanding the lessons that have been given. A teacher must conduct an objective assessment and evaluation based on the abilities possessed by students. These abilities are measured based on several competencies, namely cognitive, affective and psychomotor.

The third is the technology and facilities used. According to Siswanto & Hidayanti (2020), one of the factors that can improve the quality of learning is the use of technology and school facilities in the learning process. To choose the right language teaching strategy, a teacher can pay attention to the existing technology and facilities provided by the school to support the teaching and learning process. Not only that, the determination of teaching strategies can also be seen from the type of school that will be taught. This is important because each type of school has its own objectives and curriculum. One type of school that is popular and most in demand by many people is the Islamic Boarding School (IBS).

Islamic Boarding School (IBS) is the oldest educational institution in Indonesia. The teaching system applied in IBS is different from schools in general. IBS is better known for its spiritual atmosphere or religious knowledge, more substantial than other types of schools.

Students in Islamic boarding schools are also required to live in dormitories. Students are taught to live together in simplicity and live independently. With an independent life, students will usually learn independently not only in class but also outside the classroom or dormitory environment. Students will get the opportunity to do individual learning so that they will know better what learning style is suitable for them. According to Mirdad (2020) by implementing individual learning students will get the opportunity to think and move freely when learning and developing themselves according to their wants and needs. Additionally, the IBS environment also familiarizes students or santri to use more than one language in their daily lives. Indonesian, English, and Arabic are commonly used in the IBS environment. So, it can be said that students in the IBS have multilingual competencies.

Multilingual competencies are the competencies possessed by someone who can communicate using more than two languages. A person can have multilingual competencies if they are in an environment that can support this to happen. Multilingual competencies not only pay attention to how a person can speak using more than two languages but becoming a multilingual person must also be able to understand the concepts and aspects of the language they use appropriately according to the context that has been set. Multilingual competencies are beneficial for students in their lives because by mastering more than two languages students can get some information from various sources and points of view.

There are several reasons why multilingual competencies is important to develop in the Islamic boarding school environment. Firstly, in the Islamic boarding school environment students will be required to use several languages. According to Hidayati (2020), a person will master several languages in their life and these languages will be adjusted to their respective contexts of use. A person will use their regional language or mother tongue since they were born and used to communicate with people around them such as family, relatives or new people who come from the same area. Not only that, another language that is commonly used is the national language or Indonesian which functions as an introductory language commonly used in social environments such as workplaces, schools and other public environments. Other languages commonly used are international languages or languages used by all people around the world so that they can communicate with each other even

though they come from different countries. Because of that by mastering these languages everyone will easily communicate or get information from various different sources. Based on this, it can be concluded that multilingual development in the Islamic boarding school environment is very important because students in there are required to use Indonesian, Arabic, and English in their daily lives.

Secondly, students who have multilingual competencies have good cognitive skills. According to Haukas (2022) students who have multilingual competence will have a high level of creativity, have open thinking and good memory skills. Good memory skills are obtained from the variety of rules and policies of each language learned. The existence of language policies is very important in helping various language problems that will be faced by students (Lestari & Pujiastuti, 2023). Lastly, not only cognitive skills, students who have multilingual competencies will also have knowledge about new cultures or multicultural competencies. According to Yulduz (2021), multilingual competencies possessed by someone will indirectly make them more aware of the many cultures. so, they will have new knowledge about other cultures and they can also foster a sense of tolerance and mutual respect for existing cultural differences.

However, it cannot be denied that in order to implement some English teaching strategies, teachers will face various challenges. Challenges in teaching will usually arise due to the several factors. These can come from the students or even from the teachers themselves. According to Husna, Anshori, & Khoirunnisa (2021) one of the factors that come from students is when students do not have strong motivation to learn English, so it will be a challenge for a teacher to revive the motivation of these students. Not only that, the challenges experienced by teachers can also come from themselves. When a teacher does not have good preparation before teaching then it will be certain that they will get many challenges in the process of teaching English.

Based on the experience that has been experienced by the researcher, during the 5th semester in one of the Pedagogy of Reading courses. The researcher has done an assignment in the form of making a video of teaching practice and the researcher did the assignment in anIslamic boarding school, based on that experience the researcher noticed that there were several strategies used by teachers to improve students' multilingual abilities. Therefore, this is the reason why researcher want to examine more deeply about this research.

This research is not a new study but has been carried out by several researchers. The first

is research conducted by Zulkarnindra (2021) only focused on one level of education, namely junior high school. The second research was carried out from Dariyanto et al. (2022) which focused on the teaching strategies of English teachers in Islamic boarding schools at the elementary school level. These two studies have examined English teaching strategies in the Islamic boarding school environment but only at the elementary and junior high school levels. Therefore, in this study, the researcher will conduct a different research by focusing on the junior high school and senior high school levels. This research needs to be done to see if there is a difference between the strategies used by English teachers at the senior high school level. Not only that, in the senior high school level, the right strategy is very important to be applied by English teachers because students must be able to master the basics of English so that they can enrich their knowledge through reading sources from abroad and not only use reading sources from Indonesia so that students have more knowledge.

Allison & Rehm (2015) have already undertaken a different research focusing on the teaching strategies for middle school learners in Multicultural or multilingual classrooms. They said that in multilingual classes at the middle school level there are several effective teaching strategies to be carried out, namely visual, peer touring and cooperative learning. Based on this, the researcher will conduct a similar study but will add another topic, namely the challenges faced by English teachers during the process of developing students' multilingual competencies in Islamic boarding school.

The next research is by Souisa & Yanuarius (2020) which examines the teacher's strategy in teaching English, especially in Grammar learning. The research that has been done focuses on grammar teaching strategies at the senior high school level in public schools in Ambon city. While in this study, the researcher will focus on the teacher's teaching strategy in developing students' multilingual competence in a different type of school, namely a boarding school in Kabupaten Maros, South Sulawesi called Islamic Boarding School Hj. Haniah.

The last is a study on multilingualism by Saloum & Boujaoude (2019) which focused on the language used by teachers when teaching in multilingual classrooms. The research was conducted in private and public junior high schools and the research subjects used were science teachers. While in this study the researcher will also examine multilingualism, but the research subject used is English teachers. The type of school chosen is also different from the previous research. This study will be conducted in an Islamic boarding school and at the junior high school and senior high school levels. Not only that, this study will also examine the

challenges faced by English language teachers when developing students' multilingual competence.

Based on the description above, there are several things that have not been discussed by previous studies. Therefore, this research is conducted in order to cover these gaps. This research will focus on the strategies and challenges of English teachers in Islamic boarding schools to develop students' multilingual competencies and will focus on two levels of education, namely junior high school and senior high school. Therefore, the researcher will conduct a study entitled Strategies of Islamic Boarding School Teachers of English to Develop Students' Multilingual Competencies.

METHOD

In this study the researcher used exploratory-descriptive qualitative research. Exploratory- descriptive research is research conducted to discover more about the phenomena that occur by producing data that can be described or explained using words in detail. This exploratory- descriptive qualitative research aims to explore and explain or describe what are the teaching strategies used by English teachers at Islamic boarding school to develop multilingual competencies, the challenges faced by English teachers during the process of developing students' multilingual competence in Islamic boarding school and also the facilities used by the English teachers in Islamic boarding school to develop student's multilingual competencies.

This research conducted at one of the Islamic boarding schools in Jl. H. Bohari, Kecamatan Simbang, Kabupaten Maros, South Sulawesi, namely the Islamic Boarding School Hj. Haniah on November – December 2023. In this study, the data resources used is purposive sample, requiring several considerations in selecting the sample. In the study, the sample criteria use is one English teacher in junior high school and one English teacher in senior high school who teach English at Islamic Boarding School Hj. Haniah. Not only the teachers, the researcher will also use students as data sources in this study. There are several criteria for selecting students that have been determined by the researcher. The characteristics of the sample used are students who are included in the general ranking in each generation and have participated in English competitions. So, there are eight students who will be the sample in this study. Four students from junior high school and four students from senior high school.

In this study, researcher use a single variable. Single variable only focusses on one

variable tobe studied or described. The variable use in this study is the teaching strategy used by teachers to improve students' multilingual competencies. Teaching strategies are a series of activities planned and carried out by the teacher to teach subject matter to students so that they can achieve the learning objectives that have been planned. In implementing teaching strategies teachers usually experience several challenges that come from several factors. These factors can come from students and also the teacher itself. To reduce the challenges that can arise teachers can use the facilities available at school. The facilities at school can be used to help the teaching process run well.

In this study, the researcher used semi-structured interviews. The researcher chose semi-structured interviews because the researcher wants to know more about the teaching strategies, the challenges faced by English teachers in Islamic Boarding School to develop students' multilingual competencies and the facilities use by the English teacher to develop student's multilingual competencies. By using semi-structured interviews, the researcher has prepared several questions that will be used during the interview process.

Not only the interview, the researcher also used observation. The observation carried out in the classroom to add data and reconfirm the information obtained from the interview results. Through this observation the researcher saw directly what are the strategies, the challenges faced by English teacher when teaching English and the facilities use by the English teacher to develop student's multilingual competencies. Not only that, the researcher made observations outside the classroom or in the Islamic boarding school environment, namely in the *santri* dormitory so that researcher can get more information.

After collecting data, researcher got a large amount of data. Therefore, researcher must make data reduction. Data reduction is summarizing, choosing the main things, focusing on these that are focused, and discarding things that are not needed. The researcher reduced the data by looking back at the research's primary purpose. Therefore, if the researcher finds things that are considered unimportant, the researcher will reduce that data.

In this study, the data presented as narrative descriptions. The Researcher have link one piece of data to another so that it becomes a text that is arranged systematically and later it's easy to understand and make it easier for researcher to complete the research.

Verification is the stage of concluding. At this stage, the researcher drew a conclusion based on the data that has been analyzed. The simulation results answered the formulation of the problem that has been determined. The researcher has got something new in this study.

RESULTS

1. The strategies of Islamic boarding school teachers of English to develop students' multilingual competencies

a. Visual

Extract 1 (T1)

"Saya biasanya menggunaan strategi yang sebisa mungkin dapat membuat siswa tertarik dengan pembelajaran saya jadi saya biasanya menampilkan gambar, videos, ataupun hal-hal menarik and for the sources itself usually I looking at the internet and then I printed out it and usually I just take it from the book. And for the videos of course I took it from Youtube". (I usually use strategies that can make students interested in my learning as much as possible, soI usually show pictures, videos, or interesting things).

Extract 2 (T2)

"Biasa saya juga sering memperlihatkan video yang berbahasa inggris kepada siswa jadi mereka bisa dengar native secara langsung jadi mereka juga bisa memperbaiki pengucapan atau pronouncenya mereka". (I also often showed English videos to students so they could hear the natives directly so they could also improve their pronunciation).

Extract 3 (ST 7)

"….biasanya Miss Ana menampilkan video bahasa Inggris kak" (Miss Ana usually shows English videos).

Extract 4 (ST 6)

"Biasanya guru memutarkan video yang berbahasa inggris kak, biasa juga guru memutar lagu bahasa inggris kemudian di catat kosakata yang baru diketahui kak" (Usually the teacher plays videos that speak English, usually the teacher also plays English songs and then writes down the new vocabulary).

Based on the interview results, visual strategies or teaching strategies that use pictures, videos, cards and interesting media in the teaching process are usually often used by teachers in the classroom. English teachers at MTs and MA often use visual strategies to make learning fun and interesting.

b. Project-Based Learning

Extract 5 (T1)

"saya juga biasanya memberikan project kepada siswa terkait dengan materi yang saya berikan, pada kelas 8 MTs contohnya saya pernah memberikan project kepada siswa untuk membuat sebuah greeting card" (I also usually give projects to students related to the material I provide, in grade 8 MTs, for example, I have given projects to students to make a greeting card").

Extract 6 (ST1)

"Pernah juga Sir kasih tugas seperti bikin greeting Card kak dan menurutku itu sangat menarik kak" (Sir also gave me an assignment like making a Greeting Card and I thought it was very interesting)

Based on the results above, English teachers at MTs use Project-Based learningstrategies in the English learning process in the classroom. The English teachers use this strategy on Greeting Card material. In this greeting card material, the teacher gives assignments to students in the form of making an attractive greeting card.

c. Group-Individual

Extract 7 (T1)

"kalau di kelas 9 MTs saya lebih sering membuat kelompok kemudian saya mempersilahkan siswa untuk berdiskusi satu sama lain but before that of course I will explain about the material and after that I will made a group consist of the several students and give the assignment. So, they can discuss and also combine their ideas.

Extract 8 (T2)

"Hmm okay when I am teaching in the class, I have several strategies such as divided students to several group and then they work together. I usually use this strategy because it made me easy to control the students.

Extract 9 (ST 3)

"Kalau dikelas Sir biasanya kasih tugas kemudian dikerjakan secara berkelompok. Setelah dikerjakan secara berkelompok, selanjutnya tugasnya akan presentasikan di depan kelas kak (In class, Sir usually gives assignments and then works in groups. After doing it in groups, then the assignment will be presented in front of the class).

Based on the interview data above, group-individual learning strategies are used by English teachers in MTs and MA. The teacher will divide the students into groups consisting of several students. Then the teacher will provide the material and students will be given the opportunity to discuss with their groups. The teachers use this strategy so that students can work together and the teacher will also monitor the students' work to keep it running well.

d. Peer Tutoring

Extract 10 (T2)

"Selain berkelompok biasanya saya juga sering mengarahkan siswa untuk bekerja secara berpasangan untuk saling belajar atau saling mengoreksi satu sama lain atau saya biasa sebut dengan tutor sebaya jadi siswa akan saling mengajar satu sama lain sehingga mereka juga terlatih untuk menjelaskan materi kepada teman mereka" (In addition to groups, I usually also often direct students to work in pairs to learn from each other or correct each

other or I usually call them peer tutoring so that students will teach each other so that they arealso trained to explain the material to their friends).

Extract 11 (T2)

"Untuk penyetoran hafalannya itu saya gunakan juga strategi tutor sebaya. Jadi siswa akan berpasangan ketika mereka menghafalkan daily conversation mereka. Mereka akan mempraktekkan conversationnya dan mereka juga bisa saling mengoreksi satu sama lain". (For the daily conversation evaluation, I also use the peer tutor strategy. So, students will be in pairs when they memorize the daily conversation. They will practice the conversation andthey can also correct each other).

Extract 12 (ST 3)

"Biasanya di asrama saya dan teman-teman di arahkan sama Miss untuk menghafal bersama kak jadi bisa saling mengoreksi kalua ada kesalahan dalam menghafal kak" (Usually in the dormitory, my friends and I are directed by Miss to memorize together so we can correct each other if there are mistakes in memorizing).

Extract 13 (ST 5)

"Menghafal kosakata tiap minggunya kak. Kemudian, hafalannya kosakatanya disetor dengan kakak kelas atau sama teman di asrama." (Memorize vocabulary every week. Then, memorize the vocabulary with seniors or friends in the dormitory).

Based on the results of the interview above, it can be concluded that English teachers in MA use peer tutoring strategies in the classroom so that students can learn independently and can also correct each other. The peer tutoring strategy is not only used in the classroom but also in the dormitory environment. In the dormitory environment this strategy is used to correct each other's vocabulary memorizations list and daily conversation. They will be paired up and then correct each other.

e. Daily Conversation

Extract 14 (T2)

"For the daily conversation it is the program in the dormitory so I will give the students a daily conversation. Jadi mereka harus mencatat di buku mereka kemudian dihafalkan jadi dalam satu minggu itu ada beberapa daily conversation yang saya berikan dan akan disetor atau dievaluasi setiap weekend atau biasanya di hari Jumat" (So they have to write it down in their books and then memorize it so in one week there are several daily conversations that I give and will be evaluated every weekend or usually on Friday).

Extract 15 (ST1)

"biasanya juga di asrama sering di kasih daily conversation" (Usually, in the dormitory, Miss Ana is often given daily conversation).

Extract 16 (ST6)

"Kalau di luar kelas atau di asrama biasanya kami di kasih daily conversation kak, kemudian di setor kek kakak kelas tiap minggunya. Jadi tiap minggu itu kami dievaluasi kak. Dan bergantian kak, misalnya minggu ini khusus untuk bahasa inggris kemudian minggu depannya lagi khusus untuk bahasa Arab kak" (Outside of class or in the dormitory, we are usually given a daily conversation, then we deposit it to our seniors every week. So, every week we are evaluated kak. And switch it up, for example this week is specifically for English and then the next week is specifically for Arabic).

Extract 17 (ST 7)

"Kalau di asrama ada Daily conversation kak" (If in the dormitory there is a Daily conversation kak).

Based on the results of the interview above, English teachers in Islamic boarding school also have strategies to improve students' multilingual skills in the dormitory environment. They have a daily conversation program in English and will hold an evaluation every week. In this strategy, students are given several conversations that are commonly used in daily life and then students will practice the conversation directly. To ensure that students memorize or can use the conversation, an evaluation will be held. The evaluation is held at the end of each week or on Friday. The language used in daily conversations is not only English, but students are also given Arabic conversations.

f. Vocabulary List

Extract 18 (T2)

"Tidak hanya itu in the dormitory I have program it is daily conversation and vocabulary list" (Not only that, in the dormitory I have a program that is a daily conversation and vocabulary list).

Extract 19 (T2)

"Mereka juga harus bikin vocabulary list yang nantinya akan disetor dan untuk vocabulary list seperti tugas harian jadi mereka harus membuat daftar kosakata baru tiap harinya dan mereka harus menghafalnya." (They also have to make a vocabulary list that will later be submitted and the vocabulary list is like a daily assignment so they have to make a list of new vocabulary every day and they have to memorize it).

Extract 20 (ST 3)

"Di dalam asrama disuruh hafal kosakata kak. Jadi tiap harinya saya bikin daftar kosakata kak. Biasanya lima kosakata dalam sehari kak kemudian di setor di kakak kelas kak" (In the dormitory, I was told to memorize vocabulary. So, every day I make a vocabulary list. Usually,I memorize five vocabulary words a day and then deposit them with my seniors or my friends).

Extract 21 (ST 4)

"*sekarang cuman ada mufrodat atau menghafal kosakata bahasa inggris dan bahasa Arab kak. Biasanya di setor tiap minggu*" (Now there is only *mufrodat* or memorizing English and Arabic vocabulary and it is usually submitted every week).

The results of the interview above show that there are other strategies used in the dormitory environment in the form of vocabulary lists. In this strategy, the teacher will assign students to make a vocabulary list and then submit it every week. This strategy is used to help students enrich their vocabulary in English.

g. Window Shopping Strategies

Extract 22 (T2)

"*Dulu pada materi advertisement text dan report text saya pernah menggunakan strategi window shopping, akan tetapi jarang saya gunakan karena cukup memakan banyak waktu*" (In advertisement text and report text, I have tried using window shopping strategy, but I rarely use it because it takes a lot of time).

Extract 23 (T2)

"*So in this strategy I made a group that consist of several students and I will give the different topic for each group, and then the students will discuss the topic and the menampilkan hasil diskusi mereka dengan semenarik mungkin kemudian akan dipajang, nahh setelah itu each group will choose their leader yang bertugas untuk menjelaskan kepada kelompok lain, meanwhile untuk anggota kelompok lain mereka akan berkeliling untuk mendapatkan informasi atau topik baru dari kelompok lain, setelah itu mereka akan kembali ke kelompok masing-masing dan memberikan kesimpulan mengenai apa yang telah mereka dapatkan dari kelompok lain,*"

Based on the results of the interview above, window shopping strategy is a strategy used by English teachers in making active and collaborative learning. However, this strategy is rarely used because it takes a lot of time in the implementation process.

To support the results of data collection through interviews, the researcher also made observations in the classroom and in the dormitory environment. This observation was carried out to see firsthand how the learning activities of students in Islamic boarding school environment were related to strategies to improve students' multilingual abilities. The observation results can be seen in the following table.

Table 1. Observation Results

NO	ITEMS/ STRATEGIES	MTs	MA
1.	Communicative Language Teaching (CLT)		
2.	Jigsaw		
3.	Demonstration		
4.	Visual	v	v
5.	Peer Tutoring		v
6.	Cooperative Learning		
7.	Drilling New Words		
8.	Morning Conversation		
9.	Contextual Teaching and Learning		
10.	Think Pair Share (TPS)		
11.	Total Physical Response (TPS)		
12.	Exposition-Discovery Learning		
13.	Group-Individual Learning	v	v
14.	Inductive Teaching Strategy		
15.	Deductive Teaching Strategy		
Notes: There are several other strategies used by English teachers in Islamic boarding schools, especially in the dormitory environment, namely: i. Daily Conversation ii. Vocabulary List			

Based on the observation above, it can be seen that the visual strategy is a strategy used in class both at the junior high school level (MTs) and at the senior high school (MA). The peer tutoring strategy is also used by English teachers in MA. Not only that, the group- individual strategy is also a strategy that is often used by English teachers both at MTs and MA. English teachers in Islamic boarding schools not only apply strategies in the classroom, but there are several strategies that are applied in the dormitory environment, namely daily conversation and vocabulary list. These two strategies are strategies that are applied to improve students' ability to master two languages, which are English and Arabic.

2. The challenges faced by the English teachers in Islamic boarding school during the process of developing students' multilingual competencies

a. Lack of English TeachersExtract 24 (T1)

"…kalau dari saya selama mengajar di sini saya terkadang susah untuk mengatur waktu karena untuk MTs kan cuman satu guru bahasa Inggris" (For me while teaching here, sometimes I find difficulty to manage my time, because there is only one English teacher for MTs).

Extract 25 (T2)

"saya harus betul-betul bisa bagi waktu karena di MA cuman satu guru bahasa Inggrisnya yaitu saya jadi kadang kewalahan apalagi saya juga bertugas sebagai Pembina asrama jadi terkadang ada urusan asrama yang bersamaan dengan jam mengajar saya" (I have to really be able to divide my time because in MA there is only one English teacher, namely me, so sometimes I am overwhelmed, especially since I also serve as a dormitory coach so sometimes there are some things in the dormitory that coincide with my teaching hours."

    Based on the results of the interview above, the lack of teaching staff in the boarding school is a challenge for English teachers. Each of them must fill 12 classes per week so that English teachers must be able to adjust their time and also the right strategy so that they have enough time and energy to teach the students.

b. The Inadequate FacilitiesExtract 26 (T1)

"Dan juga saya rasa akses untuk sumber belajar yang lebih banyak itu terbatas karena kita cuma berpatokan sama buku yang ada di sini sehingga kadang saya harus siapkan sumber belajar yang berbeda dari Internet supaya siswa juga bisa dapat sumber belajar yang cukup dan beragam" (And I think access to more learning resources is limited. because we only depend on the books in the library so sometimes, I have to prepare different learning resources from the Internet so that students can also get adequate and diverse learning resources).

Extract 27 (ST 2)

"Kalau saya menurutku masih kurang kak karena buku yang tersedia juga tidak terlalu banyak jdi kadang harus bergantian untuk bisa dapat bukunya kak" (In my opinion, it is still lacking because there are not enough books available, so sometimes we have to take turns to get the books).

Extract 28 (ST 4)

"Kalau saya pribadi kak, saya susah untuk mendapatkan sumber bacaan" (In my opinion, I have difficulty to get reading resources".

Extract 29 (ST 6)

"Susah untuk dapat sumber belajar kak karena penggunaan handphone dan internet yang terbatas jadi susah untuk dapat sumber belajar yang memadai kak" (It is difficult to get

learning resources because of the limited use of cellphones and the internet, so it is difficult to get enough learning resources).

The results of the interview above indicate that the facilities in Islamic Boarding School are inadequate. Especially in learning resources in the library, the books available are old edition molded books. Thus, teachers and students feel the need for the latest books. Not only that, due to regulations in the Islamic boarding school, the use of electronic goods such as cellphones is not allowed, so the Islamic boarding school provides a language laboratory that contains several computers. However, the use of computers and internet access is limited because the number of computers is not too large and internet access is difficult.

c. The Lack of Students Interest in the Learning ProcessExtract 30 (T1)

"Saya rasa untuk tantangan yang lain itu biasanya datang dari siswa, mereka terkadang malas untuk kerja tugas yang telah diberikan" (I think for other challenges, it usually comes from students, they are sometimes lazy to work on the assignments that have been given).

Extract 31 (T2)

"Tantangan yang lainnya juga itu hmm siswa yang terkadang sulit untuk mengerti mengenai materi yang diajarkan apalagi ada beberapa siswa yang menganggap bahwa bahasa inggris itu sulit jadi mereka terkadang malas untuk atau tidak aktif dalam proses pembelajaran" (Another challenge is also that students are sometimes difficult to understand the material being taught, especially there are some students who think that English is difficult so they are sometimes lazy or inactive in the learning process).

Based on the results of the interview above, the researcher concluded that sometimes there are students who are less active and not interested in the learning process in class. This happens because students think that English is a difficult lesson to understand, so there are also some students who are lazy to do assignments.

d. Students Have Difficulties to Learn Two LanguagesExtract 32(T2)

"Santri juga terkadang merasa sulit untuk menghafalkan kosakata baru karena di dalam pesantren kan mereka harus belajar bahasa Arab dan bahasa inggris, jadi terkadang mereka mengeluh dan sulit untuk menghafalkan kedua bahasa tersebut" (Students also sometimes find it difficult to memorize new vocabulary because in the Islamic boarding school they have to learn Arabic and English, so sometimes they complain and find it difficult to memorize both languages).

Extract 33 (ST1)

"kan ada bahasa Arab dan bahasa inggris jadi kadang banyak kosakata yang harus dihafal kak" (There is Arabic and English so sometimes there are many vocabulary words that must be memorized).

Extract 34 (ST3)

"Kalau saya kak merasa banyak hafalan yang harus saya hafal kak. Karena bukan cuman bahasa inggris yang dihafal kak, ada juga bahasa Arab" (For me, I feel that I have a lot to memorize. Because it's not just English that is memorized, there is also Arabic".

Extract 35 (ST 7)

"Kalau bahasa inggris dan bahasa Arab menurut ku agak susah dalam penyebutan katanya kak" (I think English and Arabic are difficult to pronounce).

Based on the results of these interviews, the researcher concluded that the use of two languages in Islamic boarding school makes it difficult for students to learn two languages at the same time. The Islamic boarding school environment requires santri to learn Arabic and English, so students find it difficult to master both languages, especially in the pronunciation of words in each language.

3. The facilities used by the Islamic Boarding School teachers of English to develop students' multilingual competencies

a. ClassroomsExtract 36 (T1)

"kami punya ruang kelas yang memadai. Untuk MTs ada 12 kelas dan untuk MA juga 12 kelas jadi ada 24 kelas" (We have a few adequate classrooms. There are 12 classes for MTs and 12 classes for MA, so there are 24 classes).

b. DormitoriesExtract 37 (T1)

"karena ini pesantren, jadi otomatis kita punya asrama dan di asrama itu kami juga punya program yang dapat meningkatkan kemampuan bahasa Inggris dan bahasa Arab di sini ada lima asrama 3 asrama putra dan 2 asrama putri" (because this is an Islamic Boarding School, so automatically we have dormitories and, in the dormitories, we also have programs that can improve students' English and Arabic language skills. There are five dormitories, 3 male dormitories and 2 female dormitories).

c. Library

Extract 38 (T1)

"Dan untuk fasilitas lain kami punya perpustakaan yang bisa digunakan para siswa untuk mendapatkan sumber bacaan atau meminjam kamus bahasa Inggris dan juga bahasa Arab. (And for other facilities we have a library that students can use to get reading resources or borrow English and Arabic dictionaries).

Extract 39 (T2)

"Kami juga punya perpustakaan yang bisa digunakan oleh siswa untuk meminjam kamus dan buku" (We also have a library where students can borrow dictionaries and books).

Extract 40 (ST 2)

"Bukunya biasa di pinjam di perpustakaan…" (The book is usually borrowed from the library).

d. Language LaboratoryExtract 41 (T1)

"For the facilities I think it is enough because we have lab bahasa in here and then several computers that can use by the students".

Extract 42 (T2)

"I think this IBS have enough facilities such as the lab bahasa with the computers and also the wifi to access the internet".

Extract 43 (ST 1)
"Biasanya juga diarahkan untuk masuk di laboratorium Bahasa" (We were also usually told to go to the laboratory).

Extract 44 (ST 3)

"Kalua di sini ada lab bahasa kak, jadi biasanya guru bahasa inggris bawa masuk ke lab terus latihan di kasih audio untuk latih kemampuan listening kak" (There is a language lab here, so usually the English teacher directs us to go to the lab and then practice with audio to practice our listening skills).

Extract 45 (ST 4)

"Biasanya kalau di Laboratorium Bahasa kami di berikan video yang berbahasa inggris kemudian di suruh untuk menyimak percakapannya kak" (Usually in the laboratory, we are given an English video and then we are told to listen to the conversation).

Extract 46 (ST 5)

"Laboratorium Bahasa kak, biasanya guru pernah kasih beberapa video percakapan Bahasa Inggris" (Laboratory, usually miss has given some videos of English conversations).

Extract 47 (ST 8)

"Di Laboratorium bahasa kak, biasanya diperdengarkan lagu berbahasa Inggris terus di catat kosakata baru yang didapat" (In the language laboratory, we usually listen to English songs and write down the new vocabulary).

Based on the results of the interview above, it can be concluded that there are several facilities in the Islamic boarding school that can be used to improve students' multilingual competence. There are 24 classrooms consisting of 12 MTs classrooms and 12 MA classrooms. This class is used every day to conduct teaching and learning activities. The dormitory is used for the residence of the students and also as a place to study after school.

The library is also a facility that helps in the process of developing students' multilingual competence. In the library there are books that can be used and borrowed by students. Andthe last is the language laboratory which contains computers and other electronic devices that can help teachers and students in the learning process.

CONCLUSIONS

Based on the results found by the researcher in this study, it can be concluded that:

1. There are seven teaching strategies used by English teachers in Islamic boarding school to develop students' multilingual competencies, including: Visual, Project-based learning, Group-Individual Learning, Peer Tutoring, Daily Conversation, Vocabulary List, and Window-Shopping Strategies.

2. In using teaching strategies, English teachers in Islamic boarding schools sometimes faced several challenges, namely: First, the lack of English teachers, where there are only two English teachers. One for MTs and one for MA. Second, inadequate facilities, there is a language lab that can be used but the number of computers in it is not enough for students. Not only the book facilities in the library are old edition books and have not been updated. Third, the lack of students' interest in learning, students are sometimes lazy to learn because they think English is a difficult language to understand. And the last is that students have difficulty in learning two languages at once.

3. At the Islamic boarding school there are several facilities used by English teachers in developing students' multilingual competencies, namely: classrooms which are the place of the teacher's teaching activities, dormitories which are where students live and also where students do their activities after school, libraries for students to borrow and read books, and language laboratory which are used for the teaching process besides the classroom.

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