

## STUDENTS' CHALLENGES AND STRATEGIES IN DEVELOPING LANGUAGE SKILLS IN INTERNATIONAL CLASS PROGRAM OF IAIN SALATIGA

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### ABSTRACT

International class program has become one of the excellent programs in universities around the world, likewise in Indonesia. International Class Program students are prepared to be individuals who are ready to compete in International scale. In order to manifest this purpose, International Class Program of IAIN Salatiga created various programs to improve the quality, creativity, achievement, and noble character of the students. In order to improve students' language abilities, International Class Program facilitates the students by creating various language development programs. The language development programs are held in both the classroom and the students' dormitories. The purpose of the study was to know the students' challenges and strategies in developing their language skills in International Class Program (ICP) of IAIN Salatiga. The research was qualitative research. The respondents of this research were 32 students of International Class Program of IAIN Salatiga from batch 2017, 2018, 2019, and 2020. Questionnaire and interview were conducted in order to collect the data. The data was analyzed and interpreted through qualitative procedure. The findings showed that students face challenges such as lack of vocabularies, learning mood, time management, and the need of supervisor for language development programs implementation in ICP students' dormitories. The findings also showed that students have strategies to deal with those challenges such as writing down new vocabularies, keeping the mood for learning, managing time by steal time to study the language, and practicing the languages every time in students' dormitories by making rules for their own rooms, creating a study club and study together.

**Keywords:** Students, Challenges, Strategies, Language Development Programs

### INTRODUCTION

International Class Program established in likely most universities in the world with various purposes, likewise in Indonesia. The establishment of this program is in accordance with the vision, mission, and the needs of the university. This is what makes each International Class Program in the universities has its own and uniqueness characteristics. Start from the model, system, and many more. In 2010, IAIN Salatiga established International Class

Program. During its development and progress, International Class Program of IAIN Salatiga is currently only for Teacher Training and Education Faculty students, especially for students who come from three majors; Islamic Education Department, Arabic Education Department, and English Education Department.

International Class Program students are prepared to be individuals who are ready to compete in International

scale. In order to manifest this purpose, International Class Program of IAIN Salatiga created various programs to improve the quality, creativity, achievement, and noble character of the students. The students are equipped with additional knowledge of Indonesia culture and traditions, Alquran, English and Arabic.

IAIN Salatiga views that one of the characteristics that needs to be highlighted is the language aspect. The main characteristic of the international class program lies in the language abilities. In order to improve students' language skills, IAIN Salatiga created various strategies. One of the strategies is using bilingual (English and Arabic) in teaching and learning process. Since the teaching and learning process must be using bilingual, International Class Program students and lecturers must have adequate international language skills.

In order to improve students' language abilities, International Class Program facilitates the students by creating various language development programs. There are so many programs are created starting from studying, practicing, until performing the language. The language development programs itself held both in the class and in the students' dormitories. The language development programs that are held in classrooms are the use of bilingual (English and Arabic) in teaching and learning process, learning from books and other sources in foreign languages, conducting conversation class, TOEFL and IELTS classes. The language development programs that are held in students' dormitories are language week (the obligation to use English/Arabic for the whole week in their daily life in students' dormitories), vocabulary deposit (the obligation to memorize targeted

vocabularies for a day), and to perform the language such as in ALE (Art and Language Exhibition.)

In practical, the students may encounter challenges dealing with those language development program. The discussion on those challenges is important in order to understand the actual condition of the practice. On the other hand, the students may also develop their own strategies in line with those challenges. The strategies can be resolution and replicated by other students who may have similar problems in developing their language skills and proficiency.

The researcher reviewed some previous studies related to students' challenges and strategies in developing language skills in international class program of IAIN Salatiga. There are some previous studies discussed, which had close similar topic with the writer's study. Akbari (2016) investigated about the topic of EFL Students' Perceptions of Their Problems, Needs and Concerns over Learning English: The Case of MA Paramedical Students. He found out that the greatest barrier to learning English was the position of English as a foreign language in society, as well as attrition owing to gaps in learning phases and a lack of free time to devote to studying English. The findings also found that the most critical abilities required are reading, translating, and writing. In addition, the pupils stated that they needed to improve their listening and speaking skills.

Hibatullah (2019) worked on the topic of The Challenges of International EFL Students to Learn English in a Non-English Speaking Country. Focusing on the topic of learning English, this study examined a unique situation in which EFL students participate in a study abroad program in a non-English speaking nation,

particularly in terms of English learning issues and techniques. The researcher addressed two major approaches to two international EFL students at a private Islamic university in Yogyakarta, Indonesia, as part of a qualitative case study. The data concluded that the majority of the problems observed were similar to the problems that EFL students face when studying in their home country, utilizing reflective essays and interviews as techniques. In addition to the issues, the researcher uncovered solutions used by both groups to overcome the issues.

## **METHOD**

This research uses descriptive qualitative approach. A qualitative approach is a method of working that highlights components of data deepening in order to produce high-quality research and findings in a project. In other words, a qualitative approach is a research method that focuses on descriptions of words and sentences that are carefully and systematically organized, beginning with data collection and ending with research reporting and reporting (Ibrahim, 2015).

According to ZuldaFrial and Lahir's book *Qualitative Research* (2012), the major data gathering techniques in qualitative research are researchers themselves or with the support of others. This is done because it would be hard to make adjustments to the reality on the ground if we employed non-human tools and prepared them in advance as they are in study. Qualitative research places observations in places where diverse facts, data, evidence, or other things linked to the research, as well as events, occur.

According to Danim (2002), the data obtained in descriptive qualitative

research is in the form of words, pictures, and not numbers. Satori (2011), qualitative research is conducted because the researcher wishes to investigate unquantifiable descriptive phenomena such as the process of a work step, a recipe's formula, the notions of a diverse concept, the characteristics of an item or service, images, styles, cultural customs, physical models of artifacts, and so on. According to Bogdan and Taylor, as stated by Moleong (2000), qualitative research is a research method that generates descriptive data from people and observed behavior in the form of written or spoken words. Meanwhile, descriptive research is a type of study that aims to describe or describe existent events, both natural and man-made.

A qualitative approach is a method of working that highlights component of data deepening in order to produce high-quality research and findings in a project. In other words, a qualitative approach is a research method that focuses on descriptions of words and sentences that are carefully and systematically organized, beginning with data collection and ending with research reporting and reporting (Ibrahim, 2015). According to ZuldaFrial and Lahir's book *Qualitative Research* (2012), the major data gathering techniques in qualitative research are researchers themselves or with the support of others. This is done because it would be hard to make adjustments to the reality on the ground if we employed non-human tools and prepared them in advance as they are in study. Qualitative research places observations in places where diverse facts, data, evidence, or other things linked to the research, as well as events, occur. Furthermore, Sugiono (2012) proposes qualitative research as a research method based on post-positivism philosophy, used to investigate the conditions of natural

objects, where the researcher is a key instrument, data collection techniques by triangulation, inductive or qualitative data analysis, and qualitative research results emphasize meaning rather than generalization.

According to Sugiono (2009), the sample in qualitative research is referred to as resource persons, or participants, informants, friends, and teachers in the study, rather than respondents. Furthermore, the sample is referred to as a theoretical sample rather than a statistical sample, because the goal of qualitative research is to develop a theory. In qualitative research, the sample size is determined before the researcher enters the field and throughout the research. The subjects of this research are international class program students of IAIN Salatiga from batch 2017, 2018, 2019, and 2020.

Data are the most significant aspect of a study since it allows researchers to discover the study's findings. Data was collected from a variety of sources, using a variety of data gathering approaches, and the process was repeated until the data were confirmed. According to Arikunto (2002), data collecting techniques are methods that researchers can employ to gather data, where the approach is abstract, cannot be represented in observable objects, but can be shown in usage. In accordance with the characteristics of the data required in this study, the data collection technique used is interview. According to Moelong (2000), an interview is a conversation with a specific purpose carried out by two parties, namely the interviewer who asks the question and the interviewee who provides the answer to the question. In this case, the researcher uses a structured interview, in which an interviewer sets his own problems and questions to be asked to seek answers to a

rigorously structured hypothesis (Moelong, 2000).

In order to assess the data, the researcher employs a qualitative descriptive method. In descriptive qualitative research, there are three activities to examine data, according to Sugiyono (2012). Data reduction, data display, and forming conclusions/verification are examples of these processes. The researcher separated the operations of data analysis into three categories based on this statement: data reduction, data presentation, and generating conclusions. For data validation, the writer used triangulation to determine the validity of the data.

Triangulation, according to Cohen (2000), is described as the application of two or more data learning methodologies in the study of various elements of human behavior. As a result, the triangulation technique means that the researcher collects data using two or more techniques to ensure validity. The goal of triangulation is to improve the findings' credibility and validity. Furthermore, according to Denzin (in Patton, 2006), there are four types of triangulation techniques: source triangulation, investigator triangulation, methodological triangulation, and theoretical triangulation. The researcher employed methodological triangulation to determine the data's validity based on this type of triangulation. In addition, the researcher employed interview protocols and questionnaires to collect data, as well as paperwork to prove that the participants were students who were worthy of being research subjects.

## FINDINGS AND DISCUSSION

### Findings

#### *Students' challenges and strategies dealing with language development programs in ICP*

The findings regarding to the students' challenges and strategies dealing with language development programs in ICP of IAIN Salatiga are mentioned below. The interview was conducted on April 21 – May 7, 2021 and it was conducted in the format of Focus Group Discussion. The respondents were International Class Program students from batch 2017, 2018, 2019, and 2020.

Based on the interview, the researcher found out that the students face challenges in joining language development programs in ICP. It also shows that international class program students have their own strategies to deal with their challenges in joining language development programs held by ICP of IAIN Salatiga. Most of the students have, but some of them do not have or they do not have it yet. As respondent 17 said:

*“There are many challenges. The strategy is self-study to be able to follow the lessons, using learning media such as YouTube, books or asking friends who understand better.”*

Respondent 18 said:

*“There will always be challenges, the solution is to find other alternatives, for example learning from various sources, joining a community that supports us to speak English, etc.”*

Then respondent 19 said:

*“The challenge sometimes lies in the lecturers, because students feel awkward with the lecturers, it can also affect the effectiveness of students in capturing lessons. The way to handle it is by keeping the mood of the lecturers and ourselves at*

*all times so that learning can run well. Then when we were in dormitory, because ICP students were really too many, sometimes we were tired so we felt lazy to join classes, then also because the dorms were divided into 3, it made difficult to condition the students, that caused we were late to join classes. So because of that, there are some lecturers who sometimes feel 'not happy' or feel underestimated. This will also affect the mood of the class for learning. The strategy depends on how you maintain your motivation to learn. Then the facilities are also lacking at student dormitories. Learning is sitting on floor, the speakers are portable, learning is always indoor sometimes makes us bored. The strategy taken is to sincerely accept the existing facilities at the dormitory. Another alternative that I did to improve my language skills while at the dorm was to study independently by using a smartphone, watching English vlogs and reading English novels. I think it's more fun to learn that way. Also me and my friends used to be in the 'VIP' room and used English every day, but that was the way to go sometimes. So the student initiative is how we can improve our language skills apart from the programs that held by ICP.”*

#### **Lack of vocabularies**

The interview result shows there are various challenges face by students in joining language development programs in ICP, but most of students' challenges dealing with language development programs in ICP is the lack of vocabularies. Lack of vocabularies cause them find difficulties in understanding lecturers' explanation. This also affect to their performance in classes, because they are not be able to actively participate in classroom activities. Therefore, they have

their own strategies to deal with this challenge. As respondent 7 stated:

*"Yes, I find challenges especially in Arabic. It is so difficult for me. The most challenge that I face is when I don't know the vocabularies and the class use those vocabularies."* (A7, March 2021)

Then, respondent 7 stated:

*"I have a strategy to deal with it. I go to my dictionary and search the meaning of those vocabularies."* (A7, March 2021)

Respondent 13 then added:

*"Arabic and English language is hard because I lack of vocabularies."* (A13, March 2021)

*"The strategy is open dictionary and watch videos on YouTube."* (A13, March 2021)

The interview results showed that the students have their own strategies to deal with this challenge. They enrich their vocabularies in various ways according to the media and the way that they enjoy, starting from opening dictionaries, watching videos on YouTube, collecting new vocabularies, writing down new vocabularies and immediately practicing it, reading news in Arabic, watching movies with English subtitles, reading in English and Arabic, practice the language at home, asking friends, and many more.

### ***Learning mood***

The interview result shows that sometimes, learning mood become one of students' challenges in joining language development programs in ICP. The learning mood itself sometimes come from students and sometimes come from the lecturers. The researcher found out that learning mood apparently impact to

students willing and understanding in joining language development programs in ICP. Then, the researcher also found out sometimes this challenge come from lecturers as well. Less well-manage classes sometimes cause bad mood for teaching and learning process. Therefore, they have their own strategies to deal with this challenge. As respondent 19 stated:

*"Sometimes not in a good mood for learning become challenge."* (A19, March 2021)

Then, respondent 19 said:

*"The strategy is to keep the mood for learning, no matter how."* (A19, March 2021)

Then, respondent 18 said:

*"The challenge is sometimes I'm not in a mood for study. Learning mood affects to my understanding in joining lectures and language development programs in ICP."* (A18, March 2021)

*"The strategy is always trying to keep mood for study, also find other alternatives, for example learning from various sources, learning with learning media that I like, joining a community that supports us to speak English, etc."* (A18, March 2021)

The interview result also shows that students have their own strategies to deal with this challenge. The strategies are to keep mood for study, find alternatives learning sources, for example learning with preferable media, joining a community that supports English speaking practice, and maintaining their motivation. The other strategies to improve students' language skills at the dormitory were studying independently by using a smartphone,

watching English vlogs and reading English novels.

### ***Time management***

The interview shows that one of challenges face by students to deal with language development programs in ICP is time management. This caused by some factors, one of them is the tight schedule of ICP students. International class program students get additional knowledge of Indonesian tradition and culture, Alquran, English and Arabic and abilities, so this cause ICP students have more classes to deal with. Having more classes are linear to more assignments. This tight schedule requires students to manage their time properly. Therefore, they have their own strategies to deal with this challenge. As respondent 27 said:

*“Not much, we just have to take lectures, presentations and exams on time. But there are many personal goals that make us challenged, and that's hard to achieve by looking at decreased motivation and limited time”* (A27, March 2021)

Then, respondent 27 added:

*“Yes I have. I make a priority scale of the lesson that I need to give more attention to the lesson that need less attention.”* (A27, March 2021)

Respondent 14 stated:

*“The challenge is too many assignments because a lot of lectures in ICP. There are activities held by ICP too, so it requires me to manage time properly.”* (A14, March 2021)

*“The strategy is stealing time to study the languages between the busy schedules.”* (A14, March 2021)

The researcher then found out from the interview that the students have their

own strategies to deal with this challenge. Starting from using the time gap between their tight schedule to learn language, having self-study, asking friends with better understanding on the related topic.

### ***The need of supervisor for language development programs implementation in ICP students' dormitories***

The researcher found out from the interview that most of the students think that the absence of the supervisor (*musyrif/musyrafah*) become one of their challenges to deal with language development programs in ICP. They said that the implementation of language development programs in ICP students' dormitories need to be supervised. According to the students' statements, the language development programs are good, but unfortunately the implementation has not reached the ideal result. Therefore, they have their own strategies to deal with this challenge. As respondent 9 said:

*“It will help a lot if the language week works and we follow its rule. Unfortunately, I found out that it did not work and a lot of us did not doing what we should do. I think we need someone to keep an eye on this activity and force ourselves to keep improving our abilities.”* (A9, March 2021)

Most of the respondents also agreed that the implementation of language development programs in ICP students' dormitories need to be supervised. According to the respondents' statements, the language development programs are good, but unfortunately the implementation has not been optimal yet.

As respondent 18 said:

*“Unfortunately the implementation of language development programs at*

*students' dormitory has not been optimal.*"  
(A18, March 2021)

They said that this sub-optimal implementation was caused by the absence of a supervisor (*musyrif/musyrifah*) or person who controlled the language development programs implementation in ICP students' dormitories. Hence, they conveyed that if there is supervisor (*musyrif/musyrifah*) who supervises them, the language development programs in the students' dormitories will run well and it will improve their language skills. As respondent 21 said:

*"The implementation of language development programs in ICP needs to be supervised. If there is someone who supervises us, I think the implementation of language development programs in ICP will run well and the students' language skills will get more improved."* (A21, March 2021)

The researcher also found out that they have their own strategies to deal with this challenge, starting from using English and Arabic language in their rooms with their roommates, creating a study club and study club. As respondent 19 said:

*"I and my friends used to be in the 'VIP' room and used English every day, but that was the way to go sometimes. So the student initiative is how we can improve our language skills apart from the programs that held by ICP."* (A19, March 2021)

Then, respondent 13 said:

*"I make a study club with my friends, the ones who are good in English and Arabic, we learn together. We study and practice the language together."* (A13, March 2021)

They said that the current condition was caused by the absence of a supervisor (*musyrif/musyrifah*) or person who controlled the language development programs implementation in ICP students' dormitories. If there is supervisor (*musyrif/musyrifah*) who supervises them, the language development programs in the students' dormitories will run well and it will improve their language skills. The researcher also found their strategies to deal with this challenge, starting from using English and Arabic language in their rooms with their roommates, creating a study club and study group, etc.

## **Discussion**

As the writer proposed before, this research proposed to answer the research questions of students' challenges and strategies dealing with language development programs in International Class Program (ICP) of IAIN Salatiga.

1. Students' challenges and strategies to deal with language development programs in ICP

In learning foreign languages, it is common for the learners to meet challenges. One of the challenges that might face by learners in learning foreign language is anxiety in learning a new language. Linguists have long been attracted to anxiety in learning a second or foreign language because of its debilitating effects on learners and the learning process. As Horwitz and MacIntyre have emphasized in Ewald (2007) that anxiety in the second or foreign language classroom has a negative impact. Chang and Chen (2004) show that negative second or foreign language anxiety has a causal effect on the perception that second or foreign language classes are difficult, difficulty learning in class, low scores, and lack of skills to develop.



Alnuzaili and Uddin (2020) discussed about the topic of Dealing with Anxiety in Foreign Language Learning Classroom. Anxiety is a significant component that impairs learners' ability to learn. Learners of foreign languages (FL) experience anxiety for a variety of reasons. According to studies, a higher level of anxiety has an impact on the learning process and diminishes learning motivation. Based on the study literature, the purpose of this paper is to determine the most important causes of FL learning anxiety and their consequences on learners' FL learning processes. The research builds on previous work in the field of anxiety theorizing in FL learning environments. The data show that anxiety has a negative impact on pupils' learning and achievement.

It can be concluded that students who are anxious tend to think that language learning is always difficult to do, so that they always feel inferior when learning a second language or a foreign language. Due to their poor understanding, their learning seems to be unsuccessful which is reflected in their low scores. Apart from the possibility that test anxiety will also contribute to their sitting on the exam, their low scores indicate that the material being studied is unlikely to be absorbed and digested. In the end, their language skills will not develop significantly because learning doesn't actually take place.

To deal with the challenges, they need appropriate learning studies to reach their learning target. As Salovaara (2005) said, learning strategies is a factor that plays an important role in the learning process, which is a way to regulate cognitive abilities to obtain good grades or academic achievement. In general, learning strategies are needed in all learning processes, including in the process of

learning English, which is known as a language learning strategy. The more language learning strategies that learners know, selected and used flexibly according to the context by language learners' task, the more successful they will be in mastering the language.

From the interview results, the researcher found out challenges and strategies to deal with language development programs in ICP. The challenges and strategies are as follows:

**a. Lack of vocabularies**

One indicator of language mastery is vocabulary. As stated by Nunan (1991) that vocabulary is important in order to be able to use a second language (second language). Vocabulary helps in studying the use of language structures and functions in communication. Tarigan (1986) states that the quality of a person's language depends on the quality of the vocabulary they have. A large number of vocabularies help language skills. It cannot be denied that vocabulary is an important component in forming language.

The lack of vocabulary affects other skills in language learning such as listening, speaking, reading and writing skills which means that vocabulary knowledge plays an important role in language learning. It has been noted that learners with a large amount of vocabulary knowledge can easily master other skills in a language and possess. Muncie (2002) stated that vocabulary knowledge helps a lot with reading comprehension, good writing and helps overall understanding of language tests. Muncie (2002) also states that students with a lot of vocabulary knowledge help students to have better academic performance. Vocabulary is a language-forming component.

Akbari (2016) found that limited vocabulary knowledge become one of the challenge that face by students in learning

English. The majority of the students said they needed to learn English in order to read textbooks and articles in professional journals, to read texts on the internet, to listen to general issue conversations, and to compose papers for oral presentations, according to the results of the study. Furthermore, the results of the interviews revealed that the majority of students were dissatisfied with their reading, writing, and grammatical knowledge. In contrast to ordinary vocabulary, they were satisfied with their understanding of technical terminology. In a study comparable to Moattarian and Tahririan's (2014), it was concluded that in order to meet the special demands of MA para-medical students, all four language skills, as well as translation skills from English to Persian and vice versa, should be stressed in their ESP courses.

#### **b. Learning mood**

The learning mood affects the students' motivation in learning language. It goes well with their willing to learn the language. The students' motivation can increase and decrease and anytime. It is caused by internal and external factors. According to Hamzah (2006), learning motivation can arise due to intrinsic factors, in the form of desire and desire to succeed and encouragement of learning needs, expectations of ideals. While the extrinsic factors are the existence of appreciation, a conducive learning environment, and interesting learning activities. Meanwhile, what is meant by motivation in this research is motivation in learning languages. Therefore motivation is very important for a student in the learning process to encourage students to carry out a good learning process and determine actions in order to achieve learning goals.

#### **c. Time management**

One of the challenges faced by students in joining language development programs in ICP is time management. This caused by some factors, one of them is the tight schedule of ICP students. International class program students have to learn additional knowledge of Indonesia traditions and culture, Alquran, TOEFL and IELTS, and it causes ICP students have tight schedule. In this sense, they get more classes and activities. It means they have to deal with more discussions and assignment. This tight schedule requires them to manage their time properly, since time management is really important for language learning. If the learners can manage their time for study, it will help them in improving their language skills in language learning. This is in accordance with Slameto (2013), earning something is only possible if we use our time efficiently. Using time does not mean working continuously but working earnestly with all energy and attention to complete a task. Our guideline here is: do no more than one task and do it now without delay. Then Haynes (2010) stated time management is like any other resource management, relying on analysis and planning. In order to understand and apply the principles of time management, one must know not only the use of time, but also the problems involved in using it effectively and their causes.

#### **d. The need of supervision to language development programs implementation in ICP students' dormitories**

In language learning, there should be someone who supervises the learners in learning the language. The role of supervisor here is to supervise, guide, and control the learners so that they will be

discipline in learning the language. ICP students realized that language development programs in ICP students' dormitories do not run well because there is no one who supervises them such as *musyrif* or *musyrifah* in students' dormitories. The existence of supervisor here will help them to be more discipline and follow the rules, so that the students will be actively participating in language development programs in students' dormitories. Isyam (2011) states that foreign language learners must be active. Learners who try to consciously practice a foreign language and seek opportunities to use what they have learned are more successful than learners who are passive and give it all up to the teacher. They had to overcome problems and enter a state where he had to speak, read, write and hear a foreign language.

## CONCLUSION

According to the findings that are discussed about Students' Challenges and Strategies in Developing Language Skills in International Class Program of IAIN Salatiga, it is concluded as follows:

1. Students' challenges to deal with language development programs in ICP.

From the questionnaire and interview results, the researcher found that most of the students agree that they face challenges in joining language development programs in ICP. The followings are students' challenges found by the researcher:

- a. Lack of vocabularies
- b. Learning mood
- c. Time management
- d. The need of supervisor for language development programs implementation in ICP students' dormitories

2. Students' strategies to deal with challenges in joining language development programs in ICP.

The result of the questionnaire and interview showed that international class program students have their own strategies to deal with the challenges they face. The strategies are various based on their need and interest, and they are customized to meet the challenges.

They enrich their vocabularies in various ways according to the media and the way that they enjoy, starting from opening dictionaries, watching videos on YouTube, collecting new vocabularies, writing down new vocabularies and immediately practicing it, reading news in Arabic, watching movies with English subtitles, reading in English and Arabic, practicing the language at home, asking friends, and many more.

To keep the mood for study, students always try to keep mood for study, also find other alternative learning media for example learning with preferable media, joining a community that supports English speaking practice.

To manage time between the busy schedules from ICP, they have some strategies. Start from using the gap time between their tight schedule, having self-study, asking friends who understand better, etc.

To deal with the challenge of the absence of a supervisor (*musyrif/musyrifah*) or person who controlled the language development programs implementation in ICP students' dormitories, students make their own rule to practice their language, starting from using English and Arabic language in their rooms with their roommates, creating a study club and study together, etc.

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