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# International Internship Students' Interventions toward Islamic School Teachers' English Proficiency

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**ABSTRACT**

This study aimed to enhance the English-speaking proficiency, self-confidence, and vocabulary knowledge of Islamic school teachers at Yayasan Pondok Pesantren Alhamidiyah NW Sidemen, Batulayar District, West Lombok, West Nusa Tenggara. The program involved five international internship students from Saxion University, the Netherlands, who served as tutors in a four-month intervention. Employing a mixed-methods approach, the study adopted direct role-play activities in which the international students acted as school principals and used English as the main medium of communication four times per week. Participants included twenty teachers and five staff members from elementary, junior high, and senior high school levels. Quantitative and qualitative data were collected to examine changes in teachers' speaking activity, confidence, and vocabulary use. The findings indicate a substantial improvement in teachers' participation in English communication, beginning with basic greetings and progressing to interactive responses. Teachers' self-confidence increased markedly, as reflected in their enthusiasm and willingness to compete in responding during the role-play sessions. Vocabulary knowledge also improved, evidenced by the growing frequency and variety of teachers' responses. Overall, formerly passive teachers demonstrated behavioral change toward more active engagement. The study concludes that the direct involvement of international internship students through sustained role-play activities effectively contributes to improving Islamic school teachers' English proficiency.

**Keywords:** international internship; intervention; English proficiency

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## INTRODUCTION

An effective communication in a spoken language is still considered a central goal in English as a Foreign Language (EFL) instruction in developing

country such as Indonesia. The current sophisticated era is demanding communicative competence in English in every state school and private schooling system in Indonesia. Among the communicative competence in the four language skills, speaking is considered as the most complex skill to learn due to its spontaneous nature and the need for real-time language processing. Fluency and accuracy are the two primary dimensions that define effective speaking: fluency involves producing speech effortlessly and coherently, while accuracy refers to the correct use of grammar, vocabulary, and pronunciation (Agus Setiawan, Arif rahman, Jupri 2025).

English language skills have become an urgent necessity that is demanded to be the priority of knowledge for those living in a developing country such as Indonesia. In the era of rapid globalization, English is no longer considered as a foreign language, particularly for English practitioners and English educators in developing countries, and as the primary language of communication among nations, or "lingua franca," however, English plays a crucial role in cross-cultural communication and collaboration. Muhammad Rizky Rochmawan & Lytvinenko Tetiana (2024) explained that English language does not go as only a means of communication yet it goes more beyond this atmosphere; it goes and becomes the key to unlock the opportunities in an increasingly connected global world (Rochmawan and Tetiana 2024).

Alma Shafira & Doni Anggoro Ari Santoso (2021) briefed that all levels of society are required to be able to speak English as an international language and English has been admitted to be the language of the world. The demand to be an active and passive English mastery is the reason why English language are recommended to learn starting from elementary school in all regions of Indonesia. In many Indonesian schools, many children have the potential to master English. However, external factors occur such as social environment and an internal factor such as motivation, which do not play a maximum role in responding to communication needs, make students slow in mastering this foreign language (Shafira, Anggoro, and Santoso 2021). Thus, English teachers must be more sensitive and responsive to the development of their students' language performance.

Jupri & Jumadil (2023) emphasized that the implementation of English plays a very beneficial role in fulfilling the needs of both verbal and written aspects of life that cover the fields of education, economics, politics, social culture, and security. Unfortunately, in a developing country such as Indonesia, English is considered a foreign language that has not been obtained by Indonesian people since the time of birth, also in daily life, Indonesian people do not use English in their daily communication (Jupri 2023b). English is still guessed as a difficult language to learn, inconsistent between letters and the spelling or reading, it needs more additional skills such as listening, writing, speaking and reading as well as other linguistics branches such as syntax, semantic etc. that is why, these problems occur still within Indonesian private schooling systems such as the institution this

research took place.

The teaching of foreign languages such as Arabic and English in the level of Islamic Schooling system in Indonesia is mainly focused on the lexicons and the translation of them. This will lead the teachers and students of Islamic boarding school to force themselves to learn the words and the lexicons, as well as the students are forced to memorize as many as possible of the English and Arabic wordings (Jupri 2022). Teachers should utilize an appropriate techniques to involve students in the learning and teaching process and an appropriate methods must be presented to acquire the main objectives of teaching learning in harmony (Jamaluddin, Jupri 2024).

The researcher has been an English teacher in this Islamic school for more than ten years. The atmosphere and the schooling system have been very familiar to the researcher. The development of this school seemed to be low, the number of students annually is stable, and the teachers' ability in English is considered low as well. Thus, it seems important for the researcher to conduct this research. The researcher thought that there must be a perfect way to improve the teachers' language proficiency.

It was such a coincidence, this Islamic school (Yayasan Pondok Pesantren Alhamidiyah NW Sidemen) had a visit from an international internship student. There were five students sent to this private schooling to have a collaboration in developing and improving education. This chance seemed to be the perfect way to fix the problem that this school is facing. In addition, the researcher was the mentor of these international internship students who is in charge of managing the internship program that was conducted in this Islamic schooling system. The researcher had some meetings with these international students to arrange this research. Fortunately, this research was agreed by those international students and was considered urgent to solve the current problem facing by all teachers in this school.

The researcher conducted a pre-interview to find out the problems faced by the teachers in this Yayasan Pondok Pesantren Alhamidiyah NW Sidemen. The interview revealed that mostly the problems that the teachers were having were the lack of vocabulary knowledge and the lack of motivations to start and to reply. Teachers were unmotivated as they never been encouraged to develop their English competence. Teachers were having problems with translating the utterances being uttered for they lack vocabulary mastery. The problem appears when particularly the teachers were given stimuli by the trainers and they were unable to process the uttered utterances. They were confused of processing and finding the meaning of the uttered utterances. This happened due to the lack of vocabulary knowledge that made them unable to encode the message given by the trainers and made them confused of decoding and replying the utterances. This is in line with Jupri, et al (2024) who argued that the process of translation needs a very complex technique that consists of rewriting a message or statement written and spoken in one language with the same message in another language.

Additionally, the translation needs a certain process of rendering the written language that is produced in one language (the source language) into another language (the target language).

## LITERATURE REVIEW

The researcher conducted this research certainly based on diving and reviewing former literatures. Research on *Empowering Educators: Pelatihan Bahasa Inggris Interaktif Bersama Native Speaker untuk Guru-Guru Sekolah Internasional* was conducted by Muhammad Rizky Rochmawan and Lytvynenko Tetiana (2024). This research was programmed by aiming to enhance the English language skills of teachers at Nasima School Semarang through an interactive training program led by native speakers. The program was focused on developing oral communication skills, fluency, and confidence in using English within the teaching environment. This research was adopting role-plays, teaching simulations, and group discussions, providing participants with direct learning experiences. The research resulted in significant improvements in participants' English proficiency, particularly in fluency and confidence. The research also showed positive feedback from participants which indicated high satisfaction with the training program. This improvement positively impacted the quality of education at the school. The teachers were becoming more confident and competent in using English. This program was expected to serve as a sustainable professional development model for other international schools, in addition to strengthening the quality of education in the global era. Muhammad Rizky Rochmawan and Lytvynenko Tetiana (2024) further found that during the evaluation and feedback from participants, they showed an interactive English training with the presence of native speakers was effective in improving the English skills of teachers. Also, they found that the interactive approach used, along with the presence of native speakers, provided a meaningful learning experience and motivated teachers to continue developing their English skills. The improvement in teachers' English skills is expected to have a positive impact on the quality of learning at Nasima School, Semarang. Teachers who are more confident and fluent in English will be able to deliver lesson materials more effectively and create a learning environment more conducive to students' language development. Furthermore, this activity also succeeded in creating a positive learning culture among teachers. They become more open-minded to learning new things and developing themselves professionally. They concluded that interactive English language training program involving native speakers at Nasima School in Semarang has had a significant positive impact on both teachers and students. The improvement of teachers' language skills, confidence, and motivation in using English, as well as its impact on the quality of learning, underscores the importance of ongoing professional development in the context of international education. In conclusion, this program has the potential to become a model for effective

and sustainable professional development for other international schools.

Other research on *Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Guided Conversation* was conducted by Alma Shafira & Doni Anggoro Ari Santoso (2021). This research was aimed to determine how the application of the guided conversation method improves students' English-speaking skills in class X AP at SMK Yaspi Jaya, Jakarta. By understanding how this improvement occurs, it is expected that prospective education personnel can apply several engaging teaching methods to improve students' English-speaking skills. This research was a qualitative descriptive study using a classroom action research approach. It consisted of two cycles before the researcher conducted observations. In cycle 1, the percentage of students in class X AP who achieved English speaking skills was 33.33% of 15 students, with an average score of 59.3. Then, in cycle 2, the researcher added detailed explanations and examples to the material being taught. In this second cycle, the percentage increased by 26.67%, to 60%. Therefore, the use of the guided conversation method in this class was indeed successful in improving English speaking skills. It was through this method, the students were enjoying the class. This research has proven that; a guided conversation methods in class can help students improve their speaking skills, become more active, and become less shy on speaking in before the audience; learning using the guided conversation method can increase students' learning motivation in class. The classroom atmosphere becomes more active, and some passive students become more active in the 10th grade at SMK Yaspi Jaya; learning using the guided conversation method in the classroom resulted in a student learning score of 33.33% on test results from Cycle I, with an average score of 59.3; in Cycle II, using the same method, the researcher added detailed explanations and examples of material for students, including videos of English conversations. The revisions in Cycle II resulted in a 26.67% increase in student learning outcomes.

In Cycle II, students achieved an average score of 74.67, or 60%, in the second cycle; through the use of guided conversation learning methods and techniques, students have been showing a significant improvement on their English speaking skills; it was through the guided conversation methods in the classroom, the students can increase learning motivation due to the new and less boring classroom environment; using guided conversation methods in the classroom can also improve students' weaknesses in limited vocabulary; by using guided conversation methods, students will gain a wealth of new English vocabulary and also learn proper pronunciation; the speaking skills of 10th grade AP students was also improved, the use of guided conversation methods in class learning new vocabulary can make students more confident in speaking English; the difficulties could be overcome by using guided conversation methods in the classroom, this made them more enthusiastic on speaking and learning English; and the use of English in the classroom can also motivate students to participate enthusiastically in English lessons, as they don't feel bored or have to memorize complex theories like in traditional

English classes.

## METHOD

This research adopted quantitative and qualitative research (mix method) that describes the trainees' responses, words, and ideas descriptively and as well as describing responses in number. In addition, Jupri & Jumadil (2023) explained that mix method research is research that aims to describe, study, and explain the phenomenon descriptively and in numbers (Jupri 2023a). Understanding of phenomena can be achieved by describing and numbering and also exploring through narration. This means that research procedures produce written or spoken descriptive and quantitative data from participants. Further, a qualitative research is characterized as a methodology aimed at uncovering the meanings that individuals or groups assign to social or human phenomena (Dewi et al. 2025).

This research was meant to answer the research problem that researcher proposed. The problem was the involvement of International Internship Students' Interventions toward Islamic School Teachers' English Proficiency. The research was focused on triggering the teachers' English-speaking proficiency, teachers' motivation in speaking English, and the teachers' vocabulary knowledge. These three variables were considered important to investigate since the English fluency are influenced by them.

The research procedure was involving five international students from Saxion University, the Netherland. They were sent to Indonesia due to the accomplishment of their final year assignment and it was programmed in international internship through collaboration with educational institutions in Indonesia. Yayasan Pondok Pesantren Alhamidiyah NW Sidemen was chosen to be the setting of their internship location. This was done through a certain offer from sponsor that dealt with this program. The sponsor was automatically chosen by the university sender, that was Saxion University. The sponsor of this program was Yayasan Harapan Baru that was selected by the university sender. Yayasan Harapan Baru is a social institution that deals with the youth exchange, teachers exchange and international internship (KKN Internasional). Yayasan Harapan Baru is an international based-institution that lay their branches in Lombok Island, West Nusa Tenggara Province. This Yayasan Harapan Baru has its central base in The Netherland, and they have some official branches offices all over the world.

This was the first time for the researcher to be the mentor of these five international students. The researcher currently is an English teacher in this institution, and becomes the secretary of the Yayasan Pondok Pesantren Alhamidiyah NW Sidemen. Yayasan Harapan Baru chose the researcher's institution because based on former interview with the chief of Yayasan Harapan Baru, Yayasan Pondok Pesantren ALhamidiyah NW Sidemen needs improvement in many aspects of development particularly in English language improvement. The program started at the beginning of September 2025 and

ended in December 2025 (5th of September-28th December 2025). The program lasted for 4 motnhs involving five international english speakers, twenty Islamic school teachers and five staff assistants in Yayasan Pondok Pesantren Alhamidiyah NW Sidemen. The program was run four times a week, started from Monday to Tuesday at ordinary office hours. It started at 7.30 am and ended at 11.00 am. The program took 3.5 hour a day, three times a week in four months.

The intervention program was programmed in a role-play process. One out of five native was acting the principle or the chief of the school department; the rest were acting as English teachers. The intervention program was in the form of discussion, question-answer, telling own background cultures, bartering languages (Islamic school teachers learn English while the five natives learn Bahasa Indonesia), and joking. This program was made as natural as possible. There was no forcing among participants because the intervention program was made real and serious.

### *Data Collection Procedures*

The data was taken from some research instruments. The researcher utilized interview as the main instrument, and the observation that was done by the researcher through involving himself as the trainer of the research along with the five native speakers of English. The interview was conducted four times at each final month. Since the researcher was acting as the trainer, the researcher could control the observation all day, all weeks and all months. The data from the interview would be applied to solve the problem proposed by the researcher in this research. The data from the observation would be applied as the supporting data that corroborated the research result from the main instrument.

The research was done in fun, serious and constructive. All the five international students were involving themselves happily as they also had a benefit from this program. As they came here for fulfilling their internship in Yayasan Pondok Pesantren Alhamidiyah NW Sidemen. In short, this program produced mutual benefit for both sides. Their benefit was they could accomplish their internship program and our benefit was we could train our local teachers English well.

## FINDINGS

The researcher conducted the interviews four times, as it was done every final month in four months. The interview resulted in different responses. The interview was done through asking the participants how much the number of vocabularies they have acquired. The following table showed the results of the interview within each month.

**Table.1**

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*Interview result in each month*

| Participants | Month 1 | Month 2 | Month 3 | Month 4 |
|---|---|---|---|---|
| Participant 1 | 2 new vocabularies | 15 new vocabularies | 38 new vocabularies | 55 new vocabularies |
| Participant 2 | 5 new vocabularies | 25 new vocabularies | 35 new vocabularies | 56 new vocabularies |
| Participant 3 | 4 new vocabularies | 10 new vocabularies | 30 new vocabularies | 50 new vocabularies |
| Participant 4 | 3 new vocabularies | 18 new vocabularies | 23 new vocabularies | 50 new vocabularies |
| Participant 5 | 1 new vocabulary | 10 new vocabularies | 30 new vocabularies | 40 new vocabularies |
| Participant 6 | 4 new vocabularies | 10 new vocabularies | 40 new vocabularies | 48 new vocabularies |
| Participant 7 | 2 new vocabularies | 8 new vocabularies | 26 new vocabularies | 46 new vocabularies |
| Participant 8 | 2 new vocabularies | 20 new vocabularies | 34 new vocabularies | 39 new vocabularies |
| Participant 9 | 3 new vocabularies | 19 new vocabularies | 35 new vocabularies | 60 new vocabularies |
| Participant 10 | 7 new vocabularies | 20 new vocabularies | 28 new vocabularies | 50 new vocabularies |
| Participant 11 | 10 new vocabularies | 28 new vocabularies | 49 new vocabularies | 70 new vocabularies |
| Participant 12 | 6 new vocabularies | 16 new vocabularies | 56 new vocabularies | 80 new vocabularies |
| Participant 13 | 4 new vocabularies | 24 new vocabularies | 40 new vocabularies | 69 new vocabularies |
| Participant 14 | 5 new vocabularies | 15 new vocabularies | 39 new vocabularies | 70 new vocabularies |
| Participant 15 | 6 new vocabularies | 16 new vocabularies | 40 new vocabularies | 65 new vocabularies |
| Participant 16 | 6 new vocabularies | 20 new vocabularies | 45 new vocabularies | 56 new vocabularies |
| Participant 17 | 7 new vocabularies | 30 new vocabularies | 50 new vocabularies | 78 new vocabularies |
| Participant 18 | 6 new vocabularies | 26 new vocabularies | 56 new vocabularies | 80 new vocabularies |
| Participant 19 | 4 new vocabularies | 30 new vocabularies | 46 new vocabularies | 87 new vocabularies |
| Participant 20 | 5 new vocabularies | 20 new vocabularies | 56 new vocabularies | 85 new vocabularies |

The table showed us the frequence of interview result within each month. The participants were labelled as Participant 1 to 20. The number of the vocabularies they spoke during the intervention program was different each month. The researcher recorded number of new vocabularies to be the symbol of the participants' speaking ability as well as their vocabulary mastery.

The increase within each month certainly showed us the improvement of the participants English speaking proficiency. In the first month, the number of participants' vocabulary mastery ranged from 1 to 10. The second month, the number of the participants' vocabulary mastery ranged from 8 to 30. In the third month, the number of the participants' vocabulary mastery ranged from 23 to 56. In the final month, the number of the participants' vocabulary mastery ranged from 39 to 87. This result surely tells us that there was an increase of the number of participants' vocabulary mastery within each month. More than 70 percent of participants speaking ability was increased every month.

The results from the direct observation also showed that almost 95 percent of the participants took part in the program. More than 90 percent of them were found happy and motivated. This improvement was also addressed in the interview, and the participants told us they were more motivated when face to face having a direct conversation to native speakers. Basically, Islamic school teachers are having big shyness in responding or even starting the conversation. This reason led the researcher to present the native speakers to be the bait and stimuli to those shy teachers. In fact, based on the results of interview and observation, it was found that almost 95 percent participants' English proficiency was increased. Mostly teachers are active in speaking, starting from producing a very simple greetings to responding to the trainers or other teachers' questions; the teachers' self-confidence finally was built up and improved, it was seen from the enthusiasm of each teacher during the trainers' interventions, the teachers were competing to respond to the bait that the trainers produce during the role-play intervention; and finally the teachers' knowledge of vocabulary was also increased, it was seen from the number of the teachers' response to the trainers' intervention was also increasing, almost all teachers in each institution were very happy and having great enthusiasm during the intervention. Finally, those former unactive teachers are now changing their behavior, from passive ones to active ones. The intervention of the International Internship Students can contribute to the improvement of Islamic School Teachers' English Proficiency.

## DISCUSSION

The current research result is in line with the former research conducted by Muhammad Rizky Rochmawan and Lytvynenko Tetiana (2024). They conducted a research on *Empowering Educators: Pelatihan Bahasa*

*Inggris Interaktif Bersama Native Speaker untuk Guru-Guru Sekolah Internasional* was conducted by. Their research was programmed by aiming to enhance the English language skills of teachers at Nasima School Semarang through an interactive training program led by native speakers. The program was focused on developing oral communication skills, fluency, and confidence in using English within the teaching environment. This research was adopting role-plays, teaching simulations, and group discussions, providing participants with direct learning experiences. The research resulted in significant improvements in participants' English proficiency, particularly in fluency and confidence. The research also showed positive feedback from participants which indicated high satisfaction with the training program. As a result, the current research is resulting in a corroboration to the research conducted by Muhammad Rizky Rochmawan and Lytvynenko Tetiana (2024).

Another research finding was found in line with the current research finding. The research was investigating the Native Speaker's Involvement in Improving English Speaking Motivation on the English Camp Program in MTs Negeri 6 Jakarta, (Ciptaningrum, Iskandar, and Sulistyaningrum 2025). The research revealed that native English speaker has an impact on improving English-speaking motivation. It can be seen from the different atmosphere in the English Camp Program that the participants (English Club students) felt motivated to practice English language skills with other students and with a native English speaker. Moreover, attending to native English speakers can be an alternative to enhance students' English-speaking motivation and has an impact on English learning.

Further, Ciptaningrum, Iskandar, and Sulistyaningrum (2025) corroborated that the practice of speaking among Indonesian teachers with the involvement of native speakers is essential for improving speaking skills. Besides, the intervention of international internship students provided participants the original sessions and opportunity to participate in an authentic conversational scenario, fostering cultural awareness and enhancing the participants' proficiency in using English in relevant and practical contexts. In addition, Islamic school teachers who practice with native speakers not only improve their language competence yet also acquire their confidence, which, in the end, prepares them for successful communication in both academic and real-world settings. This international internship students' intervention had a lot of potential for wider use in language learning initiatives and environment. As a result, this led to a corroboration that international students who participate in international internship provide a significant impact on Indonesian Islamic teachers' confidence in demonstrating their proficiency in English speaking and vocabulary mastery by facing a native English speaker face-to-face. Ciptaningrum, Iskandar, and Sulistyaningrum (2025) also argued that the effect is that Indonesian students are becoming highly motivated and stimulated to demonstrate their abilities and have the courage to talk in English. Students are becoming more motivated when they acquire the English

language to comprehend and interact with those English language spoken by native speakers. Furthermore, native speakers' pedagogical knowledge and proficiency have a very positive influence on establishing the teachers' language competence who's their language background is non-English knowledge. That is why, now the researcher can be concluding that presenting language classes with one or more native English speakers certainly can stimulate Indonesian learners' motivation to practice English, improve their confidence and mastering new English vocabulary through intervention with the native speaker in real-language settings.

The current research result is showing that native English speakers can stimulate Indonesian students or teachers' motivation in speaking English. Considering the research problem that have been proposed, the findings reveal that native English speakers provide contribution in triggering Islamic Indonesian teachers' curiosity in improving their English-speaking proficiency. This can be viewed from the participants' interpersonal communication skills that has been improved among others as well as their interaction with native English speakers. In supporting these findings, the researcher reviewed former research findings that support the current research findings. In fact, the researcher found former research findings above that corroborated the current research findings. As a result, the presence of international internship students who participated in this program truly impacted toward the indonesian learners' fluency in spoken English. This intervention program also fixed the participants' psychological problems such as anxiety, fear of making errors, and lack of exposure and lack of vocabulary knowledge. Finally, this program provided big influence on participants' awareness to interact with native speakers.

This research has proven that native speakers were triggering stimuli of the Islamic-based knowledge teachers in the English learning process. The intervention of the native students also increases the participants, new spirit (Pribadi, 2021). The learning process during the intervention were very effective as the participants were having positive behavior. In addition, the participants felt comfortable, and it would be easier to gain knowledge and skills. Therefore, attending native English speakers can stimulate students' motivation to practice English and improve their confidence through interaction with the native speaker in a real-life situation (Pribadi, 2021).

## CONCLUSION

The presentation of international internship students was very helpful in improving Islamic teachers' English proficiency. The data from the interview results showed there was an increase in every month of intervention. The increase was seen from the number of vocabularies owned by the participants. The number of the vocabulary automatically told us the participants' speaking proficiency, vocabulary knowledge and their motivation. Finally, the research suggested that 95 percent of teachers are active in speaking. This was seen

from the way they were producing a very simple greetings as well as the way they were responding to the trainers or other teachers' questions. The teachers' self-confidence was motivated and improved; this was seen from the enthusiasm of each teacher during the trainers' interventions. The teachers were competing to respond to the stimuli that the trainers produced during the role-play intervention. Finally, the teachers' knowledge of vocabulary was indeed increased; this was seen from the number of the participants' vocabulary mastery which was increasing every month. All teachers in each institution were very happy and having great enthusiasm during the intervention. As a result, those former unactive teachers are now changing their behavior, from passive ones to active ones. The intervention of the International Internship Students can contribute to the improvement of Islamic School Teachers' English Proficiency.

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