




English language enhancement coaching for *Baitul Hakim* mosque youth at UIN Sayyid Ali Rahmatullah Tulungagung

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ARTICLE INFO	ABSTRACT
<p>Article history Received: 2025-10-27 Revised: 2025-11-18 Accepted: 2026-02-13 Published: 2026-03-09</p> <p>Keywords Community service English short course N-Gain Mosque youth Language skills improvement</p>	<p>This community service project aimed to improve the English proficiency of members of the youth organization at Baitul Hakim Mosque, UIN Sayyid Ali Rahmatullah Tulungagung, through a 16-session English short course. The program covered grammar focus, speaking, reading, and writing practices, using communicative and task-based approaches. Learning activities emphasized active participation, contextual language use, and collaborative tasks to create a supportive and engaging learning environment for mosque-based youth. Pre- and post-tests were administered, and the improvement was measured using Hake's N-Gain formula. Results showed medium average N-Gain scores across all skill areas: grammar focus (0.325), speaking (0.36), reading (0.36), and writing (0.32). These findings indicate that the program effectively facilitated measurable improvement in participants' English skills, with speaking and reading showing the highest gains, while writing remained the most challenging skill. The conclusion is that while the English enhancement coaching was effective in generating measurable improvements, particularly at the medium level, further serious efforts are needed to optimize instructional strategies. Besides, future implementations should consider extending the course duration, incorporating individualized learning paths, providing more intensive and sustained feedback—especially for writing—and leveraging a variety of engaging learning materials to better facilitate higher levels of language mastery among participants.</p>
<p>Kata Kunci Pengabdian masyarakat Kursus singkat Bahasa Inggris N-Gain Remaja masjid Peningkatan keterampilan berbahasa</p>	<p>Pendampingan peningkatan Kemahiran berbahasa Inggris bagi remaja masjid Baitul Hakim Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. Program pengabdian kepada masyarakat ini bertujuan meningkatkan kemampuan berbahasa Inggris anggota organisasi remaja Masjid Baitul Hakim UIN Sayyid Ali Rahmatullah Tulungagung melalui kursus singkat bahasa Inggris selama 16 pertemuan. Materi mencakup tata bahasa, keterampilan berbicara, membaca, dan menulis dengan pendekatan komunikatif dan berbasis tugas. Pre-test dan post-test diberikan, dan peningkatan diukur menggunakan rumus N-Gain dari Hake. Hasil menunjukkan skor N-Gain rata-rata berada pada kategori sedang di semua aspek: tata bahasa (0,325), berbicara (0,36), membaca (0,36), dan menulis (0,32). Temuan ini mengindikasikan bahwa program berhasil meningkatkan keterampilan bahasa Inggris peserta secara terukur, dengan keterampilan berbicara dan membaca memperoleh peningkatan tertinggi, sementara menulis masih menjadi keterampilan tersulit bagi peserta. Kesimpulan, meski program peningkatan kemampuan Bahasa Inggris ini terbukti efektif menghasilkan peningkatan yang terukur, yaitu pada tingkat sedang, diperlukan upaya lanjutan untuk mengoptimalkan strategi pembelajaran. Yang disarankan untuk program ke depan adalah memperpanjang durasi pelatihan, menerapkan pembelajaran individual, memberikan umpan balik yang lebih intensif—khususnya untuk ketrampilan menulis—serta memanfaatkan bahan ajar yang lebih variative dan menarik.</p> <p>Copyright © 2026, Chojimah & Sukarsono This is an open access article under the CC–BY-SA license</p> 

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INTRODUCTION

Baitul Hakim is the mosque of Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung. The mosque, like most other mosques in Islamic universities, is not merely a place for worship. It serves as a center for learning. Taman Pendidikan Qur'an (TPQ), or the Qur'anic Learning Center for adults, is an example of learning activities offered by the mosque. Khotmil Qur'an or Qur'anic Recitation Completion is another example of the mosque's contribution as a learning center for the surrounding community. Moreover, the existence of a mosque youth organization demonstrates the mosque's role as a learning center.

One of the components contributing to the liveliness of the Baitul Hakim Mosque is the Mosque Youth organization. So far, the relationship between mosques and youth has attracted scholarly attention. Al-Refai examined the impact of mosque-based education on young British professionals. His study revealed that mosque education helped young professionals develop their social, mental, and spiritual skills within British society (Al-Refai, 2020). In addition, Ramadhan investigated the participation of mosque youths in Islamic holiday activities and the factors constraining the implementation of OPRM (Ramadhan & Annaisaburi, 2024).

Mosque Youth in Baitul Hakim Mosque consists of 15 active students from various departments. Through the organization, they learn leadership and organizational skills. They are regularly responsible for ritual activities, such as leading the prayer calls in the five-times prayer and organizing other religious programs at the mosque. They are also responsible for continuing the ta'lim sessions held periodically at the mosque. Handling regular gatherings to recite shalawat is another of their responsibilities. Besides, they consistently serve as the committee for National Commemoration Days.

In short, their leadership and organizational skills are sharpened through religious activities. As mosque youth, they have more opportunities to utilize the mosque to expand its social roles and contribute more positively to the surrounding society. Other benefits they might reap include potential engagement with the global community (Handayani, 2016). The mosque can serve as a foundation for studying non-religious subjects and skills that the mosque's youth need to prepare for their future.

Good English proficiency is a non-religious knowledge and competence relevant to them, as a good command of English might lead to career opportunities (Wengrum & Nurhartanto, 2021). Proficiency in English can open up more career opportunities and increase chances of working for multinational companies. Furthermore, mastering English, especially for college students, can improve critical and analytical thinking and communication skills with people from diverse cultural backgrounds (Thariq et al., 2020). An English speaker can naturally access a broader range of information and knowledge through various channels, such as email, social media, and other discussion platforms (Larsen-Freeman, 2003; Newport, 1990). Undoubtedly, mastering English for mosque youth is strategic to elevate their position in Islamic da'wah (Juriana, 2017). In short, teenagers with proficient English language skills will not only communicate internationally but also access global resources and gain broader educational and job opportunities (Zuhro & Hermawati, 2017).

Despite the importance of English, the youth of Baitul Hakim Mosque have not previously been exposed to a structured English program. Their English proficiency levels vary from elementary to pre-intermediate, limiting their access to global resources and broader opportunities. This condition indicates a gap between learning potential and available learning opportunities. Therefore, a well-planned program to improve their English is called for. The English Language Enhancement Coaching program is needed to provide a meaningful platform not only to sharpen their language skills but also to foster confidence and motivation in using English in both academic and everyday contexts. Such initiatives are essential in ensuring that these young individuals can thrive in a globalized world while staying grounded in their local identity and religious values.

The empowerment of mosque youth through educational programs has been ongoing for years, led by universities and other parties. Several scholars have investigated such empowerment programs. Junanah et al. examined the empowerment of mosque youth by enhancing their knowledge and skills in *da'wah* communication. Their study reported improvements in participants' *knowledge and skills in da'wah communication* (Junanah & Susilo, 2024). Another study, employing the Research and Development (R&D) method, resulted in a life skills guidance program designed for mosque youth (Arisanti et al., 2023). Rasmawan et al. sought to empower mosque youth through English instruction. This community service program aimed to develop English proficiency for tourism communication and character building; however, it primarily focused on speaking skills (Rasmawan et al., 2025). These studies indicate that although mosque youth empowerment has received scholarly attention, structured English programs that comprehensively address language skills development remain limited. Hence, the present program seeks to fill this gap by offering a more systematic and holistic English language enhancement initiative for mosque youth. Besides, as a social group, the Mosque Youth of Baitul Hakim has a vital role in the development of the youth community. Therefore, efforts to empower them need to be intensified (Dewi & Husein, 2019; Tamrin & Yanti, 2019).

METHOD

The current community service consisted of three main activities: the Pre-Service Phase, the Coaching Phase, and the Post-Service Phase.

1) Pre-Service Phase

In this phase, observation was conducted. Checking the administration and interviewing the organization's leader were the main activities in the observation process.

2) Coaching Phase

This is the main phase. In it, the design developed in the pre-service phase was realized. The design is presented as follows:

- i. Research Design
This community service program employed a pre-experimental research design, specifically a One-Group Pre-Test Post-Test Design, to measure participants' improvement in English proficiency across grammar, speaking, reading, and writing. It involved one group of participants; it provided little or no control of extraneous variables (Ary et al., 2010)
- ii. Participants
The participants of the current community service were the 15 members of the Mosque Youth organization of Baitul Hakim Mosque at UIN Sayyid Ali Rahmatullah Tulungagung. The organization consisted of 10 males and 5 females, aged 20-22, with varying English proficiency levels ranging from elementary to pre-intermediate. They voluntarily participated in the program, yet consent was obtained from the group members and the group leader.
- iii. Instrument
The instrument for this community service was an integrative test adapted from the exercises in the book entitled *Interchange for Students Book* (Richards et al., 2004). The test consisted of 20 items for grammar, 20 for reading, 1 for writing, and 1 for speaking. The items for pre-test were different from the ones for post-test, yet they had the same degree of difficulty.
- iv. Procedures
The procedures of this program are as follows:
 - a. Pre-test. The pre-test was administered one week prior to the coaching process. It was held
 - b. The coaching implementation
 - c. Post-test. The post-test was administered right after the coaching

3) Post-Service Phase

This is the phase in which the data were analysed. The improvement of the participants was measured by using the N-Gain Test (Hakke, 1999).

The procedures are illustrated in Figure 1.

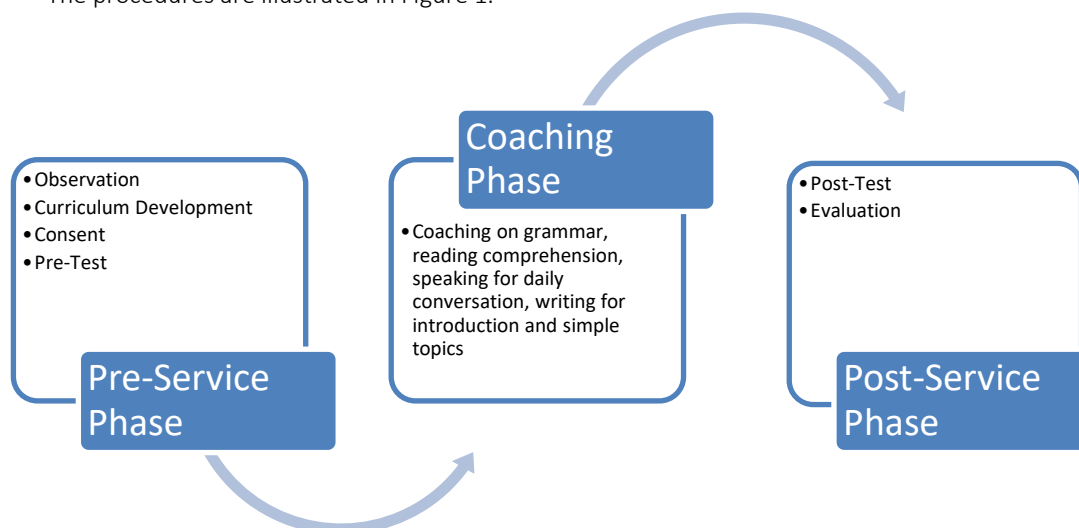


Figure 1: The Procedures of The Community Service

RESULTS

In general, community service activities in the form of an English short course for members of the youth organization of Baitul Hakim mosque at UIN SATU Tulungagung have been successfully implemented. The results of the present implementation of community service are presented in two parts. The first part is the descriptive section, in which the course implementation results, the instructional training process, and post-training conditions are discussed in detail. The second part is the outcome section, which primarily discusses the positive changes in the participants' mastery of English, comprising language components and skills at the end of the short course. In addition, follow-up actions are recommended based on the service implementation evaluation results, focusing on the identified weaknesses to inform future community service plans.

Pre-Service Phase

In the pre-service phase, two main activities were carried out: observation and curriculum development. During the observation, we conducted an interview with the organization's leaders and thoroughly reviewed their documents. From these activities, the collected data included the identities of youth mosque members, their English proficiency levels, and details about their daily activities. The interview revealed that their English proficiency varied, ranging from elementary to pre-intermediate level. The daily activities that focused solely on religious matters were another piece of information revealed in the interview.

Curriculum development was the phase in which we defined which aspects of English were appropriate for them, set the number of meetings and their duration, selected teaching materials for the selected topics, and developed the pre-test and post-test. Grammar, Speaking, Reading Comprehension, and Writing were the aspects and skills that we selected. An integrated book entitled "Interchange" by Jack C. Richards was selected as the student book (Richards et al., 2004). The curriculum is presented in the Table 1.

Table 1. The matrix of the curriculum

Language Components And Language Skills	Objectives	Indicators	Source/Teaching Material
Grammar	Equipping participants with the grammar knowledge commonly used for daily communication	Participants can use yes/no and wh-questions with do, comparisons, demonstratives, simple past, present perfect, and modal verbs correctly.	Richards et al., 2004
Speaking	Equipping participants with skills in conversation across various themes	Participants can share their daily lives, including activities, music, sports, and other aspects.	Richards et al., 2004
Reading	Equipping participants with skills in comprehending English texts.	Participants are able to understand messages of short authentic texts	Richards et al., 2004
Writing	Equipping participants with skills in writing	Participants can write simple, compound, and complex sentences and short paragraphs.	Richards et al., 2004

Pre-test was the next step carried out in this phase. The test items were adopted from a book by Richard. The pre-test results are presented in the Post-Service Phase section.

The Coaching Phase

The course took place at the Baitul Hakim Mosque, on the second floor. The course focused on basic English language components and skills. It was held once a week for 16 sessions, facilitated by experienced instructors from the English Department at UIN SATU Tulungagung. The instructional activities started on October 21st, 2024, and ended on December 18th, 2024. The course began with a pre-test and finished with a post-test. The photos below were taken during the service program's instructional activities.



Figure 2. Some participants are practicing conversation.



Figure 3. The participants are learning with the instructor.



Figure 4. The participants are doing exercises.

Generally, the implementation of the short course encompasses the following:

- 1) Grammar focus, which aimed to provide knowledge of English vocabulary and basic grammar relevant to support speaking and writing practices. The instructional material included the following topics: yes/no and wh-questions with do, comparisons, demonstratives, simple past, present perfect, and modal verbs.
- 2) Speaking Practice This activity offered participants the chance to practice daily conversation skills in English across various themes, including religious ones. The participants were provided with examples of authentic daily conversation texts and lists of expressions taken from the selected YouTube videos. Some topic titles for the speaking practice are I start work at five, I really like pop music, What an excuse, I'm a real fitness freak, and others.
- 3). Reading Practice Participants were given opportunities to read authentic materials, along with questions that confirmed their understanding of the texts. Besides, a short list of vocabulary items was provided to ease them in interpreting the texts. Why do you need a job is one of the titles for reading practice.
- 4) Writing Practice This activity offers participants the opportunity to write simple and complex sentences and short paragraphs in English on a range of themes. A biography, comparing prices, and about favorite activities are three examples of topics for writing practice.

Post-Service Phase

Two main activities were carried out in this phase: administering the post-test and analyzing its results. The post-test items differed from the pre-test items, yet they had a similar degree of difficulty. The difference between pre-test and post-test scores was analyzed using the N-Gain test.

Table 2: The n-Gain Score of Grammar Focus

Students	Pre-test	Post test	N gain	Criteria
1	60	70	0.25	Low
2	64	70	0.41	Medium
3	64	79	0.44	Medium
4	66	80	0.41	Medium
5	70	80	0.33	Medium
6	68	78	0.31	Medium
7	70	80	0.33	Medium
8	65	75	0.28	Low
9	60	70	0.25	Low
10	70	80	0.33	Medium
11	67	77	0.30	Medium
12	66	78	0.35	Medium
13	65	75	0.28	low
14	65	78	0.37	Medium
15	65	79	0.4	Medium
Mean	65.33	74.5	0.325	Medium

Table 2 shows that, in terms of grammar focus, the participants' N-Gain scores range from 0.25 to 0.44: three participants fell into the low category, while the rest showed medium improvement. It suggests that the English enhancement coaching successfully improved participants' understanding of basic English grammar. It, however, requires more intensive support to achieve a higher level of mastery.

Table 3: The n-Gain Score of Speaking Practice

Students	Pre-test	Post test	N gain	Criteria
1	60	70	0.25	low
2	70	80	0.33	Medium
3	70	85	0.5	Medium
4	70	80	0.33	Medium
5	70	80	0.33	Medium
6	70	83	0.43	Medium
7	70	85	0.5	Medium
8	70	80	0.33	Medium
9	70	79	0.30	Medium
10	70	80	0.33	Medium
11	67	77	0.30	Medium
12	66	78	0.35	Medium
13	65	79	0.40	Medium
14	67	78	0.33	Medium
15	65	78	0.37	Medium
Mean	68	79.4	0.36	Medium

Table 3 displays the participants' N-Gain scores for speaking practice. Table 2 shows that participants achieved better outcomes, with an average N-Gain score of 0.36. Almost all participants reached the medium level, except one student who fell in the low level, and two students reached the upper threshold of the medium level (0.50). This suggests that the short course was effective in improving participants' speaking skills.

Table 4: The n-Gain Score for Reading Practice

Students	Pre-test	Post test	N gain	Criteria
1	60	70	0.25	Low
2	63	74	0.33	Medium
3	63	76	0.5	Medium
4	64	75	0.33	Medium
5	65	75	0.33	Medium
6	65	75	0.43	Medium
7	64	78	0.5	Medium
8	65	75	0.33	Medium

Students	Pre-test	Post test	N gain	Criteria
9	64	74	0.30	Medium
10	65	77	0.33	Medium
11	63	76	0.30	Medium
12	62	72	0.35	Medium
13	62	72	0.4	Medium
14	65	78	0.33	Medium
15	62	73	0.37	Medium
Mean	68	79.46	0.36	Medium

Table 4 displays the participants' scores for reading practice. It shows the same trend as the one for speaking practice, with the average N-Gain score 0.36. Only one participant was in the low category, while the rest were in the medium category. The consistent results across participants reflect the effectiveness of the short course in building comprehension skills, likely through the inclusion of contextual and vocabulary-enriched reading materials.

Table 5: The N-Gain Score for Writing Practice

Students	Pre-test	Post test	N gain	Criteria
1	60	70	0.25	Low
2	60	70	0.25	Low
3	65	78	0.37	Medium
4	65	79	0.4	Medium
5	65	75	0.38	Medium
6	64	75	0.30	Medium
7	69	80	0.35	Medium
8	68	80	0.37	Medium
9	64	75	0.30	Medium
10	69	80	0.35	Medium
11	65	75	0.28	Low
12	64	75	0.30	Medium
13	67	84	0.51	Medium
14	69	76	0.22	Low
15	67	77	0.30	Medium
Mean	65.4	76.6	0.32	Medium

Table 5 shows that, even though the participants' achievement in writing was in the medium range, as in other skills, it was slightly lower at 0.32. Four participants fell in the low category, indicating that writing remains challenging for some learners. Since writing requires the mastery of grammar and vocabulary, coherence, and rhetoric, and organization, it may require sustained feedback during instruction.

Taken together, these findings show that the short course facilitated meaningful progress in English proficiency among the youth participants. The predominance of medium-level N-gain scores across all skill areas suggests that the course content, delivery methods, and instructional strategies were generally effective. However, the presence of several low gainers in each skill area also points to the need for differentiated instruction and targeted remedial support, especially for learners with limited prior exposure to English.

DISCUSSION

The findings of this community service program indicate that the English enhancement coaching had a generally positive impact on participants' English proficiency, particularly in grammar, speaking, reading, and writing. However, the level of improvement achieved was predominantly at the medium level, as indicated by N-Gain scores. It suggests that although learning occurred, the degree of progress was not yet substantial. Several interrelated factors may account for this outcome.

First, the short course's limited duration may have constrained the depth and breadth of learning. This community service lasted only 16 weeks, making the learning period very short. Language acquisition is a gradual process, and developing mastery—especially in productive skills such as speaking and writing—requires sustained exposure, repeated practice, and continuous feedback, which are difficult to achieve within the confines of a brief instructional period. The 16-week duration hampers participants' ability to practice repeatedly and receive continuous feedback. Sustained exposure was something they had difficulty with, as they are all from departments other than English. This aligns with Knight's (2018) statement that time allotment is one of the determining factors in language acquisition, as the amount of time affects language exposure and interaction. In addition, Benigno et al. asserted that there are no shortcuts to learning

a new language, but realistic objectives can be achieved by ensuring learners complete the minimum required learning hours at each level (Benigno et al., 2017).

Second, the participants' varying levels of English proficiency. Most participants began the course with moderate levels of knowledge and skill, which often leads to slower observable gains as learners at this stage need more time to consolidate and internalize new structures, vocabulary, and communicative strategies. Variation in learners' prior English experience may also explain the presence of several low-gain participants across the four skill areas, underscoring the need for differentiated instruction. This finding supports Brzoza's findings, confirming that learning English at higher levels of proficiency is more conducive for those with higher levels of proficiency. On the other hand, those with lower proficiency levels feel a sense of inferiority, which leads to underachievement in their learning (Brzoza, 2020). This aligns with Svenson's findings, confirming that the diversity of students' English knowledge poses one of the teachers' challenges (Svensson, 2017). Besides, varying levels of proficiency and educational backgrounds result in different learning needs in English. Understanding the needs of students with different levels of English proficiency enables teachers to prepare them to be ready to use the language for education and work in the future (Nithideechaiwarachok et al., 2022)

Third, while the course successfully employed general instructional strategies, the outcomes suggest that more individualized approaches may be necessary. A one-size-fits-all model may not sufficiently address the specific needs of learners, especially those who require additional support due to limited prior exposure or slower learning paces. This is particularly evident in the writing component, where participants demonstrated the lowest average gain. Writing, which integrates multiple competencies—grammar, vocabulary, organization, coherence—often necessitates direct guidance and detailed feedback, elements that may have been constrained by time or instructional resources. Creating relationships with students, understanding their social backgrounds, and verbally encouraging them can help them write well (Rashid et al., 2022). The wise use of AI, such as ChatGPT, might increase the participants' motivation and achievement in writing since most youth tend to have a positive perception of ChatGPT (Salwa & Tyas, 2024).

Moreover, learner engagement and motivation could have influenced the results. As the program was conducted in a community setting and not as part of a formal curriculum, the intensity of learner involvement may have varied. Some participants may have joined out of interest, while others may not have been fully invested, which could affect the depth of learning outcomes. A specific strategy is called for to increase participants' motivation, such as the STAD method (Rahman & Nurbatra, 2023).

Lastly, resource limitations also play a role. Classroom availability was one of the resource handicaps. The ideal classrooms for the teaching-learning process were fully booked during effective learning hours (07.00 AM-03.00 PM), making it challenging to schedule instruction. Limited access to authentic materials, audiovisual aids, or digital tools may also have limited learners' exposure to rich, contextualized language input and practice opportunities. Several studies confirmed that facilities and classroom surroundings play important roles in increasing students' achievement in English (Irsani et al., 2023; Nur et al., 2023; Machocho & Mutilu, 2023).

CONCLUSION

In light of those factors, it can be concluded that while the English enhancement coaching was effective in generating measurable improvements, particularly at the medium level, further efforts are needed to optimize instructional strategies. Future implementations should consider extending the course duration, incorporating individualized learning paths, providing more intensive and sustained feedback—especially for writing—and leveraging a variety of engaging learning materials to better facilitate higher levels of language mastery among participants. Considering the benefits felt by the target audience in this community service program and the fact that many social groups in the community need English language mastery to promote their literacy, similar service activities need to be continued and expanded to target social groups so that the instruction results are more beneficial to the community in the field of literacy development.

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