

ABSTRACT

This study aims to determine how teachers view teaching English at Madrasah Aliyah in Garut, with a particular emphasis on their experiences and the problems they encounter during the learning process. To understand the experiences from the teachers' perspective, this study uses a qualitative method with a phenomenological approach. Five teachers from three Madrasah Aliyah were interviewed in depth. The processes of reduction, categorization, coding, and theme development were used to analyze the collected data. The results of the study indicate that teachers have a positive view of teaching English in Islamic-based schools. Their experiences show that teachers strive to adapt their teaching methods, strategies, and materials to suit the needs of students and the Islamic context of the school. However, teachers face many problems, especially limitations in learning resources, time, and facilities. They also face limitations in their ability to use technology and understand religious material that needs to be integrated. The results show that understanding teachers' perceptions and experiences can be the basis for improving the quality of English teaching in Madrasah Aliyah.

Keywords: Teachers' perceptions, English teaching, Islamic Senior High School.