

THE IMPLEMENTATION OF ENGLISH PROGRAM TO IMPROVE THE STUDENTS' LANGUAGE SKILLS AT MA BILINGUAL BATU

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A B S T R A C T

This study was aimed to describe the form of English program, the implementation, the supporting factors and inhibiting factors in implementing English Program to improve students' language skills at MA Bilingual Batu. This study was in the form of descriptive qualitative research with case study approach. The research used some techniques, such as observation, in depth interview, and documentation. Then all data were analyzed by reduction technique, presentation, and conclusion. The finding of the study showed that: first, the form of English program is local subject which designed and developed by own teachers without government curriculums. Associated with the result of improvement of students' language skills, in general is quite good and improve. Second, the implementation of English Program at MA Bilingual Batu is divided into three, they are planning (syllabus from the vice principle of linguistics), learning implementation every Monday up to Thursday, and the evaluation using summative and formative assignment. Third The supporting factors in implementing English Program are competent teachers; the mission, vision and the facilities of the school; and the high students motivation. The inhibiting factors in implementing English Program are uneven student ability and lack of consistency in using English.

Introduction

The development of science and technology have brought changes in almost all aspects of life. Various problem can be solved by mastering and improving science and technology or the availability of competitive and quality human resource. Then as a nation we need to continue the developing and improving the quality of human resources in a planned, directed, intensive, effective and efficient manner. Along with the acceleration of information flow in the current era of globalization requires all field of live to adjust their vision, mission, goals, and strategies to suit their needs and not to be outdate. These adjustments directly change the order in macro and micro system, as well as education system. The national education system must be developed in accordance with the needs and development that occur at local, national, or global levels based on E. Mulyasa (2007:3)

One of important component of education is language, because the language plays an important role for human in social life. According to Gorys Keraf (1997:1) language is a communicational tool between community members in the form of sound symbols produced by human speech tools. The importance of language almost covers all areas of life because everything that is lived, experienced, felt, and thought can only be known by others if it has been expressed in language, both in written or oral form.

Simply put, language can be interpreted as a tool to convey something and tool to interact communicate among community members which is a meaningful sound symbol system produce by human speech tools. Therefore, for humans to communicate well, they must be skilled in language. Seeing the importance of language as a means of communication between people in the world, the mastery of languages other than mother tongue, namely international languages such as English is an urgent demand. English is language of international communication both in the fields of development, technology, economics and education. In line with the current of globalization, The need for English skills is increasingly felt. Therefore, not surprisingly, experts working in the education world feel the continuous English lessons to students in senior high school.

In fact, many students have problem in their learning especially in English learning, as we know English is foreign language. Student are required to master four skills. They have to find out the way to learn English easily and pleasantly. Realizing senior high school graduates often have difficulty in terms of language skills especially in English, so senior high schools compete to create new breakthroughs with various methods or programs to improve students' English skills, and one of them is English Program. The teaching material is related to the development of life skills. The learning process is carried out contextually, which is closely related to daily relationships, the development of intellectual, emotional, social, and spiritual intelligence.

Based on the explanation above, the English program aims to equip and facilitate students in communicating properly. Related to this, in Batu City there are also several schools that implement English programs in schools, one of which is Madrasah Aliyah (MA) Bilingual Batu. Madrasah Aliyah which is usually abbreviated with words MA is a secondary education level in formal education equivalent to senior high school. Management is carried out by the Ministry of Religion. Basically the MA curriculum is the same as the senior high school curriculum, it's just that the MA has a greater portion of Islamic religious education.

MA Bilingual Batu is a type of Madrasah Aliyah by using the Madrasah Aliyah Curriculum issued by the Ministry of Religion. It's just using a bilingual language, namely English and Arabic, where general materials use English language and religious materials use Arabic language.

To maximize the improvement of English language skills in the MA also holds an English Program, where the program has been listed in the curriculum used at the school. In general the program runs quite good. This is evidenced by the many achievements achieved by MA Bilingual Batu students both academic and non-academic achievements.

Based on the background that has been described above, namely with the positive influence and challenges faced in the implementation of English programs in educational institutions, as well as with several considerations, it is necessary for researcher to conduct a research by taking the title "The Implementation of English Program to Improve The Students' Language Skills at MA Bilingual Batu".

The focus of research is the implementation of English program to improve the students' language skills at MA Bilingual Batu. In this research the researcher used qualitative approach with case studies design. Qualitative approach is research procedures by producing descriptive data in the form of written or oral words from people and observable behavior. This research prioritizes describing the empirical

reality of all phenomena in detail and thoroughly by utilizing the writer as a key instrument, Nana Sudjana (1989:203).

Research Method

Case study are chosen as research design because the researcher assumes that this research will be more easily answered by case studies, with the reasons: (1) case studies can provide important information about the relationships between variables and processes that require broader explanation and understanding, (2) case studies can provide opportunities to obtain interviews regarding the basic concepts of human behavior, through intensive investigation researcher can find characteristics and relationships that might not have been previously thought, (3) case studies can run data with findings that are useful as a basis for building background problems for larger and in-depth research planning in the context of developing social sciences.

Based on the reasons that exist in the type of case study research, it is in accordance with the phenomenon in the context that was forced in the focus of the above research, with the aim of gaining in-depth knowledge and a complete description of the English program to improve students' language skills, implementation of English program, and what are the supporting factors and inhibiting factors in the implementation of English programs to improve students' language skills at MA Bilingual Batu.

Base on Miles and Huberman, in qualitative analysis the data that appears are in the form of words and not a series of numbers. The data may have been collected in various ways such as observations, interviews, or extracts of records "processed" through recording and rearrangement.

Regarding data analysis, the researcher begins by analyzing all available data from various sources, after reading and studying the researchers then do the data reduction by making abstractions or core summaries. Data reduction is a form of analysis to classify, direct, dispose of unneeded data and organize it so that final conclusions can be formulated, selecting data strictly, making core summaries are data reduction activities. Thus the reduced data will provide a clear picture and make it easier for researchers to collect data. This data reduction takes place continuously throughout the study. In this activity, researchers summarize and select data that has been collected, and focus on the main things to look for patterns or themes related to the form of English program to improve the students' language skills, the implementation of English program, the supporting factors and inhibiting factors in the implementation of English programs at to improve the students' language skills at MA Bilingual Batu. After the data reduction is complete, the next thing the researcher does is to present the data.

Result and Discussion

The form of English Program at MA Bilingual Batu, contained in the following excerpt from the interview with the Principal of the School Drs. H. Farhadi, M.Si as follows:

"This English Program is one of the flagship programs at MA Bilingual Batu. Beside English Program there is also Arabic Program. Where initially the ideals or mission of this school was how to form students after they graduated at least they could communicate using English and Arabic. This program in order to maintain and harmonize the name of the MA Bilingual with graduate students in this school. This program has been running for 7 years."

The above opinion is further strengthened by Supiansyah, M. Pd as the vice principle of linguistics at MA Bilingual Batu who states the same thing. In the interview he stated that:

“This program is a local subject which designed and developed by ourselves, because there is indeed no government curriculum about this English program. It is hoped that students will be able to communicate using English and Arabic. The form of communication we teach in English programs is at least queuing. When students are asked about their activities today, they will be able to answer without thinking again (direct speak). Beside communication, it is also taught how to arrange sentence with the correct grammar and its structure, public speaking, and sometimes we also bring in native speakers so students can learn directly with native speakers. To improve student learning enthusiasm we design a lot of learning English in the form of fun games or sing songs so that students do not get bored”

English program at MA Bilingual Batu is one of the flagship programs in the school. This program is local subject which designed and developed by teachers itselves, without a government curriculum. It is also proven by the list of subjects taught at MA Bilingual Batu, contained in appendix. MA Bilingual Batu always strives to continuously improve the quality of students and make schools of the highest quality. It is used as a foundation, so that the existence of English Program can be a means to achieve a language environment that is full of quality assurance and promising quality.

Associated with the improvement of the students language skills in implementation of English program according to the Vice principle of linguistics of MA Bilingual Batu generally are quite good and improve. This can be seen from the habituation of students. As the results of the interview as follows:

“For their development, it seen from their students it's a habit, so the more often the students hear and speak English the more they will increase their knowledge. If viewed from its grades, it is good enough and has improved because most students have run their English.”

According to Batric Feriandika, M. Pd as a Vice principle of academic affair and curriculums and also as a teacher of English program at MA Bilingual Batu also explained her opinion regarding to the students language skills in implementation of English Program. As the results of the interview as follows:

“The development, if I feel that the changes are very different between before and after joining the English program because I teach it not only in the intermediate class but also in the basic class. The longer the better. It be seen from the value of report cards. Besides that the ability of students to speak English is also very good, although there are still some that are lacking.”

The opinion above is reinforced by Hafifah, S. Pd as a teacher of English Program at MA Bilingual Batu. As the results of the interview as follows:

“English language skills of students from the results of this English program can be seen from the assessment of students' daily processes that we can see in terms of speaking skill, they are able to understand teacher's commands and even teacher communication in class students use English, for example to ask material that is less understood. In terms of writing skill, they are able to compose sentences correctly and systematically, for example describe their activity on that day. If in terms of listening skill, students are able to understand what is explained by the English program teacher in

the class, often the teacher explains the material using English, although sometimes it is mixed with Indonesian. Here students can learn the pronunciation. In addition, in terms of reading students skill are also quite fluent.”

The differences that occur in the development of students' language skills are very visible when before and already implementing the English Program at MA Bilingual Batu. When students first entered the school, they were still passive, their English language skills were still minimal. But this seems different when students have joined the English Program, students become active. Four aspects of students' English skills related to speaking, listening, writing and reading skills are generally very good and have improved.

The English Program at MA Bilingual Batu applied at certain hours with a continuous system with start from 10th grade up to 11th grade. The material provided is adjusted to the class or level of it. This is motivated by students' different abilities, other than that the basic class priority is English language skills in terms of reading and writing, so for a deeper level of mastery of English will be given when entering a higher level.

As the results of the interview with the principle MA Bilingual Batu as follows: “English Program at MA Bilingual Batu applied to all students in 10th and 11th grade. For the 12th grade deliberately eliminated because they have to focus on the national exam. The time is four meetings in a week start from Monday up to Thursday, every day it is held from 1 P.M. up to 2.30. P.M. for 10th grade and start from 11.45 A.M. up to 00.45 P.M for 11th grade. The material taught is tailored to the level of the class. The material taught in basic classes is easier than that taught in the intermediate class. And the opposite of it. Each English Program class contains 25 to 30 students, both basic and intermediate classes, so there are basic 1,2,3,4 and intermediate 1,2,3,4.”

Supiansyah, M. Pd. As a vice principle of linguistics and also as a teacher of English Program said about the material being taught contained in the following interview excerpt:

“For teaching material we make it ourselves, because there is no curriculum that is used as a reference. We sort through material from several books and also browse from the internet. After we made it then consulted with some experts teachers to suit the needs and abilities of students. For evaluation we use summative and formative assignment.”

From the interview above the English Program has been analyzed to be selected both in terms of content, material, planning, and teaching material and all matters related to the form of the program and its implementation accordance with the needs and abilities possessed by students so that the desired goals can be implemented optimally. In this case the role / ability of the vice principle of linguistics very important in creating and implementing an English Program at the MA Bilingual Batu.

For the material taught in English Program, it is further explained by Hafifah, S. Pd. As in the interview excerpt below:

“The material taught in the class has the same material but with a different discussion. for example for recount material, if in the intermediate class students have been asked to compile the text, then in the basic class students will be asked to read the text and translate it correctly, of course all cannot be separated from the role of the teacher as a companion. The material we teach is in accordance with the syllabus made by the vice principle of linguistics. We are English program teachers also always hold

meetings once a week to evaluate and report the progress of each class and briefing for the teacher led by the vice principle of linguistics.”

Judging from the results of the interview above, it can be concluded that motivation is enforced in terms of supporters of the implementation of English Program at MA Bilingual Batu is intrinsic motivation or motivation arising from within an individual. Basically students are happy with English, so that it can be a good initial capital in implementing the English Program.

b. The inhibiting factors in the implementation of English Program at MA Bilingual Batu

1) Uneven student ability

One of the inhibiting factors in implementation of English program is uneven student ability especially in English skills, as stated by the vice principle of linguistics in the following interview excerpt:

“One of the obstacles is the ability of students who are not evenly distributed, even though we have divided the English Program level into two, still in one class there are still differences in abilities. Sometimes students who are less able will be left behind by other students.”

The opinions above are also supported by Hafifah, M. Pd in the following interview excerpt:

“Sometimes difficulties with the ability of students who are not evenly distributed. If the material adjusts to students who are less able, then the teacher cannot continue the material before, whereas students who are already able have to wait to continue the next material. And if the teacher continues the next material, then students who are less able will be left behind.”

From the interview quotation results above it can be seen that the uneven ability of students is one of the inhibiting factors in implementation English Program in MA Bilingual Batu. There are some students whose language skills are good but there are some students whose language abilities are still lacking, this will inhibit the learning, because students who lack ability will be left behind by other students.

2) Lack of consistency in using English

Lack consistency in using English is one of the inhibiting factors in implementation of English program, as stated by the Hafifah, S.Pd in the following interview excerpt:

“The second inhibiting factors in implementation of English Program is lack of consistency in using English this is because no habituation in the surrounding environment. Whereas habituation is the most important thing in language learning.”

And this problem is overcome by having English hours, based on the interview with the vice principle of linguistics as follow:

“Because the lack of consistency in using English we have tried to hold an English day, but it cannot work because it collides with a government program. Because English day cannot be transparent we try to hold English hours where there are certain hours students must use English. When students do not use English, students will get a penalty in the form of insert the coin of money in to the box, or memorizing vocabulary. The purpose of this punishment as a deterrent effect only. Why should it be in the form of monetary punishment, because indeed the money is something they want and when they lose something they want, they have to thinking twice. And that’s I think really effective to make it work.

Discussion

After that the researcher try to answer about some data that has been found . Departing from here, researcher try to distribute data that researcher have found based on logic and reinforced with existing theories which are then expected to find something new.

1. The form of English Program to improve students' language skills at MA

Bilingual Batu

The form of English program is one of the flagship programs at MA Bilingual Batu. This program is local subject which designed and developed by own teachers without government curriculums. Based on Jones (1996: 295) stated that “The program is the first element that must exist for the creation of an activity”. Then Jones also explained that in the program several aspects were made, namely regarding:

The purpose of the activity to be achieved, here the main purpose of English Program is to improve students' English skills especially in speaking skill (direct speak). Although the main purpose of learning English programs is to improve students

'speaking skills, but in the English Program, material is also taught to improve students' language skills. As it is known that there are four basic skills in language including listening, reading, speaking and writing skills. The four skills are intertwined and constitute an inseparable unity, in language learning these four skills cannot be eliminated, and it is necessary to learn from the four basic skills.

The purpose of the English Program is to provide knowledge to students so that they gradually have the ability to (1) understand English terms related to everyday life, (2) be able to understand written explanations about the material presented in English, (3) able understand direct explanation, or verbal instructions about the material presented in English, (4) able to express ideas, provide answers, discuss both in writing and verbally using English.

Activities taken in achieving the objectives, learning in English Program is designed in the form of fun games, sing a song, sometimes the schools also bring in native speakers to improve students learning enthusiasm. The method is implemented without reducing the focus on learning material, so that students remain comfortable in learning and material remains visible.

Rules and procedures to be followed, this English Program learning RPP and syllabus has been prepared by the vice principle of linguistics, however, each teacher may develop learning methods that are adapted to the conditions of each class. Every week there will be an evaluation about the learning process in each class led by the vice principle of linguistic.

This study has different aspect with the previous study entitled “The

Implementation of English Club Program in Teaching Speaking at MA 1 Sragen in the Academic Year 2018/2019” written by Fina Zakia Nurhayati, the English Club Program is presented in extracurricular, while in this study the The English Program at MA Bilingual Batu is presented in local subject.

English Program at MA Bilingual Batu was starting in 2013 precisely in Juli, if calculated from now then the program has been running for more than seven years. This program is mandatory for students in grades 10th and 11th to improve the students' language skills. English learning in English Program at MA Bilingual Batu structured and scheduled, even if it is only a local subject.

According to Charles O. Jones (Siti Erna Latifi Suryana, 2019:28) there are three pillars of activity in operating the program, namely: Organizing, interpretation, and application.

Organizing, MA Bilingual Batu has clear organizational structure to operate the program so that implementing staff can be formed from competent and qualified human resources. This program is managed by the vice principal of linguistics and also the teacher of English Program. The organizational structure can be seen in appendix.

Interpretation, the implementers must be able to run the program in accordance with technical instructions and implementing instructions so that the expected goals can be achieved. In MA Bilingual the technical instructions are flexible, as the local subject so the school has authority in running the Program. The RPP and syllabus are created by the vice principal, and the teacher can develop by own self based on the condition of the class, the most important is the material can be conveyed to the students. English Program has been analyzed to be selected both in terms of content, material, planning, and teaching material accordance with the needs and abilities possessed by the students. Learning in English Program is designed in the form of fun games, sing a song, sometimes the schools also bring in native speakers to improve students learning enthusiasm.

Application, the need for making clear work procedures so that the work program can run based on the schedule of activities so that it does not clash with other program. Regarding the schedule of the English Program, it is regularly implemented four meetings in a week start from Monday up to Thursday. Every day it is held from 1 P.M up to 2.30 P.M for 10th grade. And start from 11.45 A.M up to 00.45 P.M for 11th grade. In class grouping there is basic and intermediate. Each class contains of 25-30 students.

Based on the explanation above the inhibiting factors in implementing English Program at MA Bilingual Batu has a difference with the problems faced by the teachers in implementing the English club program at MA 1 Sragen in previous study. Inhibiting factors in implementing English Program at MA Bilingual are uneven student ability and lack of consistency in using English, while in previous study the problems are the students had low self-confidence, the students were lack of theme to be spoken, the low participation of students attendance, and the students often used mother tongue in speaking performance.

Conclusion

The conclusions of all the discussions in the study are as follows:

1. The form of English Program at MA Bilingual Batu is the form of local subject that refers to the syllabus which has been made by the vice principal of linguistics of the school. Related to the problem of improvement which includes four aspects of English language skills namely speaking, listening, writing and reading students towards the implementation of the English Program in general is very good and has increased.
2. The implementation of English Program at MA Bilingual Batu is divided into three, they are planning (syllabus from the vice principal of linguistics), learning implementation every Monday up to Thursday, and the evaluation using summative and formative assignment.
3. The supporting factors in implementation of English Program are: a) competent teachers, b) the vision, mission and the goal of the school, and the high student

motivation. While the inhibiting factors in implementation of English program are: a) Uneven student ability and b) lack of consistency in using English.

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