

A Study of English Program in *Madrasah Aliyah* Model Zainul Hasan Genggong Probolinggo

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Abstract

English becomes the most used language in the world. Not every school has special program to improve students' English proficiency especially speaking; however, MA Model Zainul Hasan Genggong provides English program for their students. The purpose of this program is to provide background knowledge for students and to allow students to practice speaking English. This study aimed to describe the English program of MA Model Zainul Hasan Genggong Probolinggo in the term of materials, implementation, and evaluation. Descriptive qualitative design was employed in this research. The subject was one of the English teachers of MA Model Zainul Hasan Genggong Probolinggo. The researcher used observation, interview, recording, and documents as the instruments. Then the qualitative data analysis was applied. The findings of this study showed that the materials of this program also need to be improved, such as providing guide book or hand book for students. And the implementation of English program runs well based on observation and interview. This program got positive responses from the students; they are enthusiastic in participating this program.

Keywords: English day, school program, speaking ability

I. Background

English becomes a communication tool that is used by many people around the world. English in Indonesia is taught in every level of education, which is kindergarten, elementary school, junior high school, senior high school, or even university level. English for junior high school and senior high school students is so important as they need to face an English final examination. The purpose of learning English is not only for facing final examination; moreover, it is also beneficial for students' future. Hence, students need to master four English skills such as listening, speaking, reading, and writing. But nowadays, many schools in Indonesia are focused on improving students' ability in communicating in English. Today, the role of English in Indonesia is expected to be able to develop the students' competence in communication (Wahyuni, 2017). Speaking can refer to communicative competence since speaking is one of the communication tools.

Speaking is the key to language so that if learners can't speak well, they can also be stated that they still don't master the language. The activity that almost all people do in this world is speaking. Because not every people likes to read, so people prefer to use spoken language rather than written. Wahyuni, et al. (2014) stated that "Most people in this world use spoken language rather than written language." Moreover, speaking also can be a way to express emotions, meanings, expressions, etc. Cameron (2001) explained that "Speaking is the active use of language to express meanings; hence, other people can make sense of them."

Meanwhile, students find it difficult to speak English fluently. This problem is based on some factors. The students have limited or even no exposure to the target language outside the classroom and no chances to practice English outside of school (Sayer and Ban, 2014). The problems mentioned above also happen in Indonesia. Because of students lack of opportunity and time to practice their speaking, they find it difficult to increase their speaking ability.

In this case, implementing the English program can help teachers to provide opportunities and time for students to practice speaking in English so that they can slowly and softly improve their speaking ability. Unfortunately, not every school provides an English program for students to improve their speaking ability. One of the schools that implement the English program is MA Model Zainul Hasan Genggong. English programs can help students improve their English proficiency especially speaking skill because this program allows students to get background knowledge of speaking.

It is supported by Wahyuni (2017) whose study entitled "A study of English Program of MA Bilingual Batu" in which English program has positive effects to improve and develop students' ability in speaking. Another previous study is conducted by Wahyuni, Basri, and Mashuri (2014) entitled "The Influence of English Day Program Towards Students' Speaking Skill at the Eighth Graders" indicated that the students have positive attitudes towards the role of English day in developing their speaking skill.

II. Research Questions

Based on the background of the study above, the problems of this research are formulated as follows.

1. What is the material taught in the English program in MA Model Zainul Hasan Genggong Probolinggo?
2. How is the implementation of the English program in MA Model Zainul Hasan Genggong Probolinggo?
3. How is the evaluation of the English program in MA Model Zainul Hasan Genggong Probolinggo?

III. English Program

English program is a program that is expected to improve students' English proficiency, especially speaking ability. This program allows students to get new vocabularies, idioms, and common expressions in the form of conversations. English program also allows students to speak in English with other people everywhere and every time so that the students' ability in speaking English can be improved as expected. Ur (1996) strengthened up the purpose of this program; he stated that teachers can do these five activities to help students reduce their difficulties in improving their speaking ability; first, providing a group work for students; second, teaching using simple language; third, choosing interesting topic for students; fourth, giving brief instructions for the students; and the last, keep the students to talk in the target language. The last point of Ur's theory mentioned that students need to speak in the target language to get better ability in speaking. Based on this theory, it can be stated that the English program can help students improve their speaking ability.

Most students still feel difficult to speak English fluently. In this case, the school curriculum, qualified teachers, a good condition of the classroom, and a chance to speak English out of the class play great roles in improving students' speaking ability. According to Richard (1990), learners are poor in speaking English because of many reasons. They are lack of curriculum focusing on speaking skill, teachers' limited English proficiency, class conditions which do not favor oral activities, limited opportunities outside of class to practice and examination system which does not emphasize oral skills. Meanwhile, Nunan (1991) suggests that in English speaking learning, learners should be given the maximum opportunities to practice the target language in meaningful contexts and situations. Thus, unconsciously enable the students to be familiar with the speaking itself because of the encouragement to practice it.

IV. The Criteria of Good Speakers

According to Mazouzi (2013), an equivalence between fluency and accuracy achievement should be considered while designing activities for students. Both fluency and accuracy are important elements of the communicative approach, so classroom practice can provide students chances to develop their communicative competence. However, they should know how the language system works correctly and appropriately. Four aspects affect students speaking ability: fluency, accuracy, grammatical structures, and pronunciation.

Fluency is the main purpose of teaching speaking skill. According to Hughes (2002), fluency is the learners' ability to speak understandably in order not to break down communication because listeners may lose their interest. Students need to speak fluently so that they can communicate well with other people.

Based on Electronic Cambridge Advanced Learners' Dictionary - 3rd Edition (2008), accuracy is being exact or correct, so that we can define that accuracy is an ability to produce sentences or utterance that is grammatically correct. The students need to follow the rules of the language such as grammar and structure to be able to speak fluently and accurately.

According to Thornbury (2005, as cited in Mazouzi, 2013), learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clauses. To speak English accurately, students need to master grammar so that they can choose appropriate phrases, sentences, and expressions based on English grammar.

Thornbury (2005, as cited in Mazouzi, 2013) declared that pronunciation is the lowest level of English knowledge; learners typically pay attention to it. Other than mastering grammar, students also need to have good pronunciation so that they can speak English fluently. Pronunciation also helps other people easily understand what the speakers say and reduce ambiguity and misunderstandings.

V. English Teaching in Indonesia

English in Indonesia is a foreign language. Laufer (2008) stated that "English is one of a number of foreign languages in Indonesia which has been used for some time or which are coming to be taught." Since English is an international language, it is the only foreign language that is a compulsory subject in Indonesian schools. English in Indonesia is taught in junior high school, senior

high school, and university level. Based on its purpose of teaching, English can be categorized into General English (GE) and English for Specific Purposes (ESP). Astutik (2017) mentioned that GE is taught in junior high school and senior high school students. And English for university students is called ESP.

The researcher can conclude that English plays a very important role in the educational development of Indonesia, especially for senior high school students. Not only for students' academic purposes, English for high school students also provides important benefits for students' daily life and future job or career. Moreover, English is also beneficial for students' global social life in the future.

VI. Research Method

The researcher wants to explore and describe the preparation, the material, the implementation, and the evaluation of the English program in MA Model Zainul Hasan Genggong Probolinggo, so the researcher chose a descriptive qualitative design in conducting this research so that the researcher can meet the purpose in conducting this research. The subject of this study is an English teacher as a representative to five English teachers in MA Model Zainul Hasan Genggong Probolinggo. The researcher needs information from the English teacher related to material, implementation, and evaluation of the English program. There are 4 instruments that is used in this research such as interview, recordings, observation and documents.

VII. Data Collection

The procedures of this research started with interviewing the English teacher. It is held in the dormitory. After finishing administration matters, the researcher asked the English teacher to have an interview about the preparation and implementation of the English program in MA Model Zainul Hasan Genggong Probolinggo. At first, the researcher explained the purpose of this research to the English teacher so that the teacher can explain the preparation and implementation of the English program briefly. The researcher then interviewed the English teacher based on the questions list that the researcher prepared. The researcher recorded the interview process using a mobile phone.

After interviewing the teacher, the researcher observed the English program activity that was conducted in the evening after students participated in boarding school's activities. Actually, English program activity is conducted twice a day; in the morning before teaching and learning activity start and in the evening after boarding school's activities. In this study, the researcher's role was as a nonparticipating observer. So, the researcher did not directly interact with the students as the object of observation.

After interviewing the English teacher and observing English program activity, the researcher collected the documents needed. The researcher gets the documents from the school manager team that usually called Penjamin Mutu.

VIII. Findings

Teacher's preparation before implementing English program is very simple; however, MA Model focuses on the process and the evaluation of the education. In order to implement that purpose, the school managers provide self-improvements that can be beneficial for themselves and people around them. This

basic education is called life skills. One of those life skills is able to communicate fluently and actively using foreign languages, in this case, English and Arabic.

The material was provided by the English teachers team from weekly discussion. Based on the documents, the materials consisted of daily vocabularies and idioms, and common English expressions that usually provided in the form of short daily conversation. The materials focused on providing background knowledge for students in order to help them to speak English fluently and actively.

English program is conducted twice a day. In the morning, the English teachers gave the students English vocabulary, idioms, or common expressions. This forum was conducted at 07:00 A.M. to 07:15 A.M. before the teaching and learning process starts in the class. At first, the teachers give some vocabularies, idioms, or common expression to be memorized by the students. After that, the teachers give them example how to use that vocabulary, idioms, or common expression. Then the students have to practice speaking English in the school and dormitory all the day. Teachers also try to always speak in English with students so that the students can also speak in English. The teachers and the students' organization are together controlling the students to speak in the school and dormitory. If the students speak in Indonesian or even their mother tongue, they'll be fined. There will be three reminder before they get punished. If the students still speak not in English, They have to use a necklace with a paper "I am not speaking English" all the day.

This forum was also conducted in the evening after boarding school activities from 09:30 P.M. to 10:00 P.M. The activity was handled by the students' organization committee and dormitory organizer's control. The dormitory organizer is also one of the English teacher in MA Model Zainul Hasan Genggong Probolinggo. This Activity was conducted in the dormitory area. In this activity, students were given chances to practice their speaking skill and to apply vocabularies, idioms, or common expressions that they get from morning English program activity in the school. The students' organization help students to review the materials give in the morning and provide chances to have question and answer session. Moreover, they provide motivation for students to speak English actively.

The evaluation of the English program was conducted at the end of every semester. There were oral and written tests. The oral test could be in the form of a conversation between two or more students or could be in the form of an interview. The students had to do a conversation practice in front of the examiner or the examiner interviews the students one by one.

IX. Discussion

Based on the interview result, the preparation and the material of the English program are discussed by five English teachers in MA Model Zainul Hasan Genggong Probolinggo. The researcher found that those materials are suitable for the students because based on the observation, students feel happy, enthusiastic, and full of spirit while participating in English program activities. However, there is no specific syllabus for the preparation and no guide book or materials book for students.

English program in MA Model Zainul Hasan Genggong probolinggo enables students to improve their English proficiency especially speaking skill. Based on the researcher's observation, a large number of students in MA Model Zainul Hasan Genggong can speak English fluently. They interact with other people using English almost all the time. Moreover, when English program activity runs, the students are full of spirit and very enthusiastic about participating in the activity. It is in line with Navarro (2009) who stated that "Learners in a second language context will have numberless occasions to practice the language and that will undoubtedly influence their skills development." Speaking of course also can be improved by practicing to speak English. English program in MA Model Zainul Hasan Genggong Probolinggo proves that practice makes perfect.

X. Conclusion and Suggestion

In conclusion, the English program in MA Model Zainul Hasan Genggong Probolinggo can be categorized as a special and good program eventhough the planning and material is not well prepared. However, the implementation and the evaluation of this program makes students feel happy, enthusiastic, and full of spirit while learning English and speak English actively in the school and dormitory.

The researcher suggest the school program would improve step by step. The English day program has to be more active in evaluating students speaking skills also, not only the theory of conversation and gaining more vocabulary. It means that the school's committee and the teachers had better motivate students to be more active in speaking. And students in MA Model Zainul Hasan genggong had better to to pay more attention to school programs to gain success in becoming active speakers even though they are still senior high school students.

For further researchers who are willing to do research in a similar field, it is suggested to work in the different focus of English skills, school program, context, and level —primary, secondary, and tertiary— of the students. The researcher hopes further researchers can get more references for students' activities in the English program and their detail progress in improving English skills.

XI. References

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