

Teaching English For Senior High School In Cahaya Madani Banten Boarding School In Banten Province

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Abstract

The objective of the research is to describe the process of teaching and learning English at Cahaya Madani Banten Boarding School (SMAN CMBBS) in Banten, Indonesia. Generally, the purpose of this study is to investigate the implementation of learning English in one of the majors featured in SMAN CMBBS Banten. Specifically, the objectives of this study are to reveal: (1) strategies and techniques developed by the institution in English language learning, (2) students autonomy in learning English; (3) other factors that support and hinder the improvement of English learning. Cahaya Madani Banten Boarding School (SMAN CMBBS) in Banten, Indonesia applies deepening, expansion and enrichment courses or study materials that are considered to reinforce or increase the students' ability through integrated curriculum, which accelerates the learning and promotes learning autonomy. Certain factors support and hinder the implementation of SMAN CMBBS curriculum.

Keywords: Curriculum, technique, Teaching and learning, student autonomy

INTRODUCTION

According to Mulyasa, human resource development (HRD) is a necessity that can not be negotiated. It is absolutely needed due to the main factor in national development which is independence and justice, good governance and clean governance, as well as being a way out for Indonesia from the multi-dimensional crisis, poverty and social gap.¹ Thus, education becomes the urgent and strategic in improving human resource to face the globalization challenges.

In the Constitution of 1945 article 28 c paragraph 1 stated that every person has the right to improve himself/herself through the fulfillment of his/her basic needs, the right to get education and to obtain the benefits of science and technology, art and culture in order to enhance the quality of life and to gain the social welfare.

In Indonesia, English is a compulsory subject in educational institutions, ranging from elementary to college and university. Such institutions exist under the Ministry of Education and Culture, like elementary school (SD), junior high school (SMP), senior high school (SMA), while at the college level and university level, there are many boarding schools that is more focused on learning English.

There are two things that need to be considered in an effort to master a foreign language skills, both teacher and students face self-learning setting, and the students access the knowledge independently without teacher's help. In terms of language learning, these two processes are not likely inevitable if the goal of proficiency want to be achieved. Language acquisition process can not be fulfilled by only depending on limited learning activities happened in the classroom. Therefore, we need an environment that allows students explore and learn independently and in groups to accelerate their language proficiency. The environment is intended as circumstances beyond the students consisting of teachers, other students, the media, as well as the rules that bind the students to interact continuously with the target language.

Based on the researcher's preliminary research survey, one of formal institutions that is succeeded in learning English is SMA Negeri Cahaya Madani Banten Boarding School (CMBBS) in Banten, Indonesia. SMAN CMBBS Banten is a model for secondary education level under the Ministry of National Education. The school began to be held in 2000.

In July 2005, SMAN CMBBS Banten is officially operated. At that time, the school recruited 46 high school students taken from the best junior high school graduates across Banten. The outstanding result is appeared since its first year in operation. SMAN CMBBS Banten has been able to prove and align themselves with the existing schools in Banten. This is proven by the students' abilities and achievements.

On July 31, this school became a public school through Banten Governor SK No.421.3/kep.SOS-Huk/2007. Then this school is known as SMAN CMBBS with 155 students located in Jl. Raya Pandeglang-Labuan Km. 3 Kuranten Pandeglang 42201.

Furthermore, the achievement of SMAN CMBBS becomes greater with the determination of the international standard school through Director of High School SK No. 1823/C.4/LL/2009.

¹ Enco Mulyasa, *Kurikulum Tingkat Satuan Pendidikan* (Bandung: Rosda Karya, 2008) hal.2

SMA Negeri CMBBS Banten uses different curriculum compared to senior high school in general, namely Education Unit Level Curriculum (KTSP) plus curriculum that is applied in one of countries in OECD (Organization Economic Social Development) with content acceleration in integrated way. In addition, the deepening, expansion and enrichment courses or study materials that are considered to reinforce or enhance the ability of students is aimed to make the superior students. The curriculum structure in SMAN CMBBS refers to the provisions of the Education Ministry. Through regional autonomy, the school was given an authority to improve and develop the curriculum. In this case, the school implements 7 hours each day or 38 hours per week to conduct self-development and enrichment starts at 14:00 to 16:00 pm. The specific curriculum that was first developed is research methodology, ICT technology mastery, Arabic Language, English Language, and self-potential development.

Based on the explanation described, this study is formulated in the following question: "How is the implementation of communicative English learning developed by SMAN CMBBS Banten?" Based on the research problem, some of the questions posed in this study are:

1. How does SMAN CMBBS Banten develop English curriculum (syllabus) used?
2. How students' learning autonomy in order to support English learning process effectively at SMAN CMBBS?
3. What are the factors affect English learning process effectively at SMAN CMBBS?

ETHNOGRAPHY

This research is a qualitative study which employs ethnography due to the research is intended to reveal and assess in more depth about all aspects of culture, symptoms and events that occur in the natural setting as they are, without being affected by any purpose. According to Brewer, ethnography which are to understand the social meaning activities of people in a given "field" or setting, and its approach, which involves close association with, and often participation in this setting.² Thus, ethnography is a study which attempts to explain the social aspects in a human activity through the setting of human which is emerged after the first description to understand the cultural aspects of the culture or people points of view or groups of people that were observed not based on the researcher's perception.

RESULT AND DISCUSSION

General Findings Description

This description contained two things, first: common things beyond the implementation of English learning, which is about the dormitory where the teachers and students living and functioning education system in SMAN CMBBS. Secondly, the things related to the English learning process at SMAN CMBBS Banten Province.

Profile of SMAN Cahaya Madani Banten Boarding School

Cahaya Madani Banten Boarding School or commonly referred to SMAN CMBBS is the school prepared by Provincial Government of Banten which is concentrated to educate the young learner of Banten with religious ability, academic, economic and personal excellence which are extended with Islamic rules. SMAN CMBBS is a public school since the institutional authority is handled directly by the government in this case is Special Education Department (BPPK) Banten Provincial Education Department. SMAN CMBBS applies boarding school system in which the students and school managers live on campus for 24 hours so that it can create a conducive environment for carrying out the education process, teaching and coaching students' character and mentality that makes SMAN CMBBS as "Center for Excellence: The Right Place to Build Personality, Learn and Face The Future".

On July 2005, the school is officially operated under the name SMA Cahaya Madani Banten Boarding School or CMBBS. At that time, the school recruited 46 high school students taken from the best junior high school graduates across Banten. The outstanding results were appeared since its first year in operation. SMAN CMBBS Banten has been able to prove and align themselves with the existing schools in Banten. It was proven by capability and accomplishment achieved by the students. On July 31, 2007 CMBBS High School officially became a public school through Banten Province Governor SK No. 421.3/Kep.SOS-Huk/2007. The school then became SMAN CMBBS consisted of 155 students. Furthermore, the achievements of SMAN CMBBS kept going by enacting it as a pioneer of international school through Director of High School Guidance SKM endikdasmen No. DG. 1823/C.4/LL/2009. (Profile digital of SMAN CMBBS).

²John D. Brewer. *Ethnography*. (Open University Press Buckingham. Philadelphia 2000). h.11

Curriculum of SMAN Cahaya Madani Banten Boarding School

SMAN CMBBS implements national curriculum, international curriculum (life skill, proportional local curriculum through intra-curricular, co-curricular and extracurricular programs with flexible orientation, basic science, competency base, as well as the development of life skills) with the principle of excellence. The different aspects of the curriculum at SMAN CMBBS compared to the high school in general is the deepening, expansion and enrichment courses or study materials that are considered to reinforce or increase the students' ability to make superior students (alumni) so that CMBBS adopted "**Integrated Curriculum**" that cannot be separated. In Profile digital of SMAN CMBBS, the implementation of SMAN CMBBS curriculum is as follows:

Intra-curricular

Intra-curricular is an education and learning scheduled to implement moving class learning model, acceleration, contextual teaching and learning and also mastery learning. As the pioneering international standard high school, SMAN CMBBS implements Education Unit Level Curriculum (KTSP) plus the curriculum implemented in one of OECD country to accelerate the learning content in an integrated way.

National Curriculum

The curriculum structure of SMAN CMBBS refers to the provision of the Education Ministry. Through regional autonomy, the school was given an authority to improve and develop the curriculum. The school implements 7 hours each day or 38 hours per week to conduct self-development and enrichment starts from 14:00 to 16:00 pm.

Specific and Local Content Curriculum

In the first year, the specific curriculum developed by SMAN CMBBS is the research method, ICT technological mastery, Arabic Language, English Language and self-potential development. For Arabic and English Language, the school develops them not only during the school hours, but also outside school hours by making the two languages as the language of daily conversation, supported by different types of activities in the dormitory. While the local content material is Tahfidz Qur'an.

Co-Curricular

Co-curricular is a form of education and learning oriented on deepening and strengthening the subjects and learning materials through On Top approach, in the form of applied science and technology as well as studied the values and theory of Islam in daily life conducted outside school hours under teachers' guidances and senior students.

Curriculum Supplement

Since SMAN CMBBS is the boarding school, the dormitory has an important role and function in educational process, especially in nurturing and fostering mental and religious personalities. The nurturing conducted in the dormitory is expected to form the noble character, possess high discipline and integrity in practising the religion's belief.

The teachers who live together with the students in the dormitory are responsible for nurturing and fostering them in the school campus. The approach taken by the teachers is ESQ models using students' self-awareness, so that all the school activities and daily life in the dormitory run by the students with full awareness and responsibility. Moreover, the students obtain the deepening of Islamic knowledge such as Al Qur'an, tafsir, ulumul Qur'an, hadits, and Fiqh. These materials are compiled in a curriculum adjusted to the level of the students.

Learning Students Autonomy Activity

Learning activity at SMAN CMBBS is conducted based on the schedule through implementing moving class learning model, acceleration, contextual teaching and learning as well as mastery learning. The learning strategy implemented in the classroom at SMAN CMBBS is communicative approach based on students' active principle in finding and solving problems through their learning experiences. For the classroom activity, the students are divided into small groups to learn independently and the students are recommended to discuss with their friends in solving a problem. Besides, the students also recommended to communicate in English with their friends as well as the teachers as the recipient of information. This approach is aimed to enable the students to master oral and written English. Learning activities are not only conducted in the classroom but also outside the class, for example in the library, language laboratory, computer laboratory, science laboratory, multimedia room, madani studio, or school environment. SMAN CMBBS also provide flexibility for face-to-face learning activities with teachers, where the students are given the opportunity to enrich their experience related to their field of study respectively. In order to make the realization of vision, mission, and educational development, SMAN CMBBS builds a partnership with

national institutions and international agencies to enrich the students' knowledge such as: Central for Civic Education (ECE) Indonesia, Education Center of Australia, Aminef, Japan, Jims Foundation, the Association of Islamic Boarding School, Circle Forum Pena, PUSPITEK Serpong, LIPI Jakarta, Rumah Dunia Banten, Banten Tourism Department, Training Center (BBLKI) and many others.

In addition, the number of media is used for learning activities applied in the classroom to increase the students' interests and ability to receive the learning media, such as: OHP, slide, TV and video in Language laboratory, WiFi internet access, inter-building Links PABX, CCTV monitors, and satellite TV.

SMAN CMBBS also provide TOEFL taken from Cambridge Longman as the additional material given to each class to help the students in mastering English as one of indicators for the students to take higher education both in domestic and international level.

Service learning programs adjusted to the students' ability include several stages: a) matriculation program which is organized to equalize the basic knowledge of tenth grade students and it is done at the beginning of the semester; b) remedial program which is conducted as students service program for those who have not achieved learning mastery standard in order to improve students' mastery of subject matter and achievement; c) acceleration program, as an alternative service for the students who have special intelligence and talents in order to give the students sufficient opportunities to dig up their potential and logical thinking as well as optimize mental potential so that the students can complete the high school program soon.

Extracurricular Activity

SMAN CMBBS has many kinds of extracurricular activities that always done by the students outside school hours. These extracurricular activities are aimed to develop students' potential skills, talents and interests to become an independent student. Obviously, SMAN CMBBS is a boarding school that has a lot of extracurricular activities in addition to activities issued by the dormitory and school. The extracurricular activities offered to the students related to school programs include: a) science group (science club, scientific work); b) sport (futsal, martial art, football, etc.); c) art; d) marching band; e) PMR, Paskibra; f) Basic Leadership Training for Students (LDKS); g) SPECTRUM (art exhibition done once a year). The extracurricular activities performed by the students of SMAN CMBBS in the dormitory include: a) language field "Muhadasah" (the use of English and Arabic language alternately every two weeks); b) Public Speaking "Muhadoroh" (Weekly arabic, weekly English). Moreover, the students also have the deepening on Islamic knowledge such as Al Qur'an, tafsir, Ulumul Qur'an, and Fiqh.

Factors Influencing Effectiveness of English Learning Process

In the previous description, it has been mentioned that English learning at SMAN CMBBS is implemented with two systems, namely classical system and tutorial system, plus other supporting activities outside these learning system. In practice, English learning at SMAN CMBBS Banten is influenced by many factors, both positive factors that support the implementation of learning as well as negative factors that hamper the process of learning.

a. Factors Supporting the Implementation of English Learning

Foreign Language Obligation

On behalf of accelerating English learning process, SMAN CMBBS Banten Province establish an obligation to use English or Arabic language for daily communication in school area. Language discipline is arranged by turns, English language is used from Monday to Wednesday while Arabic language is employed from Thursday to Saturday. Finally, students are welcomed to use both language on Sunday by emphasizing English of course. If the students violate the obligatio, they will get penalties, such as: memorizing vocabularies, making an essay, or depend on teacher's discretion.

Dormitory Organization

Dormitory organization or OKAS is a forum for hostel management which is formed solely by the students of SMAN CMBBS without any intervention from the teachers. This organization is aimed to organize and manage all student's activities of SMAN CMMBS Banten, whether related to boarding facilities, relationship among students, language activities, and as a facilitator and mediator to the teachers and school management to convey all students' aspirations.

The arrangement of council is established in a closed meeting that is represented by competent delegates from each class. Generally, second grade students occupy more as the council member. One of responsible councils towards the implementation of English language obligation is language council. Language council has a duty of monitoring and improving English skills, especially for the beginner such as the first grade students. In detail, the duty of language council are:

- (1) Arrange a schedule for muhadharah officer that are held every day after maghrib prayer until isya prayer.

- (2) Supervise the use of English by the students.
- (3) Provide motivation to use English language all times.
- (4) Provide new vocabulary for first grade students.
- (5) Provide sanctions for students who violate the rules of language.
- (6) Conducting linguistic activities on specific events such as Islamic anniversary, pre-service teachers' farewell and others.

Students' Motivation

Motivation is one of the most important factors to achieve the success of English learning at SMAN CMBBS Banten. Motivation to learn English is derived from the external and internal factors. External parties come from the teachers and dormitory section. Thus, both the teacher and dormitory section always try to raise students' motivation in order to avoid boredom in the school environment. Aside from the teachers, the motivation to learn also emerged from the peers. Competitive atmosphere in the dormitory in pursuing the achievement affects learning situation that is likely to improve students' learning. Students' internal motivation to learn and strengthen external motivation described. After the students know more about the dormitory and English, they love and feel at home in the dormitory of SMAN CMBBS Banten province. The internal motivation usually develops after the students are able to use English for daily communication.

b. Factors Hindering the Implementation of English Learning

There are some factors that hinder the effectiveness of English teaching and learning process at SMAN CMBBS. One of them is student's discursive behaviors, such as being late when study and pray, playing around when learning, using Indonesian language or native language in school area, being lazy and not serious to learn, and reluctant to complete the task given by the teacher. These discursive behaviors are often arise and affect by many factors, including (1) Students' fatigueness, (2) Students' saturation, and (3) students' dislikeness of physical activities.

B. Cultural Theme

Cultural theme is the principle of interpreting/understanding a thing, either expressor implied, that occurs frequently in a number of domain and serves as a connector between a number of sub-systems of cultural meaning.³ The cultural themes or conclusion statement that has certain degree of universality (generality). In this study, the postulate of learning activities is related to the phenomenon of communicative English at SMAN CMBBS Banten Province. Here are a number of cultural themes in communicative English learning approach at SMAN CMBBS Banten province that successfully formulated by the researcher.

Clarity and learning objective in teaching and learning process

This cultural theme is reflected from the views of teachers and students which assure that English is very important language to learn and master. English is not only as a means of social communication, but also recitation of Al-Qur'an and Al-Hadits. Thus, English has become a very important tool to study and explore the meaning and messages written in them.

Conscious learning is more effective than unconscious

SMAN CMBBS points out that realizing and appreciating a learning process towards mental and intellectual maturity is an important element that must be developed to the students. With good awareness and appreciation, the students will like and enjoy learning. Conversely, if the learning process is carried out in a compulsive atmosphere then the students will undergo a learning process perfunctorily, and they gain nothing except saturation and boredom.

3. Modeling is a key in English learning process

Modeling is one of the most important factors in English learning at SMAN CMBBS. It is also related to the second theme described in order to raise students' learning awareness. The school and dormitory teachers always try to exemplify how English is practiced in every situation and condition. The teachers want to show that they have learned a lot and take a long time in studying English and they have to use it in daily communication, so do the students.

4. Motivation, discipline and patience make learning more meaningful

SMAN CMBBS Banten province recognizes the importance of motivation, discipline and patience in learning. Discipline in using English for daily activities is believed to accelerate English language acquisition. In addition, patience also plays an important role in learning process. The condition of SMAN CMBBS, in which the facilities

³James P. Spradley, *Participant Observation* (New York: Holt, Rinehart and Winston, 1980), p. 38

and infrastructure as well as the nutrition that are far from what is expected, must be enjoyed with a humbleness and not take it as a hindrance during the teaching and learning process.

5. Autonomy reflects seriousness

The last cultural theme found by the researcher is that in order to obtain optimal result in learning, it is necessary to have an autonomy. Autonomy means an individual efforts to organize themselves in creating an effective learning environment. Student's autonomy in learning can be seen from their courage to ask questions about all the things that have not been understood, to create their own learning atmosphere, to utilize the environment such as teachers and friends as a source of learning, and to recognize their individual learning styles.

CONCLUSION

Cahaya Madani Banten Boarding School (SMAN CMBBS) in Banten, Indonesia applies deepening, expansion and enrichment courses or study materials that are considered to reinforce or increase the students' ability through integrated curriculum. The curriculum implements moving class learning model, acceleration, contextual teaching and learning and also mastery learning using technological, English, Arabic, and self-potential masteries. The striking goal of the curriculum, learning autonomy, focuses on students' active principle in finding and solving problems through their learning experiences which is conducted in formal and informal conditions and situations. However, to implement the school curriculum, factors which are supported are: the obligation of foreign language use, the rule of dormitory, and students' motivation. On the other hand, factors which are hindered the school are: students' fatigueness, students' saturation, and students' dislikeness of physical activities.

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