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THE IMPLEMENTATION OF THE ENGLISH CURRICULUM AT PRIVATE SCHOOL IN ISLAMIC BOARDING SCHOOL IN RURAL AREAS INDONESIA



Ishomuddin¹

¹Graduate Program, University of Muhammadiyah Malang Jl. Bandung No. 1 Malang 65113 Jawa Timur, Indonesia

ABSTRACT

The purposes of this research is to determine the extent to which the implementation of the English curriculum applied, to determine methods of teaching English are applied in this school, to see the media used in this school, to determine the factors that hinder the implementation of the English curriculum at this school, and to assist schools in implementing English curriculum. The purposes of this research is The focus of this research is how the English curriculum designed by the Ministry of National Education implemented by schools, especially in rural areas with limited carrying capacity. The condition of this school is different from public schools in urban areas. For this reason this study conducted. This study used a qualitative approach. Data were collected and analyzed using qualitative methods. From the analysis procedure, it can be concluded that the principles of the implementation of the English curriculum has been working at this school. From these observations, all the materials and types of tests have been applied unless substitution models.

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Contribution/ Originality

This study is one of very few studies which have investigated about the condition of Islamic education institution, especially Islamic boarding school in East Java area, Indonesia. The results of this study contribute knowledge in the form of information about the implementation of English curriculum teaching. Besides, the results can be used as a reference by the organizers of religious education and government in this case is the ministry of religion Islamic education.

1. INTRODUCTION

Considering that curriculum, especially English curriculum of Junior High School is very important as a guide in teaching and learning in a school, the researcher would like to know its implementation in a private school in Islamic boarding school. Many teachers often neglect it when they teach and they seldom base their lessons on it. This often occurs in private school which do not have media or facilities. As a result, many schools, especially private schools, do not reach the objectives in every lesson. It may be caused by the school's facilities which are not available or by the teacher's abilities that are not good in teaching English.

A curriculum helps teachers in presenting the lesson in school. Each lesson that is designed must be finished in the time fixed. Besides, teacher's abilities ascertain the result of teaching. Hence, the researcher regards the curriculum as very important to be applied of it in a private school especially at private school in Islamic Boarding School Environment in Rural Areas. The purposes of this study are (1) to know how far the implementation of the English curriculum is applied, (2) to know the English teaching method applied in this school, (3) to know the media used in this school, (4) to know the factors which obstruct the implementation of the English curriculum, and (5) to helps the school in applying the English curriculum.

Like every research has a limited scope, This research is also limited in its scope. The title, The Implementation of the English Curriculum at Islamic Boarding School in Rural Areas Indonesia, shows that the researcher limits his research in the English curriculum only and its application in terms of principles, scope and teaching materials, methods, teaching aids, evaluation and time and implementation that are applied in the school. So, the focus of the research is English curriculum which is employed in it.

2. LITERATURE REVIEW

2.1. Understanding the Curriculum

Some experts and books said that curriculum is a course of study especially the whole body of courses offered in a school or college or in one of its department (Webster, 1962). Albery and Albery (1947) define curriculum as...all of the activities that are provided for students by the school constitute its curriculum. (It is by means of the activities that the school hopes to bring about changes the behaviour of students in terms of its philosophy and goals). Bobbitt (1918) said that curriculum is....a series of experiences which children and youth must have by way of attaining those objectives. Coven, Deer, Harrison, and Josephsen as cited by Fachrurrazy (1982) said curriculum as intention comprises a progressively modifiable plan of areas of learning and growth for an individual or group of learner, focussed upon an educational centre.

From the definitions above the researcher can see that every expert has a different thought about curriculum. To clarify the meaning of curriculum in this research, the researcher defines curriculum as a series of certain lessons or experiences which students have to master to attain a certain level. English curriculum at private schools in Islamic boarding school environment is constructed by the Ministry of National Education of the Republic of Indonesia. In general, this content of the curriculum is as follows:

2.2. Principles

The principles of teaching English according to English curriculum are: (a) Teaching English begins with introducing sound system presented by connecting a certain sound which can form words. The words are composed in the form of a sentence or an expression, (b) a student has to study basic conversational English which will make him understand and give responses to the other in a situation of communication, (c) a student has to study English vocabulary. The addition of vocabulary can be improved after mastering the sound system and structure, and (d) The new materials must be connected with the previous ones.

2.3. Scope and Teaching Materials

The scope of English curriculum is as follows: (a) The main features of teaching program is a summary of the whole program consisting of the purpose of curriculum, the purpose of instructional and materials which are arranged and composed according to the semester and the class. The purposes gives a guide to the head-master and teachers in developing teaching-learning process in the classroom for achieving the educational objective, (b) an hour-class in a

time unit for giving lessons for forty-five minutes for each class, (c) private schools in Islamic boarding school environment in rural areas uses the semester system. One year is divided into two semesters.

English curriculum materials designed for schools in boarding schools, emphasis is given to the basic components of English will be the principle of development capability in using English in schools or other schools. The basic components consist of verbal mastery, structure, vocabulary, writing, and cultural elements.

The structure that is meant by the curriculum here is that the teacher teaches sentence structure correctly. For instance, the types of tenses in these followings: (a) He speaks English well, (b) He is speaking English well, (c) He has spoken English well, (d) He has been speaking English well, (e) He spoke English well, (f) He was speaking English well, (g) He had spoken English well, and (h) He had been speaking English well.

In vocabulary, the teacher teaches some new words in teaching English. Cultural elements that is meant by the curriculum is that the teacher shows the differences of something or manner between English and Indonesian, for instance, in English we say “good morning” between 12 a.m and 12 p.m while in Indonesia, morning is between 5 a.m. and about 10 a.m. In writing, the teacher teaches the students to write a simple composing and exercises.

2.4. Sequence of Skill Components

There are four integrated language skills in English; Listening, speaking, reading, and writing. The English curriculum uses aural-oral approach. Listening and speaking skills are taught before reading and writing. Listening that is meant by the curriculum here is that the teacher reads a few words or sentences and the students listen to him and the teacher asks them to repeat his sentences or words. Speaking is when the teacher asks the students to speak English using simple vocabularies in the classroom. In reading the teacher asks the students to read a passage or short texts, while in writing, the teacher asks the students to write a simple composition or do exercises.

2.5. Method of Teaching-Learning

The English curriculum is supposed to use the Direct method, Translation method, and Mimicry-memorization (mim-mem) method. The Direct method that meant by the curriculum is that the teacher teaches new words through object lessons directly, the students will know the meaning by seeing the objects. In Translation method the teacher translates a reading from English into the native language or students' language. And the mim-mem method the teacher dramatizes the lessons in front of the classroom. The demonstration here is used to teach vocabulary and grammar.

2.6. Teaching Aids

Teaching-learning process needs aids. The aids are divided into two parts, namely individual and classical aids. (a) The individual aids are such as text book (student book), note-books, and pens that are needed by the students to make notes, do home works, and tests. (b) The classical aids are whiteboards, man pictures, situation picture which show actions being done and pictures which shows communication between two people and things, Picture which contains countable nouns and uncountable nouns, Charts such as wall chart, time board, family chart, flashcards or word cards, conversational cards, poster, flannel boards, games, songs and imitating watches whose needles can be turned, the other aids are books that can be used as references that are dictionary, grammar book, etc.

2.7. Evaluation

To know the progress of teaching-learning process in a school, the teacher must administer a test which is aimed at measuring the students' learning progress and classifying their levels in the classroom. Besides, the test is as an evaluation. It has two functions in teaching learning process. For the teacher; (a) a test can be used as a device to

evaluate the teaching, (b) it can be used as an evaluation device of books or media which are used by the teacher to present the lessons, (c) it can be used to know the difficulties of the student in learning, (d) it can be used as an indication for containing the new materials. For the student; (a) a test can show him the ability of his learning progress, (b) it can be used as a stimulation and motivation in learning, (c) it can be used as a device of learning, and (d) it can give a competition of learning.

In educational administration, a test can be used to collect the data or information about students' learning progress in a certain time. There are many kinds of English test which can be used as an evaluation device. They are (a) multiple-choice, (b) true-false, (c) short answer, (d) completion, (e) substitution, (f) matching, (g) transformation, (h) essay type, etc.

3. METHODOLOGY

3.1. Research Approach

This study used a qualitative approach. Citing [Creswell \(2013\)](#) qualitative research begins with the assumption, the lens interpretations/theory and the study of the problems faced by individuals or groups regarding social or humanitarian issues. In a qualitative approach, an important activity is the collection of data. In the field data collection researchers use to interview, observation, and documentation.

3.2. Types of Research

This research is a case study. Known case study because the focus of this study examines the uniqueness and the special phenomena that are only found on certain objects are not present on another object, which occurred at a private school in Islamic boarding school environment in rural areas in Indonesia.

3.3. Method of Collecting Data

This research using data collection methods include: interviews, observations, and documentation. First, *Interview*. Interview is a method of collecting data by giving questions and answers done by two or more persons in which some of questions are offered regularly to attain the objectivity ([Creswell, 2013](#)). For this research, the researcher gives the questions to the teacher and students. The researcher asks the teacher orally about the problems he faces in teaching English. And the researcher asks the students about the problems they face in learning English. Second, *Observation*. Observation means systematic observation and recording of phenomena are investigated ([Creswell, 2012](#)). Thus, classroom observation means that the researcher comes in the classroom to record the data. For this research, the researcher comes in the classroom and make notes of the teaching-learning process in that school. Third, *Documentation*. This method means the researcher collects the data from the document resources. The researcher collects some of the test and aid documents that are available in the school.

3.4. Methods of Data Analysis

After all the data is collected and analyzed using qualitative descriptive method. Data that is emic, after doing data reduction, and construed in accordance with the statements delivered by the informant without changing the existing meaning. After the verification of the data and the conclusions drawn at the final stage.

3.5. Research Sites

This research was conducted in SMP in boarding school in Lamongan in East Java, Indonesia. The reasons to choose this school because most schools in rural areas, especially those in Islamic boarding school environment do not have enough facilities and learning media.

4. RESULT

After the writer carries out the research which uses some methods; interview, observation and documentation, the result of it will be presented and analyzed in the form of reports and tables.

4.1. The Principles of Teaching English

The teacher uses oral mastery in the classroom. The teacher's reason is the same as the requirement of the curriculum, that is the students should be able to read English words correctly, to compose simple sentences and know that pronunciation in English is different from that in Indonesian. And the teacher always connects the new materials with the previous ones. The advantages of this, according to teacher is that the students will not forget the vocabulary which have been learnt before and the students will always use it in the classroom every day. To know oral mastery taught in this school, the researcher observes three meetings for each semester.

Table-1. Frequency in Minutes of Oral Mastery Taught

<i>Semester</i>	<i>First meeting</i>	<i>Second meeting</i>	<i>Third meeting</i>	<i>Average</i>
I	35	30	32	32
III	28	24	20	24
IV	18	19	17	18

Source: School documentation of academic year 2015

Table-2. Frequency in Minutes of Basic Components Taught

<i>Basic Components</i>	<i>First semester</i>	<i>Third semester</i>	<i>Fifth semester</i>
Oral Mastery	87	32	12
Structure	-	15	30
Vocabulary	30	30	15
Writing	-	21	45
Cultural Elements	9	15	15
Total minutes	126	113	117

Source: School documentation of academic year 2015

Table-3. Frequency in Minutes of Teaching Language Skills

<i>Language Skills</i>	<i>First semester</i>	<i>Third Semester</i>	<i>Fifth Semester</i>
Listening	36	21	12
Speaking	60	39	15
Reading	-	24	45
Writing	-	15	45
Total minutes	96	99	117

Source: School documentation of academic year 2015

Table-4. The Aids Provided

<i>Classical aids</i>	<i>Number</i>	<i>Note</i>
Students' text book I	2	For teacher
Students' text book II	3	For teacher
Students' text books III	2	For teacher
English Curriculum	1	For teacher
Situation pictures showing actions which are being done	1	
Pictures which contains countable nouns and uncountable nouns	2	
Family chart	1	
Poster of game and a imitation watch	2	

Source: School documentation of academic year 2015

Table-5. The Types of Tests Applied

<i>Types of Tests</i>	<i>First year</i>	<i>Second year</i>	<i>Third year</i>
Multiple choice	√	√	√
True-false	-	-	√
Short answer	√	√	√
Completion	-	-	√
Substitution	-	-	-
Matching	-	√	√
Transformation	-	-	√
Essay type	-	√	√

Source: School documentation of academic year 2015

Note: √=applied

5. DISCUSSION

Based on the table 1 presented above, we can see teaching-learning process of oral mastery. In the first semester in three meetings the average is 32 minutes. The third semester is 24 minutes and the fifth semester is 18 minutes. The amount of time used to teach oral mastery in the first semester is more than that in the third and the fifth semester, so it shows us that in the first semester is emphasized to teach spoken language. It is not mentioned in the curriculum how much time is used to introduce or teach oral mastery in the first, third, and fifth semester. Lado (1974) says “teaching listening and speaking first, reading and writing next”. This means that oral mastery must be taught first and then reading and writing.

In the first semester, in three meeting, the time is 32 minutes in average. This is enough for teaching oral mastery because the teacher teaches more than half of forty five minutes. The other activities consist of questions and answer and other, such as checking dialogue and practicing in front of class for about 13 minutes. In the third semester, the time for teaching oral mastery is 24 minutes in average. The amount of time in this semester is less than in the first because other skills like reading and writing are also taught for about 15 minutes and questions and answer for 6 minutes. In the fifth semester, the time is 18 minutes in average. Reading and its explanation are taught for about 15 minutes and writing 10 minutes. The final activities like questions and answer are for 3 minutes.

From the data above we can see that the principles of teaching English that have been designed in the English curriculum have been applied appropriately in this school.

The important thing in the teaching materials is the basic components consisting of oral mastery, structure, vocabulary, writing, and cultural elements. These must be taught to the students. From the observation we can see the table above. One semester consists of three meeting, so the time in every semester is 45 times three, that is 135 minutes. The table 2 above shows that in the first semester oral mastery is taught for 87 minutes, vocabulary for 30 minutes and cultural elements for 9 minutes, so the total amount is 126 minutes. Other activities are questions and answer for 9 minutes. In this semester, structure and writing have not been taught because in this time the teacher emphasizes the spoken language.

In the third semester, oral mastery is taught for 32 minutes, structure for 15 minutes, vocabulary for 30 minutes, writing for 21 minutes and cultural elements for 15 minutes. The total amount is 113 minutes. Other activities are checking home work and explanation for 22 minutes. We can see in this semester structure has been introduced for 15 minutes and writing for 21 minutes. In the fifth semester, oral mastery is taught only for 12 minutes. Structure is very important in this semester so it taught for 30 minutes, vocabulary for 15 minutes, writing is taught for 45 minutes and cultural elements for 15 minutes. The total amount is 117 minutes. Checking home work and doing exercises for 18 minutes. Here, the time that the teacher spends to teach all basic component is employed well.

The table 3 above indicates that listening is taught for 36 minutes and speaking for 60 minutes in the first semester. The total amount of the time is 96 minutes. Checking dialogue is 39 minutes. In this time reading and writing skills are not taught yet. In the third semester listening is taught for 21 minutes, speaking for 39 minutes. In this semester reading and writing have been taught. Reading is for 24 minutes and writing for 15 minutes. Other activities are checking home work, explanation and doing exercises for 36 minutes. In the fifth semester listening is only taught for 12 minutes and speaking for 15 minutes. Reading and writing have the same amount of time, that is 45 minutes. Checking home work, explanation or giving patterns of structure are for 18 minutes.

If we see teaching-learning process above, it can be concluded that listening and speaking are more frequently taught in the first semester than in the third and in the fifth semester. And reading and writing are more frequently taught in the fifth than in the third semester. So, the approach in this school is that listening and speaking are taught first, and then reading and writing. It is the same as the approach which the curriculum designs as well as what Edward M, Anthony (1974) writes in his book, *Approach, Method, and Technique*, the aural oral aspect should be taught before secondary (reading and writing). From the data above, the researcher concludes that the skill components in this school have been employed well.

Now, what is about method and technique used? Before the researcher concludes the methods applied in this school, he shows some techniques used in teaching learning. Based on the data which the researcher collects, the teacher of this school uses some techniques, namely demonstration, drill, reading and translation. The demonstration here is used to teach vocabulary and grammar. The teacher dramatizes the lessons in front of the classroom. In drill, the teacher reads a few words or sentences and the class repeat him again and until the words or sentences are partly or wholly memorized. In reading, the teacher asks the students to read a passages after he reads it correctly. In the translation, the teacher translates a reading from English into the native language or the students' language. Here, it can be concluded that the demonstration and drill are the techniques used in the mim-mem method. And reading and translation are the techniques used in the translation method.

From these data, the researcher concluded that the method used in this school are only two types whereas the English curriculum suggests to use three methods; direct, translation, and mim-mem methods.

In teaching English, aids play a very important role because they increase the effectiveness of learning by helping the student to assimilate ideas in a more meaningful and interesting manner. In the curriculum there are two kinds of aids, one is individual aids and the other is classical aids. In this school, the students use students text book for junior high school but only 50 percent of them have the book in every class. The teacher uses the same book too. Besides, he sometimes uses a book entitled *English Work Book*. He sometimes makes Procedure for Developing Instructional System and seldom uses classical aids in teaching English. The teacher's reason in that the school does not provide the aids. He considers that the aids are very important in teaching English. From the observation, it is found that the teacher seldom uses aids in the classroom. In this school a few aids have been provided. See table 4 above. We can see from table 4 above that the school is poor of aids. However what the teacher says is different from the real condition. He says that the school does not provide the aids but actually it has a few.

In teaching English at private schools in Islamic boarding school environment in rural areas, the teacher has to administer a test which is aimed at measuring the students' learning progress. It is an evaluation device. In English curriculum many kinds of test have been mentioned, namely Multiple choice, True-false, Short answer, Completion, Substitution, Matching, Transformation, and Essay type. The test in this school is only given in every middle and last month of every semester. So, the researcher collects the test documents and see the type of it.

Through these data we can see that the types of tests which are suggested by the English curriculum have been applied except substitution. For the substitution the teacher does not use it because he considers that this type is difficult for the "Private Schools in Islamic Boarding School Environment" level. Every class has different types. In

the first year only two types of test are given. The reason according to the teacher is that in the first year, the students' ability is still low. In the second year, true false, completion, substitution and transformation types are not applied because they are considered difficult by the teacher for the students. It can be underlined that the types of test have been applied except substitution.

Time and implementation. The time for teaching English at the "Private Secondary Schools in Islamic Boarding School Environment" is forty-five minutes per meeting. Every class has four meetings a week from first year to third year. This school has applied the time fixed by the English curriculum. From the observation, the steps which are taken by the teacher in this school are as follows:

Step one : Warming up for four minutes. In this time the teacher repeats the previous lesson. The previous topic is *simple past*, he repeats the explanation on how to make negative and interrogative sentences in *simple past tense*. The teacher asks the students to change the following sentences into interrogative and negative.

- a. He took a glass on the table.
- b. I opened the door.
- c. He was in the classroom.
- d. They went to the party.
- e. Ali played in the yard.

Step two : Checking and correcting the home work for five minutes. The home works which the students have done are:

- a. Did people work in the office?

They did not work in the office.

- b. Did the man walk in the street?

He did not walk in the street.

- c. Did the boy visit his mother?

He did not visit his mother.

- d. Did he buy a bag in the shop?

He did not buy a bag in the shop.

- e. Did you see the film yesterday?

I did not see the film yesterday.

Step three: Approaching the new materials. The new topic is *Question words* used in interrogative. In this time he introduces one of them connected with the simple of the word who in a sentence, Who came here yesterday?. It is for five minutes.

Step four : Presenting the new materials for 15 minutes. He teaches all of the question words (who, what, why, when, how, and what time) used in the following sentences:

- a. What did you buy in the shop?
- b. Where did John go yesterday?
- c. Why did he cry?
- d. Who took the glass on the table?
- e. What time was it?

Step five: Checking the pronunciation of the sentences above for ten minutes. The teacher asks the students to read the sentences.

Step six : The final activities include reviewing the explanation of new materials and suggestion for three minutes.

It is clear that the steps which are planned by the curriculum is different from the implementation. But it can be tolerated because it is always adapted to the materials and situation.

6. CONCLUSION

In the private Schools in Islamic Boarding School in Rural Areas, the main principles of teaching English designed by the curriculum have been employed well. The basic components in English which consist of oral mastery, structure, vocabulary, writing, cultural elements have been taught in this school. About the approach, this school follows aural oral approach. Listening and speaking skills are taught before reading and writing. It is the same as the approach designed in the curriculum. About the method employed, this school uses only mim-mem and translation methods. Teaching aids are needed in teaching English. This school is poor of aids. The school has only seven students' book, one English curriculum, two pictures of countable nouns, one family chart, one poster of game and one imitation watch. About the individual aids, only 50 percent of the students have students' book in each class. All of the types of tests have been applied except substitution ones. So, it can be concluded that the types of tests suggested in the English curriculum have been employed.

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