INVESTIGATION OF ENGLISH LEARNING MODEL AT TRADITIONAL ISLAMIC BOARDING SCHOOL *(PONDOK PESANTREN SALAFIYAH)* DARUL ULUM AL-BAROKAH KARAWANG

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ABSTRACT

This present study discussed about English Learning Model that suitable for students in Boarding School. There are many learning models that can be applied to Traditional Islamic Boarding School *(Pondok Pesantren Salafiyah)*. Learning model can be a lecture model, Small Group Discussion *(sorogan)*, and direct learning model. From the various models of learning commonly used in the traditional Islamic boarding school, it is necessary to examine the appropriate learning model to be used in learning English teaching subjects. English learning model is widely known and used by teachers in formal education. However, the correct English learning model used in non-formal education institutions such as Traditional Islamic Boarding School *(Pondok Pesantren Salafiyah)* has never been known because it has never contained English teaching subjects before. Based on the explanation, it is interesting to do research of appropriate learning model to be applied in Traditional Islamic Boarding School *(Pondok Pesantren Salafiyah)* Darul Ulum Al-Barokah Karawang. This study aims to investigate the appropriate English learning model to be applied in English learning process. How to analyze the data in this research is the result of interviews with the respondents namely the board of teachers *(ustadz)* and students *(santri)*. The interview results show that : (1) the teacher *(ustadz)* claimed that the good learning model which can be applied in Traditional Islamic Boarding School is Community Language Learning model. This model refers to students' daily activities that they live in boarding; (2) the students *(santri)* have the same opinion with his/her teacher; (3) It is expected to learn English by having experiences in Community Language Learning model.

Keywords : English Learning, Learning Model, Traditional Islamic Boarding School.

INTRODUCTION

Each learning process must have a learning model. Learning model plays an important role in the success of learning outcomes, English language learning is no exception. There are many English learning models that can be applied in educational institutions, it can be not in formal education but also in non-formal education. In formal education, there is a cooperative learning model in English learning process, such as learning model with role playing technique (Role Play). This technique is usually devoted in English language learning.

Unlike the formal education institutions, boarding school is a non-formal education institutions. However, boarding schools are also divided into two groups, namely the group of Modern Islamic Boarding School *(Pondok Pesantren Moderen)* and Traditional Islamic Boarding School *(Pondok Pesantren Salafiyah)*. Although both are non-formal education institutions but the two groups are different in the learning process and subjects taught by both boarding. Modern Islamic Boarding School is of course accustomed to innovative learning models because it is always up to date based on the development of the times. In fact, Modern Islamic Boarding School when it was first established there are general subjects, especially English subjects. The Traditional Islamic Boarding School has its own characteristics in the learning process. This boarding is known as traditional boarding. Thus, the learning process tends to monotonous learning model which means from the first until now the learning process that's all. One of the learning models that exist in some Traditional Islamic Boarding School namely: 1). *Sorogan*: this is an individual learning

system in which a student *(santri)* is confronted by a teacher, with this *sorogan* teaching system enabling teacher's relationship with student very closely, because teacher can recognize the personal ability of student one by one; 2). *Bandungan*: the model of *bandungan* is often referred to as *Halaqoh* where in teaching, the book read by teacher only one, while the student brings the same book, then student listen and listen to teacher's reading; and 3). *Weton*: the term weton comes from the Javanese language which is defined periodically or timeless. Learning using model of weton is not a daily routine recitation, but carried out at a certain time for example at each Friday prayers and so on. The terms of this learning process is a learning process that took place in Traditional Islamic Boarding School Darul Ulum Al-Barokah Karawang. Therefore, the term *sorogan, bandungan,* and also *weton* is a model of learning religious subjects commonly used in Traditional Islamic Boarding School. From the explanation above, it is very necessary to examine the effective English learning model for the learning process at Traditional Islamic Boarding School Darul Ulum Al-Barokah Karawang. Based on the background above, this research is limited to the effective English learning model for the students *(santri)* of Traditional Islamic Boarding School Darul Ulum Karawang. The researcher formulates the problem in this research that is: "What is the effective English learning model applied in Traditional Islamic Boarding School Darul Ulum Karawang?".

LITERATURE REVIEW

The Nature of English

English is a foreign language that must be studied by students or learners in both formal and non-formal education. This lesson began to be known since the Indonesian Independence Day in 1945. Widodo in Kirkpatrick's book says "after the independence of Indonesia (from the Japanese occu- pation in 1945, and the Dutch colonial rule soon after) English was chosen as a compulsory foreign language subject and has been widely taught in the secondary schools and universities ". It means that English is a Foreign Language that began to be studied by junior high school students to university level since the independence of Indonesia in 1945. Thus English is said to be a new language that must be learned by the people of Indonesia, especially in formal education. Because English is a new language for learners, it is necessary to know the four concepts expressed by experts.

English has four skills to master: reading, listening, writing, and speaking. Reading and listening are categorized as receiving skills while writing and speaking fall into the category of productive skills (Nunan, 2003: 24). The other areas of English are pronunciation, vocabulary, and grammar. From various aspects of learning English earlier, the learning model is very necessary in determining to be precise in learning.

Teaching Listening

English listening skills have been assumed to be passive skills. This skill is done to respond to what has been heard. However, according to Helgesen (2003: 24) listening skills are active, active processes in making meaning what is heard. The principles of listening teaching are divided into two, namely bottom-up and top-down processing. The difference between bottom up and top down is based on how the learner seeks to understand what they hear. The bottom-up process of listening is that students focus on details such as words, grammar, and so on. While the top down process is the opposite. Students begin to understand listening by involving their experiences as they understand what they hear.

According to Rost (2002: 155), the teaching-learning strategy for the students to be successful in listening is as follows: 1) Predicting: listeners think what will they listen effectively; 2) Inferring: It is useful for students to "hear among the available lines; 3) Monitoring: Good listeners pay attention to what they understand and do not understand; 4) Responding: The listener reacts to what they hear; 5) Evaluating: Students check how well they understand.

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Teaching Speaking

Speaking skills are included in the productive skills. This means that speaking skills are the result of other English skills. According to Bailey (2007: 54) the principles in teaching speaking are understanding differences in the context of learning a second language and a foreign language, giving students practice fluency and accuracy in speaking English, providing opportunities for students to speak using groups or peers, and limiting group in speech, preparing tasks in speaking involving meaning negotiation, and designing classroom activities involving both transactional and interactional guidance and practice.

Teaching Reading

Reading is the process of combining information from a text and a knowledge possessed previously to build a meaning. The purpose of reading is to understand the text being read. Therefore it is necessary strategy to understand a text. This corresponds to Anderson (2012: 69) reading strategy defined as the reader's ability to use reading strategies to understand the purpose of reading. The process of reading is divided into three models, namely bottom up, top down, interactive model. Bottom up models start with letter base, voice recognition, grammar, sentence, and longer text. Top down begins by engaging the reader's practice by making predictions, and searching the text to confirm or reject predictions that have been made.

The teaching technique of reading in the classroom can be abbreviated with ACTIVE. *Activate prior knowledge* is encouraging students to enable prior experience with the text presented. Its purpose is to make it easier to understand a text. *Cultivate Vocabulary* is to grow a vocabulary to make it easier to understand a text. The way that can be done is with word webs is a good activity to form students vocabulary skills. *Teach for Comprehension* is a strategy that encourages students to draw conclusions with inference. The next step is the *Increase Reading* rate that increases the increase in the quantity of reading by repeating the reading will train in understanding the text. *Verify* reading strategies is to verify the read strategy that has been done and the last one is evaluate progress that is evaluating the ability to read by using the journal (Anderson: 79)

Teaching Writing

According to Hedge (2000: 302) writing is the result apply strategies to regulate the process of writing that is developing the text. Learning to write in English is a process of development that involves communicating communicatively through writing, writing for various purposes, using appropriate terms, and using appropriate forms and grammar (Haynes and Zackarian, 2010: 89). In lain with Hedge (2000), Oshima and Hogue (1997: 3) states that writing is a process consisting of prewriting, planning, writing and revising. Meanwhile, according to Harmer (2004: 4) writing process seen from four phase as follows: 1) planning; 2) drafting, 3) editing, and 4) final version.

RESEARCH METHODOLOGY

This study aims to investigate an effective learning model for students of Islamic Boarding School *(Pondok Pesantren Salafiyah)* Darul Ulum Al-Barokah Karawang. Because this study aims to obtain in-depth information about effective learning model for student *(santri)* Islamic Boarding School, then the appropriate research method for this research is qualitative method. This is consistent with what Creswell (2012: 16) proposes.

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Qualitative research aims to examine a problem and develop a deep understanding of a phenomenon. The design is basic interpretative study. According to Ary et al., (2010: 29) basic interpretative studies provide a number of descriptions to understand a phenomenon by using several ways such as interviews, observation, and document review. The subject of this research are the teachers *(ustad)* and students *(santri-santri)* of Traditional Islamic Boarding School *(Pondok Pesantren Salafiyah)* Darul Ulum Al-Barokah Karawang. The tools to collect data in this study are interviews, observations and documents. Data obtained from the interview will be combined with data from observation data and documents. In analyzing the data will be used with a literature review of the English learning model. The interpretation of the findings will be interpreted based on literature studies that have been prepared and conclusions are based on the results of interpretation that has been prepared.

FINDINGS & DISCUSSIONS

The general pattern findings of this research consist of (1) the Traditional Islamic boarding school *(Pondok Pesantren Salafiyah)* needs English as mediated at equipping their students to support their careers; (2) recommended model that can be applied in the Traditional Islamic boarding school *(Pondok Pesantren Salafiyah)* is Community Language Learning (CLL); (3). Teacher & students responded well on providing English in the Traditional Islamic boarding school. The detailed findings are illustrated in this phase. They are: (1) The Traditional Islamic boarding school *(Pondok Pesantren Salafiyah)* needs English as mediated at equipping their students to support their careers: Facilitating students by numerous skills becomes stipulated needs for school. This condition is not only for public or non-formal school but also it happens to the Traditional Islamic School as well. It can be traced from open ended interview carried out by researcher with participants in research site. The participants mentioned that language is essential part of students' *(santri)* life. Language is considered as tool to broaden communication, acquire new knowledge and basic skill. In addition, based on observation data, it illustrated that the students *(santri)* and teacher *(ustadz)* behaviors show that they used to learn language although they are familiar by Sundanese and Arabic language. This sort condition make them easily accept foreign language. Therefore, English can become supplement for students *(santri)* in the Traditional Islamic Boarding School; (2) Community language learning as recommended learning model for students in the Traditional Islamic boarding school *(Pondok Pesantren Salafiyah)* : To build students *(santri)* awareness of importance & practicing English becomes new challenging for them. It needs whether proper model, strategy, technique or media. The characteristics of students *(santri)* and teacher *(ustadz)* of the Traditional Islamic School require model that really suitable with their background. Related to this, to meet students and teacher needs in English is Community Language Learning (CLL). CLL engage the students and the teacher use target language by simple steps. It focuses on lower user English (British Council). It assists the students and the teacher to express English starting from their L1. This activity reduces their anxiety in using language. It is same with (Larsen) explains building warm relation with students is essential. He added CLL tends to make students relaxed in learning activity. Therefore, they can communicate properly; (3). Teacher & students responded well on providing English in the Traditional Islamic boarding school : Almost students and teacher responded enthusiasm about CLL in learning activity. They

are engaged in learning activity without worries. They can express language naturally. It can be seen from their speech production. They behavior represents that they were happy. It can traced from facial expression as well.

CONCLUSION

English is accepted well by Traditional Islamic boarding school as supplement for their students & teachers. To meet this aim, Communicative Language Learning (CLL) assists them to use target language by having happiness experience. It started to use L1 then it interpreted to English. Therefore, they can decrease their anxiety in practicing English. Moreover, they also responded CLL enthusiasm as this model engage them to use target language from simple things that appropriate with beginner English user

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