

SEKOLAH BAHASA: THE ALTERNATIVE TRAINING FOR BIDIK MISI STUDENTS TO CONTRIBUTE ENGLISH STUDENT'S LECTURE IN IAIN KUDUS

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Abstrak

Untuk mengembangkan kemampuan mahasiswa dalam bahasa Inggris, IAIN Kudus, khususnya Ma'had Institute mengadakan Sekolah Bahasa untuk mahasiswa yang mendapatkan beasiswa Bidik Misi. Tujuan dari penelitian ini adalah mendapatkan informasi terkait dengan materi yang diberikan dalam program Sekolah Bahasa, menganalisis peran program tersebut bagi mahasiswa dan menganalisis masalah dalam implementasi program. Metode penelitian yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Data dikumpulkan melalui observasi, wawancara, kuesioner dan analisis dokumen. Hasil penelitian menunjukkan bahwa: 1) materi Sekolah Bahasa adalah TOEFL, grammar, reading, pronunciation, academic writing, speech, translation dan debate; 2) Sekolah Bahasa memiliki peran penting bagi kemampuan bahasa Inggris mahasiswa yang belum mereka peroleh dalam program perkuliahan; dan 3) masalah dalam program tersebut adalah jumlah mahasiswa yang terlalu besar di kelas, kurangnya motivasi siswa, latar belakang siswa yang berbeda, dan metode pengajaran/pembelajaran.

Keywords: Sekolah Bahasa, Bidik Misi students, materials, role, problems

Abstract

For developing the students' capability in English language, IAIN Kudus, especially Ma'had Institute held *Sekolah Bahasa* for the students who get *Bidik Misi* scholarship. The objectives of this research were getting information related to the materials given in *Sekolah Bahasa* program, analyzing the role of the program to the students and analyzing the problems in the program implementation. The research method used in this study was a qualitative descriptive method. Data was collected through observation, interview, questionnaire and document analysis were. The results of the research showed that: 1) the materials of *Sekolah Bahasa* were TOEFL, grammar, reading, pronunciation, academic writing, speech, translation and debate; 2) *Sekolah Bahasa* has important and big role to the students' English capability because they can get the knowledge related to English that they do not have such materials or subjects in the lecture program; and 3) the problems in that program were the big number of the students in the classroom, the lack of students' motivation, the different students' background, and teaching/learning method.

Keywords: *Sekolah Bahasa*, *Bidik Misi* students, materials, role, problems

Introduction

In this modern era, the ability to speak English actively seems to have become a necessity. In the world of education, there are many campuses that require students to take an English proficiency test before being declared 'graduate'. For S2 and S3 education levels, prospective students are even required to demonstrate English skills in the test when enrolling. How important is English for students who take bachelor degree or S1?

English language skills are required to be owned, especially by students who have progressive life because English is an international language that will support communication with others. Moreover, at this time, there are many references supporting lectures that use English, both print and online or internet, so students need to improve their English skills. English is not only used to communicate directly but also supports students to improve their knowledge and lectures. In addition, campuses often hold international seminar or workshop programs and have guest lecturers from abroad. These opportunities will certainly use English. Therefore, students must

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improve their English skills by doing various activities related to this point. They are like writing articles, following discussions, debates, and English speeches. In addition, it is for improving English language skills as well as overall knowledge. For example, in speech competitions, for being fluent in English, someone must also master the theme, and then dare to speak in public and others. These abilities include the ability to speak, socialize with others, establish cooperation, and build networks and others.

However, students face many problem related to developing their English skills. There are many factors both internal and external. It is from low students' motivation or from the environment that does not support the learning. According to John & Ehow cited on Suriyavongsa (2013), stated that the problems of learning English language derived from many different factors in different environments such as school resources, class size, quality of teachers, and the school attendance of learners.

In this point, Institut Agama Islam Negeri Kudus (IAIN) Kudus also has big willingness and attention to the students' English skills, especially for Bidik Misi students. They are students who get Bidik Misi scholarship along studying process at IAIN Kudus. Kind of attention from IAIN Kudus to the students of Bidik Misi students' English skills is holding a program, namely Sekolah Bahasa. In this program, there are two languages trainings. They are English and Arabic language.

Here, the writers were so curious about the program 'Sekolah Bahasa'. For that reason, the writers conducted the research with three objectives. They were getting information related to the materials of Sekolah Bahasa program, analyzing the role of the program to the students and analyzing the problems in the implementation of this program.

Methodology

The research method used in this study was a qualitative descriptive method. According to Sugiyono (2010: 2-3), descriptive method is a method used to describe or analyze a research result but it is not used in making broader conclusions. Descriptive research has the purpose of describing and summarizing all conditions, situations or various variables that arise in community that becomes the object of research. So that it

draws to the surface as one characteristic or description of certain conditions, situations or variables. Thus the writer tried to describe, summarized the various conditions or variables that existed at the time the research was conducted.

In collecting the data, the writer used observation, interview, questionnaire and document analysis. For the questionnaire, the writer made a list of questions that are arranged systematically. Then, the interview was in the form of a question and answer directly with the respondent who aims to obtain relevant data or information. After the data needed in this study was collected, then the data was grouped according to the needs. And it was analyzed qualitatively and descriptively, then compiled and linked to theories that are related to this discussion.

Result and Discussion

Sekolah Bahasa

Sekolah Bahasa is a kind of English training held in IAIN Kudus. This training is followed by Bidik Misi's students. In this program, the students study two languages. They are English and Arabic language. Nevertheless, the two programs were held separately, not in the same time. In this point, the writer focused on analyzing *Sekolah Bahasa* which studied English language. Before analyzing and explaining more about the program of Sekolah Bahasa, the writer presented the research result related to Bidik Misi first.

Bidik Misi Scholarship at IAIN Kudus is the provision of scholarship for 4 years (8 semesters) continuously which is emphasized to prospective poor students who have other requirements set by IAIN Kudus. IAIN Kudus every year always has a number of Bidik Misi scholarships intended for IAIN Kudus students. Government policy in the provision of Bidik Misi is one form of policy that supports article 31 of UUD 1945. The policy needs to be supported by all parties so that it can be carried out optimally both in the implementation process and administration related to this matter.

Requirements for Bidikmisi Scholarship are:

1. Pass the selection of PMB IAIN Kudus, whether it is SPAN, UM-PTKIN, or LOCAL

2. Fill CV form in this application
3. Upload the latest 4x6 photo
4. Upload copies of semester 1 to 5 report cards in class XII that are legalized by authorized officials at the school
5. Upload a statement of economic inability issued by the village/village head
6. Upload a copy of the electricity bill payment for 3 consecutive months, if the name listed on the account is not in his/her own name, he/she must attach a statement from the head of RT and known by the head of village.
7. Upload certificates or awards for achievements (if you have).
8. Upload a photo of the condition of the house belonging to the parent/guardian that is occupied. (a) front view (2) right and left side (3) living room (4) kitchen (5) roof/interknit.
9. Make a statement about the willingness to continue the study until it is finished at IAIN Kudus (A statement letter can be printed through the application)
10. Willing to reside in Ma'had building in campus or at a place determined by IAIN Kudus (Letter of statement can be printed through the application)
11. Statement that all documents provided are truly in accordance with the facts that are not fake (A statement letter can be printed through the application)

After the students apply and pass the selection process, they must stay in Ma'had IAIN Kudus. Ma'had is kind of islamic boarding school that has some Islamic programs and must be followed by the students who get Bidik Misi scholarship. Here is the little description about vision and mission of Ma'had IAIN Kudus.

The vision of Ma'had IAIN Kudus is creating intellectual *ulama'*. Meanwhile, the missions are:

1. Bidikmisi Program Students Understand the Nature of Lectures in STAIN Kudus.
2. Bidikmisi Program Students are proficient in Arabic.
3. Bidikmisi Program Students are proficient in English
4. Bidikmisi Program Students memorize Minimal 5 Juz of Qur'an
5. Bidikmisi Program Students Are Able to Understand *Kitab Kuning*.
6. Bidikmisi Program Students Are Able to Understand English Books

7. Bidikmisi Program Students Are Able to Arrange Scientific Work
8. Bidikmisi Program Students Have Entrepreneurship Skills.

From the data obtained shows that respondents generally have problems regarding the implementation of classroom learning. They all expect a pleasant atmosphere during their learning. What they had was far from their expectations. In language learning, the number of students should be limited. But the fact is that in the class, there were so many students, around 100 students. They are from Bidik Misi students in the academic year 2017/2018 from various study programs. They finally gathered in one class so that it did not create an ideal atmosphere. They did not focus on materials because the number of the students was too much even over for a class category. Some of them talked each other and did not pay attention to the tutor. Some of them came so late. Some of them did not come. On the other hand, the tutor also spent much energy because he/she must teach a big class. He/she must use microphone in explaining the materials because the classroom is so wide with 100 students. So he/she must try hard to get the students' attention.

This condition can actually be overcome by dividing students into groups or dividing them into pairs. It was done by the tutors. Some tutors managed the classroom to be in some groups. So they can change the Teacher Centered Learning (TCL) class to be the Students Centered Learning (SCL). Johnson (1994: 185) says that there are three advantages to dividing students into groups:

1. Creating an atmosphere of interaction among the students
2. Changing the culture of students from individual work to group work
3. Making a more varied atmosphere so that students can show their abilities.

English Skills

English language skills have become important skills that need to be mastered by the community in order to face the era of globalization that has been going on in recent years. Therefore, there are many ways to improve English language skills have been

carried out, and developed various educational institutions in Indonesia. In addition, the efforts of each individual to develop this ability can also be reflected in our own society which has been quite active in using English in the workforce and in particular schools.

In this beloved country, we need to master English and make it the second language after national language to encourage our country to become a developed country as well. We need to master English effectively to be able to compete with developed countries in any field. If not, then we will left behind other countries. In ASEAN Economic Community or *Masyarakat Ekonomi ASEAN* (MEA), English will play an increasingly important role. At that time, the community is likely to be required to speak English so that they can deal with it.

To realize this, it is time for the government to stress that Indonesia must speak English, namely by sending professional English teachers and providing learning facilities to the community through a free national English learning program in each region. Thus, Indonesia will become a developed country soon.

English basically consists of four types of skills, namely Reading, Listening, Speaking and Writing skills.

1. Listening

According to Stab cited on Alam Qutbi, Listening is receptive and meaningful process, Alam (2013: 7) emphasizes that "Listening is an active process of constructing meaning and for this to happen, listeners need active mental involvement. While good instructions and lots of practice can help improve listening skills, this won't happen without meaningful talk in the classroom. In the process of developing oral proficiency, speaking comes later. It is a productive skill which comes after receptive skill i.e. listening.

2. Speaking

In English as Second Language (ESL) contexts, speaking is perhaps the most important of the four language skills: listening, speaking, reading, and writing (Carter and Nunan 2001; Celce-Murcia 2001). Speaking is a linguistic activity which, like language itself, consists of several elements: viz., pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition to topicality (themes and ideas).

According to Fauzan (2016: 50) said that many English learners feel obstacles and unsatisfied with their achievement in speaking. They faced some problem in mastering the speaking skill. The students have problems in speaking English due to reluctance, hesitation, fear of making mistakes, or lack of adequate vocabulary (Fauzan, 2014), many English learners are reluctant and unmotivated (Nunan, 1999:231-233), and EFL learners face *the students' won't talk* problem (Gebhard, 2000:186). The students do not want to speak English because they are too shy to talk in English, they are afraid of making mistakes or their friends will laugh at them, and they are also anxious because they had not many chances to speak or because the teacher always gave critics and correction on their mistakes right away (Fauzan, 2014).

3. Reading

The Report of the Commission on Reading, Anderson, et al defined reading: (1) reading is a constructive process, (2) reading must be fluent, (3) reading must involve strategy, (4) reading needs motivation, and (5) reading is skill that must be developed continuously and regularly.

4. Writing

Writing is a complex skill to learn and to teach, as it necessitates the acquisition of many other skills (Ningrum and Hastini., 2013). According to Meyers (2005) writing is similar to producing speech. It is a way of communicating with others through paper. As a writer writes, he performs an action of producing, organizing and expressing ideas in a way that is comprehensible for the reader or the audience.

Here are some ways according to English First (EF) or www.ef.co.id to improve English language skills according to the four components mentioned above.

1. Listening

How to improve listening skill in English can be done in various fun ways. From watching TV programs or English films without reading the subtitles, to listening to favourite English songs. This listening skill must be done gradually, regularly or simultaneously.

2. Speaking

Speaking skill is an active skill that must be trained and practiced continuously so that someone can use it fluently. In addition, there are a variety of online media that are able to provide instructions for proper pronunciation.

3. Reading

various efforts can be made to improve reading skill in English, starting from reading short texts in the form of stories, scripts or song lyrics. The story that was first read is not only short, but also must contain basic vocabularies that are simple and easy to understand. Then from short stories to series stories, and then full novel books. This effort must be carried out gradually and requires patience and full patience. Therefore, it is better to read the material we use, have content topics that are interesting for us.

4. Writing

To master writing skill, some points must first be mastered by someone are Grammar and English Vocabulary. Because both of these abilities will help to produce good and correct writing. To improve these two components, intensive

exercises are needed. To make us easier to master writing skills, we can start by learning to write a short paragraph about our favourite topic.

According to Leask and Carroll (2013: 3-8), there are six principles for developing students' English language skills. They are (1) Focus on students as learners; (2) Respect and adjust for diversity principle; (3) Provide context-specific information and support; (4) Good teaching across cultures will enable meaningful intercultural dialogue and engagement; (5) Be adaptable, flexible and responsive to evidence; and (6) Prepare students for life in a globalised world

The Implementation of Sekolah Bahasa In IAIN Kudus

The implementation of Sekolah Bahasa was held on August 2018. It consisted of 100 students of Bidik Misi students.

The materials that are set in *Sekolah Bahasa* included

1. Speaking
2. Reading
3. Writing
4. Listening
5. Pronunciation
6. Translation
7. Drama
8. Public Speaking
9. TOEFL preparation

The teachers consisted from English lecturers of IAIN Kudus. They have English degree background. The teachers also teach English lecture in IAIN Kudus.

Contribution of Sekolah Bahasa in student's lecture

Sekolah Bahasa wick is held by Ma'had Al-Jamiyyah gave much contribution in student's lecture. There are many students that are from different department in IAIN Kudus. The students are varies from all department. They have English lecture as the main lecture in the institution. Therefore students really get a lot benefit in joining *Sekolah Bahasa* because it gave a lot contribution to support students' English lecture.

Moreover *Sekolah Bahasa* gave many materials in English. Generally students of IAIN Kudus get English lecture and also English practicum. In English lecture as main subject it covers the English skill that should be mastered by students; reading, speaking, writing and listening. Then for practicum class it is focused on English speaking practice.

The Problems of Sekolah Bahasa Implementation

a. Big Class

Sekolah Bahasa consisted of 100 students in a classroom. It belongs to big class therefore; it is not available for students to study. According to Dun (1983), argues that in one class it should be inhabited between 12 and 20 students. Teachers have difficulty to manage the class. Actually students need more attention from the teacher. By big class, teachers cannot control the class well.

In this big class, teacher as an instructor can not deliver the materials freely by giving exercises and practice. Teachers have difficulty to control the big class. Therefore teachers can not make evaluation from the big class immediately.

For the students, it is found the obstacles from the big class. Students can not pay attention to the instructor. They will difficulties to get attention from the teachers who deliver the materials to many students. Moreover students who sit on the back side will get difficulty in observing materials, listening, reading the teacher's explanation.

b. Lack of Confidence

Most of students have a problem in their performance. They do not have much confidence to practice in English. Therefore they lack of speaking English. Actually there are many factor why students reluctant to speak English. Some of students said that they lack of vocabularies and they are afraid to make a mistake. They assume that English is difficult because it has different sound between written and spoken. Moreover, students do not have the supporting environment to make them speak English. Students do not have intention in learning English therefore they cannot increase their motivation to

create their own confidence. This is also a major problem that can hinder a person from learning English. They feel less confident and think too much about their mistakes so they will even make them feel inferior and start getting bored with learning English because they also think learning English is a difficult and boring thing.

c. Lazy and Bored

Intention is a very mandatory thing that a person must have in the process of achieving something. If someone just wants to, but there is no real desire and willingness, then certainly the results achieved will not be maximal even, it will not be possible. Therefore, many people fail in learning English because of their half-hearted intention not to wholeheartedly want to learn English.

Some students do not have intention in study English. Therefore, they will lack of motivation in learning English. They think that learning English is a very difficult thing so that will make people more lazy and bored and in the end they will also be lazy to learn English again. This is a problem that is currently not found the right solution because we know that laziness and boredom arise from ourselves so that who can overcome this problem also lies in ourselves.

Conclusions

The results of the research showed that: 1) the materials of Sekolah Bahasa were TOEFL, grammar, reading, pronunciation, academic writing, speech, translation and debate; 2) *Sekolah Bahasa* has important and big role to the students' English capability because they can get the knowledge related to English that they do not have such materials or subjects in the lecture program; It also gives a lot contribution to support students' lecture because students also get English material in their main lecture. In this case they will get much knowledge to help and add their mastery in English. and 3) the problems in that program were the big number of the students in the classroom, the lack of students' motivation, the different students' background, and teaching/learning method.

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