ENGLISH TEACHING METHODS AT PESANTREN IMMIM OF MAKASSAR

By: Saidna Zulfikar Bin Tahir

(Lecturer of Language and Literature Faculty of Iqra Buru University)


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INTRODUCTION

Pesantren (Boarding School) is a unique educational institution. Not only because of its existence is already done long time ago, but also because of the culture, methods, and networks that were applied by the religious institution. Pesantren is the first Islamic educational institution and unique indigenous in Indonesia. The history of Islam in Indonesia shown that Pesantren has a major role in building a culture and civilized society, it can not be separated from the culture of Indonesian’s people, it is not only rich with various scientific literatures, but also able to contribute to the surrounding community. (A'la, Abdul, 2006).

Pesantren has its own systems, characteristics, and it became an integral part of social institution. As a social institution, empirically and historically, Pesantren is experiencing up and down in maintaining the existence and mission. However, an interesting phenomenon to be observed that Pesantren faced many obstacles, but until now, it is still survive even some of many pesantrens are able to present themselves as an alternative movement models for solving social problems facing by society. (Azyumardi Azra, 1985).
Since the seventies, Pesantren popping up like mushrooms in the rainy season in Indonesia, especially in Makassar. Each Pesantren has distinctive patterns and characteristics. There are Pesantrens that use the Department of Religion curriculum and there are also Pesantrens that refer to the Ministry of Education curriculum, in addition, there are also Pesantren which had a modern education system that can compete with other quality school, such as Pesantren Modern IMMIM that capable of rivaling other high schools, both in religious education (MAN) as well as general education (SMU), particularly in the mastery of foreign languages (Arabic and English).

The characteristic of Pesantren IMMIM is the emphasis on learning foreign languages (Arabic and English) of some regular lodge program. This is because the Pesantren also follow the curriculum developed at public school and school based curriculum DIKNAS also MAN that use the curriculum of DEPAG. Thus, the Pesantren IMMIM has varieties of language learning method that can be used as an advantage of public schools in the area of foreign language mastery. The evidence from several students of high school level that gets the opportunity to exchange student to Australia and America as well as from many of its graduators which continue their studies abroad.

Based on the explanation above, there are something that need to be highlighted, i.e. how to make English as the effective language of communication. Therefore, the efforts are needed to reconstruct or to design build of language teaching in oral and written communication function in teaching the Islamic school. To see more patterns and methods of learning foreign languages, especially English which is applied at Pesantren IMMIM, the research felt the need and interest to raise these issues in scientific research.

METHOD

The study was an attempt in the field of science that is consciously directed to know or learn new facts. In this study, the researcher used a qualitative approach to reveal symptoms of a holistic, contextual data collection by utilizing the researcher
himself as the key instrument. In addition, qualitative research does not rely on evidence based on mathematical logic. Principle figures or statistical methods to the actual character are the conversation, alerts and other social action.

This study attempts to provide a picture of the facts in a systemic, factual, and accurate. Thus the research report will contain data excerpts to give a presentation. The data are derived from observation, interview, picture/photos, and documents. In order to facilitate data collection in its processing beside the observation, this research will use the following methods, they are; documentation, questionnaire, and interview.

Since this type of research is qualitative, the research paradigm of inductive basing pattern means that the pace of research to find the truth rests from data obtained in the field of scientific findings in the form of data (both primary and secondary). Then as it is generalized so that it can be concluded from the result of the study.

The validity of measurement, analysis and compilation of data that has been obtained it is possible there will be mistakes that led to a lack of validity in such research, so stated in the form of a report. Therefore, the need for checking the data with the techniques: Extended participation, Perseverance observation, and Triangulation.

**FINDING AND DISCUSSION**

**Pesantren IMMIM and its Curriculums**

Pesantren IMMIM located on Jl. Perintis Kemerdekaan Km 10, Makassar and it is the largest boarding school in eastern Indonesia with an area of campus I, 2 hectares and campus II, 4 hectares. Pesantren IMMIM of Makassar Putra beings have a vision of print generation of scholars who scholar-intellectual in character and intellect-scholars. Pesantren IMMIM have been established since 1975 and scored dozens of thousands of graduators who are spread in the area of the archipelago and even overseas. It has been founded by H. Fadli Luran, a businessman from Enrekang who has great care in building a noble Islamic generation, broad-minded, able-
bodied; and unite Muslims from all Branches 'and differential. It was named Pesantren Modern Al-Quran IMMIM because of basis of Qur’an-based fostering and implementing the concept of a modern Islamic education which always follow the development of technology and science over the development period. Since it was first established, it continued to progress rapidly to reach a golden period in the decade of the 90s. Thousands of graduators have been graduated, and hundreds have become an important figure in the institution, agency, party, board, and other leading organizations in South Sulawesi and even national level. But after abandoned by its founder in 1992, began a change in leadership as well as the activities away from the basic purpose of boarding establishment.

The curriculum used of Pesantren MMIM includes 3 (three) dimensions; IMTAQ, science and technology, and skills or also called (Head, Heart, and Hand) with the composition of the curriculum as follows:

a. In formal education using three curriculums; Pesantren curriculum, DIKNAS curriculum, and DEPAG curriculum.

b. Non-formal education emphasized on character building, propaganda, foreign language skills, recitations, memorizing the Holy Quran, computers, arts, and sports. The students (santri) trained for 6 (six) years and required to live in dormitory during education, except on holidays so they were allowed to go home. They should have been ready to be fostered during the dorm, with the level of education, namely; junior secondary school (SMP), high school (SMU), Madrasah Aliyah (MA). Besides, there are also regular courses cottage (sharpening program) on the field; morals and TTQ (recitations and memorizing Quran), Languages (Arabic and English), MAFIKIB (Mathematics, Physics, Chemistry, Biology), Safety Discipline and Safety of Pupils (K3S) extracurricular.

Pesantren IMMIM has 1.500 students who come from various districts and regencies in Makassar, also from several provinces in eastern Indonesia that has the character and different cultures. It is also has qualified educational personnel
education s1, s2, and s3, and has provided educational guidance and counseling. Besides, Pesantren also has experts in accordance with the need of school.

It is easy for Pesantren to shape the students character and attitudes in their lesson. With the teachers who are supported by educational background S1, S2, S3 are certainly a lot of motivation for students. Three curricula used in Pesantren will really make a wider variety of teaching and learning methods. Although there are many barriers for students to receive so many lessons, but it will accustom them to get used to.

**English Learning at Pesantren IMMIM**

Foreign language learning activities especially in boarding school of IMMIM through several activities that support them: (1) Learn a Foreign Language (Arabic and English), (2) Study of Islamic books in Arabic and English books (3) Speech training (4) Write articles in Arabic and English on campus bulletin (5) Language symposium by methods of playing and exercise (6) Discussion (7) Language Training (8) Super Camp, and (9) Drama and performing arts.

1. Tutorials learning or additional time in learning.

Learning materials focused on the mastery of Arabic and English both oral and written. This activity also serves to control the activities of foreign-language daily. English and Arabic language curriculum that is used in tutorial learning is local curriculum which is based on the needs of learners.

a. Study Islamic books in English.

The study was carried integral with the boarding school and applied for high school students in grade II or grade V. In this activity accustomed method of reading. Learners are trained to read texts in Arabic, understand the style of language or phrases, and try to understand it.

b. Speech training

Speech Training is a routine activity undertaken by students, who usually on Friday night using Arabic and Sunday night using the English. In this activity students were exercised their speaking ability by using foreign languages and especially the courage to train them to perform in front of the audience.
c. Symposium language with fun, this is a routine activity in stabilizing the simple grammar materials associated with extracting the learners of words or phrases commonly used in everyday life. This activity aims to eliminate the impression that the subject was difficult.

d. Write articles in English and Arabic on campus bulletin. Each class or dormitory have a wall or a bulletin or newsletter bulletin. The students are trained how to write articles about their daily life or the things that wanted to write in English and Arabic.

e. Language training activities carried out incidentally, usually once a year. This activity is an activity that is voluntary. The students who intend to follow this activity sign up to the special committee formed to handle this activity. This activity usually lasts for one week, by emphasizing the ability to talk and speak in foreign languages, especially Arabic and English.

f. Discussion. Each students is divided into several discussion groups consisting of 1, 2, 3-class junior high school, that is, the division is without looking at the class or level familiarize them with the aim of discussing and practicing foreign languages.

g. This is called super Camp. This activity is designed to isolate the students to be in an environment that is always a foreign language. Implementation was also unique, because the students were asked in groups to live together in a tent. In approximately one week, they were trained in a camp to apply foreign language skills (Arabic and English), in particular the ability of a conversation (Conversation), speech, and listening (Listening) foreign language.

h. The students entered the race drama and stage arts show on Friday which coincides holiday night for the students.

2. English Language Learning and Teaching Approach at Pesantren IMMIM.

English learning approach used in Pesantren IMMIM is a comprehensive learning approach also called All-in-One System. This approach considers that the language as a system consisting of functional elements that show the unity that can not be separated (integral).
The purpose of English learning is the school seeks to make English as a means of communication, both verbal and written. The sequence that must be controlled by the learner includes four language skills, namely listening, speaking, reading, and writing.

English learning at Pesantren IMMIM view that the English with the following characteristics:

a. English has two functions, namely as a means of communication between human beings and as the language of science.

b. English has the same knowledge structure with other languages.

To recognize sounds and tools that generate it said delivery phonetic science, to recognize the difference meaning with phonological knowledge, to recognize the formation of word gave to the science of morphology, to know the syntactic structure of sentences gave to science, and to understand the meaning of delivery semantics.

In accordance with the characteristics of scientific English that resembles then spiral, meaning that in a speech that had conceived the elements of phonology (the sound of phonemes), morphology (the words), syntax (the speech sentences) and semantics (the meaning of the word and structure) then the strategy of developing English learning materials based on the scope of its environment, namely from the environmental sphere closest to the students leading to further environmental sphere. First the students get acquainted with himself, his family and so on to the school environment. As related to the theme on English learning materials are intended only to the effectiveness required in establishing communication.

**Application of Four Language Skills at Pesantren IMMIM.**

The function of English learning at Pesantren IMMIM is as development tool of the students in the field of communications, science, technology, and cultural arts. Thus, they can grow and develop into an intelligent, skilled and personality, and is ready to take part in national development.

The functions are translated in English learning objectives are for the students to develop in terms of: (1) the ability of listening, speaking, reading, and written are good, (2) speak in a simple but effective in a variety of contexts to convey
information, thoughts and feelings, and social relationships in the form of a variety of activities, interactive and fun, (3) interpret the contents of various forms of short type and simple text written in response to derives forms of activities, interactive, and fun, (4) creative in writing short and simple though in different forms of text to convey information, express thoughts and feelings, (5) to live and appreciate works of literature, and (6) the ability to discuss and critically analyze text.

While the expected ability mastered by the students through the eyes of English teaching proficiency at Pesantren IMMIM includes four aspects, namely:

a. Speaking Proficiency
   Students are able to pronounce the various shades of meaning in a variety of oral text with a variety of purposes and contexts of communication.

b. Reading proficiency
   Students are able to understand the various nuances of meaning are found in a variety of written text with a variety of communication purposes, text structure, and characteristics of the language.

c. Listening Proficiency
   Students are able to interpret the various shades of meaning in a variety of oral texts with a variety of purposes and contexts of communication.

d. Writing Proficiency
   Students are able to express meaning in writing in accordance with the purpose of communication with discourse structure and language features commonly used in the culture of the language used.

e. Learning Materials
   English learning materials at Pesantren IMMIM includes five components of language, which includes:
   1) Talk, which contains a dialogue that contains form of words, structures, sentences, and new vocabularies.
   2) Vocabulary includes the meaning and usage of words, phrases, and idioms.
   3) The structure, containing a word or sentence structure.
4) Reading, contains a specific topics related to the structure and vocabulary.
5) Writing in a format that contains vocabulary and word structure.

English learning is used in everyday inside Pesantren IMMIM considered more effective by using the local curriculum. This is based on the local curriculum is accommodating and adjusting to the daily needs of learners. In other word, the materials selection started from something close (most needed) with state of the learner toward the things that are abstract and are considered remote from everyday life.

Thus habituation to communicate orally and written as a destination will be more easily achieved. Below is a picture sequences topics covered in the class of local curriculum at Pesantren IMMIM.

**Implementation of Four English Skills at Pesantren IMMIM.**

The topics taught and involving four English skills by following steps:

Presenting the topic in a simple dialogue (not too short or long), this is to create a psychologically bored because dialogue is too long tiring enough to memorize or remember. From the dialogue is selected for uttered words repeatedly and as material for exercises writing. The dialogue is spoken and will be conducted by the students in speaking face to face with strict supervision.

The dialogue should be spoken out/hard so that in practice face to face that is spaced three or to four meters. This is to train learners of familiarized pronunciations (vowel), which could be heard clearly. So the pronunciation characteristics will become more fluent and easy.

Expand and add new vocabularies in the same topic by opening a dictionary or by asking teachers, and sometimes also a new vocabularies will be written on the bulletin board in any places and location that should be memorized by the students. The learners write the vocabularies. In term of increasing the wealth of language, learners are required creative. In the same topic, the tutor gives a simple reading material for easily and quick understandable to students.
Furthermore, teachers/mentors guide to formulate simple sentences, starting from two per-sentence vocabularies to three per-sentences vocabularies in accordance with the theme.

CONCLUSIONS

English linguistic phenomena have not found many similarities in Indonesian language. It is said by Robert Lado “linguistic phenomenon that is identical to the first language, it will accelerate the learning process, whereas a different phenomenon would be a barrier or obstacle. The characteristics of English learning and teaching are natural to face difficulties such a study.

Stems from this, it would need to be described in English as the language of communication, the elements of such a study covering four skills, approaches, and the methods are used.

The method of English learning and teaching at Pesantren IMMIM been good effective but need a change in approach toward a better in improving the students’ ability to communicate the foreign language.

This research is a brief discussion about the application of methods of teaching and learning English proficiency, especially in the four uses in language learning process as a description of the research results. Obviously, this research need to be discussed, criticized, and discussed in order to refined and used a guide for practitioners of language education in the institutions concerned.

BIBLIOGRAPHY


