

Dr. Susanto, M.Pd

PRACTICES SUPPORTING
EFL INSTRUCTION
AT PONDOK GONTOR

ACIMA PUBLISHING



**PRACTICES SUPPORTING EFL INSTRUCTION
AT PONDOK GONTOR**

AcimA Publishing 2012

All right reserved

Penulis:

DR. SUSANTO, M.Pd

Desain:

AGUS PURWOWIDODO, M.Pd

Editor:

ARINA SHOFIYA, M.Pd

Perpustakaan Nasional : Katalog dalam Terbitan

ISBN: 978-602-7559-14-1

Cetakan 1, Nopember 2012

Penerbit:

AcimA Publishing

Jln. Demuk No.41 Ngunut Tulungagung Kode Pos 66292

Email: acimapublishing@yahoo.com

KATA PENGANTAR

This study is intended to find out practices supporting EFL instruction at *Pondok Gontor*. This chapter deals with the background of the study by providing discussion about a school as a community, effective teachers, school culture, school climate, and leadership; formulation of the research questions; purpose of the study, scope and limitation of the study, significance of the study, and definition of key terms.

Schools today strive to show how their educational programs are important and necessary for developing today's youth for the future. These days many countries have introduced English to students of elementary schools. In Indonesia, generally, English is taught from kindergarten up to university level. In the Islamic college level, such as state Islamic university (*UIN*) and the state college for Islamic studies (*STAIN*), the ability to achieve proficiency in both English and Arabic is a must. The institutions treat English intensively by giving some additional classes in the forms of English practicum, English matriculation, and English intensive course. Besides improving the curriculum, in order to achieve the proficiency in using English and Arabic the institutions launch the use of English and Arabic in daily communication and it is called *biah allughowiyah* (language environment). The policy given by the school leaders in using the two languages is that Arabic and English must be spoken not only by the students but by all the teachers and staff as well. However, the fact shows that the students are not motivated to speak those languages outside the classroom. Practically, the students mostly only use the time to practice to produce language in the classroom when they are having speaking (*muhaddatsah*) class. Another effort taken to improve the learners' English proficiency, for example in *UIN* Malang and State Institute for Islamic Studies (*IAIN*) Sunan Kalijogo Jogjakarta, is by building a *Mahad Aly* (Islamic apartment). My own institution, *STAIN* Tulungagung, has built two new buildings each of them with three floors to function as a *Mahad Aly* and other education activities. These Islamic apartments are provided for the freshmen to stay in for the first two semesters as a language environment to enable them to keep on using both English and Arabic languages. Some efforts have been made by providing materials and maximizing activities in the *Mahad Aly* to support students' English proficiency.

Tulungagung, Oktober 2012

Penulis

CHAPTER I INTRODUCTION

This study is intended to find out practices supporting the effectiveness of EFL instruction at *Pondok Gontor*. This chapter deals with the background of the study by providing discussion about a school as a community, effective teachers, school culture, school climate, and leadership; formulation of the research questions, purpose of the study, scope and limitation of the study, and significance of the study.

1.1 Background of English as a Foreign Language (EFL) Instruction at *Pondok Gontor*

Schools today strive to show how their educational programs are important and necessary for developing today's youth for the future. These days many countries have introduced English to students of elementary schools. In Indonesia, generally, English is taught from kindergarten up to university level. In the Islamic college level, such as state Islamic university (*UIN*) and the state college for Islamic studies (*STAIN*), the ability to achieve proficiency in both English and Arabic is a must. The institutions treat English intensively by giving some additional classes in the forms of English practicum, English matriculation, and English intensive course. Besides improving the curriculum, in order to achieve the proficiency in using English and Arabic the institutions launch the use of English and Arabic in daily communication and it is called *biah allughowiyah* (language environment). The policy given by the school leaders in using the two languages is that Arabic and English must be spoken not only by the students but by all the teachers and staff as well. However, the fact shows that the students are

not motivated to speak those languages outside the classroom. Practically, the students mostly only use the time to practice to produce language in the classroom when they are having speaking (*muhaddatsah*) class. Another effort taken to improve the learners' English proficiency, for example in *UIN* Malang and State Institute for Islamic Studies (*IAIN*) Sunan Kalijogo Jogjakarta, is by building a *Mahad Aly* (Islamic apartment). My own institution, *STAIN* Tulungagung, has built two new buildings each of them with three floors to function as a *Mahad Aly* and other education activities. These Islamic apartments are provided for the freshmen to stay in for the first two semesters as a language environment to enable them to keep on using both English and Arabic languages. Some efforts have been made by providing materials and maximizing activities in the *Mahad Aly* to support students' English proficiency.

Unlike other Islamic boarding schools which exist in Indonesia, Modern Islamic Boarding School (*Pondok Pesantren*) of Gontor, through its *Kulliyatul Mua'llimin al Islamiyah* (KMI) system school, practically, inculcates education and instruction of school level and as the central place of studying religious or Islamic knowledge, for example, Holy Qur'an and its exegesis, *Al Hadits* and their exegesis, and Islamic law. *Pondok* Gontor is an educational institution which is spiritually founded on the basis of Islamic teaching. Historically this school was founded on September 20th, 1926 by three brothers: KH. Ahmad Sahal (d. 1976), KH. Zainuddin Fannani (d. 1967), and KH. Imam Zarkasyi (d. 1985). These three brothers were well known as *TRI MURTI* of *Pondok* Gontor.

The basic characteristics of *Pondok* Gontor consist of four main points. The first is education and teaching in this school is based on the teaching of Islam, with al-Qur'an and the prophetic tradition as its main sources. The second is all students' activities are carried out in an integrated campus controlled by discipline in twenty-four hours under personal direction of *Kyai* (spiritual figure). The third is *Kyai* becomes the central figure of students' characters and personality. All the conducts, acts, and deed of *Kyai* are the standards of good examples to be imitated. Last, the fourth point is the existence of mosque becomes the central spiritual activities of students during day and night and social activities as well.

The educational values of this school are originally derived from the synthesis of four prototype of well-known educational institutions, namely al-Azhar University in Egypt, Aligarh Muslim University in India, Santiniketan also in India and Shanggiti in North Africa (Wardun, 2008).

In their mind, the *TRI MURTI* constructed the model of educational institution as *pesantren* to realize the ideal of "*insan kamil*" (the perfect man) featuring (a) noble character, (b) sound body, (c) broad knowledge and (d) independent mind. Those four features later became the motto of *Pondok Modern Gontor*.

The curriculum at *Pondok Gontor* is different from any *pondok pesantren* and school in Indonesia. It offers religion knowledge and general knowledge and sciences in a balanced. To manage this curriculum, all *santris* should live in 24 hours in the dormitory or boarding house of the *pondok*. They are guided and controlled by teachers and *Kyai* who live there too. The curriculum at *Pondok Gontor* is not limited by the instruction which is given in class only, but includes all activities outside and inside the class. So there is no separation between religious and general knowledge at *Pondok Gontor*.

Meanwhile, the *Kulliyatul al-Mu'allimin al-Islamiyah (KMI)* as a model of school employed at *Pondok Gontor* consists of junior high school and senior high school level which takes six years of duration after primary school. This school system was set for Islamic Teachers Training School and launched by *Kyai Haji Imam Zarkasyi* in 1936. Practically, this system of education influences the contents of curriculum, programs, and teaching - learning activities. Applying this system school it must be supported by the use of both Arabic and English as the spoken foreign languages to support the curriculum and education system at *Pondok Gontor*.

Besides religion subjects, other subjects taught at *Pondok Gontor* are general knowledge, such as Math, Biology, Physics, etc. Teaching those subjects is aimed at forming the *muslim* scholars who have noble character, sound body, broad knowledge and independent mind, who are obedient to the conduct of Islamic teaching, serving both religious affairs and the country (Masqon, 2007). Moreover, the *pondok*, in its teaching and learning activities, facilitates students to

have an independent skill of perpetuating, studying and developing Islamic tenets and sciences for the welfare of *ummah*, spiritually in the world and hereafter. In order to strengthen and improve the students' knowledge, the *pondok* also concerns much on the teaching of foreign languages - Arabic and English, in which the former is treated as the first language and the latter is treated as the second language.

Pondok Gontor as a non governmental school has high expectation to reform its educational system. It has a purpose to produce graduates who are literate by having not only Islamic (religion) knowledge, social and exact knowledge but also ability to communicate in, at least two foreign languages, both Arabic and English, critical thinkers, and problem-solvers, capable of perpetuating the society. School improvement is nothing more than an effort to determine and provide conditions under which students can be educated.

Pondok Gontor has developed and progressed. From its earliest inception, the founders had modern ideas regarding the reform of Islamic education. *Pondok* Gontor was set up like other *pondok pesantren* with the *Kyai* as an executive leader and with his *santris* studying Islamic subjects and living a simple life. However, the founders wanted to reform Islamic education along modern lines using the *pondok* system. As the institution has developed, it has retained its *pondok* character, on the basis of future orientation.

To strengthen its quality, *Pondok* Gontor has combined the traditional Islamic institution as *pesantren* with the modern instruction method based on the modern school system. The *pondok* constantly follows the development of modern educational systems, by placing Arabic and English as the crown of the *pondok*. At *Pondok* Gontor, the English and Arabic languages are spoken in the class of foreign language subjects. The foreign languages are also established as the daily life medium among the students. The students live in a strict discipline and obey for their own sake. Furthermore, they follow all activities that provide them with the skills of leadership, which will be used in their society later.

The teaching of foreign languages, especially, English at *Pondok* Gontor is able to support students' ability to use the two languages both orally and in written

forms. In its practices, the *pondok* through its *Kulliyatul Mu'allimin al Islamiyah* (KMI) System School has been successful enough to achieve its predetermined instruction objectives. At least two kinds of the following empirical data prove that *Pondok Gontor* is committed to achieving the set goals. The achievement of *Pondok Gontor* in conducting EFL instruction is reflected on both *students' achievement and institution achievement*.

Related to the students' achievement, the students are able to display their English in their daily communication, discussion, and other programs set by the *pondok*, such as debate, drama contest, speech, etc. Moreover, in their fifth and sixth grades (class XI and class XII of senior high school) they can perform their English when they conduct their first and second periods of teaching practice. The teaching practice is continued when the students conduct a society service after graduating from the KMI program. Conducting these teaching practices, the students must use English as a medium of instruction. Hence, a graduate from *Pondok Gontor* experiences three times of conducting teaching practices before he gets his certificate of graduation. Meanwhile, in written form the students participate in writing short story, wall magazine, bulletins, and magazine.

Meanwhile related to institution achievement, in 1957 the government of the United Arab Republic gave official recognition through an official letter. The letter said that the graduates of *KMI* of *Pondok Gontor* were automatically eligible for admission to Cairo University and Al-Azhar University. The Kingdom of Saudi Arabia, by a note from the ministry of education, gave the same official recognition to the *Pondok Gontor*. It clearly said that the graduates of this institution were eligible for admission to various universities in Saudi Arabia. The recognition was issued in 1967 and the note was of No. 4/3/38/4459 dated 16/6/1387 H (Panduan Manajemen KMI, 2006). Later, the recognition was also given by University of the Punjab (Pakistan), Islamic University Antarbangsa (Malaysia) and International Islamic University Islamabad (Pakistan).

Besides getting the recognition from other countries, the *KMI* is also given recognition from the government of Indonesia. In 1998 and 2000 the *KMI* was recognized by the Islamic Directorate General Institution Department of Religious Affairs by Ministry of Religion under the official decree No. E. IV/PP.03.2

/KEP/64/98 established on July 28 1998 and by Ministry of National Education under the official decree No. 105/O/2000 established on June 2000 (Panduan Manajemen KMI, 2006). These two recognitions are as proofs that the certificate of graduations of KMI was equivalent to Islamic high school and senior high school.

The success of *Pondok* Gontor in facilitating the santris to improve their knowledge and skills offers positive impression from some well known people. Syaikh Hasan al –Baqr as reported in Fananie (1997), former minister of Awqaf and Islamic Affairs of the United Arab Republic, for example, had this to say when he visited *Pondok* Gontor:

“I am very much interested and pleased to see and observe this *Pondok*, not because of its building, not because of its students, but because I know that this *Pondok* has a deep and really strong philosophy.”

Meanwhile, Lance Castle as reported in Fananie (1997) gives comments on the character of *Pondok* Gontor by saying:

“Gontor differs from the old style *pesantren* in that it is more systematic and discipline; it devotes considerable time to secular learning, and has a more comfortable, urbane atmosphere that it is sometimes, very distantly reminiscent of an English or Australian public school. It differs from an Indonesian state school in that the children live on the premises and are subject to discipline of full day’s activities. And the emphasis on Arabic and English and the direct method of teaching them is probably unique in Indonesia.”

In its development, as a matter of fact, the *pondok* now becomes an alternative non-formal institution in Indonesia which gives great intention on both educational and intellectual aspects by developing the dimensions of *iman* (faith), *ilmu* (knowledge), and *amal* (deed) in a very encouraging environment. The whole educational activities whether extra or intra curricular at the *pondok* is based on the values and the principles of education which is called as *Pancajiwa* (the five basic principles). They are spirit of sincerity, simplicity, self-reliance, Islamic brotherhood, and accountable freedom (Masqon, 2007).

In its practice, English at *Pondok Gontor* is learned both in the language classroom setting and outside classroom setting. To support the students' competencies in using English, the institution provides them with some activities, such as two week English days, speech contest, language party, drama contest, queen of language, and some discussions in English (Wardun, 2008).

Being disciplined in using the learned language is possibly crucial aspect to be successful. All teachers have responsibility to stimulate the students to use English both in the classroom and outside of the classroom. To be more effective in using English every unit has a leader whose main responsibility is to monitor the students' activity in using English. *Pondok Gontor's* efforts in facilitating its students to be competent to master and use English either orally and in a written form leads it to be recognized as a high performing school or an effective school with strong leadership prevails, teachers' expectation for achievement is high, and the learning environment and the school culture is inviting and conducive to learning.

The teachers and the students treat English not only as a course (subject) to be taught and learned but also as a means of communication. It is taught and practiced not only in the formal setting but in-informal setting as well. The availability of sufficient time for the students to practice their English outside the classroom offers positive results for the students. They have more opportunity to interact with other members of pondok for the purpose of improving their English oral proficiency.

1.2 Some Previous Studies Conducted at *Pondok Gontor*

Some previous studies have been conducted at *Pondok Gontor*. However, the studies did not focus on what makes effective of EFL instruction at *Pondok Gontor* covering the school leader's practices employed through his policies, teachers' activities and the teachers' activities to support the students' English proficiency.

A study conducted by Effendi (2002), for example, focused on a comparative study on the students' English mastery of *Pondok Gontor* and State Islamic Senior High School (*MAN*) in Ponorogo. The study was directed to know

the competence in English of the students in those institutions. Another study was a comparative case study conducted by Fananie (1997), a graduate student of Leiden University. His study was directed to compare modernism in Islamic Education in Indonesia represented by *Pondok Gontor* Indonesia and Aligarh in India in terms of their curriculum. Meanwhile, another case study was conducted by Irhamni, et al. (1999), a team of Arabic Department lecturers of the State University of Malang (*UM*). They consisted of four lecturers focusing on the teaching of *Muhadatsah* (Speaking) at *Pondok Gontor*. Furthermore, Awwaludin (2002) conducted a descriptive study on the teaching of English and Arabic at *Pondok Gontor*.

The scope of the studies above, in fact, was only limited to the process and the results of EFL teaching. However, from those studies the researcher gets some lessons how English and Arabic taught formally at *Pondok Gontor*. Moreover, the study also informs the researcher the description of the curriculum used at *Pondok Gontor* and the students' competencies in Speaking. Hence, although the scope of the studies above, in fact, was only limited to the curriculum, process, and the results of EFL instruction, the researcher believes that there must be other aspects supporting effective EFL instruction at *Pondok Gontor*.

Practically, talking about English as a subject is not merely viewed from the process and the product of its teaching and learning. Moreover, other meaningful aspects of EFL instruction, in fact, are interesting topics to be studied. In this sense, the topic related to, for example, the policy of school leader, the availability of learning environment, the inviting school culture, teachers' activities, etc are interesting to study. *Pondok Gontor*, with its *KMI* system, treats English not only as the subject to study but also as a means of communication.

At *Pondok Gontor*, foreign languages, especially, English is as a crown of the *pondok*. All students must be competent in using it to communicate and understand printed materials written in English. Moreover, both English and Arabic are taught to sustain the curriculum of the *KMI*. It is a truth that whatever the name, the level, and where location of an institution is, it surely employs some positive practices to achieve the set goals and to sustain its survival. The recognitions given by the Indonesian government and other countries above prove

or show that there must be contributive practices done by *Pondok Gontor* in making improvement of its quality. Hence, investigating practices that are contributive to effective EFL instruction at *Pondok Gontor* is worth studying. In short, the present study is intended to find out practices supporting EFL instruction in *Mu'allimin System School* at *Pondok Gontor*.

1.3 Factors Influencing Students' Achievement

Every school is aware of some factors that may significantly affect the students' achievement (see Figure 1.1).

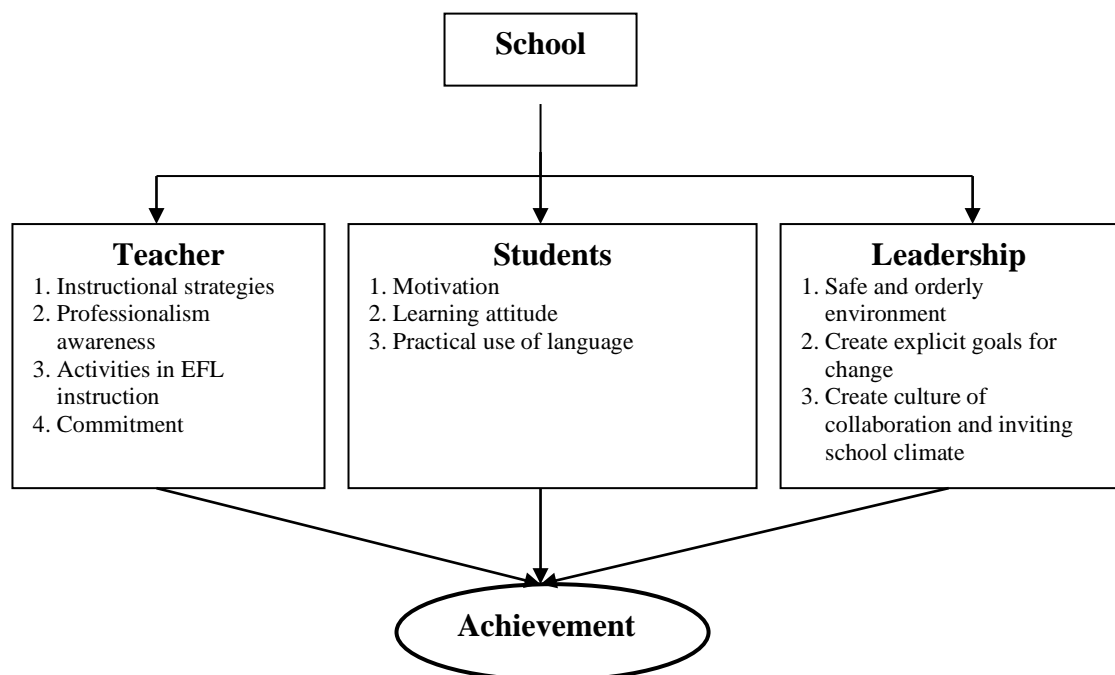


Figure 1.1. Factors Influencing Achievement

The figure above shows that each of the variables is constructed by some components and each variable can be incorporated into unified elements. All of the variables, such as leadership, teachers, students, and school are incorporated into unified factor that significantly influence the students' achievement. In the truly effective school, not only is there strong academic emphasis and academic achievement, but there is also connectedness among the professional all faculties who have shared values and norms that guide their behavior especially in the school community. These norms shape the conditions under which learning takes place.

The evidence demonstrates that effective leaders exercise an indirect but powerful influence on the effectiveness of the school and on the achievement of pupils. Consequently, from a policy maker's perspective, school leaders are viewed as holding the key to resolving a number of the problems currently facing schools.

In my opinion, all educational institutions, both formal and non formal with their various levels and characteristics, are called school community. It seems that if a practice of community within an inviting, positive learning environment serves to assist students academically toward the completion of their school experiences, society in general will get the benefit. Referring to the importance of school community, Gregory and Sweeny (1993) give an argument by saying that without community, school is just a place to get through as painlessly as possible; with community, school is a convenient place in which to live and find meaning. The idea above implies that the school community potentially offers connectedness that enables the members of the community to take benefit from it, such as sharing ideas and performing meaningful culture to achieve academic program. Every school has its own program to lead to the development of an environment that is engaging and empowering for the students. The practice of the school program may also give impact to the creation of a professional community of teachers. Ultimately, the result may be the creation of an organization where students and all the faculties are empowered toward the development of teaching strategies, learning styles and strategies that serves to make their school experience relevant to the learner's day-to-day life experiences.

To create a meaningful school community, the principal, the student, and all the faculty members of the school have to work hard to develop culture that endeavors to meet the teaching and learning needs and styles of the students versus the teachers meeting needs of the institution. The school culture literatures offer the concept of schools having distinct cultures is not a new phenomenon. The term "culture" provides a more accurate and intuitively appealing way to help school leaders (principals) better understand their school's own unwritten rules and traditions, norms, and expectations that seem to permeate everything, such as the way all members of school act, how they dress, what they talk about, whether

or not they seek out the help of colleagues, and how teachers feel about their work and students.

A different definition about community in school is given by Sergiovanni (1994) who contrasts the differences between the formal organizational structures found in schools today versus an environment that may be created by a practice of community focusing on the individual learning needs of the students. Sergiovanni contends that life in formal organizations and communities differ in both quality and kind. Communities tend to create social lives with others who have similar intentions to those inhabiting the community. Conversely, formal organizations create relationships that are constructed for its participants by others through a system of hierarchies, roles, and role expectations.

It is understood that shared norms and values are fundamental aspects in an organization. We believe that even if the principal has a desire to build a stronger collegial relationship among teachers, the absence of a core of shared values will create misunderstanding, conflicts, and will likely lead to personal mistrust.

Creating and sustaining a strong, positive perception and efficacy for all members in a school community have critical implications for the school leadership. The whole notion of school improvement in today's society causes some educators to think differently about leadership and its role in creating those conditions that enable the educational process smoothly run. Some researchers (Feldman & Newcomb, 1994; Tinto 1993) have argued that the focus of education should be primarily on the development of intellectual and academic skills, but should also lay emphasis on non-academic developmental aspects such as personal identity, interpersonal skills, and social perspective. In other words, all the institutions should play a key role in promoting students' development in both academic and non-academic areas.

The school leader's policy is an effort to provide conditions under which all the school communities, especially the teachers and the students to be successful in accomplishing academic targets through teaching and learning activities. In my opinion, building an awareness of culture within school, in EFL context, can influence members of the school toward continual growth or

evolvment in achieving academic targets. When the school principal, for example, is aware of a school culture he/she will commit how to create and maintain conducive English teaching and learning environment with its supporting structures to improve school's quality. Meanwhile, being aware of a school's culture, for the teachers, will assist them in improving their teaching strategies, selecting appropriate materials, assessing students' English performance and in enriching their knowledge as professional in terms of method of teaching English as a foreign language (TEFL). Consequently, the teachers will be aware of becoming professional figures with their positive belief in practicing their personal competencies either in the classroom or outside the classroom. For the students, on the other hand, their self-awareness of the school's culture may motivate them to study hard and keep on tasks to improve their academic performance. Indeed, creating and having awareness of a school's culture enables all the school members to better understand the meaning of their day-to-day activities and how their school evolves and changes toward continuous academic improvement. Thus, the aim of interpreting a school culture is to understand meaning and symbols as they have been created by the members of the culture (Schultz, 1995).

Regarding that a school leader plays vital roles, he/ she has to have skill, value and a good initiative to call others to action and energize him/her with the aim of improving teaching and learning. As Fullan (2007: 9) writes,

The litmus test of all leadership is whether it mobilizes people's commitment to putting their energy into actions designed to improve things. It is individual commitment, but above all it is collective mobilization.

Another important role of any administrator (school principal) is to create and maintain a positive school climate. School climate reflects the physical and psychological aspects of the school that provide the preconditions necessary for teaching and learning to take place (Gonder & Hymes, 1994). In other words, school climate implies the feelings and attitudes about a school expressed by students, teachers, staff and parents. Indeed, school climate contains an idea the way how the students and the faculty perceive or feel about being at school.

Meanwhile, Marshall (2004) defines school climate as an orderly environment in which the school family feels valued and able to pursue the school's mission free from concerns about disruptions and safety. According to Blum, et al., (2002) school climate consists of the policies, programs, activities and facilities that are the framework of the school. These, according to the authors, affect the attitudes and behaviors of all people in the school including staff, students, parents, and visitors. School climate has a strong and positive connection to student achievement and behavior.

Language learning, especially in EFL context, should provide the students with an exciting learning atmosphere in which the learners find enjoyable activities conducted during the learning process. Every school needs an atmosphere to support the process of teaching and learning. According to Renchler (1995) an atmosphere where students learn to love learning for learning's sake, especially insofar as it evolves into academic achievement, is a chief characteristic of an effective school. He, further, states that an atmosphere or environment that nurtures the motivation to learn can be created in the home, in the classroom, or, at a broader level, throughout an entire school. Achieving the goal of making the individual classroom a place that naturally motivates students to learn, according to Renchler, is much easier if students and teachers function in a school culture where academic success and the motivation to learn are expected, respected, and rewarded.

Some literatures of school culture and school climate state that a good school climate is important and it represents the school's personality. School climate, in fact, is subject to change based on changing school policies and interpersonal experiences of students with their peers, teachers, and school administrators. That is why, the school principal has a significant role to maintain school climate to enable the students, especially, to have more face-to-face contact with other students, teachers, and administrators. Significant influences of a positive school climate refer to Blum, et al.'s (2002) identification that it leads to lower suspension rates, higher attendance and student achievement, and more satisfied students, staff and parent, and it can create the so-called school connectedness. In this condition, the students feel they are treated fairly by

teachers, and feel they are close to people at school and a part of the school. This positive condition leads students to have good perceptions toward people around them, especially their teachers either in the classroom or outside the classroom. As a result, the students have sense of belongingness that relates them to the school connectedness – the students are eagerly to engage in school programs as they are planned by the principal.

It is not plausible if someone learns languages for a very long time without using it to converse or to communicate. Harmer (2003) argues that the teaching of language communicatively has a thorough beneficial effect since it reminds the teachers that people learn languages not just to know them, but to use them to communicate. As the world's global language, the desire to learn English in this present time, in fact, is increasing. As one of the most important subjects in many schools, it is not only taught in public institutions, for example schools and universities but it is also taught in Islamic boarding school (*Pondok Pesantren*) as well. Language is learned in order to be utilized in interaction, conversation, and in communication.

Hence, to achieve the set goals, the school leaders have significant role to create a system that empowers teachers in EFL instruction. On the other hand, the teachers have important roles to facilitate and guide the students how English should be not only learned but also used in daily communication. Thus, the school leaders and the teachers' roles are needed to invite students' active participation to keep on learning and practicing their English.

Referring to the description above, one single major question drives in this study. "What kinds of practices supporting EFL instruction at *Pondok Gontor*?" "This major question is elaborated into two questions (a) What school leaders' practices supporting EFL instruction at *Pondok Gontor*? and (b) What teachers' activities supporting EFL instruction at *Pondok Gontor*?"

Those two questions are useful to investigate the role of the school leaders which are potentially contributive to the availability of both a positive school climate and a sustainable school culture in improving students' English proficiency at *Pondok Gontor*, to know how English learning environment is provided and developed to enable students to learn and practice their English at

Pondok Gontor, to elaborate how the teachers enact their beliefs in their activities to support EFL instruction at *Pondok Gontor*.

1.4 Purpose and Significance of the Study

The focus of the study is on the secret of practices employed to support effective EFL instruction at *Pondok Gontor* by discussing the ideas on (a) the school leaders' practices (acts) in performing visionary leadership, setting goals, designing curriculum, creating learning environment, and building up school culture and (b) the teachers' activities in guiding students' learning, engaging students in interaction, creating a non-threatening learning environment, providing students enough practice, and providing materials in English instruction.

The study is grounded conceptually in the belief that at *Pondok Gontor* through its KMI system school there is not only strong academic emphasis, but also connectedness among the members of the school community who share values and norms that guide their behaviors for the purpose of learning. In addition, the school's leaders are figures who have responsibility to create a system of education to enhance the members' capacity and efficacy in the process of English instruction to achieve the school's academic progress.

In general, the results of the study are expected to give meaningful contributions both practically and theoretically. Practically, since the present study is qualitative in nature, the findings are expected to be worthy contributions that can be transferred to other institutions which have close characteristics of the studied school. It means that some important practices that make effective EFL instruction, in this study, will be appropriately implemented to other institutions whose characteristics are similar to *Pondok Gontor*.

Meanwhile, from the theoretical point of view, the study can facilitate the readers to know deeply about some aspects supporting the success of EFL instruction such as curriculum, language exposure, teacher's activities, students' interaction, school culture, learning environment or atmosphere, etc. These contributive factors, later, can be used as references for the readers, especially English teachers to maximize their efforts in helping, guiding, monitoring,

providing teaching materials, and displaying effective teaching, especially in EFL instruction.

1.5 Theoretical Framework

In this part, the theoretical framework provided is intended to capture practices supporting EFL instruction at *Pondok Gontor*, such as the role of the school leaders in creating school culture and school climate, learning environment and teachers' activities to stimulate students' learning during EFL instruction.

Related to school culture, which covers how every individual behave, in their study of teachers' attitudes toward the workplace, Louis, et.al (1995) in *Professionalism and Community* asserted that creating strong professional communities held several potential advantages for organizations (schools). Their research had led to the development of three broad headings representing hypothesized outcomes of increased professional community; they were: (a) an increased sense of efficacy relating to work resulting in increased motivation during the process of teaching and learning in the classroom, (b) an increased sense of satisfaction with the personal dignity of work, and (c) greater collective responsibility for student learning.

Another study related to school culture was also conducted by Colley (1999). It was a dissertation in partial fulfillment of the requirements for the degree of Doctor of Education of the Faculty of the Virginia Polytechnic Institute and State University Blacksburg, Virginia. The study was intended to identify specific cultural elements at Castle, an elementary school, to provide information about the school's identity and functioning. The elements included values, beliefs, play, rituals, ceremonies, and cultural objects. It was found that Castles' awareness of their culture helped unite them towards continuous renewal. Their awareness of their culture helped to sustain their culture. Moreover, their awareness of their culture helped bring about their creativity, collaborative spirit, and their liveliness in educating their children. The leadership was aware that paying attention to both individuals and the culture as a whole was important in nurturing a healthy culture. The personal and professional care-taking by all

members of the culture evidenced their attention to the welfare of the culture. The researcher concluded that school culture must be recognized and acknowledged to address a school's efforts to enhance or change. By deepening their understanding of culture, school leader would be better able to influence values, beliefs, and underlying assumptions held by all members of the school community, with the goal of building an ethos of excellence and caring.

On the other hand, Cheng (2005) stated that the shared beliefs and assumptions in an organization shaped the organizational structures and process and also shaped individuals' values and perceptions, and finally influence their attitudes, commitment, and performance. The author continued his statements by proposing two arguments that (a) the stronger the school's organizational culture, the more satisfied, motivated, and committed the teachers and the higher the students' academic achievement, and (b) strong school's organizational culture was associated with strong principals' leadership, formalized and participative organizational structure, and positive social interaction among teachers. Moreover, he argued that an organizational culture seemed to have a core in terms of behavioral norms, values, beliefs, and assumptions shared by members in a school. The stronger the school organizational culture, the more the school was seen as effective in terms of productivity, adaptability, and flexibility.

A study about effective teaching was conducted by Marzano (2003). He revealed a 39 percentage-point difference in students' achievement between students with most effective and least effective teachers. It was found that in classrooms headed by teachers characterized as most effective, students posted achievement gains of 53 percentage points over the course of one academic year, whereas in classrooms led by least effective teachers, students' achievement gained averaged 14 percentage points.

Related to the critical role of leadership, Miller (2003) contends that effective leadership adds value to the impact of classroom and teacher practices. Further he states that awareness of the school and teacher practices that impacts students' achievement is critical, but without effective leadership, there was less of a possibility that schools and districts would address these variables in a coherent and meaningful way. Miller's belief on the importance of leadership was

supported by his research findings showing that 21 leadership responsibilities with statistically significant relationships to students' achievement that, when consistently implemented, could have a substantial impact on students' achievement. These responsibilities included such tasks as establishing a set of standard operating procedures and routines; involving teachers in the design and implementation of important decisions and policies; and monitoring the effectiveness of school practices and their impact on students' learning. The findings implied that principals needed core knowledge, as well as management skills, to inform and lead change.

Referring to the theories presented above, the framework of the study is presented in the Figure 1.2.

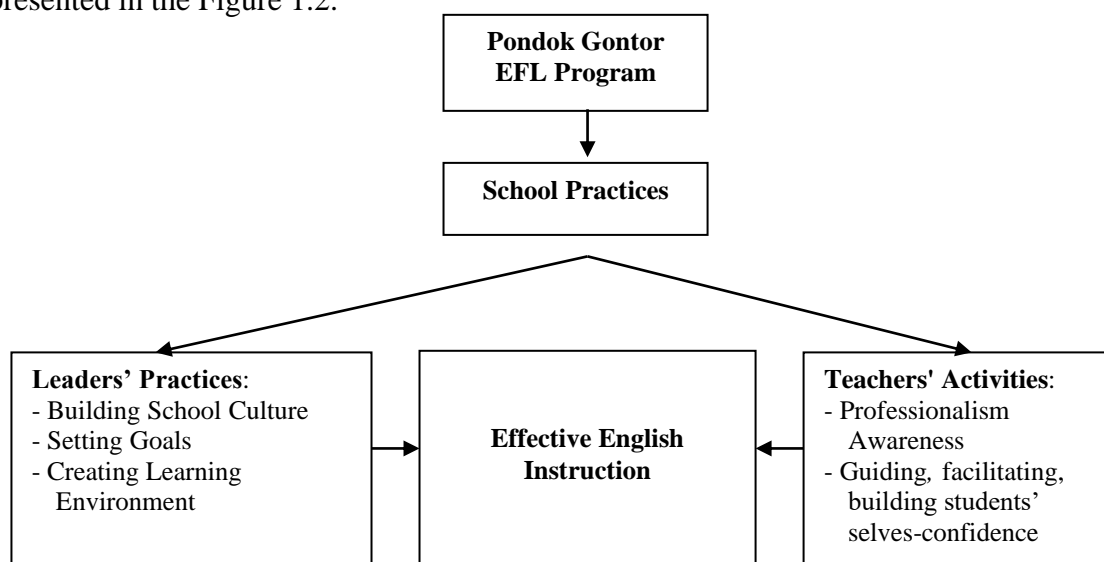


Figure 1.2. Theoretical Framework of the Study

CHAPTER II

REVIEW OF RELATED LITERATURE

Numerous studies exist on school climate, school culture, leadership, and effective teacher or effective teaching and learning strategy (e.g. Calderhead, 1996; Borg, 2003, 2006; Freeman, 2002; Hargreaves, 1997; Hughes & Andreas, 1996). The result of these studies have provided educators with information about the characteristics of effective school, effective teacher, the significant of a good climate and a sustainable culture in any organization, and the various types of leadership which have successfully created viable effective school and various types of learning strategies in language learning context. The chapter summarizes some of the research and provides the basis for the theoretical framework of the conducted study. This chapter, mainly, discusses effective school, school culture and school climate, leadership, and learning strategy.

2.1 Effective school

Society is changing, rapidly becoming more automated, more technological. The world is becoming a global community and much more competitive. The mandate to school today is to foster citizenship, promote literacy, produce workers and cultivate personal self- fulfillment. Today's students must be able to solve problems, make sensible decisions, understand the consequences of actions, cope with complexity, and sometimes accept ambiguity. Moreover, schools are expected to socialize students, given them social values, morality, and norms; and foster in them the capacity to differentiate and integrate a wide variety of experiences.

If we take a raw definitional view of the term "*school effectiveness*", then an effective school is one that by its actions has caused or produced a result. That is why, an effective school is insisted to have some objectives that have a close

connection to educational goals. The definition by Madaus, Airasian and Kellaghan (1980) provides this form of frameworks. In their view, an effective school can be defined as the extent that there is congruence between its objectives and achievements. In other words, an effective school is effective to the extent that it accomplishes what it sets out to do. Hence, the concept of school effectiveness can be used as a means for comparing one school with others, and as a mean for judging individual school improvement.

As educators approach the twenty-first century and watch our world change rapidly, our concern heightens around the issues of whether or not today's school graduations are well-prepared to live in, work in, and contribute positively to a highly technological, fast-paced, intensely competitive society by having ability to communicate using foreign languages.

For many years, educators and researchers have debated over which variables influence student achievement. A growing body of evidence suggests that schools can make a great difference in terms of student achievement, and a substantial portion of that difference is attributable to teachers. We fully believe that that the impact of teacher effectiveness or ineffectiveness seems to be additive and cumulative. Anderson (2006) reveals factors contribute to teacher effectiveness under the heading of teacher characteristics. Teachers' characteristics are stated as relatively stable traits that are related to the way teachers practice their profession. Anderson organizes teacher characteristics into four clusters: professionalism, thinking/reasoning, expectations and leadership.

Professionalism is characterized by (1) commitment: commitment to doing everything possible for each student and enabling all students to be successful, (2) confidence: it is belief in one's ability to be effective and to take on challenges, (3) trustworthiness: being consistent and fair; keeping one's word, and (4) respect: belief that all individuals matter and deserve respect.

Meanwhile thinking/reasoning is indicated by (1) analytical thinking: ability to think logically, breaks thing down, and recognize cause and effect, and (2) conceptual thinking: ability to identify patterns and connections, even when a great deal of detail in present.

The next cluster is expectations and it is characterized by (1) drive for improvement: relentless energy for setting and meeting challenging targets for students and schools, (2) information seeking: drive to find out more and get to the heart of things; intellectual curiosity, and (4) initiative: drive to act now to anticipate and pre-empt events.

The last cluster, leadership, is indicated by (1) flexibility: ability and willingness to adapt to the needs of a situation and change tactics, (2) accountability: drive and ability to set clear expectations and parameters and hold others accountable for performance, and (3) passion for learning: drive and ability to support students in their learning, and to help them become confident and independent learners.

Teachers' high expectation toward students' achievement, one of characteristics of an effective school, represent a group of people who want to perform a standard of effective teachers. Ladson-Billings (1994a) performed case studies to describe a culturally relevant pedagogy for teachers working with African American students. Based on her studies, Ladson-Billings argues that effective teachers for African American students:

- a. Have high self-esteem and high regard for others. As professionals, the teachers, in this sense, academically want to show that they have capability to lead students to be successful. Their meaningful contributions during instructional activities, in fact, are indicators addressed to the teachers which need to be appreciated.
- b. See themselves as a part of the local community and see their work as contributing, or giving back to the community. As one of the central parts of school structure, the teacher main role is to achieve a continuous achievement growth of the school.
- c. Believe that all students can succeed, and organize their lesson based upon this belief. On the basis of a belief that all students can learn, the teachers need to identify the student individual's uniqueness. Each student, in fact, has different character and learning experience as those of others. From these facts, the teachers can decide how to treat

individual student and what strategies supposed to be appropriate applied in teaching a certain subject.

- d. Help students to make connections between their own community and national and global identities. Effective teachers should be able to foster a learning environment that extends far beyond the classroom setting. Students learn and problem solve in the context of their lives and wide-world communities.
- e. See their work as digging knowledge out of the students rather than imposing new knowledge on them. In this sense, the teachers view a school as an institution that exists to produce learning not to provide instruction. In this view the teachers' main job is to awake students' natural curiosity and to create environments and experiences that bring students to discover and construct knowledge for them selves. This idea also implies that the students can take responsibility for their own learning.
- f. See their goals as creating a community of learners and building positive relationships with students, their families, and their communities. When the teachers' senses of community are getting increase, their time is devoted to create a learning environment and to facilitate students' learning.

Meanwhile, Garcia, formerly director of the Office of Bilingual Education for the U.S. Department of Education and dean of education at the University of California at Berkeley, reviewed extensive literature to summarize a list of characteristics of effective teachers working with Mexican-American students. He found that effective teachers shared many characteristics, including the following (Garcia, 2001), they (a) perceived themselves as effective teachers, (b) were autonomous decision makers about instructional activities, (c) used a communications-based approach to language, (d) usually favored thematic curricula and cooperative group work, (e) had a strong commitment to home – school relationship, (f) held high academic expectations for themselves and for their students, (g) served as advocates for their students, and (h) adopted their

students and were in close, often family like, relationships with their students' families.

Thus, in general effective teachers must possess the knowledge and skills needed (competence) to attain the goals, and must be able to use that knowledge and those skills (performance) appropriately. Effective teachers tend to aware of and actively pursue goals. These goals guide their planning as well as their behaviors and interactions with students in the classroom.

As people seek models of schools that work, they admit that *Pondok Gontor* is successful to overcome the obstacles to offer efficacy to the stakeholders and potential for the school long-term survival. Subconsciously, we engage in recurring debates over the success of *Pondok Gontor* as one of non formal educations versus that of public schools in English teaching and learning as one of national subjects.

The effective schools philosophy is based upon the belief that all-not a few, not most-but all students can learn. In this philosophy, an effective school is defined as one in which there is no significant difference in the proportion of youth demonstrating minimum academic mastery as a function of socioeconomic class. Given this definition, effective schools researchers identified seven organizational characteristics: (1) a safe and orderly environment, (2) a clear and focused school mission, (3) strong instructional leadership, (4) high expectations, (5) the opportunity for students to learn and time on task, (6) frequent monitoring of student progress, (7) and positive home/school relations. In fact, these characteristics are still used as parameters for assessing the effectiveness of schools.

Still others have sought to identify traits of schools "that work." John Ainly (1995) conducted a study of secondary schools in Australia to explore the extent to which achievement, attitudes toward school, and school holding power are associated. The study focused upon 3,000 ninth graders in 22 government schools and provided a support for the proportion that high schools tend to be effective across a range of outcomes.

School communities in Australia concluded the following from the responses of more than 7,000 schools which responded to an open-ended questionnaire:

[“... School effectiveness is about a great deal more than maximizing academic achievement. Learning and the love of learning; personal development and self-esteem; life skills; problem solving and learning how to learn; the development of independent thinkers and well-rounded confident individuals all rank as high or more highly than achievement as the outcome of effective schooling...” (Ainly, 1995).]

The earliest theories on school effectiveness focused upon test scores as indicators of school effectiveness. This focus was plausible in that learning should be the primary purpose of schooling. Over time, however, there have been new developments in the way achievement is used as an indicator of effectiveness. Concerning the primary purpose of schooling, Barr and Tagg (2004) propose a new paradigm for undergraduate education. A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed their colleges is this: A college is an institution that exists to provide instruction. Subtly but profoundly, they are shifting to a new paradigm: A college is an institution that exists to produce learning. In this sense, students, faculty members, and the college as an institution can all take responsibility for student learning. Furthermore, they argue that in the learning paradigm, a college’s purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for them selves, to make students members of communities of learners that make discoveries and solve problems. They stress their argument by saying that:

[“ The college aims, in fact, to create a series of ever more powerful learning environments. The learning paradigm does not limit institutions to a single means for empowering students to learn; within its framework, effective learning technologies are continually identified, developed, tested, implemented, and assessed against one another (Barr and Taggs, 2004: 4-5).”]

It is believed that all schools with their levels do make difference. Effective schools do appear to have these followings common characteristics

including (a) academic achievement that improves over time, (b) positive student behavior, (c) high rates of student attendance, (d) focused instruction, (e) high expectation for students, and (f) an orderly climate which is conducive to students' learning.

Several common themes run through the research on the characteristics of effective schools. In the effort to improve schools, to create effective schools, the leaders need to maintain how all the members of the schools are able to give meaningful values or norms representing school culture.

2.2 The School Culture: A Powerful Factor in Schools

Schools, like all organizations, have a culture. Culture is constructed from human action, intention, and will. The culture of a school derives from the way participants define situations and construct social reality. The literature on school culture makes it clear that effective schools, that is, schools that demonstrate high standards of achievement in academics, have a culture characterized by a well-defined set of goals that all members of the school- administration, faculty, and students-value and promote.

Culture in schools is observable in the language, behavior and symbols of the people. Culture is public, not private. Culture shapes everyone's frame of reference for thinking and for problem-solving. Culture is indeed a powerful phenomenon (Harvey, 1991).

Philips and Wagner (2003) characterizes school culture as the beliefs, attitudes, and behaviors that characterize a school in terms of how people treat and feel about each other, the extent to which people feel included and appreciated, and rituals and traditions reflecting collaboration and collegiality. In this context, the authors emphasize that culture includes a composite of the values, rituals, and beliefs shared and demonstrated by participants within the organization. From the given definition, it can be concluded that (school culture shapes what people think and how they act.

Another researcher, Sarason (1990) offered a powerful insight into culture by saying:

[“ ... Watching teachers and students in free schools, I become convinced that culture in the sense of symbols, ideologies, and a legitimate language for discussing individual and group obligations provide the crucial substrate on which new organizational forms can be erected ... Organizational innovations and cultural change are constantly intertwined, since it is culture that creates the new images of human nature and new symbols with which people can move one another.”]

In my opinion, any best effort taken by every organizational (school) to restructure or reform for the sake of educational improvement (students achievement), it seems that the relationship between school culture and school reform are interconnected. The reason is that culture reflects the belief system of a people, and people generally act- consciously or subconsciously- out of their beliefs. Helping to shape this belief system can result in a climate that ultimately embraces change for effectiveness, productivity, motivation, and commitment to organizational (school) goals.

When a school faculty practices shared values and goals through instructional and organizational arrangements, the possible positive consequence is that the students' learning is potentially enhanced. Culture reflects a school's character and its deeply rooted values, beliefs, and traditions. Culture gives meaning to what people say and do and shapes people's interpretation of daily routines and actions. Besides culture interacts with structural aspects of school while at the same time, it affects the nature of human interactions. Culture affects collegiality and the sense of efficacy. Moreover, culture influences changes, improvement and ultimately survival (Peterson, 1988). Because culture building is essential to change, to school way to achieve better improvement, it must be intentional on the part of principal in terms of the total school community, and the teacher directly in the classroom.

Fullan and Hargreaves (1996) discuss two types of school culture, individualistic and collaborative, with very different implications for change and improvement. The culture of individualism is formed after years of teaching in isolation and having a school full of teachers who are professionally estranged from one and another. This sustains conservative views that generally oppose change and innovation. The collaborative culture believes that teaching is

inherently difficult and good teachers never stop learning to teach. The collaborative culture embraces change that enhances continuous improvement and career long learning. Further, the authors identify the teachers' and students' workplace as the key to any reform. If school culture supports teacher growth and school improvement, true change can occur.

The practice of culture in classroom setting, as it is identified by Burke (2008), covers two integral things- supporting all students to ensure their success and maintaining a safe, productive learning environment. The former covers some of the following components, such as (a) identifying and teaching to students' strengths, (b) providing different types of support throughout the learning experience, (c) differentiating instruction whenever possible, (d) using different methods, strategies, and configurations, and (e) demonstrating and restating teachers' faith in their students throughout the instructional process. Meanwhile, the later covers some aspects of activities in the forms of (a) establishing and maintaining high expectations for quality of work and behavior, (b) creating clear policies regarding behavior and enforce them consistently and completely, (c) cultivating a safe, respectful environment at all times, (d) considering students' developmental needs, and (e) celebrating students' success in and outside of the classroom.

School buildings as formal organizations project an image of structured and highly procedural entities. These formal organizations that divide schools into departments and grade levels develop job descriptions, and construct curriculum plans in an attempt to be viewed with legitimacy by the public or their community. Administrators assert control over teachers through various rules and regulations surrounding their time in the classroom and lesson plans, while teachers utilize similar tactics to control students involving assigned work and expected behaviors. This structure separates these groups into independently functioning units pursuing individual paths. The isolation, brought about by formal organizational patterns in the school culture must be removed to allow teachers and administrators to collaborate, sharing information regarding students and successful learning strategies. Removing the isolation found in the high school can serve to establish a bond between students, teachers, and

administrators connecting them to their work as well as each other. If such a cultural belief can be established, students and teachers will begin to create daily interaction with each other regarding strategies for improving instruction and enhancing opportunities for students. This collaboration will serve to meet the individual learning styles and needs of the students.

It is a great job for the school leader and all the faculties to avoid the school from facing any challenges faced by the students. The students, in fact, are bored and apathetic toward their learning when their classrooms or their school environment is not conducive. Deal and Peterson (1999) in their work with school culture recognize the challenges facing the American High School if a change in practice is not forthcoming,

The core leadership challenge of the coming millennium is to build schools in which every child can grow and every teacher can make a difference. Such sentiments flourish in a culture learning and caring are valued and where stories, rituals, and ceremonies provide zest and buoyancy to the world's most sacred profession. School leaders can make a difference by restoring hope, faith, and a shared spirit to the place called school.

When all schools may possess a culture and community unique to their tradition and history, a learning environment facilitating collaboration as well as sharing rituals and ceremonies among its participants can light a path in school improvement, reminding the institution of its moral obligation to prepare all of graduates (society's youth) for their impending roles in the society. The moral obligation and mission of the institution should be to serve the learning needs of all students within society through learning experiences that are relevant to their life experiences. The teachers (or in a classroom) should create a setting that the students have sense of engagement or feeling of empowerment in helping to guide their learning. Empowering students to be responsible for their works, permitting them to work at a pace that best meets their individual learning style, and guiding multiple lessons within one classroom will require a significant paradigm shift among teachers.

Communication is a central channel to successfully shape school culture. However, school leader's actions must demonstrate what the words convey. If

motivation and academic achievement are to be a definite part of a school's culture, they must be communicated and celebrated in as many forums as possible. School culture can be communicated through: School newsletters, statements of goals, behavior code, rituals, symbols, and legends. Renchler (1995) cites several studies that indicate that school leaders can communicate their goals by using a wide variety of concrete and symbolic tool:

An extremely important component of the climate of the effective school is the presence of visible symbols which illustrate and confirm what is consider to be important in the school. Put another way, visible symbols manifest the school's underlying values and assumption..... School newsletters, statements of goals, behavior code, rituals, symbols, and legends are all part of the culture of the organization and convey message of what the school really values.

Culture is, indeed, a key factor in schools. Through intentional cultural building, one can positively affect the learning environment thereby enhancing student investment in learning and student motivation.

Maehr (1991) suggests that culture building in schools can and should help to restructure the learning environment to heighten student motivation, student investment in learning and ultimately learning itself. Students can and do perceive classrooms as emphasizing –to lesser and greater degrees-task performance goals. These perceptions, according to Maehr, are associated with the quality of personal student investment in the learning process. School policies, practices, and procedures define what a school is about, what a school is to do, and how activities are organized and managed. These practices can be designed so that intrinsic reasons for school learning are more salient. Changes in these can influence the “psychological environment” thereby defining to a large extent the nature and worth of learning and the worth of learners (Maehr, 1991).

Meanwhile, Fyans (1990) also addresses the concept of school culture and motivation. He examines five goals-related dimensions associated with achievement-related behavior: accomplishment, power, recognition, affiliation, and an over all sense of organizational direction of mission. He concludes that these directly influence student motivation and achievement, once again

supporting the effect of school culture on student motivation and more specifically the psychological environment of the classroom.

Schools as communities are integral, necessary facet of schools in that it is the tie that binds teachers and students together in special ways to something more significant than themselves. This tie can be equated to those shared values and ideas, those guiding principles embraced by all that ultimately shape the character of the school (Sergiovanni, 1992). Thus, in school settings culture is a foundation of how all the faculty members behave appropriately to perform a harmony collegiality in the effort to achieve self-esteem and self-actualization.

To summary, school culture exists where all the school community reside. The amount of time that students, educators, and community members spend in schools creates cultural elements that directly influence their actions and functioning.

2.3 School Climate

School climate has been researched for many years and continues to be examined and redefined as a result of its significant influences on educational outcomes. What is "school climate" exactly? Although definitions vary, most connect it to the quality and character of school life -- reflecting the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing, and satisfying life in a democratic society. When a school climate is healthy, people feeling socially, emotionally, and physically safe; they are engaged and respected; students, families, and educators work together to develop and contribute to a shared school vision; educators model and nurture an attitude that emphasizes the benefits and satisfaction from learning; and everyone contributes to the operations of the school and the care of the physical environment

Characteristics of schools, such as the physical structure of a school building and the interactions between students and teachers, are two diverse factors that both affect and help to define the broad concept of school climate. The

elements that comprise a school's climate are extensive and complex. Marshall (2004) identified the following factors that influence school climate:

- a. number and quality of interactions between adults and students
- b. students' and teachers' perception of their school environment, or the school's personality
- c. environmental factors (such as the physical buildings and classrooms, and materials used for instruction)
- d. academic performance
- e. feelings of safeness and school size
- f. feelings of trust and respect for students and teachers

Clearly, school climate is multi-dimensional and influences many individuals, including students, parents, school personnel, and the community. Additionally, school climate can significantly impact educational environments, as Freiberg (1998) notes, "school climate can be a positive influence on the health of the learning environment or a significant barrier to learning". Although this broad term has been researched for many years, a sole definition has yet to be formulated. Meanwhile Montecel and Cortez (2002) state that a successful school is indicated by some criteria, one of them is school climate. The indicator for success is that if the school climate is safe and orderly. A safe and orderly climate is a shared goal that is articulated by educators, students, and community members as a whole. Everyone feels responsible for maintaining a safe and orderly school climate for all students.

Referring to the description above, it can be concluded that school climate communicates high expectation for all members of school and it may influence every individual in the way to perceive his or her surrounding. In other words, school climate is something to do with people perception and it will directly influence their behavior.

2.4 Leadership

Another aspect which influences the success of teaching is the critical role of leadership. Gardner (1995) defines a leader as an individual (or, rarely, a set of individuals) who significantly affects the thoughts, feelings, and/or behaviors of a

significant number of individuals. Dickmann and Stanford (2002), on the other hand, submit that leadership is a process of influencing others in the achievement of a goal. Later they indicate leadership is generally a phenomenon that engages, influences, and makes things happen. Their final definition asserts leadership is a process of influencing others to achieve a goal. The above definitions imply that a (school) leader should define and sustain purpose, and foster personal and organizational (school) growth to achieve academic achievement. Meanwhile, Danielson (2007) states that a hallmark of leadership is the ability to collaborate with others. The author, further, argues that a leader must enlist colleagues to support his vision, build consensus among diverse groups of educators, and convince others of the importance of figures out a good leader is an open-minded and respectful of other's views. A leader, according to Danielson, displays an optimism and enthusiasm, confidence and decisiveness. A leader perseveres and does not permit setbacks to derail an important initiative he is pursuing. On the other hand, he is flexible and willing to try different approach if the first effort runs into roadblocks.

The importance of leadership in securing sustainable school improvement has been demonstrated in both research and practice (Harris & Bennett, 2001). Similarly, leadership is highlighted as a key constituent in school and departmental effectiveness (Sammons et al., 1997, Harris, 1999). Consequently, from a policy maker's perspective, school leaders are viewed as holding the key to resolving a number of the problems currently facing schools.

Researchers of school effectiveness and school improvement have long argued the importance of leadership in schools:

Leadership helps to establish a clear and consistent vision for the school, which emphasizes the prime purposes of the school as teaching and learning and is highly visible to both staff and students (Sammons et al., 1997: 199).

Burns (2003), perhaps the most respected writer in leadership theory in education and otherwise, state that leadership requires a commitment to a process in which leaders and followers together pursue self-actualization. He continues: "What leaders and followers become, above all, are active agents for change,

capable of self-determination, of transforming their contingency into destiny. Effective leadership adds value to the impact of classroom and teacher practice. Awareness of the school and teacher practices that impact student achievement is critical, but without effective leadership, there is less of a possibility that schools and district will address these variables in a coherent and meaningful way. A study on the importance of leadership conducted by Waters, Marzano, and McNulty in 2003 showed that 21 leadership responsibilities with statistically significant relationships to student achievement that, when consistently implemented, can have a substantial impact on student achievement. These responsibilities include such tasks as establishing a set of standard operating procedures and routines; involving teachers in the design and implementation of important decisions and policies; and monitoring the effectiveness of school practices and their impact on student learning.

Because leadership has such a significant impact on student achievement, state and district policymakers are shifting leader preparation programs toward a dual focus on leadership skills and management training. Principals need core knowledge, as well as management skills, to inform and lead change. Implementing intensive administrator training programs has the potential to increase the efficacy and retention of administrator, in that principals may be better prepared to handle the myriad challenges associated with running school.

It is believed that an organization, for example education, must have criteria which are designed to help it uses an integrated approach to organizational performance management. In the USA the criteria have three important roles, they are (1) to help improve organizational performance practices, capabilities, and results, (2) to facilitate communication and sharing of best practices information among U.S. organizations of all types , and (3) to serves as working tool for understanding and managing performance and for guiding organizational planning and opportunities for learning. Moreover, related to the school or academic context, the criteria are designed result in delivery of ever – improving value to students and stakeholders (parents, other schools, and communities), contributing to education quality and organizational stability.

In this concept, a leader has responsibility to set directions and create a student-focused, learning – oriented climate; clear and visible values; and high expectation. The directions, values, and expectations should balance the needs of all the stakeholders. The leader, moreover, should ensure the creation of strategies, systems, and methods for achieving performance excellence, stimulating innovation, building knowledge and capabilities, and ensuring organizational sustainability. The concept of excellence includes three components: (1) a well-conceived and well-executed assessment strategy, (2) year-to-year improvement in key measures and indicators of performance, especially student learning, and (3) demonstrated leadership in performance and performance improvement. Thus, a leader must have ability to inspire, motivate, and encourage the entire workforce (faculty and staff) to be innovative and creative.

Learning-centered education is a strategic concept that demands constant sensitivity to changing and emerging student, stakeholder, and market requirements and to the factors that drive student learning, satisfaction, and persistence.

In order to develop the fullest potential of all students, education organizations need to afford them opportunities to pursue a variety of avenues to success. In this context, education should be interpreted broadly covering education programs, offerings, and services may include courses (credit or noncredit), research, cooperative projects and programs, and supplemental educational services. In fact, learning-centered education supports this goal by placing the focus of education on learning and the real needs of students. The success of this concept is also determined by the ability of the organization to design curricula and developmental experiences. Besides, enhancing students' active learning and their problem-solving skills are needed. Educational offerings also need to be built around effective learning, and effective teaching needs to stress the promotion of learning and achievement.

Learning-centered education is characterized by (a) high expectations and standards are set for all students, (b) faculty understands that students may learn in different ways and at different rates depending on subject matter. Because

learning may be influenced by support, guidance, and climate factors, the learning – centered organization needs to maintain a constant search for alternative ways to enhance learning, (c) a primary emphasis on active learning is provided by using a wide range of techniques, materials, and experiences to engage student interest, (d) formative assessment is used to measure learning early in the learning process, (e) summative assessment is used to measure progress regarding what students should know and should be able to do, and (f) students and families are assisted in using self-assessment to identify progress and to clarify goals and gaps.

Considering that it is necessary to shape and improve schools cultures, the school leaders (principles) should give positive responses. Over the past three decades, leadership approaches have varied, and so has the perceived degree of effectiveness. One dominant image of leadership over the years has been that of instructional leadership. This approach presumes that the leader knows best, and should closely monitor teachers' and students' works. Instructional leadership implies strict leader supervision and concentration on the growth of students.

Leadership is not a new phenomenon in human development, it has been developing and evolving in humans since their inception into existence. Dickmann and Blair (2002) contend that leadership is a natural phenomenon that is observable in the survival behavior of life forms throughout the biological world, from simple cellular structure to complex organism.

In the past, leadership has been viewed as a way to get things done. The thinking now, however, is shifting to leadership as a way of thinking about the task of leadership and the very nature of the educational process. Sergiovanni proposes two reasons for the failure of leadership. First, Sergiovanni suggests that we have come to view leadership as behavior rather than action, as something psychological rather than spiritual, and as having to do with persons rather than ideas. It is admitted that we have separated the “hand” and the “hearth” of leadership. Moreover, we have overemphasized bureaucratic, psychological, and technical rational authority thereby neglecting professional and moral authority. In summary, we have separated the process of leadership from its substance emphasizing doing things right rather than doing the right things (Sergiovanni, 1990).

The notion of the “head, heart, and hand of leadership” of leadership is an intriguing one as we consider the need to view leadership as a way of thinking as well as a way of acting. As described by Sergiovanni, the three terms interact in a somewhat cyclical model. The head represents a person’s worldview. Hence, one is able to reflect on situations. Out of these, on the other hand, mindscapes grow one’s beliefs and values are the representation of the heart. The heart in turn shapes one’s decisions, actions and behaviors or the hand. As we examine leadership in an effective school, with its successful program for example English program, and its role in creating a strong motivation, we will elaborate the thinking and reflection of the leader (principal) as it combines with the leader’s personal vision and internal system of values to form the basis of leadership strategies and actions. Sergiovanni (1990) finds out that the better the mindscape and management fit, the more successful leadership practice will be.

In terms of leadership practice, the theory of moral leadership advocates four substitutes for leadership: (1) the learning community in place of an institutional delivery system, (2) a professional ideal for all professionals, (3) leadership through purposing and (4) collegiality in place of congeniality.

When a learning community exists, there is a connectedness among the members with norms that guide behavior and shared values that drive behavior. A professional ideal for all results in professionals committing to exemplary practice and standards of excellence. They place themselves in service to the students, the parents, the school, and its purposes. They do not define success in terms of their own classroom. Success must be school-wide in order for it to be real. Teachers are self-managers, and the leadership supports their ability and willingness to be so.

Moral leadership advocates collegiality – shared work goals, an obligation to work together, the existence of norms and values that define the faculty as a group of like-minded people. The leader who practices moral leadership understands that people are motivated when their work is meaningful; they have a strong sense of responsibility; and they have knowledge of the results of their work. This leader, therefore, create opportunities for teachers to use their varied skills and talents; to understand how what they do fits into the overall

purpose; to view their work as significant; to have some autonomy; and to receive feedback. This leader overall establishes a moral basis for everyone's performance, a basis that compels people to work from within understanding that we are driven by what we believe is right and good, by how we feel about things, and by norms that emerge from our connections with others (Sergiovanni, 1990).

The instructional leader is classroom – focused; the transactional leader focuses on the skills and tasks associated with leadership, such as public speaking, writing, delegating authority, leading meetings and making decisions (Van Linden and Ferman, 1998) ; the leader practicing moral leadership foster collegiality and builds a community. There is yet another leadership approach, however, that is perhaps even more viable for the demands of twenty-first century schools. This new leader is one who converts leaders into agents of change. Kenneth Leithwood (1991) defines this leadership as transformational; the sum of those practices that foster significant growth in both the overt practices of those who experience the leadership (i.e. teachers) as well as their capacities and motivation.

Transformational leadership is sensitive to organizational development beginning with a shared vision. It focuses upon creating a productive work culture where others are encouraged to take risks, and leadership is distributed to others. This leader's organization is more horizontal than linear and results in more cooperation, collaboration, and communication (Burns, 1990).

The goals of transformational leader are (1) to help staff develop and sustain a collaborative, professional school culture; (2) too foster teacher development; (3) and to help them solve problems. According to Leithwood (1991) to accomplish these goals, the transformational leader: (a) Foster the acceptance of group goals promoting cooperation, (b) Conveys high performance expectations, (c) Provides appropriate models, (d) Provides intellectual simulation, (f) Provides individualized support, (g) Provides contingent rewards, (h) Shares power with others, and (i) Uses symbols and rituals to express cultural value.

To summary, transformational leadership enhances individual and collective problem – solving capacities ultimately enhancing the total capacity of the organization. Transformational leaders see themselves as responsible more for

redefining educational goals than simply for implementing existing programs. They believe that high performing teachers are like creative artists who know what is important for children and how to make school work. At the same time, however transformational leaders understand that teaching becomes most effective when talented people work together out of a shared thinking, common ideals and common goals. In order for today's principal to build community, lead school reform, and create a strong, positive environment, that principal must be a transformational leader.

2.5 Learning Environment

A conducive learning environment tends to provide an opportunity to empower its participants toward a higher level of efficacy. Various definitions of the learning environment exist in the literature, but many focus on the learner's situation while undergoing the process of learning. Smith, et al. (1998) define the learning environment as at least having five dimensions. They are: (a) physical environment, it involves architecture, design, and arrangement considerations for the school and particularly the instructional space, (b) instructional arrangements, they deal with curriculum content and characteristics, teaching method, and materials and media for instruction, (c) social situation, it covers teacher-student, student-student interactions, group dynamics, classroom, school, and community social aspects, (d) evaluation instruments and evaluative practices, they refer to placement, summative, and formative devices and procedures used by schools, and (e) supportive services both in school (health, speech, counseling) and out of school (employment counseling, follow-up) facilities. In fact, understanding and optimizing the learning environment of EFL learners is important for its worth contribution for the learners' success in learning EFL.

A good practice of school community can create an environment where the students and teacher experience high levels of self-esteem and personal commitment to learning and instruction. Chang and Shue (2000) state four guiding principles to define an excellent learning environment, they are (a) a good learning environment helps to improve the learning outcome, (b) a good environment provides the learner with care and support, (c) a good learning

environment inspires and boosts the learning spirit, and (d) a good learning environment cultivates responsibility in the learner.

The creation of time for teachers to meet and confer regarding the direction of instruction and strategies toward enhancing the learning environment may serve to benefit not only students, but also teachers and administrator. Besides the students become engaged in their learning, at the same time teachers will require opportunities to collaborate as members of other professionals do in order to maintain, evaluate, and monitor a quality standard of the service they render to society.

The structure of a conducive learning environment, in fact, easily facilitates an atmosphere of collegiality or collaboration among its members. In this environment, for example, teachers tend to feel there is strong mutual support among their peers. Consequently, in their teaching activities they may feel more enthusiastic about their status as professionals. Furthermore, the teacher may not feel that as long as the curriculum is covered and the classroom is orderly, where teaching and learning appear to be happening, they have fulfilled their role as facilitators of student learning and instruction.

Practically, the learning environment does not always provide a mechanism for quality feedback from peers and supervisors. Feedback is important to the facilitation of a sense of affiliation among the teaching staff and no true sense of direction or the individual teacher. It is natural that, as humans, the teachers desire and seek out frequent reactions to their performance from their peers and supervisors. When they believe that their performance is good, that belief is reinforced and their personal self-esteem is enhanced resulting in a positive feeling about themselves and their works.

When teachers teach in the classrooms, they must direct a great deal of their teaching to large groups of students, quite often the entire class. Since most teachers teach in the classroom, the physical aspects of these classrooms and the perceptions of these classrooms by their students can either enhance or constrain their effectiveness. If they are to reduce the imbalance between teaching and learning, teachers must create classrooms that are conducive to both effective

teaching and effective learning. In creating such classrooms, teachers can alter or manipulate both the *physical and psychological environments*.

The physical environment of the classroom includes variables such as the way in which the classroom is arranged, the materials and equipment that are placed in the classroom, the number of students and adults in the classroom, and the way in which students are seated or arranged in the classroom. In EFL teaching and learning context, those aspects are included in classroom management. It is not perceived as too simplistic view- which is only related to the preservation of order and the maintenance of control. In its broader concept, classroom management is the process of organizing and conducting the business of the classroom relatively free of behavior problems by involving the establishment and maintenance of the classroom environment so that education goals can be achieved successfully (Moore, 2009). Thus, classroom management is organized to provide instructional activities students will mainly be engaged and it is intended to create an environment where students feel valued and comfortable during the process of teaching and learning.

To facilitate the task of classroom teaching, furthermore, teachers need to create a psychological environment that is perceived positively by the students. A positive classroom climate is necessary in order to bring out the best in students. Good perceptions of the classroom are needed to create a meaningful, workable classroom culture. The culture of the classroom is the system of beliefs, values, and modes of construing reality that is shared by the teachers and the students. The classroom culture defines the standards for perceiving, believing, acting, and evaluating the actions of those in the classroom. These aspects, according to Burk (2006), can be accomplished by identifying and teaching to students' strength, providing different types of support throughout the learning experience, using different methods, strategies, and configurations, and demonstrating the teacher's faith in his/her students throughout the instructional process. Thus, the teachers should expect all students to achieve at high standards and are willing to do whatever it takes to reach this goal. They value diversity and know how to create an environment that is accepting and inclusive.

2.6 Learning Strategy

There has been a prominent shift within the field of language learning and teaching over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching. In parallel to this new shift of interest, how learners process new information and what kinds of strategies they employ to understand, learn or remember the information has been the primary concern of the researchers dealing with the area of foreign language learning (Hismanoglu, 2008).

An important part of mastering a foreign language is mastering learning. Mastery of the fundamentals of learning is not only important in aiding language learners in (1) consolidating vocabulary, (2) acquiring basic structures, and (3) accumulating the necessary linguistic and communication skill, but such mastery of learning skills puts the learner in active control of their own learning process (Rausch, 2000).

Many education studies have investigated learning strategies since 1980's and this has also been a trend in second and foreign language education (Oxford & Lee, 2008). Researchers have discovered that successful L2 learners, compared with their less successful classmates, used more strategic mental process (learning strategies) and employed them more frequently; this strategy use was shown to occur before, during, and after L2 tasks (Oxford, 1994; Oxford, Cho, Leung, & Kim, 2004). In most of the research on language learning strategies, the primary concern has been on "identifying what good language learners report they do to learn a second or foreign language, or, in some cases, are observed doing while learning a second or foreign language." (Rubin & Wenden 1987:19). In 1990, Oxford pointed out how important learning strategies are, both in theory and in practice, for language learners. After Oxford, in 1994, Rubin described learning strategies are behaviors that would contribute to developing learner's language system affecting learning directly. Chamot & O'Malley (1987), Politzer & McGroarty (1985), Conti & Kolsody (1997), and many others studied strategies used by language learners during the process of foreign language learning.

2.6.1 Definition of a Language Learning Strategy

The term *language learning strategy* has many definitions. It has been defined variously by many researchers (Bialystok,1978; Faerch & Casper, 1983; Wenden & Rubin ,1987; Rubin,1987; Chamot, 1987; O'Malley & Chamot, 1990; Oxford, 1990; Richards& Platt, 1992; Stern, 1992; Hall, 2001). These definitions are listed chronologically below with remarks about the major points made in each work (see Table 6.1)

Table 6.1 Definition of Learning Strategies

| | | | |
|------|-------------------|--|--|
| 1978 | Bialystok | | Language learning strategies are optional for exploiting available information to improve competence in a second language (p. 71) |
| 1983 | Faerch & Casper | | A learning strategy is an attempt to develop linguistic and sociolinguistic competence in the target language |
| 1987 | Wenden & Rubin | | Learning strategies are any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information (p. 19) |
| 1987 | Rubin | | Learning strategies are those which contribute to the development of the language system that the learner constructs and affects learning directly (p. 23) |
| 1987 | Chamot | | Learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area of information |
| 1990 | O'Malley & Chamot | | Learning strategies are the special thoughts or behavior that individuals use to help them comprehend, learn, or to retain new information (p. 1). |
| 1990 | Oxford | | Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations (p. 8). |
| 1992 | Richards & | | Learning strategies are intentional behavior and thoughts |

| | |
|------------|---|
| Platt | used by learners during learning so as to better help them understand, learn, or remember new information (p. 209). |
| 1992 Stern | The concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals and learning strategies can be regarded as broadly conceived intentional directions and learning techniques (p. 261). |

Bialystok's definition does not indicate what "optional means" are. As a result, it seems to cause misunderstanding. On the other hand, Faerch & Cassper's (1983), Richard & Platt (1992), and Stern (1992) definition focuses on conscious or intended efforts taken by the learners in achieving definite goal in language learning. Rubin (1987) emphasizes "social strategies," which refer to the action affecting learning indirectly. Hence the above researchers are not in full agreement in the elements of language learning strategies. However, Wenden & Rubin (1987), Chamot (1987), O'Malley & Chamot (1990), Oxford (1990) and Hall (2001) define "element and purpose" in more detail than the previous researchers do. Wenden & Rubin (1987), explicitly state the element of learning strategy as "any sets of operations, steps, plan, and routines." Chamot's (1987) definition includes the element of language learning strategies covering "techniques, approaches or deliberate actions:" the definition given by O'Malley and Chamot (1990) contains "special thoughts or behavior. Oxford considers it as "specific actions. Hall deemed it as "goal directed action". As for the purpose of using language-learning strategies, it is meaningful to "facilitate the learning (Chamot, 1987); help them to comprehend" (O'Malley & Chamot, 1990); "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable" (Oxford, 1990); "mediate their own learning" (Hall, 2001).

The given definitions above imply that language learning strategies are something to do with practical guides used by individual learners to achieve their language learning outcomes in the term of language proficiency. All language learners use language learning strategies either consciously or unconsciously

when processing new information and performing tasks in the both language classroom outside of the classroom. Since these two language settings are like problem-solving environments in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or easiest way to do what is required, that is, using language learning strategies is inescapable.

Language learning strategies language learners use during the act of processing the new information and performing tasks have been identified and described by researchers. Learning strategies are typically grouped into three categories, that is cognitive, metacognitive and socioaffective (Chamot, 1989, O'Malley, 1989). Cognitive strategies are behaviors, techniques, or actions used by learners to facilitate the acquisition of knowledge or a skill (Rubin, 1987). Metacognitive strategies are management techniques by which learners control their learning process via planning, monitoring, evaluating, and modifying their learning approaches. Meanwhile, socioaffective strategies include asking for clarification, repeating, imitating, circumlocuting, cooperating, and engaging in private speech (Hall, 2001). However, language learning strategies may be grouped in other ways. In the following section, how various researchers have categorized language-learning strategies will be shortly summarized:

2.6.2 Taxonomy of Language Learning Strategies

Language Learning Strategies have been classified by many scholars (Wenden and Rubin 1987; O'Malley et al. 1985; Oxford 1990; Stern 1992; Ellis 1994, etc.) However, most of these attempts to classify language-learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes. The followings Rubin's (1987), Oxford's (1990), O'Malley's (1985), and Stern's (1992) taxonomies of language learning strategies will be handled:

2.6.2.1 Rubin's (1987) Classification of Language Learning Strategies

Rubin, who pioneered much of the work in the field of strategies, makes the distinction between strategies contributing directly to learning and those

contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are: (a) Learning Strategies, (b) Communication Strategies, and (c) Social Strategies.

Learning Strategies. They are of two main types, being the strategies contributing directly to the development of the language system constructed by the learner, they are Cognitive Learning Strategies and Meta-Cognitive Learning Strategies.

Cognitive Learning Strategies refer to the steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials. Rubin identified 6 main cognitive learning strategies contributing directly to language learning:

- a. Guessing / Inductive Inference
- b. Deductive Reasoning
- c. Practice
- d. Memorization
- e. Monitoring

Meanwhile, Meta-Cognitive Learning Strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-management.

Communication Strategies. They are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

Social Strategies. Social strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute

indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden 1987:23-27).

2.6.2.2 Stern's (1992) Classification of Language Learning Strategies

According to Stern (1992:262-266), there are five main language learning strategies. These are as follows:

- a. Management and Planning Strategies
- b. Cognitive Strategies
- c. Communicative - Experiential Strategies
- d. Interpersonal Strategies
- e. Affective Strategies

Management and Planning Strategies. These strategies are related with the learner's intention to direct his own learning. A learner can take charge of the development of his own programme when he is helped by a teacher whose role is that of an adviser and resource person. That is to say that the learner must:

- a. decide what commitment to make to language learning
- b. set himself reasonable goals
- c. decide on an appropriate methodology, select appropriate resources, and monitor progress,
- d. evaluate his achievement in the light of previously determined goals and expectations (Stern 1992:263).

Cognitive Strategies. They are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited:

Clarification / Verification

- a. Guessing / Inductive Inferencing
- b. Deductive Reasoning
- c. Practice
- d. Memorization
- e. Monitoring

Communicative - Experiential Strategies. Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern 1992:265).

Interpersonal Strategies. They should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture (Stern 1992: 265-266).

Affective Strategies. It is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern 1992:266).

2.6.3 Importance of Language Learning Strategies in Language Learning and Teaching

Since the amount of information to be processed by language learners is high in language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. To achieve a

desired learning outcomes, teachers should provide teaching interventions and activities that are compatible with the ways through which learners like to learn the language or any other subject matter (Riazi & Riasati, 2007). Furthermore, it is stated that when mismatches exist between learning styles of the learners in a class and the teaching style of the teacher, the students may become bored and inattentive in class and they get discouraged about the courses. Various researchers have studied factors related to choice of language learning strategies (Oxford & Nyikos, 1989, Ehrman & Oxford, 1989, and Ling Wu- Ya, 2008). These factors include degree of metacognitive awareness, gender, level of language learning, language being learned, affective variables (e.g., attitude, motivation, and language learning goals), personality type, learning style, aptitude, number of years of language study, and language teaching methods (Ling Wu-Ya, 2008).

Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words, language learning strategies, while non-observable or unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom. According to Fedderholdt (1997:1), the language learner capable of using a wide variety of language learning strategies appropriately can improve his speaking skills in a better way. Meta-cognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. Developing skills in three areas, such as meta-cognitive, cognitive, and socio-affective can help the language learner build up learner independence and autonomy whereby he can take control of his own learning. Lessard-Clouston (1997:3) states that language learning strategies contribute to the development of the communicative competence of the students. Being a broad concept, language learning strategies are used to refer to all strategies foreign language learners use in learning the

target language and communication strategies are one type of language learning strategies. It follows from this that language teachers aiming at developing the communicative competence of the students and language learning should be familiar with language learning strategies. As Oxford (1990:1) states, language learning strategies "... are especially important for language learning because they are tools for active, self-directed movement, which is essential for developing communicative competence." Besides developing the communicative competence of the students, teachers who train students to use language learning strategies can help them become better language learners. Helping students understand good language learning strategies and training them to develop and use such good language learning strategies can be considered to be the appreciated characteristics of a good language teacher (Lessard-Clouston 1997:3).

Research into the good language learning strategies revealed a number of positive strategies so that such strategies could also be used by bad language learners trying to become more successful in language learning. However, there is always the possibility that bad language learners can also use the same good language learning strategies while becoming unsuccessful owing to some other reasons. At this point, it should be strongly stressed that using the same good language learning strategies does not guarantee that bad learners will also become successful in language learning since other factors may also play role in success.

2.6.4 The Teacher's Role in Strategy Training

The language teacher aiming at training his students in using language learning strategies should learn about the students, their interests, motivations, and learning styles. The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class. Do they ask for clarification, verification or correction? Do they cooperate with their peers or seem to have much contact outside of class with proficient foreign language users? Besides observing their behavior in class, the teacher can prepare a short questionnaire so that students can fill in at the beginning of a course to describe

themselves and their language learning. Thus, the teacher can learn the purpose of their learning a language, their favorite / least favorite kinds of class activities, and the reason why they learn a language. The teacher can have adequate knowledge about the students, their goals, motivations, language learning strategies, and their understanding of the course to be taught (Lessard-Clouston 1997:5).

It is a fact that each learner within the same classroom may have different learning styles and varied awareness of the use of strategies. The teacher cannot attribute importance to only one group and support the analytical approach or only give input by using the auditory mode. The language teacher should, therefore, provide a wide range of learning strategies in order to meet the needs and expectations of his students possessing different learning styles, motivations, strategy preferences, etc. Therefore, it can be stated that the most important teacher role in foreign language teaching is the provision of a range of tasks to match varied learning styles (Hall 1997:4).

In addition to the students, the language teacher should also analyze his textbook to see whether the textbook already includes language learning strategies or language learning strategies training. The language teacher should look for new texts or other teaching materials if language learning strategies are not already included within his materials.

The language teacher should also study his own teaching method and overall classroom style. Analyzing his lesson plans, the language teacher can determine whether his lesson plans give learners chance to use a variety of learning styles and strategies or not. The teacher can see whether his teaching allows learners to approach the task at hand in different ways or not.

Language learning strategies, being specific actions, behaviors, tactics, or techniques, facilitate the learning of the target language by the language learner. All language learners, needless to say, use language learning strategies in the learning process. Since the factors like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc. affect the way in which language learners learn the target language, it is not reasonable to support

the idea that all language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners.

Referring to the discussions above, in language learning context, it is concluded that: First, learning strategies are learner generated; they are steps taken by language learners. Second, learning strategies enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking, reading, or writing the L2 or FL. Third, learning strategies may be visible (behaviors, steps, techniques, etc.) or unseen (thoughts, mental processes). Fourth, learning strategies involve information and memory (vocabulary knowledge, grammar rules, etc.). Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target L2 or FL, and learning strategies can help students in doing so.

The reviewed materials above imply that the success of teaching and learning process is influenced by some factors. The high expectation on the students' success of school members, such as the school leader and the teachers are potentially contributive to achieving instructional objectives. That is why, the reviewed materials are believed appropriate as theoretical frameworks in conducting the present study.

The study about learning strategy has been conducted by some researchers. Oxford and Lee (2008) conduct a study about understanding EFL Learners' Strategy Use and Strategy Awareness of Korean EFL Students. The study shows that when gender and major are combined with other variables, they interactively affected strategy use and awareness. The study also finds that the students strategy use is closely tied to strategy awareness and English-learning self-image. Both strategy awareness and English-learning self-image can be considered as metacognition about the students' English learning. The researchers conclude that the significant influences of strategy awareness and English-learning self-image on strategy use imply how to teach English effectively. They recommend the teachers should not emphasize stereotypical strategy use based on gender or majors but teachers should promote positive

self-image and strategy awareness when they teach learning strategy more effectively and efficiently.

Another study is conducted by Yang (2007) which aims to investigate the effects of ethnicity and language proficiency on the use of language learning strategies by junior college students. Specifically, the study aims to find out whether the frequency of strategy use across aboriginal and non-aboriginal junior college students and across high, intermediate and low English proficiency groups varies significantly. To identify the learning strategies that different ethnic and proficiency groups use, the researcher uses the Strategy Inventory for Language Learning (SILL) and it is administered to 451 junior college students. The findings reveal that ethnicity play a significant role in the selection of language learning strategies. Language proficiency influences learners' use of language learning strategies. More proficient students use strategies more often than less proficient students.

CHAPTER III

RESEARCH METHOD

This chapter elaborates the research methodology of the study covering research design, context of the study, subjects of the study, data sources, data collecting methods and research instruments, data analysis and trust worthiness of data.

3.1 Research Design

Investigating practices supporting EFL instruction employed in *Mu'allimin* System School of *Pondok* Gontor was accomplished by employing an ethnography case study with qualitative approach. Describing the design of the study, the researcher cited Spradley's (1980) definitions. A qualitative case study is defined as an intensive, holistic description and analysis of a single entity, phenomenon or social unit. Meanwhile, ethnography refers to an endeavor that involves the description of a culture. Furthermore, ethnographic research is an attempt to obtain as holistic a picture as possible of a particular society, group, institution, setting or situation (Fraenkel & Wallen, 1996). Related to the object of the study, the researcher also investigated the culture of the school with its faculties. The culture in this context represented the way every member of the school behaves, builds up his self awareness and commitment, develops his professionalism, and maintains conducive teaching or learning.

In this study the researcher needed to describe the three features given by Spradley (1980) about an ethnography case study that was appropriate for his study. First, the research design was descriptive in which it did not attempt to establish a causal relationship. It attempted to produce rich description and explanation. Second, it was holistic in which it emphasized understanding the environment according to the meaning involved, such as what people experienced,

how they interpreted their experiences, and how they structured their social world. The last was that the research design was dynamic. It tried to capture changes over time rather than depicted or analyzed a particular point in time.

On the other hand, according to Borg and Gall (1989) there were several characteristics of qualitative research which made the methodology ideally suited for this present study. First, the research involved holistic inquiry in a natural setting therefore presenting a credible picture of the participants in the setting. This method provided an experiential perspective of the data. Next, human was the primary data-gathering instrument. The researcher interviewed teachers, students, and school leaders. This method potentially allowed for his reaction to emerging data. While the researcher was the primary data gathering instrument, to complete the needed qualitative data other instruments were used. Third, inductive analysis was used. This characteristic of qualitative research allowed the researcher to gather the data and then to develop an understanding.

Another benefit to the use of the qualitative method of research for this study was that it allowed the researcher to describe the social construction of reality of those persons participating in the study. Moreover, the purpose of qualitative is to understand and explain participant meaning (Morrow & Smith, 2000). More specifically, Cresswell (1998) define qualitative research as, an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words, reports detailed view of informants, and conducts the study in a natural setting. Thus, using a qualitative methodology allowed the researcher to study the phenomena of practices employed to support EFL instruction at *Pondok Gontor* in its naturalistic setting.

Meanwhile, Denzin and Lincoln (1994) set out six steps that were required for developing a case study approach. The six steps, and examples of how this study met these steps, were as follows:

First, bounding the case, conceptualizing the object of the study. In this study, the researcher gave limitation, or bounded the research to one school, that was *Pondok Gontor*. The focus of the study was limited in finding out a “secret”

about good practices that were contributive to support effective EFL instruction in *Pondok Gontor*.

Second, selecting phenomena, themes, or issues; the research questions, to emphasize. The research questions were focused on school leaders and teachers' activities around issues of (a) the leadership practices in setting goals, creating learning environment, designing curriculum, and creating a good school culture and sustainable school climate in improving English proficiency at *Pondok Gontor* and (b) the teachers' activities practices in guiding students' learning, engaging students in interaction, creating a non-threatening environment, providing students enough practice.

Third, seeking patterns of data to develop the issues. After the data were collected from the interview with students, teachers, and the school leaders, the data, then, were coded, categorized, and reorganized.

Fourth, triangulating observations for interpretation. After the collection of the data, the researcher transcribed the data and analyzed them qualitatively or in descriptive way. The triangulation of the data was done at the school level in order that the researcher maintain the credibility of the study. To maintain the credibility of the study, triangulation would include the results of multiple sources of data, including reviewing documents, interviewing with students, teachers, and the school leader, and doing participant classroom observation.

Fifth, selecting alternative interpretations to pursue. The researcher formulated or produced different hypotheses during the stages of data analysis in order to facilitate the dependability of the study. Then, the researcher chose the hypothesis that would best explain the results.

Sixth, developing assertions of generalization about the case. This step was addressed as follows: (a) it would be noted that findings could not only be applied to the *Pondok Gontor* itself but also to other schools which have close characteristics of the studied school (b) the researcher provided an analytical generalization, which meant that the findings of the study would be transferred (a concept of transferability) in order to build a theoretical model (propositions) from the findings.

3.2 Context of the Study

The present study was conducted at *Pondok Gontor 1* for male students, particularly, it studies the madrasah. The pondok is known as a modern boarding for it holds a modern system of education by employing *Kulliyatul Al- Mu'allimin (KMI)* system school launched in 1936. The existence of this system is sustained by the use of two foreign languages; they are Arabic and English as the crowns of its curriculum. By the establishment of the KMI, PMG has combined the traditional Islamic institution as a *pesantren* with the modern instruction method based on the modern school system. At PMG, both English and Arabic are spoken in the class of foreign language subjects. Meanwhile, the subjects of religious knowledge are presented in Arabic, while Indonesian is used to teach other subjects. The foreign languages (Arabic and English) are also obliged as the daily life medium among the students. The students are trained and accustomed in a strict disciplined and obey for their own sake in learning.

The basic institutional of the *Kulliyatul Mua'llimin Al Islamiyah (KMI)* covers four important elements; they are (a) basic values which covers Islamic knowledge (belief in God, good attitude, Islamic law, Islamic knowledge tradition and spiritual) and Indonesian context, (b) vision and mission, (c) educational orientation, and (d) motto of education. These aspects represent the targets to achieve by the *pondok* supported by other values. The values inspire all the members of the *pondok* to be responsible, disciplined, and committed to their positions, especially, in EFL instruction.

3.3 Subjects of the Study

The subjects of the study were categorized into three groups, they were school leaders, teachers, and students of *Pondok Gontor*.

3.3.1 The School Leaders

The school leaders, in this context, did not merely refer to the figures of *Kyais*. There were two school leaders included in this study. They were one of *Kyais* of the *pondok* and the chief of language movement of *Pondok Gontor*. For any policies and programs related to EFL instruction was shared to all members of the *pondok*, every member of the *pondok* knew them. That's why, the two figures used as the subjects of the study above were believed to be able to give the needed data related to school leaders' practices.

3.3.2 The Teachers

This part was initiated by presenting the process of subject selection of the teachers as the subjects of the study. The majority of the teachers of Pondok Gontor 1 graduated from *Pondok Gontor 1*. There were two categories of graduates; the qualified and less qualified ones. Usually, the qualified graduates were invited and given a letter of recommendation by the *Kyais* to teach at *Pondok Gontor 1*. Some of the pointed graduates, later, became the teachers at *Pondok Gontor 1*. They were bilinguals in Arabic and English and they were skilfull enough in the two languages. The selected subjects in this study were based on two criteria; their competencies and their length in teaching experiences. So, every teacher who formerly recommended by the *Kyais* to teach at Pondok Gontor 1 was potential to be selected as a subject of the study.

In this study, related to the role of the *Kyais* in pointing the teachers, in selecting the subjects, a paradigm of qualitative study what the so-called *authoritativeness* was applied. The paradigm emphasizes on *who says* not *how many people who say*. Moreover, the *Kyais* were trusted figures and they must have a wise consideration in determining something. Thus, the researcher believed that those who were used to be recommended by the *Kyais* to teach at *Pondok Gontor 1* were qualified teachers.

On the basis of subjects selection applied in this study above, there were three teachers selected as the subjects of the study. The first teacher identified as (T1) has been teaching for one year and he was the most junior teacher among the three teachers. He came from Tulungagung. His father used to a student of *Pondok Gontor*. Meanwhile, the second teacher identified as (T2) was a Malaysian. This year (2012) has been his eighth year to live at *Pondok Gontor*. He has been teaching for two years. At *Pondok Gontor*, he was also one of the members of both language movement and advisory of foreign students. He got a scholarship to study for several months in Cairo. Finally, the third teacher identified as (T3) was the most senior teacher among the three ones. He has been teaching almost four years. He was from Jakarta and also one of the members of the advisory of foreign students.

The teachers are aware of the need to be professional and effective in English instruction. Regarding that English as a means to master general science, it really needs great effort to facilitate the *santris* to be skillful in English. The teachers believed that being English teachers requires professional qualification and classroom teaching experiences. Moreover, they were aware of the necessity of designing English teaching and learning activities in the classroom and other supported activities done out of the classroom to stimulate students learning.

The teachers fully realized that the role of English was potentially important in applying the curriculum of *KMI*. They were also aware of the problems in terms of challenges they encountered to teach English. They revealed that these challenges stemmed from internal factors. Regarding the internal factors, as teachers they needed to improve their insufficiency in terms of pedagogical skills for teaching English needed various strategies because, according to them, pedagogical competence is a skill that develops over time.

The teachers also realized that having appropriate educational background was really required. However, it still needed more improvement to learn how to be effective in practical teaching. Moreover, they stated that to know and improve understanding of teaching theories and terminology of language teaching was important.

The teachers believed that not having sufficient content knowledge could actually pose problems not only to themselves but also to the students. Lack of knowledge about the principles of teaching often made the teachers felt disoriented in the classroom. They revealed that the higher the level of the students they had to teach, the bigger the challenge in terms of subject-matter mastery and strategy in teaching. The teachers' beliefs about the need of being professional potentially affect them in guiding and facilitating students' learning.

3.3.3 The Students

The students involved as the subjects of the study covered three different level of students; the students in grade two (class VIII of junior high school), grade four (class X of senior high school), and grade six (class XII of senior high

school). The selected different grades of the students were expected to give rich descriptions of how they were facilitated and encouraged to practice their English.

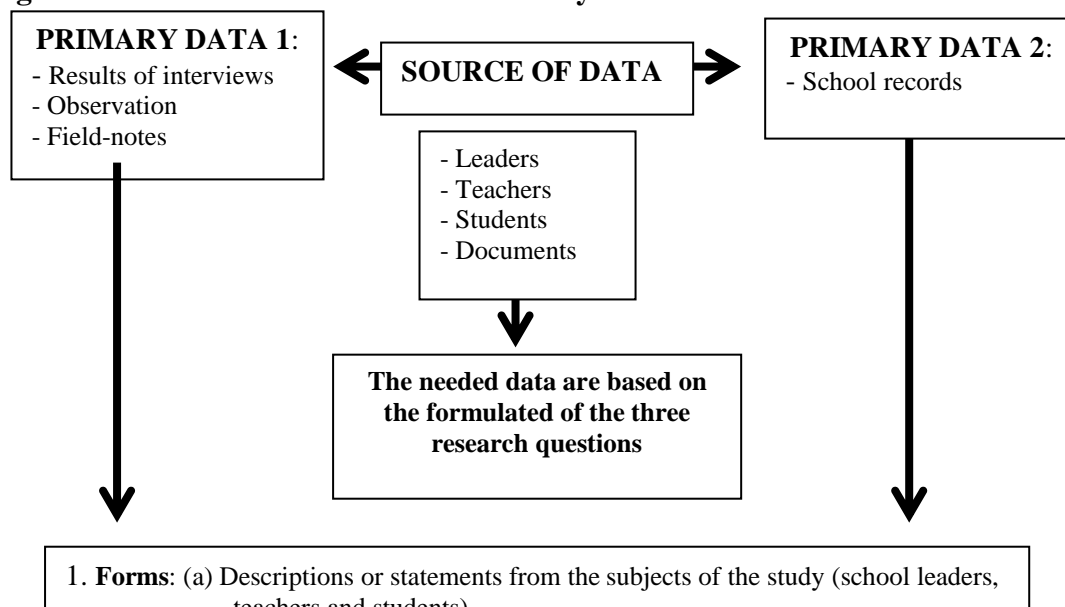
For the purposes of conducting participation-observation and interviewing the school leaders, teachers, and students the needed data were based on the proposed research questions. The formulated research questions were addressed to the school leaders and the teachers. To the school leaders, the research question was intended to get data related to the leadership acts (practices) in setting goals, designing curriculum, and creating learning environment. Meanwhile, from the second subjects, the English teachers, the needed data were those related to how the teachers facilitate students during the process of EFL instruction both in the classroom and out of classroom.

3.4 Data and Data Sources

Obtaining data that would facilitate a rich description of the school leaders' practices and the teachers' activities related to the EFL instruction at *Pondok Gontor* through the social construction of the reality of the participants in the study was the focus of this study. The data of the study were taken from the school leaders, the teachers, and the students as the subjects of the study.

The steps in this process were (a) making contact with the targeted school (*pondok*) to obtain permission to conduct the study as well as to communicate the procedures to be used in the study, (b) doing collection of demographic data providing a description of the *pondok* and its community, (c) gathering of both contextual data and *pondok* performance data which would substantiate its designation as an effective school. Figure 2.1 presents data and data source of the study.

Figure 3.1 Data and data source of the study



3.5 Data Collecting Methods and Research Instruments

In order to achieve the proposed objectives of the study, an ethnography case study design was used. To collect the needed data, some of the research instruments were used by applying the following four methods, they were doing participant observation activity, conducting in-depth interview activity, using field notes, and doing documentation. According to Patton (2002) the fundamental problem included in the qualitative approach are the data collection methods through several specific techniques employed in collecting needed data, such as observation, interview, and recording. Meanwhile, Fraenkel and Wallen (1996) state that in ethnographic study the everyday experiences of individuals should be portrayed by using in- depth interviewing and continual on going participant observation of a situation.

3.5.1 Doing Participant-Observation

In this study, observing teachers' activities was done in the classroom setting and outside classroom setting. The observation sheets used to observe teachers' activities in the classroom consisted of 41 items which were divided into five aspects, they were preparation, presentation, method, personal characteristics, and teacher / student interaction. Every aspect consisted of different number of items with its blank parts to give comments. The aspect of preparation consisted of 3 items, presentation aspect comprised 10 items, and method aspects had 13 items. Meanwhile, personal characteristics comprised 5 items and teacher / student interaction contained 10 items. In using these instruments, instead of using scale for each item representing the teachers' performance, the researcher gave

check mark in the both *yes* and *no* columns provided on the right part of the observation sheets. Then, the researcher gave comment to every item of each aspect to be observed. These activities were considered to be fair and they were not evaluative in nature.

3.5.2 Making Field-Notes

For teaching activity in formal setting was not the main activity in EFL instruction, in this study, making field notes on teachers was also focused more on their activities in helping, guiding, inspiring, and monitoring students' activity outside the classroom. Moreover, making field notes was also done to collect the data related to students' performance during the English practices outside the formal setting involving both their attitude and commitment in learning to improve their English proficiency.

3.5.3 Conducting In-Depth Interview

In-depth interview was done by interviewing the school leaders, the teachers, and the students. In this study, open-ended interview was done. The interview guides for the school leaders consisted of 10 items related to the role of the school principal's policies, vision and missions to build up a positive school culture and maintaining an inviting school climate. Formally, the study was conducted from January up to June 2011. However, informally, the process of collecting data was started when the researcher had a seminar class subject. For the researcher would employ a case study, the researcher had to present some empirical data related to what makes effective EFL instruction at *Pondok Gontor*. Although the data collection was done in term of pre-liminary study, the collected data significantly supported the needed data of the study.

In this study, interviewing the Kyai was done twice at his home. The possible lacking of data collected through conducting twice interviews with the Kyai was covered by the data collected through documentation (see sub-heading 3.5.4). Meanwhile, interviewing the chief of language movement was done three times. The third interview was done in Hotel Purnama Batu Malang when the big family of *Pondok Gontor* conducted '*silaturrahmi* and tour'. Each of the interviews was done in almost two hours. Meanwhile, interviewing the teachers

was intended to dig out information how they fostered the students' English proficiency reflected in their activities conducted outside classroom. To get those data there were 13 questions to be raised.

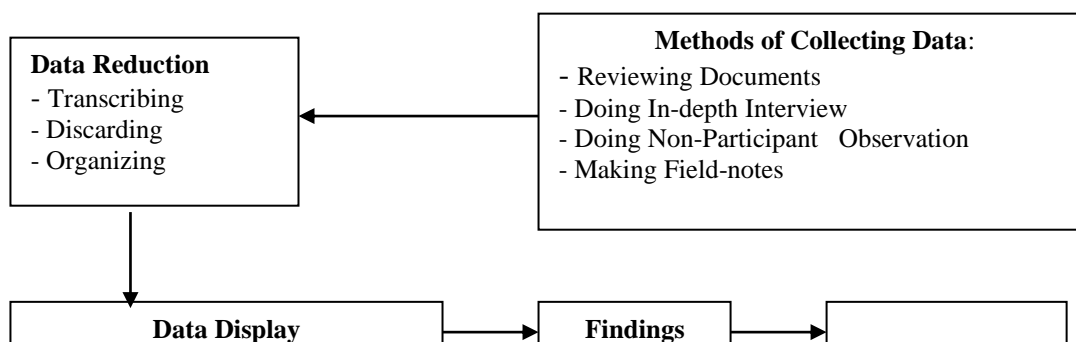
The decision to use this interview approach, especially, to the teachers was shaped by a number of considerations. First, it gave teachers opportunities and time to detail fully and freely the bases for their approaches to practical English instruction. Second, this approach provided flexibility to allow features of teachers' activities that assisted the teachers in articulating the bases for their teaching, to disclose important aspects of their classroom teaching, especially, in English class (Berg, 1995). Finally, interviewing the students was intended to collect the needed data related to students' learning and improving their English proficiency. At *Pondok Gontor*, how the students must learn them had been conditioned, in this study, the focus was more given to know the students' attitude in learning instead of investigating their students' learning strategy.

3.5.4 Documentation

Collecting the data related to the school leader's policies, vision, mission, purpose, some English written practices, such as language exposure, the students' background, and English programs were done by conducting documentation. The data taken from doing documentation, in this study, covered the history of *Pondok Gontor*, the Kyais' practices in using English applied in giving guidance in administering test, in writing a letter of decision, etc and the director's of KMI statement spoken in various events in the form of speeches conveyed, for example, preparation for having exams, preparation for students' teaching practice, graduation ceremony, etc. In fact, the results of documentation were useful to support the lack of data collected through conducting interview with the Kyai.

3.6 Data Analysis

In this present study, the data were taken from four method of collecting data; they were doing in-depth interviews, non-participant observation, field notes and reviewing of documents (see Figure:2.2)



In analyzing the collected data, the researcher applied the steps of qualitative data analysis proposed by Miles and Huberman (1984) and Patton (2002) covering data reduction, data display, and conclusion drawing/verification (see Figure 2.2). Data reduction applied in the study was classified into two categories based on the two research questions. The data which were not suited with the proposed research problems were discarded. Firstly, the data related to practices employed by the school leaders were transcribed and the selected data were then organized to be displayed. Secondly, the data from classroom observation related to teachers' ways in EFL instruction and data from outside classroom observation about teachers' activities in encouraging and involving students to practice the target language. All the taken data were transcribed and the selected data were then organized to be displayed.

Meanwhile, data display was the step to present the needed (selected) data which were relevant to the two research questions. In this step, the researcher gave verbal narrative accounts taken from the subjects of the study. The first verbal narrative accounts were the displayed data related to school leaders' practices in performing visionary leaders, designing curriculum, setting goals, creating learning environment, and building a good school culture to support EFL instruction. Meanwhile, the second verbal narrative accounts related to the teachers' professionalism awareness and their activities supporting the EFL instruction at *Pondok Gontor*.

From the displayed data, verifying or drawing conclusion, then, was made. In this study, there were two kinds of conclusions; they were temporary and final conclusions. The conclusion was drawn from the proposed research questions.

The first conclusion was drawn from the school leaders' practices supporting EFL instruction. From the drawn conclusion related to practices employed by the school leaders, some propositions how students learn better were formulated. Meanwhile, from the conclusion of the teachers' activities supporting EFL instruction, the researcher found commonalities of activities supporting EFL instruction. On the basis of the drawn conclusion related to the school leaders' practices and the teachers' activities supporting EFL instruction, some propositions showing how students learn better in EFL were formulated.

3.7 Trust Worthiness of Data

To check the trust worthiness of the data, the credibility strategy was used. It referred to the extension of involvement of the researcher, the observational perseverance, and the triangulation (Patton, 2002). In this study the credibility of the data was supported by the use of methodology triangulation. It means that for checking or enhancing the trust worthiness of the data can be done by using a variety of instruments to collect the data. The purpose of triangulation in qualitative research is to increase the credibility and validity of the results. When a conclusion is supported by data collected from a number of different instruments, its validity is enhanced. This kind of checking is often called triangulation (Fraenkel & Wallen, 1996). Triangulation is the application of the use of combination of several research methodologies of data collection in the study of some aspects of human behavior (Mile & Huberman, 1984).

The research sketch for this study (see Figure 2.3) was a visual overview of the research methodology that was proposed to approach answering the proposed research problems. Individual interviews, English activities observation, and record from school were collected to be used in the analysis process to answer the research questions.

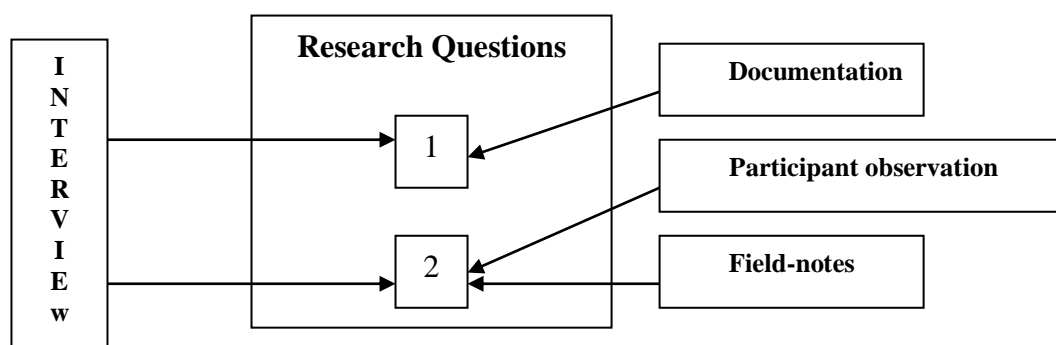


Figure 3.3. The Sketch of the Study

Figure 2.3 showed a visual overview in how research problems were answered. The figure also implied that all the proposed research problems were triangulated. The data of the research question number 1 about the school leaders' practices in performing visionary leadership, setting goals, designing curriculum, creating learning environment, and enhancing school culture to foster EFL instruction were collected by using two different research instruments; they were interview guide and documentation. Meanwhile, the data of the research question number 2 about the teachers' activities to support EFL instruction were also collected by the use of more than one research instrument by conducting in-depth interview, doing observation, and making field notes. Thus the data of the research question number 1 and number 2 were triangulated methodologically.

In this study based on the results of data analysis and after finding the “*secret*” of practices supporting EFL instruction at *Pondok Gontor* the researcher could formulate some propositions what makes effective EFL instruction as it happened at *Pondok Gontor*. Hence, the formulated propositions can be transferred to other schools in which their characteristics are nearly the same with that at *Pondok Gontor*.

CHAPTER IV

FINDINGS

This chapter is devoted to the findings of the study that answer the proposed single general research question and its sub-research questions respectively followed by some propositions. Before presenting the findings and propositions of the study, this part is initiated by presenting descriptions of the history and the school system of *Pondok Gontor*. Although they are not the data of the study, however, they are important aspects to be related to the findings of the study. Moreover, in some parts, the data presentation cannot be separated from the pondok itself historically. In fact, the history of the establishment of Pondok Gontor inspires the programs and activities conducted at Pondok Gontor, especially in EFL instruction.

4.1. The History and Development of Pondok Modern Gontor

4.1.1 The History of Pondok Modern Gontor

In the Netherlands East colonial period (16-20 AD), most of the Islamic educational institutions were located and based in villages where called *desa perdikan* or *perdekan* (from the word: *merdeka*, means free). It is the free tax area. Conceptually, the word *merdeka* was taken from Sankrit word: *mahardhika*, meant: sacre, wise, and pious. In old Java language, *mahardhika* is always used to a Buddhist monk. It is related to a sacred and wise person who has a high status in society and free from slavery.

To start with the description of the story of *Pondok Modern Gontor*, in this part, the writer would describe the story of *Pesantren Tegalsari* one of these *desa perdikan*, especially the features of its founders, and *Pesantren Gontor* as its new generation.

The Islamic institution in *desa perdikan* has been known as *pesantren* or *pondok* in Java. The first famous *pesantren* in *desa perdikan* in Java was *Pesantren Tegalsari*, it is about 10 km southern of Ponorogo, a city in East Java, at the village called Tamansari, Karanggebang. *Pesantren Tegalsari* was the ancestor of many *pondok pesantrens* in Java. This *pondok pesantren* has generated many religious intellectuals and some famous nationalist leaders, until the independent movement. Since *Pondok Modern Gontor* as one of the descendants of *Tegalsari*, first, to describe the story of *Pesantren Tegalsari* is necessary. Secondly, it is also meaningful to present the development of *Pondok Modern Gontor* from the first establishment up to the second revival in 1926.

Pesantren Tegalsari

Pesantren Tegalsari was established in 18th Century (1710 AD). The *pesantren* was a big Islamic educational institution with thousands of *santris* in it. The first leader of this *pesantren* was *Kyai Ageng Hasan Bashari* who was the son-in-law of *Sunan Kumbul* (Sultan Pakubuwono II) from the Kingdom of *Kartasura*.

Under the leadership of *Mas Garendi*, who was also called *Susuhunan Kuning*, in 30 June 1742 the Chinese rebellions in the *Kartasura's Kingdom* broke out. Because of this rebellion, *Sunan Kumbul* and his followers left his kingdom and ran away to eastern of *Lawu Mountain*. He lived at a *pesantren* in *desa Tegalsari* to learn Islamic Knowledge from *Kyai Ageng Bashari*, until the rebellion ended and resumed his position as a King. To express his gratitude to *Kyai Ageng Bashari*, he gave a status of *desa Tegalsari* as *perdekan desa* and *Kyai Ageng* became his son-in-law. *Kyai Ageng Bashari* had nine children. He died in his old age and his elder son *Kyai Ilyas* substituted him as a *Kyai* and leader in *Tegalsari*, but it was not so long. The man died in his young age but he had succeeded in performing his father's program of Islamic education in his short

life. After him, one of his sons Kyai Yahya succeeded his as Pondok's leader. At that time *desa* Tegalsari declined and the education program did not run well.

In the name of Susuhunan Pakubuwowno III, the Chief of Penghulu Surakarta Tapsier anom Adiningrat choosed Kyai Bagoes Hasan Bashari II as a Kyai and leader of Tegalsari. The man was the younger brother of Kyai Yahya and the event occurred in 1800 AD. Kyai Bagoes Hasan II married Raden Ayoe, a cousin of Susuhunan Pakubuwono IV in 1799 AD. In this marriage Susuhunan Pakubuwono IV gave a present to his cousin an area of land in Desa Karanggebang. She lived in it until she died in 1835 AD. Under the leadership of her husband Kyai Bagoes Hasan Bashari for almost 60 years, Desa Tegalsari arose and illuminated every field of life. He was successful in stimulating education of several Islamic teachers in his pesantren. At the time of his death there were about 300 santris in his pesantren.

Tegalsari as a *perdekan desa* or *desa perdekan* continued to exist, even after Surakarta was under the Netherlands East Indies' government in 1830 AD. The government on the same condition applied by Susuhunan, pointed Kyai Hasan Anom as a leader and kyai at Tegalsari. The appointee was the eldest son of Kyai Hasan Bashari.

In the time of Kyai Chalifa (the younger brother of Kyai Hasan Anom), Raden Mas Sulaiman Jamaluddin was entrusted to build a new Pondok peasantren three kilometers East of Tegalsari. Raden Mas Sulaiman, Chalifa's son-in-law, was the most intelligent santri of Tegalsari originated from Cirebon (Pasundan). His father was Penghulu Jamaluddin and his grandfather was Pangeran Hadiraja, Sultan Kesepuhan Cirebon. Accompanied by forty santris, he succeeded in building a pondok in desa Gontor which was named Pesantren Gontor in the 19th Century.

The Historical Background of the Establishment of Pondok Pesantren Gontor

Pondok Modern Gontor, is located at Gontor, avillage situated far from city, about ten kilometers from Ponorogo. The history of Pondok Modern Gontor-East Java goes back to the late nineteenth century, started from the time when the

well-known kyai of Pondok Pesantren Tegalsari, Kyai Chalifa Hasan Bashari took Raden Mas Sulaiman Jamaluddin as his son-in-law. Subsequently, Raden Mas Jamaluddin gave instruction in Qur'anic recitation and Islamic teachings at his pondok pesantren Gontor. By the late nineteenth century the Pondok Pesantren Gontor had been well known even in West Java due to Jamaluddin's reputation. This Pondok Pesantren was as *Pondok Gontor Lama* (Old Gontor Pondok). Later, this pondok pesantren continued and was headed by his grandson, Raden Santoso Anom Bashari, who was also the father of the next founders.

The development of Pondok Gontor as a new pesantren made fast and very good progress, especially in the time of Kyai Archam Anom Bashari son of Kyai Sulaiman Jamaluddin. His santri came not only from areas around Ponorogo and Tegalsari, but from other parts of Java and Pasundan as well. The support from community around the village made this pesantren more developed and trusted as the main place for religious teaching. Unfortunately, this circumstance of development did not continue so long. The lack of attention from its leader was caused to the decline of Pesantren Tegalsari which was followed by the decline of Pesantren Gontor. Everything changed very fast under the leadership of Kyai Santoso Anom Bashari (son of Kyai Archam Anom Bashari).

Not so much known about the *Pondok Gontor Lama* in the beginning of 20th century, and no record regarding its development. But one thing is certain that the existence of the pondok pesantren was important to the moslems and it became a bond of religious practices among them. By the end of 19th century, *Pondok Gontor Lama* was a fairly good Islamic institution. However, under the pressure of the Dutch colonial rule, the pondok and other institutions of that time gradually deteriorated. They drew the pondok further and further away from the life of the community, so that moral degeneration prevailed in the society because of the neglect of the religious teaching. The decline of that pesantren at this time also proved the lack and less attention from its leader to the cadres forming and moslem teacher's education. The pesantren's leaders had not any view of the future and lost their ideal for life long education of Islamic values.

The second wave of the establishment of Pondok Pesantren Gontor was begun in 1926. It was When Kyai Santoso Anom Bashari's children succeeded

their father, the idea of the reestablishment of the pesantren began to emerge. Kyai Santoso Anom Bashari had seven children from his wife, the daughter of Kanjeng Bupati Surodiningrat, four sons and three daughters. The first son Raden Rahmat Soekarto became a Village Headman (*Lurah*). The other three sons: Kyai Haji Ahmad Sahal, Kyai Haji Zainuddin Fananie, and Kyai Haji Imam Zarkasyi were famous by the name “*Trimurti*” (three in one) as the three founders of new pesantren Gontor (later called Pondok Modern Gontor Darussalam) in 9 October 1926 and thence the revival began.

Kyai Haji Ahmad Sahal was in charge as *Pengasuh* (Guardian) and apparently he devoted himself mainly to the moral education of the santri. While he was also involved in the development of the pondok (dormitory), Kyai Haji Imam Zarkasyi was the director of the school, and Kyai Haji Zainuddin Fananie was later assigned as a high employee in the Department of Social Affairs. The man was a member of the *Majlis Permusyawaratan Rakyat Sementara* (Provisional People’s Consultative Congress) until he died on 21 July 1967 at Jakarta.

There are many factors that stimulated the founders to establish a new system of Islamic education. They were partly urged by a sense of responsibility to continue and improve the work of their predecessors in spreading Islamic sciences and culture. The other factors motivating them were love for their religion and their country, and a sense of duty to carry out the sacred task of preserving the Islamic teaching. It was an awareness of what moslems expect from their capable and honest leaders and scholars, and the welfare and happiness of humankind. These factors prompted the founders to reestablish Pondok Pesantren Gontor, and further revitalized their fighting spirit, dedication, and devotion to educational efforts. In 1926, Kyai Haji Ahmad Sahal proclaimed a new type of pondok pesantren, calling the compound “*Darussalam*” (Abode of Peace). It was soon well known among the people and was popularly as *Pondok Modern Gontor*.

4.1.2 Its Education System

The discussion of educational system in Pondok Modern Gontor is initiated by describing of the educational system from 19th until 20th centuries, especially around the educational system in the Netherlands Indies colonial period. The work will also figure the structure of *Trimurti's* thought in building new Islamic educational system at Pondok Modern Gontor.

Gaps found between the traditional Islamic educational system and the colonial education system in the end of the 19th century is clear. We can find them in the method of education and instruction and particularly in its aim and its substance. The colonial educational system had been based on the secular knowledge and general skills. Meanwhile, the Islamic educational system was provided to European and some of rich and high ranking of Indonesian people only. A new educational system made by colonial government began to be applied to whole Indonesian people including the moslems in 1870. Nevertheless, the application of the educational system among people in the village was only put into practice in the early 20th century, in the name of the " *ethical policy*" (Steenbrink: 1986). One of the colonial education institutions at that time was the *Hollandsch Inlandsche School* (HIS). Dutch language was used as the medium of teaching and students graduated in this school could continue their study in European high schools. The other type of school besides HIS, which related to the basic educational system called the village school (*sekolah desa*) in three years curriculum. In this school Indonesian language was used in instruction.

As for the traditional Islamic educational system, especially, especially in *desa perdikan* had the right to carry on their institutions, and colonial government admitted them as pesantren, within a certain limit in their operation.

The first step of Tarbiyat al- Atfal

Pondok Modern Gontor was reestablished on the ancestor's land of *Trimurti*, which was used as *waqf*. Kyai Haji Ahmad Sahal and his two brothers started the first step in 1925, with an old mosque where they taught the children and the young generation of the village the knowledge of Islam especially moral character. The situation prevailed until 1926 when Kyai Haji Ahmad Sahal attended *Kongres Umat Islam Indonesia* (the congress of Indonesian Moslems) in

Surabaya. This congress was led by some prominent figures of the Islamic movements at that time such as Haji Oemar Said Tjokroaminoto, Kyai Haji Mas Manshur, Haji Agus Salim, Wondoamiseno, AM Sangaji, Usman Amin and others. One of the issues discussed in this congress was about the representation of Indonesian Muslims to the coming World Islamic Congress or *Muktamar Al-Islam* at Mecca (Saudi Arabia). The congress agreed that the representative should at least master two foreign languages, Arabic and English fluently, besides their personal knowledge. Based on this principle they agreed to choose Haji Oemar Said Tjokroaminoto for his English expertise and Kyai Mas Manshur for his Arabic expertise (Hakim: 1986).

Returned from this congress, Kyai Haji Ahmad Sahal had got new ideas, which inspired him to renovate the pondok pesantren. He stressed on the perception of modern education catering to mass literacy needs, and social equality. He furthermore came to conclusion that the level of the Islamic institution should be inhaled higher than a common traditional pesantren. The santris here should be equipped with Arabic and English besides their national language, Bahasa Indonesia.

The strong reasons to establish immediately an institution that was more than a common traditional pondok pesantren, were:

1. The backwardness of Islamic community in the whole aspects of life.
2. The lack of children's education in the village society.
3. The colonial educational system focused on intelligence only.
4. The colonial educational system had been based on the secular knowledge and skills, and it provided to European and some rich and high ranking Indonesian people only.
5. The pondok pesantren is the place to form the genuine character of spirit and Islamic values.

In his mind, KH Ahmad Sahal had constructed the model of educational institution as pesantren using such principles as: simple, practical, advantageous and satisfying system of instruction besides stimulating the students to finish their study in the shortest period of time. Indeed, to make a great effort to realize the ideal of "*insan kamil*" (the perfect man) featuring (a) noble character, (b) sound

body, (c) broad knowledge and (d) independent mind. Those four features later became the motto of Pondok Modern Gontor.

The first program performed was to establish the elementary school, called *Tarbiyat al-Atfal* (T.A), in 1926, attended only by boys from Gontor and its neighbourhood. Soon after that hundreds of pupils gathered around. At the same time the instruction was not only followed by boys but also by adults (men), who usually came to see the kyai at night.

The instruction was given only on religious teachings and practices in the local language, i.e. Javanese. To attract the surrounding people sometimes KH. Ahmad Sahal demonstrated acrobatic acts or held festivals offering special foods. After they had gathered, then he would teach them. KH. Ahmad Sahal scheduled the development program of the institution as a nine-year plan, divided into three years planning (Hakim, 1986).

The First three year planning (1926-1929)

In this phase the institution accommodated around three hundred pupils. It emphasized on the introductory teaching of Islam and encouraged the people to seek knowledge, and to develop the spirit of Islam. And soon after that similar schools were set up in the surrounding villages as branches of *Tarbiyat al –Atfal* (T.A).

The Second three year planning (1929-1932)

In this phase new courses were established to fit society's needs, and instruction were expanded to new subjects, including Qur'anic exegesis, method of propaganda, public speech, discussion and debate. Subjects, such as education, psychology, and related areas were also offered. At the same time *Barisan Muballighin* (a religion propagandist group) was established.

On 1932 seventy-five students with abilities in Islamic teachings and propaganda had graduated (Hakim, 1986). Not only some of them established madrasas in their own villages, but many also became *muballighs* (religious propagandist), as well as involved in political activities. Most of them were

members of social organizations, such as *Muhammadiyah* and *Nahdlatul 'Ulama*, and even established other independent institutions.

The third three year planning (1932-1935)

In early 1932 *Sullam al-Muta'allimin* (literally, the scale of the students) was established as a continuation of *Tarbiyat al-Atfal*. The students numbered around five hundred. In this grade advanced Islamic subjects, and various vocational skills and practical sciences were taught. The spoken language was in Indonesian. At this time KH. Ahmad Sahal also introduced Boy Scouts, sports and drama. He also introduced activities for girls, which were stopped after a few years. These activities were actually still uncommon in an Islamic institution, or perhaps still strange among the Kyai at that time.

At the end of 1935, many clubs and youth organizations were established. These were *Tarbiyat al-Ikhwani* (for boys), *Tarbiyat al-Mar'ah* (for young women), *Muballighin* (for religious propagandists), *Bintang Islam* (for boy Scouts) and *Riyadlat al-Badaniyah* *Tarbiyat al-Atfal* (for sports).

The first great festival was held on 19 December 1936 to mark the tenth anniversary of the establishment of Pondok Pesantren Gontor. This festival was attended by many visitors from many provinces, leaders of various organizations, governmental officials, journalists, Dutch scholars and orientalist, and many others. This occasion also marked a new epoch in the history of Pondok Pesantren Gontor. By the time, the community had given the Pondok Gontor a name "Pondok Modern Gontor" or "Pondok Modern Gontor Darussalam". They gave such a name because of the new method of education and instruction used in Pondok Gontor, aside from various modern features.

4.1.3 K.M.I Kulliyat al-Mu'allimin al-Islamiyyah (Islamic Teachers Training School)

At the time (1936) Pondok Modern Gontor also opened a new Islamic school named *Kulliyat al-Mu'allimin al-Islamiyyah* (K.M.I) or Islamic Teachers Training School, launched by Kyai Haji Imam Zarkasyi. The K.M.I. consisted of junior school and senior school, which altogether took six years of duration after

primary school. This model is taken from Padang Panjang where the late K.H Imam Zarkasyi got his experience to learn and teach. This model then modified to the new system of boarding school. The religious subjects are taught classically but at the same time the student lives together inside the campus with full discipline within 24 hours. The whole activities and life style in this campus are meant as a media of education.

For years later, in 1940, there was besides the K.M.I division, named *Teacher College of Theology or Arabic*. Its purpose was to meet the shortage of teachers in high schools at large. This college level project ended in 1945 because of the outbreak of the revolution. The students, particularly in the highest class, left the pondok pesantren to take active parts in the revolution and they involved in the war against colonialism.

The college was temporarily interrupted because many santris were involved in the war. Many santris were members of *tentara pelajar* (the student army), and the Kyais supported them. When the war was over, some santris returned to the pondok, while many of them continued in their careers in the military field and others.

Because of the revolution, the reorganization of Pondok Moder Gontor was delayed. A few years later, the revolt of the Communist Party, known as the Madiun Affair, took place in Madiun in 1948. This short revolt soon influenced the pondok Gontor. The communist rebels destroyed the pondok, then arrested the Kyais and nearly killed both KH. Ahmad Sahal and KH. Imam Zarkasyi.

A short time after the revolt, PMG was consolidated. Many students both old and new came back. In a short time the number of students increased. They came not only from Java and Madura, but also from Sumatra, Kalimantan, Sulawesi, Nusatenggara, and other areas.

PMG has developed and progressed. From its earliest inception, the founders had modern ideas regarding the reform of Islamic education. PMG was set up like other *pondok pesantren* with the *Kyai* as an executive leader and with his *santris* studying Islamic subjects and living a simple life. However, the founders wanted to reform Islamic education along modern lines using the *pondok*

system. As the institution has developed, it has retained its *pondok* character, on the basis of future education.

The curriculum in PMG was extremely different to any *pondok pesantren* and school in Indonesia. It offered 100% religious knowledge and 100% general knowledge and sciences. To manage this curriculum, all *santris* should live 24 hours in the dormitory or boarding house at the campus of PMG. They will be guided and controlled by teachers and Kyai that live there too. The curriculum in PMG was not limited by the instruction, which was given in the class only, but included all activities outside and inside the class. So there was no separation between religious and general knowledge in PMG.

By the establishment of K.M.I., PMG has combined the traditional Islamic institution as a *pesantren* with the modern instruction method based on the modern school system. At PMG, both English and Arabic are spoken in the class of foreign language subjects. Meanwhile, the subjects of religious knowledge are presented in Arabic, while Indonesian is used to teach other subjects. The foreign languages are also obliged as the daily life medium among the students. The students live in a strict discipline and obey for their own sake.

The basic institutional of the *Kulliyatul Mua'llimin Al Islamiyah* (KMI) covers four important elements; they are basic values, vision and mission, educational orientation, and motto of education.

The Basic Values of KMI

The first basic value applied in Pondok Gontor is Islamic knowledge. This value covers belief in God, good attitude, Islamic law, Islamic knowledge tradition and spiritual. Meanwhile, Indonesian context is the second value. This value includes The five principles of Indonesia (*Pancasila*), Basic regulation of 945, Law No 20 of 2003 on National Education System, and other law and government regulations. Last, Islamic boarding school system is the last value. The first component of this value is the five basic principles of the school which covers (a) sicerity, (b) simplicity, (c) self-reliance, (d) Islamic brotherhood, and (e) accountable freedom. The motto of the pondok is the second componen which

covers (a) noble character, (b) sound body, (c) broad knowledge, and (d) independent

Vision, Mission, and Goal

The vision, mission, and goal of the *Kulliyatul Mua'llimin Al Islamiyah (KMI)* are presented as follows:

1. The vision

The vision of Pondok Gontor is to perform itself as an educational institution with the purpose to produce cadres who lead people, as a place to seek for knowledge (*thalab al-'ilmi*); and as a source of Islamic knowledge, the language of the Holy Qur'an and general knowledge under the principles of Islamic boarding School.

2. The mission

The missions of Pondok Gontor are (a) creating qualified generation to perform *khaira ummah* (the best people), (b) educating and developing faithful moslem generations who are noble character, sound body, broad knowledge, and independent mind, and (c) teaching religion and general knowledge in balanced to reach educated and skillful *ulama*, (d) realizing citizen who are Indonesian individuality and faithful.

3. The goal of the pondok

Pondok Gontor has various goals, they are (a) to create qualified generation to perform *khaira ummah* (the best people), (b) to creat moslem generations who are noble character, sound body, broad knowledge, independent mind, and respectful to society, (c) to perform educated *ulamas* who are balanced in *dzikir* (engaging in such a form of worship) and thinking, and (d) realizing citizen who are Indonesian individuality and faithful.

Education Orientation

The education orientation applied in Pondok Gontor are community oriented education, non-partisan of any political party, Islamic brotherhood, and conduct good deed to seek for knowledge (*thalab al-'ilmi*).

D. Philosophical Aspects

There are three philosophical aspects in Pondok Gontor; institutional philosophy, educational philosophy, and instructional philosophy. Institutional philosophy of Pondok Gontor refers to an understanding that (a) Pondok Gontor is established upon and for all groups, (b) Pondok is a place to struggle and it is not a place to seek for livelihood (to earn for money), and (c) Pondok is owned by *umah* (people) and it is not possessed by *Kyai* (the leader of pondok).

Meanwhile, educational philosophy contains spirits to be employed to sacrifice during the process of teaching and learning. The spirits are presented as follows:

1. What is seen, listened, done, felt, and experienced by *santris* (students) in their daily life must contain the values of education (later it is used as a basic foundation of the hidden curriculum applied in Pondok Gontor).
2. Once we live, it must be useful.
3. We are supported to contribute merit, not to ask it.
4. All subjects must contain moral education.
5. Education is by doing not by lips
6. We have to devote our property, energy, thought, and even our soul.
7. We are insisted to do something which is better than that of which previously done by other people

Finally, instructional philosophy contains some of the following values: (a) the method of teaching is better than the materials, teacher is more important than the method used, and the soul of teacher is the most important thing among the other aspects (in the following discussion, teacher's soul is understood as teacher's personal commitment in teaching at Pondok Gontor), (b) pondok just give an angler, it does not give fish, (c) taking an exam is for learning but learning is not for taking an exam, (d) the materials in KMI are 100% of religion knowledge and 100% of general knowledge.

4.1.4 The Curriculum at *Pondok Modern Gontor*

As it is already mentioned the educational system followed by PMG is the pondok pesantren system, with modern methods of teaching. All students live in

the dormitories. For the purpose of activating foreign languages the K.M.I. takes the following steps:

The first year, Arabic is emphasized, particularly oral speech. In this year the subjects of *Qowaid and Sarf* (Grammar and Morphology) are given separately as independent subjects, but are part of the Arabic language class. Only in the second year are these subjects separated from Arabic. The same principles are applied in English lesson.

In the second year program, the Arabic becomes the language of instruction. Here, the Islamic subjects are delivered in Arabic. To identify how the courses have been effectively taught, it can be seen from the results of examination. In the first semester of the second year, the examinations are administered in Arabic. There are also oral examinations for Qur'anic recitations, Arabic and English.

In the third year, other subjects, such as Islamic history, Theology and Tajwid (the art of reciting the Qur'an) are also taught in Arabic. In this year the use of Arabic texts is even more developed.

In the fourth year, the various aspects of Arabic language and literature are taught. Included in these courses are *al-Nahw and Sarf* (Grammar and Morphology), *al-Balagha* (Rhetoric), *al-Adab al-'Arab* (Arabic Literature), Religious subjects, such as *Tafsir* (Qur'anic exegesis), *Hadith* (Tradition), *Fiqh* (Islamic Law), *Ushul al-Fiqh* (Islamic Jurisprudence).

In the fifth and sixth year courses the students begin to practice teaching. In this program, indirectly, they put themselves as figures of real teachers. Usually they teach afternoon classes. Sometimes they also teach morning classes under the supervision of the director and their colleagues. Then, the director comments on or criticizes them in term of their methods in teaching. To follow the step of teaching some courses in Arabic, some general subjects are also taught in English.

General subjects are given from the first year through the sixth year course. Some of those subjects are Arithmetic, Geography, National and World History, Biology, Physics, Natural Sciences, while some other subjects are left to the students for their activities out of classes. To understand the nature of PMG it is not sufficient only to look at a list of subjects taught in this institution, because

the Institution's educational work goes far beyond its published curriculum. In other words, the PMG applies what so called a hidden curriculum. It means that what the students feel, see, and hear in the pondok or even what they do also reflect the curriculum.

The curriculum applied in PMG is different from that of applied in many madrasas. There might be a question of how many percent of time consumed should be devoted to religious subjects and how many to general subjects. According to many madrasas or pondok pesantren in Indonesia, each subject should have a certain percentage. The subjects in a madrasa might be divided into 50 percent for religious and the other 50 percent are provided for general subjects. Meanwhile, in another madrasa the subjects might be divided into 70 percent for religious and 30 percent are for general subjects.

PMG, however, does not give any particular percentage to the courses or subjects. One subject is equivalent to another. Anyone can advance to another class when he achieves a good mark in all subjects. On the other hand, he might fail the entire program because he has not passed certain subjects, either religious or general ones. This is what meant by 100% religious and 100% general subjects. When a student graduates from PMG, he might become a K.M.I.'s teacher. At the same time he might also become a student at the Institute Pendidikan Darussalam (IPD, The Education Institute of Darussalam).

PMG has succeeded in maintaining the educational program, and has made significant progress. It has gained recognition not only from the society and the government of Indonesia, but also from foreign countries.

In 1957, for instance, the government of the United Arab Republic gave official recognition through an official letter. The letter said that the graduates of K.M.I. of PMG were automatically eligible for admission to Cairo University and Al-Azhar University. The Kingdom of Saudi Arabia, by a note from the ministry of education, gave the same official recognition to the PMG. It clearly said that the graduates of this institution were eligible for admission to various universities in Saudi Arabia. The recognition was issued in 1967 and the note was of no. 4/3/38/4459 dated 16/6/1387 H. Later the recognition was also given by

University of the Punjab (Pakistan), Islamic University Antarbangsa (Malaysia) and International Islamic University Islamabad (Pakistan).

Now PMG is an Islamic educational institution with the K.M.I., a secondary school level providing a six-year course. The students come from different previous educational background. While some of them come directly after completing the public primary school, the others come from junior secondary level. In its development, the students also come from senior secondary school and some even come from other pondok pesantren. However, most of the students who enter the K.M.I. have completed primary school.

Since 1958, the PMG has conducted special classes called the *Kelas Eksperimen* (the experimental classes). The classes are attended by the graduates of junior and senior high schools and university students. In these classes the teaching of religious and foreign linguistic subjects are emphasized. The main purpose of establishment of these classes was to allow the students who want to study religious subjects and to complete all courses in a shorter period.

The stipulation for admission is an examination by PMG itself in several subjects; they are Indonesian, Arithmetic, and ability to read the Qur'an and to write Arabic. The school year usually starts in the second week of *Shawwal* (the tenth month in Islamic calendar).

4.1.5 The Organization of Santris

Santris are allowed to form social organization in the pondok. In many pondok pesantrens, santris are given freedom to join any organization with the permission of the Kyai. However, principally, PMG is completely free from the influence of any political parties or group interests. The leader of the pondok believes that politics should be kept out education, especially within the pondok. The santris are expected to become the backbone of the society, and not become involved in the conflicts among Muslims caused by political group or ideological orientation. They should have an independent mind and broad ideas.

In its development, the organization of santris at PMG has become Organisasi Pelajar Pondok Modern Gontor (O.P.P.M. or Pondok Modern Student's Organization). The O.P.P.M. is an internal or local organization, and as

a complement of the curriculum in that it trains the santri in organization activities. The O.P.P.M. has two Supervisors, three Principle Guides, an Advisor, Chairmen, and thirteen departments. The organization consists of Secretariat, Finance, Security, Instruction, Information, Library, Arts, Sport, Health, Guest Reception, Students' Cooperative Store, Nutrition, and Canteen.

The santri manage this organization by themselves. Election of office bearers is held once a year, so leadership experience can be shared by all. All members elect their leaders by democratic process. The organization is responsible for matters relating to the activities and discipline of santri. Once a year, the officer of the organization delivers his annual report at a general meeting attended by all santri, teachers and kyais.

A remarkable achievement of the O.P.P.M. is the organization of the santri's activities. However, this cannot be separated from the educational goals of PMG. With the existence of the student's organization, they are training to be self governing. One of the other activities of the O.P.P.M. is the enlargement of the santri's Cooperatives at the pondok.

The purpose of the establishment of Student's Cooperatives is to fulfill the daily needs of the santri. It has a store where santri can buy their needs, such as books, stationary, sports equipment, and food. Its managing staffs are elected from among santri for one year period. The initial capital of the cooperative is collected from the santri themselves. However, profits of the cooperative are for their own benefit such as developing the pondok (dormitory) and completing the educational equipment. The maintenance facilities, organization activities and travel expenses of the meetings' representative are also provided by the cooperative.

4.1.6 I.P.D. Institute Pendidikan Darussalam (The Education Institute of Darussalam).

I.P.D. is the highest institute in PMG that is equal to university level. It was founded on 17 November 1963 by the "Trimurti", and was called Institute Pendidikan Darussalam. This institute was made up two faculties: Tarbiyah (Faculty of Education) and Usul al Din (Faculty of Theology). In the first year it

had forty students, most of whom graduated from K.M.I. and later become teachers there. The first Bachelor of Arts degree from both faculties has been fully accredited. The faculty of *Dar al-Ulum* Cairo University also gave a recognition to I.P.D. 's Theology faculty. In a note of 32/ 1st December 1981, the Bachelor's certificate here equals to the degree level of Cairo University faculty. By this recognition all graduates of I.P.D. have a right to continue their study up to the master program in Cairo University. In 1984, the University of Punjab Lahore Pakistan admitted that the Bachelors of the Education faculty and the Theology faculty are qualified. In its note of D/83/EC dated 18 January 1984, the Punjab said that they equal to Bachelors of any social faculties in the University

In the academic year 1994-1995, I.P.D. has changed into *Institut Study Islam Darussalam* (I.S.I.D. Darussalam Institute for Islamic Studies). Beginning in this year, I.S.I.D. added one section for each faculty: While the faculty of Education was added with Arabic section, the faculty of Theology was added with Arabic section. The faculty of Theology was added with Faith and Philosophy. The other faculty, **Syari'ah** (Islamic Law), was added with judicial section.

The idea of establishing a qualified institute as a stage towards Islamic university was actually declared along with the establishment of the Tarbiyat al-Anfal in 1926. It is aimed to keep the balance of intellectual and spiritual developments of young muslim generations. The balance educational is expected to prepare and produce sholars, *ulama'*, muslim propagandists and society leaders. They are equipped with both religious and general knowledge.

4.1.7 The Attemp of PMG in implementing Its New Idea in Islamic Education.

PMG emphasizes the moral and spiritual education and character development of the santris. The objective of the education is to provide cadres for the muslim community. PMG tries to produce muslim preachers and scholars who will devote their life to public service. It fully realizes the significance of the cadre formation as it relates to what muslims expect from their capable and honest leaders and scholars. Consequently, it emphasizes the educational aims on spiritual and character formation. The pondok believes that character training of

the community members is a most decisive factor in constructing the pattern of community life. PMG trains the santri to develop a strong sense of responsibility towards their society and stresses social muslim community orientations.

PMG was established by strong spirit, dedication, and belief in Allah's help. He founders started the establishment without any material capital, except an old mosque and a piece of land, which was dedicated as waqf for Islamic education and teaching.

From the beginning, PMG has tried to be self supporting and to have no commitment to any political party. The institution belongs to the muslims community and is committed to Allah's help.

The objective of the founders is to modernize the method of teaching in Pondok Gontor. In addition, its scope should be broadened to keep abreast of the progress of modern science and technology.

According to the founders, the establishment of PMG was inspired by four institutions or universities, the elements of which have been melted as the basic educational fundaments of the PMG. These institutions are: Al-Azhar University, Syanggit, Aligarh University, and Santiniketan University.

PMG drew on the philosophies of these universities in preparing its ultimate goals. These four institutions are models in encouraging santri to become future oriented, with high ideals. However, PMG has its own character with a strong conviction that its ultimate goals will some day be realized. This strong conviction is manifested in its program. It recognizes its duty to fulfill the muslims needs and to educate the young generation to prepare themselves for their future lives.

PMG has outlined five programs to reach its goals and its role. These are Panca Jangka (Five Programs), namely:

First: Education and Instruction. The aim of this program is to maintain instruction and to improve the standard of education. Since 1958 PMG has experimented with classes consisting of graduates of Junior High School. It has a new development since the setting up of Institute Pendidikan Darussalam (Darussalam Education Institute) at the end of 1963. With the establishment of this institute, an attempt has been made to realize the idea of a big Islamic

university. The university will propose to meet the needs of scholars in all fields. This need is so great for the success of national development and the revival of Islam. The establishment of Darussalam University Foundation was as a legal body to take care of all the needs of the university.

Second: Building, equipment and other facilities. The purpose of this program is to maintain and improve the present building and its equipment and to provide more new buildings and other facilities. Several new buildings have been set up: a school, an auditorium, a health centre, a dormitory and lecturers' houses. Building construction is on a large mosque with a hall, library, and rooms for various purposes.

Third: Finance. This program is mainly to maintain and to increase financial resources to keep PMG going on and to carry out its educational program. One of the efforts to secure funds is to obtain endowments of arable lands (rice fields and plantations).

Fourth: Cadre formation: The purpose of this program is to continue the work and to perpetuate the ideals of PMG. Cadre formation is significant in continuing and promoting the work and ideals of the founders and the teaching and managing staffs. Some of the produced cadres of PMG are pursuing studies at various universities in Indonesia and some are at some universities abroad.

Fifth: Welfare of the family of the founders and the teaching staffs. This program tries to relieve PMG from the burden of supporting its founders and teaching and managing staffs, because it is the place for charity. No one gains material profit there. Even the founders and teaching and managing staffs are expected to show their generosity in supporting the PMG.

After the death of the last Trimurti (the third founder), Kyai Haji Imam Zarkasyi in 1985 the head of Pondok, was elected by the Waqf Board in a special meeting. They decided that KH. Shoiman Lukmanul Hakim, KH. Abdullah Syukri Zarkasyi and KH. Hasan Abdullah Sahal were the new head of PMG. They are called as the new Trimurti. The main goal of the new Trimurti is to keep up and continue the old Trimurti goal that PMG can contribute and play a role in the modernization of Islamic education.

Nowadays, there are more than a thousand of pondok pesantren spread out throughout Indonesia which are built by the alumni of the Pondok. They follow the path and pattern initiated by their “*alma mater*” Pondok Modern Darussalam Gontor.

PMG has stimulated the spirit of muslim communities in Indonesia. PMG as a pesantren employs the educational system of pesantren combined by religion knowledge and general knowledge. Moreover, to facilitate its santris to have more knowledge and ability to communicate with global society, this pondok provides foreign languages, they are Arabic and English.

The general single research question in this study is “*What kinds of practices are employed to support the EFL instruction at Pondok Gontor?*” This general research question is, then, elaborated into two sub-research questions as follows: (1) What school leaders’ practices support EFL instruction at *Pondok Gontor?* and (2) What teachers’ activities support EFL instruction at *Pondok Gontor?*

After conducting interview, observation, and document analysis, the findings of the study come to two kinds of practices support the application of English instruction at *Pondok Gontor*. They are school leaders' practices and teachers' activities. The organization is, then, starts from presenting data related to the kinds of school leaders’ practices support EFL instruction at *Pondok Gontor* (sub-heading 4.2) then reaches the presentation of data related to the teachers’ activities practices (sub-heading 4.3).

4.2 School Leaders’ Practices Supporting EFL Instruction at *Pondok Gontor*

Leadership practices constitute overall programs and activities at *Pondok Gontor*. From the results of observation, interview and document analysis, there are five kinds of practices done by school leaders to support the EFL instruction at *Pondok Gontor*. They are (a) performing visionary leadership, (b) setting goals, (c) creating conducive learning environment, (d) designing curriculum, and (e) building up school culture. In fact, these practices above cannot be separated

between one and another. In other words, they are interrelated aspects enhance the process of EFL instruction in *KMI* of *Pondok Gontor*.

4.2.1 Leaders' Practice in Performing Visionary Leaders

The first presentation of findings related to the school leaders' practices is initiated by presenting the school leaders' way in viewing the growth of other *pondok pesantrens* and the need of qualified muslims figures. At the time of the establishment of *Pondok Gontor* in 1926, the belief of the majority of Islamic people was influenced by syncretism, the mixed between Javanese belief (*kejawen*), Buddhist, and Hindi, etc. Basically, the majority of *pesantrens* only taught religion knowledge, such as *Fiqh* (Islamic law), *Tauhid* (belief in God), *Tasawuf* (Spiritual Knowledge), *Hadith* (Prophet Muhammed's Sayings and Practices) and Arabic grammar. On the other hand, some general knowledge, for example math, physics, etc. were not taught at all. It was assumed that studying religion knowledge was suggested, meanwhile, studying general knowledge was prohibited. Moreover, they thought that general knowledge did not belong to Islamic knowledge. The year around the establishment of *Pondok Gontor* was Dutch imperialism, when most *pondoks* believed that anything related to non Islamic tradition was believed to be a sin. In short, any tradition or performance which looked like Dutch tradition was a sin (Panduan Manajemen KMI, 2006).

The main consequence of the different paradigms between religion knowledge and general knowledge caused dichotomy in viewing reality and in understanding religion teachings. Consequently, the dichotomy of knowledge leded the *pondok* alumni to be under pressure for they were not ready yet to go with the development of various knowledge and technology.

Moreover, another effect of the lack of *muslims* who were competent, in 1926 the Congress of Indonesian Muslim conducted in Surabaya got difficulty to find out figures who were good in both Arabic and English and were competent in religion and general knowledge to be sent as participants or representatives to join the Islamic *Muktamar* all over the world in Makkah. Later, the congress decided to send KH Mas Mansur (who was competent in religion knowledge and fluent in

Arabic) and HOS Cokroaminoto (who was capable in general knowledge and proficient in English) as the representatives from Indonesia.

The phenomena above inspired KH Ahmad Sahal, one of the participants of the congress, to build up a *pesantren* to produce educated muslims who were not only competent in religion knowledge but also in general knowledge including foreign languages. The founders of *Pondok Gontor* took lesson from another *pesantrens*' experience which could not survive. These *pesantrens* were well known and could produce educated muslims. In fact, in their development, these *pesantrens* became the first priority for the society to send their children to study. However, these *pesantrens* could not survive after their founders die. No successors took part to manage the life of the *pesantren*.

Culturally, *pesantren* is possessed by the *Kyai* and can only be inherited to his family. Consequently, some figures who have high motivation and are believed to be competent cannot manage the *pondok*. This condition also inspired the founders of *Pondok Gontor* to avoid the *pondok* from being extinct when the founder or the *kyai* dies. The founders of the *Pondok Gontor* took policy to donate the *pondok* for religious or community use or as *wakaf* in 1958. However, the effort of raising fund was done since 1931. The ability of the founders of *Pondok Gontor* in viewing the phenomena above was contributive not only in making the *pondok* grow significantly but in keeping the *pondok* survive.

PMG was established by strong spirit, dedication, and belief in Allah's help. The founders started the establishment without any material capital, except an old mosque and a piece of land, which was dedicated as *waqf* for Islamic education and teaching.

From the beginning, PMG has tried to be self supporting and to have no commitment to any political party. The institution belonged to the *muslims* community and was committed to Allah's help. The objective of the founders was to modernize the method of teaching in *Pondok Gontor*. In addition, its scope had to be broadened to keep abreast of the progress of modern science and technology. The targets and educational goals of the *pondok* were reflected in its academic programs. To achieve those goals, the *pondok* sets some levels of education starting from senior level up to university.

The founders scheduled the development program of the institution as a nine-year plan, divided into three years planning. They were the first three year planning (1926-1929), the second three year planning (1929-1932), and the third three year planning (1932-1935) (for detailed descriptions of each of planning, see Appendix 14).

By considering that teaching is a fundamental job, in 1926 the founders established a modern system of education for Islamic teachers training, named the *Kulliyatul Mu'allimin Al Islamiyah (KMI)*. This system of education employs six levels of education. Level 1, 2, and 3 in KMI are similar to class VII, VIII, and IX in junior high school level. Meanwhile, level 4, 5, and 6 in KMI are similar to class X, XI, and XII in senior high school level. To provide system and process of effective teaching and learning, the founders synthesize the educational values of four well-known educational institutions namely; al- Azhar University in Egypt, Aligarh Muslim University in India, Santiniketan also in India and Shanggiti in North Africa.

The findings above show serious efforts taken by the leaders of the *pondok* to create a qualified school. The institution got degree of recognition from the Indonesian government. In 1998 and 2000 the *KMI* was recognized by Islamic Directorate General Institution Department of Religious Affairs by Ministry of Religion under the official decree No. E. IV/PP.03.2/KEP/64/98 established on July 28 1998 and by Ministry of National Education under the official decree No. 105/O/2000 established on June 2000. The main point of the two recognitions was that the certificate of graduates of *KMI* was equivalent to Islamic high school and senior high school. In 2010 more than 20 *KMIs* throughout Indonesia got the same letter of decision from the government of Indonesia that the graduates from *KMI* got certificate which was equivalent to both Islamic high school and senior high school.

On the basis of formal legality of the institution above, some experts and practitioners in education expect the *KMI* to keep its existence as one alternative of educational system in Indonesia. In fact, *Pondok Gontor* is the pioneer which formulates the *KMI* system school.

The characteristics of PMG are like other *pondok pesantrens*, because it is set up with a *Kyai* as an executive leader. Furthermore, the *santris* study Islam and general subjects at *pondok* with several activities. However, to produce *santris* who have broad knowledge and the ability to interact in global society, the founders want to reform Islamic education by applying a modern *pondok* system with Arabic and English. To reach this purpose, the two foreign languages are obliged to be learned and used as medium of communication in daily life.

In its practices, the PMG is contributive on its role and function in implementing the national system of education. On the basis of the educational system used in Indonesia and the system of National Education, in present tradition *PMG* with its system of education and instruction combines all categories as formal education, informal education, and non formal education. *Pondok Gontor* produces not only *ulamas* in religion but also the *ulamas* possessing broad knowledge and sciences. The *santris* of the PMG are educated as men of independence, broad minded, feeling one in the name of religion and nation features which are actually aimed by the national system of education.

The descriptions above imply that the leaders of the *pondok* perform visionary leadership by setting clear vision with meaningful actions by understanding and evaluating phenomena how to run and keep existence of an institution successfully.

4.2.2 The Leaders' Practices in Setting Goals

Another finding showing the school leaders' good practice is the *pondok* concerns in utilizing of an outcome-based instruction which was set since its establishment in 1936. As it was stated in its historical background that the founders of the *pondok* had purpose to produce *santris* who were competent in both religion knowledge and general knowledge. Included in the general knowledge, in this context, was the ability of *santris* to use Arabic and English. This motivation was previously inspired by the condition that the members of congress in Surabaya got difficulty to find figures who were competent to be sent as the representative to join an international *muhtamar* in Mecca. The

representative had to be those who had broad knowledge in religion and were competent in both Arabic and English.

In its practice, by setting outcomes students could focus their attention on clear learning goals. These outcomes showed the students of where they were going to and how they would achieve them. The school outcomes also provided the teacher with a framework for designing and delivering the course content. Moreover, the predetermined outcomes enabled teachers to assess students' learning as a measure of their own instructional effectiveness. In fact, the availability of the instructional objectives influenced activities set or done by both the teachers and students. For the teachers, they needed to design materials and chosen more appropriate strategy employed both in the classroom and outside the classroom. Furthermore, they needed to conduct some follow up activities to convince that the students were always consistent in learning English. These follow up activities were guiding, motivating, and monitoring the students. These activities are much given by the teachers outside the classroom.

In English language learning context, the students of *Pondok Gontor* were directed to have more practices in producing English both orally and in written forms. When the students lived in the dormitory for twenty four hours, they were supported to interact in group to practice their English skills. In practicing to produce language, the students were aware that they were in the process of becoming figures with good competency in English. The aspect of outcomes performed links between what teachers could do and the learning that students might achieve. The set goals inspired the learners to choose their way of learning. At *Pondok Gontor*, many efforts were taken to achieve the set goals. The teachers were given right to choose materials and some activities that invite students to practice their English skills. Moreover, besides giving some formal materials, the teachers were committed to stimulate, control, and monitor students' activities. These activities were developed in such a way to facilitate the students to keep on task and engage in practicing their English. Every student knew the outcome set by *Pondok Gontor*. That is why, they were more willing to learn and participate actively in every English program.

On the other hand, the *pondok* was aware of the goals directed to students. By setting a target that the students had to be competent and able to stand on their feet in the society, the leaders of the *pondok* provided some knowledge and skills, especially in foreign languages, such as Arabic and English. These proposed goals automatically became the students' needs. Consequently, both the leaders and the teachers concerned about those goals which were directed to correspond to students' future needs.

The students' ability to use English is not merely applied in daily interaction with other members of pondok. They have to be able to display their English in various programs and activities set by the pondok, such as delivering speech, doing a debate contest, playing drama, and conducting teaching practices. At the end of their study, the students had to conduct *a society service*. It was a compulsory activity in the form of teaching activity. There were two groups of students based on their competencies; those who were highly competent and those who were less competent. For those who were nominated as highly more competent graduates were sent to other branches of modern Islamic boarding schools throughout Indonesia under the recommendation of *Kyai*. These groups of students were invited by the *Kyai* and given letters of recommendation to be given to the *pondok* pointed by the *Kyai*. However, those who were less competent with letter of recommendations were given opportunity to choose any school to teach. In general, the teaching activity was done for about one year and letter of graduation from *Pondok Gontor* would be given after the students accomplished the teaching practice.

Practically, the teaching practice required good preparation, in terms of subject matters mastery and foreign languages proficiency. On the basis of this students' future insistence, the teaching goals, activities, and any practices proposed by *Pondok Gontor* correspond to students' needs. Hence, it is obvious that the school leaders are responsible toward teaching and learning practices and students' needs by setting clear goals. The set goal was a supporting aspect that stimulated teachers and students to be committed to their own positions. The teachers were insisted to have professional preparation and the students had to keep on their learning.

4.2.3 The Leaders' Practice in Building School Culture

This part presents the findings how the school leaders utilize all the members of *pondok* to behave in a good manner and to be committed to their own position. In its practice, besides having academic function, *Pondok Gontor* also had social function for all its members. The former implied that *Pondok Gontor* was an institution which educated its *santris* related to the academic subjects. In this sense, the *pondok* was a place where knowledge was transferred to the students. At the *pondok* the *santris* were facilitated so that they could practice to learn or to speak foreign languages (Arabic and English). This activity, generally, could not be found when the *santris* were at home as no other people supported or facilitated them to learn those subjects. Having an academic function, *Pondok Gontor* prepared the students for their future professional life or to prepare students for future academic studies and careers.

On the other hand, as a social function, *Pondok Gontor* was a place for both attitude and behavior buildings. In this sense, the school provided opportunity for the students to find and know deeply their friends. This situation was important for the *santris* in *pondok* for most of them often did not go home after the class was over or during the breaking semester. The policy given to the *santris* to stay in the *pondok* facilitated them to be able to interact with all the school members.

All educational activities extra and intra curricular in this school were based on the values and the principles of education which was called as *Panca Jiwa* (the five basic principles), they were *Sincerity, simplicity, self-reliance, Islamic brotherhood and accountable freedom.*

The word *sincerity* could be defined as a quality of being sincere, which meant that every individual in this school had to be sincere in all acts of devotion for the sake of Allah (*ibadah*) and not for reaping any profit from it. The teachers were sincere in doing the educational process and the students were sincere in seeking for the knowledge. The implementation of this spirit was through all aspect of lives. Every school activity which could be seen, experienced, and felt was considered as education.

The *spirit of simplicity*, on the other hand, was meant as a positive conduct toward every situation of life and not surrender upon the problems of lives. The precise meaning of it was to procure for the individual's values that would prepare them to face the trials and tribulations. It was to have strength, courage, determination, and self- control. And behind these all cover nobility, bravery, and zeal to never give up, as well as development of a strong mentality and character that were imperative and necessary in preparing them to face the hardship in life.

The spirit of *self- reliance* was defined as standing on one's feet. This was the most important and effective ability provided by this school for its students. The students in this due regarded practice by themselves how to be self- reliant in undertaking all his daily needs, up to all the means of lives. Whereas, as an educational institution, Darussalam Islamic Boarding School has to rely on its own resources without having to be dependent on the others for aid and assistance.

Islamic brotherhood in this regard was considered as the fourth basic principle of education to be implemented in this school through which every student learned how to build up strong friendship and empathetic solidarity upon the other *muslim* brothers. Happiness and sadness were shared together under the banner of Islamic brotherhood, in order to actualize the unity of *muslim ummah*.

The *accountable freedom* was the fifth spirit to be imparted upon the heart of every student. This freedom made *santri* optimistic in facing the problem of life. They had freedom in thinking and act, freedom in forming his future and selecting his way of life based on the Islamic faith and self responsibility.

Basically, the school education was aimed to prepare well qualified leaders of *muslim ummah*, having an adequate human resources as well as self confidence. This aim was reflected in the principles of community oriented, education simplicity and modesty, non- partisan of any political party, and the prime aim of the school education was for the sake of Allah and seeking knowledge and not to be government employee.

The first principle is community oriented education. In this point, Darussalam Islamic Boarding School tried to introduce upon the students the whole aspects of lives which would be faced by the students in the next social life.

Besides having good mastery of knowledge, to achieve the goal the students were trained to have spirit of entrepreneur, ability to lead and influence other people.

The second principle is simplicity and modesty. This term did not mean to live in poverty. However, it had spirit to take the most important things needed not something wanted. By having spirit of being simple and modest, they would lead the *santris* to be polite, honest, clean, and able to be grateful of anything given by God. In order to attain this value, the school taught the spirit of simplicity through all dimensions of lives. This spirit was aimed to gain the happy life by having self- confidence, nor fear of, and worry.

The third principle is non-partisan of any political party. The motto of the school education was freedom, unity and for all groups of people. By not involving themselves to particular political party, the *santris* had freedom to think, to associate with, and be free in deciding their choice.

The fourth principle is the prime aim of the school education was for the sake of Allah and seeking knowledge and not to be government employee. The *santris* who were learning at *Pondok Gontor*, implicitly, imply that they were doing act of devotion to conduct religion teachings not to look for a job. The degree they would get was expected to be able to support their spirits and characters that aided them to be able to stand on their feet.

The nature education in this boarding school mainly concerns with mental, personality and character building of good *muslim*. The personality of good *muslim* are characterized in four points of qualities; good character, sound body, wide knowledge and freedom. These four qualities then named as the motto of *Darussalam Modern Islamic Boarding School*. This motto is elaborated in *noble character, sound body, broad knowledge, and independent mind*.

Noble character is considered as the basic character to be implemented by the school upon all students, junior as well as senior all together. The realization of this motto is represented through all aspects of student's lives in this campus.

Sound body is one important aspect of education in this school. With the healthy body students could undertake their duties and responsibility as good as possible. To maintain this health the school provided some sport activities. The sport program is naturally carried out periodically.

Broad knowledge is the goal of teaching and learning activities. The students in this boarding school were educated through the systematic program which could widen and enlarge their vision. The students were not only educated and though some knowledge, but also guided fully how to open the store of knowledge. The *Kyai* mostly pursued frequently that the word knowledge is wide, not limited, but it has to be based on the morality. Finally, the students have to be conscious to the basic principle of learning.

Independent mind is not meant as liberalism. The freedom of knowledge in this point should not astray from the principle of being true *muslim*. This point of motto was implemented upon the students after having good character and wide knowledge.

All activities of education and instruction in this boarding school are imparted upon the students through various methods, which could be deliberated in terms of giving good example, establishing conducive milieu, guidance and counseling, accustoming, doing an assignment, discipline, and enthusiasm.

To give good example, *Kyai* as the spiritual central figure tried to introduce upon the students the whole principle of school life. He personally acted in front of every individual how to be perfect and sincere guardian. He himself showed in front of the student how to be disciplined teacher and finally he gave an example how to be generous, to denote all his personal possession for the development of the school. So, then, every one could imitate him clearly. The spirit of sincerity had to be practiced by all elements of the school, included, administrators, managers, students as well as the parents of the students.

To establishing conducive milieu, this boarding school conducted that the medium of education and teaching in this regard included the whole aspect of life which could be seen, heard, felt and touched daily by the students inside the campus.

To give guidance and counseling, the activities to be carried out by every individual in this school had to be started from orientation, guidance and clear example, particularly in implementing the important educational values.

To accustom, this activity to import the educational values upon students, the school always used the habitation method through which the student in some

cases did educational and instructional programs, which were too difficult to be carried out.

To do an assignment, in this case the students were taking actively the various aspects of educational process through the school assignment. In such a situation the students' activities were guided and monitored to teach students to be responsible to their works.

To be disciplined, this attribute was considered as a spirit of activities in the school. This discipline was practiced by at *Pondok* Gontor to introduce upon the students the reality of life in the community. This method was done by doing not by lips. Some examples were school discipline, sport discipline, dress discipline, examination discipline, and so on.

To show enthusiasm, in many occasions, *Kyai* always underlined the importance of having high spirit in doing any work. In fact, enthusiasm offered positive contribution to help students in achieving their success in this life. The habitation in this due regard had been introduced since the beginning of studentship in his boarding school.

The practice of creating school culture done by the school leaders above implies that teaching and learning had to produce positive impacts. The students have to know how to behave toward other members of *pondok* and achieve any tasks given wisely for the purpose of their success in learning. The teachers, on the other hand, have to be care toward students' learning by showing their enthusiasm in providing activities and guiding students to practice their English.

4.2.4 The Leaders' Practice in Creating English Learning Environment

Another practice employed by the school leaders was the school leaders provided an inviting environment for English teaching and learning activities. The founders realized that the teaching of languages, particularly Arabic and English had a general problem, especially in term of method of teaching. To overcome the problem, the *pondok* emphasized the use of direct practice in teaching of the two languages (Arabic and English). Related to the topic of my study, the focus of description of the teaching is on the practice of English instruction.

The teachers were also aware of the need of being regularly given feedback on their work and performance. These feedbacks were potentially needed for they had to be able to stimulate the students' willingness to produce language. Regarding the intensity of meeting between teachers and students in the area of *pondok*, there should be inviting situation for the students to practice their English. The policy to live in the dormitory requires readiness for the teachers to serve the students to communicate within twenty four hours. In this sense, in the *pondok* the teachers are aware that they have to be able to set various activities to provide a conducive situation for students to learn. Practically, this also requires good performance of the teachers in facilitating the students related to the materials or activities and even their performance. That is why, meaningful feedback given by the school leaders is really meaningful to support the teachers' professional development.

In the setting of school where all of its members are free to conduct internal communication, according to them, academically, it offered enough opportunity to grow professionally. Every teacher could afford himself to improve his competency, especially in teaching practice. Being able to interact with their colleagues anytime in the area of *pondok* is a meaningful chance. This activity provides inviting or interesting atmosphere as one of forms of professional development. In this sense, all teachers could conduct take and give activities in terms of providing specific feedback about their activities out of the classroom and their teaching performance in the classroom. This positive sharing leads them to have sense of love and belongingness in their effort to help all *santris* to be skillful. In this context, the existence of every individual is needed by another individual. Moreover, through the process of sharing, they can, at least, update their professional knowledge and skills. Besides having opportunity to improve those knowledge and skills, they can discuss possible issues emerges in the classroom.

Both the direct and regular practice have been used from the establishment of the institution. The founders wanted a *muslim* delegate should be competent not only in religion subject but also in English. To create an effective English instruction, the institution applied a rule of being disciplined for all

santris in practicing to speak English although sometimes, in a certain situation, the *santris* needed to be forced to speak it. In its development, English was not only treated as a subject that must be taught and learned in the classroom but used as a means of communication as well. After six months of their learning, the *santris* were obliged to use English for their conversation.

Moreover, they had to become the members of a conversation club to practice public speaking three times a week. Each session, which was called *Muhadara*, consisted of practicing Arabic, English, and Indonesian. Moreover, to provide students learning English, the *pondok* set two weeks for English days and two weeks for Arabic days. To support the practice of speaking in English, the *pondok* established *Language Advisory Council (LAC)* and *Central Language Improvement (CLI)*. These two organizations had significant roles in providing, managing, monitoring, and guiding students to practice their languages, especially English. Both junior and senior teachers were fully responsible to design programs with their activities, such as language party, debate, speech, drama contest in English and other activities. Moreover, besides applying oral practices in English, the school leaders employed written English practices. These practices were in the forms of proposing programs and requirements, qualifications of English teacher, guidelines in conducting test, etc (see Appendices 6-11). These practices were also to function as language exposures for the students.

The *santris'* effort to be fluent in English was supported by the institution's policy. The school's policies, later, became a system influenced the school members during the process of teaching and learning. All *santris* lived in the dormitory. In this setting each *santri* influenced and had responsibility to others. This way potentially avoided of practical difficulties since every *santri* had opportunity to practice his English in the dormitory.

To stimulate and maintain the *santris* in using English, as one of their daily languages, some senior *santris* were nominated as *Jasus*. It is an agent established from language movement department. One of the *Jasus* duties is to observe the conversation of the *santris*. The existence of the *Jasus* is meaningful to create a situation in which English must be spoken by every individual *santri*.

The students' practices to improve their English proficiency do not only refer to English speaking but also reading the printed materials. It is important to notice here that the *santris* of Gontor are not allowed to read articles about romance, novels, and other such reading matters. Nevertheless, for having a wide reading background in English they are allowed to read magazines and newspapers. Another contributive program to train the *santris*' competencies in English is a competition in delivering public speeches. This activity is important to provide opportunity for the *santris* to explore their ideas not only related to daily or classroom topics but also more general topics which require *santris* to organize their ideas systematically.

Moreover, to improve the *santris*' abilities in English they are given opportunity to publish several newspapers and magazines. The copies of those newspapers and magazines are placed on walls in order all *santris* can read them.

At *Pondok Gontor* it is not only from human beings the students get language input but also from other non living things. In this context, wall, kitchen, some offices and parks are strategic places where some English written materials in English can be found. The availability of these written materials directly attracts students' attention. They are accustomed to see and read them. Consequently, they take these language exposures as sources of materials to learn. Another language exposure is also available in some canteens. There are lists of vocabularies related to food and drink provided in the canteens. When a particular student wants to buy food or drink, he is insisted to speak in English. If he does not know the vocabularies of a certain food, he can directly see the intended word set on the wall of the canteens.

Beside that, the availability of the written materials in some places, for example, '*keep clean*', '*we are in bilingual area*', '*students are forbidden to use this bathroom*', '*take off your footwear*', '*scout movement*', '*wait 5 minutes after knocking the door, thanks*', '*we are scientist, but we are muslim*' etc, invited the students to, subconsciously, read and learn them to know their meanings.

To create a good language habit, the practice of using English is done not only by students but also by teachers and school leaders. For example, the statements of qualification of English teachers, guidance to conduct examination,

some terms used to give critique on teachers' performance in teaching are written in English. Moreover, letter of decision given to students who pass examination and some supporting values are also written in English (see Appendices 6 - 11). This learning environment is potentially useful as learning sources that enables the students to acquire a foreign language subconsciously and stimulate their eagerness to learn better.

4.2.5 The Leaders' Practice in Designing Curriculum

Finally, the school leaders' good practice is reflected in designing curriculum. As it is elaborated previously, *Pondok Gontor* does not make dichotomy between religion knowledge and general knowledge. Both of them are important subjects to learn and they are taught in a balanced. The applied curriculum is intended to achieve the targets of education at *Pondok Gontor*. The composition of the curriculum can be applied successfully for all *santris* live in the dormitory. The application of the curriculum of the *pondok* is reflected in the practice of teaching and learning activities. Moreover, the curriculum of the *pondok* also covers all the programs provided for all *santris*.

Pondok Gontor applied two kinds of curriculum. It is emphasized for all the members of the *pondok* that the curriculum of the *pondok* does not only deals with the composition of courses and their syllabus. The leaders of the *pondok* propose a "hidden curriculum". It is a non formal curriculum used to describe unwritten social rules and expectations of behavior of all the members of *pondok*. Through the application of those kinds of curriculum, all the members of the *pondok*, especially the *santris*, are facilitated to learn and improve their knowledge and skills from both the formal curriculum and informal curriculum with their teaching and learning activities. The use of the *hidden curriculum* inspires the teachers to facilitate the *santris* in learning and practicing their skills.

Pondok Gontor teaches not only Islamic subjects such as *Al-Qur'an*, *Fiqh* (Islamic teachings), *Tauhid* (Belief in God), *Islamic History*, *Tasawuf* (Spiritual Knowledge), *Amali* (Religious Practices), etc but also general subjects, for example Math, Physics, social sciences, foreign languages, etc. The institution wants to produce future teachers who are capable of promoting growth and

development of the *santris*' mental, abilities, and good personality. That is why, the school leaders of *KMI* had an initiative to thoroughly analyze the curriculum. The curriculum analysis was done not only by inserting some important courses but also reconsidering the time allotment and other activities set in the *pondok*.

The structure or composition of curriculum is determined for a particular purpose. Specifically, Arabic is given to facilitate students (*santris*) to be competent in Arabic as a means to understand Islam resources and improve horizon in Islamic thinking. On the other hand, English is taught and learned to be used as a modern means of communication. Moreover, English is also used as a means to study general knowledge and religion by considering that some Islam works are written in English.

The curriculum was arranged by considering the continuity of both religion knowledge (Islam) and general knowledge (Math, Physics, Chemistry, Biology, and social sciences). The policy to arrange the curriculum in such a way was to show that no slightly separation between religion science and general science. It is fully realized and understood that those sciences are from God, and they belong to Islam sciences.

The school leaders and the teachers admit that curriculum is important and they see it as the totality of the life of the *pondok* itself and it cannot be separated between one and another. The subjects taught in the classroom are based on students' levels. In a day, six subjects are taught with the time allotment is 45 minutes for each meeting. During the teaching and learning process, the students are given breaking time twice a day with 30 minutes for each. Moreover, additional classes are always given in the afternoon for about 45 minutes. These additional classes are given to support or to strengthen the materials taught in the morning. This activity is regularly done everyday.

In its practice, the *pondok* leaders realize that the applied curriculum needs to be improved. The leaders conduct a routine control to identify the weaknesses or problems in applying the curriculum. This policy was done to create effective teaching and learning activities. The identified weaknesses of the curriculum were (a) some materials to be taught were out of target. The main reason of the problem was the material given was not suited with the time allotment, (b) some textbooks

were believed not relevant to use, (c) some materials were difficult to understand , (d) some textbooks related to general science were substituted since the school still used those bought from outside, (e) the time allotment given for teaching general subjects was too limited, (f) some materials still focused on the achievement of targets of the materials taught, and (g) the facilities and buildings for research and curriculum development were not representative yet. The identification of the problems of the curriculum is done continually.

On the basis of the founded problems, the school leaders took constructive efforts as the development plan (a) to study the subjects (materials) in which their targets were not achieved yet by reducing and focusing them on the achievement of the students' competency of each material, (b) to find out more relevant books to substitute the existed books or to compose books which were suited with the course objectives, (c) to make guidance books to help the students understand some difficult materials, (d) to compose textbooks for general materials gradually and continuously, (e) to give additional class (time) at night, (f) to change the orientation of teaching from achieving the target of each material into achieving the competency of every material being taught, and (g) to provide the needed facilities, included building to support research and curriculum development activities.

Besides evaluating the materials, the *pondok* conducts an evaluation on the number of the subjects taught everyday. It is done to help students concentrate in their learning activity. The leaders gave a policy by reducing seven subjects taught became six subjects everyday. Such a policy gave positive result for the students related to academic and non-academic aspects. The former was potentially contributive to minimize students' of being frustrated. As a result, they could master the material maximally based on the predetermined learning objectives. Moreover, related to the use foreign languages, especially English, the students would have more time to practice it outside the classroom. On the other hand, the latter provided opportunity for the students to have more time in having lunch and praying. The leaders practice in designing curriculum above significantly affect students' learning. The students have more time and various models of language to practice in the area of *pondok*.

The *pondok* has high expectation that every student must be able to display his English in real communication. The *pondok* believes that the need to master languages (Arabic and English and even other languages) is a must. The basic need of teaching the languages is the Holy Qur'an Surah Ar-Rahman, specifically, verse 4, "He taught him eloquent speech", and Surah Arrum verse 22, "And among His signs is the creation of the heavens and the earth, and the difference of your languages and colours. Verily, in that are indeed signs for men of sound knowledge". These two verses of the Holy Qur'an inspire the English instruction at *Pondok Gontor*. Practically, serious efforts are taken to facilitate students learning.

The leaders' policies in creating learning environment, building up school culture and school climate, designing curriculum, setting goals and promoting visionary leadership are followed up by teachers and language movement members by setting programs, activities, and preparing materials for English instruction. The *pondok* applied a strict practice of being disciplined in which every student must speak in English. The students were brought to a setting of EFL that insisted them to cooperate with other members of *pondok*. Practically, the *pondok* was responsible toward its goals. When the *pondok* had high expectation toward the students' success, consequently, the *pondok* provided some materials, programs, and activities to support students' learning.

Some practices such as creating learning environment, providing vocabulary both in the classroom and outside the classroom, setting language practices, fostering interaction in group, establishing language movement, providing language exposures, and giving supplementary materials in the form of lists of vocabularies were done to make congruent between expectation and preparation. Hence, the taken efforts proved that *Pondok Gontor*, officially, was committed toward students' success.

When they had high expectation of the students, they needed to give them materials to learn. One of the ways to stimulate the students to learn was by providing sufficient language inputs. The provided language inputs at the *pondok* invited the students' eagerness to learn. Even, the availability of the language inputs could attract them in acquiring language inputs. In a leisure time the

pondok played a tape by using a certain cassette about monologue and dialogue spoken in Arabic and English. In this situation, they still had opportunity to listen a dialogue or monologue. The teachers said that better results could be achieved if the students were really aware of the availability of the language inputs. It meant that the students consciously paid attention on the language inputs. This policy and behavior were potential to attract students to deal with language inputs.

The policy made by the school leaders in conducting EFL instruction produced a system how the teachers should teach English effectively. Moreover, the system determined how students should posit themselves to learn English successfully. Both formal and informal activities were designed in such a way for the purpose of facilitating students to learn. The leadership practices above can be summarized in Table 3.2:

Table 4.2. The Summary of Leadership Practices

| Leadership Practice | Meaning of Dimension |
|---|---|
| Establishing goals and expectation | Included the setting, communicating and monitoring of teaching and learning goals, standards and expectations, and the involvement of all school faculties in the process so that there was clarity and consensus about goals. Furthermore, they involved aligning resource selection and allocation to priority teaching goals. Included provision of appropriate self-professional development, for example, selecting materials and more appropriate strategy in teaching. |
| Planning, coordinating and evaluating teaching and the curriculum | Direct involvement in the support and evaluation of teaching through regular monitoring, feedback and advises to students and teachers. Direct oversight of curriculum through school-wide coordination across classes and year levels and alignment to school goals. |
| Creating school culture and school climate | Proposing good school climate and school culture to create school connectedness and establish an orderly and supportive environment both inside and outside classroom. The school connectedness was indicated by the availability of mutual trust and cooperation among teachers, students and between student and teachers. |
| Establishing an inviting learning environment | Instructed the teachers to communicate high expectations by creating environment where making mistake was part of learning, <i>pondok</i> became a partnership in the uncovering of knowledge and improving language skills, and all students become involve- even the quiet ones. Teachers' expectation should be implemented as teachers' responsibility. |
| Performing visionary leadership | The leaders transformed their behavior/attitude to both senior teachers and junior ones to meet students' needs. Moreover, they set direction for achieving long term targets, and creating a |

student-focused, learning oriented climate, clear and visible values, and high expectation. Hence the leaders ensured the creation of (a) strategies, (b) systems, and (c) methods for achieving excellence. In addition, leaders served as role models through their personal involvement in planning, communicating, and reviewing of *pondok's* performance.

4.3. Teachers' Activities Supporting EFL Instruction at Pondok Gontor

The findings about teachers' activities are collected from the results of doing participant observation and interviewing the teachers and students as the subjects of the study. As it is previously described, the program of *KMI* of *Pondok Gontor* is intended for teacher training student. Applying this program, the curriculum must be designed in such a way by including both Arabic and English. The program of *KMI* will not be successful if it is not supported by the availability of both Arabic and English. At *Pondok Gontor*, foreign languages are used as the crown of the pondok. As it was stated by the head of language development who said that:

“*KMI* is fundamental program in *Pondok Gontor*. It must be kept in mind that to make the program runs well, the curriculum must be prepared well. The curriculum must contain both Arabic and English as a means of interaction. The two foreign languages have significant roles in supporting the program of *KMI* in *Pondok Gontor*”.

In this study three teachers are the subjects of the study. The findings related to teachers' activities support EFL instruction refer to the subjects' real action as EFL teachers. The presentation of findings, in this part, covers five kinds of activities, they are *guiding students learning, building up students' selves-confidence, facilitating students during English instruction, and providing materials in English instruction.*

4.3.1 Guiding the Students' Learning

The three subjects who teach English at *Pondok Gontor* have the same background of education. They graduated from the *KMI* of *Gontor*. In their study, they are trained in a tight disciplined in the same learning environment. They are introduced about the values of education and teaching philosophies. Moreover,

they are also taught how to become candidate of teachers with high commitment towards their institution and jobs.

Teaching is a complex activity requires every teacher to have well prepared preparation. As the members of *pondok*, according to the three participants, teaching was a good *amaliyah* (deed). The teachers' are inspired by the late of KH. Imam Zarkasyi message says "*Whatever position you will have but don't forget to teach*". They believed that teaching was meaningful activity and it was contributive to learners to improve their cognitive, affective, and psychomotoric aspects. Related to their job as teachers they expected to be able to inspire students to learn English and motivate them to be independent learners. They believed that being independent in learning English insisted each student to practice to produce language by himself.

One of the participants in stating his role as a teacher, he strongly expressed "*For me I think as a teacher, I would better be someone who can inspire, who can assist the student learning, to direct and to give help they need*". Another teacher stated that teaching English in a formal setting was not enough to facilitate the students learning. He continued his statement by saying "*The students need to be guided. They need to be given more materials to be practiced in the pondok. I have responsibility to help and monitor their activities*". The two statements above imply that teaching in broader sense does not merely refer to giving materials in the classroom but motivating the students' learning and also inspiring the students' selves-learning. Since the teachers and students have to live in the dormitory of *pondok*, the practice of guiding students can be done by the teachers in 24 hours. In this dormitory, the teachers have more opportunities to monitor students' activities and they can directly assist and motivate the students.

The first and the second participants (T1 and T2) believed that every student had his/her own uniqueness, especially in learning English. The teachers, in general, were aware that student's individual uniqueness needed special attention because the purpose of teaching was to help students achieve the institutional goals. Facing the fact, the teacher encouraged and directed every student to choose his own learning strategy.

During the EFL instruction, the first and the second participants (T1 and T2) were keen to give his students a stress-free environment and create sufficient opportunities for students to memorize some listed words and practice English Speaking as much as possible everyday. Actually, the practice of giving lists of words to be memorized by the students is regular activity done by every teacher everyday. Moreover, the third participant (T3) believed that by having sufficient vocabularies, it was assumed that the students could do more. The teacher, then, made improvement by giving a model how the words had to be used in sentences and orally contextually.

In addition to the T1 and T2, the T3 proposed his role as facilitator was to guide students. His role as a facilitator included (a) offering opportunities for students to practice speaking, (b) offering help and support in the classroom and outside the classroom, and (c) guiding students to feel confident in speaking.

At *Pondok Gontor*, students' opportunity to use their English was not limited in the classroom. The dormitory system employed at *pondok* facilitated the students to have more time to practice their language outside the classroom in 24 hours. In the area of *pondok* the students could use a lot of communicative activities with other students and teachers. The teachers' main role as facilitators was to guide students to participate in various activities and help them built up their confidence through practicing to speak English in pairs or in groups.

At the beginning, the third teacher (T3) found students were nervous and worried to practice their English. The teacher took an effort to approach them, and talked to them in a simple language. For example, "*What is your name? Where are you from? Do you have some friends here? etc*". The main reason of stimulating the students was to show them that they could initiate to communicate by using simple expression in English. Moreover, the teachers' way to approach individual students and ask them some questions was intended to give appreciation to the students that they could speak English. This way was important done to minimize or even to avoid the students from being anxious in learning English.

The teacher also agreed that in language learning, students need to be given a little pressure. Pressure could help students learn. If the students were

exposed to some challenging tasks, like memorizing word and practicing the word in sentences, they would gain sense of achievement when they accomplished them. Related to their relationship with the school, the teachers admitted that no challenges came into conflict with the institution's expectation. Having a passion for teaching with much of the time devoted to deal with the students in the dormitory made them confident and more experienced. Although, they were not English education graduates and they did not own certificate to teach English, they appeared having their own beliefs as teachers and they took some efforts to develop their own principles related to teaching. The school leaders, however, expected them to constantly update the way of teaching in line with the latest trend in the education field. Indeed, for some teachers, keeping up with the current knowledge was challenging.

At *Pondok Gontor*, pressure was applied in the form of a tied disciplined in learning English. At the beginning, the applied disciplined was felt very hard for students. Consequently, they felt nervous but later they felt that they can do the tasks.

4.3.2 Building up Students' Self-Confidence

As it is presented above students of *Pondok Gontor* come from different elementary schools. This causes different background of education and their learning experiences. Every teacher was insisted to have understanding that students should be responsible for their learning. When a particular student was shy and lacked confidence to speak English, the teacher should provide him with a non-threatening learning environment with peer learning and encouragement for student to adapt to the teachers' teaching approaches and instruction. Because the students have individual differences in learning, the given of twenty four hours opportunity to meet in the dormitory provides much opportunities for the students to consult or to learn with other students or with other teachers. On the basis of every student's uniqueness in his personality and his English proficiency, the teachers took an effort to threat the students differently.

In general, EFL students have common attributes as being nervous, lacking confidence, and shy. The students are just too shy to express their ideas in

English. The reality shows that most of English learners can speak loudly when they speak in *Bahasa* Indonesia or in their native language but when they are required to speak in English we can hardly hear their voices. This fact implies that learning English, especially, in speaking is challenging. It needs regular practices and supporting environment. On the basis of this fact, the teachers realized the important of taking an effort to develop strategies, learning environment for dealing with the students' shyness and lack of confidence in their English oral skill and reluctant participation in English activities, especially those conducted outside the classroom. Some activities conducted in informal setting were given more emphasized because the students had much more time outside the classroom rather than in the classroom. That is why, according to the teachers, the problems related to students' feeling of being afraid to speak and lacking confidence had to be minimized.

The first participant (T1) illustrated or described an incident about some students who hesitate to participate when they were asked to speak individually or to do pair practice in the form of conversation. These students were identified as students who felt that their English was bad and they did not know what to do. Facing this kind of fact, the teacher took an effort to build up students' self-confidence by asking them to repeat when he pronounced English words. This activity is regularly done when the students are given vocabularies as one kind of material.

These lists of vocabularies, for examples, *speech, charity, humanity, good deeds, human kind, friendship*, etc, are presented to be memorized by the students. To facilitate the students to be able to understand the given vocabularies, in term of their pronunciation, the teachers read them aloud to be imitated by the students. By reading aloud and asking the students to repeat them, it can stimulate and encourage the students that they are able to pronounce the words. The appreciation is intended to motivate every student that English can be learned and he can be successful in learning it. This activity is regularly done and, then, the teacher guided the students how they should use the words in sentences and apply them in conversation with their friends. The teachers directed the students who were shy to speak to find a partner or a group to whom they feel close

emotionally. When the members of the chosen group are not those who they feel quite strange, it is expected to be able to encourage students' participation in speaking.

Meanwhile, the second teacher (T2) saw that in the context of teaching and practicing English, although it just started from presenting lists of vocabularies, building students' self - confidence was necessary. Beside that, the teachers asked the students to repeat the pronunciation of the presented English words, for example, the word *charity*. In this word the teacher introduced how to pronounce a palato-alveolar /tʃ/ / as an affricate consonant for the pronunciation of *charity*. Thus, the students understood that that the word *charity* had to be pronounced /tʃærɪti /. Then, the teacher gave students time to make preparation or he had the students made group conversation to discuss a simple topic applying the learned pronunciation. It was done to help the students apply their learned or mastered vocabularies in discussing a simple topic.

The third teacher, moreover, believed that when the students had ideas to say, it was meaningful for them to show their self - confidence. By having ideas to say, it indicated that the students, actually, had ability to present them orally. Such a kind of appreciation is meaningful to be given to support students, so that they can accomplish a certain task. According to the teacher, however, to do oral presentation was hard job for the students. To help the students speak English, he proposed extensive use of pair practices. When the students practiced more and gained feedback and encouragement from him, they changed their learning attitudes and they felt more confident to speak.

Related to language proficiency, in general, all the three subjects believed that students have different language proficiencies. It is common that individual difference has always been a mayor concern in teaching students. The main reason was that the students who studied at *Pondok Gontor* were from different schools and they had their own background in studying. Moreover, some students came from other countries, such as Malaysia, Singapore, Thailand, Brunei, Arab Saudi, Australia, Russia, Philippines, and Qatar. The students' differences in self - confidence and their language proficiency, according to the teachers, influenced the students' learning. This needed to be solved soon for it was potential to disturb

other students' performance. Some students, according to the teacher might have learned some vocabularies, while other might need more additional time and explanation to understand or even to master vocabularies and other materials. For this situation occurred at *Pondok Gontor*, it was necessary for the teachers to take account it to enable them to adjust the students' proficiency.

The teachers also realized that to adjust student's individual characteristic was time consuming. For the first time, they needed to treat individual student differently. From the students' personalities and performances in pair practices, the teachers could avoid discouraging students. As the students were insisted to be proficient in English, the students were encouraged to practice speaking in the area of *pondok*. The activities to monitor and treat individual student could be done anytime in the area of *pondok*. Their effort, in fact, was supported by the dormitory system applied at *Pondok Gontor*.

For the purpose of improving students' English proficiency, especially in speaking the three teachers had similar ideas that designing conversation among students or giving opportunity for the students to practice English speaking had to be enhanced. The school leaders and teachers also concerned about setting idea to have students who are well-motivated, more mature, and serious. These positive personalities are important to be built up to make students having more self-confidence. To achieve these goals, some programs and activities are explicitly reflected in the education goals of *Pondok Gontor*.

4.3.3 Facilitating Students during the English Instruction

Language learning is related to experiences. As it was stated previously that teachers posited themselves as facilitators and assistants for students. These principles were reflected through their efforts to invite students to engage in learning and help them practice speaking English. Although punishment in a particular case was given to students who were not serious, in fact, the teachers provided many pressure-free opportunities for students to practice their oral skill.

The students found by the *Jasus* when they did not speak in English were given punishment. This particular student was assigned to memorize 20 vocabularies and taught them to his friends. At *Pondok Gontor*, punishment is

viewed as positive perspective. It means that the given punishment is, implicitly, intended to give the students motivation. The *Pondok* views that every student can learn. There should be no student could not do the task given by the teachers. The teachers believed that every student had capability to memorize the given vocabularies and use them in real communication. This motivation was addressed to students so that they realized that they could learn better and do any task as it was successfully done by other students. This principle was a meaningful support to facilitate every student to accomplish the given tasks.

The first and the second teachers' (T1 and T2) activities in facilitating students during the English instruction included (a) engaging students in active interaction, (b) creating a non-threatening learning environment, and (c) providing students with enough practices. Meanwhile, the third teacher's (T3) activity to stimulate the students in English instruction was making students busy to practice their English.

4.3.3.1 Engaging Students in Interaction

Engaging students in interaction, in this context, involves students to participate actively to practice speaking in pairs or in groups. In language instruction, involving students to participate in producing language is advantageous. Although it is hard for some students because they are still shy and reluctant, the students need to be involved in language practices. The three teachers expected the students to speak from the simplest expression related to what they saw and experienced in the *pondok*. To achieve more meaningful results, the teachers engaged the students in an oral interaction with them and within groups among other students in the area of *pondok*.

The students' involvement to participate in language practice was encouraged, especially, when they had language day sessions. At *Pondok Gontor* there are two spoken foreign languages; Arabic and English language. The *pondok* established policies; two weeks for Arabic days and two weeks for English days. In those days every student had to speak in Arabic or in English. This routine activity is applied to facilitate the students to reach their needs and goals of *pondok*.

In real practice engaging students to fully participate in language practice cannot only be done in the classroom but also out of the classroom. As it was previously presented that at *Pondok Gontor* Arabic was treated as the first language and English was treated as the second language. Practically, at *Pondok Gontor* the portion provided for Arabic and English is given differently. Formally, Arabic has more subjects taught rather than English subjects, among others are *Khath*, (calligraphy/ the art in writing Arabic), *Imla'* (dictation), *Tamrim Lughah* (structure), *Isya'* (writing), *Muthala'ah*, (Reading comprehension), *Nahwu* (Syntax,) *Sharaf* (Morphology), *Balaghah* (Literature), *Tarikh Adad al Lughah* (History of language and Literature), and *Al-Mu'jam* (Lexicography). Meanwhile, in English subject the provided materials just deal with five domains; they are Reading, Conversation, Composition, Dictation, and Grammar.

Meanwhile, in general, methods of English teaching employed at *Pondok Gontor* are inspired by Collin's (1995) ideas in teaching language; they are mastering vocabulary, reading, thinking it through, writing down about it, listening, making summary, making a question and answer, and doing oral activity.

To provide students with sufficient opportunity to speak in English, the students were given freedom to apply language mixing and language switching from Arabic into English when they discussed materials or topics related to Islam lessons, such as *Holy Qur'an*, *Tafsir* (exegesis), *Hadits* (prophetic habit), *Fiqh* (Islamic jurisprudence) and History of Islamic Culture. In teaching practice in the classroom, those Islam subjects are presented in Arabic as a means of instruction. On the other hand, when the students are assigned to do conversation in English, they are not allowed to use language mixing and language switching from English into Arabic. The policy was given not only when the students had a discussion but also in their daily communication. The students usually applied language mixing when they really understood it. For example, in Arabic a student said "*Ana ukhibu fried chicken li annahu ladzid (I like fried chicken because it is delicious)*". Some English words that the students usually mixed were *sport for saying riyadhoh*, *scout for saying kashaf*, *language for saying language*, *law for saying ahkam*, etc. Basically, every student was insisted to understand common words available or

used in the area of *pondok*. Thus, in that practices, the use of English is given special attention for it can be used in two contexts; when students are engaging in practicing Arabic and when they are conducting conversation (discussion) in English.

In addition to the first and second teachers, the third teacher (T3) used the term “*making students busy*” instead of “*engaging students*”. Making students busy in this context implied an idea that every student had to be able to take advantage of any opportunities given by the teachers. Various learning activities were provided to stimulate the students to practice their English. The students were invited to talk about their experiences of living in the dormitory and another topic related to recently events or cases, for example earth quake.

Requiring students to be busy can be viewed from language learning holistically. By activating their personal experiences (when the students are in the area of *pondok*) the students can link seeing, listening, reading, and writing. Practically learning language involves multiple functions, including reading from textbooks, writing down for the purpose of jotting down ideas or describing some objects related to personal experiences when they were responding to questions and engaging in any activities conducted both in the classroom and out of the classroom. At the same time, the students saw, they listened to, they wrote, and they read. In its practice, they should all be related. Related to the applied of the *hidden curriculum*, the students could learn something not limited from formal instruction in the classroom. Conversely, they could learn from what they saw, listened, and experienced.

Another effort done by the three teachers to engage or to make busy in using language was by providing supplementary information in the form of a list of vocabularies written on the boards. The students must memorize them. To guide the students to be able to pronounce the words, the teachers read them loudly to be imitated by the students. Meanwhile, to help the students understand the meaning of the words, the students were allowed to look up a dictionary. The students were suggested to have a dictionary (at least a pocket one) to help them in finding out the meaning of the words. The students had to bring their pocket dictionary every day.

Meanwhile, the teachers always checked whether or not the students brought their dictionary with them. The next activity was asking the students to use those words in sentences. This way was regularly done in order the students knew how the given words could be used contextually. After the students were able to use the words in sentences, they were directed to practice the words or sentences in real communication with their friends or with their partners. In this context, the teachers needed to select more appropriate topic so that the students could use the learned words or sentences in describing or explaining a given topic. By having regular practice in memorizing and using some words in sentences, the students can fossilize those words to keep their retention.

The teachers expected active responses from students toward the provided language exposure, for example, supplementary information in the forms of lists of vocabularies written on the board which was changed every week. When a student paid close attention to these supplementary materials, he was considered to have involved himself to positive learning attitude.

To check the students' seriousness toward the materials, the teachers regularly conducted an evaluation. This was done to convince the students that memorizing words and using them in sentences were parts of language learning. The teachers' main purpose to keep students busy was to introduce them that they could learn language from a very simple activity. By introducing this to the students, they were expected to be able to practice in using language by not wasting their time.

4.3.3.2 Creating a non-threatening Learning Environment

The students of *Pondok Gontor* come from different background and nations, so they have different language proficiency and learning experiences. Facing these phenomena, the language teachers provided "*a good learning environment with positive feedback and treatment*". This learning environment provided a non-threatening situation in which the students felt safe.

Moreover, this situation offered opportunity for students to have willingness to talk and not to be afraid of making mistake in practicing language. In this situation, furthermore, the students' activities were appreciated as they

reflected their great eagerness to be successful learners. Proposing an appreciation that every student could learn better enabled to stimulate student to have bravery and motivation to produce language. This situation gave direct influence on the availability of a kind of free of stress environment.

According to the teachers, the students preferred practicing language outside the classroom to speaking in the classroom. On the basis of this choice, the students were given freedom to have their own partners to practice to speaking. The students own choice in making group would be meaningful in supporting of the regular practice of two week for English days. By having pairs or groups they made, the students took a role in creating unthreatening or less pressure learning environment.

4.3.3.3 Providing Students with Enough Practice

The first and the third teachers stated that stimulating students to practice language was one of important ways to support students learning. The students had twenty four hours to interact with other members of *pondok*. It meant that they had more opportunities to practice their language in groups or with their pairs.

Historically, the need to teach foreign languages (Arabic and English) at *Pondok Gontor* was based on the need to produce figures who were competent in general knowledge and in foreign languages. The implementation of this goal was directed to improve students' competency to communicate in foreign languages. That is why, in its process, according to the second teacher (T2), learning language had to be very practical. The students were inspired to actively learn language for their own purpose. The students were given opportunities to practice English in their daily communication. They could practice language based on the given vocabularies. They talked about objects available at *pondok* and they could use the learned vocabularies to discuss about recently case or issue.

The three teachers enhanced the students to learn by doing. Hence, the teachers' practice in facilitating students reflected the concept of educational philosophy applied at *Pondok Gontor* saying that *education is by doing not by lips*. No short cut in learning language (English). All students had to do was to

learn by doing (practicing) and they could learn from other students' performance. What was done by the students was in line with the idea of the hidden curriculum applied at *Pondok Gontor* that *what the students see, feel, and experience in the pondok is part of learning*. It meant that the other students' performance could be used as models, so that they could learn from those performances. The implication was nothing useless from any activity provided or done by every student. Each student took respect toward rules or policies set at *Pondok Gontor*.

Regular assignment given to students to memorize some words and use them in appropriate sentences was meaningful to enhance students to learn. In the area of *pondok*, the students were pushed to learn by themselves. However, the students had to be responsible for their own learning. In this context, the students were directed to have partner with other students in the dormitory to construct sentences and apply them in a simple dialogue.

The leaders and teachers were committed to their expectation toward students. When they had high expectation of the students, they needed to give them materials to learn. One of the ways to stimulate the students to learn was by providing sufficient language exposures. The provided language exposures in the *pondok* invited the students' eagerness to learn.

From the results of interviewing teachers, and doing observation, the three students as the subjects of the study were categorized as disciplined and committed to their own learning. They showed their positive behavior in improving their foreign languages, especially English. In this context, they could involve themselves in communication or interaction with their friends although they were not under monitored by their teachers and their seniors. Even, some other students still keep on using foreign languages although they are not the KMI students anymore.

The following situations, during observation, give illustration that the students are committed to their own learning. The first situation is presented as follow:

At mid day when the class was finished, on their way to go to their dormitory, the researcher found the students talking to one another. They were walking in group and they were talking about something. The researcher caught them talking about their last materials and activities in the classroom. However, some other

students talked about another topic both in Arabic and in English. They were not walking in hurry and they spoke English in a relaxed manner. There was no pressure in their conversation. In fact, there was no one who monitored their conversation. However, they kept speaking in foreign languages, although sometimes they also spoke in *Bahasa* Indonesia.

This phenomenon implies that regular treatment produced spontaneous practice. Although punishment was applied in *Pondok* Gontor and it was given to those who were not disciplined in using foreign languages, the students were still consistent in using foreign language with or without being monitored by their teachers or their senior students.

The second situation happened when the researcher made acquaintance with one of the subjects from whom the researcher could get the needed data.

At the determined time to meet one another, the researcher did not see him yet in his house. The door was closed. No one was at home, not even his servant. To confirm whether or not the researcher could meet him that day, the researcher directly approached two young men who stayed in a student office in front of his house. In fact, they were students of ISID Gontor. When the researcher came closer to them, the researcher found they were writing something while speaking in English. However, the researcher could not clearly catch what they were talking about. After getting information about the person to whom the researcher wanted to meet, the researcher left the two young men. The researcher went to the verandah and got the provided sitting room.

The situation above reveals that students' effort to practice to speak in foreign languages was always done outside the area of pondok. In a non formal situation, it is really potential for the students to use casual or even intimate language in their native language. However, they were still committed to use foreign languages.

The third situation illustrates a dialogue between a student with one of the subjects of the study.

In that second visitation, the researcher got sufficient data related to the practice of English at *Pondok* Gontor, the curriculum at

Pondok Gontor, and the school leaders' policy toward English program. After talking for about nearly two hours, the researcher asked permission to leaving him. He accompanied the researcher to go out from his verandah until at the yard. While the researcher went to his car, the researcher saw a young boy came to him. They greeted each other and they communicated in English.

Seeing the situation of the researcher's second visit, the researcher was shown a fact that English is really treated not only as subject to be learned but also as a means to interact in the area of *Pondok Gontor* and ISID Gontor.

The last situation describes an activity conducted by four students of ISID Gontor.

The students were preparing and setting some signs used in pilgrimage training (*manasik haji*) in the afternoon. The training was done around the mosque of ISID Gontor. The researcher observed those four students in finding appropriate place to put the signs. They did the activity in a relaxed situation. They spoke in English and Arabic when they gave instructions to their friend where they had to place the signs. One of students gave instruction to his friend by saying "*Please take two signs and put them near that three. I will put other ones in front of the veranda of the mosque.*" They did not need much time to accomplish the job. It seemed that it was regular activity done by ISID Gontor to facilitate those who wanted to go to pilgrimage. When these four students took a rest in the mosque, the researcher approached them. The researcher introduced himself and asked permission to talk for a moment. The researcher asked them why they spoke in Arabic or in English although they only communicated with their own friends. One of the students responded the researcher question by saying, "*For us to speak in Arabic and English is our daily activities. Regular practices done when we were the students of KMI give positive effect to make habit in using Arabic and English*". From this short conversation, the researcher got information that the use of foreign languages happened automatically. They did not need preparation to speak in foreign languages. They could directly speak in both English and Arabic automatically as they spoke by using their native language. They said that regular practices done when they were still the students of KMI of *Pondok Gontor* influenced them in using foreign languages although it was conducted in non-formal situation.

The practices done by the students above show that the students have been able to fossilize the values of school culture taught at *pondok* that in order to be successful the students had to study hard and practice their English. Some of supporting values, such as *studying will lead to success, there is no pleasure except after hardship, who strives will succeed, Study! Because no body is born a scholar, No time to rest if you want to be the best, etc* are introduced to all students. Besides to inspire students how to be successful learners, these values were also used as language exposures. These phrases were set in order the students could read them as one of learning sources (*for others phrases see Appendix 7*).

As it is presented above, to facilitate the students learning, the school leaders and teachers have set programs, activities, and materials. Those programs, activities, and materials will not be meaningful if no commitment from the students to keep their learning and practicing English. In improving their pronunciation, the students imitated the teachers how to pronounce the given words and saw a movie to learn how English words were pronounced correctly by the characters in the movie. To enrich vocabularies mastery, the students had to have strong spirit to memorize them, and construct them in good sentences. Meanwhile, to be able to speak English they had to apply the learned words in short conversations.

On the other hand, the activity of seeing a movie led the students to practice their English by answering the raised question related to theme, topic or characters of the movie. They were also keen to retell the story of the movie. Moreover, in broader scope, to practice their English orally the students participated actively in some proposed activities that insisted them to speak English, such as *two week of English days, Tuesday and Friday English, English forum, language council program, debate activity, drama contest, movie session in language laboratory, etc*. In writing activity, the students took role to write diary, wall magazine, poetry, etc.

At *Pondok Gontor*, some foreigners also study Arabic and Islam knowledge. They are from Singapore, Malaysia, and Australia. The *pondok* stimulated the students to improve their speaking writing skills by taking

advantages of the presence those foreigners. They usually used mosque as the strategic place to practice their English. On the other hand, the presence of the foreigners could be used as their learning source to do proof reading to make better their short journals and magazine walls.

The situations above implied that the students showed their positive behavior in learning English. The availability of language exposures, learning sources, and inviting learning environment supported by the students' strong commitment and disciplined showed that the situation of English learning at *Pondok Gontor* seemed alive and attractive.

Table 3.3 presents the summary of students' learning strategy in the area of the teachers' activity in providing students enough practice employed in four domains of language skills and language components.

Table 4.3 Summary of Students' Learning Practices

| Domain of Learning | Practices |
|--------------------|---|
| Vocabulary | <ul style="list-style-type: none"> - Memorizing the given words in the classroom and in the level of language department (<i>rayon</i>) - Using the memorized words in sentences and simple dialogues |
| Pronunciation | <ul style="list-style-type: none"> - Imitating teachers' pronunciation - Paying attention on teachers' speaking focusing on their pronunciation - Practicing to pronounce words in isolation and through simple dialogues - Attending language council on language correction feedback (including pronunciation matter) - Seeing a movie in language laboratory to learn how native speakers pronounce English words |
| Speaking | <ul style="list-style-type: none"> - Practicing speaking in the classroom and out of the classroom through the practices of two week of English days, Tuesday and Friday English, English speech, English forum, language council program, debate activity, drama contest, movie session in language laboratory, and practicing to speak English with native speakers and some foreigners in the pondok |
| Writing | <ul style="list-style-type: none"> - Writing diaries, short journals, and magazine walls. - Asking native speakers and some foreigners to do proof reading of their works |

4.3.4 Providing Materials in English Instruction

In the area of *pondok*, the teachers could share in determining and choosing materials to be presented in in-formal setting. The institution's policy to

support the students to be more proficient in English invited all the members of the schools to strengthen their commitment to participate actively during the process of teaching and learning both in the classroom and out of the classroom. In its development, the teachers expected that the policies and the adequate opportunities given by the institution could support their professional development. To keep this great motivation, some of meaningful activities could be done, such as attending workshops and seminars. Moreover, the teachers competed to get opportunity to study abroad. Every year *Pondok Gontor* sends ten teachers to study abroad, for example, to Australia, Cairo, Singapore, Brunei, and Malaysia. One of the teachers as the subject of the study had been to Cairo for the purpose of improving his professionalism. He told to the researcher that he got appreciation on the languages he used for they were spoken in standard ones. When he communicated in Arabic, one of his interlocutors appreciated him by saying “*Antum ahksan*” meant that your language (Arabic) was good. He also often made contact with other foreigners in English. His mastered Arabic and English were potential to facilitate him to study and communicate with other people. The teacher’s experience above showed that the taught and learned languages (Arabic and English) at *Pondok Gontor* were standard ones.

The policy given to live in the dormitory offered positive results for all teachers to create collegiality. For formal teaching, every teacher was instructed to write a lesson plan. The junior teachers consulted their lesson plans to the more senior ones. Through the process of sharing there was a mutual relationship in which each teacher could learn from others.

Moreover, the lesson plan that would be used in teaching got improvement from the process of sharing. It was done to make sure that what would be presented and how to present it was correct. Related to English materials, the junior teachers consulted the choice of words and pronunciation would be taught in the following days. This activity is regularly done so that the teachers could teach them correctly and to give models to the students in using and pronouncing English words correctly. It is understood by the teachers that misused and mispronounced of words offered negative effect on students’s regular activity in practicing their English. Moreover, the junior teachers’ performance in

teaching was observed by the senior teachers. The senior teachers used guidelines of observation sheets (see Appendix 5). The results of the observation related to junior teachers' performance in teaching, then, discussed together. This activity was continuously done to maximize the application and the results of English instruction in the classroom.

For no structured materials to be taught informally, both junior and senior teachers shared the materials and activities would be done outside the classroom. The teachers made agreement related to the materials based on situation and students' needs. The shared materials presented outside the classroom were based on the results of identification of students' interest and their ability to understand them. In this context, there was flexibility in providing materials and activities conducted outside the classroom.

Although the practice of English instruction was strict in which the students had to be disciplined in using language, the materials used and the methods employed were flexible. The choice of materials and methods were based on the level or the needs of the students. The shared materials among the junior and senior teachers gave positive result to the students' learning. When the materials were given in the *rayon*, the students could learn them in group. When the students had difficulties to understand the materials they could discuss them with their group or they could directly consult them with their seniors in the *rayon*. The flexibility of teachers in providing materials and using strategy attracted students' motivation to learn. The students felt that they got new materials contributive to enhance their speaking performance.

The descriptions above show that from their activities employed in English instruction, the teachers of *Pondok Gontor* play significant roles to not only teach formally in the classroom but also to help, inspire, guide, and monitor students' activities in practicing their English informally. The teachers' activities above, furthermore, do not merely imply how materials should be provided but how they should taught based on the students' levels and needs.

The teachers' efforts to encourage students to interact and practice their target language are enhanced by the school leaders. Although the curriculum is reviewed regularly and English is not taught integratedly, it is still far for the

students' success in achieving the goals of EFL instruction. The result of reviewing the curriculum give effect on the students chance to practice their English. However, it still cannot give significant contribution towards students learning outcome. The school leaders are aware that supporting students to interact in group will be powerful to enhance students' English proficiency. In other words, interaction is believed able to give positive contribution towards students learning outcome.

Table 4.4. presents the summary of teachers' activities employed during the process of English instruction in their four domains; *guiding students learning, building up students' selves-confidence, facilitating students during English instruction, and providing materials in English instruction.*

Table 4.4 Summary of Teachers' Activities during EFL Instruction

| Teachers' Activities | | Characteristics |
|---|------------------|--|
| Guiding students | | <ul style="list-style-type: none"> - They posit themselves as facilitators, assistants, inspirers. - There will be never enough learning. - Continuing to pursue their knowledge. They realize that self-development is a process and it takes time. |
| Facilitating during the English Instruction | Students English | Language learning is related to regular practice <ul style="list-style-type: none"> - Relating to students' experience about what they see, listen, read and write - Engaging students interaction: <ul style="list-style-type: none"> (a) asking students to link to what they learn to their life and experiences, (b) providing supplementary information in the forms of list of vocabularies on the board for students to learn, (c) engaging students in oral interactions - Creating a non-threatening learning environment by offering peer learning and interaction - Providing students with enough practices (making students busy). - Language is for communication |
| Building up students' selves-confidence | | Students have their purposes <ul style="list-style-type: none"> - Students' personalities and language proficiency: Some students are shy, nervous and lacking confidence. - Individual differences: <ul style="list-style-type: none"> (a) Students have different language proficiencies, (b) Different individuals have to be treated differently. - Students' needs: they need to be provided by general knowledge and language skills for their future - The expected students are those who are mature, well-motivated, and serious (disciplined). |
| Providing material during the English instruction | | Teachers have flexibility in using strategy of teaching and in providing the materials taught outside the classroom (informally) |

CHAPTER V

DISCUSSION

This part presents the discussion of the research findings. For there are two research questions proposed in the study, the discussion focuses on the findings of the two proposed research questions. The first discussion is about the school leaders' practices to support the EFL instruction at *Pondok Gontor* (section 5.1). Meanwhile, the second discussion focuses on the teachers' activities to support EFL instruction at *Pondok Gontor* (section 5.2).

5.1 Leaders' Practices to Support the EFL Instruction at Pondok Gontor

The process of teaching and learning, in general, is affected by various factors. Hence, there must be also some aspects influence the success of teaching learning process. In EFL context, the role of teachers, the availability of good learning environment, the availability of sufficient language exposures, and the role of students are important factors to support the success of the instruction. Moreover, the role of school leaders is also influential factor to enhance the success of EFL program.

The leader of an institution is a crucial factor to make professional development. Leadership addresses how a leader in the school guides and sustains the organization, setting organizational vision, values, performance, and expectations. In this context, vision refers to the desired future state of an organization. The vision describes where the organization is headed, what it intends to be, or how it wishes to be perceived in the future. To achieve the organizational goals, the leaders take fair action by communicating the goals with all the workforces, measure the organizational performance, and also create a learning environment that encourages teachers to teach and students to learn.

Thus, in this context, a school leader has central roles in setting values and directions, communicating, creating and balancing values for all students and school faculties. Success, in fact, requires a strong orientation to the future and a commitment to improvement, innovation, and organizational sustainability. Thus, to achieve successful in organization it requires creating an environment and culture for empowerment, agility, and organizational learning.

The school leaders' policies reflected in their practices affect all aspects of EFL program. Each of the policy directly influences teachers in preparing, creating classroom learning environment, and also guiding students' activities. On the other hand, the leaders' practices are also contributive toward students' learning.

As it is presented in Chapter III, the practices employed by the school leaders offered contributions to the improvement and continuity of the EFL instruction as one of the foreign languages learned and spoken at *Pondok Gontor*. The school leaders' practices are reflected in their way to understand phenomena about the use and development of *pondok*, to set goals, to create learning environment, to design curriculum, and to build school culture. The overall practices employed by the school leaders represent a system which influences the process of EFL instruction.

School culture amplifies motivation. When a school recognizes accomplishments, values effort, and supports commitment, staff and students feel more motivated to work hard, innovate, and support change. In one school with an unclear sense of purpose, a lack of an inspiring vision, and few celebrations of accomplishment, it gives negative effect in which the school members show little energy to participate in achieving school goals.

Explicitly, the school culture of *Pondok Gontor* is reflected in (a) its five basic principles of school (sincerity, simplicity, self-reliance, Islamic brotherhood, and accountable freedom), (b) its education motto (noble character, sound body, broad knowledge, and independent mind), and (c) its method of values transformation (giving example, establishing conducive milieu, guidance and counseling, accustoming, doing an assignment, discipline, and enthusiasm (*see Appendix 14*)). These three domains are useful as supporting factors for every

member of *pondok*. Every student is expected to be a competent figure in religion and general knowledge and also in foreign languages. The school leaders as the main models show how to behave with their responsibilities and high commitment. The school culture teaches all the members of the *pondok* to have culture of being responsible, ready to devote their time, energy, money and even their soul. Those practices represent values performed in all activities to achieve the predetermined goals of *Pondok Gontor*. In this context, values are the core of what the school considers important. Moreover, values become the standards set to shape behavior, decision making, and attention because people attend to what they consider important.

The socialization of the values and culture of the *pondok* are characterized by: (1) there is open and honest communication, (2) there is an abundance of trust, (3) there is tangible support from leadership at school, (4) the school leaders coordinate the process of arriving at a particular vision for school principals, (5) teachers and students model the values and beliefs, (6) the school leaders act with care and concern for others, and (7) culture practice of being commitment is expressed.

Communication is a central channel to successfully shape school culture. However, school leader's actions must demonstrate what the words convey. If motivation and academic achievement are to be a definite part of a school's culture, they must be communicated and celebrated in as many forums as possible.

Why is culture important? The unwritten tablet of social expectations found in a culture influences almost everything that happens. The culture influences and shapes the ways teachers, students, and administrators think, feel, and act. For example, the following are aspects of the social expectations and values of the staff in a school: (a) whether they think improvement is important, (b) how motivated they are to work hard (c) how they feel when students do not perform well, (d) the degree of support they give to innovative colleagues, (e) whom they go to for ideas or help, (f) how they feel about their students and colleagues who are different, (g) whether they believe all students can learn, (h)

whether they believe collaboration and teamwork is a good thing, and (i) whether they see their daily work as a calling or a job.

Furthermore, school culture enhances school effectiveness and productivity. Teachers and students are more likely to succeed in a culture that fosters hard work, commitment to value ends (goals), an attention to problem solving, and focuses on learning for all students. In a school with negative or despondent cultures, its staffs have either fragmented purposes or none at all, feel no sense of commitment to the vision and mission of the school, and have little motivation to improve their qualities in teaching and serving. In many schools with strong professional cultures, the staffs share strong norms of collegiality and improvement, value students learning over personal ease, and assume all children can learn if they - teachers and staff - set the curriculum and instructional strategies that work. In these schools, the culture reinforces collaborative problem solving, planning, and data-driven decision making. Thus, positive, professional culture fosters productivity.

School culture can be communicated through: school newsletters, statements of goals, behavior code, rituals, symbols, and legends. John Davis in Renchler (1995) cites several studies that indicate that school leaders can communicate their goals by using a wide variety of concrete and symbolic tool:

An extremely important component of the climate of the effective school is the presence of visible symbols which illustrate and confirm what is consider to be important in the school. Put another way, visible symbols manifest the school's underlying values and assumption..... School newsletters, statements of goals, behavior code, rituals, symbols, and legends are all part of the culture of the organization and convey message of what the school really values.

At Pondok Gontor, those values and culture are applied, for example, in the following practice. For *amaliyah* guidance every advisor is expected to pay attention on language of the sixth class students and he is suggested to improve their language and every advisor must be disciplined in all aspects (time, clothing, language, etc.), by considering that every teacher or advisor is a model who is always imitated by his students.

The literature on school culture makes it clear that effective schools, that is, schools that demonstrate high standards of achievement in academics, have a culture characterized by a well-defined set of goals that all members of the school-administration, faculty, and students-value and promote. The practice of school culture employed by every member of *pondok* in which every individual is treated in a good way, fairness is appreciated, and collegiality is enhanced, invites the emergence of school climate.

School climate consists of aspects of the school environment that are consciously perceived by members of the school community, particularly sense of community. By having feeling of being at home, it leads students to have great desire to behave for the purpose of learning. The students feel safe in the area of *pondok* and they feel that they are treated in a fairness. In this situation, all the members of the *pondok* can be sources to learn, especially to practice their English. Ron (1995) states that a principal who is interested in establishing the motivation to learn and academic achievement as central features of a school's culture must first persuade everyone – students, teachers, parents, staffs, and school board- that goals related to those areas are desirable, achievable, and sustainable. Pondok is an institution provides environment where all of its member live together to achieve the set goals. It is a good effort creating school with its good climate and culture. However, more extra efforts need to do in order every individual cannot only shows his good perception but also his connectedness toward the *pondok*.

Each individual needs others. Hence, an inviting school climate stimulates all the members of the *pondok* to be always connected to the *pondok*. Consequently, school connectedness invites participation of all the members of the *pondok* to achieve the set goals. Teachers who are collegial serve their school through participation on committees, acting as mentors, supervising students, and supporting other teachers. When teachers interact with one another at the *pondok*, they build a sense of community through the interactions. A positive and productive school climate will contribute positively to its members to increase efficacy or satisfaction, enthusiasm, and commitment. In the situation where every

body is appreciated, the teachers are realistic about the demands of their teaching assignments, but are dedicated to making a difference in the lives of students.

Rovai, et al., (2004) theorize that sense of community in an educational setting includes two underlying dimension, which one can label social community and learning community. Social community represents the feeling of the community of students regarding their spirit, cohesion, trust, safety, interactivity, interdependence, and sense of belonging. Learning community, on the other hand, consists of the feelings of the community members regarding the degree to which they share group norms and values and the extent to which their educational goals and expectations are satisfied by group membership. If one views school climate as the school's personality, then sense of community can be viewed as one way to portray that personality. Glynn (1981) identifies homogeneity, interdependence, shared responsibility, and common goals and values as essential elements of sense of community. On the other hand, McMillan and Chavis (1996) define sense of community as a feeling that members matter to one another and to the group, and a shared faith that members' need will be met through their commitment to be together. They identify membership, influence, integration, and fulfillment of needs, and shared emotional connection as the most important characteristics of sense of community. The practice of improving meaningfully a school as a community tends to be important in building student self-esteem and achievement, as well as enhancing the work of teachers.

In EFL context, the availability of good climate covering trust, respect, and mutual obligation among teachers and students is powerful to achieve the predetermined instructional goals. This climate enhances the students to practice their English and to interact with their peers, their seniors, and also their teachers. Hence, it is obvious that when a school is able to manage and provide atmosphere where every member of the school is appreciated by others, it is potential to be an effective school. An atmosphere where student learn to love learning for learning's sake, especially insofar as it evolves into academic achievement, is a chief characteristic of an effective school, (Ron, 1995).

Pondok Gontor in managing educational system, especially, related to English program is determined by both internal and external factors that shape its

operating environment. These factors are vision, mission, values, and competitive environment. Furthermore, strategic challenge, impact the way it runs the program and decision it makes are also important factors that potentially affect the school educational systems. As such, *Pondok Gontor* helps it better understands the context in which it operates to provide opportunity and sustainability.

The leaders set directions and create a student-focused, learning-oriented climate; clear and visible values; and high expectations. Besides that to invite good perception of all the school members, the leaders ensure the creation of strategies, systems, and methods for achieving performance of the school, stimulating innovation, building knowledge and capabilities. These aspects become a system of education applied during the process of English instruction. This system determines how the teachers and the students conduct their activities based on their position. Practically, the values and strategies are contributive to help or guide all the school's activities. Moreover, the school leaders inspire, motivate, and encourage all the school members to contribute, to develop and learn to be innovative and creative. The school's leaders also keep their responsibility to the school's governance body for their actions and performances. On the other hand, the school leaders also serve as role models through their involvement in planning, communicating, coaching, and reviewing of organizational performance, teachers, and staffs recognition.

As role models, the school leaders reinforce ethics, values, expectations, commitment, and initiative throughout the school. In addition to their importance role within the *pondok* area, the school leaders have other avenues to strengthen teaching and learning process. Reinforcing the learning environment in the *pondok* is provided by building community support and aligning community of *pondok*.

In order to develop the fullest potential of all students, the leaders and teachers take an effort by affording them opportunity to pursue a variety of avenues to success. These can be facilitated by focusing students on their active learning and on the development of problems-solving skills. Besides, both effective teaching and learning are proposed to stress the promotion of learning and achievement.

The leaders of *Pondok Gontor* realize that foreign languages, especially, English is very important. It is as a crown of the *pondok*, and it is useful in sustaining the curriculum applied in the KMI program. One of the subjects of the study says that “*the program of KMI will be always existed if it has a good curriculum. The curriculum must be supported by the use of Arabic and English as the main languages*”. On the basis of the importance of English, it is treated more than just as a subject to study but as a living language to be spoken in daily conversation.

There are two living languages spoken at *Pondok*, they are Arabic and English. The two languages have different treatment and position. Arabic is treated as the first language, meanwhile, English is treated as the second language. The difference treatment and position of the two languages give different portion of presenting materials, time allotment, and activities in learning and using them. As it is stated by one of the subjects of the study who says that:

“..... Arabic is the first spoken language at *Pondok Gontor*. On the other hand, English is treated as the second spoken language. Although they are different in their position, the students are insisted to be able to use them in their daily conversation in the area of *pondok*”.

Regarding to the need of foreign languages (Arabic and English) mastery for all students at *Pondok Gontor*, the leaders admit that it is not easy to achieve it. In other words, it is admitted that conducting foreign languages instruction is challenging. The reason is that the EFL classroom context is very different from a natural ESL learning environment. Furthermore, the lack of a surrounding community of English speakers outside classroom increases the challenge in conducting EFL instruction. To overcome the problems above, the leaders of *Pondok Gontor*, propose an important policy as their real professional action.

The policy is that they take one of the practices of traditional Islamic boarding school in which all students live together in the dormitory. Applying the *pesantren* system, the students and the teachers must live in the area of *pondok*. Supported by a straight disciplined in using foreign languages, the students directly live in the setting that enables every member of the *pondok* practices to

communicate in English. Some experts in communicative suggest that contextualized and meaningful communication is the best possible practice that language learners can engage in (Savignon, 1983). Moreover, the created setting is useful for English teachers in monitoring the students' activities to practice in using English. In addition to the advantages above the setting facilitates good relationship among all members of *pondok*, such as school leaders, teachers, staffs, and students.

The purpose of this policy is that the leaders want to create authentic setting to facilitate the students to learn and practice their foreign languages. The dormitory is set as a learning environment characterized as English spoken community. Almost all language learning literatures state that the opportunity for communication in authentic situations and settings is a major factor for second language acquisition. The created setting in the dormitory offers positive impact on the students' opportunity to contact with other people within 24 hours. Hence, the students no longer receive materials, memorize them, and repeat the teachers. Practically, within the 24 hours, under the set rules and a tied disciplined, the students have much opportunity to speak in foreign languages, especially in English. In this setting, moreover, the students can conduct interaction with other members of *pondok*. Consequently, through large quantity of practice the students can improve their Speaking proficiency.

Hence, practically, the availability of the learning context and the opportunity to contact with all members of the *pondok* stimulate the establishment of a supportive learning environment. In this learning environment, the students have good motivation when they have opportunity to whom they have to share ideas or to solve their problems and with whom they need to practice their English. This situation, in fact, is in line with Chang and Shu's (2000) theory that there is a positive relationship between the learning environment and student motivation, stating that a good learning environment helps to improve the learning outcomes, and inspires and boosts the learning spirit.

Furthermore, in its practice, the availability of a good learning environment invites students' favorable attitudes toward learning language. Hsieh (2002) claimed that there is a positive relationship between the learning

environment and students' motivation in learning. Moreover, the author elaborates four guiding principles to define an excellent learning environment: (a) a good learning environment helps to improve the learning outcome, (b) a good environment provides the learner with care and support, (c) a good learning environment inspires and boosts the learning spirit, and (d) a good learning environment cultivates responsibility in the learner. The availability of a good learning environment drives students' learning satisfaction and persistence. Therefore, a good learning environment demands awareness of self-improvement of every student.

The descriptions above obviously show that the students can learn better (they can practice their English) if there is an inviting learning environment that facilitates them to conduct large quantity of practice through interaction with other people. In this learning environment the students are provided with a situation where the students are not supported how to learn English but they are more conditioned how to use English. The students' higher involvement in practicing their English yields higher retention of the learned materials.

The teachers are also aware of the need of being regularly given feedbacks on their works and performances by the school's leaders. These feedbacks are potentially needed since the teachers have to be able to stimulate the students' willingness to produce language. The policy to live in the dormitory requires readiness of the teachers to serve the students to communicate within 24 hours. In this sense, within 24 hours the teachers were insisted to be able to set various activities to provide a conducive situation for the students to learn. Practically, this also requires teachers' good performance in facilitating the students related to the materials and activities provided for the students. That is why, meaningful feedback given by the school leader is really meaningful to support the teachers' professional development.

In this environment, the teachers are stimulated to set some activities and provide meaningful language exposures for the students. These activities support the teachers to have more initiatives and to be more creative to help the students in practicing their English. The teachers' opportunity to deal with the students, furthermore, invites them to have good internal communications. It is potentially

effective to express their opinions or to give some advises to the students in the *pondok*. From what they do, feel, and think about the *pondok* represents the effects of the policy given by the leaders of the *pondok*. The teachers become aware that in such a setting (*pondok*) the expectation of the teachers is more demanded.

In the setting of school where all its members are free to conduct internal communication, according to them, academically it offers enough opportunity to grow professionally. Every teacher can afford himself to improve his competency especially in teaching practice. Being able to interact with his colleagues in the *pondok* is a meaningful chance. In this context, the existence of every individual teacher is needed by other teachers. Moreover, through the process of sharing they can, at least, update their professional knowledge and skills. Besides having opportunity to improve the knowledge and skill, they can discuss possible issues emerge during the teaching activity both in the classroom and out side the classroom. This activity is also interesting atmosphere as one of forms of professional development. In this sense, all teachers can conduct take and give activities in terms of providing specific feedback about their activities out of the classroom and their teaching performance in the classroom. This positive sharing leads them to have sense of love and belongingness in their effort to help all the *santris* to be skillful in English. Furthermore, every teacher can build up good collegiality by having sufficient time to share with other teachers related to his problems in teaching or to take and give of feedbacks toward his performance in teaching. In this context, good teaching and learning atmosphere can be established if there is a mutual peer coaching among teachers.

The students feel that the policy given to stay in the dormitory lead them to have much time to interact with their friends, their seniors, and their teachers within twenty four hours everyday in the area of *pondok*. Regarding the intensity of meeting between teachers and students in the area of *pondok*, the students have more time to practice their English in an inviting environment. Thus, the interaction made by the members of the *pondok* leads them to create good school climate. In this sense, all the members of the school perceive their surrounding

positively. Their positive perceptions emerge for a harmony condition is created by all the members of the *pondok*.

Furthermore, for the students the given policy stimulates them to learn from anybody lives in the *pondok*. They do not have difficulty to have a chance in 24 hours to interact with their seniors and their teachers to whom they can to practice their English. In this sense, the system of *Pondok Gontor* directs the students to conduct collaborative learning. The curriculum set will not significantly support the attainment of the students' English proficiency. Hence, school expectation towards students' success in using English, mainly, can only be achieved when the students have sufficient time to interact with other students through cooperative learning. Cooperative learning is useful system of instructional method, especially, in language learning. This method focuses on active interaction between students of diverse background of learning and language proficiency. This system, moreover, could increase students' academic learning as well as personal growth because (a) it helps students' learning anxiety, (b) it stimulates students' participation to talk in target language, (c) it creates supportive learning environment, and (d) it enhances students' language.

Although the students live in a very tied disciplined and they are regularly given different lists of vocabularies to be memorized, they enjoy learning and practicing them. Moreover, because of routine practices in using language, the students do not realize that they are in the process of learning. In other words, in their practices in using language they are subconsciously learning language. According to Krashen (1985), there are two independent systems of second language performance; the acquired system and the learned system. The acquired system is the product of a subconscious process. It requires meaningful interaction in the target language in which the learners more concentrate on the communicative act than in the forms of their utterances. On the other hand, the learned system is the product of formal instruction and it involves conscious process to learn knowledge about the language, for example, knowledge of grammatical rules (Krashen, 1985).

Moreover, for the teachers and the students, regular and frequent advices or motivation given by the school leaders support them to keep their own

positions as teachers and students. In this sense, the teachers take all their responsibilities to facilitate the students to learn English whole - heartedly. Meanwhile, the students feel that there are ones who direct, guide or even pray for them in doing their activities provided by the *pondok*. In the setting where every member of the *pondok* can make contact with other people, it stimulates the students to learn from other people's performance. For example, the students can learn diction (choice of words) used in writing and speaking and how their seniors and their teachers pronounce English words in a standard pronunciation. Beside that, they can take a lesson in constructing sentences grammatically correct.

In English learning context, a teacher is not one and the only figure to whom the students can get language inputs and learn or take a model in, for example, pronouncing English words and speaking. The students should be suggested to learn from other students' performance. It can be achieved when the students learn in cooperative that stimulates each student to teach other students. The use of English language habit at *Pondok Gontor* inspires the students to learn and practice their English. Language is best acquired when it is not studied in a direct or explicit way; it is most effectively acquired when it is used as a vehicle for doing something else (Krashen, 1985). At *Pondok Gontor*, the students use English in various activities set by the school leaders and teachers, for example, speech contest, debate, two week English days, etc.

The way how the teachers stimulate and encourage the students to speak without being afraid of making mistakes is interesting. Moreover, that the teachers do not sacrifice accuracy for the sake of fluency is good. Krashen (1985) thinks that *learning* (accuracy) is less important than *acquisition* (fluency). His monitor hypothesis encapsulates the relationship between both acquisition and learning and defined the role of grammar. Krashen (1985) argues that it is acquisition that is responsible for fluency in second language performance, while the learning system performs the role of the monitor or editor. Further, he states that the role of the monitor is minor and it is only used to correct deviations from normal speech and to give speech a more polished appearance.

According to one of the subjects of the study, he can learn how his teacher expresses his anger in English. Hence, in an uncondusive situation the student still

can learn language. The teachers talk in target language applied in their verbal ability and in expressing their anger can be a source of comprehensible input for the students. Thus, the provided setting offers positive result to enhance students' participation in practicing their English in more authentic setting. In this context, they cannot only learn English in the classroom but outside the classroom as well. Hence, it is obvious that in English instruction students can learn better if they are provided with sufficient language exposures, learning sources, and models to be practiced in more authentic setting.

These positive conditions enhance the teachers and the students to have positive perception toward the school. Thus, what the teachers and the students feel and do represent how they perceive the school policy. In such a condition trust and respect are kept. Consequently, every individual has a feeling of being safe. The school leaders' success to create an inviting school culture and a conducive learning environment and set institution goals with their clear vision and missions is potential to support students' achievement.

The school leaders are aware that holding a good English instruction is not easy. They need some supported aspects, for example, there must be qualified teachers. This recognition is wise and meaningful. Although some activities done by the teachers, related to their practical knowledge, are good if they are viewed from some of the existed theories of EFL, the availability of teachers with their relevant academic qualification is potentially recommended. These requirements are necessary for in real teaching practice the integration of content knowledge and pedagogical competence are needed.

Apart from the need to provide learning environment, suitable strategy in teaching and learning, and even relevant academic qualification, the need to have good commitment is unavoidable significant aspect to achieve the success in English instruction. The leaders of *Pondok Gontor* posit '*commitment*' beyond all the practices done. Being committed means to be ready to devote one's time, energy, money or even soul to achieve the set goals. To facilitate every member of the *pondok* to keep his own commitment, the leaders of the *pondok* posit themselves as the sources of values to be not only adapted but also adopted by all members of the *pondok*.

5.2 Teachers' Activities to Support EFL Instruction at Pondok Gontor

It is a general truth that education plays a significant role in developing a nation. Because of the importance of education, every institution either formal or non-formal with their various levels takes some efforts to improve the existence of their quality. In achieving quality education, many factors come into play. Teachers, in fact, appear to be one of essential resources that determine the attainment of this goal. In this sense, it is highly true that the education quality can be provided by the existence of a commitment to the provision of qualified teachers with their positive beliefs about education and teaching practice incorporated into their personal practical knowledge during process of teaching and learning. This implication, consequently, is able to direct the teachers to the way how to enhance their professional development.

Demand of change, according to Sullivan (2000) has been documented as hard and overwhelming, but benefits of professional development are many. Research indicates that although some students will learn in spite of incidental teaching, others will never learn unless they are taught in organized, systematic, efficient way by a knowledgeable teacher using a well-designed instructional approach (American Federation of Teachers, 1999). In any level of educations, teachers are held responsible for providing a quality education to all students. Therefore, the education profession must acknowledge and accept responsibility to develop and monitor an ethic of excellence, provide high quality education to all students, and lead renewal efforts.

Practically, the problems related to lack of appropriate academic qualification, training, content knowledge and pedagogical skills are common problems encountered by language teachers. Besides that the problems as they are pointed by Richards (2001), such as (1) the lack knowledge of what to expect of pupils, what challenges to set, and what difficulties to anticipate, (2) the tendency to work from the textbook rather than in terms of pupil attainment levels, (3) the lack of practical classroom management routines to keep pupils on task, (4) the lack an established pedagogical content knowledge, and (5) the lack the practical

experience from which to construct personal meanings for theoretical or specialized terms are also commonalities of issues which needed concerted efforts to improve the quality of language teachers.

The teachers believe that to be qualified teachers insists serious efforts. The qualified teachers have positive contributions for students' learning. These teachers should have good commitment and experience. That is why, they state that having appropriate educational background does not automatically make a person to be a good teacher. Borrowing Richards' terms related to teacher skill, a teacher might be trained but might not be experienced. Thus, it is suggested for every individual teacher to find ways of bridging the gap between theory and practice. In other words, by considering that teaching (English) is a complex activity, self - professional development is suggested to be taken into consideration by every individual.

The school leaders' policy to give opportunity to all teachers to do selves-development is positive. By considering foreign languages as the crown of the pondok, every teacher is insisted to be competent. There is a need for new approaches to professional development. There should be a kind of shifting from traditional to innovative, from top-down to bottom-up. Several studies have shown the teacher's expertise and teaching ability is crucial for student achievement (Darling-Hammond, 2001). Professional development opportunities inspired by school leaders to improve students' achievement are prominent in English program. The practice of professional development should support school-wide improvement, stimulate individual growth and engagement in teaching, and support career and advancement (Sullivan, 2000).

Highly quality professional development is crucial to the future of education. Teachers must be provided with professional development that meets their instructional needs so they may meet the needs of their students. These opportunities allow teachers and administrators to be actively involved in professional development. In facilitating English program in the *pondok*, they can analyze their instructional practices, assessment, and achievement levels. To achieve maximum result in English program, every teacher needs to create

effective learning practices, and participate in on-going communities through modeling, coaching, and giving feedback.

The findings reveal that the English teachers realize that they do not have both academic qualification and certificate to teach English. Moreover, they fully realize that teaching English is challenging and it requires good pedagogical competent of the teachers. The teachers' awareness of their own positions and the need to do professional development practices are positive ways. This professional development is meaningful done in order they can appropriately engage in an effective teaching practice. Moreover, they can set meaningful activities to attain learning outcomes and provide an environment for students learning. The teachers' professionalism awareness is formed by their insistence to be committed to their position. The spirit of commitment is put at the peak position of every member of *pondok*. Through the process of modeling, sharing and guiding, and giving supervision done everyday, every week, every month, every semester, and every year, the teachers realize that they will be able to reach the targeted goals if they have sufficient knowledge supported by their high commitment to be successful teachers. That is why, the teachers' motivation to conduct selves-professional development is strongly appreciated. Although it time consuming, the teachers think that it potentially support them to perform effective teaching.

The idea whether or not learning English is easy is an unavoidable issue. Some say that English is difficult to study. The reason is that, language learning involves mastery of a complex set of skills and various types of knowledge. Besides, language learning depends on a complex set of skills, involving the emotions, the mind, and also the body. Moreover, according to Brown (1994) learning a language (English) is a complex activity involving (a) learning a whole new system of sounds that learner should have to make with the muscles of their tongue, mouth and throat, (b) internalizing thousands of new words that symbolize things, ideas, feelings, and actions, (c) grasping countless rules and principles that govern how you can glue those words together to make sentences, (knowing rules about how those sentences are strung together into paragraphs, stories, information, conversations and books, (d) absorbing practical knowledge

about what sorts of words and sentences are appropriate for one occasion and not appropriate for another, (e) understanding the culture of the people who speak the language and how their customs and habits differ from the learners have.

On the other hand, some say that learning English is easy. Although the students should learn a foreign language in terms of sound production, word formation, sentence construction, and also words meaning if they learn it as they learn their native language or their second language they will be successful. In other words, in a case of learning a foreign language, they are directed to trace back their previous experiences when they learn their mastered languages. In this sense, learning a foreign language needs seriousness and regular practices.

To start discussion about the needs of being serious, disciplined, and committed in EFL instruction, the researcher needs to present his experience. The researcher still remembers how his ex S1 teachers motivated his students how to study English. One of the researcher's teachers in his writing class told to the class that studying English was easy. He elaborated his opinion in the form of an essay. In his introductory paragraph, he proposed, at least, three reasons why English was easy to study. These three reasons, later, were used as the thesis statement of the essay, they were we could learn English with whoever, we could learn English just by using a radio, and we could learn English only by reading any materials written in English.

At that time the researcher accepted those ideas as good tips and they were meaningful to be applied. Those tips in the researcher's mind were not only easy but also cheap. The learners could use more appropriate time to learn whenever and wherever they wanted to. Anybody who was supposed to have ability in English could be used as a partner to whom the students could share and practice in speaking. Moreover, the students did not need to prepare a set of videos to learn how the characters of the film (native speakers) speak in English. The researcher at that time totally accepted that the offered tips were really easy and cheap.

Related to the cases above, three questions can be proposed. *The first question* is who can give a guarantee that the student will read the material as it is suggested by his or her teacher? *The second question* is do we fully believe that in their daily activities, especially at home, the students regularly practice to speak

foreign language? *The last question* is who should take responsibility to monitor and guide the students' learning done outside the classroom?

The illustration of the case and the three questions above require concrete action, readiness, awareness, and the most important one is commitment from teachers and students. Those simple tips, according to the researcher, will be potentially meaningful if it is applied by students whose commitment is strong. Moreover, there should be a person who controls or guides the students' learning. Both commitment and guidance are important factors needed in learning process. Referring to the tips above, one of the ways to study English is a student can learn English by reading any written materials. For students of junior or senior high school, to read written English materials is not interesting activity. Most of them think that reading, although the materials are simple and easy to be found, is hard activity and it does not offer enjoyment for them.

In its practice, KMI does not only teach theories of teaching but also conduct real implementation of teaching. The activity of "*real or direct practice*" inspires all aspects of *pondok*. That is why, English is not treated as a course to be taught and learned but it is used as a means of communication. In this context, learning English is effectively done by using it to communicate with other people. In other words, the success in learning language, particularly English can be facilitated if the English learners are eager to practice it in their daily activities.

The three questions above are contradicted with the practice of teaching at *Pondok Gontor*. At *Pondok Gontor* the attribute of being committed to the given job and position are enhanced and given special attention. Practically, in *Pondok Gontor* teaching is not one and the only activity to facilitate the students to be skillful in English. Although the teachers need to prepare lesson plan and they are instructed to share the lesson plan with senior teachers, teaching is not considered as one and the only determinant factor to make students to be successful. The teachers are still insisted to have commitment in training, guiding or helping, monitoring, and assessing the students' learning.

The teachers' commitment is not only reflected in conducting teaching, monitoring, helping, guiding and assessing students' learning but also in caring toward students' responses. The students' responses toward the provided

materials can be used as an indicator to make some adjustments. By considering students' responses, it will be easy to motivate students to learn. Practically, in the setting where language is not only treated as a subject to be learned, the students' response is always used as the first concern by the teachers. Consequently, the adjustment will be directed to make adjustment to teaching practice and providing materials and activities outside the *pondok*.

As it is previously described that *the teachers neither have academic qualification nor certificate to teach English*, however, (a) they have strong commitment in teaching, helping, inspiring, guiding, and monitoring students within twenty four hours in the area of *pondok* and assessing students' learning, (b) they employ their positive activities to involve, engage, give models, and make students busy in practicing their English through the created variety programs and activities, (c) they create low-pressure learning environment that stimulates the students to practice their English in authentic setting. Hence, in the context of *Pondok Gontor*, a good EFL instruction is not mainly determined by the academic qualification of the teachers. These practices are mainly affected by the teachers' awareness in professionalism development supported by their strong commitment to teach, guide, assist, and monitor the students' activities.

Related to the importance of commitment, teachers of *Pondok Gontor* must use their commitment to take greater control of what they do, including accountability for themselves and others. The *pondok* in its teaching philosophy clearly states that *the use of appropriate strategy is more important than the materials, meanwhile, teacher is more important than the used of strategy, however, the soul of the teachers (their commitment) is the most important one among others*. This philosophy inspires every teacher to do self-improvement in facilitating students learning. According to Borko, et al. (2000) commitment can be shown when teacher see themselves as learners, working continuously to develop new understandings and improve their practice throughways such as reading professional literature, participating in study groups, and peer coaching. Besides, the teachers must be willing to continually monitor and adjust learning environments and teaching practices to make them the best for their students and themselves as professionals (Sullivan, 2000). Furthermore, they must take time to

engage in a high quality professional development to develop instructional strategies to meet learners' needs. Practically, teachers must be responsibility to become part of the initiative and commit to translating theory into practice for the betterment of instructional practice. Therefore, linking improved teacher quality through effective professional development will ultimately lead to student success.

To improve the quality of teaching, the school leaders give freedom and support for the teachers to do some improvement, in terms of pedagogical knowledge and material selection. The policy given by the *pondok* for teachers to make selves – improvement is, theoretically, understood as educational coursework. In this concept, teachers need to continue to develop their professional knowledge in order to renew themselves. For many teachers, this renewal entails attending seminars or conferences, and participating in a myriad of other professional development opportunities. What teachers do in terms of acquiring knowledge and skills, both before and after they begin teaching, influences the learning that occurs in their classrooms. By taking a kind of educational coursework, the teachers can perform effective teaching, covering planning, assessing, managing classroom, stimulating students to develop, and performing instructional pedagogy.

Related to the nation-wide and world-wide requirements, in educational setting, it is essential that every teacher has good qualification. The teachers and school leaders of *Pondok Gontor* realize that the teachers who handle English subject are not those who fulfill the requirement of qualification in term of linearity in English education background. Moreover, they do not own certificate to teach English. In fact, in English teaching and learning context, it requires figures of teachers who are qualified and experienced.

In Indonesian context with regard to teacher qualifications, the government has provided a guideline through the laws it enforces. Law No 20 of 2003 on National Education System, Law No 14 Of 2005 on Teachers and Lecturers, and Government Regulation No 19 Of 2005 on National Standard of Education stipulate that teachers must possess academic qualifications, holding at least a Sarjana degree (S1) or four –year diploma (D-IV).

According to Indonesian Law No. 14/2005 concerning teachers and lecturers above, competency is a set of knowledge, skills, and behaviors possessed by teachers or lecturers in carrying out their professional tasks. Teachers should have and develop personality, pedagogical, professional, and social competencies. Personality competencies refer to the teacher's personal characteristics which include integrity, stability, maturity, wisdom, authority, good morality, and role models for learners. Pedagogical competencies, on the other hand, refer to abilities to manage learner learning which include understanding learners, planning and implementing and assessing learner learning, and actualizing learner potentials. Meanwhile, professional competencies refer to the teacher's sound understanding of subject matter knowledge and language skills. Finally, social competencies refer to the abilities to interact effectively and efficiently with learners, parents, colleagues, school administrators, and community.

On the other hand, Stronge (2002) has developed *The Teacher Skills Assessment Checklists* to help identify qualities of effective teachers. The qualities are categorized into five skill area as follows (1) the teacher as a person, which includes such qualities as caring, fairness and respect, interaction with students, enthusiasm, motivation dedication to teaching and reflective practice, (2) the teacher as classroom manager and organizer, which includes organization, disciplining students and classroom management as areas of concentration, (3) organizing for instruction, which includes such components as the importance of instruction, time allotment, teachers' expectations, and instructional planning, (4) implementing instruction, which includes such aspects as instruction strategies, content and expectations, complexity, questioning and student engagement, and (5) monitoring students' progress and potential, which places a strong emphasis on students as learners, thus focusing on such areas homework, student progress as well as needs and abilities.

From the various opinions given by the language experts regarding the competencies of qualified English teachers must be possessed, it can be inferred that apart from having the suitable or relevant academic qualification, it is recommended that the teacher must have a good teaching practice with their proficiency in English as well as certain personal qualities. These requirements

are meaningful so that in real teaching activities the teacher could integrate both content knowledge and pedagogical competence to assure that all students learn and perform at high levels.

The set rules in educational domain show that teachers play important role in educational setting. Teachers are one key factor in learners' successful learning. Since the purpose of teaching is to facilitate the students to be successful, the critical ingredient of successful learning is, therefore, the professional competence of teachers, the ability to deliver quality professional service designed to increase the probability of successful learning.

Some people think that teachers are born, but others believe teachers are made. Teaching, practically, is a learned skill. The fact shows that inept beginners turn out successful teachers. In education domain, particularly, related to teaching activity, the role of teacher training institutions are significant. These institutions are established to produce teachers who have professional competence to meet the increasing need for teachers. The institutions determine the qualifications of their graduates and design the teacher education program. After completing the programs, the graduates as beginning or novice teachers are expected to possess sufficient knowledge and skills to be able to teach well in schools or institutions with varieties of their learning environments.

In its development, the change of world and society demand the cane of schools. The targets to improve education for learners require attention to the professional competence of teachers. Teachers are required to teach a more demanding curriculum to the increasingly diverse groups of learners who must become successful. Rather than merely offering education, schools are now insisted to ensure that all the students learn and perform at high levels rather than merely covering the curriculum, the teachers are expected to find ways to support and connect with the needs of all learners (Darling-Hammond, 2000). Besides, teachers are expected to prepare all students for thinking work- for framing problems; finding, integrating, and synthesizing information; creating new solutions; learning on their own; and working cooperatively (Darling-Hammond, (2000). These demands for education require substantially more knowledge and different skills for teachers. Therefore, according to Darling-Hammond (2000)

there should be major reforms of teacher preparation and major restructuring of the system by which administrators license, hire, induct, support, and provide for the continual learning of teachers. The descriptions above show that the teacher training institutions take great efforts in producing teachers who are professional in their teaching activities.

Becker, Kennedy and Hundersmarck (cited in Wilson & Young, 2005) indicated that policy debates about the need for teacher education have been partially driven by differing assumptions about what characteristics are most needed in teachers and in turn how they should be selected and prepared. *One assumption* is that schools most need teachers with a reputable first university degree and high verbal ability. *A second assumption* is that teachers need, in addition to general and foundational knowledge, professional knowledge of the subject(s) to be taught and pedagogy for those subjects. *The last assumption* is about the dispositions and values of prospective teachers – how committed are they to the education of all students and do they bring to the classroom by way of character traits, such as tolerance and patience. These three assumptions imply that teachers of any subjects require sufficient competencies. In the context of teaching, competency refers to appropriate prior knowledge, skills, attitudes, and ability in a given context that adjust and develop with time and needs in order to effectively and efficiently accomplish a task and that are measured against a minimum standard. Therefore, a competent individual is one who effectively and efficiently accomplishes a task in a given context using appropriate knowledge, skills, attitudes, and abilities that have adjusted and developed with time and needs.

Finally, teaching is a complex activity and as whole it requires a complex association of many skills, and the necessary associations may vary widely among contexts. Other important factors in any successful instructional event will include course design, student variables (such as prior knowledge, learning experience, intrinsic motivation), technology aspects, social context, etc. It is argued that more successful teaching should result as more competencies are in use. Hence, if the right combination exists at the right time, successful teaching can be achieved. In other words, the more competencies that a teacher possesses, the higher the

propensity that courses instructed by that teacher will result in positive outcomes for a greater number of students. These good skills and competencies, in general, can be achieved in formal institutions, for example in teacher training institutions.

The effort to do professional development taken by teachers of *Pondok Gontor* is meaningful for it focuses on what teachers need to do and accomplish in the school and with their students. A relationship exists between learning practices and what strategies teachers know. Thus, teachers need opportunity to work with others, for example, through doing coaches to enhance teachers' effectiveness through sharing as this provides a forum for collaboration. So, the practice of coaching at *Pondok Gontor*, as it is applied by both junior teachers and senior teachers, is believed as a positive way.

Peer coaching can be beneficial in a number of ways: it can provide input from senior teachers, provide the novelty teachers with the opportunity for hands-on experience, raise motivation, offer practical classroom application, develop collegiality, support motivations and are flexible in organization (*pondok*). That is why, peer coaching can be understood as a formal for introducing an educational innovation and preparing teachers for the change.

Peer coaching implies a learning situation that arises through the collaboration between two colleagues, with one adopting the role of coach as they explore a particular aspect of instructional practice. The coach would provide feedback and suggestions to the more junior teachers. This practice leads each of individual teachers to go with his self-improvement. Moreover, peer-coaching supports innovation for teachers. In this innovation there is a force which enhances a career and makes it constantly self-renewing and worthwhile.

Enhancing professional skills helps teachers feel empowered to make changes aimed at enhancing learning experiences that, in turn, results in better students' retention, attendance, and academic success. Obviously, teachers grow when they have the opportunity to acquire knowledge and skills that they can apply them in facilitating students' learning both in the classroom and outside the classroom in the area of *pondok*.

The research findings show that classroom teaching activity has very limited time. On the other hand, informal activities to practice English are

improved and they can be done within 24 four hours at *pondok*. These activities are suggested and monitored. To support English instruction conducted outside the classroom, both tight disciplined and strong commitment of all member of *pondok* are enhanced. Related to this fact, the discussion of teachers' activities is more focused on the teachers' efforts in facilitating students during the English instruction as the most determinant domain among other domains to support EFL instruction at *Pondok Gontor*.

Teaching is a demanding profession, and yet every teacher is insisted to exude a sense of pride and accomplishment in his work. The teacher contributes to the profession through their words and actions in explaining, directing, and monitoring students in the classroom and outside the classroom. When the teachers devote their time to teach, guide, and conduct improvement, it represents their efforts to become effective teacher. Effective teachers should conduct selves-improvement. Cruickshank, Jenkins and Metcalf (2003) define effective teaching:

Most people would agree that good teachers are caring, supportive, concerned about the welfare of students, knowledgeable about their subject matter, able to get along with parents...and genuinely excited about the work that they do.... Effective teachers are able to help students learn.

Social interactions between teachers and students play a significant role in cultivating a positive learning environment, both within the classroom and in the area of *pondok* as a whole. Positive social interactions are fostered through meaningful dialogues, especially, in informal setting. Moreover, shared experiences take place during class, at lunch, at the sport field, in the mosque, or during extracurricular activities. When teachers interact with students in a warm, personal manner, students feel affirmed as learners and their strong relationships reduce discipline problems.

Teachers' expectations for students' success are powerful motivators for both the teachers and the students. The students are expected to achieve the highest level of achievement. Consequently, the teachers need to provide materials and appropriate activities and to support the students in attaining their goals. For every student at *Pondok Gontor* is insisted to be able to communicate in

English, the teachers stimulate the students by conveying a *you can do it* attitude to the students and demonstrate confidence in the students' ability to master the materials. This attitude is important to be shown to convince the students that they can learn better.

In language learning context, having high expectations is not enough to ensure every individual student success. Teachers must actively engage students and demonstrate their commitment to help them master material they would never been able to do on their own. Moreover, teachers empower students to take responsibility for learning and they establish a climate of trust.

The teachers' activities in facilitating students during the process of EFL instruction is related to "*using the language*". Using the language is the most important goal of learning a language. This idea actually becomes a key point of *Pondok Gontor*. The teacher's subject matter knowledge related to how English should be treated is inspired by the main goal of language teaching set by *Pondok Gontor*. As it is presented in the previous part, historically, the purpose of teaching at *Pondok Gontor* is to produce figures who are competent in general knowledge, religion knowledge, and foreign language skills. The goal is shared to every member of *Pondok Gontor* and it is understood well by, especially, every teacher. Consequently, in teaching practice or in providing any activities out of classroom, the teachers support the students to engage in English practices.

Practically, teachers make connections with their students, school leader, colleagues, and other staffs. The teachers are insisted to know their students and to know how to communicate with them in the area of *pondok*, both individually and collectively. The variety of the students' background and their learning experiences requires teachers' special treatment and their verbal ability. This gives influences during the process of instruction either in the classroom or out of classroom. The teachers' ability to observe reaction from students can be used to decide how best to get their point across to different individuals. The ability of teachers to effectively communicate influences the relationships they establish with others, the clarity of explanations to students, and, invariably, student understanding and achievement.

In general, verbal ability is related to how well a teacher conveys concepts and skills to students (Darling-Hammond, 2000). When students understand what teachers are communicating, and when teachers understand the signals from their students in term of their responses, a two way of communication process is created that enhances the learning of students. Consequently, when the teachers posit themselves as facilitator in teaching practice, they should also be effective communicator.

At *Pondok Gontor*, the school leaders and the teachers' verbal abilities are reflected in different occasions. For the school leaders, they communicate the school vision and missions and other supports to all members of pondok at the beginning of academic year, before and after examination, and in graduation ceremony. The purpose of applying the verbal ability is to foster the establishment of commitment to conduct effective teaching and learning. Meanwhile, the teachers employ their verbal ability in stimulating and advising students who are not motivated. The purpose is to show the students that they can accomplish the given tasks satisfactorily.

The teachers believe that language must be very practical. It means that the main point to be successful in English, students should not only know how English is learned but also how it is used. The consequent of the idea that language must be very practical is that the teachers should facilitate students how to use the language (English) for interaction. This idea is, then, followed up by every teacher from generation to generation in English instruction. To achieve the idea, every teacher is instructed to teach students how to use the language. What is expected by teachers is that every student can express himself clearly in English. This principle must be kept in mind by every student so that he can learn better. The students can learn the language from their daily lives and daily practices instead of just learning from the text books.

The relationship between interaction in cooperative learning and language acquisition, in this study, can be presented through three essential variables of input, output, and context, which contribute to language acquisition to a great extent (Krashen, 1985). Interaction done in cooperative learning, in fact, has a positive impact on language acquisition. Language acquisition is fostered by input

that is comprehensible, developmentally appropriate, redundant, and accurate (Krashen, 1985). At *Pondok Gontor*, the students get language inputs from various sources (lists of words set on the board, some phrases or expressions set in the area of pondok, the students' magazine and wall magazine, etc) and regular activities (teaching vocabulary in the classroom and in the rayon, interacting with other people within 24 hours in the area of pondok, etc). McGroarty (1989) also find evidence that students gain both in comprehension and production of the second/foreign language through cooperative learning. She finds that tasks used in cooperative learning foster many different types of verbal exchange.

Many researchers in SLA argue that successful language learning does not only require comprehensible input, but also comprehensible output. In cooperative learning the teachers' talk is decreased. Consequently, the students' language output can be enhanced. Through interaction every student can learn from other students' language outputs. As many researchers note that most learners achieve communicative competence by subconsciously acquiring the language through active participation in real communication that is interest to those learners (Krashen, 1985). The students become more fluent if they have opportunity to speak repeatedly on the various topics.

In addition to the variables of input and output discussed above, language acquisition is fostered if it occurs in a context that is supportive, friendly, motivating, communicative, developmentally appropriate, and feedback rich (Kagan, 1995). The school leaders' practice to build up school culture and create learning environment, previously discussed above, is potential to provide inviting learning context to support EFL instruction at *Pondok Gontor*.

It is believed that positive results in a foreign language learning can be achieved if the students do not only learn it. The learned language (English) should be used extensively. It means that the language that the students learned will be useless if the students do not know how to put it into practice. To achieve this goal, the students are engaged in various language activities. In language practice, the teachers lead the students to find their own peers or groups to practice their English without being shy.

As Vygotsky (1978) suggests, learning is more effective when there exists opportunity to interact with others and with their environment. A collaborative teacher learning environment promotes an idea that learning should be active; that new understandings are discovered through problem solving and interaction. Activities that involve collaboration acknowledge knowledge and expertise of teachers as each individual is seen not only as a learner but more importantly as resource person. Furthermore, collaboration diminishes the perceived role of the program facilitator as the expert and increases the feeling of it being a joint venture. In collaborative learning atmosphere, expertise would emerge as a feature of the group rather than be associated with a single individual.

The teachers's activity to engage students in practicing their English is necessary to avoid a negative teaching practice what the so-called teacher-centered language classroom. In fact, in language classroom, teachers are facilitators of students' learning instead of authoritative knowledge givers. In communicative language teaching, students are the central roles in the classroom. They assume active, negotiative, and contributive roles (Nunan, 1989). In the communicative classroom, teachers attend to the inputs, interaction, and output in the target language. In this sense, the students ultimately have to use the target language productively and receptively in unrehearsed contexts (Kagan, 1995).

In order to equip students with adequate communicative competence, the prevalent philosophy of foreign language language teaching since 1970s had undergone a paradigm shift from a transistion models to a communication model (Weir, 1990) which meant that students no longer received, memorized, or repeated after the tape or the teacher. Instead, students had to actively engage in classroom activities for real communication and learning.

In educational field, issues related to individual teacher, students learning strategies, the roles of school leaders are interesting. Moreover, true collaboration between teachers is also another interesting one. For collaboration, in its practice, tries to unify two or more figures who are different in their characteristics, it takes time, effort, frequent communication and continual compromise.

Whatever the level of the students and the materials to be presented are, teachers cannot teach what they do not know. The relationship between teacher

knowledge and student acquisition of knowledge makes sense. The language teachers at *Pondok* Gontor know the goals of the English program. They also know the curriculum of the *pondok* and the presentation of some subjects related to English, such as reading, dictation, grammar, conversation, and writing. Regarding that the purpose of English instruction at *Pondok* Gontor is very significant, every teachers is required to master those subjects and teach them effectively. It also requires teachers' ability to stimulate students learning. Moreover, the teachers should present students with materials and situations that allow them to discover new learning through peer interaction. It should be well prepared for learning is much more meaningful if the students are allowed to experiment on their own rather than just listening to the teacher lecture. This idea does not mean that the teacher lecture as his/her talk is not important. As long as it does not dominate during the class session, it is potential as students' language input. That is why, the teachers better convey their enthusiasm, understanding, and knowledge to students.

Generally, students tend to involve themselves to study a topic they are interested in and they tend to be more enthusiastic about their subject and, further, they can better engage learning during the presentation of the lesson. To establish this situation, teachers should be able to organize and present content knowledge and skills to students in a manner that helps the students access, interact with, and learn the presented materials.

In line with the purpose to improve teachers' professionalism, the teachers should know deeply the curriculum of the *pondok*, especially related to English subject, and they should know how English must be taught effectively. The curriculum of the *pondok* provides vocabulary as one of important subjects to learn. Learning a second or a foreign language mainly involves learning the sound system, grammar, and vocabulary of that language. Vocabulary as the skeleton of language is the first material taught to facilitate students to be able to understand written materials and to communicate in English. Presenting vocabulary is not merely given in formal setting. The students can find various vocabularies as language exposures every where- in the office, in the canteen, on the yard, around the mosque, or even in the bathroom and toilet. Vocabulary learning by far plays a

very crucial role in learning another language. Seal, (1990, as cited in Celce-Murcia, 1991) states that “To the non-language specialist, the common sense view of how languages are learned is that you substitute the words in your first language for the corresponding words in the second language. Words are perceived as the building blocks upon which knowledge of the second language can be built.” The majority of the vocabularies are presented in *chunks*. This way is in line with Lewis (1993) who believes that the primary approach in foreign language teaching should be focused on the lexicon (vocabulary) of the language. He also believes that vocabulary needs to be taught directly. His main thesis is that vocabulary should be taught in “*chunks*” instead of as individual words.

At *Pondok Gontor*, besides practicing English orally, the students are directed to learn English through reading textbooks. However, more emphasize is given on practicing orally. Through oral practice the students can apply their mastered vocabularies. Oral practice is enhanced for the students are expected to be competent in using English in their daily communication. This way is positive, however, the students should be trained all English skills in a balanced. In real life a communication, at least, involves two skills. In classroom setting, sometimes, the students are insisted to apply their four skills; listening, speaking, reading and writing. Hence, in EFL instruction facilitating the students’ proficiency in English means helping them to improve those four English skills.

The practice of EFL instruction at *Pondok Gontor* is intended to facilitate students to be able to (a) expanding students’ vocabularies, (b) improving their reading comprehension, (c) improving their writing, and (d) improving their oral proficiency.

The findings of the study reveal that there are four main domains of students’ learning, they are (a) vocabulary, (b) pronunciation, (c) speaking, and (d) writing. Every domain requires students’ good attitude in learning. In the vocabulary domain, they regularly memorize words and use them in sentences and simple dialogues. Meanwhile, in the pronunciation domain, the students listen to and imitate how teachers and characters in the movie pronounce the given words and expressions. In the speaking domain, on the other hand, the students practice to speak English through the provided activities both in formal setting

and informal setting within twenty four hours in the area of pondok with teachers, foreigners, and friends in peers or in groups. Finally, in the writing domain the students practice to write diary, short story, and magazine wall to be consulted to foreigners students.

In its practice, the pondok provides the students environment that enables them to learn better. Their motivation to learn is supported by their future needs and the goals set by the pondok. At *Pondok Gontor*, teaching vocabulary is also intended to improve pronunciation. Before the students are asked to memorize vocabularies, the teachers read them aloud so that the students know their pronunciation. Besides memorizing vocabularies, the students are instructed to make them in sentences. This way is intended to direct students to know how the words used contextually. Meanwhile, dictation is given to improve students' listening. Moreover, through dictation the students are also trained to listening to correct pronunciation.

The awareness of the teachers about the significant role of having good ability in pronunciation is good. As one of elements of language, pronunciation is important to be given special attention when a learner wants to communicate. Practically, a student can interact with other people only by using simple vocabularies. He or she can also communicate only by applying a simple language pattern (grammar). Even, when a student makes misuse of a certain vocabulary and he or she makes mistake in grammar, his or her language is still understandable. However, in communication a student cannot use a simple pronunciation. Using a simple pronunciation or making mistake in pronunciation is not tolerable for it offers obvious effect, in which there will be misunderstanding between a speaker and listener.

Regarding to the significant role of pronunciation, teaching pronunciation through the presentation of vocabulary and dictation subjects needs to be given special attention. The student of spoken English or any other spoken language is faced at the outset with difficulties in the matters of pronunciation (a) the student must learn to recognize readily and with certainty the various speech-sounds occurring in the language when he or she hears them pronounced; he or she must, moreover, learn to remember the acoustic qualities of those sounds, (b) the student

must learn the proper usage and know the necessary details in regard to length, stress and pitch, (c) the student must learn to make the foreign sounds with his own organs of speech, (d) the student must learn to use those sounds in their proper places in connected speech, and (e) it is a matter of the student's ability to distinguish and to pronounce isolated sounds, and to know the sequence of sounds to use in a given word or sentence, and to know length, stress and pitch. He must learn to catenate sounds, i.e. to join each sound of sequence on to the next, and to pronounce the complete sequence rapidly and without stumbling.

Thus, it is obvious that pronunciation is complex enough to learn and it needs extra practices. By more maximizing the practices of teaching pronunciation through presenting vocabulary and dictation and giving feedback on pronunciation test, the students can display their English with good pronunciation. The way error correction is done is much more important than the error itself. The founded errors made by the students must be corrected in very careful and tactful way and it should offer encouragement correction.

The teachers' way to approach individual students by raising simple questions to be responded is interesting. In language practice, stimulating to students to speak and appreciating their performance is meaningful to minimize their anxiety. Anxiety has been regarded as one of the most important affective factors that influence second language acquisition. Usually, high anxiety can make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well.

The fact shows that there is negative correlation between anxiety and four aspects of language learning, especially speaking and listening. For example, MacIntyre and Gardner (1991) found that speaking is by far the main agent of anxiety-arousal, and that students with high anxiety perform worse than those with low anxiety. Referring to the fact above, it is important to create a relaxed atmosphere for students, which can make them feel safe to speak or express their views. Although teachers can make use one of mentioned means to help students to overcome their anxiety in English classrooms, teachers should not try to help students get away from anxiety completely. Much research indicates that adequate anxiety plays a positive role and can motivate students to maintain their efforts on

learning. Therefore, the teachers' real job is to help students keep adequate anxiety, neither too high nor too low.

Teachers should keep in mind that students are more productive when they do not work individually. Although in a certain case, practically, in 24 hours in the area of *pondok* a particular student wants to share his idea or his problem with his junior students or his teachers, the students are fully directed to involve themselves in any given tasks. So it is strongly recommended that teachers exert their effort to keep encouraging students working in pairs or in groups. This will be contributive to facilitate students to share their ideas. Through the process of sharing, the students can, at least, create their own learning environment to employ direct method of practicing English in more authentic setting.

The finding also reveals that the students involve themselves in various practices of learning. In the environment where spoken foreign languages exist and the students live in the dormitory, they have more time to interact with other members of *pondok*. This condition will be more meaningful if the students show their positive attitude to be always participative, disciplined, and committed to their own learning. From the four situations previously presented above (see Chapter IV, page 109-111), it can be drawn a conclusion that regular practice gives positive contribution for the users of language.

The students' initiative to practice their English is also affected by the success of the teachers in creating a learning situation. A good teaching should be able to create a learner to become more independent in learning. It means that from the practices done by the teachers, it should stimulate the students to learn by themselves. At *Pondok Gontor*, students' autonomous learning is reflected when they practice their English in pairs or in groups without being monitored by the teachers. Barr and Tagg (1995) propose a concept of a new paradigm from teaching paradigm to learning paradigm. In learning paradigm, to be implemented in EFL instruction, the teachers' job is not merely to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems. Moreover, in learning paradigm, the

power of an environment or approach is judged in terms of its impact on learning. If learning occurs, then the environment has power.

To be committed toward their own needs will direct the students to do activities in a normal condition. In foreign languages practice, being committed to keep on using foreign languages cannot only be done in a formal setting but in a non-formal setting as well. The activities are set in such away to invite students' eagerness to participate actively. Brown (2004) stated that various teaching activities did not work if it did not involve students and meaningful activities for learners.

The students' strong desire to practice language also becomes another important discussion in the study. Being committed to their own learning is the value that every student should perform. From the research finding, it reveals that the research subjects involve themselves in the process of learning. The teachers' activity to encourage and show students that language (English) is learnt best through practice inspires the students to engage themselves in language interaction.

The main point about the students' activities in practicing their language is that they think that student- to- student/s interaction is potentially beneficial to their learning. The quality of interaction will depend on a number of factors, such as the grade and frequency in which the students cooperate among themselves in their academic tasks, giving feedback between each other in their learning activities, sharing learning experiences and life experiences. The implementation of an appropriate interaction process constitutes a major component that helps to improve the students' outcome in many academic and behavioral problems, and helps to establish a greater academic environment in the classroom (Aschettino, 1993). In that interaction, students would like to talk to and listen to other students. The reason of such students' preference may be the fact that when language learners interact with each other, they experience some difficulties as they attempt to use the target language to communicate. As a result, they become aware of what they need to know in order to express themselves effectively. They may take an effort to ask their fellow students for help. The process of the students' interaction makes pondok more pleasant and friendly place to study.

They also have their own choice that they like more on practicing language in informal (in real life situation) setting rather than in formal setting.

The school culture introduced to students is helpful for them to behave in a good way for the purpose of enhancing their learning. Moreover, it is very important for students to have sufficient social skills, involving an explicit teaching of appropriate leadership, communication, trust and conflict resolution skills so that they can cooperate effectively. Schultz (1999) stated that social skill should be explicitly taught to the students so that students could work among themselves, not only in terms of cooperation but also without hostility and without the teachers' authority. At *Pondok Gontor*, this situation is enhanced for no proportional of the numbers between teachers and students. That is why, encouraging the students to conduct cooperative learning with their peers and practice their English under the monitor of the senior students is conditioned. In a cooperative learning context, there are many interactive tasks that will naturally stimulate the students' cognitive, linguistic, and social abilities. Cooperative activities, furthermore, integrate the acquisition of these skills and create powerful learning opportunities. As Wei (1997) states, interactions between more than two persons are the necessities for effective communication activities and oral practice.

The supportive human environment of a cooperative learning classroom can be built when students work in cooperative teams. As cooperative norms are established, students are positively linked to others in the area of *pondok*. In this context, in a supportive atmosphere, English learners can establish more equal status relationships with their peers. When the environment becomes more equitable, students are better able participate based on their actual, rather than their perceived knowledge and abilities. Cooperative learning or interaction, fostered by individual accountability and positive interdependence among the members, helps students learn valuable interpersonal skills that benefit them socially and vocationally.

It is generally accepted that interaction can facilitate students' language development and communicative competence. The proposition of the role of classroom interaction is its contribution to language development simply by

providing target language practice opportunities. In the study of interaction in EFL classes, Yu (2008) describes that classroom interaction is considered a productive teaching technique. Interaction facilitates not only language development but also learners' development. They acquire linguistic knowledge and ability through interaction. The present research is, thus, confirming the previous studies conducted by Yu (2008).

Through group interaction, the students are able to progress at their own pace and contribute to other's learning in such a supportive and encouraging learning context. According to Vygotsky (1978), all good learning is that which is in advance of development and involves the acquisition of skills just beyond the student's grasp. Such learning occurs through interaction within the student's zone of proximal development. Moreover, Vygotsky (1978) states that an essential feature of learning is that it awakes a variety of internal development processes that are able to operate only when the learners are in the action of interacting with people in their environment and in cooperation with their peers. From the frequent interaction applying the given materials (list of words) in conversation with their peers within 24 hours in the *pondok*, the students are able to fully develop their potential and thus move beyond their current development to the so-called *i+1* (Krashen, 1985).

According to Krashen (1985), language acquisition takes place during human interaction in an environment of the foreign language when the learners receive language input that is one step beyond their current stage of linguistic competence. Taken together, both Krashen's "*i+1*" and Vygotsky's zone of proximal development, the students' language proficiency can be achieved by the help of peer interaction and cooperation. Thus it is obvious that students learning can be facilitated well if they have sufficient opportunity to interact with others in a supporting learning environment.

The students' participation to make themselves busy enables them to learn a lot from other students' performance. Through language practices, language skills and knowledge are consolidated and mastered, and this will ultimately lead the learners to acquiring an intuitive which enables them to be fluent. Hence, the

set programs should be able to provide students opportunities for effective practice.

Referring to provi

their English by talking to their peers and having interaction with other people. As it is stated previously that students would like to practice their language informally in pairs or in groups. They suppose that the activities and the pattern they communicate are effective ways to practice their English. It is in line with Sullivan (2000) idea that there are three value systems obtained from pair work or group work. They are choice, freedom and equality. She further notes that what is embedded in the notion of pair work or group work is the idea of choice because students have a choice of partners or groups; the idea of freedom because students in pairs or groups have a right to talk freely and are also free from the teacher's control; and the idea of equality because students in groups are equal, and the power of teacher within groups is also diminished or neutralized. Meanwhile, according to Brown (2001), cooperative learning, or group work, yields four major advantages for English language classroom: (1) group work generates interactive language, (2) group work offers an embracing affective climate, (3) group work promotes learner responsibility and autonomy, and (4) group work is a step toward individualized instruction.

Providing vocabulary is the first activity done by the teachers in facilitating students to be proficient in English. As a skeleton of language, vocabulary is potentially needed and it must be mastered for it is used in majority area of communication. Furthermore, in the process of teaching and learning activities, the language plays an importance role. For the teachers, the language is meaningful in giving instruction, explaining the topic, and also in giving reward or appreciation towards students' performance. Meanwhile, for the students it is just by the language, they can communicate expressing desires, ideas, and also asking for clarification from other students' ideas for the purpose of negotiating meanings. Whatever the types of language are, whether they are frozen, formal, consultative, casual, and intimate language in nature, they must consist of words. Hence, it is obvious that to know the language means to know of word. Word is a component of language that is very important to communicate in many aspects of

life, such as in the teaching, trade, and other businesses. A word appears in every language. The word refers to sound sequences signifying certain concepts or meaning (Fromkin & Peter, 2000).

The given vocabularies can be effective in helping students to be able to communicate with other students and their teachers. Moreover, they are meaningful in facilitating students to understand academic materials in terms of reading and presenting ideas orally and in written forms. The students need to understand a large numbers of vocabularies when they have to practice speech related to Islam topics, for example history of Islam civilization. The needed vocabularies are those which deal with not only daily expressions but also those of which related to Holy Qur'an and Hadits' translation and exegesis. Hence, the practice of giving regular vocabularies is really potential to avoid the students from having lack of vocabularies that leads them to confusion and hinders deeper understanding to understand and describe topics or concepts when they deliver a speech and interact with other people through daily communication in the area of pondok.

Suggesting the students to use the mastered vocabularies to communicate in a real context leads the students to have habit of using language. If the habit of using language (English) is frequently and regularly practiced in twenty four hours, the students' communication skills will get increase. And by the time, the students can reach a certain working English proficiency level. As Cummins, (1992) states that the students will be proficient in English if the students get habit of using English as a means of communication.

In learning vocabulary, the students memorize the given words by paying attention on their pronunciation. The learners learn English through imitating or adopting English vocabularies as the language exposures from both spoken and written supplementary materials. In the research of memorization and EFL students' strategies in Vietnam, Doung and Thu (2006) states that memorization seems to be one of the learning methods that helps EFL learners use the English language, provided that memorization is used appropriately to help learners internalize what they have learned to apply in actual communication. Further, they distinguished between good and poor memorization. According to them, good

memorization is meant the effort to keep information in one's mind systematically and used it effectively in appropriate contexts. For example, when reading an article, translating or listening to a text, learners with good memorization select and take note of new words or structures and then memorize them for later use and application. Later they do not depend completely on what was memorized. Meanwhile, they argue that bad memorization causes lack of the capacity and creativity for spontaneous and appropriate responses.

Their argument seems to be similar to the practice employed by the learners. In the process of memorizing words, phrase or expressions, the learners do not depend much on the memorization but they use the memorized words in real practices; speaking and writing. So, the research agrees to Doun and Thu (2006) that good memorization strategy should be followed by practice it into the real communication.

By considering that the ultimate goals of English program at *Pondok Gontor* is to improve students' proficiency in oral proficiency, it is important for school leaders or teachers to organize the lesson content in away that equally emphasizes on both receptive and productive skills. However, the valuable setting or programs of *pondok* can be maximized to train their productive skills.

The teachers' effort to recognize every student related to his English proficiency and their ways in assigning some works for students to do outside the classroom is essential. However, redesigning some practices to utilize the availability of mosque, mini market, library, school yard, and sport field is positively done. These facilities are useful to be used as authentic settings for the students to speak in English. Moreover, this will be contributive to support the application of Direct Method in learning English. Hence, the students are not only trained to practice to speak in a formal setting (classroom) but also are accustomed to interact in informal settings or in more authentic setting.

Students need to identify the most appropriate way(s) through which they can learn the language (English) more fruitfully. Knowledge of one's learning strategy may be beneficial in that the student will be aware of his strengths and weaknesses in terms of learning experiences. High expectation from the *pondok* and teachers toward students' proficiency in using English communicatively

really requires students' participation to involve themselves in predetermined programs. Therefore, future learning may be enriched if the students maintain their strengths and improve on their weaknesses. Aside from that, this process can improve the students' self-esteem or even their self-actualization because now the students will feel more comfortable and they are prepared to take on the learning challenge, also give students the confidence needed to achieve goals set by the *pondok*. The tied discipline in memorizing words and recognizing their pronunciation, using the learned vocabularies in sentences, and practicing of speaking regularly in the area of *pondok* will become comfortable activities. By considering that learning is a process, the students can choose their own strategies so that they can learn better.

To sum up, the school leaders, teachers, and students are determinant factors to create effective English instruction. Each has influential functions in establishing conducive and inviting teaching and learning process. The leaders' roles affect significantly to the teachers' performance in teaching, guiding, inspiring, and monitoring students' activities. On the other hand, various language exposures and language models performed by the teachers stimulate the students to practice their English. The teachers' ability in creating a non-threatening environment and in engaging students in language practices in group stimulates the students learning. Meanwhile, the students' good behavior in learning and their strong discipline in using language both formally and informally support them in improving their language proficiency. The students understand that to keep practicing is the most effective way to achieve English proficiency. They can learn and practice their English from other people's performance.

From the various opinions given by the language experts regarding the competencies of qualified English teachers must possess, it can be inferred that apart from having the suitable or relevant academic qualification, the teacher should have a good teaching practice with their proficiency in English as well as certain personal qualities. These requirements are meaningful so that in real teaching activities the teacher could integrate both content knowledge and pedagogical competence to assure that all students learn and perform at high levels.

On the basis of the performance of teachers during EFL instruction and learning atmosphere at *Pondok Gontor* and the nation - world wide requirements presented above, the researcher offers an idea to bridge the gab. In EFL instruction the required teachers are those who have academic qualification, skills, and competencies, such as pedagogical, professional, personal, and social. Moreover, the teachers' qualification and competencies should be sustained by their attributes as being disciplined and committed to teach, help, guide, monitor, and evaluate students' learning. That is why, the process of recruitment should not only focus on administrative requirements. There should be availability of mental criteria so that the recruited teachers are those who are academically relevant and competent with strong commitment toward their position.

5.3 Pedagogical Implication

As it is stated previously that the reason for conducting this study is to come across findings that can feed into practices in English instruction both in the classroom and outside the classrooms, and provide guidance for students, teachers as well as the division of language developers, material designers and syllabus planners of *Pondok Gontor*. Having the findings at hand, one can suggest sound implications as follow:

1. The first implication is for students. The findings of this study are helpful to students in demonstrating the importance of learning strategy identification. Students are recommended to identify the most appropriate way(s) through which they can learn the language (English) more fruitfully. Knowledge of one's learning strategy may be beneficial in that the student will be aware of his strengths and weaknesses in terms of learning experiences. High expectation from the pondok and teachers toward students' proficiency in using English communicatively really requires students' participation to involve themselves in predetermined programs. Therefore, future learning may be enriched if the students maintain their strengths and improve on their weaknesses. Aside from that, this process will improve the students' selves esteem or even their selves-actualization because now the students will feel more comfortable and

prepared to take on the learning challenge, also gives students the confidence needed to achieve goals set by the pondok. The tied disciplined in using English, regular activity to memorize words and recognizing their pronunciation, and regular practice of speaking applied in Pondok Gontor will become comfortable activities. By considering that learning is a process, the students can choose their own strategies in order they can learn better.

2. Teachers should keep in mind that students are productive when they do not work individually. Although in a certain case, practically, in 24 hours in the area of *pondok* a particular student wants to share his idea or his problem with his junior students or his teachers, the students are fully directed to involve themselves in any given tasks. So it is strongly recommended that teachers exert their effort to keep encouraging students working in pairs or in groups. This will be contributive to facilitate students to share their ideas. Through the process of sharing, the students can, at least, create their own learning environment to employ direct method of practicing English in more authentic setting.
3. By considering that the ultimate goals of English program at *Pondok Gontor* is to improve students' proficiency in oral presentation, it is important for pondok or teachers to organize the lesson content in away that equally emphasizes on both receptive and productive skills. However, the valuable setting or programs of *pondok* can be maximized to facilitate students in training and facilitating their productive skills.
4. The teachers' effort to recognize every student related to his English proficiency and their ways in assigning some works for students to do outside the classroom are essential. However, redesigning some practices to utilize the availability of mosque, mini market, library, school yard, and sport field is positively done. These facilities are useful to be used as authentic settings for the students to speak in English. Moreover, this will be contributive to support the application of Direct Method in learning English. Hence, the students are not only trained to practice to speak in a

formal setting (classroom) but also are accustomed to interact in informal settings or in more authentic setting.

5. Some good practices, such as teachers present lists of vocabularies and they motivate their students to memorize and use them in sentences or to try to infer the meaning of the new vocabularies need to be developed in term of paying attention of the pronunciation of the words. Students' pronunciation should be maximally controlled when the students practice their English outside the classroom. May be another kind of *Jasus* to take responsibility to identify students' pronunciation needs to be formed. Thus, there will be two kinds of *Jasus* with their different roles. Moreover, the administered test of pronunciation will be meaningful if it is used as input to do identification of the area of mistakes made by students in pronunciation either in segmental sound or in supra segmental sounds. Then, on the basis of the results of identification from the *Jasus* and test administration, feedback and more regular practices can be given to achieve improvement on pronunciation. The fact shows that, sometimes, the students are able to pronounce English words in isolation. However, they often make mistakes in pronunciation when those words are joined in the form of sentences. That's why, in general, the teachers need to keep paying attention on students' pronunciation and giving a model how to pronounce English words, either when they are used in isolation or when they are used in sentences correctly.
6. The way error correction is done is much more important than the error itself. The founded errors made by the students must be corrected in very careful and tactful way and it should offer encouragement correction.
7. *Pondok* is an institution provides environment where all of its member live together to achieve the set goals. It is a good effort creating school with its good climate and culture. Furthermore, more extra effort should be done in order every individual cannot only shows his good perception but also his connectedness toward the *pondok*.
8. At *Pondok* Gontor, there are two seetings that eneble students to practice their English; in the classroom and out of the classroom. In this case,

teachers should bear in mind in what setting students like to practice, to interact, or to actively engage in using English. The results of identification can be used as further adjustment in creating a model or a situation to facilitate students to learn better.

9. The school leaders and teachers' awareness that holding a good English instruction is not easy. They need some supported aspects, for example, there must be qualified teachers. This recognition is wise and meaningful. Although some practices done by the teachers, related to their practical knowledge, are good if they are viewed from some of the existed theories of EFL, the availability of teachers with their relevant academic qualification is potentially needed. These requirements are necessary for in real teaching practice the integration of content knowledge and pedagogical competence are needed.
10. Apart from the need to provide learning environment, suitable strategy in teaching and learning, and even relevant academic qualification, the need to have good commitment is unavoidable significant aspect to achieve the success in English instruction. The leaders of *Pondok Gontor* posit '**commitment**' beyond all the practices done. Being committed means to be ready to devote one's time, energy, money or even soul to achieve the set goals. To facilitate every member of the *pondok* stands on his own commitment, the leaders of the *pondok* should be always ready to be the sources of values to be not only adapted but also adopted by all members of the *pondok*.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter contains two parts. The first part presents the conclusion of practices and activities employed by the school leaders and the teachers in EFL instruction at *Pondok Gontor*. In this point, the researcher reveals some contributions of those practices and activities to enhance the EFL instruction. Finally, the second part presents some suggestions derived from the implications of the drawn conclusions.

6.1 Conclusion

The present research reveals the subjects' practices and activities employed to support EFL instruction at *Pondok Gontor*. The following are the conclusions drawn.

School leaders are important figures in an institution. They have critical role in creating a system applied to facilitate teaching and learning process. The school leaders' roles are reflected in their practices in performing visionary leadership, designing curriculum, setting goals, creating learning environment, and building school culture. These practices reflect a system employed at *Pondok Gontor* to sustain purposes and foster personal and school growth to achieve academic achievement in EFL instruction. The school leaders understand that leadership is about serving – meeting the need of and supporting all the school members. Specifically, leadership practices influence school function. School becomes meaningful community when there is a feeling of connectedness among its members with trust and fairness performed in their daily activities.

Practically, the school leaders' practices give worthy contribute for both teachers and students. For the teachers (a) they can create collegiality practice that facilitate them to improve self-professionalism, (b) they can share one another about teaching problems and teaching performance, (c) they can share their lesson plan and materials provided in informal setting, (d) they have more time to set activities, guide, and monitor students' language practice through interaction in peers, and (e) the teacher can establish trust and fairness among themselves.

Meanwhile, for the students (a) they can make contact with other members of *pondok* (asking for a help or a guidance), (b) they have much opportunity to practice their English in the area of *pondok*, (c) they get more language inputs (as learning sources) in the forms of written words and other students' language outputs (performance), (d) they can create their own learning, and (e) they can practice their English in more authentic learning environment. Thus, related to the school leaders' practices, in EFL context, the students' learning can be well facilitated if there is language models and sufficient comprehensible language inputs with various meaningful learning activities.

Besides school leaders, teachers also have contributive roles to enhance students' success in learning. The teachers' roles are reflected in their activities in (a) guiding students' learning, (b) engaging students in interaction, (c) creating a non-threatening learning environment, (d) providing students enough practice, and (e) providing materials during the EFL instruction.

Through the activities of guiding, providing suitable teaching materials and various activities, the teachers can invite students' active participation. The students' English proficiency can be enhanced if they involve themselves in various activities and they are committed to make themselves busy to practice their English in more authentic setting in group. The availability of language models and sufficient opportunities to interact enables the learners to learn better. Moreover, students' English speaking practice will become their habit activity if they are engaged in a disciplined regular practice through various interesting topics and activities within their comfort zones. Thus related to teachers' activities, in EFL instruction, the students can learn better if they have sufficient opportunities to interact with others in a supporting learning environment.

6.2 Suggestions

On the basis of the drawn conclusions above, there are some suggestions that can be taken into considerations by other school leaders, English teachers, and other researchers.

For other school leaders, it is necessary to build a good school culture to support the process of English teaching and learning. Positive connectedness among the school members enables the teachers and the students to create good learning environment. The created learning environment has a powerful effect in stimulating students and offering effect on learning motivation. The students' motivation to participate in any activities can be improved by generating peer interaction, adding multimedia equipment to all classrooms, or providing language laboratory with its maximum use.

Moreover, it is important to provide opportunities for fun extracurricular activities to encourage students to use English in non-academic settings. Reading poetry in English, doing role play, having speech practice, or hosting English language plays on regular basis are some of the attractive activities that can be done by the students to practice their English.

Meanwhile, for the English teachers, the need to know how to set and meet learning goals is important to be introduced (taught) not only for teachers but students as well. This gives positive impact in which the teachers will know where and how they will conduct formal and informal teaching practices. On the other hand, for the students they will know what they are going to achieve of the presented materials and the given exercises. Besides, creating a situation with low-pressure and helping students understand the more casual uses of English are requested. The created programs or activities can be used as valuable resources to facilitate the students to fully participate in a nurturing setting. Since learning English needs more practices, it is suggested for the English teachers to use the availability of facilities at school, such as mini market, canteen, mosque, field sport, library, and other facilities. These facilities can be used to facilitate students to practice their English. The provided activities and strategies are able to invite students' engagement in practicing their English. That is why, the techniques of direct practice in peer and communicative learning are suggested to be used to improve the students' active involvement.

The next for future researchers, the present study focuses on one variable; that is practices employed at *Pondok* Gontor to support EFL instruction. The future researchers can conduct the same study focusing on two variables to know

the relation between practices employed in KMI system school of *Pondok Gontor* and students' English proficiency. The researcher believes that there are still other interesting aspects of EFL instruction at *Pondok Gontor*. The future researchers can learn the delimitations of the present study to be used as one of references to make improvement or to conduct another study related to *Mu'allimin* System School of *Pondok Gontor*, especially in EFL instruction.

Finally, by considering that EFL instruction is a complex activity, it requires not only teachers who have academic qualification and certificate in teaching but also those who have strong commitment. That is why, it is suggested to any institution in education field that teacher's recruitment should not merely be focused on requirements which are administrative in nature. However, the requirement should also cover candidate of teachers' commitment as a vital value that will be reflected in teaching, assisting, guiding, and monitoring students in learning and practicing their English.

REFERENCES

- Ainly, J. 1994. *Multiple Indicators of High School Effectiveness*. Paper presented at the annual meeting of the American educational Research association. New Orleans, Louisiana
- American Federation of Teacher. 1999. *Teaching Reading is Rocket Science*. Washington, DC: Author
- Anderson, W. L. 2004. *Increasing Teacher Effectiveness*. International Institute for Educational Planning <http://www.unesco.org/iiep>. accessed on May, 2009
- Aschettino, E. 1993. *Cooperative Learning Structures to Foster Students Involvement* in Cooper, Jim Ed. *Cooperative Learning and College Teaching*, Vol. 4, No. 1 Fall.
- Awwaludin. 2002. *Pengajaran Bahasa Arab dan Bahasa Inggris di Pondok Gontor Ponorogo*. Unpublished Thesis Program Pascasarjana. Malang: Universitas Muhammadiyah Malang.
- Barr, R B. & Tagg, J. 2004. *From Teaching to Learning-A New Paradigm for Undergraduate Education*. Washington, D.C. Heldref Publications.
- Berg, B. 1995. *Qualitative Research Methods for the Social Sciences* (2nd ed.). Boston: Allyn Bacon.
- Blum., Nelson, L. M., & Duffy, T. 2002. *Improving the Odds: The Untapped Power of Schools to Improve the Health of Teens*.
- Borg, W.R., & Gall, M. D.1989. *Educational Research: An Introduction*. Fifth Edition. New York: Longman.

- Borko, H., Elliott, R. L., McIver, M. C., & Wolf, S. A. 2000. Exemplary School Change Efforts within the Kentucky Reform. *American Educational Research Journal*.
- Brown, H. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents
- Brown, H. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 2nd Ed. New Jersey: Prentice Hall Regents
- Brown, H. 2004. *Principles of Language Learning and Teaching*. Fourth Edition. White Plains, NY: Pearson Education.
- Burke, J. 2006. *50 Essential Lessons: Tool and Techniques for Teaching English/Language Arts*. Portsmouth, NH: firsthand/Heinemann.
- Burns, J. M. 2003. *Transforming Leadership: A New Pursuit of Happiness*. New York: Atlantic monthly Press.
- Burns, J. M. 1990. *Leadership and Performance beyond Expectations*. The Free Press: New York.
- Celce-Murcia, M. 2000. *Discourse and Context in Language Teaching*. New York: Cambridge University Press.
- Chang, C. P., & Shu, M. Z. 2000. *The Experiment Research for English Teaching with Small Class of Junior High School*. (The Ministry of Education, The 2000 Academic Year Research Project of Taiwan High School Technician Conference).
- Clark, C., & Peterson, P. 1986. *Teachers' Thought Process*. New York: Macmillan
- Colley, Kenna. M. 1999. *Coming to Know a School Culture*. A Dissertation of Doctor of Education In School Leadership. Blacksburgh: Faculty of the Virginia Polytechnic Institute and State University.
- Cresswell, J. 1998. *Qualitative Inquiry and Research Design Choosing Among Five Traditions*. Thousand Oaks, CA: Sage Publication.
- Cruikshank, D. R., Jenkins, D. B., & Metcalf, K. K. 2003. *The Act of Teaching*. New York, NY: McGraw-Hill.
- Cummins, J. 1992. Language Proficiency, Bilingualism and Academic Achievement in P.A. Richard-Amato and M.A. Snow (Eds.), pp 58-70. *The Multicultural Classroom: Reading for Content Area Teachers*. White Plains, NY: Longman.

- Danielson, C. 2007. *Teacher Leadership that Strengthens Professional Practice*. Alexandria, VA:ASCD.)
- Darling-Hammond, L. 2001. *Teacher Quality and Student Achievement: A Review of State Policy Evidence*. Education Policy Analysis Archives.
- Deal, T. & Peterson K.D. 1990. *The Principal's Role in Shaping Culture*. U.S. New York: Department of Education.
- Denzin, N. K. 1978. *The Research Act: A Theoretical Introduction to Sociological Methods*. (Second Edition) New York: McGraw-Hill Book Company.
- Dickmann, M., & Stanford-Blair, N. 2002. *Connecting LeadershipS to the Brain*. Thousand Oaks. CA: Corwin Press, Inc
- Dornyei, Z. 1990. *Conceptualizing Motivation in Foreign-Language Learning*. Language Learning Journal
- Duong Thi, H. O. and Thu, H. N. 2006. Memorization and EFL Students' Strategies at University Level in Vietnam. *TESL-EJ* Volume 10.No.2 September 2006
- Effendi, A. 2002. *Perbandingan Kemampuan Pemahaman Bahasa Inggris antara Siswa Pondok Gontor dengan Siswa Madrasah Aliyah Negeri Ponorogo*. Ponorogo: Malang: Lembaga Penelitian IKIP Malang..
- Faerch, C & Casper, G. 1983. *Strategies in Interlanguage Communication*. London: Longman.
- Fananie, H. B. 1997. *Modernism in Islamic Education in Indonesia and India: A Case Study of the Pondok Modern Gontor and Aligarh*. Unpublished Thesis of the Faculties of Art and Theology in the Framework of the Indonesia-Netherlands Cooperation in Islamic Studies (INIS). Netherlands: Leiden University.
- Feldman, K. A., & Newcomb, T. M. 1994. *The Impact of College on Students*. New Brunswick, NJ: Transaction Publishers.
- Fraenkel, J. R. & Wallen, N. E. 1996. *How to Design and Evaluate Research in Education*. 3rd ed. New York: McGraw-Hill, Inc
- Freiberg, H. J. 1998. *Measuring School Climate: Let me Account the Ways*. *Educational Leadership*. New York: Teacher College Press.
- Fyans, L. J., Jr. & Maehr, M. L. 1990. *School Culture, Student Ethnicity, and Motivation*. Urbana, IL. The National Center for School Leadership.

- Fromkin, D., B., & Peter, C. 2000. *An Introduction to Language*. Australia: Harcourt Publisher international.
- Fullan, M. G. & Hargreaves, A. 1996. *What's Worth Fighting for in our School?* New York: Teachers College Press.
- Gardner, H. 1995. *Leading Minds: An Anatomy of Leadership*. New York: Basic Books.
- Glynn, T. 1981. Psychological Sense of Community: Measurement and Application. *Human Relations*, 34(7), 789-818.
- Gonder, P. O., & Hymes, D. 1994. *Improving School Climate and Culture* (AASA Critical Issues Report No. 27). Arlington, VA: American Association of School Administration.
- Gregory, T., & Sweeny, M. E. 1993. *Building Community by Involving Students in the Governance of the School*. New York: Routledge.
- Hall, S. 2001. *Language Learning Strategies: From the Ideals to Classroom Tasks*. Language and Communication Division, Temasek Polytechnic on Internet.
- Hargreaves, A. 1997. *Rethinking Educational Change: Going Deeper and Wider in the Quest for Success*. ASCD Year Book. Alexandria, VA: ASCD
- Gregory, T., & Sweeny, M. E. 1993. *Building Community by Involving Students in the Governance of the School*. New York: Routledge.
- Harmer, J. 2003. *How to Teach English*. Cambridge: Addison Wesley Longman Limited.
- Harvey, M. 1991. *Strategy for the New Principal: Negotiating the Culture of the School*. Washington, D.C. Office of Educational Research and Improvement.
- Hismanoglu, M. 2008. *Language Learning Strategies in Foreign Language Learning and Teaching*. Ankara: Hacettepe University, Turkey.
- Hsieh, Y. T. 2002. *A Study on the Adults' Motivation toward the participation in English Learning*. Taiwan: National Chung Cheng University
- Hubbard, R.S. & Power, B. M. 1993. *The Art of Classroom Inquiry*. Portsmouth, New Hampshire: Heinemann.
- Irhamni., Djalal, M. F., Rasyidah., & Usman, R. 1999. *Studi Kasus Pengajaran Muhadatsah di Pesantren Gontor, Ponorogo*. Malang: Lembaga Penelitian.

- Kagan, S. 1995. *Cooperative Learning* (2nd Ed.). San Juan Capistrano, CA: Resources for Teachers.
- Krashen, S. D. 1985. The Input Hypothesis. *Issues and Implications*. London: Longman.
- Ladson-Billings, G. 1994a. *The Dreamkeepers: Successful Teachers of African American Children*. San Francisco: Jossey boss.
- Leithwood, K. 1992. *Transformational Leadership: How Principals can Help Reform School Cultures*. A Paper Presented at the Annual Meeting of the Canadian Association for Curriculum Studies.
- Lewis, M. 1997. Implementing the Lexical Approach: *Putting Theory into Practice*. Hove, England: Language Teaching Publication.
- Ling, W. Y. 2008. *Language Learning Strategies Used by Students at Different Proficiency Levels*. Asian EFL Journal, December.
- Louis, S. K. K, S. D., & Associates. 1995. *Professionalism and Community: Perspectives on Reforming Urban Schools*. Corwin Press, Inc
- McGroarty, M. 1989. The Benefits of Cooperative Learning Arrangements in Second Language Acquisition. *NABE Journal*, 13: 127-143.
- MacIntyre, P. D. & R. C. Gardner. 1991. *Methods and Results in the Study of Anxiety and Language Learning: A review of the Literature*. Language Learning Journal.
- McMillan, D. W., & Chavis, D. M. 1996. Sense of Community: A definition and Theory. *Journal of Community Psychology*, 14(1), 6-23.
- Marshall, M. L. 2004. *Examining School Climate: Defining Factors and Educational Influences*. Center for Research on School Safety, School Climate and Classroom Management: Georgia State University.
- Marzano, R. J. 2003. *What Works in Schools: Translating Research into Action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Masqon, D. 2007. *Pondok Modern Gontor as an Educational Institution and a Center for Community Development*. A Paper Presented at Lokakarya Pengajaran Bahasa Asing held by STAIN Tulungagung. Tulungagung: STAIN Tulungagung.
- Miles, M. B. & Huberman, A. M. 1984. *Qualitative Data Analysis*. California: Sage Publication, Inc

- Miller, K. 2003. *Mid-Continent Research for Education and Learning*. Aurora: Colorado. Available online at www.mcrel.org. accessed on February, 2010
- Morrow, S. L., & Smith, M. L. 2000. *Qualitative Research Methods in Counseling Psychology*. NY: Wiley.
- Nunan, D. 1989. *Designing Task for the Communicative Classroom*. Cambridge: Cambridge University Press.
- Oxford, R. 1990. *Language Learning Strategies: What Every Teacher should Know*. New York: Newbury House Publishers.
- Oxford, R. L. 1994. *Language Learning Strategies: An Update*. ERIC Digest. ERIC Clearinghouse on Language and Linguistics. Washington D.C.
- Oxford, R. L. & Ehrman, M. E. 1995. *Adults' Language Learning Strategies in an Intensive Foreign Language Program in the United States*. System, 23 (3).
- Oxford, R. L., Cho, Y., Leung, S., & Kim, H. 2004. *Effect of the Presence and Difficulty of Task on strategy Use: An Exploratory Study*. *International Review of Applied linguistics*, 42.
- Oxford, R and Lee, R. K. 2008. *Understanding EFL Learners' Strategy Use and Strategy Awareness*. *Asian EFL Journal*, Volume 10, Issue 1, March.
- Panduan Manajemen KMI. 2006. *Pondok Modern Darussalam Gontor*. Ponorogo: Darussalam Press.
- Patton, M. Q. 2002. *Qualitative Research and Evaluation Methods*. California: Sage Publication, Inc
- Pikulski, J. 2000. *Increasing Reading Achievement through Effective Reading Instruction*. Newark, DE: University of Delaware, School of Education. Columbia: Agent 5 Design
- Rausch, A. S. 2000. *Language Learning Strategies Instruction and Language Use Applied to Foreign Language Reading and Writing: A Simplified "Menu" Approach*. *Asian EFL Journal*, Spring/Summer.
- Renchler, R. 1995. *Student Motivation, School Culture, and Academic Achievement: What School Leaders can do*. ERIC Clearinghouse on Educational Management, University of Oregon.
- Richards, J. C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

- Ron. 1995. *Student Motivation, School Culture, and Academic Achievement: What School Leaders Can Do*. ERIC Clearinghouse on Educational Management, University of Oregon.
- Rovai, A. P., Wighting, M. J., & Lucking, R. 2004. *The Classroom and School Community Inventory: Development, Refinement, and Validation of a Self-report Measure for Educational Research*. Internet and Higher Education.
- Sadtono, E. 1997. *The Development of TEFLIN in Indonesia*. Malang: IKIP Malang.
- Savignon, S.J. 1983. *Communicative Competence: Theory and Classroom Practice Reading*. MA: Addison-Wesley Publishing Company.
- Schultz, M. 1995. *On Studying Organizational Cultures*. New York: Walter de Gruiter.
- Schultz, A. 1999. *Foreign Language Instruction and Curriculum*. The Education Digest, 64(7): 29-37.
- Sergiovanni, T. J. 1994. *Building Community in Schools*. San Francisco: Jossey-Bass Publishers.
- Spradley, P. J. 1980. *Participant Observation*. New York: Holt, Rinehart and Winston
- Stronge, J. H. 2002. *Qualities of Effective Teachers*. California: Association for Supervision and Curriculum Development (ASCD).
- Sullivan, B. 2000. Professional development: The Linchpin of Teacher Quality. ASCD Infobrief. *American Education Research Journal*.
- Tinto, V. 1993. *Leaving College: Rethinking the Causes and Cures of Student Attrition* (2nd ed.). Chicago: University of Chicago Press.
- Vygotsky, L.S. 1978. *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Mass: MIT Press.
- Wardun. 2008. *Warta Dunia Pondok Modern Darussalam Gontor*. An Annual Journal Issued by Darussalam Gontor Modern Islamic Boarding School.
- Waters, T., Marzano, R. J., & McNulty, B. 2003. *Balanced Leadership: What 30 Years of Research tells us about the Effect Leadership on Student Achievement*. Aurora, CO: Mid-Continent Research for Education and Learning. Available online at www.mcrel.org. accessed on Pebruary, 2010

- Wei, C. 1997. *Union is Strengh: Applications of Cooperative Learning to College EFL class in Taiwan*. Taipei, Taiwan: Crane.
- Weir. C. 1990. *Communicative Language Testing*, Englewood Cliffs, N.J: Prentice Hall International.
- Young, D. J. 1991. Creating a Low-Anxiety Classroom Environment: What does Language Anxiety Research Suggest? *Modern Language Journal*, 75, 426-439.
- Yu, Runmei. 2008. Interaction in EFL Classes. *Asian Social Journal*. Vol. 4 No. 4, p 48-50. April 2008. <http://www.ccsenet.org/jounal.html>