

PROCESS OF TEACHING ENGLISH PRACTICE AT ISLAMIC SCHOOL IN BANTEN BASED ON CULTURE AND RELIGION VALUES TO DEVELOPING STUDENT CHARACTER

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Abstract: A background of this research to describe a process teaching English in Islamic School in Banten especially in Islamic School. According to a phenomenon many students doesn't care and using a best practice from Islamic values in habits and the teacher do not selecting a material of instructional from a local wisdom. In reality the best practical of religion and cultural values very important to developing a student character. There for needed drawing how a teacher in English lesson usually using a religion and cultural values during classroom. For the subject of this research we take a student and teacher of Islamic School MAN Cilegon in Banten. While in this research we use qualitative approach and the model of research of English Language using Brown theory (1994:266) that the class should be full of 1) imitative, 2) intensive, 3) responsive, 4) transactional (dialogue), 5) interpersonal, and 6) extensive (monologue). Toget a data researcher using observation, interview and documentation according to Miles and Huberman theory (1994).

Keywords: *Teaching English, Islamic School, culture and religion values, student character*

Background

We have known that any time no one of cultural aspect not influence with nather cultural, according to theory of diffusion that any cultur in the worl influence one and nother inckudung cultural heritage in Indonesia country. There for to existence the cultural heritage of Indonesia many principal or supporting exist the cultural heritage bellow: (1) Banten cultural must be transference to young generation in Banten province and attended with any event of cultural like panjang mulud ect. (2). The old values must be transform with new spirit by analizing, and infusing the bigesst space for developing with new era in the globalization accelerated by new spirit modernization in order to entering the new era, in history concept we called with (*zeidgeist*). There for, we created end build the new aspect of culture for social change and we need the (*creatif minority*) as well as (*agent of social change*) (Encep, 2013: 6).

By teaching English Language in the senior hight School a teacher can to use the material and content of the subject matter infusing the cultural and religius values during the classroom. In case of Islamic School if we see in subject matter according to vision and mission of religi depastement how to make all students of Islamic boarding school (Madrasah Aliyah Negeri) there are hope to implemented the religius values during in the classroom. According to curricullum 2013 that we have known the basic content of its, fill in by K1 untul K4, K1 its mean a bouth spiritualism, K2 a bouth Social, K3 a bouth knowledge and K4 a bouth skill.

Talking a bouth (*local wisdom*) this concept for the first time has famoues with Quaritch Wales. And the antropologh was discussed by long time a go a both the definition of this *local genius*. According to Ayat Rohaedi opinion in Alwasilah (2009), and Haryati Soebadio too (in Alwasilah, 2009, Encep:2012:5-8) describiny that *local genius arecultural identity*, and nation culture because its can becoming that nation infiltration the accomodation the forign cultural values and adaptif by him self (Ayatrohaedi, 1986: 18-19, Alwasilah, 2009, Encep, 2012:8). And the other exspert opinion like Moendardjito in Ayatrohaedi (1986:40-41, Encep, 2013: 5) Said a bouth local wisdom in many several district of Indonesia, the component of culture of many district of Indonesia are potentially as e local wisdom why/ because has examined and attcack by the time. The local wisdom has a characteristic are. (1) Its can be attcacted with foreign ghn culture, (2) Acomodated with the many componet of foreign culture, (3) Had the power to in out or integrated the foreign aspect to own culture, (4) hade to controlling and, (5) Has the power to compasing a culture developmnet.

There for resercher focusing the aim of this research a resercher made a problem with some question bellow:

1. How the teacher of English language preparing the intruction in Islamic School and their habit actually?
2. How the teacher of English language infusing or entering the culture and religius values to the material (content) during the classroom?
3. Why the cultural and religius values important for enhancing student character by emphasizing a topich in English language lesson?

Theoretical Framework

Commonly English teachers are demanded to develop speaking skill as EFL, either related to materials designed, techniques adjusted, procedures of assessing students' progress even how the students are evaluated.

These activities require students participating in well conditioned to extend the capability of having speaking as intended skill (Brown, 1994:266). Thus, by assigning the students with certain English topics to be discussed, asking them to manage and telling a short talk, even fixing their needs properly, probably it is one of the best ways to arise their interest and enthusiasm in English communication either in or out classroom.

In the other side, Brown (1994:253) states that listening and speaking skills are closely intertwined. It means the interaction between these two skills of performances applies strongly to what so called as conversation. In short, effective speaking involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns (Harmer, 2001:271, Thornbury, 2005).

Therefore, to prove classroom speaking as productive skill the English teacher must be able to implement the typical class as suggested by Brown (1994:266) that the class should be full of 1) imitative, 2) intensive, 3) responsive, 4) transactional (dialogue), 5) interpersonal, and 6) extensive (monologue).

English learning process is expected to reach the level of mastery of connecting related concepts (the proficiency on tenses can significantly influence the proficiency of grammar, speaking, writing, reading and listening) whereby the concepts altogether form knowledge networks in cognitive structure of mind. The networks enable students to recall and resolve the problems related with all the concepts and its application. (Canale and Swain, 1980, Diah Gusrayani, 2004).

The basic principle in the teaching speaking process is the ability to create interaction between teacher and students and between students and students in the classroom as for students learn to speak in the foreign language by "interacting" (Rivers, 1987; Burkart, 1998). The aims of this interaction are to get other new stores of target languages and to practice previous target languages which have been acquired by the students. This classroom interaction can be created from the collaborative exchange of thoughts, feelings, or ideas among the people who involve in the classroom.

Method of Research

This study employs a descriptive qualitative research design as it is trying to explore the process of teaching speaking in the classroom and to find out the problems in teaching English as Foreign Language in the class faced by the teacher.

The second participant is the lecturer at MAN Cilegon Banten who teaches speaking in class X. The teacher will also be interviewed to add information dealing with the process of teaching speaking.

Techniques of Data Collection

In order to answer the research questions, the researcher uses four techniques of collecting data; class observation, questionnaire, interview and documentation.

Observation, the main purpose of observation is to understand the whole contexts of data and to get a holistic situation of the data (Patton in Sugiyono, 2007:313). Additionally, Alwasilah emphasizes that observation enable the researcher to draw inferences (conclusion) about someone's meaning and perspective and about the process that can not be obtained by relying exclusively on the interview data (Alwasilah, 2000:155). In this study, observation is the main instrument used to get the data about the process of teaching speaking. The observations will be preceded first by preliminary observation, as for gaining entry or establishing rapport to the class.

Interview, it can be a valuable way of gaining a description of actions and events. It can provide additional information that is missed in observation and questionnaire. In this study, the interview will be carried out to the speaking lecturer and some students to get the answers or data needed that are in line with the purpose of the study.

Documentation, it is one of the ways in data collection to find any supporting data about the teaching speaking. The document data can be in forms of the lecturer's lesson plan and the speaking material used.

Technique of Data Analysis

Since this is qualitative study, the analysis of the data can be conducted during and after data collection. It will be done simultaneously with ongoing activities related to teaching and learning activities in speaking class.

The analysis of observation data will be conducted during data collection. It is used to answer the first question, that is how does the process of teaching speaking take place? The researcher prepares a table to observe every activities happening in the teaching and learning process. The researcher writes or puts checklist in the table if the activities happen in the classroom. In this case, all the activities started from beginning to the end are transcribed and will be interpreted and criticized by referring to the teaching speaking theories. The result of interview with both the lecturer and some students is written down and is recorded in cassette to make the analysis is easier.

Result and Finding

While according to the result of interview Mr. Wawan (36 age) he is Teacher in English Language, Before teaching English language he was teacher in sport, culture and art, but he is graduated from English Departement diploma, this the result of interview bellow:

1. The differences between teaching English in general school and in Islamic school is that we always insert religious and moral values in every English instruction. In terms of materials, both kinds of schools have similar material, the general issues. However, in Islamic school teachers are suggested to continuesly include the religius (aqidah akhlak) and moral values. For example, Islamic view between man and women constraints. Furthermore they support the values by suggesting the students to be kind to others
2. To select the spiritual content or material in the lesson plan, teachers usually start the lesson with praying first before learning, and then reciting Qur'an and memorizing *asmaul husna*. Sometimes the teacher explain about one of *asmaul husna* while the students make the translation. For example, the teacher elaborate about 'Allah SWT the most Gracious' and the students translate the summary.
3. Sometimes teachers also relate the content material to the local wisdom, especially relate to Banten culture. For example, when the topic is about 'transportation', teacher begins the instruction by explaining about kinds of transportation and so on, it is then followed with the discussion on the prayer of using transportation. Finally, the topic is explored with the contextual learning, that is visiting Banten's cultural situs, like Baduy and Banten lama, by using certain transportations.
4. Another example of local content English lesson in Islamic school is about 'variety and differences'. It is known that Banten consists of various kinds of religion, lifestyle, and social life. And students have to respect that.
5. In Islamic school, teachers always emphasize the religious and moral values in every lesson including in English lesson.

During the classroom, a teacher also apply various method, like discussion, question and answer, and kontekstual learning. Teachers are also expected to select the materials which cover local content. Moreover, they are also expected to use the teaching method which enable the students to actively get involved in the instruction, and expose more the teaching media especially film. In the end of the instruction, the teacher also do the evaluation orally and in written. In the case of history instruction which based on cultural and religious values, teacher always begin the class with praying first. In every teachers' desk, there provided the Holy Qur'an, in order that teacher can always relate the materials with the Islamic values.

The process of teaching and learning English Language that is employed by teachers has currently good, it is indicated by the interview result conducted to the students. The teaching and learning process is interesting and even fun. While others said they still do not understand what the teachers explain. However, it still needs some other inovations in the teaching presentation. Impact or influence that is felt by the teachers with the actualization of the values of religion and culture in everyday life, especially in the establishment of school students who have a character figure, which is an independent student, noble character, praying on time, keep clean, respect for the teacher, has properties that honest and responsible.

Conclusion

From describing a bove we can tke coclusion a bout teaching English in the Islamic Senior hight School are:

1. The teacher of English Language always insert religious and moral values in every English instruction. In terms of materials, both kinds of schools have similar material, the general issues. However, in Islamic school teachers are suggested to continuesly include the religius (aqidah akhlak) and moral values.
2. For Effective teaching a teacher always using the media for the easying student accept a subject matter who hade teacher introducing during the classroom, and the media film are usually using in the language laboratorium.
3. The teacher infusing the material aor content of hadist or Holy Qur'an related with the habitually action student like in transporstation, a position in praying man and women ect.
4. For effectively touch a teacher some time relate content material to the local wisdom, especially relate to Banten culture, and brough a student trip to the site aor heritage in Banten Lama, and for observing the entice alienation for example trip to Baduy for teaking the experiences hoe the are life. From it's the student can take a values lifestyle of Baduy Society, tolerance, heterogeneity of bielief and religious.
5. In Islamic school, teachers always emphasize the religious and moral values in every lesson including in English lesson.

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Biodata

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