

**STUDENTS' EFFECTIVENESS IN LEARNING ENGLISH AS A
FOREIGN LANGUAGE AT FITRAH ISLAMIC WORLD ACADEMY
in Ciseeng Bogor**

THESIS

Diajukan kepada Program Studi Magister Manajemen Pendidikan Islam
sebagai salah satu persyaratan menyelesaikan studi Strata Dua

untuk memperoleh gelar Magister Pendidikan (M.Pd)



Oleh:

SHABANI ALLY RAMADHANI, B. Sc., M.Pd
NIP:162520039

PROGRAM STUDI:
MAGISTER MANAJEMEN PENDIDIKAN ISLAM
PROGRAM PASCASARJANA
INSTITUT PTIQ JAKARTA, INDONESIA
2018 M./ 1440 H.

ABSTARCT

Thesis: Students' Effectiveness in Learning English as a Foreign Language at Fitrah Islamic World Academy in Ciseeng-Bogor. This research is a field research with descriptive qualitative methods. The research was carried out at Fitrah Islamic World Academy with the level of Junior high school and Senior high school. A research focus on the effectiveness of learning English as a Foreign language taught by native language speaker educators. The results of this study are:

First, the success of learners of English is measured in four categories, namely reading, writing, listening and speaking.

Second, students in grades 8,9 and 12 have achieved quite good in effectiveness. This is indicated by their ability in these four categories to obtain an average value of 93 and above of 100.

Third, Class 7 of Middle School and Grades 10 and 11 of high school reach low in Student Effectiveness in Learning English as a Foreign Language in the Fitrah of the Islamic World Academy for reasons mentioned in Summary Chapter V.

Fourth, in general, most classes achieve Student Effectiveness in Learning English as a Foreign Language on the Nature of the Purpose of the World Islamic Academy although it requires more improvement and development so that results and real situations can be better for future generations of muslims.

This research describes theories of Effective learning and application of language in real life.

Social theory of learning foreign Language by albert bandura and Lev Vygotsky who emphasizes on the fact that the surrounding society of a learner plays a pivotal role in the learning process of the learner, is the one mostly used in Fitrah islamic World academy in which the students interact with each other, teachers and managements in their daily activities in school environment which makes easy for the students to adapt the English language, and lead to Students' Effectiveness Learning of English as a Foreign Language at Fitrah islamic world Academy

We hope this research has provided a useful point from which both school and more experienced researchers can evaluate their research at the point of its conclusion and, ultimately, finalize studies that will make a significant and lasting contribution to second language research.

Key word:

**Students' Effectiveness in Learning English as a Foreign Language at
Fitrah Islamic World Academy (FIWA)**

ABSTRAK

Tesis: Students' Effectiveness in Learning English as a Foreign Language at Fitrah Islamic World Academy di Ciseeng-Bogor.

Penelitian ini merupakan penelitian lapangan(Field Research) dengan metode kualitatif deskriptif. Penelitian dilaksanakan di Fitrah Islamic World Academy jenjang sekolah menengah pertama (SMP) dan sekolah menengah Atas(SMA). Focus penelitian pada efektifitas pembelajaran bahasa Inggris sebagai bahasa Asing yang diajarkan oleh pendidik penutur bahasa aslinya.

Hasil penelitian ini adalah:

Pertama, keberhasilan pembelajar bahasa Inggris diukur dalam empat kategori,yaitu membaca,menulis mendengar dan mengucapkan.

Kedua, siswa kelas 8,9 dan 12 telah mencapaian efektifitas cukup baik.Hal ini ditandai dengan kemampuan mereka dalam empat kategori tersebut memperoleh nilai rata -rata 93 ke atas dari 100.

Ketiga, Kelas 7 dari SMP dan Kelas 10 dan 11 dari sekolah menengah atas mencapai rendah dalam Efektivitas Siswa dalam Belajar Bahasa Inggris sebagai Bahasa Asing di Fitrah Akademi Dunia Islam karena alasan yang disebutkan dalam Ringkasan Bab V.

Keempat, secara umum sebagian besar kelas mencapai Efektivitas Siswa dalam Pembelajaran Bahasa Inggris sebagai Bahasa Asing di Fitrah tujuan Dunia Akademi Islam meskipun membutuhkan lebih banyak perbaikan dan perkembangan sehingga hasil dan situasi nyata dapat menjadi lebih baik bagi generasi Muslim mendatang.

Penelitian ini menggambarkan teori belajar Efektif dan teori Bahasa Asing aplikasi mereka dari Bahasa di kehidupan nyata sehari-hari.

Teori sosial belajar Bahasa asing oleh albert bandura dan Lev Vygotsky yang menekankan pada fakta bahwa masyarakat sekitar dari seorang pelajar memainkan peran penting dalam proses pembelajaran pelajar, adalah yang paling banyak digunakan di Akademi Dunia Fitrah di mana siswa berinteraksi satu sama lain, guru dan manajemen dalam kegiatan sehari-hari mereka di lingkungan sekolah yang membuat mudah bagi siswa untuk beradaptasi bahasa Inggris, dan mengarah pada Efektivitas Pembelajaran Siswa Bahasa Inggris sebagai Bahasa Asing di Fitrah Akademi Dunia Islam.

Kami berharap penelitian ini telah memberikan poin yang berguna dari mana para peneliti sekolah dan yang lebih berpengalaman dapat mengevaluasi penelitian mereka pada titik kesimpulannya dan, pada akhirnya,

menyelesaikan studi yang akan membuat kontribusi yang signifikan dan abadi untuk penelitian bahasa kedua.

Kata Kunci:

**Efektivitas siswa dalam belajar bahasa Inggris sebagai bahasa asing di
Fitrah Islamic World Academy**

خلاصة

رسالة الماجستير بعنوان: فاعلية الطلاب في تعلم اللغة الإنجليزية كلغة أجنبية في معهد الفطرة العالمي الإسلامي في مدينة سيسنغ بوجور. هذا البحث هو بحث ميداني بطرق وصفية نوعية. وقد تم إجراء هذا البحث في معهد الفطرة العالمي الإسلامي بمستوى المدرسة المتوسطة والثانوية. يركز البحث على فعالية تعلم اللغة الإنجليزية كلغة أجنبية يتم تدريسها من قبل معلمين متحدثي اللغة الأصلية. نتائج هذه الدراسة هي:

أولاً ، يتم قياس نجاح متعلمي اللغة الإنجليزية في أربع فئات ، وهي القراءة والكتابة والاستماع والتحدث.

ثانياً ، حقق الطلاب في الصفوف 9 و 9 و 12 مستوى جيداً من الفعالية. ويشار إلى ذلك من خلال قدرتها في هذه الفئات الأربع للحصول على قيمة متوسطة تبلغ 93 وما فوق 100.

ثالثاً ، الفئة 7 من المدرسة المتوسطة والصفين 10 و 11 من المدرسة الثانوية تصل إلى مستوى منخفض في فعالية الطلاب في تعلم اللغة الإنجليزية كلغة أجنبية في معهد الفطرة العالمي الإسلامي للأسباب المذكورة في الفصل الخامس.

رابعاً ، بشكل عام ، تحقق معظم الطبقات فعالية الطالب في تعلم اللغة الإنجليزية كلغة أجنبية في طبيعة غرض في معهد الفطرة العالمي الإسلامي على الرغم من أنها تتطلب المزيد من التحسين والتطوير حتى تكون النتائج والمواقف الحقيقية أفضل للأجيال القادمة من المسلمين.

يصف هذا البحث نظريات التعلم الفعال وتطبيق اللغة في الحياة الحقيقية

النظرية الاجتماعية لتعلم اللغة الأجنبية بقلم ألبرت باندورا وليف فيغوتسكي اللذين يؤكدان على حقيقة أن المجتمع المحيط بالمتعلم يلعب دوراً محورياً في عملية التعلم لدى المتعلم ، وهو

الذي يستخدم في الغالب في معهد الفطرة العالمي الإسلامي التي يدرس فيها الطلاب التفاعل مع بعضهم البعض ، والمعلمين والإدارات في أنشطتهم اليومية في البيئة المدرسية مما يجعل من السهل على الطلاب تكييف اللغة الإنجليزية ، ويؤدي إلى تعلم الطلاب فعالية اللغة الإنجليزية كلغة أجنبية في معهد الفطرة العالمي الإسلامي

نتمنى أن يكون هذا البحث قد قدم نقطة مفيدة يمكن من خلالها للباحثين المدرسين والباحثين الأكثر خبرة تقييم أبحاثهم في نهاية نهايتها ، وفي النهاية ، وضع اللمسات الأخيرة على الدراسات التي ستقدم مساهمة كبيرة ودائمة في أبحاث اللغة الثانية

الكلمة الرئيسية:

فعالية الطلاب في تعلم اللغة الإنجليزية كلغة أجنبية في معهد الفطرة العالمي الإسلامي

ACKNOWLEDGEMENTS

It is a pleasure to convey my gratitude to the people who contributed in different ways to the research. Foremost I thank all the participants of this research (the students and teachers especially English teachers of Fitrah islamic World Academy) for their effort and time to help out with this research, I humbly acknowledge their contribution.

I would like to express my gratitude to Prof.Dr.H.M. Darwis Hude, Head, Institut PTIQ Postgraduate Studies for giving us chance to study in this our lovely university and guidance to us till now.

I would like to express my gratitude to Dr. Akhmad Shunhaji, M.Pd.I, Head, Department of Postgraduate of Education Management, Institut PTIQ Jakarta-Indonesia for his supervision, advice and guidance from the very early stage of this research. Thank you sir for giving me freedom for the democratic style of functioning. Moreover, thanks for the spontaneous acts of concern and support whenever I was in need.

I would like to thank Dr. H. Siskandar, M.A, A Lecturer in Department of Postgraduate of Education Management Institut PTIQ Jakarta-Indonesia, for his valuable contributions and timely advice which shaped my thesis work. Thank you sir for the trust and confidence that you have shown in me, which helped me to work to the best of my ability. Thank you sir for the honest feedback, and for the constructive comments during our discussions that made all the more enriching. Thank you sir.

I would like to thank Dr.Muhammad Hariyadi,M.A, Dr.Syamsul Bahri Tanrere,M.Ed, Prof.H.Chatibul Umam,M.A, Dr.Muhammad Suaib Tahir,M.A, Dr.Zaimudin,M.Ag, Prof.Dr.H.Abdul Madjid Latief,MM.,M.Pd, Dr. Hj. Nur Arfiyah Febriani, M.A ,Dr.Omar, Dr. DR. Mahmud U. Yapi,M.M رحمه الله and all PTIQ lecturers that I can not mention their names

here, also my colleagues students who we were together studying since the first semester till now.

I want to express my appreciation to Fitrah Islamic World academy managements especial Director and Founder Mr.Johansyah,S.TP for giving me chance to conduct my research in this school,

Also teachers like Mr.Zulkarnain,Mr.Rifki,Mr.Sultham(Muhafiz),Mr.jayadi for their contribution,also students who participated in this research and all teachers and students who I can't mention their names.

I want to express my appreciation to my wonderful parents. My parents deserve special thanks for giving me the very best that they could. Thanks to my mother Halima Ally and father Ally Ramadhani, for all their interest that they shown in my education ever since I was a child. Thanks to my parents for their affection and gentleness towards me, for caring me, and for constant prayers.

I am extremely thankful to my wife Reni Ummu Khayr for her understanding, unconditional affection, support, concern and prayers. I wish all the very best in her life and patience that she has shown to me, for taking very active interest in my data collection of normal participants and for accompanying with my Thesis editing, also for being patients with our kids when writing this Thesis.

My extreme thanks to to our kids Khayr (8 years), Khayraat (6 years), Fathiyyah (4 years) and Abdoul Fattah (5 months), my wonderful kids. I consider myself very lucky for having them in my life.

I thank my mother-in-law Ibu Sitti Hahibah with her childrens and grand children for all their immense support and prayers. These includes brother Wirawan and his wife Rini,Brother Surya and his kids,Sister Ratna,Sister Yanti and her family without forgetting her first daughter Vanny for her contribution to my Thesis,Sister Ita,Sister Tini,Brother Gunawan with their families also my elder sisters; sister Zakia and sister Fatuma with their families also without forgetting my uncle Hamisi Ally, uncle hashim,uncle Majid and their families and all who I can't mention their names and I apologize for that.

Above all, I thank Allah, The Almighty for Being with me always and Leading me on my daily activities.

Bogor, Wednesday, 20 October 2018
Shabani Ally Ramadhani, B. Sc, M.Pd

CHAPTER I INTRODUCTION

A. Problem Background.....	1
B. Problem Identification in Teaching English as a Foreign Language...	3
C. Discussion and Problem Formulating.....	8
D. Purposes of Research.....	18
E. Benefits of Research	21
F. Theoretical Framework.....	24
G. Literature Review of Previous Relevant Thesis.....	31
H. Thesis Methodologies.....	32

CHAPTER II EFFECTIVENESS IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

A. Definition of Effectiveness.....	37
B. Definition of Foreign Language.....	39
C. Theories of a Language Learning.....	40
D. Patterns of Interactions in Foreign Language Classrooms.....	52
E. Theories of Effectiveness Learning.....	57

CHAPTER III RESEARCH METHODOLOGIES

A. Population and Sampling.....	73
B. Characteristics of Data.....	83
C. Research Variable and Measurement Unit.....	86
D. Data Instruments.....	89
E. Types of Research Data.....	91
F. Resources of Data Collection and Storage.....	93
G. Data Collection Technics.....	93
H. Data Analysis Technics.....	97
I. Time and Place of Research.....	99
J. Research Survey Results.....	99
K. Research Schedule.....	110

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. General description of Fitrah Islamic World Academy..	111
B. Research Findings.....	122
C. Discussion about Research Results.....	126

CHAPTER V CONCLUSIONS

A. Summary.....	131
B. Implications of Research Results.....	135
C. Suggestions.....	138

REFERENCE BOOKS

ATTACHMENTS AND CURRICULUM VITAE

PERNYATAAN KEASLIAN TESIS

Yang bertanda tangan di bawah ini:

Nama : Shabani Ally Ramadhani, B.Sc, M.Pd
Nomor Induk Mahasiswa : 162520039
Program studi : Manajemen Pendidikan Islam
Konsentrasi : Manajemen Pendidikan Dasar dan Menengah Islam
Judul Tesis : Students' Effectiveness in Learning English as a Foreign Language at Fitrah Islamic World Academy

Menyatakan bahwa:

1. Tesis ini adalah murni asli karya sendiri. Apabila saya mengutip dari karya orang lain, maka saya akan mencantumkan sumbernya sesuai dengan ketentuan yang berlaku.
2. Apabila di kemudian hari terbukti atau dapat dibuktikan Tesis ini hasil jiplakan (plagiat), maka saya bersedia menerima sanksi atas perbuatan tersebut sesuai dengan sanksi yang berlaku di lingkungan Institut PTIQ dan peraturan perundang-undang yang berlaku.

Jakarta, Selasa, 16 Oktober 2018

Yang membuat pernyataan,



Shabani Ally Ramadhani, B.Sc, M.Pd

TANDA PERSETUJUAN TESIS

Judul Tesis

Students' Effectiveness in Learning English as a Foreign Language at Fitrah
Islamic World Academy in Ciseeng, Bogor

TESIS

Diajukan kepada Pascasarjana Program Studi Manajemen Pendidikan Islam
Untuk memenuhi syarat-syarat memperoleh gelar
Magister Pendidikan Islam

Disusun Oleh:

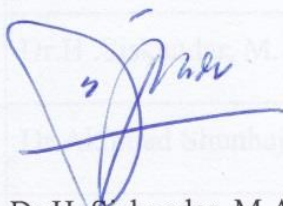
Nama Mahasiswa : Shabani Ally Ramadhani, B.Sc, M.Pd
NIM : 162520039

Telah selesai dibimbing oleh kami, dan menyetujui untuk selanjutnya dapat
diujikan.

Jakarta,

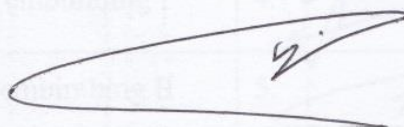
Menyetujui: 21 Oktober 2018

Pembimbing I,



Dr.H .Siskandar, M.A

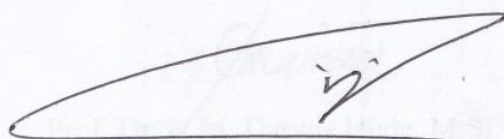
Pembimbing II,



Dr.Akhmad Shunhaji ,M.Pd.I

Mengetahui,

Ketua Program Studi Pendidikan Islam



Dr.Akhmad Shunhaji ,M.Pd.I

TANDA PENGESAHAN TESIS

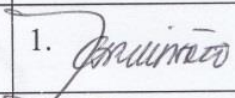
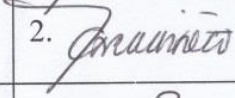
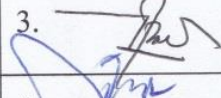
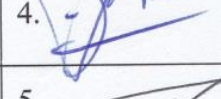
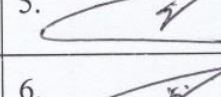
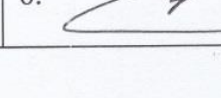
Judul Tesis

Students' Effectiveness in Learning English as a Foreign Language at Fitrah
Islamic World Academy in Ciseeng, Bogor

Disusun oleh :

Nama : Shabani Ally Ramadhani, B.Sc, M.Pd
Nomor Induk Mahasiswa : 162520039
Program Studi : Manajemen Pendidikan Islam
Konsentrasi : Manajemen Pendidikan Dasar dan Menengah
Islam

Telah diajukan pada sidang munaqasah pada tanggal : 30 Oktober 2018

No	Nama Penguji	Jabatan dalam TIM	Tanda tangan
1	Prof. Dr. H.M. Darwis Hude, M.Si.	Ketua	1. 
2	Prof. Dr. H.M. Darwis Hude, M.Si.	Penguji I	2. 
3	Dr. Mulawarman Hannase, MA.Hum	Penguji II	3. 
4	Dr.H .Siskandar, M.A	Pembimbing I	4. 
5	Dr.Akhmad Shunhaji ,M.Pd.I	Pembimbing II	5. 
6	Dr.Akhmad Shunhaji ,M.Pd.I	Panitera/Sekretaris	6. 

Jakarta, 04 November 2018

Mengetahui,
Direktur Program Pascasarjana
Institut PTIQ Jakarta,


Prof. Dr. H.M. Darwis Hude, M.Si.
NIDN. 2127035801

CHAPTER I INTRODUCTION

A. Problem Background

It has been difficult to learn a foreign language till the students graduate in high school still can not master the foreign languages, In this research will be laid the easy methodologies to teach and develop the foreign languages.

The goal of this Thesis is to review some existing research dealing with application of *effectiveness* to education and to offer some practical recommendations for methods of teacher training in foreign languages based on effectiveness. The essence of effectiveness in education is first of all acquisition of methods of gaining new knowledge independently, based on application of existing knowledge and skills. Thus, it is quite logical that this approach is particularly productive in teaching foreign languages to future teachers of any subjects. Several aspects of application of effectiveness in teaching a foreign language are being discussed. The Thesis suggests a description of a class dealing with the application of effectiveness towards teaching a foreign language.¹

¹ Natela Doghonadze Gulnara Gorgiladze, *Problem solving in teaching foreign languages to students of pedagogical departments*, Batumi State University Georgia, 2008

Foreign language as a school subject is skill oriented. Thus, The effectiveness approach applied to it implies different components than when it is applied to subjects that are knowledge oriented (e.g. history).

We believe that Effectiveness in teaching a foreign language means:

- 1) Involve the students in the process of presentation of new grammar and vocabulary, formulation of grammatical rules and elicitation of vocabulary meanings from the given examples,
- 2) Ability of students to overcome independently the language problems arising in the process of communication
- 3) Discussing and solving non-professional, everyday life problems through communication in the foreign language
- 4) Discussing and solving professional problems through communication in the foreign language.²

To develop the students' ability to overcome foreign language problems independently is necessary to spend several lectures on working out their strategies of linguistic problem solving. For reading and writing these strategies are derivation, context and situation analysis, application of general knowledge and knowledge of native and other known languages. For speaking and writing these strategies involve avoidance and paraphrasing.

Language Effectiveness is first done under teacher guidance, with explanations of each step.

When students need a word in the process of speaking or writing and ask for teacher's help, the teacher should guide them in finding a good synonym, antonym or formulating a definition. When the students ask the teacher to translate a native language word, it is a better idea to find some synonyms in the native language and to try to recollect their translation. If this strategy does not help, the strategy of giving a definition should be worked out:

- 1) Classify the object,
- 2) Name the function of the object,
- 3) Name the materials / the color / the size, etc.
- 4) Compare it with something.

The teacher should recommend the students to name only essential characteristics of the object, such as “the substance used for removing stains from clothes”, “the bird which can not fly like an ostrich, but which is not as big and has no wings”, etc.

² Natela Doghonadze Gulnara Gorgiladze, *Problem solving in teaching foreign languages to students of pedagogical departments*, Batumi State University Georgia, 2005

Discussing / solving both non-professional and professional problems and texts containing problems contributes to moving the emphasis from the language task to true communication.

It is essential to choose problems to solve which students have background knowledge. If students have problems in discussion the teacher's task is to direct their discussion as unnoticeable as possible by some hints, interesting questions, etc.

Below we offer as a sample some tasks that were used by us during an English class with students of pedagogical specialties. The topic of the class is "Course book".

The main goals of the lesson are:

First, To contribute to development of speaking skills on the given topic. However, other skills such as reading and writing as well as vocabulary teaching are also involved.

Second, To promote teacher qualification – understanding the requirements towards course books.

Third, To make sure that students' Books contain full-colour stories, masks and poems.

Fourth, To make sure that the giant size picture cards are ideal for use in large classes.

Fifth, To make sure that there are activity Books include drawing, matching, cutting out and listening activities.

Sixth, To ensure that teachers use the "questioning approach" in which students are encouraged to learn by being curious, asking questions and finding out answers,

Seventh, To make simple approach to phonics enables students to make rapid progress in reading and writing, Easy-to-use Teacher's Book with photocopied games.

Cassette has model pronunciation and extended versions of the poems, chants and dialogues.³

It can be concluded that ; Teaching a foreign language is not so easy for the students to adapt the language, It need team work between teachers and students like consistency speaking that language, Also there must be rewards and punishments with clear instructions and regulations same as in Fitrah Islamic World Academy.

B. Problem Identification

³ Northmore, David , *Freedom of Information Handbook: How to Finding out what you want*, Bloomsbury Publishing, 1993

Every language is systematic and that a second language should be learned as a habit system appear to have been two fundamental concepts acquired by language teachers trained in those schools which favor the so-called "linguistic method" of second- language teaching.

While there is no question that these two concepts have much to be recommend by them and that those teachers who have based their methodology on the concepts have achieved considerable success,

yet neither concept is completely adequate nor do both together form a sufficient basis for a complete second-language pedagogy.

A language is more than a system of habits, for a native speaker has abilities beyond those which can be accounted for under most existing definitions of habit, for example abilities to make judgments about such matters as diagrammatically, foreign accent, deviancy, synonymy and paraphrase. This is not to say that habit formation drill has outlived its usefulness. Such drill can indeed teach control of the necessary surface skills in a second language, but it is the acquisition of abilities such as those mentioned above which marks off a person thoroughly competent in a new language from a person with limited skills, and the development of such abilities requires more than the use of existing stimulus-response or reinforcement drills in the classroom. Such drills are a necessary part of a good second-language teaching program; they are not, however, sufficient by themselves, No long search is necessary to find language defined as some kind of habit system, for an examination of almost any introductory linguistics text will produce a definition of language which relies on such terms as arbitrary and system, and any discussion of these terms is almost sure to make the point that a native speaker of any language uses the arbitrary system of that language unthinkingly and habitually. Texts on language teaching likewise include statements that the teacher of a second language is to consider his task to be one of building a new habit system on top of or alongside an old system.

"The single paramount fact about language learning is that it concerns, not problem solving, but the formation and performance of habits."⁴

In *Language Teaching: A Scientific Approach*,⁵ Robert Lado concludes the fourth chapter, entitled "A Modern Theory of Language Learning," with a presentation of certain extremely behavioral laws of language learning which, he claims, "although based on experience and

⁴ Nelson Brooks, *Language and Language Learning*, New York: Harcourt, Brace & World, 1964, p. 49

⁵ Robert Lado, *Language Teaching: A Scientific Approach*, New York: McGraw-Hill, Inc., 1964

inferences from learning research, are nevertheless entirely hypothetical."

The actual presentation of the laws and the theory said to underlie the laws, however, would indicate that Lado considers them to be fairly well validated in general principle if not in complete detail. It is not really surprising that such an orientation can be found among many linguists and language teachers.

Statements that languages are systematic, that meaning is conveyed through structure, and that although language systems differ from each other yet they may be described by following a certain set of procedures which make use of one or another set of analytical techniques have been made frequently by linguists. That these statements have been made during a period of time in which psychologists were concerned with stimulus-response and reinforcement theories was also a happy coincidence.

Furthermore, when the revolution in technology produced the electronic gadgetry we have come to know, if not always to have, or even to use skillfully if we do have it, still a further impetus was given to teaching second languages as habit systems.

In all of this activity there has been a tendency to overlook two important facts about language:

The first is that although certain structural and lexical characteristics of language use may be mechanical and important for that reason, those which are voluntary create many interesting linguistic and pedagogic problems which remain largely unsolved.

The second is that while habit formation theory has been formulated from observations of either certain characteristics of the behavior of pigeons, rats and other non-humans or certain aspects of the non-linguistic behavior of humans, language is essentially a human possession, possibly differing in kind rather than in degree from any other type of animal or human behavior.

"These notions do not follow directly from any theory of linguistic structure and probably not from any but the most superficial learning theory."⁶

Superficial is certainly not too strong a word to describe many of the explanations and theorizing in the psychological literature on the subject of language learning, particularly if it is to be remembered that language a unique activity and uniquely human. The foregoing comments should not be taken as a denial that many useful

⁶ Sol Saporta, Review of Robert Lado, *Language Teaching: A Scientific Approach, Language*, New York: McGraw-Hill, 1965, p. 548.

contributions to linguistic research and language teaching have been made by those linguists, psychologists, and teachers who have stressed the habitual aspects of language function. The contributions have been both many and useful and there now exist some very valuable contrastive studies of phonology and syntax, clear statements concerning the similarities and differences between speech and writing, well thought attempts at gradation of learning experiences, and courses which emphasize teaching the language in question rather than teaching about that language. At the same time it must not be forgotten that although many good introductory courses have been produced, some basic problems still remain. There is, for example, a group of problems associated with motivational and personality variables in second-language learning, problems which need linguistic attention, but which more than that need the attention of psychologists and pedagogues, and perhaps of sociologists and anthropologists. A growing body of evidence points to the fact that student motivation is essential to almost any learning task and that drill may be quite ineffective unless it is perceived to have some almost immediate practical benefit.

Except in the very early stages of second-language learning the amount of drill required by some teaching techniques and the amount of skill acquired are often perceived by students to be almost totally unrelated. However, motivation in second-language learning encompasses many other factors too: the purpose of the learning; the particular dialect of the language involved; and the total social and academic climate of the learning experience. Personality variables are closely related to motivational ones: degree of inhibition; possible feelings of inadequacy, rivalry or threat; preferred sense use in learning, for example visual rather than auditory; and many other variables related to sociocultural factors in the make-up of individual students. An equally important group of problems and one much more amenable than the first group to investigation by linguists is that which centers on the problems associated with language description and language contrast. Most contrastive analyses, for example, are designed to reveal different surface contrasts between the first language and the second language and most methodology is designed to drill the correct surface representations of the second language.

Recent developments in grammatical theory seem to promise some help in coming to a better understanding of such notions as contrast between languages and productivity. These developments have clarified the distinction between the deep and surface structures of sentences so that it should now be possible to add a significant new dimension to contrastive analyses.

Likewise, the idea of productivity can be clearly related to a theory of language which maintains that a grammar is a finite set of rules which can be used to produce an infinite set of sentences.

Moreover, the set of rules for any language has certain properties in common with the set of rules for any other language so that there are important linguistic universals among all languages. More and more persons concerned with second-language teaching are now seeking for opportunities to make use of these developments and insights in their work. Certain basic changes appear to be necessary in making contrastive analyses so that such studies no longer refer entirely to surface contrasts. In order to understand a sentence in any language a listener must not only recognize the surface characteristics of that sentence but he must also assign that sentence a deep structure.

In other words until a listener to a second language is aware of the deep elements and relationships of an utterance in the second language, he/she can not fully comprehend it. It is apparent that surface similarities of sentences often conceal deep differences, as in an interesting book and a falling book or a spring sale and a fire sale. If asked to do so, a native speaker of English can detect ambiguities in a spring sale and a fire sale and this ability testifies to the fact that the utterances are capable of more than a single deep reading each; however, an analysis concerned entirely with surface representations will not explain the ambiguities and, therefore, cannot hope to explain the native speaker's reaction, when pressed, that these are indeed ambiguous utterances.

Even if one has doubts about either (or both) of the latter uses of transformation grammar in second-language teaching, he should still agree that any insights that transformation grammar has to offer in contrastive analysis should be used. Also, there can be little doubt that fresh directions have to be found in the gradation of materials and in productivity. Perhaps in these problem areas too transformation grammar may open the doors to new advances.

GENERAL PROBLEMS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Tracking students' progress transparently

Traditional grade books provide a very limited picture of a student's progress, and students have no ownership of tracking their growth

More Vocabularies

Students need to grow their vocabulary in all subject areas, but our most common methods of vocabulary instruction are dry and don't lead to long-term retention.

Broadcasting students Voices

Most educators say they want to “give students a voice,” but they don’t always know how to make that happen.

Other peoples’ books

Students need to be reading for pleasure, but your classroom doesn’t have enough books, and you can’t afford to buy any more.

Questions curiosity

When students work on a group project, they sometimes need fresh ideas to see the project or problem from all sides.

Students’ technology use

Not enough tech support in your school. You have the tech, but when teachers or students need help, or something goes wrong, everything comes to a standstill because your current tech support staff doesn’t have the manpower to handle it all.

A. Specific problems in Teaching English as a foreign Language(in Indonesia)

1. Culture :Some cultures can’t spell some letters for instance Arabs can’t spell V they spell F and P they spell B.
2. Motivation:Need motivation to learn a new language
3. Psychology : Some students knows that learning English is so difficult
4. Pronunciation : Difficult in English pronunciation due to mother tongue language
5. Spelling : It make difficult to spell the English alphabets even using the same Latin words because of different in sounds and tongue twist
6. Listening :Because English pronunciation is some how complicated so at first it’s so much difficult to understand it by listening and sometimes take long time for the students to be able to interpret the real meaning.
7. Interpret meaning : The problem here is interpreting word by word from English to Indonesia instead of English to English which take long time to master the English Language.

C.DISCUSSION AND PROBLEM FORMULATING

1.GENERAL PROBLEMS IN TEACHING SPEAKING

What are the difficulties that a teacher face in teaching a forein language?

What are the difficulties that a students face in learning a forein language?

The position of speaking in the hierarchy of language skills has evolved over the centuries. Rather ignored in the Grammar – *Translation* Method, it became a primary skill in the Direct Method. Audiolingual-ism brought even more focus on speaking, although the linguistic principle it was based on viewed oral discourse as imitative routine behaviour in typical and predictable situations.

The grammatical syllabus of the Cognitive Method incorporated activities in all *language* skills, attaching equal importance to each of them.

Finally, Communicative Language Teaching added a more realistic dimension to teaching oral discourse by introducing numerous forms of interaction to the classroom and practising the language in natural or probable situations which demanded defining of the discourse genre and the roles of participants. Although the contribution of Communicative language teaching (CLT) to developing forms of speaking practice in the language classroom can hardly be overestimated, there is a growing tendency among researchers and practitioners to criticize it for its insufficient recognition of the complexity of speaking as a psycho-linguistic process and of placing too strong an emphasis on information gap criterion as leading to artificial or impractical tasks.⁷

Nowadays, in spite of the inevitable criticism of available methods, techniques or resources, speaking is generally perceived as the most fundamental skill to acquire. Since the onset of the communicative era it has been treated as the ultimate goal of language training and its proper development has become the focus of attention of both teachers and learners. However, it is also a commonly recognized fact that achieving proficiency in foreign language speaking in classroom conditions is not an easy task. Even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom. This difficulty results basically from the character and inadequate frequency of speaking opportunities in the classroom in comparison to the abundance of natural varieties and genres of oral communication.

In fact, selecting the most appropriate types of spoken discourse for classroom practice in a particular language course is a very hard decision which, unfortunately, hardly ever reflects the natural occurrence and distribution of communicative situations.

Importantly, as far as the stages of mental processing involved in speaking are concerned, there is not much difference between native and target languages. Both combine the processes of conceptualizing, formulating, articulating, self-monitoring and negotiating.

Yet, the skill of speaking is not automatically transferable from the speaker's first language into the second.⁸ Even extensive knowledge of the target language's grammar and vocabulary often presented by advanced students of foreign language departments does not guarantee success in oral communication when this knowledge is not properly integrated or accessed.

⁷ Dakowska, M., *Teaching English as a Foreign Language. A Guide for Professionals*, Warszawa: Wydawnictwo Naukowe PWN, 2005

⁸ Thornbury, S., *How to Teach Speaking*. Harlow, Pearson Education Ltd, 2007

Problems in speaking may be additionally aggravated by excessive use of self-monitoring processes and a tendency to formulate utterances in the native language first.

These mental operations create obvious costs in terms of fluency and may lead to producing artificial discourse. Other problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking in particular. They can be defined as follows⁹:

Inhibition – fear of making mistakes, losing face, criticism; shyness;

Nothing to say – learners have problems with finding motives to speak, formulating opinions or relevant comments;

Low or uneven participation – often caused by the tendency of some learners to dominate in the group;

Mother-tongue use – particularly common in less disciplined or less motivated classes, learners find it easier or more natural to express themselves in their native language.

As *many* teachers' observations indicate, the above situations occur in language classrooms regardless of the level of proficiency or the number of students in the group. Moreover, every learner enters any learning and communicative environment with his or her entire personality additionally shaped by their prior learning and communicative experiences, both positive and negative. This individual dimension is particularly noticeable among older and more advanced learners who often have a good insight into the nature of their individual difficulties, an accurate assessment of the skills they have already developed and, consequently, clearly defined needs.

Language teaching is as much an art as it is a science. Effective teachers excel at the art of language teaching, and at CASLS understand the science behind second language research. With help from practicing teachers, we have identified and provided answers to the top burning questions about language.

2. From the above explanations can lead to the raise of the following questions:

1. What proficiency level do high school students achieve?

The majority of students studying a world language in a traditional high school program reach benchmark level 3 in reading by the fourth year of study, regardless of the target language.

Students typically reach benchmark level 4 in writing and speaking by the fourth year of study. Interestingly, the data suggest that students progress faster in speaking and writing than in reading.

⁹ Ur, P., *A Course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press, 1995

2. Does traditional scheduling affect success in language programs?

Since the 1980s, teachers have debated the benefits of organizing class time according to different types of schedules

Many schools have replaced the traditional schedule, in which classes meet forty to fifty-five minutes each school day, with a block schedule, which meets for twice as many minutes every other school day. Our data showed that students do equally well in either scheduling format after two years of instruction.

3. Do early language programs improve high school proficiency?

Teachers often hear that beginning language study early will help students become more proficient, and many schools now offer early language programs.

But does it matter whether students begin in elementary or middle school? Our data showed that students who begin in elementary school are about 70% more likely to reach basic communication levels by high school. Students who begin in middle school are about 50% more likely

4. How many hours of instruction do students need to reach Intermediate-High proficiency?

Teachers, administrators, and parents often underestimate the amount of time students need to reach Intermediate proficiency.

They are then disappointed in students' learning outcomes later. So how many hours of *instruction* do students need? Our data showed that only 15% of students reach Intermediate-Mid proficiency even after approximately 720 hours of study, which is about four years in a typical high school program.¹⁰

5. What motivates students to study world languages?

We know it's important for students to take extended sequences of world language classes, but many students just want to get the requirements over with as soon as possible.

How can we motivate them to continue studying world languages? Motivating students is a challenge for teachers of all subjects, and a complete answer would take a book (or two).

Our study showed that one factor, high levels of language proficiency, correlates strongly with students' desire to continue studying language. Successful learners were eleven times more likely to want to continue, which would lead to even greater mastery.

6. How do proficiency levels compare between K-12 and university **students**?

High school students with three years of study have approximately the same proficiency levels as university students with one year of study.

¹⁰Julie Sykes, *Center for Applied Second Language Studies*, Associate Professor in the Department of Linguistics, University of Oregon, U.S.A

Eighth grade students with 540 hours of instruction have had about as much class time as third-year high school students. Students' productive skills are often slightly higher than reading scores. Most students in U.S. programs do not reach proficiency levels that allow them to effectively communicate in the language.

At these levels, students are able to successfully handle everyday communicative tasks in the target language. In traditional four-year high school language programs, less than half the students completing the program reach these proficiency levels.¹¹

This chapter looked at developmental learning theories on the one hand, and with cognitive theories of bilingualism on the other. Such a survey has been considered necessary in terms of the necessity for theoretical support and rationale for adopting an approach to multilingual education that draws upon the mother tongue as a base and as a resource for children. All the theories subsumed under the two broader categories, namely, Developmental Learning theories and the Cognitive theories of Bilingualism make a case for the necessity and usefulness of the mother tongue in the cognitive development of children from ethnic minority groups. They reinforce the necessity of a familiar and non-threatening atmosphere for an effective learning process.

From above explanation about the theories of learning a foreign language can be concluded that: All theories for learning a foreign language are always perfect, but should be innovated according to the environment and facilities in such a school and that they can not be applied direct. Also at Fitrah Islamic World academy there are experts teachers who make research on language learning theories which are proper to this school.

3. CHOOSING AN APPROACH ON TEACHING A FOREIGN LANGUAGE

Designing a speaking syllabus depends on several factors, the most obvious being the age and level of learners, the learning context and the aim of teaching.

First, it must be defined how much emphasis can be given to speaking *within* a particular course and whether speaking is to be taught separately or integrated with the teaching of other skills and areas of the language.

Secondly, it is essential to choose an approach which defines the teaching procedure. The selection between a task-based approach, a genre based *one* or the combination of both types is the most crucial step in designing the course as it influences all the elements of the learning process in progress.

¹¹ Julie Sykes, *Center for Applied Second Language Studies*, Associate Professor in the Department of Linguistics, University of Oregon, U.S.A

Nevertheless, a modern multi-layered syllabus should specify the target aspects of the speaking skill to be taught, as well as the grammar and vocabulary components¹².

A *genre-based approach* focuses on the notion of the communicative situation which centers around a particular spoken genre or *genres*. Needless to say, the variety of types of communicative situations is virtually unlimited. As a consequence, the teacher faces the necessity of deciding which situations should be included in the language course he or she coordinates. This selection, however well-thought-out it may be, is always connected with eliminating or ignoring a number of relatively significant situations and concentrating on those which seem most relevant to the particular learning context.

The next step is defining the most important parameters of the selected situations, such as the topics, goals, discourse genres, social and cultural *norms*. The actual teaching procedure starts from establishing the social purpose and cultural context of a given genre, later a typical example is presented and analyzed, finally learners create their own samples of appropriate communicative events.

In contrast, a task-based approach stems from the general idea that “a *language* is best learned through using it, rather than learned and then used”. *Consequently*, it is believed that accuracy results from fluency, in other words the need to communicate effectively leads to the refinement of learning and language. A task-based syllabus, then, takes the form of a sequence of integrated tasks which involve speaking and which reflect the situations that learners are likely to meet in real circumstances.

Both approaches have their advantages and drawbacks. The task-based approach has been criticized for giving priority to the process of using language rather than focusing on the language that learners actually produce. The genre-based approach has been considered inadequate as it relies too heavily on imitating models and this is not necessarily the way in which people communicate in real life.

It seems, however, that more advanced learners may benefit more from a genre-based framework since it emphasizes the importance of social context, purpose, register and interlocutors’ expectations, that is the components of a communicative situation which are seldom covered or analyzed in classrooms at lower levels of language proficiency. It must be stressed that all oral discourse stems from a communicative intention, that is the speaker has a defined aim which he or she wants to achieve in a particular communicative situation.

¹² Thornbury, S., *How to Teach Speaking*. Harlow, Pearson Education Limited, 2007

This situation may require creative thinking and producing a highly personal individualized utterance or relying on automatic reactions in accordance with established social and cultural norms. Yet, in order to implement a communicative goal, a speaker must enable the interlocutor to understand, interpret and evaluate the information being passed. Seen from such a perspective, speaking seems a very complex activity which combines the processes of intending, planning, constructing and monitoring. There are underlined importance of output, that is the actual practice of interactive speaking, and identifies the roles it may play in interlanguage development¹³:

- 1) *To generate better input* – speaking is used as a signaling device to obtain better input, it enables the negotiation for meaning in the form of clarification requests and comprehension or confirmation checks;
- 2) *To force syntactic processing* – being aware that they have to speak makes learners more attentive to syntax while listening, as a result listening tasks become more effective for interlanguage development;
- 3) *To test hypotheses* – it should not be assumed that the learner will individually receive relevant information for the specific needs of his or her interlanguage at the right moment, by speaking the learner controls the present state of his interlanguage, tests hypotheses, takes risks and looks for relevant feedback;
- 4) *To develop automatic* – to become effective as a speaker, the learner needs to achieve a degree of ease and a natural level of speed and rhythm, frequent speaking practice is the only way of acquiring such fluency;
- 5) *To develop discourse skills* – speaking practice cannot focus only on “short turns” but it should also give opportunities for taking part in extended discourse, this allows for developing discourse management and turn-taking skills, which underlie the negotiation of meaning in ongoing communication;
- 6) *To develop a personal voice* – learners who rely exclusively on what others say are not likely to develop a personal manner of speaking, they are dependent on the meanings they are exposed to and can not steer conversations, each learner should learn how to meaningfully influence ongoing discourse and find ways of individual expression.

¹³ Skehan, P., *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press, 1998

The above approach suggests that frequent and well-planned speaking practice has a great impact on learners' interlanguage development. However, the question of whether it is a sufficient and efficient condition for language learning still remains open for theoretical and practical consideration.¹⁴

PROBLEMS OF EFFECTIVENESS LEARNING ENGLISH AT FITRAH ISLAMIC WORLD ACADEMY

First, Some students are weak in English language this happens because during the selection of new students, some students are accepted with low ability in English which makes it difficult for the teachers to raise their level in an expected time.

Second, The school regulations are not much strict to emphasize on using English in daily communication which makes it difficult for the students to adapt English language.

Third, Moving students from other school sometimes even at the end of semester or end of the year without considering their background in English which makes the teachers difficult to teach in full English.

Fourth, Lack of commitments from teachers because there are regulations that teachers must speak English with students at school environments but sometimes ends only in the classrooms.

Fifth, Lack of Native speakers at school which makes students easy to change language if they find it difficult to speak with teachers and this leads to their less improvements in English language.

Sixth, School managements is not strict to those teachers or students which do not speak English which decreases the students' motivation to learn English.

Seventh, Lack of clear instructions about using English language at school since the first time a student comes to school which makes it difficult to change their language using styles after some time.

Eighth, Lack of consistency in using English language even though the students know that if the school announces that it is prohibited to communicate other than English language it will last only two or three days and then the situation will come back to normal way.

There are many problems that need to be fixed in order to maintain Students' Effectiveness in Learning English as a Foreign Language at Fitrah Islamic World Academy.

¹⁴ Skehan, P., *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press, 1998

4. PROBLEM OF EVALUATION

Testing the oral proficiency of foreign language students is a complex task which may cause considerable problems at any stage of the process. The difficulties concern not only the choice of the appropriate elicitation technique and form of assessment, but they may also emerge while designing or administering the test.

Practitioners and researchers are divided in their opinions as to the validity of oral testing and put forward arguments for and against it.

The most common arguments in favour of testing oral fluency are as follows:

Each general language test should include all aspects and areas of the language, therefore it should include speaking;

Speaking is generally considered to be the most important language skill, that is why it should take priority in any language test;

An oral proficiency test at the end of the course will guarantee that teachers and students devote more time to speaking practice during the course (the wash back effect),

otherwise a tendency to neglect extensive speaking practice or not to give it enough time and effort can be observed;

There are many students who speak well but write badly, a test based on writing may discriminate such learners and their overall assessment will not reflect their actual skills and abilities.

However, there are also numerous convincing arguments against oral testing¹⁵:

Designing valid and reliable tests that make learners improvise speech in the target language is very difficult,

Speech is very difficult to assess quickly and objectively, recordings can be made but this form of evaluation is extremely time-consuming and it does not guarantee objectivity;

There is a problem of finding the right balance between accuracy and fluency testing. It is often not clear what criteria should be selected for assessment of the speaking skill or which should be given priority and why;

Even a well-balanced selection of a set of criteria does not mean that testers will apply them in an identical manner, consistent and objective assessment may be extremely difficult to reach;

¹⁵Ur, P., *A Course in Language Teaching. Practice and Theory*. Cambridge University Press, 1995, pg.134.

Oral testing is a very time-consuming procedure, students are tested individually or in pairs in real time, educational institutions have problems with ensuring the adequate amount of time for every student to be tested appropriately.

The above arguments show that an assessment of learners' speaking skills is a very complicated process which involves taking many binding decisions as early as at the stage of planning the language course. Yet, despite all the difficulties, oral testing procedures constitute an important part of overall student evaluation in most institutional language courses.

Testing may in fact be the starting point of the course (placement tests) and usually occurs at the end of it, too (*achievement tests*). There are also tests administered at various times during the course which are meant to measure student progress.

Oral testing is practically implemented by means of the following spoken test types¹⁶:

Interviews – learners are interviewed individually or in pairs but the formal nature of such interviews hardly ever allows for testing informal, conversational speaking styles and affects the interviewee's performance (the interviewer is also the assessor).

Live monologues – students present a talk or presentation on a pre-elected topic. The interviewer effect is then eliminated but the test provides rather restricted information on the speaker's actual skill as it does not check students' ability to handle a casual conversation.

Recorded monologues or dialogues – they are less stressful than live performance and give examiners more opportunities to work out consistent and possibly more objective assessment.

Role-plays – this test format may be particularly reliable if it matches the needs of learners and aims of the language course, however the influence of the interlocutor on the performance of the testee is hard to predict and control.

Collaborative tasks and discussions – learners act as themselves, but similarly to role-plays, the testee is influenced by the interlocutor or interlocutors, the test enables examiners to assess learners' interactive skills and their ability to express personal views. Deciding on the particular spoken test format entails choosing the relevant set of assessment criteria.

There are two basic types of scoring employed in oral testing.

¹⁶ Thornbury, S., *How to Teach Speaking*. Harlow: Pearson Education Ltd, 2007, p.126.

Holistic scoring reflects the overall impression the learner made on examiners and it takes the form of a single score, therefore it is often used in informal testing of individual progress.

Analytic scoring is more time-consuming as it involves giving a separate score for different aspects of the learner's performance. As a result it takes longer but offers a more complete, varied and, consequently, more reliable picture of students' skills. For these reasons it is more valuable in terms of the received feedback for higher level students.

Learners at the advanced level of language proficiency are more likely to benefit from detailed descriptions of their speaking skills than from a single score which depicts their ability to communicate in general. The criteria used for any type of scoring usually take into account the categories of grammar, vocabulary, discourse management and interactive communication¹⁷.

The specific, more detailed criteria may be defined within each category with respect to the aims and character of the general evaluation procedure and the chosen spoken test format.

D.PURPOSES OF THE RESEARCH

The most important of this thesis is to explore some of the methods of effectiveness teaching English as a foreign Language in Fitrah Islamic World Academy,It's impacts,process results and implications of the position outlined in previous papers and to spell out some of the implicit assumptions and contrary views. It is also not the intention to discuss in detail the aims of language as subject and foreign language learning. This discussion has also been undertaken elsewhere in relation to the project. The focus in this paper is rather on the general principles.

The Languages in and for Education project has at its centre a commitment to an integrated approach to language teaching and learning. This means that in a school context all teachers whether of language of schooling taught as subject , second/foreign languages or other curriculum subjects have both a vested interest in and a responsibility for the pupils' development of language competence.

This principle has been reiterated in a number of documents related to the Language in and for Education project and has far-reaching theoretical and related practical implications.

From a theoretical perspective an integrated approach to language education reinforces the links between language and such general aims

¹⁷ Thornbury, S., *How to Teach Speaking*. Harlow: Pearson Education Ltd,2007, p.127.

as education for active, responsible participatory citizenship and personal growth.

From a practical perspective it highlights the need for teachers to work together to make sure that their work in the classroom is not pulling in different directions.

To achieve this goal it is helpful to reflect on the degree to which teachers have common goals with regard to language development and to what degree, if at all, their purposes differ. The aims of language education have been discussed in some detail in previous papers related to the project and it is not the intention of this paper to present new arguments.

1. GENERAL OBJECTIVES

1. Students will be able to use strategies before, during, and after reading to aid in the construction and enhancement of meaning
2. Students will be able to respond in discussions and in writing, using personal, literal, interpretative, and evaluative stances, to works of fiction and/or non-fiction.
3. Students will be able to identify and explain the function of essential short story elements in the writer's craft (i.e. character, setting, conflict, plot, resolution, theme, tone, point of view).
4. Students will be able to identify types of drama (i.e. comedy, tragedy) and to explain the function of essential dramatic elements and/or devices in the writer's craft (i.e. dialogue, aside, act, scene).
5. Students will be able to identify and explain the significance of the essential literary elements of novels (i.e. character, setting, conflict, plot, resolution, theme, tone, and point of view)
6. Students will be able to identify and explain the significance of the essential elements of the writer's craft in given poems (i.e. poetic structures such as the lyric, the sonnet, the free verse form; sound devices such as rhyme, and alliteration; imagery including the visual, auditory, and tactile word images that are created; figures of speech such as simile, metaphor, personification, symbolism).
7. Students will be able to participate in discussions and draft writing which demonstrates an understanding of diverse cultural perspectives.
8. Students will be able to participate in discussions and draft writing which demonstrates an understanding of personalities, trends, and beliefs that have shaped Indonesian history and culture.
9. Students will be able to demonstrate literal and inferential comprehension of works of non-fiction (i.e. newspaper and magazine articles) through participation in discussion and writing activities.

10. Students will be able to compare and contrast, in writing and through discussion, the literary elements and essential concepts of the works they are presently reading with those they have previously read or viewed.
11. Students will be able to explore, discuss, write about a similar topic or theme in two distinct disciplines (i.e. the hero in literature and the hero in history)
12. Students will be able to read and explore for enrichment works from various genre (novels, plays, poems, essays).
13. Students will be able to effectively access resources in the library/media center to complete at least one of the above objectives.

2.SPECIFIC OBJECTIVES IN LEARNING ENGLISH READING AND WRITING OBJECTIVES:

- How the students achievements will be to reach Effectiveness learning in writing and reading?

To achieve the students' effectiveness learning means the students will engage in daily, meaningful formal and informal writing and reading tasks in English class and at home. The tasks will be based upon the following objectives:

1. Students will be able to engage in informal writing and reading assignments like freewriting and other pieces of writing that they do not take through the entire writing process.
2. Students will be able to engage in formal writing and reading assignments that require utilization of all stages of the writing process.
3. Students will be able to choose and use a relevant pre-writing and reading strategy that will help them to prepare for the assignment.
4. Students will be able to write and read several rough drafts of a paper to revise clarity and depth of content or to edit style and mechanics.

3. SPEAKING AND LISTENING OBJECTIVES:

-How the students achievements will be to reach Effectiveness learning in speaking and listening?

The students to achieve effectiveness learning in speaking and listening, Throughout their high school years, students will improve their ability to achieve all of the following objectives with increasing ease and sophistication. In meeting the objectives listed below, students will use language appropriate for the classroom and will be able to do the following after the end of the course:

1. Students will be able to read orally with expression indicative of comprehension and tone.
2. Students will be able to respond orally to written works, grounding their ideas in the text.
3. Students will be able to ask and answer questions logically and effectively.
4. Students will be able to engage critically and constructively in oral exchanges of ideas like class discussions.
5. Students will be able to support a position in discussion or in formal debate.
6. Students will be able to offer constructive feedback.
7. Students will be able to participate actively and effectively in cooperative groups while assuming the roles of a teacher as a facilitator.
8. Students will be able to deliver a clear, coherent oral presentation using information and diction suitable for subject.
9. Students will be able to participate in both sides of an interview process.
10. Students will be able to listen attentively.
11. Students will be able to understand spoken instructions and give spoken instructions to others.
12. Students will be able to identify major concepts and ideas in speeches, discussions, audio and video presentations.
13. Students will be able to show respect for the diverse dialects, traditions, and opinions of their classmates.

E. BENEFITS OF THE RESEARCH

Second language study benefits academic progress in other subjects:

1. Applying current standard practices of foreign language instruction ("Five Cs of *Communication, Culture, Connections* with other disciplines, *Comparisons* with students' native languages and cultures, and use of the foreign language in *Communities* outside the classroom") reinforces English language course content of other coursework.
2. Learning another language can enhance knowledge of English structure and vocabulary.
3. Strong evidence shows that time spent on foreign language study strongly reinforces the core subject areas of reading, English language literacy, social studies and math¹⁸.

¹⁸ Curtain & Dahlberg, *English structure and vocabulary*, University of Wisconsin, U.S.A, 2004

4. Foreign language learners consistently outperform control groups in core subject areas on standardized tests often significantly.¹⁹
5. Mastering the vocabulary of a second language enhances student comprehension and abilities in reading, writing, mathematics and other subjects.²⁰

Second language study benefits higher order, abstract and creative thinking

1. Several studies indicate that individuals who learn a second language are more creative and better at solving complex problems than those who do not.²¹
2. Language learners show greater cognitive flexibility, better problem solving and higher order thinking skills.²²
3. Research suggests that foreign language study “enhances children’s understanding of how language itself works and their ability to manipulate language in the service of thinking and problem solving.”²³

Early second language learning enriches and enhances cognitive development

1. “The power to learn a language is so great in the young child that it doesn’t seem to matter how many languages you seem to throw their way....They can learn as many spoken languages as you can allow them to hear systematically and regularly at the same time. Children just have this capacity. Their brain is ripe to do this...there doesn’t seem to be any detriment to develop several languages at the same time”²⁴
2. Research indicates that children who are exposed to a foreign language at a young age achieve higher levels of cognitive development at an earlier age.²⁵

¹⁹ Andrade, C., et al., *Two languages for all children: Expanding to low achievers and the handicapped*. In K. E. Muller (Ed.), 1989

²⁰ Saville-Troike, M., *What Really Matters in Second Language Learning for Academic Achievement?* TESOL Quarterly, 1984

²¹ Bamford, K.W., & Mizokawa, D.T., *Additive-bilingual (immersion) education: Cognitive and language development*, San Francisco, California, 1991

²² Hakuta, Kenjii. , *Cognitive Development of Bilingual Children*. Los Angeles, 1986

²³ Cummins, James. , *The Role of Primary Language Development in Promoting Educational Success for Language Minority Students*, University of Toronto, Canada, 1981

²⁴ Curtain & Dahlberg, *English structure and vocabulary*, University of Wisconsin, U.S.A, 2004

²⁵ Bialystok, E. and K. Hakuta, *The Science and Psychology of Second Language Acquisition*. New York, NY

3. People who are competent in more than one language consistently outscore monolinguals on tests of verbal and nonverbal intelligence.²⁶

Second language study promotes cultural awareness and competency

1. In an age of global interdependence and an increasingly multicultural and multiethnic society, early foreign language study gives children unique insight into other cultures and builds their cultural competency skills in a way that no other discipline is able to do. "The age of ten is a crucial time in the development of attitudes toward nations and groups perceived as 'other' according to the research of Piaget, Lambert and others. At age 10, children are in the process of moving from egocentricity to reciprocity and information received before age 10 is eagerly received."

2. "...Exposure to a foreign language serves as a means of helping children to intercultural competence. The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language."

3. "The positive impact of cultural information is significantly enhanced when that information is experienced through foreign language and accompanied by experiences in culturally authentic situations."²⁷

4. Experiences in learning a second language and learning another culture will facilitate teachers' interactions with their students' learning experience. Competent teachers understand that positive self-concept and positive identification with one's culture is the basis for academic success.²⁸

Second language study found to improve chances of college acceptance, achievement and attainment

5. Graduating high school seniors with two or more years of foreign language study showed significant superiority in performance on achievement tests in English when compared with non foreign language students.²⁹

Second language study enhances career opportunities

²⁶ Bruck, Lambert, Tucker 1974, Hakuta 1986, Weatherford, 1986

²⁷ Curtain & Dahlberg, *English structure and vocabulary*, University of Wisconsin, U.S.A 2004

²⁸ Lemberger, *The benefits of language learning*, Department of education & Training, California State Dept. of Education, U.S.A, 1990

²⁹ Bastian, T.R. , *An investigation into the effects of second language learning on achievement in English.*, Washington D.C: National Academies Press U.S, 1980

6. Studying a foreign language helps students understand English grammar better and improves their overall communication and problem-solving skills. Beyond the intellectual benefits, knowledge of a foreign language facilitates travel, enhances career opportunities, and enables one to learn more about different peoples and cultures.³⁰
7. Students of foreign languages may have better career opportunities.³¹
Second language study benefits understanding and security in community and society
8. The benefits of foreign language study last throughout one's lifetime. Recent research indicates that knowing two languages may help stave off age-related mental decline. Researchers compared monolingual to bilingual adults in a test of cognitive function, and bilingualism seemed to offer a protective benefit.³²

F. THEORETICAL FRAMEWORK

GENERAL FRAMEWORK IN TEACHING ENGLISH

From the abundant literature on the teaching and learning of English as a Foreign Language (EFL) in the early years we can draw enough information to set up a framework that helps those who feel attracted to explore this field in infant education.

CONNECTION BETWEEN FIRST AND SECOND LANGUAGE

The literature on the successive acquisition of two languages from McLaughlin, (1984) suggests that the developmental stages taking place in L1 learners and any other target language (TL) learners are similar. Following this direction, Tough (1991) also recommends to design experiences that allow children learn a second language in much the same way as they learn their L1.

Teachers should provide children with conditions similar to those through which the first language develops. There are sometimes interference but some errors-analysis studies indicate that interference is not the main cause of error except in formal settings, where children learn the TL in the school and it is not used outside the classroom with family and peers, which is the most common situation in the European countries.

³⁰ Richard A. Duschl, *National Research Council*, Washington DC, 2007

³¹ Carreira, M.C., & Armengol, R., *Professional opportunities for heritage language speakers.*, Washington, DC: Delta Systems and Center for Applied Linguistics, 2001

³² Bialystok, E. and K. Hakuta, *The Science and Psychology of Second Language Acquisition.* New York, NY, 2004

As far as how both the L1 and any other TL are learned, several authors have found that there are important similarities between the way learners pick up a language in a natural learning environment with no lessons ,³³

Under the pedagogical point of view, specialists in this field suggest a set of basic principles that should be taken into account and applied in classroom situations³⁴

- 1) It seems that the topic approach with cross-curricular orientation is the most suitable one in infant education. In this way, children explore a theme across the curriculum and use the theme to develop other curricular areas in a global and integrative way.
- 2) To Emphasis on topic in meaning situations leads us to the content-based approach. Within the content-based approach, the purpose is learning other things, other than language, through tasks and meaningful activities.
- 3) Another key factor is motivation .Motivation –wanting to learn- is a condition for learning to take place. We all have noticed that lack of interest and motivation produces poor achievement and results.

3.LANGUAGE AS A SUBJECT AND FOREIGN LANGUAGE

This section will examine what might be termed a ‘traditional’ perspective on the contrasting aims of language as subject and foreign language education in order to highlight the limitations of that view. It is not a conception of aims that many contemporary foreign language specialists would subscribe to but it is a view which is often prevalent outside this specialist field and therefore needs to be addressed.

In broad summary, it places considerable emphasis on the difference between first and foreign language acquisition, ascribing broad educational aims to first language acquisition and narrow, more functional aims to foreign language learning.

(It is not the intention in this paper to make a particular distinction between the concepts of language ‘learning’ and ‘acquisition’). It is widely accepted by teachers of language as subject that language has a special role in the personal and social development of the learner.

³³ Pica, T., *The selective impact of classroom instruction on second language acquisition*. Applied Linguistics, 1985 vol. 10.1.

³⁴ Scott, W. A. and Ytreberg, L. H., *Teaching English to Children*. London: Longman,1990

Language is seen not only as a tool for communication but as a key focus for the development of thinking, identity and personal growth. The development of the child and the growth of language go hand in hand in what is often seen as a natural process. These insights are readily applied to first language acquisition and by association to language as subject.

In contrast foreign language acquisition is often seen in more functional terms – foreign language learning has traditionally been seen as less deeply transformation with a sole emphasis on communication rather than individual and social growth. To put it fairly crudely, pupils have developed and are developing as human beings through their first language; by acquiring a foreign language they are developing the skill to do in a foreign language what they are already able to do in their first language.

On this view, whereas the acquisition of first language proceeds in a more natural, organic way, foreign language learning requires more cognitive application and technical expertise.

This then is a summary of a particular view of language learning which, even if not overtly stated, has underpinned much thinking and writing about the subject. This is understandable because this general characterization of language learning does contain some elements of truth, making it difficult to see the fundamental flaws that now need to be identified.

Even if the account of first and foreign language acquisition presented here is accepted (and it will be argued that it should not be accepted in its entirety), it is a mistake to see language as subject as being equivalent to first language acquisition. This point has been emphasized in many of the Language in and for Education documents . In some countries this kind of mistake is much less likely because of the prevalence of more than one official language. But in England for example much of the writing on the teaching of English up to the 1990s made the tacit assumption that the teaching of language as subject (in this case English) was equivalent to teaching the mother tongue. However, in a more international and globalized world with more immigration, more travel and more fluid national boundaries, language as subject is for a large number of learners not their first language, and overlaps with the teaching of a language such as Punjabi in England which for some learners is their mother tongue at least in their early, preschool years. This has clear pedagogic implications for teachers who need to be sensitive to the diversity they are likely to find in the classroom.

It also has implications for school policy in deciding how learners for whom the main language of schooling is not their first language will be supported.

A second problem with the traditional view is that the conception of the aims of first and foreign language learning embodies a very reductive view of the purpose and value of foreign language learning. It is a mistake to view foreign language learning in purely functional terms as being only about the acquisition of narrowly defined knowledge and skills. For example the development of identity through intercultural understanding is also a significant element. In order to recognize the commonality in aims, the development of intercultural competence needs to be seen as a deeply moral concern and central to personal growth and development, rather than simply a process of getting to know something about another country at a superficial level. It also needs to be seen as intrinsically related to language learning and not simply an additional aspect of the subject curriculum.

Key aspects such as openness, ability to de-center, willingness to engage with others are more akin to deep-seated attributes and personal characteristics and take further the more surface notion of 'becoming familiar with a foreign culture'. It is not the intention of this paper to review the research and literature on foreign language learning and bilingualism but suffice it to say that there are other benefits of foreign language learning that also go beyond simply giving children a tool for communicating through a different language. They include, for example, enhanced awareness of and improved competence in their first language, increased potential for enriching cultural experiences, development of cognitive processes, increased self confidence and self awareness. Thus the aims of language as subject and foreign language learning are aligned more closely and in particular ways more than is sometimes thought.

It is perhaps worth pointing out that the aims of language teaching (both first and foreign language learning) which are related to what has been termed for convenience 'personal growth' are relevant to all levels of language learning and not just confined to higher levels of achievement.

Of course when an individual's competence has developed sufficiently to allow fluent reading of literature this provides an important gateway to further understanding and contemplation of human characters, situations and moral dilemmas. However this development is a difference in degree rather than kind because even at basic levels of language learning pupils will be engaged in social

interaction and the negotiation and construction of meaning that contributes, even if often in fairly minor ways, to the construction of identity.

A *third difficulty* with the ‘traditional’ view of aims described above is that the phrase ‘first language acquisition’ can lead to the mistaken assumption that something homogeneous, clear and easily identified is being referred to. On the contrary, as pointed out in the paper Multilingual and Intercultural Education as a Right, all languages can be described as plural. There is much language variety within a specific language. One aspect of learning a language is understanding that one’s own local dialect may not be easily understood in other parts of the country by speakers of the same language particularly if combined with a strong accent. Language changes over time and speakers of a specific language may vary in their ability to understand the language of previous generations and vice versa.

Different language genres demand mastery of different language forms. Learners may be competent in some aspects of spoken language but not in others or they may be less competent with written forms.

Thus the linear sequence of (i) ‘learning a first language’ and (ii) ‘picking up a foreign language as another useful tool’ that is implied in the traditional view is limited in the picture of language learning it presents.

A *fourth problem* with the traditional view of language aims presented, and closely associated with the homogeneous or unified view, is the implication that *the first language is acquired naturally*. There is a degree to which this statement is true. Most children acquire language spontaneously without explicit instruction or conscious effort. They use complex grammar without explicit knowledge of the structures they are using. However the view that language is acquired naturally is potentially highly misleading if interpreted too generally. For example, it applies less to reading and writing and more to spoken language.

Moreover, even in the case of spoken language, it may only apply to conversational and less to formal types of language which may need to be explicitly taught. Of particular significance is that the academic language of school subjects is not acquired naturally and for some pupils developing this kind of competence is almost like learning a foreign language. Recognition of this fact can easily be obscured by the fact that academic language appears to be acquired naturally by some pupils often because of their privileged linguistic

backgrounds. However many learners are at a disadvantage in that respect.

The fifth shortcoming of the traditional view relates to the implicit conception of language and meaning embodied in the way the nature of language learning is conceptualized. In this view language is mistakenly thought to derive its meaning purely through representation, by virtue of its relationship to reality – a so-called ‘picture’ theory of language. Language is seen predominantly as a system of signs whose forms and structures combine to create meaning in a transparent way. The implicit view of language and meaning here is ‘naming’ as embodied in the flash card approach to teaching foreign language whereby a linguistic sign attaches to a picture which in turn represents an object in reality.

The point here is not to question the pedagogic practice but to suggest that the implicit view of meaning as ‘attaching labels’ can easily insinuate itself into a general view of language and meaning and is embedded in the conception of language as simply an arbitrary tool for getting things done. However, it has been an important insight underlying much philosophy, literary theory and post structuralist thinking of the twentieth century that it is wrong to conceive of language in this way because it ignores the significance of social and cultural contexts where meaning is negotiated in use.

If a language is seen as a form of calculus, a system that is contained by clearly defined rules, that derives meaning primarily through its correspondence with the world then certain consequences follow. It is tempting to say that all languages reflect an identical reality and the particular choice of language is less important, reinforcing the conception of language as an arbitrary tool.

On the other hand, the more accurate view, that emphasizes language as an activity that does have rules but is not wholly determined by them, places more emphasis on the importance of the particular language situation and by extension the particular language. It is a view that recognizes that meaning is created in social and cultural contexts and not just through a mechanical application of forms and structures.

This view of language that embraces ambiguity, uncertainty, texture and nuances of meaning as being central to language use and not just confined to creative and aesthetic uses of language in literature and poetry can sensitize the language user to the way language can deceive.

For example, in the earlier discussion in this paper the view of first language as being something unified and homogeneous was

questioned. Arguably, it is the use of language itself that may deceive, for it is the very phrase ‘first language’ that can distract from recognition of plurality because the term itself implies one, discrete entity. Concepts of ‘first’ and ‘foreign language acquisition’ do serve a useful purpose but it is necessary to guard against mistaken assumptions implicit in the use of the terms.

4. ENGLISH LANGUAGE IN OTHER SUBJECTS

The importance of language in other subjects is central to the Language in and for Education project and recognizes that language education is not confined to language as subject and foreign language education but extends across all subjects.

The paper Language in Other Subjects shows that language competence is an integral part of subject competence not an additional external element, and highlights in some detail the linguistic demands of learning a subject and the need for pupils to acquire academic, often subject specific discourse genres. It may be helpful to relate the concept of language in other subjects to the different views of aims presented earlier. The traditional view sees language as subject as a service provider to other subjects. On this basis the learner acquires the necessary language competence in language as subject and then uses that competence to learn other subjects.

The difficulty with this view is not that it is wrong in its entirety because there is an element of transfer from learning in one situation to another but more that it is not the whole story. Once again, on this view language is viewed as a disembodied tool that can easily be summoned to do a specific job, with insufficient recognition of the importance of context and use. In contrast, learning a subject is inextricably tied to language learning within that subject, whether this be specific concepts or types of language use. For example, understanding science involves learning to use the language of science and learning citizenship involves also learning the language of citizenship and participation. Acquiring the language of the subject is for many pupils more akin to acquiring a foreign language than simply applying the linguistic competence that they have learned elsewhere.

G. LITERATURE REVIEW OF PREVIOUS RELEVANT THESIS

The study groups differed based on when English instruction was implemented in the curriculum. Earlier immersion led to increased performance on the tests conducted to measure English literacy skills.

Compared to an English monolingual control group, Spanish natives learning English performed better on lexical cognates but also exhibited negative transfer of phono-orthographic knowledge. The authors argue that a common underlying proficiency in linguistic and literacy skills facilitated skill transfer. The implication of this research is that positive gains from literacy transfer effects are extant for bilinguals, which will both enhance the first language and result in competence in a second language. The study recommends that introductory training in literacy be provided in the first language, as these skills are transferable to the second language, which can be introduced later in the child's academic career.

This paper provides a summary of studies contending that learning Latin has a positive influence on the development of English vocabulary.

In 1973, 400 Grade 6 students in Indianapolis received 30 minutes of instruction in Latin per day. A study found that: At the end of the first year the experimental group showed a gain over the control group on the following sub tests of the intermediate battery of the Metropolitan Achievement Test:

- a. Eight months on word Knowledge,
- b. One year in Reading,
- c. One year and one month in Language,
- d. Four months in Spelling,

In 1970, 352 high school students who had studied Latin for an unspecified length of time in Erie County Pennsylvania were matched by IQ and grade level with students who had not studied Latin. Those who had studied Latin had higher scores on the School and College Ability Test, the Scholastic Aptitude Test and the Nationwide English Vocabulary examination.³⁵

This research provides references to:

The research of James Cummins on models of bilingual proficiency

Research on French immersion programs in Canada that reports on the language proficiency of students

Recent research on immersion students' achievement in non-linguistic domains.

The loss of instructional time in English in favour of the second language has never been shown to have negative effects on the achievement of the first language. Cummins' interdependence hypothesis, which maintains that language skills are being

³⁵ Bournot-Trites, M. and U. Tellowitz. *Report of Current Research on the Effects of Second Language Learning on First Language Literacy Skills*, University of British Columbia, 2002

transferred from one language to the other, can be assumed to be true for the core French situation as well. One can confidently assume that cognitive abilities acquired in the learning of one language can be put to use in the acquisition and proficiency of the other language. In many studies first language skills were shown to be enhanced, even if instruction time in first language was reduced in favour of second language instruction.

H. RESEARCH METHODOLOGIES

This Thesis is using Qualitative descriptive research method with the following methods to collect the data:

1. *Questioner* :asking questions to students is often formulated as a function of available methodologies rather than as a function of theoretical motivations. Thus, issues that are accessible through current research procedures may take precedence over issues that are less easily subject to empirical observation. Early research in first language acquisition, for example, was dominated by the study of morpheme acquisition and grammatical descriptions partly for this reason.³⁶

2. *Demonstration* of this point has been recently provided by Rosansky. She assessed the relative merit of using cross-sectional and longitudinal analytical procedures for the study of morpheme acquisition, and found that the longitudinal order obtained for a single subject across a ten-month period did not correlate with the cross-sectional order observed for the same subject at a single point in time. While it is a moot point whether her analysis provided a fair representation of cross-sectional research in that it was based on only one subject, the exercise nevertheless demonstrates the need for caution in selecting the appropriate methodologies and techniques and in stating conclusions about the generalized of the results.

3. *Case study research* :The case study approach is particularly suited to exploratory inquiry. The data may be examined to any Level of detail, and modifications in procedures and analyses may be implemented throughout. This flexibility is a critical feature; it permits the subsequent formulation of specific hypotheses, the generation of which is one of the essential and unique functions of case study research. Flexibility is further evident in the amount of structure imposed on the study; free observation of spontaneous speech in a variety of settings or structured interviews may be used.

³⁶ Braine, M. D. S. , *On Learning the Grammatical Order of Words*. Psychological Review 70 (1963): 323-348.

Because the object of inquiry was so specialized, evidence of its existence needed only to be demonstrated for specific situations, that is, play.

4. *Direct observation* : Where the data do need to span a longer time period and it's possible, minimal intervention methods, such as questionnaires or structured interviews, are necessary.

The primary advantage of case study research is that it allows for the generation of hypotheses. Further, the phenomenon is typically examined in its natural context rather than in some artificial circumstance often created by laboratory research. The problem, however, is to assess the reliability of the observed effect for all language learners. There is no variance in the data attributable to individual differences; the generality of the findings is the question of greater concern. Caution is required in interpreting results of case study research.

5. *Evaluative-research* : It is largely a concern with language pedagogy that underlies much evaluation research. The necessity for assessing various teaching materials, programs, and methods has resulted in a tradition of evaluation. The general format of the question examined is: What are the effects on achievement of some factor? The factor may relate to aspects of the language program, such as method of teaching, or to characteristics of the learner, such as language learning aptitude.

6. *Extensive testing* is usually involved, both to determine the state of the factor under study as well as any achievement that may be directly or indirectly affected by that factor. It is important to notice, however, that the factors and achievement measures collected are carefully tested but not, for the most part, manipulated. Thus, to determine the relationship between aptitude and achievement, measures of both are obtained and compared through procedures such as factor analyses, correlation analyses, or regression analyses. There is not usually an attempt to modify the variables examined in evaluation studies.

Conclusions from studies of this type are concerned primarily with differences attributable to major teaching approaches and are global in scope.

7. *Evaluative studies* : typically observe large groups of subjects on a number of measures. These precautions increase the reliability of the findings and make the results generalized across the population and to other populations. Variance in the data is overcome by the number of subjects involved; deviations from the norm attributable to individual or small groups differences are obliterated by the majority response which tends to the norm. The approach, therefore, is particularly suited

to studies in which an average estimate of the effect of a factor for a large population is required.

Detail about individuals or specific features, such as that possible through case study inquiry, is not typically examined. The possibility exists, however, for the in-depth examination of particular questions.³⁷

Both case studies and evaluation studies are specialized for examining language learning where specific hypotheses may not have been articulated. Case study involves intensive observation of a small number of subjects to determine patterns or features, often without prior evidence of their existence. An examination of the order of morpheme acquisition, for example, need make no a priori assumptions about what that order may be; the data, as it were, speak for themselves.

8. *Experimental studies* :To test specific hypotheses about language learning, more rigorous experimental designs may be used. Thus, phenomena observed informally in other studies, or hypotheses derived from theoretical considerations, may be investigated to determine specific effects and contingencies.

9. *The statistical* ;procedures used with experimental research provide precise information about relationships and causality. In addition to the detail derived from the particular experimental manipulation, more global descriptive effects are also available. For example, an analysis of variance not only indicates the specific behaviour of the dependent variable, but also identifies through the interactions differences between groups attributable to, for example, age, sex, and program. Further descriptive detail may also be abstracted from the data.

10. *Experimental research*: this is another application of conducting a research which is to *conduct restricted and specific investigation of questions* which, in a broader sense, may be considered evaluative. An assessment of the effectiveness of various treatments, such as teaching materials, may be evaluative if the effects are observed in a large number of naturally occurring settings and subsequently evaluated; the same question for experimental research requires the artificial introduction of the materials in a controlled setting.

The advantage of experimental research is that a great deal of variance is minimized by the exclusion of extraneous variables. Further, specific aspects of language may be examined without the

³⁷Barik, H. C. & Swain, M. , *A Longitudinal Study of Bilingual and Cognitive Development*. International Journal of Psychology 11 ,1976b: pg. 251-263.

confounding effects of other factors. At the same time, however, this constitutes its greatest danger.

The learning of second languages, like any educational undertaking, is subject to such a complexity of influences that the strategies of research can not afford to confine themselves merely to those inquiry procedures that precedent alone has sanctioned.

Language learning and language use are influenced by many factors which are related to social, affective, cognitive, and other variables which may be observable directly or only through inferential procedures. Because of the complexity associated with language behaviour, the study of it can not be a simplistic or monolithic enterprise; rather, it must accommodate this complexity by pursuing a variety of courses in order to understand the role of relevant variables.

The progress made in a field depends to an *effectiveness use of the* language at large extent on the existing inquiry procedures.

From the explanations above, It can be concluded about language learning that: It can not be restricted to information obtained through any one source, as all provide an essential part of the answer to the puzzle.

Although the theories for learning a foreign language are ideal, but the methodologies must be varied according to the environment,

Also the school must make an environment conducive to learning a foreign language like reinforcing the students, teachers and the workers to use that language in the daily life activities so that the students will be able to use it effectively.

This research is not only for Fitrah Islamic World Academy, These methodologies can be applied in anywhere for those who want to grow, improve and develop the effective communication in a foreign language.

Chapter II
EFFECTIVENESS IN LEARNING ENGLISH AS A FOREIGN
LANGUAGE

A. Definition of EFFECTIVENESS

Effectiveness is the extent to which stated objectives are met — the policy achieves what it intended to achieve. The goal can be as broad or as narrow as is deemed appropriate — a continuum exists, ranging from achieving very specific outputs (such as ‘increasing the number of solar heating panels installed in new houses’) to very general outcomes (such as ‘improving the environment’ or even ‘improving community living standards or wellbeing’).³⁸

Effectiveness according to Cambridge English Dictionary is the ability to be successful and produce the intended results.³⁹

Program effectiveness performance indicators are based on agreed measures of access, appropriateness, and quality.

³⁸ Australian Government, *Productivity commission staff research note*, Media publication, Melbourne, May 2013, Page.6

³⁹ Collins and Macmillan, *Cambridge Academic Content Dictionary*, The Oxford English Dictionary, Cambridge university press, United Kingdom, 1995, page.

These indicators aim to reflect the extent to which the objectives of government expenditure are achieved.⁴⁰

Service options could then be ranked in terms of their degree of effectiveness.

Allah The Almighty Glory to Him said:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ اللَّسَانِينَ وَالْوَنُكُمُ إِنَّ فِي ذَلِكَ لَآيَاتٍ
لِّلْعَالَمِينَ ٢٢

“And of His signs is the creation of the Heavens and the Earth and the diversity of your Languages and your colours. Indeed in that are signs for those who knowledge” (Arrum:22) Sahih International Ibn Kathir

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ
أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَىٰكُمْ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ ١٣

O mankind, Indeed we have created you from male and female and made you peoples and tribes that you may know each other. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Allah is Knowing and Acquainted. (Al-Hujurat:13) Sahih International Ibn Kathir

قَالَ زَيْدُ بْنُ ثَابِتٍ: أَمَرَنِي رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فَتَعَلَّمْتُ لَهُ كِتَابَ يَهُودَ، وَقَالَ: «إِنِّي وَاللَّهِ مَا آمَنُ يَهُودَ عَلَى كِتَابِي» فَتَعَلَّمْتُهُ، فَلَمْ يَمُرَّ بِي إِلَّا نَصَفُ شَهْرٍ حَتَّى حَدَقْتُهُ، فَكُنْتُ أَكْتُبُ لَهُ إِذَا كَتَبَ وَأَقْرَأُ لَهُ، إِذَا كُتِبَ إِلَيْهِ (رواه أبي داود كتاب العلم: قال شيخ الألباني: حسن صحيح⁴¹)

Zaid bin Thabit narrated that: “The Messenger of Allah (Peace Be Upon him) commanded me and i learned for him the writings (Language) of Yahud, And he said: “Verily, In the Name of Allah I don’t feel safe from Yahud from my Book (he mean Al-Qur’an). So i studied their language. It didn’t pass for me except half a month till i already fluently about it. And I was writing when he write write to them and i was reading for him if they write to him.” Written by Abou Daud in the Chapter of Education, The Islamic scholar sheikh Al-Banni said this Naration is Valid in the second class.

From the above Verses and Hadith we know that it is allowed and sometimes compulsory to learn a foreign language for some purposes mostly for this time to make Daawah to non-muslims.

B. DEFINITION OF A FOREIGN LANGUAGE

⁴⁰

⁴¹ Abu Dawud Sulayman ibn al-Ash’ath al-Azdi as-Sijistani, Sunan Abou Daud, Lebanon, Dar Ibn Hazim, t.t. juz 1, hal. 62, no. hadis, 3645, bab Al-ilm

A language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. Study of another language allows the individual to communicate *effectively* and creatively and to participate in real-life situations through the language of the authentic culture itself. Learning another language provides access into a perspective other than one's own, increases the ability to see connections across content areas, and promotes an interdisciplinary perspective while gaining intercultural understandings. Language is the vehicle required for effective human-to-human interactions and yields a better understanding of one's own language and culture. Studying a language provides the learner with the opportunity to gain linguistic and social knowledge and to know when, how, and why to say what to whom.⁴² Language scholars distinguish between the terms acquisition and learning: '*acquisition*' refers to the process of learning first and second languages naturally, without formal instruction, whereas '*learning*' is reserved for the formal study of second or foreign languages in classroom settings.

Foreign language education refers to the teaching of a modern language that is neither an official language nor the mother tongue of a significant part of the population.⁴³

Foreign language learning and teaching refer to the teaching or learning of a non-native language outside of the environment where it is commonly spoken. A distinction is often made between 'foreign' and 'second' language learning. A *second language* implies that the learner resides in an environment where the acquired language is spoken. In the area of research, the term second language acquisition (SLA) is a general term that embraces foreign language learning and investigates the human capacity to learn languages other than the first language once it has been acquired. Scholarly inquiry into the acquisition of a non-native language includes the disciplines of psychology, linguistics, language pedagogy, education, neurobiology, sociology, and anthropology. Inquiries of learning and teaching innovations have provided new insights into successful language learning strategies and environments designed to increase language achievement and proficiency.⁴⁴

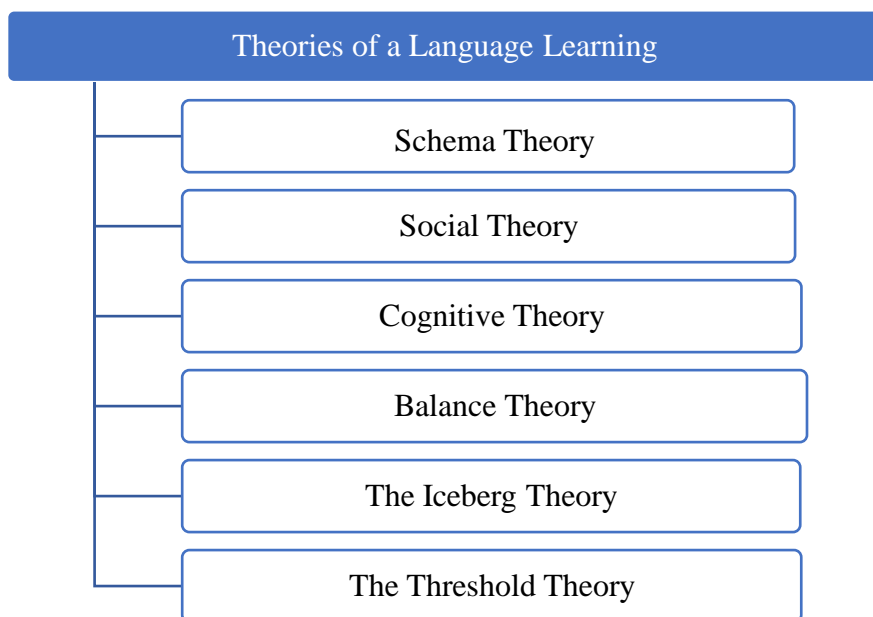
C.THEORIES OF A LANGUAGE LEARNING

⁴² Aleidine J. Moeller and Theresa Catalano, *National Standards in Foreign Language Education Project* (NSFLEP), 2014, p.327

⁴³ Aleidine J. Moeller and Theresa Catalano, *Foreign Language Teaching and Learning*, Oxford: Pergamon Press, 2015, p. 328

⁴⁴ Aleidine J. Moeller and Theresa Catalano, *Foreign Language Teaching and Learning*, Oxford: Pergamon Press, 2015, p. 329

Foreign language learning and teaching have undergone a significant paradigm shift as a result of the research and experiences that have expanded the scientific and theoretical knowledge base on how students learn and acquire a foreign language.



Traditionally, learning a foreign language was thought to be a ‘*mimetic*’ activity, a process that involved students repeating or imitating new information. Grounded in behaviorist theories of learning and structural linguistics, the quality and quantity of language and feedback were regarded as the major determinants of language learning success. A popular method of teaching in the 1950s, called the audio-lingual approach (ALM), promoted an imitation and practice approach to language development. The major figure in the ALM classroom was the instructor who was cast into the role of drill sergeant, expert, and authority figure. Students were *relegated* to practicing and imitating patterns to a point of automatic response in the belief that the learner would then merely have to slot in *lexical* items appropriate to the conversational situation. It was believed that the first language interfered with the acquisition of the second language and that a transfer would take place from the first to the second language, resulting in errors.

Noam Chomsky’s review of Skinner’s theory which says that Verbal Behavior dramatically changed the way of looking at language by arguing that language was a rule-governed activity, not a set of habits. Chomsky argued that stimulus–response psychology could not adequately account for creativity involved in generating novel utterances using internalized rules.

The creative aspect of language behavior implies that the human mind is involved in deep processing of meaning rather than in memorized responses to environmental stimuli.⁴⁵

An alternative theoretical position emerged centered on the role of the linguistic environment in combination with the child's innate capacities in acquiring language. This position (interactionist) viewed language development as the result of a complex interplay between innate language capacities of the learner and the learner's environment. Unlike the innatist position, the interactionists claimed that language had to be modified to the ability of the learner. According to Long, language input was made comprehensible by simplifying the input, by using linguistic and extralinguistic cues, and by modifying the interactional structure of the conversation.

Long maintained that speakers adjust their language as they interact or negotiate meaning with others. Through negotiation of meaning, interactions are changed and redirected, leading to enhanced comprehensibility. Long proposed that learners, in order to acquire language, cannot simply listen to input, rather they must be active co-constructive participants who interact and negotiate the type of input they receive. Each of these theories of language acquisition addresses a different aspect of a learner's ability to acquire a language. Behaviorist explanations explain systematic aspects, whereas innatist explanations explain the acquisition of complex grammar.

Interactionist explanations assist in understanding how learners relate form and meaning in language, how they interact in conversation, and how they use language appropriately. More recently, researchers have identified nine contemporary language learning theories: Universal Grammar, Autonomous Induction, Associative-Cognitive CREED, Skill Acquisition, Input Processing, Processability, Concept- Oriented Approach, Interaction Framework, and Vygotskian Sociocultural Theory⁴⁶

Some of these theories share a linguistic view of language cognition, others view it from a psychological point of view and in the case of Sociocultural Theory, a social approach is taken. The Universal Grammar (UG) and Autonomous Induction theory share the linguistic view that learners have innate knowledge of grammatical structures that is not learned through mere exposure to input. They believe that linguistic knowledge is predetermined and is independent from experience. Learning is believed to occur incidentally by deduction from innate abstract knowledge.

⁴⁵ Noam Chomsky, A language-acquisition model, Press University of Iceland School of Education, Nov 28, 2016, p.328

⁴⁶ VanPatten, B., and Williams, J. *Introduction: The nature of theories*, 2007, p.57

Active engagement in social dialogue is important. Learning is regarded as intentional, goal-directed, and meaningful and is not a passive or incidental process but is always conscious and intentional. Learning from exposure comes about “as part of a communicatively rich human social environment”.⁴⁷

1. SCHEMA THEORY OF LEARNING

R.C. Anderson, a respected educational psychologist, is the exponent of the Schema theory of learning, expounded by R.C. Anderson, a respected educational psychologist, views organized knowledge as an elaborate network of abstract mental structures which represent the way one understands the world.

This theory emphasizes the importance of teaching general knowledge and generic concepts to the learners. It suggests that much of the learners' difficulties can be traced to the lack of proper general knowledge, especially in cross-cultural situations. The teachers should help the learners to build schemas and to make connections between ideas. According to this theory, it is essential to have prior knowledge for comprehension of new knowledge. Before introducing new concepts to the students, teachers should help them to build the prerequisite knowledge and remind them about what they already know.

Research by schema theorists indicate that abstract concepts are best understood after a foundation of concrete, relevant information has been established⁴⁸

In case of minority students, this prior knowledge can be obtained from their own culture if the curriculum is culturally appropriate. But in most cases, the curriculum reflects the majority or dominant language culture, and the minority students are left with no options to establish a strong foundation of knowledge on the basis of things they know culturally. But in MTB-MLE, the knowledge of the students' background in terms of their culture, tradition, surrounding environment and social atmosphere, plays a vital role in all aspects. As was discussed in the previous chapter, all the materials produced for the program are made culturally appropriate for the children. Moreover, since the teachers of the program are also from the community, it becomes convenient for the teachers to enable the learners to see connection between their prior knowledge and the new knowledge which is being imparted. This enables the learners to build a meaningful schema which is further enriched

⁴⁷ Ellis, R, *The study of second language acquisition*, Oxford, England: Oxford University Press,2008, p..577

⁴⁸ Schallert, *Language anxiety: Differentiating writing and speaking components*, Press National Taiwan Normal University,1982(p.26)

by the addition of new knowledge to the already existing knowledge base of the learners.

2. SOCIAL THEORY OF LEARNING

Albert Bandura and Lev Vygotsky are the two scholars who emphasized on the fact that the surrounding society of a learner plays a pivotal role in the learning process of the learner. Bandura suggests that much of the human learning is actually the result of what he calls 'modeling'. Modeling is the set of process through which the behavior of one person or one phenomenon is imitated by the others. According to Bandura, there are several processes involved in this kind of modeling. These are:

1. Attention gaining processes

The modeling must be attractive. In other words, it should have the ability to draw the attention of the others. Otherwise, this will not be imitated, which will prevent it from being transmitted socially. As a result, there will be no learning taking place.

2. Retention processes

The modeling must be memorable. It should have all the elements which will help the learner to retain it in his mind. This can be done through verbal communication, actual physical activities, exhibition of imagery etc.

3. Motor reproduction processes

Complex activities involving nerves, muscles and motion require long periods of skill development. It is also required to be repeated and corrected. In such cases, feedback from others helps the learners in learning the new behavior.⁴⁹

4. Motivational processes

Motivation for learning a particular knowledge or skill is the key to its actual learning. In many instances, it is seen that the knowledge is acquired, but is not being used or enacted. Therefore, it is important to provide some motivational and inspirational activities to the learners. But there also at some point of time, the same kind of motivational incentive for one student may appear to be disappointing to the other. Therefore, it is important to take note of the motivational incentives which are perceived as rewarding by the students.

On the other hand, believes that knowledge is socially constructed, as a product of dialogue and interaction between thought and language (speech). The key concepts of his theory are .

⁴⁹ Selinker, *Second Language acquisition theories*, 1974, Press Michigan State University, p.63

- a. Everything is learned twice: first socially (with the help of other human beings), and then privately
- b. All knowledge is socially constructed- that is, all learning is group learning
- c. Thought and speech are keys to human consciousness Thought is aided by speech, not the reverse⁵⁰

The relationship between a mother and her child explains Vygotsky's theory. An infant acquires most of his or her basic knowledge concepts of the external world from the mother. For speech also, the child learns from the mother the words which represent his/her actions.

There are number of implications of this theory which rein force the principle of mother tongue education for minority children. This is because if knowledge is socially constructed, then it is very important for the learners to be allowed to converse and interact with their mentors and fellow learners. Again, if thought develops as people speak, then the act of speaking is as important as the act of listening for learning new concepts, skills shared by others. This happens in the case of the minority students only if education at least starts in a language in which they are confident of expressing themselves. In MTB-MLE programs, a great deal of emphasis is given on the acquisition of oral literacy by the learners. A considerable amount of time is actually expected to be devoted for developing the skills for speaking the language. The learner centered and activity-based method in MTB-MLE encourages a lot of discussion and conversation of the learners with their peers and also with the teachers. As such discussion progresses, the learners come up with new ideas and knowledge which further strengthens their confidence and also their knowledge base. The MTB- MLE teacher plays a vital role in this regard. The teacher can apply a variety of methods for encouraging meaningful and relevant talking and discussion among the learners. Techniques like discussing in pairs, in small groups, and even the whole class talking, are some of the interesting ways of facilitating learning.

The other important contribution of Vygotsky is his zone of proximal development. It refers to the situation when a learner wants to acquire some knowledge but cannot do so without the help of some other more skilled, or knowledgeable person. That is why it is important that the teachers and facilitators should be able to assist the learner at the right time and with the right kind of input.⁵¹

In addition to these theories of learning, the theories relating to bilingualism are also worth looking at in order to understand the current literacy situation among the minority language groups of the world.

⁵⁰ Lev Vygotsky; *theory of language development*, Published by: Equinox Publishing Ltd. Shenton House Singapore ,Oct 6, 2012, p.63

⁵¹ Lev Vygotsky, *Second Language Acquisition (SLA)*, Cambridge Havard University, 1896–1934, p.64

3. COGNITIVE THEORIES OF BILLINGUALISM

THE BALANCE THEORY

This theory claims that in the case of bilingual speakers, the two languages exist together in balance in the brain of the individual. It visualizes the theory in the form of a picture of weighing scales, with a second language increasing at the expense of the first language. An alternative naive picture theory associated with early research is that of two language balloons inside the head. It proposes that a monolingual speaker will have one well-filled balloon, and a bilingual will have two less filled or half-filled balloons. As the second language balloon gets bigger, the first language balloon diminishes in size.⁵²

But evidence in this regard suggests that there are cognitive advantages for being bilingual. Certain types of bilingual education programs such as early immersion and heritage language, bilingual education appear to result in performance advantages compared to submersion or monolingual education.

This balance and balloon picture theory of bilingualism is referred to as the Separate Underlying Proficiency Model of Bilingualism by Cummins of 1980. This model conceives of the two languages operating separately without transfer and with a restricted amount of 'room' for languages.⁵³

But researches have shown that it is incorrect to assume that the human brain has only a limited space for language skills. Actually, the human brain is capable of accommodating more than two languages. Moreover, research over time has shown that the language attributes are not separated in the cognitive system but transfer readily and are interactive. For instance, lessons learned in the first language can be readily transferred to the other language. The only requirement for such easy transfer is that those languages should be sufficiently developed in the child's mind. The level of development of the first language, and the corresponding critical thinking skills that come with language development, actually contribute to learning the second language. The more one can articulate thought in the first language, the more that can happen in the second language when the second language is sufficiently developed to express those thoughts.

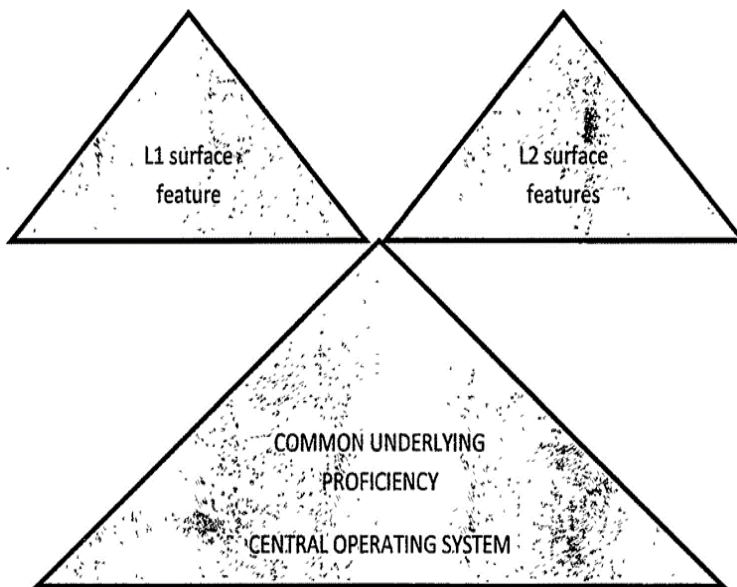
4. THE ICEBERG ANALOGY THEORY

⁵² Collin Baker, *Foundations of Bilingual Education and Bilingualism*, Ofelia Garcia. Clevedon (England) 2001, p.65

⁵³ Slobin, *Language Development: Syntax and semantics*, University of Virginia, United states of America, 1975, p.65

This analogy is the culmination of Jim Cummins of 1980 and 1981 Common Underlying Proficiency model of bilingualism. This model conceives that in case of bilingual speakers, even though the two languages seem to exist separately at the surface level, at the core level both the languages are processed through a Common Underlying

Proficiency. This situation can be pictorially represented in the form of two icebergs which is labeled as Separate Underlying Proficiency (SUP) standing separately above the surface but underneath both the icebergs are fused together into a common iceberg, labeled as Common Underlying Proficiency (CUP). The Figure I is an illustration of the Separate Underlying Proficiency (SUP) and the Common Underlying Proficiency (CUP).⁵⁴



This Common Underlying Proficiency conceives that a person can operate in different languages through one common source of thought. In other words, the basic literacy skills like listening, speaking, reading and writing are acquired by the common cognitive system through one language preferably in the children's mother tongue and then it is applied to any other languages. This actually empowers one person to be a bilingual or multilingual depending the on the linguistic situation and according to his needs and interest. Another important statement made by this theory is that the language a child is using in the classroom needs to be sufficiently developed to be able to process the cognitive challenges of the classroom. But if the children are made to operate in an insufficiently developed second language, the system will not function at its best. If children are made to

⁵⁴ Van Patten and Williams, *Theories in Second Language Acquisition: An Introduction*, Michigan State University, U.S.A,2007, p.66

operate in the classroom in a poorly developed second language, the quality and quantity of what they learn from complex curriculum materials and what they produce in oral and written form may be relatively weak and impoverished.⁵⁵

5. THE THRESHOLD THEORY

This theory partially summarizes the relationship between cognition and degree of bilingualism. This theory was first postulated in 1976 and 1977. According to this theory, the relationship between cognition and bilingualism can be best explained by the idea of two thresholds. Each threshold is a level of language competence that has consequences for a child. The first threshold is a level for a child to reach to avoid the negative consequences of bilingualism. The second threshold is a level required to experience the possible positive benefits of bilingualism.⁵⁶

This theory can be visualized in terms of a house with three floors. The two ladders placed on the sides of the house represent the two languages that a child will learn. All those whose competence in both languages is not sufficient as expected of their age group, will remain at the bottom floor of the house. These children are unable to cope with the classroom situation and may have negative effect on their cognitive development. At the middle level or the second floor of the house will be those children with age-appropriate competence in one of their languages but not in both. At the top of the house will be those with balanced bilingual capacities. These children will have age appropriate competence in both the languages. As a result, they will be able to cope with the curriculum materials in both the languages.

This theory explains why minority children taught through a second language most of the time fail to develop sufficient competency in their second language. This is because they are not allowed to develop competency in their first language. Therefore, this hypothesis suggests that a child's language competency in second language is partly dependent on the level of competence already achieved in the first language. The more developed the first language, the easier it will be to develop the second language. The more the first language is at a low stage of evolution, the more difficult will be the achievement of bilingualism.

⁵⁵ Jim Cummins, *The Acquisition of English as a Second Language*, in Spangenberg-Urbschat (eds) *Reading Instruction for ESL Students* Delaware: International Reading Association, 1994, p.67

⁵⁶ Toukoma and Skutnabb-Kangas, *Linguistic Interdependence and the Educational Development of Bilingual Children*, American Educational Research Association 1977, p.67

The theory also touches upon the issue of the distinction between surface level fluency and the more academically demanding language skills. In 1979 Cummins found that everyday conversational language could be acquired in two years, while the more complex language abilities needed to cope with the curriculum could take five to seven or more years to develop. Cummins labeled these distinctions in terms of Basic Interpersonal

Communicative Skills (BICS) and Cognitive/Academic Language Proficiency (CALP). BICS refers to everyday conversational fluency while CALP refers to the academic ability of the students. In other words, CALP refers to the students' ability to understand and express ideas and concepts required for academic proficiency. Therefore, CALP demands more of higher-order thinking skills like analysis, synthesis, and evaluation.

The distinction between these two types of proficiency was first introduced by Cummins in 1979 and 1981 to focus on the time lines and challenges that the second language learners encounter while trying to catch up with their peers in academic aspects of school language.

According to Cummins, children acquire most of the basic language skills such as the phonology of the language at a relatively early age. Therefore, they do not seem to have any difficulty in the everyday use of the language. At the same time, there are some other cognitively demanding aspects of the language which develop through social interaction from birth. The difference between these two language proficients becomes evident just after the early stages of schooling. The use of the school language proves to be much more academically demanding than that of the everyday conversational language. Academic language proficiency can thus be defined as 'the extent to which an individual has access to and command of the oral and written academic registers of schooling'.⁵⁷

Therefore, the basic conversational ability of a student does not necessarily predict his or her academic proficiency. There are a number of instances where the children of a particular minority language group can communicate in the school language since this is also their link language. But their underdeveloped academic proficiency gets reflected in their poor performance in the school tests. These students fail as their cognitive academic language proficiency is not sufficiently developed to enable them to cope with the curriculum in the second language. Therefore, it is much important in bilingual education to develop the linguistic-cognitive abilities sufficiently through their mother tongue to get the maximum leverage.

The above survey looked at some of the research findings relating to the acquisition of the first and second language and the benefits of mother

⁵⁷ Jim Cummins, *Language, Power, and Pedagogy: Bilingual Children in the Crossfire*. Front Cover. Multilingual Matters Education, Jan 1, 2000

tongue education or instruction. Theories relating to the relationship between language, thought and cognition were also touched upon. The findings of such research and theories are relevant to highlight the necessity of mother tongue education for the children of minority language communities all over the world.

EMPHASES IN A SECOND LANGUAGE TEACHING

Research has revealed that knowledge of language structures demonstrated on discrete-point tests does not ensure communicative ability when the measure of language knowledge is one of more spontaneous language use. Further studies have shown that there is little correlation between the rules learners are taught and their developing knowledge of the second language. Language scholars have demonstrated that certain aspects of second language learning cannot be altered through instruction, and that intermediate, non-native like second language competencies, known as stages of interlanguage, characterize the progression of SLA. This viewed interlanguage as an intermediate system located on a continuum stretching from the native language to the target language.⁵⁸

However, new findings contain evidence that the acquisition paths of the two linguistic systems of the learner are influenced by a rich interplay of mostly universal (as opposed to language-specific) factors and show similarities unrelated to the first or second language.

According to this view of Second Language Acquisition(SLA) the controlling factor is the innate ability for learning language that all human beings possess. It was determined that all language learners progressed through a fixed series of stages, known as developmental sequences, in learning particular linguistic subsystems, such as word order, negation, or relative clauses. In English negation, for example, when communicative samples were examined, it was revealed that both foreign language and second language learners progressed through the same four stage sequence, defined in terms of placement of negation.⁵⁹

Ellis reviewed several studies that involved Japanese, Spanish, German, and Norwegian children, adolescents, and adult learners. He concluded that all English-as-a-second language learners pass through the following prescribed set of stages:

1. 'no' phrase, for example, 'No drink?';
2. Negator moves inside the phrase, for example, 'I no can swim?';

⁵⁸ Selinker, *Second Language acquisition theories*, 1974

⁵⁹ Aleidine J. Moeller and Theresa Catalano, *Foreign Language Teaching and Learning*, Oxford: Pergamon Press, 1983

3. Negator is attached to modals, for example, ‘I can’t play this one’; and

4. Auxiliary system is developed and learner acquires correct use of not and contractions, for example, ‘He doesn’t know anything.’⁶⁰

This suggests that learners make particular kinds of errors at particular stages in the acquisition of a structure.

Each stage marks some kind of restructuring in the mind of the learner regarding that particular structure. Structure evolves over time. Is Second Language learning possible without rules? In the absence of rules, low-level associative learning that draws on information driven processes supported by memory is possible but does not lead to knowledge of a systematic rule. Future research should investigate whether all aspects of a second language are equally learnable by implicit means or whether more complex aspects of the second language may require more conceptually driven processing in order for associations to be formed, revised by Ellis in 2002.

Recent trends in foreign language research have increasingly focused on multilingualism and the interplay of multiple linguistic systems in the language learner.

One area of multilingualism that has been much examined is cross-linguistic influence (also known as language transfer, linguistic interference, the role of the mother tongue, native language influence, and language mixing)⁶¹. Studies point to the complexity and dynamic nature of the multilingual system and have identified a number of factors involved in cross-linguistic influence in the acquisition of a foreign language, particularly of a third language.⁶²

Some of these factors include (psycho) typo-logical distance (e.g., the similarity of the languages or perceived similarity), foreign language effect (a coping strategy used as a type of ‘foreign language cognitive mode’), proficiency level, and recency of use or context of the interaction. Studies also provide evidence for stronger language transfer between L2 and L3 rather than L3 and L1.⁶³

Moreover, current studies of cross-linguistic influence tend to treat each aspect of language acquisition separately (e.g., phonological transfer

⁶⁰ Rod Ellis, *Understanding second language acquisition*, Edition, 3, Publisher, Oxford University Press, 1986

⁶¹ Odlin T., *Cross linguistic influence: Handbook of second language acquisition*, In C. Doughty & M. Long (Eds.), Oxford: Blackwell, 2003

⁶² Aleidine J. Moeller and Theresa Catalano, *Foreign Language Teaching and Learning*, Oxford: Pergamon Press, 1983

⁶³ De Angelis G., *Third or Additional Language Acquisition*, Volume 24 of Second language acquisition, Multilingual Matters, 2007

and transfer of literacy skills) and reveal that not each type of transfer works in exactly the same way or is influenced by the same factors.

D. PATTERNS OF INTERACTION IN FOREIGN LANGUAGE CLASSROOMS

In every foreign language classroom, language functions as the medium through which teachers teach and students demonstrate what they have learned⁶⁴. Teachers use the target language to control both the content and the structure of classroom interactions, learners try to respond to their teachers' use of language.

However, the overall picture of classroom communication depends rather on the types of relationships between teachers and learners, and the actual patterns of communication established and maintained during regular lessons. *Interestingly, these patterns are hardly ever permanent, but they tend to be reconstructed and modified according to the requirements of the ongoing learning process.* This flexible nature of classroom discourse creates the specific dynamics of classroom communication which, in spite of many similarities, are always unique and unpredictable. In an attempt at constructing an integrated view of communication in second language classrooms, Johnson presents a framework which may be used for analyzing and describing classroom interaction.

The most essential elements of the framework include:

- 1) Forms of teachers' control of classroom communication – shaped mostly by their professional and practical knowledge;
- 2) Students' perceptions of these patterns – norms and expectations based on their previous learning experience, including preconceived notions of “appropriate” classroom communication;
- 3) Students' use of the target language;
- 4) The extent to which the existing patterns of communication create opportunities for students to use the target language for learning.

Analysis of the above elements may prove particularly useful in teaching speaking at advanced level as it allows for the adequate tailoring of the language of instruction and introducing more elements of natural social discourse in a given learning context.

There are two basic types of interaction which may be observed in second and foreign language classrooms: teacher-student and student-student interaction.

⁶⁴ Johnson, K.E., *Understanding Communication in Second Language Classrooms*. Cambridge University Press, 1995

The most traditional version of teacher-student interaction is illustrated by the so-called IRE model (teacher initiation, student response, teacher's evaluation of that response).

However, the extent of a teacher's control over classroom communication may vary, connected with the pedagogical purpose of the language course or lesson. The teacher usually relies on a variety of interactive questioning strategies but in less-tightly controlled classes modifications in the IRE model are often observed and learners can take on some part of this sequence. When learners take on all of them (initiation, response, evaluation), the sequence is abandoned altogether and the pattern changes into student-student interaction.

In general, student-student interaction is the dominant pattern of communication in learner-centred classrooms, since it expands student talking time and fosters student use of language for learning, as opposed to only demonstrating what they have learnt. Working in groups on cooperative learning tasks produces many constructive student-student interactions which, in turn, enhance learners' educational achievement, aspirations, motivation, self-esteem, positive attitudes to learning and helps develop social skills.⁶⁵

The amount of control that the teacher exerts over student-student interaction may obviously vary but in the situation of cognitive conflict this control should aim at establishing an appropriate climate for negotiation.

Thus, the atmosphere in the classroom should be rather cooperative than competitive and students' feelings should be dealt with as well as their differing perspectives.⁶⁶

It may be claimed that the student-student interaction practiced in different types of cooperative learning activities is particularly well-suited for higher level students. Advanced and more mature learners are able to use the target language both as a means (while implementing the task in a group) and as an end (producing particular discourse pattern as an outcome of a task). They may also use it for different social purposes according to the demands of current circumstances in the classroom.

In other words, the fact that they have already learned a lot, allows them to practice even more extensively and take advantage of every opportunity to communicate in the target language without switching to the mother tongue. To sum up, student-student interaction, in contrast to teacher-student discourse, ensures optimal conditions for target language learning and use as it opens a space for both meaning-focused and form-focused language

⁶⁵ Noreen M. Webb, *Student Interaction and Learning in Small Groups*, Review of educational research, 1982

⁶⁶ Johnson, K.E., *Understanding Communication in Second Language Classrooms*. Cambridge University Press, 1995

practice, enables learners to initiate interaction, control the topic and, last but not least, challenges students to operate beyond their current level of language proficiency by participation in the negotiation of meaning and performing different language functions.⁶⁷

1. MINORITY AND MIGRATION LANGUAGES

This research has argued that the aims of language as subject and foreign language learning have more in common than is generally acknowledged in the traditional view. Both have aims that go beyond narrow concepts of communication but see language development as being inextricably tied with personal and moral growth. Both have the potential to contribute to the development of multilingual and intercultural as educational aims. Recognizing these common aims however is not to deny the importance of first language or ‘mother tongue’.

It has already been pointed out that language as subject should not be seen as equivalent to first language learning but it is also important to recognize the importance of the first language when determining educational policy. The traditional view which implicitly sees language as just a disembodied tool can easily lead to the conclusion that pupils for whom the language of schooling is not their first language are best served by prioritizing the predominant language at the expense of the first language.

However the view of aims that embraces the richer role of language in relation to *personal* growth, identity and making sense of the world is more ready to acknowledge the special significance of the first language.

The Language in and for Education paper Regional, Minority and Migration Languages recognizes the complexity facing policy developers when seeking to balance the need to promote national and international languages with a concern to preserve the teaching and learning of minority languages. There are also practical resource issues which need to be taken into account when determining policy.

There are compelling reasons for adopting such a policy in education related to the rights of learners and communities, the support for identity formation and the preservation of culture, enriching the school context. However there are also arguments derived from a more integrated conception of language aims. On this view, providing support for minority languages is more likely to reinforce rather than distract from learning other languages. A survey of the research literature is beyond the scope of this short paper, but there is evidence that when children develop their competence in two or more

⁶⁷ Johnson, K.E., *Understanding Communication in Second Language Classrooms*. Cambridge University Press, 1995 (pg.100).

languages, they become more generally proficient in the effective use of language and in their language awareness. Such empirical evidence provides further support for an integrated conception of aims.

2.LEARNING AND MEASUREMENTS

Language teaching has experienced numerous curricular innovations in response to the importance of providing students with opportunities to acquire and practice the foreign language in contextualized and meaningful language communicative tasks at all stages of the second or foreign language acquisition process. Communicative language teaching (CLT), the term most associated with current discussion of method, emerged as a significant approach that found universal resonance and support in theory and application in many contexts and across disciplines (linguists, methodologists, and curriculum developers). Central to the rise of CLT was the realization that linguistic competence does not on its own achieve communicative competence and that language used in meaningful, authentic contexts is more readily acquired. Pair work, group work, cooperative/collaborative learning settings, authentic materials, culturally integrated lesson content, and interactive tasks focused on the cognitive and affective domains were integrated into foreign language classrooms.⁶⁸

According to Lantolf and Pavlenko, the goal of SCT is to understand how *people* organize and use their mind in the daily process of living. From a sociocultural stance, acquiring language amounts to more than just mastery of the linguistic properties of the L2. It involves the “dialectic interaction of two ways of creating meaning in the world”⁶⁹.

The interaction between an expert (teacher) and novice (learner) in a problem-solving task (scaffolding) in which the expert’s role was to provide *the* novice with instructional support then became the model for communicative tasks in the foreign language classrooms. Based on Vygotsky’s concept of a Zone of Proximal Development (the distance between the actual developmental level and the level of potential development), the expert’s and teacher’s role was to gain the learner’s interest in the task, simplify the task, keep the learner motivated, point out important features, reduce anxiety and frustration during problem solving, and model appropriate form.

In accordance with the new responsibilities, the role of the classroom teacher *shifted* to that of an architect, creating meaningful, interactive, and cooperative learning tasks designed to engage the learner actively in

⁶⁸ Canale and Swain, *Communicative competence*, Canadian modern Language, 1980

⁶⁹ Lantolf and Pavlenko, *Sociocultural Theory and Second Language Acquisition*, Annual Review of Applied Linguistics 108-124, Printed in the USA, 1995(p.110)

negotiating language meaning in authentic contexts that are co-constructed. The focus on student language proficiency as measured through performance-based tasks made itself felt both in language learning research and in teaching. Questions emerged regarding how language proficiency could be enhanced and how best to measure the level of language proficiency. As the proficiency movement has gained momentum in the US and most recently in Europe, consensus was sought about describing and measuring language abilities. These Guidelines marked a major shift in language pedagogy from methodology to measurement and a focus on learner outcomes. In 1996, content standards were published and subsequently revised that delineated what learners should know and be able to do with language.

⁷⁰

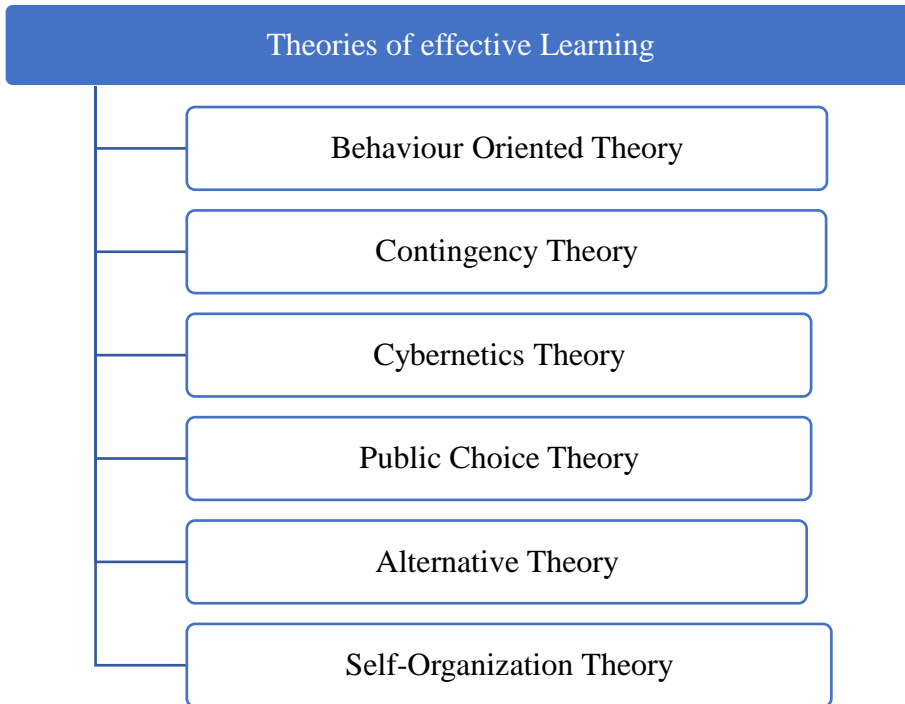
From the above explained theories: Social theory of learning is the one mostly used in Fitrah Islamic World Academy in which the students interact with each other, teachers and managements in their daily activities in school environment which makes easy for the students to adapt the English language, and lead to Students' Effectiveness Learning of English as a Foreign Language at Fitrah Islamic World Academy.

Also other theories are applied by the teachers to develop the Language learning developments at Fitrah Islamic World Academy.

E. THEORIES OF EFFECTIVENESS LEARNING

Effectiveness is seen in a multilevel framework, which integrates system, school, and teaching effectiveness, the emphasis is on the school level and organizational theory.

⁷⁰ McNamara & Roever, *National Standards in Foreign Language Education Project*, Ohio State University, 2006



In recent reviews, educational effectiveness researchers take for granted that the results of educational effectiveness and school improvement research provide a solid knowledge base.⁷¹

Hattie's results are impressive. Instead of worrying that "nothing works", he expresses himself as being concerned that "everything works"⁷²

Effect sizes that may be small, large percentages of unexplained variance, most of the variance explained by individual or aggregate student background characteristics, little generalizability of the established set of malleable factors across countries, internationally relatively small changes in performance results and in the malleable factors that are supposed to explain them, all these considerations urge for an expedition to explore the "dark side of the moon" in *educational effectiveness*. When it comes to theory, this would involve looking for mechanisms that might explain not only effectiveness but also ineffectiveness.

What does theory about educational effectiveness mean?

⁷¹ Hopkins, D., Stringfield, S., Harris, A., *School and system improvement: A narrative state-of-the-art review*. Manuscript submitted for publication, Taylor & Francis, Ltd. 325 Chestnut Street Suite 800, Philadelphia, U.S.A, 2011

⁷² Hattie, J. *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*, New York, NY: Routledge, 2009

According to Snow in 1973 discussed the theory of construction as a gradual process, evolving from formative hypotheses about empirical regularities to axiomatic theories. The sequence is inductive, the process starts with empirically verified facts and hypotheses and generalizations being developed from these elements. descriptive theories and taxonomies, conceptual theories and constructs including procedures for construct validation, broken axiomatic theories (this may involve eclecticism, in other words, borrowing from several more established theories), and, finally, as the highest form, axiomatic theory, described as having a set of primitives with the help of which all its remaining concepts can be deduced and all the remaining statements can be derived as consequences.⁷³

As far as school effectiveness is concerned, the scientific basis for its formative arose as a reaction to the outcomes of the well-known Coleman report taking up the challenge that schools did matter. The practical basis was enhancing the quality of schooling, particularly for disadvantaged students. School effectiveness research and its implementation branch of school improvement has retained this dual basis, on the one hand inquiry oriented and using scientific methods, on the other hand a movement on furthering quality and equity in education.⁷⁴

The effectiveness concept depends on establishing means-goals associations, which can be seen as formally analyzable as cause (means) and effects (attained goals) analysis.

The fact that effectiveness can be placed as an important facet of educational quality.⁷⁵ underlines the normative context of the work and, as far as the research approach is concerned, makes for a close resemblance to evaluation research.

Elementism, the next higher up phase of theory development, according to Snow in 1973, It is about the development of key concepts and instruments for the field of study.

This appears to be a relatively underdeveloped area in school effectiveness research, featuring few established instruments (exceptions are perhaps the instrument development on educational leadership.⁷⁶

⁷³ Snow, R. E. *Theory construction for research on teaching*. In R. M. W. Travers (Ed.), *Handbook of research on teaching*. Chicago, IL: Rand McNally.,1973, p. 83.

⁷⁴ Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. L. *Equality of education opportunity*. Washington, DC: Government Printing Office,1966

⁷⁵ Scheerens, J., Luyten, H., & Van Ravens, J. (Eds.). *Perspectives on educational quality: Illustrative outcomes on primary and secondary education in the Netherlands (Springer Briefs in Education)*. Dordrecht: Springer, 2011

⁷⁶ Hallinger, P. *Principal instructional management rating scale*. New York, NY: Leading Development Associates, 1984

Descriptive theories and taxonomies have been presented for integrated multilevel models of educational effectiveness since the early 1990s.⁷⁷

. More recently, the dynamic model of educational effectiveness by Creemers and Kyriakides in 2008 has become a source of inspiration for empirical research. In a further analysis of the components and relationships within such descriptive models will be given, based on the work carried out for the conceptual framework of the Program for International Student Assessment (PISA) 2009.⁷⁸

Conceptual theories and constructs bring operational variables on a higher level of abstraction. When carrying out meta-analyses, one has to make decisions about uniting more specific variables under a more general label, as opposed to using several more partial and specific factors; for example, to unite transformational and instructional leadership under one general leadership label.⁷⁹

Doing so might be motivated by the finding that both strategies are about equally effective as explained by Adams in 2010.

In the case of focused teaching, this might be a clear consciousness of applying a mixture of more structured teaching and independent learning methods in a teaching session.

At the next level up, Snow in 1973 distinguishes broken axiomatic theories. In this paper, only one facet of this level of theory development will be discussed, namely eclecticism, as this is the only facet that seems to apply to educational effectiveness research so far.

As Snow in 1973 concludes with respect to research on teaching, so can we conclude for educational effectiveness that the stage of axiomatic theory has not been reached.

When discussing the process of theory and model development, two other terms may come up, those of meta-theories and paradigms. According to Snow in 1973, meta-theories are concerned with the development, investigation, or description of theory itself. Examples are specific methodologies (e.g., randomized field trials) of theories. The term paradigm has an even broader scope, and is used more retrospectively in the sense that it is only applied to the analysis and evaluation of theories after their construction.⁸⁰

⁷⁷ Creemers, B. P. *The effective classroom*. London: Cassell., 1994

⁷⁸ Scheerens, J. *Conceptual framework for the PISA 2009 context questionnaires and thematic reports*. Paper presented to the PISA Governing Board, Oslo, Norway. March, 2007

⁷⁹ Scheerens, J. *School leadership effects revisited: Review and meta-analysis of empirical studies*. Dordrecht: Springer, 2012

⁸⁰ Snow, R. E. *Theory construction for research on teaching*. In R. M. W. Travers (Ed.), *Handbook of research on teaching*. Chicago, IL: Rand McNally., 1973

The conceptual structure of educational effectiveness as a hierarchical system influence across levels indicates the dotted arrows that run from higher levels to lower levels if drawn by the diagrams. Such across-level relationships can be interpreted in terms of control, facilitation, and buffering from a higher level directed at the core process at the next lower level. Depicting education in this way and qualifying the overall system as hierarchical and loosely coupled has the following implications:

-Lower level core processes are seen as being contextualized and controlled by higher levels (the vertical aspect).

-Despite this notion of higher-level control, lower levels are seen as having considerable discretion over their core processes, in other words, considerable autonomy. This is the idea of loose coupling between hierarchical levels, sometimes expressed in more prescriptive terms, like “subsidiarity”; a maxim which states that lower level autonomy should be maximized up to the point beyond which it would become counterproductive. Put differently, this approach would imply that what can be reasonably accomplished at a lower level should not be carried out by a higher level.

The degree of higher-level control versus lower level autonomy is an issue of central importance at all levels. At system level, it is about *effective* patterns of functional decentralization, which means that, perhaps dependent on the larger context, certain patterns of centralization in some functional domain (e.g., the curriculum) and decentralization in another domain (e.g., financial management) work best. At school level, it is about the degree of participative decision making, or “distributed leadership”, and at classroom level it refers to the balance between strongly structured didactic approaches and more open teaching and learning situations that are expected to invite self-regulated learning. Structure versus independence is a red line that dominates policy and research agendas in education.

A second key element in the representation is the identification of ecological conditions as a separate class of conditions *influencing educational performance*. This is done by giving a more explicit place to partially controllable composition effects, and their interaction with more directly malleable variables, such as the school climate. The recognition of this kind of contextual conditions emphasizes the partiality of direct control in education, and in this way underlines the loose coupling between the hierarchical levels, but at the same time focuses the attention on a qualitatively different strand of control measures, namely, those of selection, admission, grouping, and matching of teachers and subgroups of students, as well as on cultural aspects associated with student and teacher body composition.

It is interesting that, as a thematic report on PISA showed, in some countries the interaction between average socioeconomic status (SES) and “good”

teaching conditions is much stronger than in other countries; implying that these latter countries do better in creating equitable conditions in education.⁸¹

Scheerens in 2007, illustrates how this empty framework can be used as a basis for categorizing variables that have been addressed in empirical research, in this case, *school effectiveness research*.⁸²

A striking outcome was the fact that of the 11 more or less theory-driven studies 5 are based on the models by Creemers in 1994 and Creemers and Kyriakides in 2008. The overall conclusion from this study was that only a small majority of school effectiveness studies was more or less driven by existing theories.

Before attempting a systematic approach in discussing implications from two “meta-theories”, the rationality paradigm, on the one hand, and a second paradigm for which the phrase “transformative teleology” might be used, a brief excursion to the educational effectiveness knowledge base will be made.

This excursion prompts an approach that looks at positive as well as negative instances of educational effectiveness, or rather effectiveness-enhancing conditions next to effectiveness-deteriorating conditions.⁸³

The rationality paradigm and its fit to the educational effectiveness knowledge base

The very concept of educational effectiveness is based on the rational idea of optimal goal attainment. The factors “that work” can be seen as effective means to reach educational goals. This basic idea can be formalized by describing education as a contextualized production process, using the well-known context-input-process-output model, which is at the basis of the educational *effectiveness* models discussed in an earlier section. *Educational effectiveness* research is particularly interested in input and process indicators that are associated with outcome indicators that represent “realized goals”. Pointing at this fundamental connection of the concept of educational effectiveness with the rationality paradigm is only the first step in using it as an explanatory basis in addressing the question “why” certain factors appear to work. The second, and for our purposes more important, step is that different interpretations of the rationality paradigm indicate different explanatory mechanisms.

The basic principles of the rationality paradigm are the following:

⁸¹ Luyten, J.W., Scheerens, J., Visscher, A.J., Maslowski, R., Witziers, B., & Steen, R. *School factors related to quality and equity: Results from PISA 2000*. Paris: OECD, 2005

⁸² Scheerens, J., *Conceptual framework for the PISA 2009 context questionnaires and thematic reports*. Paper presented to the PISA Governing Board, Oslo, Norway, March 2007

⁸³ Stacey, R. D., Griffin, D., & Shaw, P. *Complexity and management: Fad or radical challenge to systems thinking?* New York, NY: Routledge, 2000

BEHAVIOUR IS ORIENTED

towards preferred end states (such as realized goals and personal well-being), and optimal choice is made between alternative ways to reach the goals.

Different interpretations of the rationality paradigm are: synoptic planning, contingency theory, cybernetics, and public choice theory. Each of these interpretations emphasizes certain key processes, but has imperatives for organizational structuring as well.

1. CONTINGENCY THEORY

In organizational theory, contingency theory has as its central thesis that the effectiveness of organizations depends on certain more basic and contextual conditions. This is often expressed by saying that there is no universal best way to organize; success depends on a good fit between internal organizational characteristics, and between internal arrangements and environmental conditions.⁸⁴

Contingency theory can be seen as an extension of rational planning and structuring, since the ideal of optimizing remains, be it conditional on contextual conditions, which, by the way, complicates the analysis considerably.⁸⁵

The internal alignment of organizational conditions in contingency theory is known as the “configuration hypotheses”. An application in educational effectiveness and school improvement are comprehensive school improvement programs.⁸⁶

Such programs combine an “evidence based” rational planning approach to implementation, with a coordinated set of levers for improvement, such as teaching strategies, curricular emphases, leadership, and cooperation.

2. CYBERNETICS THEORY

The third interpretation of the rationality paradigm can be metaphorically labeled as “cybernetics”. Cybernetics is described as the transdisciplinary approach for exploring regulatory systems. The key mechanism consists of a sequence of evaluation, feedback, and corrective action; which can be thought of as a cycle.

⁸⁴ Kieser, A., & Kubicek, H. *Organisation*. Berlin: Walter De Gruyter, 1977

⁸⁵ Kickert, W. J. M. *Organization of decision-making: A systems-theoretical approach*. Amsterdam: North-Holland Publishing Company, 1979

⁸⁶ Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. *Comprehensive school reform and achievement: A meta-analysis. Review of Educational Research*, 2003

The practice of using evaluative information on organizational functioning as a basis for corrective or improvement-oriented action can be seen as a less demanding kind of regulation than proactive synoptic planning. In the former case, planning is likely to have a more “step by step”, incremental orientation, and “goals” or expectations get the function of standards for interpreting evaluative information. The discrepancy between actual achievement and expectations creates the dynamics that could eventually lead to more *effectiveness*.

3.PUBLIC CHOICE THEORY

A central assumption in the synoptic planning and bureaucracy interpretation of the rationality paradigm is that organizations act as integrated purposeful units. Individual efforts are expected to be jointly directed at the attainment of organizational goals. In the so-called political image of organizations,⁸⁷ this assumption is rejected, emphasizing that “organizational goals may be rational for some people’s interests, but not for others”.⁸⁸

The fact that educational organizations consist of relatively autonomous professionals, and loosely coupled subsystems, is seen as a general condition that stimulates political behavior of the members of the organization.

In public choice theory of Niskanen in 1971 which says that; the lack of effective control from democratically elected bodies over public sector organizations marks these organizations as being particularly prone to inefficient behavior, essentially caused by the leeway that is given to managers and officers to pursue their own goals besides serving their organization’s primary mission.⁸⁹

Creating competition and market mechanisms are seen as the remedy to overcome these problems. The alleged superiority of private over public schools is the most supportive piece of empirical effectiveness research for the claims of public choice theory, although the significance of the results in question is much debated.⁹⁰

An overview of the four different interpretations of the rationality paradigm and their key mechanisms.

As the overview shows, these four interpretations of the rationality paradigm and their corresponding key mechanisms can be matched with important levers of educational performance such as proactive planning approaches,

⁸⁷ Morgan, G. *Images of organizations*. Beverly Hills, CA: Sage, 1986

⁸⁸ Morgan, G. *Images of organizations*. Beverly Hills, CA: Sage, 1986, p. 195

⁸⁹ Niskanen, W. A. *Bureaucracy and representative government*. Chicago, IL: Aldine-Atherton, 1971

⁹⁰ Goldhaber, D. *School choice: Do we know enough?* Educational Researcher, The Urban Institute, 2100 M Street NW, Washington, 2000

highly formalized organizational structures like schools as high reliability organizations, comprehensive school reform projects, all kinds of applications of evaluation and assessment, including accountability policies and data use, and measures to make schools more autonomous and private and to stimulate free school choice.⁹¹

What rational models have to say about educational *ineffectiveness*

Empirical studies suggest that the antipodes of effectiveness-enhancing factors are associated with school failure. Stringfield in 1998 mentions “lack of academic focus”, “academic periods starting late and ending early”, “bureaucratic leadership”, and “lack of teacher assessment” as characteristics of failing schools.⁹²

These examples show negative effects of “too little” of the factors that are associated with rationality interpretations. At the same time, there are extreme implementations of rationality models, which might be globally indicated as “too much” of them.

In the concept of schools as high reliability organizations, there is a thin line between an acceptable degree of standardization and rigorously monitored “standardized operating procedures SOP’s” as the favored focus of quality management systems (ISO and others). These latter practices cause a lot of “red tape” and might lead to goal displacement; teaching to the SOP would seem to be worse than teaching to the test!

In the domain of evaluation and feedback, a whole literature exists about the negative side effects of high-stakes testing and intensive external school inspection, like tunnel vision, all kinds of strategic behavior, and administrative burden.⁹³

In less contested areas as school self-evaluation and the image of schools as learning organizations, resistance, immunization against potential criticism, and barriers to organizational learning have been noted as well. As part of their theory of “organizational learning”, Argyris and Schön in 1978 recognize limits to organizational learning.⁹⁴

These limits reside in behavioral patterns of the members of the organization. They describe these as “shared strategies in individual theories in use”. As examples, they mention considerations like:

- Let buried failures lie.

⁹¹ Scheerens, J. *Conceptual models and theory-embedded principles on effective schooling: School Effectiveness and School Improvement*, Cassell London, 1997

⁹² Stringfield, S. *An anatomy of ineffectiveness*. In L. Stoll & K. Myers (Eds.), *No quick fixes: Perspectives on schools in difficulties*. London: Falmer, 1998

⁹³ Ehren, M. C. M., *The game of side-effects: Strategic behaviour of supervisors and schools*, Nederland, 2007

⁹⁴ Argyris, C., & Schön, D. A. *Organizational learning: A theory of action perspective: Reading, MA: Addison-Wesley, Boston, United States 1978*

- Keep your views of sensitive issues private; enforce the taboo against their public discussion.
- Do not surface and test differences in views of organizational problems.
- Avoid seeing the whole picture; allow maps of the problem to remain scattered, vague, ambiguous.⁹⁵

4.ALTERNATIVE THEORIES FOR EXPLAINING EFFECTIVENESS AND INEFFECTIVENESS

The interpretations from the rationality paradigm discussed in the above go a long way in explaining the findings from educational effectiveness research. It is conceivable to propose a theory-driven research agenda, in which the effectiveness of pure forms of the models, and more partial derivatives, could be tested, and where the alternatives could be pitted against one another. In this, contingency theory is a case apart, since it could be used as a meta-theory to investigate in which situations one of the three other models would work best. Implementation failures, exaggerated interpretations, and undesired side effects would appear to be plausible explanations for ineffectiveness.

For several reasons, it is still considered useful to go beyond the analysis of positive and negative instances of the rationality paradigm and look at alternative theories.

These are the following:

- The applications of the rationality paradigm will tend to be focused at the productivity of the operational core of the organization; and organizational structural conditions, including links to the environment; this would mean that other organizational functions, such as responsiveness to new developments in the environment, reflection on aims and goals, and cultural facets of the organization, get less emphasis.

- Rationality applications would seem to have a stronger preoccupation with instrumental and technological levers for improvement than with improving cultural conditions and motivational aspects of work; human relations and recruitment policies.

- Rationality applications are closer to proactive and retroactive planning and structuring modes of organizational functioning than to implementation.

- Rationality applications would tend to focus on the formal organization and have less attention for the informal organization.

Two alternative perspectives will be discussed that might provide a different outlook on educational effectiveness and ineffectiveness: schools as loosely coupled organizations and theories about self-organization. The question

⁹⁵ Argyris, C., & Schön, D. A. *Organizational learning: A theory of action perspective*: Reading, MA: Addison-Wesley, 1978, (pp. 39–40)

whether loose coupling provides an alternative perspective to interpretations of the rationality paradigm is open for debate. It is also associated with systems theory, incrementalism, and “bounded rationality”; still part of the rational paradigm.⁹⁶

At the same time, it offers quite different orientations towards educational effectiveness and ineffectiveness, as well as certain prescriptive interpretations regarding organizational change. Self-organization is used as the central term to refer to complex interactions in organizations that emphasize “emergence” rather than control.

Schools as loosely coupled systems as described by Weick in 1976 describes “loose coupling” as an “image that coupled elements are responsive, but that each event also preserves its own identity and some evidence of its physical and logical separateness”. He goes on to say that “Loose coupling also carries connotations of impermanence, dissolvability and tackiness all of which are potentially crucial properties of the ‘glue’ that holds organizations together”.⁹⁷

In educational organizations, two of the most fundamental couplings, the one among elements of the core technology, and the other between the authority structure on the one hand and the functioning of the technical core on the other, are not particularly prominent.

More specific combinations of elements in educational organizations between which loose rather than tight coupling is likely to occur are:

⁹⁶ Lindblom, C. E. *The science of muddling through: Public Administration Review*, The Oxford Handbook, Oxford University, British Columbia, 1959

⁹⁷ Weick, K. E. *Educational organizations as loosely coupled systems: Administrative Science Quarterly*, Cornell Private University in Ithaca, New York, 1976, p.1



Schools as loosely coupled organizations would seem to be at odds with educational effectiveness models that depend on “rational planning” type of mechanisms. The concept of pluri-finality alone seems to present fundamental problems for the causal implications of the very concept of educational effectiveness.⁹⁸ Loose coupling could be read as an explanation for the relatively low and inconsistent effects for core factors like coordination and consensus, educational leadership, and evaluation and feedback.

Yet, according to Weick in 1976, loose coupling has certain advantages. Tight and loose coupling are to be seen as forming a continuum, where weaker couplings, like shared conceptual anticipations and retrospections, may nevertheless create a certain robustness and resilience of the organization, because they contain mutations, localized adaptations, and fewer costs of coordination.⁹⁹

To the extent that the educational effectiveness research orientation and knowledge base emphasizes the rationality paradigm, loose coupling offers an explanation for its mediocre success: why some factors do not work optimally, discrepancies of effect sizes, instability of the research findings, and basic doubts about the generalizability of the research outcomes. The analysis of implementation

⁹⁸ Von Bertalanffy, L. *General systems theory*. New York, NY: George Braziller, 1968

⁹⁹ Weick, K. E. *Educational organizations as loosely coupled systems: Administrative Science Quarterly*, Cornell Private University in Ithaca, New York, 1976, 1976, p.14

problems with evaluation and feed-back procedures, from the perspective of loose coupling, for example, provides a conceptual basis for underutilization, misuse, and undesired side effects, in applications like school self-evaluation.¹⁰⁰

To the extent that schools confirm to the properties of loosely coupled systems, low effects of leadership should not come as a surprise. Facets of loose coupling, such as no clarity of intentions, individual members of the organization pursuing different goals, and the notion that several means may lead to the same end,

put question marks behind some of the basic assumptions of the educational effectiveness approach.

In his well-known article from 1976 “Educational organizations as loosely coupled systems”, Weick presented an outline of a research program, based on further analytic and empirical study of “loose coupling”. Elements of this program are developing conceptual tools capable of preserving loosely coupled systems, explicating which elements are available in educational organizations for coupling, development of contextual methodology, the collection of thorough, concrete descriptions of the coupling practices in actual educational organizations, specification of the core technology in educational organizations, probing empirically the functions and dysfunctions associated with loose coupling, and discovering how inhabitants make sense out of loosely coupled worlds.¹⁰¹

It would be an interesting question for research on science, why this theory-driven research program does not seem to have made it, despite the pervasiveness and actual relevance.

So far, Weick’s theory on loose coupling does not seem to have had very much influence on empirical educational effectiveness research.

5.SELF-ORGANIZATION THEORY

The “complexity sciences”, chaos theory, dissipative structure theory, and the theory on complex adaptive systems, look at dynamic interactions between the micro-elements of a system, trying to model these, or to come to grasp with regularities or rules that emerge.¹⁰²

¹⁰⁰ Scheerens, J. *The evaluation culture: Studies in Educational Evaluation*, US Standards for Education, Georgetown University, 2004

¹⁰¹ Weick, K. E. *Educational organizations as loosely coupled systems: Administrative Science Quarterly*, Cornell Private University in Ithaca, New York, 1976, p. 18

¹⁰² Stacey, R. D., Griffin, D., & Shaw, P. *Complexity and management: Fad or radical challenge to systems thinking?* New York, NY: Routledge, 2000

Famous examples are the way molecules behave in combustion, the butterfly effect, and the discovery of patterns that are “stable and instable” at the same time, so-called fractals.

The philosophical background of “normal science” in comparison to various interpretations of complexity theory was described by Stacey et al. in 2000. According to them, self- organization, when it is more than unfolding already initially given patterns, is able to create novelty and is to be seen as a different kind of causality. The mechanistic image of organizations, as implied in scientific management and the “formative teleology” of general system theory is compared to the more organic idea of “transformative teleology”.¹⁰³

Given our purpose to connect educational effectiveness research and its knowledge base to more established theory, particularly management theory in the broadest sense, it should be noted that, according to some interpretations of complexity theory, we have moved beyond the scientific paradigm and what Stacey et al. in 2000 indicate as rationalist teleology. In fact, the efficiency perspective is considered as a far too limited criterion to indicate what organizations are aiming for. Likewise, “normal” causal analyses, or analyses focused at optimizing means–end relationships, are not considered in these interpretations. Instead, as cited above, self-organization is seen as a different kind of causality, and the ultimate intension of organizational development is sometimes indicated in terms of survival, but also in terms of “expressing identity”¹⁰⁴

If educational effectiveness research and school improvement would embrace the ideas of the “transformative teleology” interpretation of complexity, this would indeed mean a paradigm shift.¹⁰⁵

Before looking at social science and educational applications, some further characteristics of the way the dynamic interactions between the micro-elements of a system are seen in applications of complex adaptive systems theory will be briefly reviewed.

IMPORTANCE OF INITIALS CONDITIONS

The initial characteristics of the micro-elements that interact are considered of great importance; according to Stacey et al. in 2000, the diversity in the

¹⁰³ Stacey, R. D., Griffin, D., & Shaw, P. *Complexity and management: Fad or radical challenge to systems thinking?* New York, NY: Routledge, 2000

¹⁰⁴ Goodwin, B. *How the leopard changed its spots.* London: Weidenfeld & Nicolson., 1994

¹⁰⁵ Harris, A., Chapman, J. *Getting lost in translation? An analysis of the international engagement of practitioners and policy-makers with the educational effectiveness research base.* School Leadership and Management, University of Bath, England, 2013

elements is a precondition for interactions that may lead to novelty and creativity.

PATTERNS OF STABILITY AND INSTABILITY

The dynamics lead through phases of stability and instability, progressing from one “state space” of equilibrium (also indicated as “attractor”) to another, culminating in what is indicated in chaos theory as a “strange attractor”. Strange attractors are described in various ways, like “patterns which are repeated, but never exactly the same”, and examples are given in the realm of weather prediction and heart rhythms, but no examples for social science or management applications seem to exist.

NONLINEAR DEVELOPMENTS

Interaction and change are seen as evolving in a nonlinear way, sometimes allowing for “jumps” and qualitative changes in the system.

PREOCCUPATION WITH DISORDERS

Creativity is associated with initial states of disorder and diversity. “Not only is the system restless, but its own restlessness allows it no rest. Restlessness about restlessness may increase restlessness”. In terms of change processes, one could say that a permanent state of “unfreezing” is considered good for innovation.¹⁰⁶

Due to the above explanation about Effectiveness learning theories can be concluded that our school Fitrah Islamic World Academy need to make improvements in order to fulfill the theories of effectiveness learning so that the students can achieve maximum according to school goals on learning English as a foreign Language in Fitrah Islamic World Academy.

Although there are some challenges in improving English language as explained in Chapter V, teachers and managements always are trying their best to develop and improve English language at Fitrah islamic world Academy so that the students can overcome the difficulties in mastering English Language in order to achieve Students’ Effectiveness in Learning English as a Foreign Language at Fitrah Islamic World Academy. .

¹⁰⁶ Luhmann, N. *Social systems*. Stanford, CA: Stanford University Press, 1995, p. 50

CHAPTER III RESEARCH METHODOLOGIES

A. POPULATION AND SAMPLING

1. SAMPLING RESPONDENTS

In this case the research will describe how to evaluate the effectiveness of students learning English as a foreign language will be taken from some of the students as the population sample to represent others from both Junior and Senior high school, also some groups of teachers mostly English teachers as a reference combining with science teachers for application of English at school for that population as sample.

Generally, population size and available resources will be determined to take a sample for the research, though intended uses will affect sampling decisions as well.

All things being equal, if the size of the target population is such that every individual can feasibly participate in the survey with a reasonable expenditure of time and resources, therefore the evaluation which will be conducted will represent as a statistical descriptive.

Typically, for surveys used within foreign language programs, the intended use calls for surveys to provide a clear indication of the levels of satisfaction, opinion, perspective, experiences, and so on, for entire groups for example in our school there will be groups of Junior and Senior high school students.

SAMPLING

Sampling methods are broadly distinguished by whether they involve randomized selection.¹⁰⁷

¹⁰⁷ In technical parlance, random sampling is commonly referred to as “probability sampling”—non-random referred to as “nonprobability sampling.”

Random sampling—selecting members from a population from each grade included grade 7,8,9,10,11 and 12 in Fitrah Islamic World Academy Boarding school by using a random selected number of students in a statistical description method.

Random sampling enables generalization of findings to the population on the basis of statistical inference.

Random sampling requires a population list which is a complete list of every member included in the population.

TYPES OF RANDOM SAMPLING

Stratified—identifying important subgroups within a population and randomly selecting respondents from within each of those groups.

Cluster—identifying pre-existing groups of students to which respondents belong groups like English club.

Non-random sampling techniques—respondent selection without randomization. Non-random techniques do not allow generalization the population on the basis of statistical inference, but they may allow key differences from different segments of the population to be uncovered.

TYPES OF NON-SAMPLING (NON-PROBABILITY)¹⁰⁸

Convenience—Selection of respondents on the basis of convenience, such as availability of respondents at certain times, geographical proximity, ease of accessibility, etc.

Snowball—identifying a few individuals in the population and asking them to identify further population members (useful for studying groups whose membership is not readily identifiable)

Quota—defining distinct subgroups in a population exxample males and femalesalthough our school is only for boys so the distinction will be based on grades to which the selected students belongs and sampling will be specified to a minimum number of respondents from within each of those subgroups.

DECISION IN CHOOSING A SAMPLING METHOD

Random sampling allows generalization from the sample to the population on the basis of statistical inference. However, rigorous generalization may be relevant for certain evaluation uses and audiences and not for others.

¹⁰⁸ Other types of purposive, non-random sampling techniques include modal instance sampling, expert sampling, and diversity/heterogeneity sampling.

Reference:<http://www.socialresearchmethods.net/kb/samprnon.php>

Table 3.1

METHOD	STRENGTHS/DRAWBACKS	ISSUES TO CONSIDER
Random Sampling (RS)	<p>Strengths Rigorous generalization of survey results to a population. Statistical tests of validity.</p> <p>Drawbacks Technically complex; requires statistical expertise Creating the sample frame/population list can be time-consuming.</p>	<p>Generalizability Given intended uses and likely audiences, how important is generalization?</p> <p>Feasibility Is the sampling population list possible to construct? Does statistical expertise exist?</p>
Non-random Sampling (NRS)	<p>Strengths Weak generalizability (using stratification&quot; techniques). Appropriate for exploratory. Efficient implementation. Cost effective. Easy to reach respondents</p> <p>Drawbacks Inability to rigorously generalize to populations.</p>	<p>Generalizability Given intended uses and likely audiences, is rigorous generalization even necessary? If so, given intended uses and likely audiences, will —weak generalization from NRS methods suffice?</p>

SAMPLE SIZE

How data will be used and should affect decisions about sample size. In general, if generalization from the sample to the population is crucial for use of findings, then sample size becomes important. If generalization is not a priority, sample size is potentially less of an issue.

However, determining a needed sample size is not a straightforward matter. As many respondents as possible is common and correct advice, but unhelpfully vague.

Important note: Ultimately, in foreign language programs, it is most often the case that getting at least some responses is better than having no information at all for evaluation purposes. However, in order to increase the representativeness of findings from surveys, it will pay to put some effort into thinking about how best to get at a sufficient number of responses. Where surveys are used beyond individual programs (e.g., across language programs of a particular type in the Fitrah Islamic World Academy), sampling issues become increasingly important for informing accurate interpretations and the responsible use of surveys.

2. TARGET POPULATION AND SAMPLING FRAME OF DATA COLLECTION

a. DATA COLLECTION MECHANISM FLOW CHART

The following is the chart flow mechanism of collecting data at Fitrah Islamic World Academy which was done between Tuesday, 14 August 2018 to Tuesday, 18 September 2018.

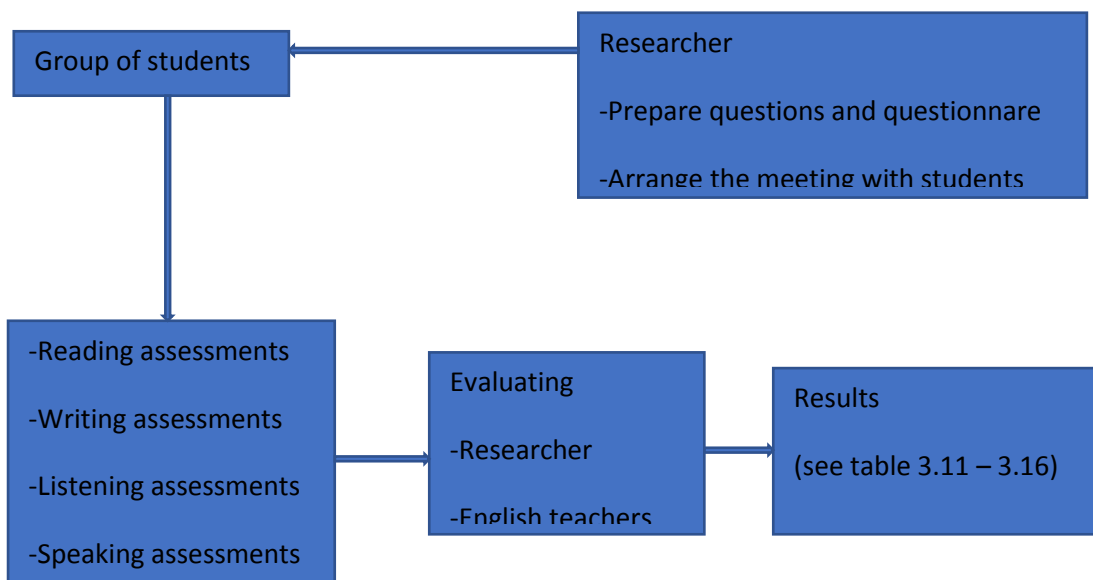


Figure 1 above: Chart flow mechanism of collecting data

A clear and precise definition of the target population is necessary to ensure that the population of interest is adequately covered by the participating students and to maintain consistency and comparability across the school.

The target population covers only some selected students from each grade and not all the entire school students' population for the following classes:

Grade 7 Junior High School as shown in table 3.2(page 78), table 3.3(page 78), table 3.4(page 79) and table 3.11(page 98)

Grade 8 Junior High School as shown in table 3.2(page 78), table 3.3(page 78), table 3.5(page 80) and table 3.12(page 99)

Grade 9 Junior High School as shown in table 3.2(page 78), table 3.3(page 78), table 3.6(page 81) and table 3.13(page 100)

Grade 10 Senior High School as shown in table 3.2(page 78), table 3.3(page 78), table 3.7(page 101) and table 3.14(page 102)

Grade 11 Senior High School as shown in table 3.2(page 78), table 3.3(page 78), table 3.8(page 83) and table 3.15(page 102)

Grade 12 Senior High School as shown in table 3.2(page 78), table 3.3(page 78), table 3.9(page 84) and table 3.16(page 103)

The population consists of the area under the effective understanding of the English language as shown below:

Table 3.2: CLASS SPECIFIC ASSESSMENTS CRITERIA

Grade	specific assessments criteria
7	Excellent,Intermediate and Low achievers in English language
8	Excellent,Intermediate and Low achievers in English language
9	Excellent,Intermediate and Low achievers in English language
10	Excellent,Intermediate and Low achievers in English language
11	Excellent,Intermediate and Low achievers in English language
12	Excellent,Intermediate and Low achievers in English language

Although the number of students who will be take as a sample are shown in the table below:

Table 3.3: STUDENTS CONDUCTING SAMPLING

Grade	Number of students in each Grade and Category
7	30 students,each category 10 students as shown in Table 3.4
8	30 students,each category 10 students as shown in Table 3.5
9	30 students,each category 10 students as shown in Table 3.6
10	30 students,each category 10 students as shown in Table 3.7
11	30 students,each category 10 students as shown in Table 3.8
12	17 students,each category 10 students as shown in Table 3.9
Total	167 students in all grades

The research population sample will take the four standard of language acquisition methods which are reading,writing,listening and speaking.

And these scores will be represented according to the minimum passing score based on the school curriculum as will be verified by the English teachers who will be mentioned their names in the table below.

Table 3.4: Grade 7 Survey results assessments (Mr. Bayu Jatmiko)

No	Students(7A-7D)	Reading	Writing	Listening	Speaking
1	Danendra Z. A. P.				
2	Daniswara Z. A. P.				
3	Kentaro R.B.				
4	M. Fikri Fahridzi				
5	M. Hamdan Amin				
6	M. Irsyad Dimas P.				
7	Alif Oryza Kusuma				
8	Atalla Rizki Adi P.				
9	Muafael K. A. I.				
10	Naufal Hakim				
11	Rafiansyah N. M.				
12	Rasydan Hazim A.				
13	Daffa Abiyyu W.				
14	Daffaa'Shidqi R. M.				
15	Faizal Crespo A.				
16	Farrel N. Ahmad				
17	Harky Yusuf L.				
18	Khalifah Rabbani				
19	M. Dighram				
20	Nabil al rasyid seva				
21	Nafil A. Zafran				
22	Valero A. Jiandra				
23	Ghezy A. Rantisi				
24	Diaz Ryufino				
25	Ghalib W. Nugroho				
26	Hisyam Rizqy H.				
27	Izyan A. Ayman R.				
28	Ali Saleh				
29	Faris A. Naadir				
30	Cordova Ihsan M.				

Table 3.5: Grade 8 Survey results assessments (Mr. Dedi febrianto)

No	Students(8A-8F)	Reading	Writing	Listening	Speaking
1	M. Husain Assajad				
2	M. Fadzli Fauzan				
3	Zhorif Muntasyir N.				
4	Ady Miqdam A.				
5	Ahmad Hafiiz Anas				
6	Fakhri Athallah W.				
7	Naufal Fikri P. G.				
8	Ahmad Faiz Martak				
9	Keefe Nararya K.				
10	M.Danu Firmansyah				
11	M. Faiz Reazana				
12	M. Thariq Luthfi P.				
13	M. Alvito Najwaan				
14	Ahmad Ghazy A. A.				
15	Albin Halmar S				
16	Juan Azari B. U.				
17	Mirza Putra Alvares				
18	M. Aldito Dzakwaan				
19	M. Aulia Fathir				
20	Rafly Ihsan Pratama				
21	Farrel Khairan				
22	M. Rifat Alghifari				
23	Usman R. Mulyadi				
24	M. Ayman Askari				
25	M. Ramdhani				
26	Ramadhan M. Mahd				
27	M. Zufar D.				
28	Muhammad Zayyan				
29	Raffly Sapda Ilham				
30	Rayhan H. Nasution				

Table 3.6: Grade 9 Survey results assessments (Mr. M Fauzan)

No	Students(9A-9D)	Reading	Writing	Listening	Speaking
1	M. Adam Ngardjo				
2	Muhammad Izzan				
3	Teuku M. Alif R. A.				
4	Shidqi Abdillah				
5	Sakhi Aqsa Raditya				
6	Rahman M. W. U.				
7	M. Naufal Fathan				
8	M. Faiz Satrio Hanif				
9	M. Haikal P.				
10	M. Ryaas Rizqy H.				
11	M. Brilianto W.				
12	Daffa Gadila Yaafi				
13	Ghifari Fathurrahmn				
14	Aksa Naveed G.				
15	Faaza Fauzan A.				
16	M. Ukkasya R				
17	M. Fajar Habibie				
18	M. Luthfi Hakim				
19	Vidiawan Nabel A.				
20	Yakhof Kalladzi M.				
21	M. Fadhil Prasetya				
22	Muhammad Fadlan				
23	Razan Raif				
24	Fergie Brilian A.				
25	Andi Adnan A.				
26	Alfath Fathan A.				
27	Muhammad Akbar				
28	Syauqi Faris Imtiyaz				
29	Aditya Kasyful K.				
30	Avicenna				

Table 3.7: Grade 10 Survey results assessments (Mr. P.Bagus R)

No	Students(IPA& IPS)	Reading	Writing	Listening	Speaking
1	Fawwaz Grawitha S.				
2	M. Fauzan Adim R.				
3	M. Ilham Saputra				
4	M. Sulthan Al Faruq				
5	Nezar Afradias Zaid				
6	Reizaldy M. Arsyia				
7	Daffa M Raihan				
8	Haikal Zaky K. M.				
9	Ahmad Dzaki A.				
10	Hafizh Anshori				
11	Kelvin Febrian M.				
12	Farrel Afif W.				
13	M.Reza Rasyid N. A				
14	Abiyyu G.Ghifari				
15	M.Zafran A.				
16	Fajar Imam Zarkasi				
17	Akram Zaim				
18	Aulia Rafi Denia				
19	Billy Dwi Suharno				
20	Rozan D. Johansyah				
21	F. Farid Wahyudin				
22	Rifqi Kausar A. S.				
23	M. Rajwa M. W.				
24	Radian Hafizh A.				
25	Aidan Rafif Ghifari				
26	Fabian Alifio				
27	Fajar Satrio				
28	M. Erlangga				
29	Rohid Al Ghifari A.				
30	Daffa Nabil Raditya				

Table 3.8: Grade 11 Survey results assessments (Mr. Ilham A. R.)

No	Students(IPA&IPS)	Reading	Writing	Listening	Speaking
1	Khilal Syauqi				
2	Muhammad Ihsan				
3	M. Rhein Salim				
4	Nathaniel Abraro				
5	Humam Adli				
6	M. Rakan Rahman				
7	M. Ridho Izzulhaq				
8	Fathan Rakha R.				
9	Yusuf Rizky N.				
10	Rafi Athallah S.				
11	Fahim Al Aqsha A.				
12	Fairuz Ziyad Kent				
13	Fathurrizqi Raffiq				
14	Ghathfan Eka P.				
15	Harvi M. Fathiarq				
16	M. Abiyyu P.				
17	M. Adam Firdaus				
18	Muhammad Ikhsyan				
19	M. Michael Martino				
20	R. A. Khadhafi				
21	Adiy Muhammad				
22	Ahmad Adam				
23	Azyuma Azra				
24	Daffa A. Nasution				
25	Dyka Syah Pahlevi				
26	Frizzy Dhafin Bachri				
27	Rafi Sinatria Adabi				
28	Sang Rajasa Magistra				
29	Ryan Kurnia Wijaya				
30	Arsyaddhia Edra R.				

Table 3.9: Grade 12 Survey results assessments (Mr. Ilham A. R.)

No	Students(IPA&IPS)	Reading	Writing	Listening	Speaking
1	Ahmad Rafi Sagoro				
2	Adri Aulia Mahran				
3	Fauzan Agra I.				
4	M. Hamzafidz Javier				
5	A. Fakhriansyah P.				
6	Hafiyyan A. Naufal				
7	P. B. Wira Yudha				
8	Thufail Mahdi H.				
9	M. Ginga Nasrullah				
10	M. Fadhilah Dzikri				
11	M. Abipraya Pohan				
12	M. Adzkal Hafizh				
13	M. Tharif Zhafran A.				
14	Awang Narazaki				
15	Sulthan Makarim(quit)				
16	M.Rizki(quit)				
17	Othman Kebe(quit)				

B. CHARACTERISTICS OF DATA

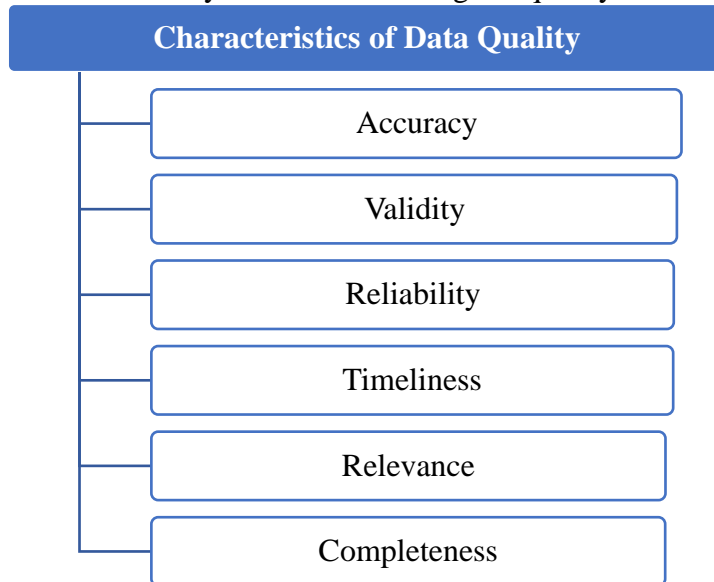
The terms ‘data’, ‘information’ and ‘knowledge’ are frequently used interchangeably and are defined in the following table. This document introduces and focuses on data which is the basic facts from which information can be produced by processing and analysis.

Table 3.10

Data	Data are numbers, words or images that have yet to be organised or analysed to answer a specific question.
Information	Produced through processing, manipulating and organising data to answer questions, adding to the knowledge of the receiver.
Knowledge	What is known by a person or persons. Involves interpreting information received, adding relevance and context to clarify the insights the information contains.

1.CHARACTERISTICS OF DATA QUALITY

There are six identified key characteristics of good quality data.



a.ACCURACY

Data should be sufficiently accurate for the intended use and should be always captured only once at the point of activity, although it may have multiple uses.

The collected data is directly input for gathering information.

Where appropriate, base data, i.e. denominators and numerators, will be input into the system which will then calculate the result. This will eliminate calculation errors at this stage of the process, as well as provide contextual information for the reader.

Data used for multiple purposes, such as population and number of households, is input once by the system administrator.

b.VALIDITY

Data should be recorded and used in compliance with relevant requirements, including the correct application of any rules and definitions. This will ensure consistency between periods and with measuring what is intended to be measured.

c.RELIABILITY

Data should reflect stable and consistent data collection processes across collection points and over time. Progress toward performance targets should reflect real changes rather than variations in data collection approaches and methods.

Source data is clearly identified and readily available from manual, automated or other systems and records.

d. TIMELINESS

Data should be captured as quickly as possible after the event or activity and must be available for the intended use within a reasonable time period. Data must be available quickly and frequently enough to support information needs and to influence the decisions.

Performance data is requested to be available within one calendar month from the end of the previous quarter and is subsequently reported to the respective school Administration to be checked before published or used.

e. RELEVANCE

Data captured should be relevant to the purposes for which it is to be used. This will require a periodic review of requirements to reflect changing needs.

f. COMPLETENESS

Data requirements should be clearly specified based on the information needs of the school and data collection processes matched to these requirements. Checks will be made to ensure for completeness of data.

C. RESEARCH VARIABLE AND MEASUREMENTS UNIT

1. RESEARCH VARIABLE

A variable is a condition or quality that can differ from one case to another. The variable in this thesis is based on the title which is: Students' Effectiveness in Learning English as a Foreign Language at Fitrah Islamic World Academy, There are two variables:

First of all is Effectiveness learning of English ;and

The second is English as a foreign language

These two variables are already discussed in Chapter one, based on its objectives, benefits and also why the topic was selected.

The choice of variables to investigate is affected by a number of complex factors, three of which I will emphasize here.

a. Theoretical framework. Theories are ways of interpreting the world and reconciling ourselves to it, and even though we may take for granted that a variable is worthy of research, it is in fact often a highly charged selection process that directs one's attention to it. We may be working within an established theoretical tradition that considers certain variables to be central to its world-view.

b. Pre-specified research agenda. Sometimes the research question and the variables to be investigated are not determined by the researchers themselves.

c. Curiosity-driven research. Sometimes we might not have a clearly defined theoretical framework to operate in, nor clear directives from another person or body as to the key concepts to be investigated. Instead we want to investigate a variable purely on the basis of a hunch, a loosely conceived feeling that something useful or important might be revealed if we study a particular variable. This can be as important a reason for undertaking research as theoretical imperatives. Indeed, when moving into a whole new area of research, into which existing theories have not ventured, simple hunches can be fruitful motivations.

In this research the study is interested in students' effectiveness learning of English as a foreign language at Fitrah Islamic World Academy.

A number of operational definitions will be employed:

a. Counting students' results of effectiveness in learning English
b. Calculating the amount of time a student can be fluent in English language

c. Recording students' scores in their development to learn English

A number of factors affect the extent to which we can arrive at an operational definition of a variable that has high construct validity.

a. The complexity of the concept. At a broad level we can differentiate between physical, mental, and emotional health; two people might be physically well, but one is an emotional wreck while the other is happy and contented.

In the case the difficulties arise in such a way that to measure someone's fluent in a certain language mostly in a place that language is not usually spoken is not easy and need long time of face-to-face conversation and record.

b. Availability of data. We might have an operationalization that seems to capture perfectly the underlying variable of interest, but some times it is difficult for the students to cooperate even though it is for their own benefit.

2. LEVELS OF MEASUREMENTS

A scale of measurement allows us to collect data that give us information about the variable we are trying to measure.

Data are the measurements taken for a given variable for each case in a study. Scales of measurement, however, do not provide the same amount of information about the variables they try to measure. In fact, we generally talk about measurement scales having one of four distinct levels of measurement: nominal, ordinal, interval, and ratio.

We speak of *levels* of measurement because *the higher the level of measurement the more information we have about a variable*. These levels of measurement are a fundamental distinction in statistics, since they determine much of what we can do with the data we gather. In fact, when considering which of the statistical techniques we can use to analyse data, usually the first

question to ask is the level at which a variable has been measured. As we shall see there are things we can do with data collected at the interval level of measurement that we cannot do with data collected at the nominal level.

3. NOMINAL SCALES

The lowest level of measurement is a nominal scale.

A nominal scale of measurement classifies cases into categories that have no quantitative ordering.

For example, assume I am interested in students' effectiveness learning of English as a foreign language. Operationally I define a students' achievements as the established by the school to which they belong, providing the following range of categories: Fluent, Intermediate and low achievers of students in learning english.

Notice that to ensure the scale is exhaustive this nominal scale, like most nominal scales, has a catch-all category of 'Other'. Such a catch-all category, sometimes labelled 'miscellaneous' or 'not elsewhere counted', at the end of the scale often provides a quick way of identifying a nominal scale of measurement.

It is important to keep this in mind, because *for convenience* we can assign numbers to each category as a form of shorthand.

Thus, I may code to assign numbers to the categories of students' fluent in English in the following way:

1	2	3
low	intermediate	fluent

These numbers, however, are simply category labels that have no quantitative meaning. The numbers simply identify different categories, but do not express a mathematical relationship between those categories. They are used for convenience to enter and analyse data.

4. ORDINAL SCALES

An ordinal scale of measurement also categorizes cases. Thus, nominal and ordinal scales are sometimes collectively called categorical scales. However, an ordinal scale provides additional information.

An ordinal scale of measurement, in addition to the function of classification, allows cases to be ordered by degree according to measurements of the variable.

Ordinal scales, that is, enable us to rank cases. Ranking involves ordering cases in a quantitative sense, such as from 'lowest' to 'highest', from 'less' to 'more', or from 'weakest' to 'strongest', and are particularly common when measuring attitude or satisfaction in opinion surveys.

One common mistake in statistical analysis is to treat scales that allow either a 'No' or 'Yes' response as only nominal, when they are almost invariably

ordinal. Consider a question that asks participants in a study ‘Do you feel healthy?’ We can say that someone who responds ‘Yes’ is not only different in their (perceived) health level, but they also have a higher health level than someone who responds ‘No’. Practically any question that offers a Yes/No response option can be interpreted in this way as being an ordinal scale.

5. INTERVAL AND RATIO SCALES

Ordinal scales permit us to rank cases in terms of a variable; we can, for example, say that one case is ‘better’ or ‘stronger’ than another. But an ordinal scale does not allow us to say *by how much* a case is better or stronger when compared with another.

In this measurement scale the numbers we get do really signify a quantitative value: number of years. It is this ability to measure the distances between points on the scale that makes this method of observing age an interval or ratio scale.

An interval scale has units measuring intervals of equal distance between values on the scale.

A ratio scale has a value of zero indicating cases where no quantity of the variable is present.

Nominal data have the least information, ordinal data give more information because we can rank cases, and interval or ratio data capture the most information since they allow us to measure difference.

Before concluding this discussion of levels of measurement there are two important points to bear in mind. The first is that any given variable can be measured at different levels, depending on its operational definition. Conversely, a specific scale can provide different levels of measurement depending on the particular variable we believe it is measuring; it can be, to some degree, a matter of interpretation.

Descriptive statistics are the numerical, graphical, and tabular techniques for organizing, analyzing, and presenting data.

The great advantage of descriptive statistics is that they make a mass of research material easier to ‘read’. By *reducing* a large set of data into a few statistics, or into some picture such as a graph or table, the results of research can be clearly and concisely presented.

In other words, just as a map loses some information when summarizing a piece of geography, some information is lost in describing data using a small set of descriptive statistics: it is a question of whether the information lost would help to address the research problem at hand. In other words, the choice of descriptive statistics used to summarize research data depends on the research question we are investigating for evaluation.

D. DATA INSTRUMENTS

DATA COLLECTION INSTRUMENTS

Accurate and systematic data collection is critical to conducting scientific research.

Data collection allows us to collect information that we want to collect about our study objects.

Depending on research type, methods of data collection include: documents review, observation, questioning, measuring, or a combination of different methods.

QUESTIONNAIRE

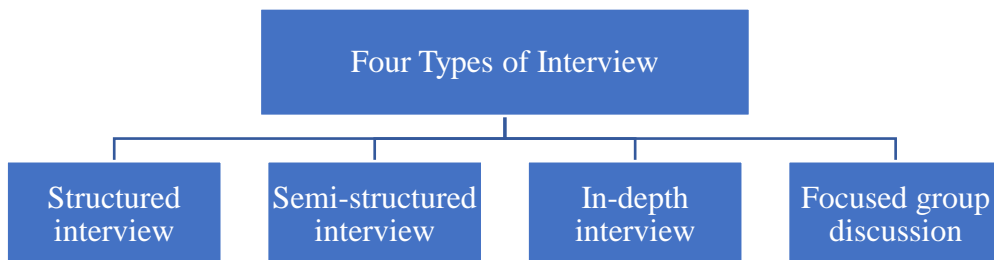
A questionnaire is a data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents.¹⁰⁹

INTERVIEW

Interviews consist of collecting data by asking questions.

Data can be collected by listening to individuals, recording, filming their responses, or a combination of methods.

There are four types of interview:



FOCUSED GROUP DISCUSSION

Focus group is a structured discussion with the purpose of stimulating conversation around a specific topic.

Focus group discussion is led by a facilitator who poses questions and the participants give their thoughts and opinions.

Focus group discussion (FGD) gives us the possibility to cross check one individual's opinion with other opinions gathered.

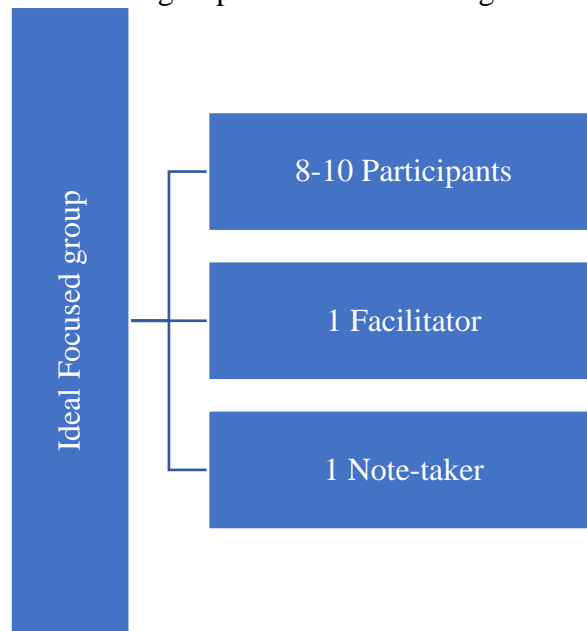
¹⁰⁹The Free Encyclopaedia, *Questionnaire*, September 2012.

A well organized and facilitated FGD is more than a question and answer session.

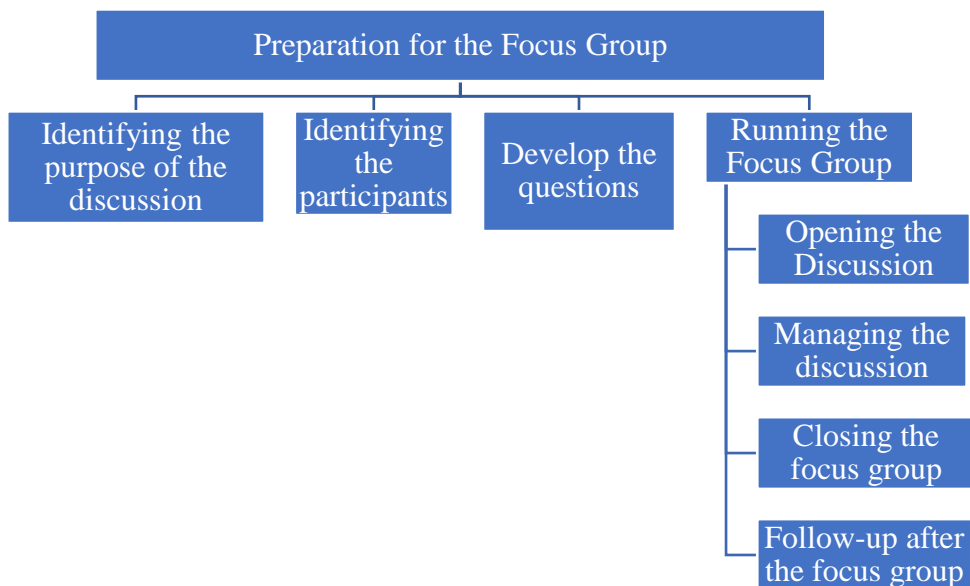
In a group situation, members tend to be more open and the dynamics within the group and interaction can enrich the quality and quantity of information needed.

Focus group discussion, some practical issues

The ideal size of the Focus groups as shown in the figure below:



Preparation for the Focus Group as shown in the chart below:



E. TYPES OF RESEARCH DATA

There are many types of data which can be collected, analysed and given as valid information. Among these methodologies of collecting data and informtions are:

1. PRESENTING QUALITATIVE DATA

This research is going to use tables for coded textual data, group by code or category and frequency starting from largest to smallest scores. Consider including all raw data in a report appendix.

2. INTERPRETING RESEARCH DATA¹¹⁰

Like analysis, data interpretation is a subjective process. Where possible judgments and conclusions should be achieved via dialogue and consensus (consider involving more than one decision maker/primary intended user in the interpretation process to avoid misinterpretation of collected data.

¹¹⁰ Davis, K. A. *Qualitative theory and methods in applied linguistics research. TESOL Quarterly*, University of Hawai'i, U.S.A, 1995

3. USING SURVEY FINDINGS¹¹¹

a. REPORTING SURVEY FINDINGS

Reporting is a key component of useful evaluation. Good evaluation work can be undone by inappropriate reporting, undermining the ability to use findings as a feedback.

In general, a useful report is informative, timely, accessible, relevant and meaningful for users and other audiences. Other considerations include the following:

b. INITIAL DECISIONS

1. Considering the specific students who will participate and be involved in the reporting process and assessments.

2. Preparation of time needed for reporting as schedule accordingly.

3. Considering an appropriate venue, date, and time for making interview and assessing the students.

c. THE AUDIANCE

Given the audience, in this case will look how the students will be involved in the research for collecting the data and how should survey findings be communicated and shared. And this will be discussed about:

1. Flexibility; The collecting data will be flexible of time ,that means the data will be collected not only inside the class room but even outside the class rooms to individual students.

2. The decision making will be discussed with english teachers as well for final verifying the data,time constraints and availability of data.

3. Considering the knowledge-levels of decision making, and the effect on how it will be conducted the assessment reports

4. Assuming that not all audiences understand technical language and concepts of measuring the fluent of the students.

d. THE MEDIUM

Different formats will suit different audiences and purposes, so if considering interactive formats, the students can be accessed by writing, reading, listening and speaking and it maybe individual or in groups in different time.

e. DRAFTING AN ACTION PLAN WITH TIMELINE

Once findings are collected, there will be time to evaluate the data and formulate a plan to use the information.

¹¹¹ Davis, K. A. *Qualitative theory and methods in applied linguistics research. TESOL Quarterly*, University of Hawai'i, U.S.A ,2011

After collecting the data and analysing, the next steps is to give the view about the collected data if they meet the needs otherwise what should be done to reach the goals.

F. RESOURCES OF DATA COLLECTION AND STORAGE

After the data has been compiled, this set of resources on data collection and storage can be used to aid in the development of monitoring and evaluation plans. When used in conjunction with a solid theory of change, these resources can help to ensure the collection of credible, actionable, and transportable data.

G. DATA COLLECTION TECHNICIS

Before decisions are made about what data to collect and how to analyse them, the purposes of the evaluation must be decided an overview impact of Evaluation. An impact evaluation may be commissioned to inform decisions about making changes to a programme or policy (i.e., formative evaluation) or whether to continue, terminate, replicate or scale up a programme or policy (i.e., summative evaluation). Once the purpose of the evaluation is clear, a small number of high levels not more than 10 persons need to be agreed, because according to the real situation the school sometimes maybe can not be satisfied with the result so need to make more verification from teachers or even find the evaluators form outside the school to see if the result found by the researcher is valid.

Good evaluation questions are not just about ‘What were the results?’ (i.e., descriptive questions) but also ‘*How good* were the results?’ (i.e., judging the value of the programme or policy). Impact evaluations need to gather evidence of impacts (e.g., positive changes in under-five mortality rates) and also examine how the intended impacts were achieved or why they were not achieved. This requires data about the context.

1.SELF-ADMINISTERED SURVEYS

Self-administered surveys have special strengths and weaknesses. They are useful in describing the characteristics of a large population and make large samples feasible. In one sense, these surveys are flexible, making it possible to ask many questions on a given topic. This also provides flexibility in the analysis of the responses.

On the other hand, standardized questionnaire items often represent the least common denominator in assessing people’s attitudes, orientations, circumstances, and experiences.

By designing questions that will be appropriate for all respondents, it is possible to miss what is most appropriate to many of the respondents.¹¹²

2.PERSONAL INTERVIEWS

The interview is an alternative method of collecting survey data. Rather than asking respondents to fill out surveys, the students will be asked questions orally and record respondents' answers. This type of survey generally decreases the number of "do not know" and "no answer" responses, compared with self-administered surveys. Interviewers also provide a guard against confusing items. If a respondent has misunderstood a question, the interviewer can clarify, thereby obtaining relevant responses.¹¹³

As noted previously, personal interviews are a good way to gather information from community of students, particularly those who might be unwilling or too busy to complete a written survey.

Some of the advantages of the personal interview are:

1. *Flexibility.* Allows flexibility in the questioning process and allows the interviewer to clarify terms that are unclear.
2. *Control of the interview situation.* Can ensure that the interview is conducted in private, and respondents do not have the opportunity to consult one another before giving their answers.
3. *High response rate.* Respondents who would not normally respond to a mail questionnaire will often respond to a request for a personal interview.
5. *Interviewer bias.* The advantage of flexibility leaves room for the interviewer's personal influence and bias, making an interview subject to interviewer bias.

Some of the disadvantages are:

1. *Higher cost.* Costs are involved in selecting, training, and supervising interviewers if need more interviewers apart from the researcher himself; perhaps in paying them; and in the travel and time required to conduct interviews if the survey is conducted far from working place or far from living position.
2. *Lack of anonymity.* Often the interviewer knows all or many of the respondents. Respondents may feel threatened or intimidated by the interviewer, especially if a respondent is sensitive to the topic or to some of the questions.¹¹⁴

¹¹² Earl R. Babbie, *The practice of social research insociology*, Cleveland State University, Ohio U.S.A, 1992.

¹¹³ Earl R. Babbie, *The practice of social research in sociology*, Cleveland State University, Ohio U.S.A, 1992.

¹¹⁴ Chava Frankfort Nachmias, *Research methods in social sciences*, New York St. Martin's Press, 1996

3.FOCUSED GROUP

Another method of collecting information is the focus group which is going to be used. Focus groups are useful in obtaining a particular kind of information that would be difficult to obtain using other methodologies. A focus group typically can be defined as a group of people who possess certain characteristics and provide information of a qualitative nature in a focused discussion.

Focus groups generally are composed of six to twelve people.

Size is conditioned by two factors: the group must be small enough for everyone to participate, yet large enough to provide diversity. This group is special in terms of purpose, size, composition, and procedures. Participants are selected because they have certain characteristics in common that relate to the topic at hand, such as one grade students but of different classes and, generally, the participants are unfamiliar with each other so that they will not get the time to discuss about the concerned topic of interview.

Focus groups offer several advantages:

1. Flexibility allows the researcher to probe for more in-depth analysis and ask participants to elaborate on their responses.
2. Outcomes are quickly known.
3. They may cost less in terms of planning and conducting than large surveys and personal interviews.

Limitations include:

1. A skilled researcher is essential.
2. Differences between groups can be troublesome to analyse because of the qualitative nature of the data.
3. Groups are difficult to assemble. People must take the time to come to a designated place at a particular time.

Participants may be less competitive in their responses in front of peers.

4. SELECTION OF FOCUSED GROUP PARTICIPANTS

It is necessary to identify each group that will participate in the discussion sessions; for example, students who are fluent in English, intermediate and low from the school in all grades. This will provide an indication of the number of discussion groups that will be conducted. Time, money, and the number of potential participants available will determine the number of groups that are feasible for each grade.

5. MODERATING DISCUSSION

An experienced focus group moderator should conduct the sessions. Moderating the discussion is difficult, and effective leadership is essential if the group is to accomplish its purpose. The moderator must not only be in

tune with the purpose of the group but also have the necessary skills to effectively guide the group process.

The following key points should be considered:

1. Keeping the conversation flowing. The moderator needs to keep control of the discussion session. If participants get off track, it is the role of the moderator to pull the group back together. The moderator should keep the discussion as informal as possible and should encourage all participants to say what is on their minds. The moderator is in charge of the discussion, and it is his or her duty to draw information from the participants.

2. Length of discussion. Each session should last approximately 90 minutes. The amount of information participants have and their willingness to participate will most likely dictate the length of the session.

3. Be neutral. One benefit of having an outside person moderate the discussion is that the person can be neutral. People may disagree during the discussion, and the moderator must give equal time to all viewpoints. The moderator should not provide information. It is not the moderator's place to offer or convince participants of any particular point of view.

6. ANALYZING OF RESULTS

After each focus group, the moderator or a neutral observer should write a report describing the discussion for the Assessment Work Group. The written report should follow the questions contained in the discussion guide. The report was broken down into the following sections:

1. Background and objectives. This section provides basic information regarding the initiative, purpose, and objectives of the assessment.

2. Methodology. This section should describe how, when, and where the focus groups were conducted. It should describe the characteristics of the focus group participants and why they were selected. It should inform readers that discussion results are the opinions of a small sample and should be viewed with that consideration in mind.

3. Summary. The summary is approximately one or two pages in length and should provide the reader with the important findings. It is suggested that this section be in a bulleted or numbered format.

4. Highlights of findings. This section provides the reader with an in-depth analysis of the questions contained in the discussion guide. This is the section in which quotes and comments should be used to support the research findings.

H. DATA ANALYSIS TECHNIQUES

In this section, we discuss approaches that are often used to guide the analysis of qualitative data. We also address three important issues in qualitative data analysis—credibility, transferability, and dependability—as

well as methods for ensuring that a qualitative study possesses these characteristics.

In analysing qualitative data, researchers often make use of cyclical data analysis.

Basically, this refers to the process of data collection, followed by data analysis, and a hypothesis-formation stage based on the first round of data collection, followed by a second and more focused round of data collection in which hypotheses are tested and further re-fined, with the process continuing until a rich and full picture of the data.

Once collection is completed, survey data will need to be organized into a format that enables interpretation by decision makers and other stakeholders. The key aspect of this process is to organize data in such a way that will enable relevant and sufficiently trustworthy interpretations, given the stipulated evaluation questions and uses.

A brief list of possible analysis procedures for closed-response survey items

1. Response rate
2. Descriptive statistics
3. Cross tabulation
4. Item reliability (internal consistency)

In Descriptive statistics which will be used to collect the data and information at the minimum, data analysis for closed-response items (no matter what the use) will likely involve showing descriptive statistics of some kind, which aim to summarize a data set.

Distribution summary of frequency of individual or ranges of values was included Frequencies (counts) and percentages in which the students achieved in assessments.

Also listing all the data from an open-response question in a single column, with one comment per cell. Next, number each row; then, create another adjacent column for labeling.

The next step was creating categories to differentiate between the fluent students from intermediate and weak in English language so that at the end there are suggestions whether the teaching methodologies to rise the level of the weak students are enough, need to improve or have to be changed.

After that there was checking categories from the results if it's appropriate. Some responses may not fit neatly into initial categories, so a number of subcategories or entirely new categories may be needed. Often it is the case that an overarching category is accurate, but that there are different values possible in responding to that category.

For example number of courses required may be a category, with too few, just right, and too many being the values options. Coding schemes should be able to identify large categories.

Ethical considerations: Given the nature of open-response items and the freedom provided for respondents to say what they like, bear in mind the following:

1. Responses may be harshly critical, even insulting of individuals;
2. Respondents may write something that inadvertently reveals their identity;
3. If responding in a second language, anonymity can be compromised by language proficiency if confidentiality has been assured, be mindful of ethical obligations to do evaluation that avoids bringing harm others. One solution is to omit information that will damage individuals or compromise identity.

In terms of credibility, because qualitative research can be

For *transferability* in qualitative research, the research context is seen as integral. Although qualitative research findings are rarely *directly* transferable from one context to another, the extent to which findings may be transferred depends on the similarity of the context. Important for determining similarity of context is the method of reporting known as "thick description," which refers to the process of using multiple perspectives to explain the insights gleaned from a study, and considering into account the actors' interpretations of their actions and the speakers' interpretations of their speech. Davis in 1995 distinguished three essential components of thick description:

1. *Particular description*: Representative examples from the data.
2. *General description*: Information about the patterns in the data.
3. *Interpretive commentary*: Explanation of the phenomena researched and interpretation of the meaning of the findings with respect to previous research.¹¹⁵

The idea behind thick description is that if researchers report their findings with sufficient detail for readers to understand the characteristics of the research context and participants, the audience will be able to compare the research situation with their own and thus determine which findings may be appropriately transferred to their setting. Other steps can be taken to augment the transferability of research.

For *confirmability*, researchers are required to make available full details of the data on which they are basing their claims or interpretations. This is similar to the concept of replicability in quantitative research, with the point being that another researcher should be able to examine the data and confirm, modify, or reject the first researcher's interpretations.

For *dependability*, researchers aim to fully characterize the research context and the relationships among the participants. To enhance

¹¹⁵ Davis, K. A. *Qualitative theory and methods in applied linguistics research, TESOL Quarterly*, University of Hawai'i, U.S.A., 1995

dependability, researchers may ask the participants themselves to review the pattern

I. TIME AND PLACE OF RESEARCH

About the time and place for research as I am a teacher in Fitrah Islamic World Academy I am conducting my research during the working hours while i am free and the students are free i can organize groups for filling the questioner also i can speak with respected students on spots for as many times as i can because I am always together with them and have interactions with them around the school.

Some times i have to organize the students outside the classes like we can be in playground, playing together and making simple discussion about the given topics while recording the results and listening to their conversations also pronounciations, selecting the words , proper use of grammar and polite language use.

J. RESEARCH SURVEY RESULTS

The following results below were found after long interaction with students, as will be discussed in Chapter IV later.

The tables comprises of seven columns in which the first column is numbers for the students.

The second column is showing the names of students

The third, fourth, fifth and sixth columns are showing the reading, writing, listening and speaking skills results which were collected from the students assessments and evaluating with the help of English teachers in each grade as shown in Figure 1: Chart flow mechanism of collecting data on page 78.

The seventh columns shows the average results from reading, writing, listening and speaking skills which determines the end results of the assessments results.

These tables are the same for all grades starting from grade 7, 8, 9, 10, 11 and 12 students.

The minimum results usually is 0 and the maximum value is 100 because the results was taken in the form of percentages. Also the minimum passing score for English Language which already decided by Fitrah islamic World Academy school is 76 which is similar with that from Indonesian Ministry of Education.

Grade 7 students achieved an average score of 90 in reading, 89 in writing, 89 in Listening and 89 in speaking, refer to table 3.11 page 92.

Grade 8 students achieved an average score of 92 in reading, 91 in writing, 92 in Listening and 93 in speaking, refer to table 3.12 page 93.

Grade 9 students achieved an average score of 96 in reading, 94 in writing, 95 in Listening and 95 in speaking, refer to table 3.13 page 94.

Grade 10 students achieved an average score of 92 in reading, 91 in writing, 91 in Listening and 92 in speaking, refer to table 3.14 page 95.

Grade 11 students achieved an average score of 90 in reading, 89 in writing, 90 in Listening and 90 in speaking, refer to table 3.15 page 96.

Grade 12 students achieved an average score of 97 in reading, 96 in writing, 96 in Listening and 96 in speaking, refer to table 3.16 page 97.

Also grade 9 students achieved an average of 79 in a two times try out examination during the preparation for the national Examination, and an average of 81 from the National Examination results, and 96 from the research results as shown in table 3.17 page 98. These grade 9 students are only those who continued to Senior high school in Fitrah Islamic World Academy, and those who went on to another school their names were omitted from the research table results because they didn't conduct the research interview examination.

According to the results above, Our school standard measurements for the students to be said fluent in English Language, the minimum score in each category of reading, writing, listening and speaking must be 90 percent out of one hundred.

Now if we compare the results with students' effectiveness in learning English we can see that grade 7 in table 3.11 page 92, students' average in reading is 90 which means already fluent in reading, although in writing, listening and speaking are below the fluent average and this can be because that they are just learning about three months in Fitrah Islamic World Academy, Therefore not yet reaching the effectiveness in learning English although most of the students already above the score of 90, but in general average we conclude that they are still below the fluent average.

For Grade 8 table 3.12 page 93, Grade 9 table 3.13 page 94, Grade 10 table 3.14 page 95, Grade 11 table 3.15 page 96 and Grade 12 table 3.16 page 97, the students' average in reading, writing, listening and speaking are above the score 90, except Grade 11 table 3.15 page 96 in an average of writing which the average is 89 below the fluent standard in Fitrah Islamic World Academy.

From this results it can be concluded that Grade 8, 9, 10, 11 and 12 already meet the fluent criteria of Effectiveness learning of English in Fitrah Islamic World Academy according to the research assessments,

Although need more effort to raise their language level because research assessments is just a little part of the International standard for measuring the fluent in English language.

Although, all students got the scores above the minimum passing score,

But does not mean that all students are perfect as it will be explained in the last chapter V later.

Table 3.11: Grade 7 Survey results assessments (Mr. Bayu Jatmiko)

No	Students(7A-7D)	Reading	Writing	Listening	Speaking	Average
	7A					
1	Danendra Z. A. P.	98	96	92	96	96
2	Daniswara Z. A. P.	97	90	93	95	94
3	Kentaro R.B.	99	94	91	94	95
4	M. Fikri Fahridzi	95	93	98	96	96
5	M. Hamdan Amin	97	95	94	95	95
6	M. Irsyad Dimas P.	94	93	95	95	94
7	Alif Oryza Kusuma	96	95	92	92	94
8	Atalla Rizki Adi P.	95	93	91	93	93
	7B					
9	Muafael K. A. I.	95	96	97	93	95
10	Naufal Hakim	97	95	96	94	96
11	Rafiansyah N. M.	90	88	84	85	87
12	Rasydan Hazim A.	89	87	93	86	89
13	Daffa Abiyyu W.	88	90	91	95	91
14	Daffaa'Shidqi R. M.	94	84	90	92	90
15	Faizal Crespo A.	83	95	87	90	89
	7C					
16	Farrel N. Ahmad	90	85	88	85	87
17	Harky Yusuf L.	89	90	92	86	89
18	Khalifah Rabbani	84	86	92	93	89
19	M. Dighram	94	90	86	88	90
20	Nabil al rasyid seva	89	93	92	94	92
21	Nafil A. Zafran	83	82	78	76	80
22	Valero A. Jiandra	79	84	82	85	81
23	Ghezy A. Rantisi	90	87	88	91	89
	7D					
24	Diaz Ryufino	87	82	90	85	86
25	Ghalib W. Nugroho	78	87	88	81	84
26	Hisyam Rizqy H.	84	86	82	90	86
27	Izyan A. Ayman R.	90	84	81	89	86
28	Ali Saleh	88	84	91	92	89
29	Faris A. Naadir	86	75	77	80	80
30	Cordova Ihsan M.	83	90	89	78	85
	Average	90	89	89	89	89

Table 3.12: Grade 8 Survey results assessments (Mr. Dedi febrianto)

No	Students(8A-8F)	Reading	Writing	Listening	Speaking	Average
	8A					
1	M. Husain Assajad	98	99	97	99	98
2	M. Fadzli Fauzan	96	98	95	95	96
3	Zhorif Muntasyir N.	100	97	96	97	98
4	Ady Miqdam A.	98	94	98	99	97
5	Ahmad Hafiiz Anas	96	97	93	94	95
6	Fakhri Athallah W.	95	97	100	100	98
7	Naufal Fikri P. G.	96	97	95	92	95
	8B					
8	Ahmad Faiz Martak	98	95	93	97	96
9	Keefe Nararya K.	99	95	98	94	97
10	M.Danu Firmansyah	98	94	93	96	95
11	M. Faiz Reazana	91	89	85	88	88
12	M. Thariq Luthfi P.	85	86	92	84	87
13	M. Alvito Najwaan	87	93	90	92	90
	8C					
14	Ahmad Ghazy A. A.	93	85	92	90	90
15	Albin Halmar S	84	96	89	95	91
16	Juan Azari B. U.	92	86	84	82	86
17	Mirza Putra Alvares	85	89	94	89	89
18	M. Aldito Dzakwaan	93	89	93	95	93
19	M. Aulia Fathir	96	98	88	90	93
20	Rafly Ihsan Pratama	90	95	94	96	94
21	Farrel Khairan	93	85	90	94	91
	8D					
22	M. Rifat Alghifari	88	85	90	93	89
23	Usman R. Mulyadi	92	90	87	90	90
24	M. Ayman Askari	97	90	95	96	95
25	M. Ramdhani	80	86	89	92	87
26	Ramadhan M. Mahd	85	86	83	93	87
27	M. Zufar D.	95	88	86	96	91
28	Muhammad Zayyan	93	89	94	92	92
29	Raffly Sapda Ilham	87	78	82	84	83
30	Rayhan H. Nasution	94	92	90	91	92
	Average	92	91	92	93	92

Table 3.13: Grade 9 Survey results assessments (Mr. M Fauzan)

No	Students(9A-9D)	Reading	Writing	Listening	Speaking	Average
	9A					
1	M. Adam Ngardjo	100	100	100	100	100
2	Muhammad Izzan	100	100	100	100	100
3	Teuku M. Alif R. A.	100	100	100	100	100
4	Shidqi Abdillah	100	100	100	100	100
5	Sakhi Aqsa Raditya	96	94	99	90	95
6	Rahman M. W. U.	100	100	100	100	100
7	M. Naufal Fathan	100	100	100	100	100
8	M. Faiz Satrio Hanif	100	100	100	100	100
9	M. Haikal P.	100	100	100	100	100
10	M. Ryaas Rizqy H.	98	96	98	100	98
11	M. Brilianto W.	100	100	100	100	100
12	Daffa Gadila Yaafi	100	100	100	100	100
	9B					
13	Ghifari Fathurrahmn	90	92	95	98	94
14	Aksa Naveed G.	96	90	96	94	94
15	Faaza Fauzan A.	100	100	100	100	100
16	M. Ukkasya R	100	100	100	100	100
17	M. Fajar Habibie	92	94	95	90	93
18	M. Luthfi Hakim	95	90	95	96	94
19	Vidiawan Nabel A.	100	100	100	100	100
20	Yakhof Kalladzi M.	100	100	100	100	100
	9C					
21	M. Fadhil Prasetya	90	85	84	88	87
22	Muhammad Fadlan	86	89	90	94	90
23	Razan Raif	95	89	86	93	91
24	Fergie Brilian A.	83	86	92	89	88
25	Andi Adnan A.	93	88	89	90	90
	9D					
26	Alfath Fathan A.	87	89	92	93	90
27	Muhammad Akbar	94	85	87	90	89
28	Syauqi Faris Imtiyaz	95	86	90	93	91
29	Aditya Kasyful K.	88	79	78	84	82
30	Avicenna	88	94	90	88	90
	Average	96	94	95	95	95

Table 3.14: Grade 10 Survey results assessments (Mr. P.Bagus R)

No	Students(IPA& IPS)	Reading	Writing	Listening	Speaking	Average
	10 IPA-A					
1	Fawwaz Grawitha S.	100	100	100	100	100
2	M. Fauzan Adim R.	100	100	100	100	100
3	M. Ilham Saputra	100	100	100	100	100
4	M. Sulthan Al Faruq	100	100	100	100	100
5	Nezar Afradiaz Zaid	100	100	100	100	100
6	Reizaldy M. Arsyia	100	100	100	100	100
	10 IPA-B					
7	Daffa M Raihan	96	95	92	92	94
8	Haikal Zaky K. M.	95	93	91	93	93
9	Ahmad Dzaki A.	93	96	97	95	95
10	Hafizh Anshori	96	95	97	94	96
11	Kelvin Febrian M.	93	88	84	85	88
12	Farrel Afif W.	88	87	93	88	89
13	M.Reza Rasyid N. A	89	90	91	95	91
14	Abiyyu G.Ghifari	93	84	90	92	90
	10 IPA-c					
15	M.Zafran A.	85	95	87	90	89
16	Fajar Imam Zarkasi	92	85	88	85	88
17	Akram Zaim	87	90	92	86	89
18	Aulia Rafi Denia	83	85	92	93	88
	10 IPS-A					
19	Billy Dwi Suharno	100	100	100	100	100
20	Rozan D. Johansyah	100	100	100	100	100
21	F. Farid Wahyudin	85	82	77	76	80
22	Rifqi Kausar A. S.	81	84	82	85	83
23	M. Rajwa M. W.	92	87	85	91	89
	10 IPS-B					
24	Radian Hafizh A.	89	82	90	85	87
25	Aidan Rafif Ghifari	79	87	88	86	85
26	Fabian Alifio	83	86	88	91	87
27	Fajar Satrio	91	84	81	89	86
28	M. Erlangga	83	84	91	98	89
29	Rohid Al Ghifari A.	87	75	77	82	80
30	Daffa Nabil Raditya	87	90	89	78	86
	Average	92	91	91	92	91

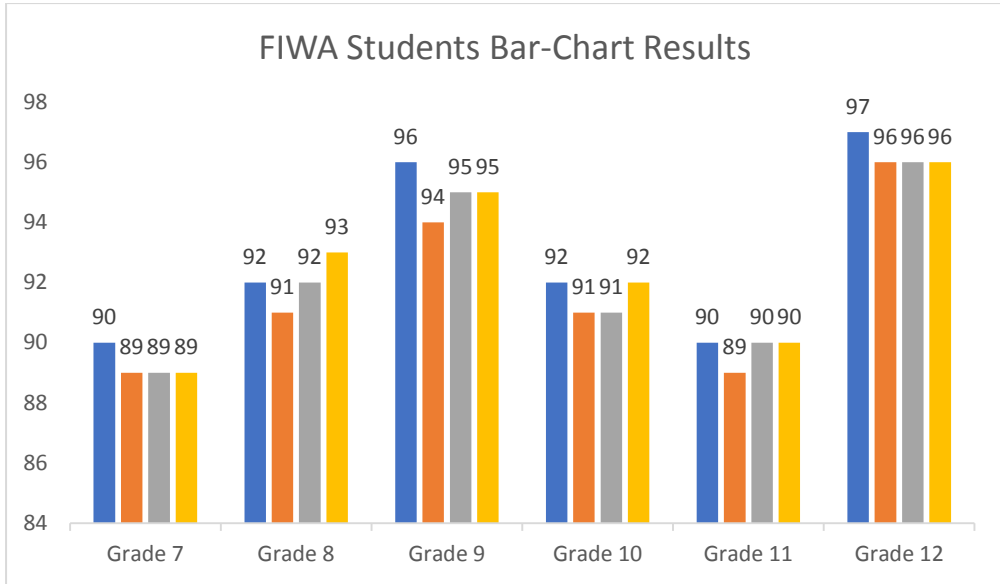
Table 3.15: Grade 11 Survey results assessments (Mr. Ilham A. R.)

No	Students(IPA&IPS)	Reading	Writing	Listening	Speaking	Average
	11 IPA-A					
1	Khilal Syauqi	95	94	92	96	94
2	Muhammad Ihsan	97	92	93	95	94
3	M. Rhein Salim	90	94	91	98	93
4	Nathaniel Abraro	95	93	98	95	95
5	Humam Adli	97	95	94	95	95
6	M. Rakan Rahman	93	93	95	95	94
7	M. Ridho Izzulhaq	92	95	92	92	92
8	Fathan Rakha R.	99	93	91	93	94
9	Yusuf Rizky N.	94	96	97	93	95
10	Rafi Athallah S.	91	95	96	93	94
	11 IPA-B					
11	Fahim Al Aqsha A.	89	88	84	85	87
12	Fairuz Ziyad Kent	90	87	93	86	89
13	Fathurrizqi Raffiq	89	90	91	95	91
14	Ghathfan Eka P.	92	84	90	92	90
15	Harvi M. Fathiarq	86	95	87	93	90
16	M. Abiyyu P.	91	85	88	85	87
17	M. Adam Firdaus	88	90	92	86	89
18	Muhammad Ikhsyan	85	86	92	93	89
19	M. Michael Martino	95	90	86	85	89
20	R. A. Khadhafi	96	98	94	96	96
	11 IPS-A					
21	Adiy Muhammad	83	82	78	78	80
22	Ahmad Adam	80	84	82	85	83
23	Azyuma Azra	93	87	88	93	90
24	Daffa A. Nasution	85	82	91	86	86
25	Dyka Syah Pahlevi	78	87	88	81	84
26	Frizzy Dhafin Bachri	82	86	82	90	85
27	Rafi Sinatria Adabi	91	84	87	84	87
28	Sang Rajasa Magistra	88	84	91	92	89
29	Ryan Kurnia Wijaya	82	75	77	80	79
30	Arsyaddhia Edra R.	81	90	89	78	85
	Average	90	89	90	90	89

Table 3.16: Grade 12 Survey results assessments (Mr. Ilham A. R.)

No	Students(IPA&IPS)	Reading	Writing	Listening	Speaking	Average
	12 IPA					
1	Ahmad Rafi Sagoro	100	100	100	100	100
2	Adri Aulia Mahran	100	100	100	100	100
3	Fauzan Agra I.	100	100	100	100	100
4	M.Hamzafidz Javier	100	100	100	100	100
5	A. Fakhriansyah P.	96	94	92	92	94
6	Hafiyyan A. Naufal	100	100	100	100	100
7	P. B. Wira Yudha	98	93	91	94	94
8	Thufail Mahdi H.	96	92	90	92	93
	12 IPS					
9	M. Ginga Nasrullah	100	100	100	100	100
10	M. Fadhilah Dzikri	100	100	100	100	100
11	M. Abipraya Pohan	100	100	100	100	100
12	M. Adzkal Hafizh	89	87	93	86	89
13	M.Tharif Z. A.	90	93	92	94	92
14	Awang Narazaki	93	89	87	85	89
15	Sulthan Makarim(q)	100	100	100	100	100
16	M.Rizki(quit)	95	90	89	95	92
17	Othman Kebe(quit)	100	100	100	100	100
	Average	97	96	96	96	97

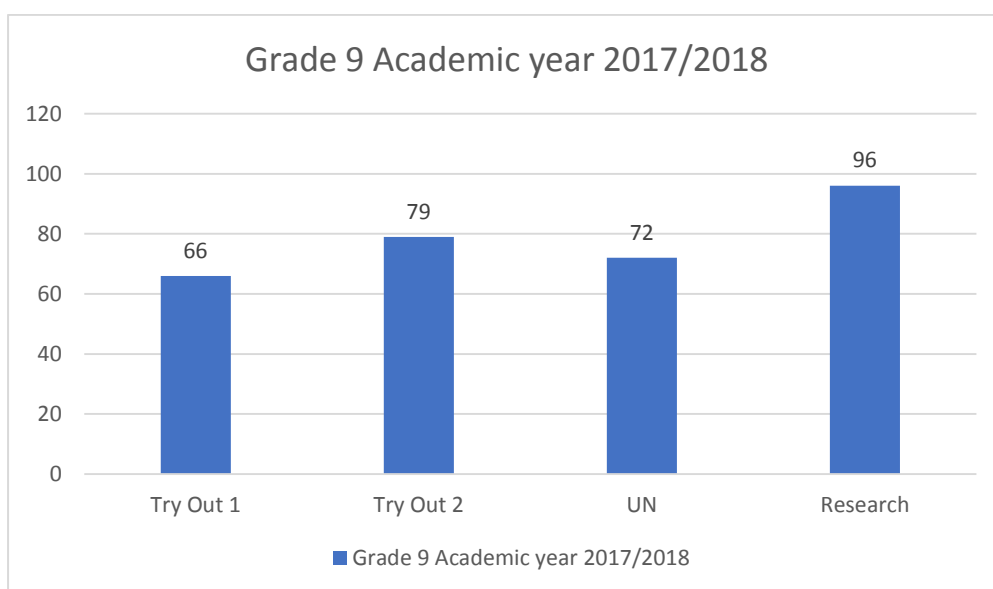
The above tables from table 3.11 to table 3.16 shows the results which were conducted at Fitrah Islamic World Academic by the guidance of English teachers.



The bar-chart above shows the Average Results of Students Research from Grade 7 to Grade 12 with their respective scores written above each bar.

Table 3.17: FIWA Grade 9 2017-2018 research English results compared with National Examination(UN) Results

No	Student name	TO Average	UN	Research results
1	Billy Dwi Suharno	84	86	100
2	Fawwaz G. Supendi	75	90	100
3	M. Fauzan Adim	79	82	100
4	M. Sulthan Al Faruq	84	80	100
5	Nezar Afradias Zaid	94	86	100
6	Reizaldy M. Arsyhan	85	80	100
7	Rozan D. Johansyah	88	80	100
8	Faturrahman F. W.	49	64	80
9	Rifqi Kautsar A.S.	73	78	83
	Average	79	81	96



The Bar-Chart above shows the Average Results for Grade 9 students for the two try outs examinations before the National Examination and National Examination results.

As we see from the table 3.17 above, from the results from National examination the students achieved less compared to survey assessments results maybe due to many factors.

a.the use of Computer based examination in which most of the students not yet familiar with.

Comparison matrices between research assessments and National Examination according to English four competences which are reading,writing,listening and speaking.

Table 3.18 Comparison between research assessment and National Examination

	Research	National exam	Comment
Reading	✓	✓	
Writing	✓	✓	
Listening	✓	-	
Speaking	✓	-	

If comparing between two assessments,the National Examination assessments missed the listening and speaking assessments which are the most important skills in determining the fluency in English language.

The positive from national examination is the even if the students can not speaking English if only they understand the tenses and English rules can pass the examination easily.

The negative side is that most of the students graduates from Junior and Senior high school with good scores from their final examinations but can not speak english or even understand if someone is talking.

K.RESEARCH SCHEDULE

Sometimes once time I am free in a week I can go to school only to meet the students for assessments or sometimes at night while they are free because I am living outside the school.

In this case I have completed my data collection as shown above from Table 3.11 till Table 3.16 and as will be discussed in the Chapter IV later in shaa Allah.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. GENERAL DESCRIPTION OF FITRAH ISLAMIC WORLD ACADEMY (FIWA)

FITRAH ISLAMIC WORLD ACADEMY (FIWA) PROFILE

Fitrah Islamic World Academy is an Islamic International Boarding School which was founded since 2015 by Mr. Johansyah special for Boys Junior and Senior High school with International standard based on Al-Quran and Sunnah of our beloved Prophet Muhammad (صلى الله عليه وسلم) according to the understanding of salafus sholih.

FIWA under direct care of predecessor scholars, namely:

Dr. Erwandi Tarmizi, M.A. Doctorate in principles of Fiqh, Faculty of Islamic Law, Al Imam Muhammad Islamic University bin Saud.

Dr. Sufyan Baswedan, Lc. MA. Doctor of Hadith Expert from Islamic University of Madinah - KSA.

Mr. Sri Darma Krida, S.Psi. Chairman of the Indonesian Muslim Scientist and Professional Community (KIPMI), a community of academics, professors, doctors and also Indonesian Muslim professionals at home and abroad.

FIWA is an Islamic Educational Private institution that integrates the DIKNAS curriculum and the Pesantren curriculum with The pious predecessor's guidelines integrated in the daily lives of students.

FIWA also implements International Curriculum programs with full English and Arabic based teaching of research, Project based Learning & Inquiry Based Learning and guided by the best teachers and instructors in their respective fields, Bachelor, Master and Doctor who graduated from inside and abroad.

Advantages of FIWA Islamic Boarding Schools:

Leadership Program Character development programs and leadership attitudes that are integrated in academic programs and daily practices of students.

Entrepreneurship Program Entrepreneurship development program and economic independence as well as the introduction of sharia transactions which provides and honour to students' life skills to develop themselves.

FIWA'S INCOME, EXPENSE AND FACILITIES

FIWA Mart- minimarket, Canteen - Paid Food Court supported by cashless system (elimination of cash shopping payments, through Students have ID card with microchip inside like e-toll card system for buying things in minimarket because it's not allowed to use cash except for new students whose Id cards not yet processed or lost and, in the process, to be made.

Building with complete supporting infrastructure in a comfortable and accessible environment from Jakarta, BSD, Bogor, Depok in just about 1 hour.

Security System: The school is secured 24 hours by security team, also integrated CCTV installed in every corner of the boarding school which makes the living in school safer and more comfortable for the students and the workers who stay inside the school.

Clinics / UKS with experienced health workers.

Outdoor sports field: Basketball, futsal, Badminton, mini soccer, & indoor table tennis, swimming pool, jogging track, green-house/ Hydroponics, Gazebo as a learning tool for students and parents gather at weekends, Archery Club and Tifan as Self-Defence.

FIWA INCOME RESOURCES

At first when the school started, The owner who used his own money to support the school program like paying teacher's salary and other Academic activities because he has and IT private Organisation since the school started only with three students and at the time the owner used to rent the building annual a Villa as FIWA Campus B in Villa Billabong Bogor.

After one year the owner had already bought a land before in Ciseeng Parung bogor which is FIWA campus A so he started to build the new campus, In the second year of Grade 8 whereas the students already increased and reached about a hundred and more, the school move to the new campus building in Karihkil Ciseeng Bogor.

FIWA'S REGISTRATION FOR THE NEW STUDENTS

In the first year 2015-2016 the registration fees for the new students was 750,000 Indonesian Rupiah and the School fees for beginning was 30,000,000 Indonesian Rupiah also monthly fees was 3,000,000 Indonesian Rupiah and this included all facilities like food three times a day and laundry.

The second year 2016-2017 the registration for the new students was 800,000 Indonesian Rupiah and the School fees for beginning was 30,000,000 Indonesian Rupiah also monthly fees was 3,325,000 Indonesian Rupiah and this included all facilities like food three times a day and laundry.

In this year the school opened the classes for Junior high school since the first time was only Junior high school.

The Third year 2017-2018 the registration for the new students was 800,000 Indonesian Rupiah and the School fees for beginning was 45,000,000 Indonesian Rupiah also monthly fees was 3,500,000 Indonesian Rupiah and this included all facilities like food three times a day and laundry.

In this year all the levels junior and senior high school classes already complete from Junior high school gade 7,8 and 9 also Senior high school from grade 10,11 and 12 and some of grade10 students which continues from previous grade 9 from the school.

The Fourth year 2018-2019 the registration for the new students is 1,000,000 Indonesian Rupiah and the School fees for beginning is 55,000,000 Indonesian Rupiah also monthly fees will be 5,000,000 Indonesian Rupiah and this included all facilities like food three times a day and laundry.

ENTRY TEST

Middle Junior high school

Psychotest, Academic Test which includes English, Mathematics, Science, Islamic Studies, Al-Quran and Parents' Interview.

Senior high school

Psychotest, Academic Test which includes English, Mathematics, Science, Islamic Studies, Arabic, Al-Quran and Parent Interview.

So the conclusion from this is that FIWA's income resources is from the fees that the parents pay for their children and the support from the founder of the school since there are no income donators support from outside.

OVERVIEW OF FIWA EDUCATION SYSTEM

RELIGION CURRICULUM

FIWA uses the Religious KSA (Kingdom of Saudi Arabia) Curriculum in Arabic. There are also available books of contemporary and classical scholars as a book supporting the learning of students who will be put in place for FIWA, so that students can explore the knowledge that has been learned in class. Continuous learning programs, knowledge learned in class, practiced

and taught to others on a small scale in the dormitory (in the form of lecturing, students' studies, writing on blogs) to become their habit, preached outside school by teaching intimates / close relatives.

FIWA Diniyyah learning system: adopts taxonomy and active learning blooms, focusing on understanding and application of knowledge learned by students. Among them is the provision of assignments in the form of writing articles in Arabic, making illustrated dictionaries in Arabic, speeches and studies in Arabic by students, quizzing with problems about topics learned during the past month and students are required to solve problems based on the arguments of the Al-Quran and The Guidance of our beloved Prophet according to the understanding of pious predecessors. With the help of Allah will helps prepare them to become future scholars' candidates, according to the characteristics of the scholars of Sunnis who do not invoke but with a valid argument from the Qur'an and The Guidance of our beloved Prophet (Sunnah) according to the understanding of pious predecessors.

Final Evaluation System. FIWA uses the written and oral final exam approach in Arabic. This is very important to prepare them to face the Interview/ Madinah Islamic University entrance exam or LIPIA.

GENERAL CURRICULUM

FIWA has a unique curriculum. Thank God, FIWA's typical curriculum has been prepared that uses Cambridge as its style, plus a National curriculum that is not found in Cambridge but at the National Examination. Learning is done full English by adopting taxonomy and active learning blooms.

FIWA uses the Cambridge curriculum which is taught in English. In syaa Allah in May 2019, FIWA will officially submit a CIE (Cambridge International Examination) Centre. FIWA officially runs the Cambridge IGCSE program, AS / A Level. Thus, FIWA will be the first Boarding school in Indonesia to become Cambridge CIE. By obtaining the Cambridge AS / A Level certificate, FIWA students can continue their education to the best universities in the world.

SCIENCE PROGRAMS

FIWA uses STEM (science technology engineering mathematics) as a methodology of science learning by strengthening activities that integrate interdisciplinary subjects. In shaa Allah FIWA's children will get used to critical thinking, analytical and innovative.

UN Try-out / SNMBPTN

FIWA routinely conducts Try-out questions on UN / SNMBPTN into the weekly / monthly activities of students, so that they are familiar with the

patterns of UN and SNMBPTN questions as the results of Try out (TO) and Naional Examination (UN) shown in table 4.1.

ENTREPRENEURSHIP PROGRAM

FIWA has FIWA's typical Entrepreneurship curriculum adopted from the University's Young Entrepreneurship Academy of IOWA (USA), Enterprise & Business Development (Cambridge). Eentrepreneurship subject is taught 2 hours per week and there are students store assignments on boarding and entrepreneurs in the real world outside the dormitory, including online stores.

LEADERSHIP PROGRAM

In collaboration with one of the Leadership program consultants, FIWA In syaa Allah will soon carry out the Leadership program to build the spirit of FIWA students' leadership. This program is very important to strengthen the personality of each student and build their social spirit, making it easier for them to face all the problems in school life, and most importantly prepare them to become Future Leaders.

ENGLISH DEVELOPMENTS PROGRAM

FIWA continues to strengthen the English development team with the entry of senior and very experienced English language teachers. While in the dormitory, the practice of language will be tightened with the direct escort of Mr. *Shabani Ally Ramadhani, B. Sc* from Tanzania who speaks fluent English, Arabic and Indonesian.

SPORTS PROGRAM

Thanks to Allah, professional trainers use to guide FIWA's students in well-programmed sports programs. Basketball, futsal, mini soccer, archery, swimming and table tennis coaches will make sports a fun

That is a brief description of the FIWA school program in it's vision to become an Indonesia Benchmark School in 2019 and the World Model Islamic School in 2020, in shaa Allah.

Religious education is important for every child, Creed that is clean Worship (prayer, zakat, fasting, pilgrimage) Love of God and the Apostle Memorize and study of Qur'an, Love to the Sunnah (to face the end-time slander) Have good morality scholars: all Muslims are preachers. As Allah says:

وَمَنْ أَحْسَنُ قَوْلًا مِّمَّنْ دَعَا إِلَى اللَّهِ وَعَمِلَ صَالِحًا وَقَالَ إِنَّنِي مِنَ الْمُسْلِمِينَ (سورة فصلت : ٣٣)

"Who is better than the person who calls for Allah, works good deeds and says:" I am indeed among those who surrender. every human being is a leader

كُلُّكُمْ رَاعٍ وَكُلُّكُمْ مَسْئُولٌ عَنْ رَعِيَّتِهِ (متفق عليه)

"Every one of you is a leader and will be held accountable"

A child who wants to be created by FIWA Entrepreneurs:

الْمُؤْمِنُ الْقَوِيُّ خَيْرٌ وَأَحَبُّ إِلَى اللَّهِ مِنَ الْمُؤْمِنِ الضَّعِيفِ وَفِي كُلِّ خَيْرٍ

"A strong believer is better and more loved by Allah than a weak believer; and both are good in every good deed."

From 'Abdullah ibn' Umar (May Allah be pleased with them) that The Prophet Muhammad (Peace and Blessing of Alah be upon him) said, "A Muslim merchant who is honest and trustworthy (trustworthy) will be (gathered) with the Prophets, the truth people and those who are martyred on the day doomsday (later). " The Messenger of Allah and the Companions were pen tough entrepreneurs who use their wealth for the sake of Allah.

VISION STATEMENT

Become a world model Islamic School that provides an internationally recognized inclusive education for young Muslims to be successful people in this life and the hereafter, إن شاء الله

MISSION STATEMENT

Provide students with an international standard of education with the Al-Quran & As-Sunnah of Prophet Muhammad صلى الله عليه وسلم in accordance with a conception of Salafush Shalih as the basis, which prepares them to become future Ulama, Leaders & Entrepreneurs. إن شاء الله

FIWA EDUCATION GOALS AND KPI JUNIOR HIGH SCHOOL STUDENTS

Have a Strong Aqidah (know and understand Dalil both from Universe verses, Al-Quran & Shahih Hadiths in accordance with a conception of Salafush Shalih).

Have a Strong moral, know and understand the real proof why they must have it.

Firm worship observers (Waajib and Sunnah), know and understand why they must do worship and how they must do it properly according to valid proof.

Persevering Arabic skills for daily communication, understanding Al-Quran and Hadiths, da'wah and public speaking.

Intense English skills for the Next level (formal) communications (Dawah, business and public speaking) and academic purposes.

Convincing basic academic skills for diniyah, science and social studies with the main focus on developing student critical thinking, research culture and innovative creation that allow them to contribute to society.

Robust Leadership character to be an independent person and start by leading a team.

Influential Entrepreneurship character to focus on developing sound skills to create their future products.

FIWA EDUCATION GOALS AND KPI JUNIOR HIGH SCHOOL STUDENTS

Memorize, understand and capable to clearly explain Shahih Dalil from Al-Quran & Hadiths in Arabic, English and Bahasa Indonesia.

Passionate advance academic skills for diniyah/science/social studies with the main focus on how to developing student critical thinking, research culture and innovative creation that allow them to contribute to society as well as enable them to go to their dream University.

Firm leadership building character to lead a society with mix cultures, ages, economies, social background and the true purpose of life.

Secure Entrepreneurship character to build a business that has valid marketable products.

FOUNDATION ORGANIZATION STRUCTURE

Dr Erwandi Tarmizi M.A.

Director :Johansyah S.T.

Assistant Director : Dr.Ridhwan

Supervisors:

Dr. Sofyan Baswedan

Sri Darma Krida S.Psi

Chairman :Ir Chairudin Ahmad Sukri

Sekretary :Ir. Hendri Ekajaya M.Pd

Accountant :Otty Herawati

FIWA TEACHERS TEAM STRUCTURE

GENERAL SUBJECT TEACHERS (ENGLISH TEACHERS):

1.Shabani Ally Ramadhani,B.Sc(Mathematics &English teacher) as shown on the CV in attachments.

2. Ilham Aditya, B.A in English

He graduated from University of Indonesia (UI) Jakarta-Indonesia in 2015 in the faculty of English Education Departments.

His Experience as a teacher was at Madania International School for two years since 2015 – 2017, Then after that he moved to Fitrah Islamic World Academic till now.

3. Bayu Jatmiko, B.A.R.L (Bachelor of Arts in Russian Language)

He Graduated from University of Indonesia (UI) Jakarta-Indonesia in the Faculty of Arts and Language in Russian Language Literature in 2002.

He Graduated from Open University of Indonesia in the Faculty of Arts in English Language Literature in 2013.

His experience as a teacher was at Insan Cendekia School Gorontalo 2005-2012.

Also he used to teach at Annawawi albantaniy school in Gunung Sindur South Tangerang in 2013-2015

He started to teach at Fitrah Islamic World Academic in 2017 up to date.

4. Mohammad Mateen (Peter L. Hughes) B.A. - English native speaker (TESOL Certified) & Entrepreneurship (resigned)

He British by Nationality, Ever work in some countries like Saudi Arabia, Brunei and other countries before coming to Indonesia.

He ever teach in Madania International school Bogor before joining Fitrah Islamic World Academy in 2017 as the English teacher and also as the School Principal and an English subject leader and on June 2018 he resigned from the school.

5. Pengestu Bagus Rizky, S.S, B.LITT

He graduated University of Pamulang, South Tangerang in the Bachelor of Arts and Languages in Faculty of English Literature Department in 2014.

His experience in teaching was at Al-Omam International school in Jeddah Saudi Arabia from 2015-2018.

He started to teach at Fitrah Islamic World Academy from June 2018 up to date.

6. Dedi Febrianto, B.E.E, M.L

He graduated from University of Jambi Jogjakarta Indonesia in the faculty of English Education in 2011.

He also graduated from University of Gajah Mada in Master degree in the faculty of English Linguistic Department in 2014.

His experience in teaching was in Mercu Buana University in Jogjakarta Indonesia and other universities as an English Lecturer.

He started teaching in Fitrah Islamic World Academy in June 2018 up to date.

7. Muhammad Fauzan, B.A.L

He graduated from IKIP Mataram University in West Lombok in the faculty of Language and Arts in 2005.

His experience in teaching was at SMP Islam Al-Abrar in East Lombok 2005-2009

He also used to teach at SMA Islam As-Sunnah in East Lombok in 2006-2016.

He used to teach also at SDIT Citrah Azahrah in West Jakarta 2016-2018.

He started to teach at Fitrah Islamic World Academy from June 2018 up to date.

These English teachers are selected to be Fitrah Islamic World Academy because of their competence in English Language mostly fluent in speaking also their previous experience on developing English Language.

FIWA ACHIEVEMENTS الحمد لله

1st Winner ASESI English Public Speaking 2016

1st Winner IHBS English Public Speaking

General winner PULDAPII MUQOYYAM 2016

3rd Winner an INTERNATIONAL SCHOOL EVENT “Business Plan Competition 2016”

2nd Winner an INTERNATIONAL SCHOOL EVENT “Business Idea Competition 2016”

FIWA TARGET 2019

Become a dream boarding school for Indonesian parents, students, teachers & staff

Benchmark school for Islamic studies

Benchmark school for Tahfizh Al-Quran

Benchmark school for General knowledge (Cambridge School)

Benchmark school for leadership & entrepreneurship programs

Benchmark school for English & Arabic development

Become an ISO certified company for both academic & non academic aspects

إن شاء الله

FIWA ENGLISH DEVELOPMENTS PROGRAM

The first plan in Fitrah Islamic World Academy to ensure that the students' effectiveness in learning English as the foreign language and the Language program will run well the managements make sure the following things:

First, recruit the competitive teachers who have experience in teaching English for many years otherwise for fresh graduate who are real fluent and active in English written and oral.

Second, make agreements with English teachers to make sure that during their presence at school they are not allowed to speak other language except English to create a good environment for students learning English as a foreign language.

Third, make regulations to reinforce staff and other subjects teachers to use English in the school environments, and that includes rewards and punishments that the best students in speaking English are rewarded each month and the least students are given simple punishments like cleaning classrooms to remind them their responsibilities in using English language in their daily life.

Fourth, Because FIWA is a boarding school it is known that there must be boarding supervisors outside classroom time in their hostel, one of the criteria to become a boarding supervisor is fluent in English too to enable students practise English 24 hours.

Fifth, There are banners almost in every corner of the school emphasizing the use of English and they are written with coloured letters to be seen even from far to remind students to use English all the time.

Sixth, all general subjects are taught in English except Indonesian language and religious subjects which are taught in Arabic language.

Seventh, All announcements, written boards and school regulations and policies are all written in English to ensure that the students are familiar with English everywhere.

There are many strategies FIWA adopt to improve English developments at school which are not mentioned here, all of these is to ensure that the students who graduate from FIWA are competitive in English and mostly who graduate from senior high school can get chance to study abroad in English speaking countries like United Kingdom like Cambridge University, United States of America, Canada and Australia إن شاء الله

FIWA'S ACADEMIC ACHIEVEMENTS

Table 4.1: FIWA Grade 9 2017-2018 English try out(TO) and National Examination(UN) Results

No	Student name	Try out 1	Try out 2	TO Average	UN
1	BILLY DWI SUHARNO	80	88	84	86
2	DEWANDYA A. LEGOWO	66	84	75	76
3	FAWWAZ G. SUPENDI	60	90	75	90
4	ILHAN RIZKI SYAPUTRA	90	86	88	78
5	M. FAUZAN ADIM	68	90	79	82
6	M. ILHAM SAPUTRA	76	96	86	88
7	M. RAIHAN ZULFI	80	90	85	80
8	M. SULTHAN AL FARUQ	78	90	84	80
9	M. YASSIR ARAFAT	82	79	81	80
10	NEZAR AFRADIAZ ZAID	94	94	94	86
11	REIZALDY M. ARSYAN	76	94	85	80
12	ROZAN D. JOHANSYAH	90	86	88	80
13	ADIANTA WIRASETYA N.	74	92	83	74
14	ARIQ QORIHATUNNASIK	56	62	59	50
15	FATURRAHMAN F. W.	52	46	49	64
16	FIQIH HAIQAL	28	52	40	44
17	MARSA ZAHRAN	52	66	59	66
18	M. RAFIF ABDURRAZZAQ	76	84	80	70
19	M. SADDAM ARGADIRJA	36	76	56	54
20	M. SHAFWAN KAHFI	36	48	42	62
21	RAYHANOV RAMDZA M.	78	85	78	70
22	RIFIKAUTSAR A.S.	58	88	73	78
23	YUTARO TASHITA	28	44	36	44
24	ZAKI ISMAIL D.	75	82	79	74
	Average	66	79	72	72

The above Table(Table 4.1) shows scores from the three achievement tests which are try out 1,2 and National Examination(UN) for the English language Grade 9 Academic year 2017-2018.

This is the first bench from Junior High school to graduate from FIWA.

Fitrah Islamic World academic have its Minimum standard passing score(KKM) which is 75 the same as that from the Mistry of Education(DIKNAS).

If we observe form the results in the first try out only 12 students who reached Minimum standard passing score(KKM) and above which is the same as 50% of the students,that means half of the students got the scores below Minimum standard passing score(KKM),Maybe be because its

because of Computer Based Examination(CBE) sometimes there are many factors which affect the effectiveness of examination.

In the second try out we can see about 18 students get the scores same as Minimum standard passing score(KKM) and above that is the same as 75% and only 25% of the students who got their scores below Minimum standard passing score(KKM).

In the National Examination(UN) only 13 students who got their scores same or above Minimum standard passing score(KKM) which is the same as 54% and 44% of the students got their scores below Minimum standard passing score(KKM).

Overall, most of the students performed well in the final national examination although their scores were below Minimum standard passing score(KKM) but it is a good appreciation to them since they are the first bench graduation, May the coming graduation become better and succeed more and more.Aamiin.

Improvement of test scores may be as a result of the length of exposure, where student show significant improvement after considerable exposure to the language and instruction. It is also possible that the improvement in scores was because of the learning preferences and styles of the participants who demonstrated marked improvement.

B. RESEARCH FINDINGS AND DISCUSSIONS

In this survey the following strategies were used to assess the students and get the results as will be illustrated below.

QUESTIONNAIRES AND SURVEYS

The survey was conducted in fitrah islamic World academy, typically in the form of a questionnaire, which is one of the most common methods of collecting data on attitudes and opinions from a large group of participants; as such, it has been used to investigate a wide variety of questions in second language research. Questionnaires allow researchers to gather information that learners are able to report about themselves, such as their beliefs and motivations about learning or their reactions to learning and classroom instruction and activities, information that is typically not available from production data alone.

Specialized types of questionnaires have also been developed to address specific research areas or questions. For example, as noted previously, discourse completion questionnaires have been used to investigate interlanguage pragmatics.¹¹⁶

¹¹⁶ John McE. Davis, *Using surveys for understanding and improving foreign language programs*, University of Hawai'i at Manoa, Departments of second language studies

In addition to different varieties of questionnaires, two types of questionnaire items may be identified:

closed and open ended.

A *closed-item* question is one for which the researcher determines the possible answers;

whereas an *open-ended* question allows respondents to answer in any manner they see fit. Closed-item questions typically involve a greater uniformity of measurement and therefore greater reliability. They also lead to answers that can be easily quantified and analysed.¹¹⁷

Open-ended items, on the other hand, allow respondents to express their own thoughts and ideas in their own manner, and thus may result in more unexpected and insightful data.¹¹⁸

An example of a closed-item question is, "How many hours a week did you study to pass this test? Circle one: 3,4, 5, or 6 or more."

An example of a more open-ended question is, "Describe ways that you found to be successful in learning a second language"

The type of questions asked on a questionnaire naturally depends on the research questions being addressed in the study. For example, in relatively unstructured research, it may be more appropriate to ask open-ended questions and allow participant responses to guide hypothesis formation. Once hypotheses are formulated, researchers can ask closed-item questions to focus in on important concepts. Of course, questionnaires need not be solely closed or open ended, but can blend different question types depending on the purpose of the research and on what has previously been learned about the research phenomenon.

Prior to the second interview, the researcher drew up a grid for each individual teacher, transcribing the teacher's descriptions of practices and their reasons for them from the cards. The teacher's practices were listed on the vertical axis and their reasons listed on the horizontal axis, at this second interview the researcher worked with the teacher on the grid eliciting information as to whether the teacher saw a relationship between each action in turn, and all the reasons on the vertical axis.¹¹⁹

One of the primary advantages of using questionnaires is that, in addition to being more economical and practical than individual interviews, questionnaires can in many cases elicit longitudinal information from learners in a short period of time. Questionnaires can also elicit comparable

¹¹⁷ Davis, K. A. *Qualitative theory and methods in applied linguistics research*, TESOL Quarterly, University of Hawai'i, U.S.A, 1995

¹¹⁸ Davis, K. A. *Qualitative theory and methods in applied linguistics research*. TESOL Quarterly, University of Hawai'i, U.S.A ,2011

¹¹⁹ Dornyei, Attitudes, *Orientations and Motivations in language learning* ,Eötvös Loránd University, Hungary , 2003, p. 478-479

information from a number of respondents. In addition, questionnaires can be administered in many forms, including via e-mail or by phone.

CASE STUDIES

Like ethnographies, case studies generally aim to provide a holistic description of language learning or use within a specific population and setting. However, whereas ethnographies focus on cultural patterns within groups, case studies tend to provide detailed descriptions of specific learners (or sometimes classes) within their learning setting. Case studies are also usually associated with a longitudinal approach, in which observations of the phenomena under investigation are made at periodic intervals for an extended *Achievement* from assessment of learning outcomes

Material coverage: Junior and senior high school from Grade 7-8-9-10-11-12. This survey was conducted in four competences of learning any foreign language as the results will be shown below. And that were:

READING

Understanding the meaning in short written discourse both functional text and simple essay in the form of descriptive and narrative in the context of daily life. In this case the student were given a text then each in a group could participate reading and the answering the questions to measure their understanding from the text given.

Reading can be classified into perceptive reading, which is paying attention to the components of a larger discourse such as letters, words, punctuation and the like. Selective reading is reading based on pictures, matching, right wrong, and short responses.

Reading aloud can be tested using the technique of reading short texts, reading dialogs with scripts, reading sentences containing minimal pairs, reading information from tables, diagrams, or charts, completing the dialogues, and assignments assisted by drawings that require descriptions of test participants, developing conversation from words, phrases, or stories. For example, test participants see "a lamb, ship, bottle and trees", then the interviewer points to an image while asking "What 's this ?".

The text for reading used in survey is attached in Attachments.

WRITING

Express the written meaning of short functional texts and simple descriptive short essays and narratives in the context of everyday life. Here the students were asked to written in the form of dictation; that means the text was read then the students could write then the papers were collected and checked for spelling and handwriting, also the speed to write without repeating the text many times.

The text for writing dictation used in survey is attached in Attachments

LISTENING

Listening can be classified into intensive, responsive, selective and extensive listening. Intensive listening can be tested with the introduction of phonological and morphological elements such as:

Phonemic pair: Consonant

Students listening test: He's from Indonesia

Students reading test: (a) He's from Indonesia
(b) She's from Indonesia

Phonemic pair: Vocal

Students listening test: Is he living?

Students reading test: (a) Is he leaving?
(b) Is he living?

Morphological pairs: ending with "ed"

Students listening test: I missed you very much.

Students reading test: (a) I missed you very much.
(b) I miss you very much.

Paraphrasing dialogue from the audio

Students listening test:

Man: Hi, Mariam, my name's Ibrahim.

Woman: Nice to meet you, Ibrahim. Are you Indonesian?

Man: No, I'm Malaysian.

Responsive listening can be tested by techniques that provide a suitable response to the questions given or responses that require open answers.

Suitable response

Students listening test: How much time did you take to do your homework?

Students reading test: (a) In about an hour.
(b) About an hour.
(c) About \$ 10
(d) Yes, I did

Open answers

Students listening test: How much time did you take to do your homework?

Students reading test: About an hour _____

SPEAKING

Speaking skill is said to be the most difficult among the four to master since the fluent of someone in a language is measure in speaking skills, Also it is the most difficult skill to assess since need long time interaction with students and long conversation in order to be able to assess his ability in speaking.

Speaking skills can be divided into macro skills and micro skills. Micro speaking skills include: the ability to produce simple languages such as simple words and short sentences, produce smooth speech and monitor the speech produced.

Micro speaking skills include the ability to achieve communicative functions based on the given situation, using the right style and register, using facial expressions, movements and body language, using speech strategies and using a link between the expressions of one another.¹²⁰

Intensive speaking can be tested with the task of responding directed, namely the interviewer conveying a certain grammar form and the test participant is asked to change the sentence such as changing it into a question or negative sentence, passive sentence, changing the subject, modifying the verb, and the like.

Speaking responsibly can be done using question and answer techniques:

What do you think of the weather today?

Describe how to make a typical dish from your country

Describe the form the physicality of an object, narrating the given material, summarizing the information chosen by the speaker

Interactive speaking can be tested using interviews, role playing, discussion and conversation to assess the ability to choose topics, pay attention, interrupt, explain, ask questions, negotiate meaning, check intonation patterns and body language and manners.

Interactive speaking can also be tested using games such as crossword and puzzles, information gap grids, and city maps.

The text for speaking used in survey is attached in Attachments

C. DISCUSSION ABOUT RESEARCH RESULTS

As the results shown in Chapter three from **Table 3.11** till **Table 3.16**, The table shows scores from the four students achievement tests, that is Reading, writing, Listening and speaking.

When comparisons are made of the scores from the above results in all grades from grade 7,8,9,10,11 and 12 students, The students were arranged according to their ability in English language like class A, B, C, D and so on. This year there are thirty(30) classes starting from Junior High school Grade 7 till Senior high school Grade 12 in which:

Junior high school Grade 7 there are ten(10) classes from Class A – J.

Junior high school Grade 8 there are six(6) classes from Class A – F.

Junior high school Grade 9 there are four(4) classes from Class A – D.

¹²⁰ Schallert, *Language anxiety: Differentiating writing and speaking components*, University of Texas at Austin, U.S.A, 1982

Senior high school Grade 10 there are five(5) classes from Class A – F but split into three Science classes A – C and two Social classes A -B.

Senior high school Grade 11 there are three(3) classes from Class A – C which are splitted into two Science classes A and B and one Social class A.

Senior high school Grade 12 there are two(2) classes from Class A and B which are splitted into one Science classes A and one Social class B.

We can see the first 10 students are categorized by fluent students in English and this selection was done by the randomly in each class because the classes are arranged based on the ability of students in English language for example class A and B are good in English than other classes after that.

The second class that is from 11 to 20 students they are intermediate students and the last ten students from 21 to 30 students are the low achievers in english language.

For the junior high school the arrangements of classes are fixed and known by the given criteria but in senior high school not determined by fluent in English because the classes are split into Science and Social classes according to the preferences of the students and parents of what they are planning to specialize in their higher studies or their future career planning.

So,In Senior high school you will find the classes are mixed between fluent,Intermediate and low achievers in English Language so that sometimes it makes the teachers difficult to use full English in delivering their lessons because the students are not in the same level of understanding English Language.

And all of these students participants in all categories shown significant improvement in their classes according to their abilities.

From the above results, it is difficult to make a concrete conclusion regarding the type of instruction that is more effective for all learners because of their different in understanding English language.

The achievement test was given to the students during the break time also sometimes when they are free after lesson in the evening.

In this chapter, the provided information about the final stages of research projects, including tips for drafting chapters in which results are discussed, together with limitations and conclusions sections. We also consider issues such as the audience for the research to be reported. We conclude the chapter with the attachments during the research at the end of chapter V for the consideration when research was being conducted till getting the presented results.

Although much of this chapter focuses on the more descriptive requirements of concluding and reporting quantitatively oriented research, we also include information about preparing qualitative reports.

From the results shown in table 3.11 page 92 fo Grade 7 till table 3.16 page 97 for Grade 12, can be concluded that according to the Effectiveness

learning of English in Fitrah Islamic World Academy, Grade 8,9,10,11 and 12 as shown in the results reached the goals of effectiveness learning because they already learn for long time and grade 7 they are still below the fluent standard so can be said they didn't fulfil the criteria of effectiveness learning of English due to their short time of Learning English in fitrah Islamic World Academy.

THE RESEARCH PROBLEMS AND CHALLENGES

The research problems and challenges can be grouped into three main categories as will be described in short.

DOING RESEARCH ON TIME

Some time it is difficult to arrange the time with students to make interview because of series of class schedule which need sometime to use extra time after working hours to conduct meeting and interview with the students.

LANGUAGE USE

For the fluent students in English are so much easy to give instruction and do what are required to do on time, the difficulties arise for the low achievers in English which needed more time to explain in order to understand and then to do what are required to do.

LIMITED TIME

As a teacher sometimes the time is not enough to conduct the survey and meet the students even if I interact with the all the time due to schedule of teaching, But Alhamdulillah i can use the free time also sometimes after the end of class activities.

LACK OF STRONG REGULATIONS AND MOTIVATION

The school has no strong motivation to create a good environment for the students to learn effectively English Language so you will find some students graduates from the school still can not master English language as planned.

RESEARCH FINDING QUESTIONS

When reporting research, the problem and questions need to be clearly stated and presented as part of a theoretical framework.

There are helpful questions to ask include the following:

Does the study fill a gap in the literature by addressing a relatively under researched area or an unresolved problem?

Does the study address a methodological concern observed in previous research?

In general, how does addressing these research questions make an original contribution to the field?

Has the investigation of the research question avoided placing the participants in any physical or psychological danger?

That is, are there ethical issues that should be considered.

From the above results it can be seen that the students results indicates that the ability of students improves as some of the students join the school with low achievements background in English.

Wish with our competitive English teachers will make FIWA great mostly in improving of English since the school is an Islamic international school and by the Will of Allah will reach its goals إن شاء الله

CHAPTER V
CONCLUSION
A. SUMMARY

Current practice in learning English, including academic writing has extensively focused on the significance of interaction. Krashen in 1985 stresses on the significance of comprehensible input, which draws attention to the integral role of discourse in second language acquisition. There is also the need to analyse the nature and role of input that is given to second language learners, its role in the process of second language acquisition (SLA) and within interactive scenarios and discursive features of conversations between non-native English speakers. In this context, the interaction hypothesis proposes that negotiated communication enhances language acquisition. The hypothesis also integrates the importance of comprehension of input and discursive conversation elements of second language instruction.¹²¹

The summary of the Research Results below were found after long interaction with students, as it is discussed in the previous Chapter IV. The tables comprises of seven columns in which the first column is numbers for the students.

¹²¹Stephen D. Krashen, *Principles and practice second language acquisition*, University of southern California, 1985

The second column is showing the names of students

The third, fourth, fifth and sixth columns are showing the reading, writing, listening and speaking skills results which were collected from the students assessments and evaluating with the help of English teachers in each grade as shown in Figure 1: Chart flow mechanism of collecting data on page 78.

The seventh columns shows the average results from reading, writing, listening and speaking skills which determines the end results of the assessments results.

These tables are the same for all grades starting from grade 7, 8, 9, 10, 11 and 12 students.

The minimum results usually is 0 and the maximum value is 100 because the results were taken in the form of percentages. Also the minimum passing score for English Language which already decided by Fitrah Islamic World Academy school is 76 which is similar with that from Indonesian Ministry of Education.

Grade 7 students achieved an average score of 90 in reading, 89 in writing, 89 in Listening and 89 in speaking, refer to table 3.11 page 92.

Grade 8 students achieved an average score of 92 in reading, 91 in writing, 92 in Listening and 93 in speaking, refer to table 3.12 page 93.

Grade 9 students achieved an average score of 96 in reading, 94 in writing, 95 in Listening and 95 in speaking, refer to table 3.13 page 94.

Grade 10 students achieved an average score of 92 in reading, 91 in writing, 91 in Listening and 92 in speaking, refer to table 3.14 page 95.

Grade 11 students achieved an average score of 90 in reading, 89 in writing, 90 in Listening and 90 in speaking, refer to table 3.15 page 96.

Grade 12 students achieved an average score of 97 in reading, 96 in writing, 96 in Listening and 96 in speaking, refer to table 3.16 page 97.

Also grade 9 students achieved an average of 79 in a two times try out examination during the preparation for the national Examination, and an average of 81 from the National Examination results, and 96 from the research results as shown in table 3.17 page 98. These grade 9 students are only those who continued to Senior high school in Fitrah Islamic World Academy, and those who went on to another school their names were omitted from the research table results because they didn't conduct the research interview examination.

FIRAH ISLAMIC WORLD ACADEMY ENGLISH STANDARD

In Fitrah Islamic World Academy the students for English standard is as follows:

Grade 7 Focus more on Reading and writing also introduction to Listening and speaking.

Grade 8 Focus on Listening and Speaking with revision on Reading and Writing.

Grade 9 Combines both Reading, Writing, Listening and Speaking.

So, You will find that Grade 9 students after graduation from Junior high school are already completed the four skills in English Language and can communicate easily in English Language.

Grade 10,11 and 12 combines together the four skills in English which are Reading, Writing, Listening and speaking because some of the students join the school from other school and most of them did not get the four skills as the students who graduate from Fitrah Islamic World academy.

If we see from the Research Results in Chapter III (FIWA Students Bar Chart Results), we see that grade 7 students results are somehow low because they are just joined the school for about three months ago so the learning process not yet effective.

Also Grade 10 and 11 they have low achievements due to most of the students coming from outside to study Senior high school and their background in English is not much good compared to Fitrah Islamic World Academy who graduated from Grade 9 to grade 10.

In Fitrah Islamic World Academy the Output and input modules of the writing system are learned in both explicit and implicit ways. These are the factors responsible for perception and combination of words, sentences, paragraphs and clauses to come up with competent academic writing. Studies indicate that ordinary negotiation for meaning is not focused on elements, which are not necessary for comprehension, but instead pay attention to significant aspects, which if misinterpreted, could hinder communicative writing. There is also an indication that expansive focus on the semantic and formal features of writing is conducive for retention of meaning as explained too by Ellis in 1995.

In second language acquisition, there is a clear distinction between active and passive tasks that are performed by L2 learners. An active task is considered more complex than passive tasks. In addition, language acquisition studies reveal that the absence of some specific tasks and exercises aimed at pushing output second language(L2) learners and enable them to bring out new language skills that have been taught will prevent the learners from integrating passive linguistic elements into free production, as cohesive academic writing.

From the Results in Chapter III we can conclude that some of the classes like Grade 8, 9 and 12 reached the goal of Students' Effectiveness in Learning English as a Foreign Language at Fitrah Islamic World academy because they already learn some how long time compared to others.

And some classes like Grade 7, 10 and 11 as explained above, also some hinderances as explained below and also the School environment challenges which lead to less achievements in Learning English.

Another reason for less achievements in overoll is changing of teachers most of the time which lead to less forcus from the students also take long time to adapt with new teachers teaching methodlogies.

We hope this research has provided a useful point from which both novice and more experienced researchers can evaluate their research at the point of its conclusion and, ultimately, finalize studies that will make a significant and lasting contribution to second language research.

LIMITATIONS OF THE STUDY

A major obstacle for this study has been the access to the participants. The researchers in this study will continue to make efforts to provide a voice to this vulnerable group and try to understand their point of view, collecting firsthand information about their main obstacles with English teaching methodologies and the second language skills where they find more limitations in the process of learning.

HINDRANCES AND HOW TO OVERCOME THEM

ROLE OF MOTIVATION

The study presents a data that a majority of students are motivated while many of the respondents are not motivated in learning English due to various factors. It suggests that the students are motivate but due to absence of many required needs for learning, they look not to be motivated. It emphasizes upon the need of creating motivation among students.

OBSTACLES IN LANGUAGE SKILLS

The English syllabi at Intermediate level are based upon purely only reading and writing. The respondents have expressed that most of the students are facing problem in both language skills and the reason is that the syllabi is literature oriented. The teachers read and explain the ideas but the students are not assigned any reading or writing activity as the practice work at college or home. Speaking skill has no practical role in the syllabi and obviously no attention, by the teachers as well as students, is given to this skill. All of teachers and students have expressed that the students face hurdles in speaking skill.

LACK OF TEACHERS' TRAINING

“The field of second language teaching has undergone many fluctuations and shifts over the years”.¹²² The survey conducted for the purpose of the exploration the obstacles in learning English, shows only few English teachers have attended short refresher course to equip themselves with the requirement of new teaching methodologies. It shows that the majority of the teachers have not got opportunity to train themselves to learn the new challenges of teaching and learning. They are the same what they were before many years ago, and then how we can expect that they would bring a revolution in teaching and learning English.

DISCOURAGING BEHAVIOUR OF SOME TEACHERS

In the third part of the questionnaire for the students, the respondents have been asked about the general remarks and the factors that are responsible for creating obstacles, most of them have remarked that their teachers are “non-cooperative” and so they face difficulty in understanding and learning English. But the study of the educationists and the rules for teachers, Goodland, indicate “Teachers have always been expected to set a good example for learners, to provide a model of behavior”. Then many of the respondents have pointed out that even their teachers’ show discouraging attitude towards their learning. It is noteworthy that the English teachers do not receive appreciation and encouragement what they deserve from their administration at the school.

B. IMPLICATIONS OF RESEARCH RESULTS

Research indicates that teacher quality directly affects student achievement and identifies the teacher as the single most important factor that impacts student learning. In fact, the cumulative percentile gain over three years for students with the most effective teachers has been shown to be as much as 54 points higher than that of students with the least effective teachers.¹²³ Thus, it is critical to retain and promote excellence among each new generation of teachers that is recruited.

While turnover reflects one dimension of new teacher induction, beginning teacher perception of success provides a more detailed explanation of why teachers stay and leave, and why they may be excelling. For example, the National Education Association cites teaching assignment, administrator and

¹²² T.S. Kuhn, *The structure of scientific revolution*, Chicago University Press, 1970

¹²³ National Commission on Teaching and America's Future. *What matters most: Teaching for America's future*. New York: 1996

mentor support, and working conditions as reasons why teachers with one to three years of teaching experience change schools or leave teaching altogether. In light of the data, the following implications are offered.

1: Effective teachers are committed to students, their learning, and teaching as a career.¹²⁴ Any County beginning teachers experience high levels of commitment to students and teaching as a career according to the PSI-BT. Further, they view ethical professional judgment as central to their effectiveness as a teacher. The teachers also identify that they feel empowered to take action when they see vulnerable students that need their attention. Staff, administration, and supporting faculty should sustain their current efforts to recruit exemplary teachers who are committed to students and to teaching as a career.

2: Effective classroom management is correlated with higher student achievement.¹²⁵ Any County beginning teachers feel efficacious in their ability to establish clear and effective routines and procedures. These perceptions suggest that beginning teachers have developed, with the help of support teachers and administration, comprehensive and well-articulated rules and procedures for classroom behavior, transitions and interruptions, use of materials and equipment, group work and independent work. Many new teachers struggle with classroom management. Thus, it is noteworthy that Any County's beginning teachers rate a majority of the items for this factor highly. Despite their high ratings of success in classroom management, 62.3% of the teachers cited improved student discipline as an area that would improve their satisfaction with their current job, and felt that the administration could be more responsive to their discipline decisions. Increasing student motivation was also cited as an area that would improve their overall job satisfaction.

3. According to research on the needs of beginning teachers, a reasonable assignment is critical for the success of the beginning teachers. The PSI-BT data indicates that the beginning teachers do not have a planning period per day they can devote to planning for their classes.

¹²⁴ Educational Research Service. *Effective teaching: How do we know it when we see it?* The Informed Educator Series. Virginia, 2000

¹²⁵ Marzano, R.J. *What works in schools: Translating research into action.* Virginia: Association for Supervision and Curriculum Development, 2003

Ensuring this planning period is available could improve their overall perception of their workload (mean = 3.65) and satisfaction with their job. In addition, the data indicates that the beginning teachers are dissatisfied with the extra duties they are asked to take on. A focus on these two areas may improve their overall satisfaction with their assignment and workload.

4. Interaction with colleagues is critical for the success of the beginning teachers. Based on the PSI-BT data, Any County's beginning teachers would feel more efficacious if they had opportunities to observe exemplary teachers. Thus, we recommend that the school system identify a collegial process for sharing promising instructional practices related to learners between new teachers and more experienced teachers at the same grade level. Such a strategy might mirror grade level planning as it has been implemented in middle schools, and release time for beginning teachers to observe exemplary teachers.

5. Organizing instruction for diverse learning needs is a hallmark of effective teachers who know their subjects and know how to teach those subjects to students.¹²⁶ Although Any County's beginning teachers have a strong sense of efficacy in meeting the needs of diverse learners, they are less confident in their ability to meet the needs of students with limited English proficiency.

PSI-BT data indicate that beginning teachers would feel more efficacious if they had professional development opportunities to understand and implement selected instructional strategies related to teaching of students with limited English proficiency.

6. Evidence suggests that instruction needs to be aligned with school-, district-, state-, and national testing and policies.¹²⁷

However, PSI-BT data indicate that Any County's beginning teachers are not satisfied with state and national testing policies. However, it is difficult to ascertain the reasons for their lower satisfaction. However, it is noteworthy that beginning teachers do not view state and national testing as highly essential to effective teaching. Steps should be taken to better understand these new teacher concerns. Action steps can follow.

¹²⁶ Marzano, R.J. What works in schools: Translating research into action. Virginia: Association for Supervision and Curriculum Development, 2003

¹²⁷ Schalock, H.D., Schalock, M.D. & Ayres, R. *Scaling up research in teacher education*. Journal of Teacher Education, 2006, 57(2), 102-119.

7. Contacts with parents are an essential element of teaching. The PSI- BT data indicate that Any County's teachers are not satisfied with their current experiences in the support from parents of their child's progress in school. In addition, the beginning teachers would like more guidance in working with parents. The important thing to note is that the beginning teachers recognize the importance of communicating with parents and its part in being essential for effective teaching. Steps should be taken towards providing more guidance in working with parents. The beginning teachers (42.7%) also noted parental support as one area that would improve their overall job satisfaction.

C.SUGGESTIONS

There are Common Language Learning Strategies That Don't Work and sometimes exist in Fitrah Islamic World academy and How to Fix Them.

1: Take an Academic Style Language Class

Classrooms are not the best place to learn languages. Spending most of the time listening passively to someone talk at you about the language often in your native tongue with very little speaking on your part is a poor use of your time.

The number of students graduating with 3 to 6 years of classroom instruction in a language who still can't hold a conversation shows that classroom learning is not the best way to spend your time.

2: Consider studying Linguistics in School

Linguistics is all about picking apart languages and discovering how they work. If a language is a car, then linguistics is looking inside the engine.

Many language learners believe that knowing a language's rules means you will be able to use them. It's a strange belief since it often doesn't apply in other areas. If you knew all the rules of kickboxing would you feel confident getting in the ring? I hope not!

Understand that studying and speaking are different. The best way transition from a "language student" to a "language speaker" is to change your focus from book learning to "mouth using".

3: Watch Movies and TV Shows

Watching movies or television shows as a way to "passively" learn a language sounds like a language learner's dream. That is, until you actually try it.

Passive language acquisition is one of those myths that preys on the lazy "couch beast" inside each of us that tries to get something without

putting forth any effort. Learning a language takes work. As I've said before, you just can't become fluent by passively listening to a language.

4: Translate a Book Until You Learn the Language

This method might seem logical, but it's completely impractical. It takes a huge amount of time. You'll also be limited to the specific language style of the author which may make you sound strange to native speakers.

Can you learn a language from a book? Absolutely! But only with the right approach.

I Recommend for the students to select a book that will have an access to his/her Native Language so he/she can compare them side by side.

Here are my suggestions on using a book to learn a language:

Tackle the book in segments, such as paragraph by paragraph.

Get the book in your native language so you can get the summary of each segment before reading on.

Preview the Foreign Language version to see how much you can understand without studying the text.

Select any words you don't know which appear multiple times and add them to your flashcard new vocabularies diary.

Read the passage to your teacher to work on your pronunciation and accent

Record a Native Speaker saying the passage in both regular speed and slowly. Alternatively, pick up the audio book.

Review the passage multiple times. First, make sure you understand what's being said. Then practice pronouncing it.

If you spend several hours on each segment of the book you will find your comprehension and use of the language improve quickly.

5: Only Interact with Other Language Learners

If you're in a class, or have friends who are also learning a language, you might think getting together to practice the language will build your skills. After all, isn't it important to speak as much as possible?

Meeting up with other learners to practice your speaking can be really helpful. The problem is, they're unlikely to stretch you beyond your current level of speaking. To really accelerate your learning, you must interact with Native Speakers.

The best person to speak to when learning a new language is a Native Speaker of that language. You are exposed to master the small differences in how the language is used that you may not otherwise realise. It is truly invaluable.

You have the power to turn your approach around and gain fluency. So hack that language learning approach and level up your language!

Effective language learners know that what you don't review—you forget forever, and forgetting means that all that time you've spent learning the new word or expression has been put to waste.

That is why you should always prioritize review above learning, and start every study session by going over your past notes and flashcards.

Effective language learners understand that partial-learning is but an illusion of progress.

When you try to learn long lists of vocabulary all at once, or leaf through a textbook chapter after chapter without giving the necessary thought to the information within, your brain starts a tally addictively going up with every leaf.

The problem is, that mental counter represents the number of words and lessons you've seen, not the information you can actually use, or even remember on the next morning.

Partial learning is extremely motivating at the beginning, but consistently leads to burnout when the rational part of your brain finally realizes that all this happiness was in fact unjustified.

Effective learners realize that you can't learn a language without motivation that comes from the prospect of using in the context we're passionate about.

Effective learners approach using the language as art, but learning the language as hard science.

Effective language learners know that there's no silver bullet to language learning, so they don't waste time searching for it. They choose an effective method quickly, and stick to it until there is a real need to change.

Effective learners value output as much of input, and make sure to write or say a word out loud for every word they read or listen to.

Effective learners value mistakes and misunderstandings as opportunity to learn and improve.

Effective learners mimic what expressions native speakers use in a given context, how they pronounce them, and what gestures they choose to reinforce their message.

Language is by definition first a spoken medium. It therefore is absolutely important that you keep listening to the foreign language as much as possible. This will form your ear so that you slowly start understanding what is being said.

Learn vocabulary in a smart way.

Not all words of a language are equal. Some occur much more frequently than others. Therefore it proves beneficial if you focus your attention on the more frequently occurring words first. You will save yourself countless hours by structuring your learning efforts such that you select the

important words first. There is no benefit to learn a dictionary starting with the letter A until you reached the letter Z. Be smarter than that!

Think in the foreign language

While reading and listening to a foreign language helps you tremendously in your efforts to actually understand the language, it does not teach you how to speak, left alone to speak fluently and understandably.

While you listen or read you are forced to wait until a certain word shows up to recognize it although you might prefer to see it more often or use it more frequently.

So how can you speed up your fluency?

There are two methods, which, in combination, are absolutely unbeatable and possibly the fastest way to make you a fluent speaker.

Talk to a Native Person.

Try to find Natives who are willing to help you with your efforts to speak their language. Maybe you can offer them something in exchange, like helping them speaking your language. Make sure that the person corrects your mistakes and that you write them down immediately – since you are going to put all the newly learned words and your corrected mistakes into your learning database.

Talk to yourself.

You don't always have direct access to native speakers. Maybe they need a break, too.

But you can always talk to yourself. You might worry that you won't speak correctly and maybe even start ingraining bad speaking habits. Forget about that. The purpose of this exercise is not to speak correctly – the purpose is to activate the foreign words – even if you make the sentences wrong. You see, while speaking a foreign language you don't have the luxury to think about a word, trying to remember it for several seconds. You either know it now or it's over. Your brain must furnish you with the necessary words at the speed of a machine gun.

Describe things. Tell what you see. Say how things should be, will be, philosophize. Keep talking.

Make it a habit of talking at least 10 to 20 minutes a day to yourself describing what you see and what you think in the foreign language. Try to do this by the way, whenever you have a spare minute, when waiting for the bus or metro.

Use spaced repetition to build up vocabulary

The spaced repetition method is the scientifically proven single most important step to make sure that you do not forget and loose again what you have acquired and learned. It makes sure that you invest as little time as possible to get the optimum profits from your learning efforts.

Learn words and phrases

It is a sad truth that learning a number of words even if it is a large number will not make you speak a language. While you will be able to understand most of what is being said or written a language contains much more than simple words. Sentences have specific structures and if you don't make the structures as expected by the language you most likely will not be understood.

Make many mistakes

Most people fear to make mistakes. And this is only natural. Since childhood we have been told that making mistakes is bad. It must be perfect the first time around, or otherwise you will have failed. Sounds familiar? Well, here is a simple truth: if you don't start speaking in the foreign language – and necessarily making mistakes – you will simply delay being able to speak. Many people delay it forever. Don't be one of them.

Don't be afraid to make mistakes. If you talk to natives they will most likely encourage you. And besides, you can be certain that this is a temporary stage. Once you go through it you will be speaking with very few mistakes and an enormous gain in confidence.

Learning to speak is important – and there is no way around making mistakes. Accepting this simple truth can make your life much easier: start making mistakes already very early in your language learning adventure.

Read and write as much as you can in the foreign language

You can help your brain and your memory a lot by activating different ways of remembering the foreign words. The most important one is the use of spaced repetition for example by using our software Flashcard Learner. This makes sure that you won't forget any of the words and example sentences any more.

These are simple and quick suggestions to anyone who want to learn any foreign language effectively and easy way to be fluent.

Wish these suggestions will be benefit to the school, teachers and students of fitrahisamic academy so that the english environment will be created and will be the refence for english language learners and researcher from generation to generation, Aamiin.

ATTACHEMENTS

FIWA English Teachers for Junior and Senior High School

Table 10. Ilham Aditya Rahman

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08:10-09:00		11 IPS				
09:10-10:00		11 IPS				
10:10-11:00		11 IPA-B		12 IPS		
11:10-12:00		11 IPA-B		12 IPA		
13:30-14:20						12 IPS
14:30-15:20						12 IPA

Timetable generated:8/27/2018 aSc Timetables

Table 11. Pengestu Bagus Rizky

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08:10-09:00			11 IPA-A			10IPA-B
09:10-10:00		10 IPS-B	11 IPA-A			10IPA-B
10:10-11:00	10IPA-A		10 IPS-B		10IPA-A	10IPA-C
11:10-12:00		11 IPA-A	10 IPS-B		10IPA-A	10IPA-C
13:30-14:20						
14:30-15:20	10IPA-C				10IPA-B	

Timetable generated:8/27/2018 aSc Timetables

Table 12. Bayu Jatmiko

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08:10-09:00	7A		7E	7D	7A	7B
09:10-10:00	7D				7E	7D
10:10-11:00	7C				7B	7C
11:10-12:00	7B		7C	7A		7E
13:30-14:20						
14:30-15:20						

Timetable generated:8/27/2018 aSc Timetables

Table 13. Dedi febrianto

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08:10-09:00	8F	8B		8C	8D	8E
09:10-10:00	8D	8D		8A	8F	
10:10-11:00	8B			8E	8A	8F
11:10-12:00				8B		8A
13:30-14:20						
14:30-15:20		8E			8C	8C

Timetable generated:8/27/2018 aSc Timetables

Table 14. Muhammad Fauzan

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08:10-09:00		9C				9C
09:10-10:00		9C	9D			9C
10:10-11:00		9B	9D	9D		9A
11:10-12:00		9B		9D		9A
13:30-14:20			9A			9B
14:30-15:20			9A			9B

Timetable generated:8/27/2018 aSc Timetables

Table 15. Sofyan Anggara

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08:10-09:00				7H	7I	
09:10-10:00	7J	7H		7F	7G	
10:10-11:00	7F				7F	
11:10-12:00	7G	7J		7I		
13:30-14:20			7I		7H	
14:30-15:20		7G			7J	

Timetable generated:8/27/2018 aSc Timetables

Table 16. Shabani Ally Ramadhani, B.Sc, M.Pd (Mathematics Teacher)-
Cambridge IGCSE Curriculum

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
08:10-09:00	7B	8A	8B		7B	7A
09:10-10:00	7B	8A	8B		7B	7A
10:10-11:00	7A					8B
11:10-12:00	8A					7B
13:30-14:20			7A		8B	8A
14:30-15:20			7A		8B	8A

Timetable generated:8/27/2018 aSc Timetables

READING TEXT AND QUESTIONS USED IN QUESTIONNAIRE

The following text was given to students for reading and comprehensions also replying the questions:



Crazy Mom's Fashion



It started 20 years ago. One day, Jane Smith, a busy mom and a loving wife, went shopping for new clothes. After a few hours of searching, she came home exhausted and disappointed. In the mid-80s, few manufacturers made clothes for women over thirty. “Thousands of women in England have the same problem, and I will help them,” – thought Mrs. Smith. With very little money, no connections in the fashion world and a husband who thought that her idea was crazy, the ambitious woman decided to start up her own business.

Jane designed her first collection of twenty clothing items, bought suitable material and sewing machines, and hired experienced tailors. The Smiths' balcony turned into a workshop. When the collection was ready, Jane offered it to a famous chain of stores. To her surprise, they bought the whole collection at once. When they asked her about the name of her company, Jane looked at her husband, smiled and said: “Crazy Mom”. The collection was sold in a very short time – women liked Jane's models. In a month, the manager of the chain ordered more clothes from “Crazy Mom” and Jane had to hire more people and find a bigger place for the workshop. The next step was opening her own shop at the central train station in Manchester.

Now “Crazy Mom” has 50 boutiques all over the world. Mr. Smith left his job as an engineer and became head of the company.

Their four children also work in the company and, according to Jane, this is what makes the business so successful.

The following questions were constructed to measure the students understanding:

1. Why didn't Jane manage to buy any clothes? (10 marks)

2. What difficulties did Jane face when starting up her business? (20)

a) _____

b) _____

c) _____

3. What special trait helped Jane succeed in her new career? (par.1) (10)

4. What did Mrs. Smith do in order to start her business? (Par 2) (20)

a) _____

b) _____

c) _____

5. Where did Jane sew her first collection? (10 marks)

6. Why did Jane decide to call her collection "Crazy Mom"? (10)

7. What did Jane do when the manager ordered more clothes? (10)

8. What fact proves that that "Crazy Mom" is a successful company? (10 marks)

WRITING TEXT WHICH THE STUDENTS WERE ASKED TO WRITE DURING QUESTIONNAIRE

For writing The students were given the following text as dictated to them:

Sleep for Your Health



You may eat properly and do exercise, but if you don't get enough sleep, you threaten your health. Lack of sleep not only affects concentration and alertness, it also increases the risk of getting different diseases. Millions of people don't sleep well. But many of them think that sleep problems are natural. They suffer for many years before they finally ask for help.

SPEAKING QUESTIONS GIVEN TO STUDENTS DURING QUESTIONNAIRE

The following questions were given to students which are open questions:

1. What is the connection between the teacher's personality and a student's success? (20 marks)
2. What made the school your different from other schools? (20 marks)
3. How do students feel about their school? (20 marks)
6. How do the students cooperate to discuss about their lessons? (20 marks)
7. What goal do the students want to achieve after graduate from the school? (20 marks)

a. Speaking Test Assessment questionnaire form

Table 1: Model 1

No.	Name	listening	fluency	grammar	pronunciation
1					
2					

Table 2: Model 2

No	Name	Intonation	Comprehension	Body Language	Grammar
1					
2					

REFERENCE BOOKS

- Aleidine J. Moeller, Theresa Catalano, *Foreign Language Teaching & Learning*
- Andrade, C., et al. , *Two languages for all children: Expanding to low achievers and the handicapped*. In K. E. Muller (Ed.), 1989
- Armstrong, P.W. and J.D. Rogers. *Basic Skills Revisited: The Effects of Foreign Language Instruction on Reading, Math and Language Arts*, 1997
- Argyris, C., & Schön, D. A. *Organizational learning: A theory of action perspective*: Reading, MA: Addison-Wesley, 1978
- Bamford, K.W., & Mizokawa, D.T. *Additive-bilingual (immersion) education: Cognitive and language development*, 1991
- Bastian, T.R. *An investigation into the effects of second language learning on achievement in English.*, 1980
- Bialystok, E. and K. Hakuta .*The Science and Psychology of Second Language Acquisition*. New York, NY 2004
- Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. *Comprehensive school reform and achievement: A meta-analysis. Review of Educational Research*, 2003
- Carreira, M.C., & Armengol, R. *Professional opportunities for heritage language speakers*, 2001
- Creemers, B. P. *The effective classroom*. London: Cassell., 1994
- Cummins, James . *The Role of Primary Language Development in Promoting Educational Success for Language Minority Students*, 1981
- Curtain & Dahlberg. *English structure and vocabulary*, 2004
- Dakowska, M. *Teaching English as a Foreign Language. A Guide for Professionals*. Warszawa: Wydawnictwo Naukowe PWN, 2005
- Davis, K. A. *Qualitative theory and methods in applied linguistics research*, TESOL Quarterly, 1995

- Davis, K. A. *Qualitative theory and methods in applied linguistics research*. TESOL Quarterly, 2011
- Dulay, H. and Burt, M. K. *Some remarks on creativity in language acquisition*,1977
- Dumas, L.S. *Learning a Second Language: Exposing Your Child to a new World of Words Boosts Her Brainpower, Vocabulary and Self-Esteem*,1999
- Hakuta, Kenjii. *Cognitive Development of Bilingual Children*.Los Angeles,1986
- Johnson, K.E. *Understanding Communication in Second Language Classrooms*. Cambridge University Press,1995
- Natela Doghonadze Gulnara Gorgiladze. *Problem solving in teaching foreign languages to students of pedagogical departments*,2008
- Nelson Brooks. *Language and Language Learning*. New York. Harcourt, Brace & World, 1964,
- Noreen M. Webb. *Student Interaction and Learning in Small Groups*, Review of educational research ,1982
- Robert Lado. *Language Teaching: A Scientific Approach*. New York: McGraw-Hill, Inc., 1964
- Rodney R. Cocking & Jose P.Mestre. *Linguistic and Cultural Influences on Learning Mathematics*, Lawrence Erlbaum associates,Publishers 1988
- Sandra Rabana(editor). *Examining the World:A history of the University of Cambridge Local examination Syndicate*,Trinity Hall,Cambridge,2008
- Skehan, P. *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press,1998
- Sol Saporta, Robert Lado. *Review of Language Teaching: A Scientific Approach*, 1965
- Saville-Troike, M. *What Really Matters in Second Language Learning for Academic Achievement?* TESOL Quarterly,1984

- Thornbury, S. *How to Teach Speaking*. Harlow Pearson Education Ltd, 2007
- Ur, P. *A Course in Language Teaching : Practice and Theory*. Cambridge University Press, 1995
- Arrum:22; Sahih International Ibn Kathir*
- Abou Daud in the Chapter of Education*
- Aleidine J. Moeller and Theresa Catalano & Pica, *Foreign Language Teaching and Learning*, 1983
- Andersen and Johnson, *Mothers' speech research: from input to interaction*, 1973
- Bachman, L.F. *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press, 1991
- Brown, H.D. *Teaching by Principles: An Interactive Approach to Language pedagogy*. (second edition). New York: Longman., 2004
- Brown, *Principles of Language Learning and Teaching*, 2007
- Canale and Swain, *Communicative competence*, 1980
- Chava Frankfort Nachmias, *Research methods in social sciences*, 1996
- Chomsky , *Reflections on Language*, 1975
- Coleman, J. S., Campbell, E. Q., Hobson, C. J., McPartland, J., Mood, A. M., Weinfeld, F. D., & York, R. L. *Equality of education opportunity*. Washington, DC: Government Printing, 1966
- Collin Baker, *Foundations of Bilingual Education and Bilingualism* , 2001
- Corder.Pit , *The significance of learner's errors*, *International Review of Applied Linguistics*, 1967
- De Angelis G., *Third Or Additional Language Acquisition*, Volume 24 of Second language acquisition, *Multilingual Matters*, 2007
- Dornyei, *Attitudes, Orientations and Motivations in language learning* (2003), (p. 478-479)

- Earl R. Babbie, *The practice of social research(sociology)*, 1992.
- Educational Research Service. *Effective teaching: How do we know it when we see it?* The Informed Educator Series. Virginia, 2000
- Ehren, M. C. M., *The game of side-effects: Strategic behaviour of supervisors and schools*, Nederland, 2007
- Ellis, *Instructed Second Language Acquisition: Learning in the Classroom*,1991
- Ellis, R, *The study of second language acquisition*, England: Oxford University Press,2008
- Gaies, *Input for Instructed L2 Learners: The Relevance of Relevance*,1977
- Gass and Mackey, *Conversational interaction in second language acquisition*,2007
- Goodwin, B. *How the leopard changed its spots*. London: Weidenfeld & Nicolson., 1994
- Goldhaber, D. *School choice: Do we know enough? Educational Researcher*, 2000
- Hallinger, P. *Principal instructional management rating scale*. New York, NY: Leading Development Associates, 1984
- Hatch, *Language transfer: Cross-Linguistic Influence in Language Learning*,1978
- Harris, A., Chapman, J. *Getting lost in translation? An analysis of the international engagement of practitioners and policy-makers with the educational effectiveness research base*. School Leadership and Management, 2013
- Hattie, J. *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*, New York, NY: Routledge,2009
- Hopkins, D., Stringfield, S., Harris, A., Stoll, L., & Mackay, T. *School and system improvement: A narrative state-of-the-art review*. Manuscript submitted for publication,2011

- <http://www.socialresearchmethods.net/kb/samprnon.php>, *Non-random sampling techniques include modal instance sampling, expert sampling, and diversity/heterogeneity sampling*
- J.H. Hulstijn W. Hulstijn., *Grammatical errors as a function of processing constraints and explicit knowledge*, 1984
- Jim Cummins, *The language learning theories*, 1980-1981
- Jim Cummins, *Language, Power, and Pedagogy: Bilingual Children in the Crossfire. Front Cover. Multilingual Matters Education*, Jan 1, 2000
- John McE. Davis, *Using surveys for understanding and improving foreign language programs*, University of Hawai'i at Manoa, Departments of second language studies
- Krashen , *The natural approach: Language acquisition in the classroom*, 1983
- Krashen, S.D., *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon, 1981
- Kickert, W. J. M. *Organization of decision-making: A systems-theoretical approach*. Amsterdam: North-Holland Publishing Company, 1979
- Kieser, A., & Kubicek, H. *Organisation*. Berlin: Walter De Gruyter, 1977
- Lantolf and Pavlenko , *Sociocultural Theory and Second Language Acquisition*, 1995
- Lesser, W. (Ed.), *Sociocultural theory and the genesis of second language development*, Oxford University, 2004
- Lev Vygotsky, *Second Language Acquisition (SLA)*, 1896–1934
- Lev Vygotsky; *theory of language development*, Oct 6, 2012 as cited in Malone , 2001
- Lindblom, C. E. *The science of muddling through: Public Administration Review*, 1959
- Long, *An Introduction to Second Language Acquisition Research*, 1981

- Long, *Second Language Learning and Language Teaching: Fifth Edition*, 1996
- Luhmann, N. *Social systems*. Stanford, CA: Stanford University Press, 1995,
- Luyten, J.W., Scheerens, J., Visscher, A.J., Maslowski, R., Witziers, B., & Steen, R. *School factors related to quality and equity: Results from PISA 2000*. Paris: OECD, 2005
- Mary G. O'Brien, *Literature review on impact of second language learning*, www.acpi.ca/documents/litreview.pdf, University of Calgary, 2006
- Mary G. O'Brien, *Literature review on impact of second language learning*, www.acpi.ca/documents/litreview.pdf, University of Calgary, 2017
- Marzano, R.J. *What works in schools: Translating research into action?* Virginia: Association for Supervision and Curriculum Development, 2003
- Mays N, Pope C. *Assessing quality in qualitative research*. *BMJ*. 2000 Jan 1;320(7226):50-2.
- Michael Long, *The role of theory in second language teacher education*, 1996
- Morgan, G. *Images of organizations*. Beverly Hills, CA: Sage, 1986
- National Commission on Teaching and America's Future. *What matters most: Teaching for America's future*. New York: 1996
- National Standards in Foreign Language Education Project (NSFLEP)*, 1996, 2006, 2014
- Niskanen, W. A. *Bureaucracy and representative government*. Chicago, IL: Aldine-Atherton, 1971
- Noam Chomsky, *A language-acquisition model*, Nov 28, 2016
- Odlin T., *Cross linguistic influence: Handbook of second language acquisition*, In C. Doughty & M. Long (Eds.), Oxford: Blackwell, 2003
- Rod Ellis, *Understanding second language acquisition*, Edition, 3, Publisher, Oxford University Press, 1986

- Rod Ellis, *Principles of Instructed Language Learning*, 1991
- Schallert, *Language anxiety: Differentiating writing and speaking components*, 1982
- Scheerens, J. *Conceptual models and theory-embedded principles on effective schooling: School Effectiveness and School Improvement*, 1997
- Scheerens, J. *The evaluation culture: Studies in Educational Evaluation*, 2004
- Scheerens, J. *Conceptual framework for the PISA 2009 context questionnaires and thematic reports*. Paper presented to the PISA Governing Board, Oslo, Norway. March, 2007
- Scheerens, J., Luyten, H., & Van Ravens, J. (Eds.). *Perspectives on educational quality: Illustrative outcomes on primary and secondary education in the Netherlands (Springer Briefs in Education)*. Dordrecht: Springer, 2011
- Scheerens, J. *School leadership effects revisited: Review and meta-analysis of empirical studies*. Dordrecht: Springer, 2012
- Selinker, *Second Language acquisition theories*, 1974
- Schalock, H.D., Schalock, M.D. & Ayres, R. *Scaling up research in teacher education*. Journal of Teacher Education, 2006, 57(2), 102-119.
- Slobin. Dan Isaac (Professor of psychology at the University of California), *Studies of Child Language Development*, , 1973
- Slobin , *Language Development: Syntax and semantics*, 1975
- Snow, R. E. *Theory construction for research on teaching*. In R. M. W. Travers (Ed.), *Handbook of research on teaching*. Chicago, IL: Rand McNally., 1973
- Stacey, R. D., Griffin, D., & Shaw, P. *Complexity and management: Fad or radical challenge to systems thinking?* New York, NY: Routledge, 2000
- Stephen D. Krashen, *Principles and practice second language acquisition*, University of southern California, 1985

Stevick, *Memory, meaning & method: some psychological perspectives on language learning*, Newbury House Publishers, 1976

Stringfield, S. *An anatomy of ineffectiveness*. In L. Stoll & K. Myers (Eds.), *No quick fixes: Perspectives on schools in difficulties*. London: Falmer, 1998

Toukoma and Skutnabb-Kangas, *Linguistic Interdependence and the Educational Development of Bilingual Children*, 1977 recited by Cummins, 1976

T.S. Kuhn, *The structure of scientific revolution*, Chicago University Press, 1970

Van Patten, B., and Williams, J., *Introduction: The nature of theories*, 2007

Van Patten and Williams, *Theories in Second Language Acquisition: An Introduction*, 2007

Von Bertalanffy, L. *General systems theory*. New York, NY: George Braziller, 1968

Watch Fiwa's profile linked to the following:

<https://m.youtube.com/channel/UCMHcGjV8fhYIbEH5YHr5XGw>

Weick, K. E. *Educational organizations as loosely coupled systems: Administrative Science Quarterly*, 1976

Winitz, *The Inheritance and Innateness of Grammars*, 1980

ABBREVIATIONS

ALM-Audio-Lingual Approach

BICS-Basic Interpersonal Communication Skills

BSD-Bumi Serpong Damai

CALP-Cognitive/Academic Language Proficiency

CASLS-Center of Applied Second Language System

CCTV-Closed Circuit Television

CIE-Cambridge International Examination

CLT-Communicative Language Teaching

CUP-Common Underlying Proficiency

EFL-English as a Foreign Language

FGD-Focused Group Discussion

FIWA-Fitrah Islamic World Academy

IGCSE-International General Certificate of Secondary Education

IH-Interaction Theory

IRE-Initiation,Response,Evaluation (model)

L1-First Language

L2-Second Language

LAD-Language Acquisition Device

LAS- Language Acquisition System

LIPIA-Lembaga Ilmu Pengtahuan Islam dan Arab

MTB-MLE-Mother -Tounge- Based-Multi-Lingual-Education

NSFLEP-National Standard in Foreign Language Education Project

PSI-BT- Perceptions of Success Inventory for Beginning Teachers

SCT-Socio-Cultural Theory

SLA-Second Language Acquisition

SUP-Separate Underlying proficiency

TL /LT-Target Language

UG-Universal Grammar

PERSONAL INFORMATION

Name : Shabani Ally Ramadhani, B. Sc, M.Pd

Place and Date of birth :Kondoa-Dodoma-Tanzania,June 19, 1983.

Sex : male

Nationality : Tanzanian.

Address: Telaga Kahuripan ,Ganesha Beranda 2 G12/24 Desa Tegal Kec. Kemang, Kab.Bogor,Indonesia.

Email: shahri8fsutt@gmail.com, shahri8fttsu@yahoo.com

Phone: +6285693764096

Marital Status : Married with four children.

Languages : Fluent in English, Arabic, Swahili, Indonesian and Partial in French & Mandarin.

Religion : Muslim.



EDUCATION BACKGROUND

UNIVERSITY EDUCATION

1. Institute PTIQ Jakarta,Indonesia,In the faculty of Management Pendidikan Islam, 23 September 2016 – 30 October 2018.
2. International University of Africa in Khartoum Sudan, in the Faculty of Computer Studies specialized in Information System with Successful Completed University Degree with the Research in Transaction Management System. 31 January 2006- 27 September 2009

PRE-UNIVERSITY EDUCATION

1. Advanced Certificate of Secondary Education, ACSA, July 2002- April 2004 (Dar es Salaam Region) with subjects: Physics, Chemistry and Mathematics.
2. Ordinary Certificate of Secondary Education, CSE, Pahi Secondary School (Dodoma Region) with subjects: Physics, Chemistry, Mathematics, Biology, Geography, Civics, English, History and Kiswahili
3. Primary School Education, CPE, Pahi Primary School, 1991-1997 (Dodoma Region).

WORK EXPERIENCE.

- 1.As a Part time Teacher: December 2001-May 2002: Pahi Secondary School (Dodoma Region-Tanzania).
- 2.As a Part time Teacher: August 2004- November 2004, Pahi Secondary School (Dodoma Region-Tanzania).
- 3.November 2004-March 2005: With Badr Road Construction Organization as an Assistance Surveyor (Dodoma Region-Tanzania).
- 4.Field teaching Advance Level students in Computer Lessons Khartoum-Sudan
- 5.August ,01 2010- 06 August2012: As Teacher in Imam Shafii Intermediate and Advance Islamic Seminary School, Tanga Region-Tanzania.
- 6.January 2012-06 August2012: Assistance Teacher in Ummu Salamah Girls Training, Tanga Region-Tanzania.

7.12 May 2012-06 August 2012, Librarian: Imam Nawawiy Library, AMYC, Tanga –Tanzania

8.01 November 2012 – 09 December 2012, Administrator: PT. Rencana Adi Perkasa, Depok -Indonesia.

9.12 February 2013 – 08 June 2013, Alfa Grafikal Digital Printing, Ciputat – Tangerang selatan – Indonesia.

9.07 October 2013 – 11 May 2014, Teacher: Maahad Zaid bin Tsabit, Setu, Bekasi- Indonesia.

10.14 June 2014 – Tuesday 3 February 2015, Teacher: Alwildan Islamic School(TIC) BSD Serpong , Tangerang – Indonesia.

11.14 June 2014 – Tuesday 3 February 2015, a Teacher: Darul Hikmah Islamic School (TIC) Cipinang, Jakarta Timur – Indonesia.

12.11 February 2015 – 31 December 2015, A Teacher, Leader in Language Center (English and Arabic) Division, Library and Laboratory: Al Andalus Islamic International Boarding School, Cijurey, Sukadamai-Sukamkmur, Kab. Bogor, Indonesia.

13.31 December 2016 – Up-to-date: Fitrah Islamic World Academy, English and IT, Mathematics Teacher ;Villa Bilabong & Ciseeng, Bogor, Indonesia.

COMPUTER SKILLS

1.Working Computer Literate Operating System: DOS, WINDOWS, Linux
Software Experience: Ms Excel, Word, PPP, Internet Applications.

2.Data Base using Oracle SQL PLUS, My SQL

3.Computer Programming Languages: Pascal, C++, Java, Oracle.

REFERENCE:

1.Mr.Wirawan Yudhianto

Telaga Kahuripan,Griya Ganesha F3/3,Desa Tegal,Kec.Kemang ,
Kab.Bogor - Indonesia.Tel: +6282114720778

2. Dr. Ashraf Abdallah,

Intrnational University of Africa, Deanship Faculty of Computer Studies,
Khartoum-Sudan Tel: +249911627492

3. Dr. Mohamed Dewa,

Lecturer Dodoma University, Dodoma, Tanzania , Tel: +255717187928