THE IMPLEMENTATION OF “SBI” PROGRAM
IN ISLAMIC BOARDING SCHOOL
ASSALAAM SURAKARTA

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ABSTRACT

Noor Hadi: The Implementation of “SBI” Program in Islamic Boarding School Assalaam Surakarta,
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In carrying out this research, he wants to describe the implementation of “SBI” Program in MTs Islamic Boarding School As-Salaam Surakarta. Next, he wants to describe the goal, core of syllabus, teaching-learning process, motivation, and response of the students toward “SBI” Program in MTs Islamic Boarding School As-Salaam Surakarta. Finally, he tries to interpret the effectiveness of the “SBI” Program in MTs Islamic Boarding School Assalaam Surakarta.

It is the qualitative research which is carried out in the “SBI” Program of the third grade of MTs, Islamic Boarding School Assalaam Surakarta and it uses naturalistic inquiry by using observation, interviews, documents, and questionnaires. The students of “SBI” Program consist of two classes are 64 students. He divided the students into 10 groups, each group is interviewed to cross-check the teachers’ interviews. The students were also given questionnaire to make triangulation of the data from teachers, headmaster, and administration staffs. In carrying out the observation, interview, and questionnaire, he used the guideline having relevance to the problem of the research. The data finding show that the students get a great chance of learning English and materials simultaneously. Besides, the “SBI” Program encourages the teachers and students to study autonomously and seriously. Therefore, it becomes closer to reach the goals of the “SBI” Program successfully, though, English proficiency is still one of the main barriers for the teachers and students.

Based on the research finding related to the problem statement, he finds that the goals of “SBI” Program are to create excellent students in the international quality level and give a special service to those who have high interest and gift; and to create the excellent school in the international quality level. These goals are in line with the teachers’ and students’ perception which can arouse the students’ motivation. It shows that the students’ motivation is so high that they take part in the teaching and learning process enthusiastically and they enjoy and are satisfied. Next, based on the data presentation and analysis, the implementation of “SBI” Program in MTs Assalaam Surakarta can improve the students’ foreign language acquisition through the learning content materials, implemented related to the goals and the concept of the “SBI” Program that is adopted. However, this program is not fully implemented, and it is appropriately called “Rintisan” (initial). This is such a big effort that this institution improves and produces the quality of education at the international level, since the students and teachers in the teaching and learning process use English. Then, the researcher finds that this program is effective. The teachers teaching in this program enjoy and are satisfied because the students’ achievement is good. The
data of State Final Examination shows that there is an improvement of the foreign language acquisition from the average score of their input score improves from seven to eight and a half (8.5). Further, mastering the foreign language skills is one of the main barriers of the students and teachers.

Having done this research, he suggests that the teachers should increase and update their English ability and subject matter mastery, in order to widen their perception and future prospect of the students. Next, the students should improve their English ability by having additional English course and keep their spirits to reach their goals. Finally, the institution should increase their capabilities to support and fulfil the software and hardware needed by the “SBI” Program.
PRONOUNCEMENT

This is to certify that all the ideas, phrases, and sentences, unless otherwise stated, are the ideas, phrases, and sentences of the thesis writer. It is not a plagiarism, but all statements of the thesis which do not belong to him have been given quotation marks, and they can be shown and proved in the list of bibliography. The writer understands the full consequences including the degree cancellation if he took somebody else’s ideas, or phrases, or sentences without a proper reference.

Surakarta, June 2008

Noor Hadi
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He realizes that there are weaknesses in this report because of the limited time, his limited capability and knowledge. Therefore, he invites some suggestions and any constructive criticisms from the readers to make the betterment of this thesis.
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Surakarta, 2008

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CHAPTER I
INTRODUCTION

A. Background of the Study

English is one of the international languages that is used to communicate all over the world. It is a very important language for its usage to become more and more widely spread today (Pei, 1971: 282). English is not only used as a means of international communication but also used in writing sciences and technology. Moreover, English is used in business, politics, education, agriculture, science, and technology. Richard (2001: 3) states that today English is the world’s most widely studied foreign language, 500 years ago it was Latin, for it was the dominant language of education, commerce, religion, and government in the Western world. In the sixteenth century, however, French, Italian, and English gained its importance as a result of political changes in Europe, and Latin gradually became displaced as a language of spoken and written communication. In short, it is not arguable that the important role of English has reached into every aspect of life.

Because of its important role in sciences and technology, English is admitted to be the first foreign language to be taught in Indonesia (Halim, 1980: 135). As a foreign language, its functions are not as wide as its function as a second language. As a foreign language, English is not used as a means of daily communication. It is only used by a certain community in a certain situation.

In connection with the importance of English, Indonesian government has determined that English is taught from Elementary School up to the higher education. It is aimed at developing the student’s ability in getting and using the important information through listening, writing, speaking, and reading in English language skill. This regulation is based on Decree of the Minister of
Education and Culture, Republic of Indonesia, No. 060/ 11/ 1993 stating that English is taught from Elementary School to Senior High School students.

Because of globalization era, English teaching and learning has undergone localization in Indonesia, being adjusted to the local culture and its goal of learning English. The learning of English is adjusted to the local needs; the learning materials should be based on the local culture and students’ need. Hence, the position of the local teachers will be very important to know their students, their needs, and the local culture of learning and to incorporate these in their teaching process.

The Indonesian English teaching curriculum emphasizing on the students’ need has been improved several times to adapt itself. One significant reason for recent improvement is to cater for the open market of goods and services starting in 2003 in the ASEAN region and in 2018 in the Asia Pacific region. The curriculum effective since July 2004 is the 2004 Curriculum (competency-based curriculum) aiming at developing literacy competence rather than communicative competence, underscores the importance of providing the relevant genres of text (Alwasilah, 2004: 22). This curriculum is a national guideline which is to be elaborated further and implemented by each province or institution.

Nowadays, the Indonesian government always tries hard to increase the quality of the education having level with the education in other developed countries. Department of National Education of Indonesia (Departemen Pendidikan Nasional) (2007: 21-61) states that the government establishes the “SBI” Program. In February 5th, 2007, the government determined 100 private-state senior high schools having internationally standard, and one of the “SBI” Programs is Immersion Program. “SBI” Program is an effort to increase the education quality in Indonesia to have the same level as the abroad education. The curriculum of “SBI” Program tends to be Content Based Instruction (CBI) which emphasizes on the students’ mastery of the subjects matter such as maths, geography, biology, physics, etc. using English. The teachers of “SBI” Program are the subject matter teachers who master
English and the English teachers who learn subject matters. In conclusion, all of the teaching materials are taught in English.

Islamic Boarding School As-Salaam, one of the education institutions, carries out the “SBI” Program to respond one of the programs of the National Education Department. It has been running since two years ago.

The introduction of local governance and educational autonomy in conducting education process in Indonesia has encouraged each province, even school to implement guidelines given by the central government in their own way. The Central Java Provincial Office of Education has decided to run “SBI” Program and Immersion Program.

The “SBI” program in Islamic Boarding School Assalaam is aimed at giving a special service to the students who have a strong interest in learning foreign language to become the world education need in which the language is as a means of looking for, understanding, and developing the science and knowledge.

English and Arabic are international languages which are often officially used in the world organizations and international meetings. Arabic is mostly used in Moslem countries, but English is mostly used in scientific books. Because of those, Assalaam is using both Arabic and English language in daily communication, and they become medium on teaching and learning the subject matters in the classroom. Arabic is specially used to present the religion lesson, while English is used to present the exact lesson.

One of the aims of teaching and learning in Assalaam is that the students can speak both Arabic and English, but simultaneously understand the content of the subject matters they are learning. In short, they are hoped to understand the texts written in English or Arabic, and master the languages actively and passively.

Logically because the input is from the selected students and the curriculum environment (language atmosphere/"bi’atullughoh") and facilities supported for the teaching and learning process, the students of “SBI” will be
able to reach the goals of education mentioned above. Here, the writer would like to know this “SBI” program.

Khotob (2007:12) expresses that materials of the test for the students included:

1. Exact subject matters: - Physic, Math, and Biology
   - English
   - Arabic
   - Psycho test (done by psychologists)
2. Time and place: one month before moving to higher class; MTs Assalaam.
3. Input standard: - Average score of class one: > 7
   - English: > 7
   - Passing grade score

He, further, mentions some materials of the test for the teachers as follows:

1. Subject matter: - Potential academic test
   - Attitude test
   - English test
   - Arabic test
2. Time and place: the end of April 2007; MTs Assalaam.
3. Input Standard: - Fulfilling/passing the requirements
   - Getting the letter or teaching from the Headmaster.
4. Examiner Board (from Independent Examiner and Psychologists from University in Surakarta)
B. Problem Limitation

In this research, the writer studies the third grade of MTs, consisting of two classes or 62 students. He also studies the curriculum of “SBI” Program and its implementation. Further, he studies anything related to the teaching and learning process. The research will cover the implementation of “SBI” Program to some certain subjects, because this Institution of Islamic Boarding School As-Salaam has partly implemented the subject matters in the “SBI” Program.

C. Problem Statement

1. How is the “SBI” program in MTs Islamic Boarding School As-Salaam implemented?
2. How effective is this program?

D. Research Objectives

The research objectives are:

a. To explain the implementation of “SBI” Program in MTs Islamic Boarding School As-Salaam Surakarta
b. To describe the goal, core of syllabus, teaching-learning process, motivation, and response of the students toward “SBI” Program in MTs Islamic Boarding School As-Salaam Surakarta
c. To interpret the effectiveness of the “SBI” Program in MTs Islamic Boarding School As-Salaam Surakarta
E. Benefits of the Research

In conducting this research, there will be some advantages for stakeholders and government or policy maker, teachers, and the students.

1. Stakeholders
   This research can give some real inputs and good evaluations in conducting the “SBI” Program so that the next operation of “SBI” Program can be well improved.

2. Government or Policy Maker
   It can get the real fact from the field that will be very useful to develop the betterment of the policy on handling the “SBI” Program.

3. Teachers
   They can take some advantages of this research by reflecting their teaching process and the learning process. They can also evaluate the teaching and learning process based on the research inputs.

4. Students
   They can learn and realize how important English is and this research can help them learn the language by themselves.
A. Bilingualism

To understand the meaning of bilingualism, the writer would like to say that a bilingual person is someone who speaks two languages. A person who speaks more than two languages is called 'multilingual' (although the term 'bilingualism' can be used for both situations). Multilingualism isn't unusual; in fact, it's the norm for most of the world's societies. It's possible for a person to know and use three, four, or even more languages fluently.

The way people become bilingual will not be the same. They may become bilingual either by acquiring two languages at the same time in childhood or by learning a second language some time after acquiring their first language. Many bilingual people grow up speaking two languages. Birner (2007: 2) says that often in America such people are the children of immigrants; these children grow up speaking their parents' native language in their childhood home while speaking English at school. Many bilinguals, however, are not immigrants; it is not uncommon for people born in the U.S. to speak English at school or work and another language at home.

Children can also become bilingual if their parents speak more than one language to them, or if some other significant persons in their life (such as a grandparent or caretaker) speak to them consistently in another language. Sometimes a child will grow up in a household in which each parent speaks a different language; in that case, the child may learn to speak to each parent in that parent's language. In short, a young child who is regularly exposed to two languages from an early age will most likely become a fluent native speaker of both languages. The exposure must involve interaction; a child growing up in an English-speaking household who is exposed to Spanish only through
Spanish-language television won't become a Spanish-English bilingual, but a child who is regularly exposed in both English and Spanish will.

It is also possible to learn a second language some time after early childhood, but the older you get, the harder it is to learn to speak a new language as well as a native speaker. Many linguists believe there is a 'critical period' (lasting roughly from birth until puberty) during which a child can easily acquire any language that he or she is regularly exposed to. Under this view, the structure of the brain changes at puberty, and after that it becomes harder to learn a new language. This means that it is much easier to learn a second language during childhood than as an adult.

In some countries, nearly everybody is bilingual or multilingual. In parts of India, for example, a small child usually knows several languages. In many European countries, children are encouraged to learn a second language — typically English. In fact, the U.S. is quite unusual among the countries of the world in that many of its citizens speak only English, and they are rarely encouraged to become fluent in any other language.

The followings are some experts’ explanations concerning with the term of bilingualism to make us understand it in more detail:

In ... cases where ... perfect foreign language learning is not accompanied by loss of the native language, it results in bilingualism, native-like control of two languages. After early childhood few people have enough muscular and nervous freedom or enough opportunity and leisure to reach perfection in a foreign language; yet bilingualism of this kind is commoner than one might suppose, both in cases like those of our immigrants and as a result of a travel, foreign study, or similar association. Of course one cannot define a degree of perfection at which a good foreign speaker becomes a bilingual: the distinction is relative (Bloomfield, 1935: 55-56).

It seems obvious that if we are to study the phenomenon of bilingualism, we are forced to consider it as something entirely relative. We must moreover include the use not only of two languages, but of any number of languages. We shall therefore consider bilingualism as the alternate use of two or more languages by the same individual (Mackey: 1957: 51).
The practice of alternatively using two languages will be called here BILINGUALISM, and the person involved BILINGUAL. Unless otherwise specified, all remarks about bilingualism apply as well to multilingualism, the practice of using alternatively three or more languages (Weinrich, 1953: 5).

There are four typologies of bilingualism:

1. Societal and Individual Bilingualism is the assumption that in complex, stratified societies many social differences are language-linked and that language plays an important role in the differential social distribution of positive and negative social values of both a material and symbolic nature.

2. Horizontal Bilingualism occurs in situations where two distinct languages have an equivalent status in the official, cultural and family life of group of speakers and is mostly found.

3. Vertical Bilingualism is obtained when a standard language, together with a distinct but related dialect, coexists within the same speaker, though the more generally accepted term for this situation is diglossia.

4. Diagonal Bilingualism occurs with speakers who use a dialect or non-standard language together with a genetically unrelated standard language (Beardsmore, 1983: 1-8).

Richard (2001: 3) expresses that it has been estimated that some 60 percent of today’s world population is multilingual. From both a contemporary and a historical perspective, bilingualism or multilingualism is the norm rather than the exception. It is fair, then, to say that throughout history foreign language learning has always been an important practical concern.

There is no evidence to suggest that it's any harder for a child to acquire two languages than it is for the child to acquire one language. As long as people are regularly speaking with the child in both languages, the child will acquire them more easily. A child doesn't have to be exceptional or have any special language ability to become bilingual; as long as the child is
exposed to two languages throughout early childhood, he or she will acquire them both.

Some people worry that learning more than one language is bad for a child, but nothing could be further from the truth. In fact, there are a lot of advantages to knowing more than one language. First, many linguists feel knowing a second language actually benefits a child's cognitive development. Second, if the children come from a family that has recently immigrated to the U.S., the family may speak a language other than English at home and still have strong ties to their ethnic roots. In this case, being able to speak the language of the family's ethnic heritage may be important for the child's sense of cultural identity. To be unable to speak the family's language could make a child feel like an outsider within his or her own family; speaking the family's language gives the child a sense of identity and belonging. Third, in an increasingly global marketplace, it's an advantage for anyone to know more than one language — regardless of whether one's family is new to the U.S. And finally, for people of any age or profession, knowing a second language encourages cross-cultural awareness and understanding.

B. Language Learning and Language Teaching

Everybody knows that second language learning is not a set of easy step that can be programmed in a quick do-it-yourself kit. No one can tell you “how to learn a foreign language without really trying”. Therefore, it is necessary for us to know what language is, what learning is, and what teaching is.

1. Language

Language is a means of communication, either written or spoken. By mastering the language, language skills, people can communicate ideas with others easily. Inevitably, language becomes main function for people to make transaction or communication among the people all over the world.
The following can make us have better understand of the language definition:

a. Language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or to interact (Finocchiaro, 1964: 8).

b. Language is a system of communication by sound, operating through the organs of speech and hearing, among members of a given community, and using vocal symbols possessing arbitrary conventional meaning (Pei, 1966: 141).

c. Language is any set or system of linguistic symbols as used in a more or less uniform fashion by a number of people who are thus enabled to communicate intelligibly with one another (Random House Dictionary of the English Language, 1966: 806).

d. Language is a system of arbitrary vocal symbols used for human communication (Wardaugh, 1972: 3).

e. Language is any means, vocal or other, of expressing or communicating feeling or thought ... a system of conventionalized signs, especially words, or gesture having fixed meaning (Webster’s New International Dictionary of the English Language, 1934: 1390).

f. Language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or marks having understood meanings (Webster’s New International Dictionary of the English Language, 1934: 1390).

Brown (1993: 5) emphasizes that language has the following characteristics:

a. Language is systematic and generative.

b. Language is a set of arbitrary symbols.

c. Those symbols are primarily vocal, but may also be visual.

d. The symbols have conventionalized meanings to which they refer.

e. Language is used for communication.
f. Language operates in a speech community or culture.
g. Language is essentially human, although possibly not limited to human.
h. Language is acquired by all people in much the same way – language teaching and language learning both have universal characteristics.

2. Learning

Kimble and Garmezy (1963: 133) describe that a search in contemporary dictionaries reveals that learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. And more specialized definition says that learning is a relatively permanent change in a behavioural tendency and is the result of reinforced practice.

To paraphrase the learning terms above, Brown (1993: 7) says that

a. Learning is acquisition or “getting”.
b. Learning is retention of information or skill.
c. Retention implies storage systems, memory, and cognitive organization.
d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
e. Learning is relatively permanent but subject to forgetting.
f. Learning involves some forms of practice, perhaps reinforced practice.
g. Learning is a change in behaviour.

By knowing the definition above, it can be concluded that learning is an active activity to gain the knowledge or information and how to use it in real life appropriately. Here, when a person studies a language, he must be active to find the information about the language and use it properly and correctly.
3. Teaching

People say that teaching is an art. That is why people who teach should have capability, authority, and certain styles and techniques in order to attract their students’ attention. On the other way around, teaching is showing, facilitating, motivating, giving instructions, guiding in the study of something, providing with knowledge, and helping someone to learn how to do something, causing to know or understand. Teaching cannot be defined apart from learning. Gagne (1964: 269) notes that to satisfy the practical demands of education, theories of learning must be 'stood on their head' so as to yield theories of teaching. Therefore, teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning.

The understanding of how the learner learns will determine our philosophy of education, our teaching style, our approach, methods, and classroom techniques. If, like Skinner, we look at learning as a process of operant conditioning through carefully paced program of reinforcement, we will teach accordingly. If we view second language learning basically as a deductive rather than an inductive process, we will probably choose to present copious rules and paradigms to our students rather than let them “discover” those rules inductively.

Bruner (1966b: 40-41) describes that a theory of instruction should specify the following features:

a. The experiences which most effectively implant in the individual a predisposition toward learning.

b. The ways in which a body of knowledge should be structured so that it can be most readily grasped by the learner.

c. The most effective sequences in which to present the materials to be learned.

d. The nature and pacing of rewards and punishments in the process of learning and teaching.
In the teaching of a foreign language with this new approach (emerged around 1970s), the students were expected to be the centre of the learning. The students were expected to be active and the teacher’s role has changed from a merely the source of information to be an analyst, a facilitator, a corrector, a listener, and many more.

Concerning with the teaching of a foreign language, Finocchiaro and Brumfit (1983: 91-93) declare that in communicative approach:

a. Teaching is learner-centred and responsive to learners’ needs and interests;

b. The target language is acquired through interactive communicative use that encourages the negotiation of meaning;

c. Genuinely meaningful language use is emphasized, along with unpredictability, risk-taking, and choice-making;

d. There is exposure to examples of authentic language from the target language community;

e. The formal properties of language are never treated in isolation from use; language forms are always addressed within a communicative context;

f. Learners are encourage to discover the forms and structures of language for themselves; and

g. There is a whole-language approach in which the four traditional language skills (speaking, listening, reading and writing) are integrated.

Based on the statement above, the teaching is emphasized on the learners’ ability integrating the language skills: listening, speaking, reading, and writing. Therefore, applying the communicative approach, the teacher can encourage the students to be active learners focusing on the language teaching by using communicative approach, dealing with the ability to communicate ideas with others contextually.
Because of language as a means of communication, the teachers must select the materials which are in line with the students’ real-need and relevant to the syllabus in curriculum.

The teaching must be on the learners and there should be an integrated teaching by using all four language skills. Of course, it is important in the class which applies the communicative approach, so that the teacher should motivate the students to be active. It is best if the teacher applies the teaching of adult learners to the students. Despite learners having a level of communicative competence in their first language, there is obviously a need to encourage the use of both communication and learning strategies in the target language.

The teacher needs to remember that the focus of the language teaching by using communicative approach is the ability to communicate. The teaching of everyday language is most important before giving difficult or rarely used words, sentences or expressions. Language is a means of communication, so we must choose properly the language that we really need or use in daily activities.

4. **Principles of Language Teaching**

Principles are necessary and sufficient to define the scientific approach. They are developed into practical teaching program. Lado (1979: 49-56) explains the following principles of language teaching:

a. Speech before writing
b. Basic sentences
c. Patterns as habits
d. Sound system for use
e. Vocabulary control
f. Teaching the problem
g. Writing as representation of speech
h. Graded patterns
i. Language practice versus translation
j. Authentic language standards
k. Practice
l. Shaping of responses
m. Speed and style
n. Immediate reinforcement
o. Attitude with target culture
p. Content
q. Learning as the crucial outcome

C. Content Based Instruction (CBI)

CBI is a method of combining language and content learning with a language teaching aims. It refers to the concurrent study of language and subject matters. Here, language is a vehicle to reach and get a set of content goals. In short, the language becomes the medium to convey informational content of interests and relevance to the learners.

Brown (2000: 234-235) gives examples of Content Based Curriculum:
1. programs of immersion for elementary students
2. programs of sheltered English for elementary and secondary students
3. writing across the curriculum and emphasizing the writing skills in secondary schools and universities by teaching the students within subjects matters areas.
4. ESP (English for Specific Purposes)

Further, he explains that CBI gives a chance of the complete integration of language skills (for example: for architecture, medicine, engineering, etc.)
The following are some definitions to make us more understand the terms of CBI:

1. CBI is “…the integration of particular content with language teaching aims…the concurrent teaching of academic subject matter and second language skills” (Brinton et al., 1989, p.2)

2. CBI approaches “…view the target language largely as the vehicle through which subject matter content is learned rather than as the immediate object of study” (Brinton et al., 1989, p.5)

3. CBI is aimed at ‘the development of use-oriented second and foreign language skills’ and is ‘distinguished by the concurrent learning of a specific content and related language use skills’ (Wesche, 1993)

4. CBI is “…approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., Math, social studies) within the context of teaching a second or foreign language” (Crandall & Tucker, 1990, p.187)

D. Communicative Language Teaching (CLT)

The development of teaching approach, approximately 500 years ago, was dominated by Latin approach which is called grammar approach. In the 1940s and 1950s, teaching approach was determined by behaviourism proposed by Skinner. The program is a scientifically ordered set of linguistic structures into the minds of learners through conditioning. In the 1960s, people get quite worried about how Chomsky’s generative grammar was going to fit into language classroom and how to inject the cognitive code of a language into the process of absorption. The innovation of the 1970s brought affective factors to the forefront of some wildly experimental language teaching methods. The late 1970s and early 1980s, we saw the beginnings of what we now recognize as a communicative approach as we better and better understand the functions that must be incorporated into a classroom. The late 1980s and 1990s, we saw the development of approaches that highlighted the
fundamentally communicative properties of language, and classrooms were increasingly characterized by authenticity, real-world simulation, and meaningful tasks.

For the sake of simplicity and directness, Brown (2001: 43) offers the following six interconnected characteristics as a description of CLT:

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals, therefore, must intertwine the organizational aspects of language with the pragmatic.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspect of language that enable the learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of facilitator and guide, not an all-knowing bestowal of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others.

It becomes clear that communication needs the students to perform certain functions as well, such as promising, inviting, and declining invitations.
within a social context. In short, being able to communicate requires more than linguistic competence; it requires communicative competence – knowing when and how to say what to whom. This observation contributes to a shift in the field in the late 1970s and early 1980s from a linguistic structure-centred approach to a Communicative Approach.

Widdowson (1978) in Larsen – Freeman (2000: 121) describes that in the 1970s, though, educators began to question if they were going about meeting the goal in the right way. Some observed that students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside of the classroom. Others noted that being able to communicate required more than mastering linguistic structures. Students may know the rules of linguistic usage, but be unable to use the language.

As a result, Communicative Language Teaching aims broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication.

Littlewood (1981: 6) in Nunan (1989: 13) considers that CLT should have the following skills:

1. The learner must attain as high a degree as possible of linguistic competence. That is he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message.

2. The learner must distinguish between the forms he has mastered as part of his linguistic competence, and the communicative functions which they perform. In other words, items mastered as part of a linguistic system must also be understood as part of a communicative system.

3. The learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations.
He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language.

4. The learner must become aware of the social meaning of language forms. For many learners, this may not entail the ability to vary their own speech to suit different social circumstances, but rather the ability to use generally acceptable forms and avoid potentially offensive ones.

E. Communicative Competence

Communicative competence is a linguistic term showing a learner’s L2 ability. It refers to both learners’ ability to apply and use grammar rules and form correct utterances. Besides, a learner has to know how to use these utterances appropriately.

The objective of CLT is the learner can communicate ideas with others based on the context of situation, while communicative competence is characterized by dynamic rather a static concept. It depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system. In this sense, communicative competence can be said to be an interpersonal rather than an intrapersonal trait. Communicative competence is not only used in written language but also in spoken language. Communicative competence takes place in an infinite variety of situation, and success in a particular role depends on one’s understanding of the context and prior experience of a similar kind. Because of this, communicative competence is relative, not absolute, and depends on the corporation of all the participants involved.

Riggenbach (2002: 6-7) says that the concept of communicative competence is compatible with a discourse orientation to language: language is intricate and multidimensional, yet it is systematic. Truly proficient of communicatively competence learners must be cognizant of the complex of factors that affect perceptions about their language abilities. It is important to note that the notion of communicative competence has come to be associated
primarily with oral language skills, although many teachers and researchers have worked to expand the concept to include written language skills as well.

Further, Savignon (1983: 35) proposes four components of communicative competence that this framework identifies: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical Competence which is also called linguistic competence means learners master lexical items and rules of morphology, syntax, semantics, and phonology. The capability of manipulating linguistic features is to create words and sentences. It doesn’t deal with any single theory of grammar or it doesn’t assume the capability of making the rules of usage. However, the students demonstrate grammatical competence by using a rule not by stating a rule. Therefore, grammar still exists to enable the students to mean, as it is impossible to meaningfully communicate without grammar.

Sociolinguistic competence concerns with the ability to produce or recognize socially appropriate language within a given socio cultural context. It covers with an understanding of the social context in which language is used, the role of the participants, the information they share, and the function of interaction.

Being able to connect utterances and sentences cohesively and coherently belongs to discourse competence. By using cohesion and coherent signals the writers or speakers can create logical relationship of sentences or paragraph between parts of sentences. The cohesion relationship between clauses and sentences and shown by lexical and conjunctive relations.

In short, discourse competence is as the ability to produce and recognize coherence and cohesive text. Besides, this includes the interpretation of sentences to form a meaningful whole and get coherent texts which are relevant to real situation.

Strategic competence deals with how to communicate effectively by means of overcoming the handicaps and simultaneously improving effective communication. Further, it concerns with the ability to communicate effectively to a variety of changing and often unexpected interpersonal
conditions, rephrasing, repetition, seeking clarification, emphasis, avoidance, and event massage modification to meet the demands of continuing communication.

F. The International School – Immersion Program

1. The International School Program

The International School program commonly adopts the International Baccalaureate Primary Years Programme to bring the curriculum to the next level of excellence. The International Baccalaureate program is used in over 1500 schools in 128 countries (http://www.ibo.org/- June, 8th 2007).

a. The Educational Principles of the International School Program

   It is said that The International School (http://www.ibo.org/- June, 10th 2007: 2) has created an experience for children based on the following educational principles:

1) Young children learn a second language very much as they learn their first. Therefore, language learning should be started early. The second language must be used for normal, everyday situations as well as for subject content learning.

2) There is a direct correlation between the amount of time spent using the second language and the level of fluency attained. Studies show that students in partial immersion programs who spend half the day in English do not obtain the same fluency in the second language as full immersion students.

3) For language learning to be successful, children must see that the language can be used immediately in meaningful situations to convey wants, thoughts, feelings, and information.
4) Being immersed in a second language with native speakers provides new and exciting opportunities for children to gain deeper insights into themselves and into other ways of thinking.

5) Full immersion language learning works in concert with a child's English language skills. For example, when a child understands the concept of reading in a second language, she can easily transfer that knowledge to her native tongue. Research has consistently shown that immersion students score equal to or better than their non-immersion peers on tests of English reading and math skills.

b. Program Goals of the International School Program

The International School program follows defined educational principles such that by the end of fifth grade, children are able to:

1) Communicate (understand, speak, read, and write) in their second language about age-appropriate topics with native-like ability.

2) Perform as well as or better than non-immersion peers on standardized achievement tests administered in English.

3) Recognize contributions made by representatives of foreign language communities past and present.

4) Understand and appreciate diverse cultural groups while developing their own cultural identity.

5) Gain deeper insights into themselves and into other ways of thinking and expression.

2. Immersion Program

In Indonesia, the “SBI” Program has been run since 2 years ago and it becomes the specific policy of Indonesian Minister of Education. Immersion is one of the programs of “SBI” Program.

Language immersion is a way of teaching language by completely immersing the learner in that language for significant periods of time. The learner will hear only the target language for both regular conversation
(i.e. talk about getting dressed and eating meals), as well as subject matter learning (i.e. math and science). Research shows that with language immersion, young children learn their second language the same way they learned their first - by listening, absorbing, imitating, and then trying it out. Full immersion means the child spends the vast majority of each day immersed in the target language. Research shows that the more time a child spends hearing and using the second language, the more fluent she will become. Partial immersion programs - where half the day is in English - do not result in nearly the same level of second language proficiency. The International School teaches a full immersion program.

As the principles of The International School Program and Immersion Program are almost the same, the children get a better chance to spend the vast majority of each day, immersed in the target language. The research shows that The International School program and Immersion Program significantly improve the students’ quality and fluency of English.

The Chinese, Spanish, and Japanese Immersion, have shown us the successful International School and Immersion Program (http://www.ibo.org/- June, 10th 2007). The followings are their short description:

a. Chinese Immersion

The Chinese Track is the fastest growing language immersion program at The International School. Their teachers are all native speakers from China and Taiwan with many years of experience in teaching and other fields. Using the best of Chinese and American teaching philosophies, they create a warm and caring atmosphere with discipline based on mutual respect of classmates and teachers. In this environment, the children learn a rigorous American curriculum with the Chinese language and a rich Chinese culture. The added beauty of The International School is that the children are also exposed to the
Japanese and Spanish languages and cultures. As a result, their students develop an innate appreciation for diversity in people and thought. The Chinese Track program culminates with a fifth grade Capstone trip to a sister school in China. There, the children see that their Chinese language and cultural skills can truly open doors for them across the world.

b. Spanish Immersion

The International School opened its doors in 1990 with the Spanish Track. Their teachers come from Spanish-speaking countries all over the world, bringing not only a language, but also customs, traditions, and unique ways of thinking and teaching. The warmth in the Spanish Track classes seems to spill out the classroom doors. The children use this energy to study a rigorous American curriculum, all taught in Spanish and in the context of their teachers' cultures.

The Spanish Track program culminates with a fifth grade Capstone trip to a sister school in a Spanish speaking country. There, the children see that their Spanish language and cultural skills can truly open doors for them across the world. The added beauty of The International School is that the children are also exposed to the Chinese and Japanese languages and cultures. As a result, their students develop an innate appreciation for diversity in people and thought.

c. Japanese Immersion

The Japanese Track started at The International School in 1995. All of our teachers are native Japanese speakers and have extensive teaching experience in the US and Japan. They teach a rigorous American curriculum entirely in the Japanese language and with the context of the Japanese culture. Because of their small classes, students receive a great deal of individual attention and develop into
independent and disciplined learners. Their students are actively involved in Portland's Japanese community, performing at the Japan Festival, the Mochitsuki Festival, and Children's Day Festival. The Japanese Track program culminates with a fifth grade Capstone trip to a sister school in Japan. There, the children see that their Japanese language and cultural skills can truly open doors for them across the world. The added beauty of The International School is that the children are also exposed to the Chinese and Spanish languages and cultures. As a result, their students not only feel at home in Japan, but also have a well-developed awareness of the world beyond.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Method

This research will use the qualitative research using naturalistic inquiry. Williams (1989:66) expresses that naturalistic study is a study conducted through observation in natural setting (in the field of interests not in laboratories), using natural methods (observation, interviewing, thinking, reading, writing) in natural ways by people who have natural interests in what they are studying. Therefore, naturalistic research is descriptive term that implies the researcher conducts observation in the natural setting which is used as the principal source of data.

Rossman and Rallis (1998: 5-6) state that qualitative research begins with questions. To inform the questions, the researcher collects data – the basic units or building blocks of information. Data are images, sounds, words, and numbers. When data are grouped into patterns, they become information. When information is put to use or applied, it becomes knowledge. The process is analogous to building a house. Like data, cinder blocks are not useful by themselves, but they can come together to make a wall. Like information, the wall can be used to build a house. Both the researcher and the builder start with questions and end with a product to be used. Their questions are seldom simple, however, and use takes complex forms. Some uses are intended, but some are not.

Qualitative researchers seek answers to their questions in the real world. They gather what they see, hear, and read from people and places and from events and activities. They do their research in natural settings rather than in laboratories or through written surveys. Their purpose is to learn about some aspects of the social world and to generate new understanding that can
be used by that social world. As qualitative researchers, they become part of the process, continually making choices, testing assumptions, and reshaping their questions. As the inquiry process grows from curiosity or wonder to understanding and knowledge building, the researcher is often transformed. In many cases, the participants are also changed.

Further, he explains that qualitative research has two unique features: (1) the researcher is the means through which the study is conducted, and (2) the purpose is learning about some facet of the social world. Qualitative researchers decide how deeply or broadly to employ data gathering techniques. Where the researchers position themselves along this continuum involves trade-offs. Given the triangle of do-ability, want-to-do-ability, and should-do-ability considerations, they will be unable to gather data both broadly and in-depth. They must make choices. Gathering data from a large number of participants yields information from any perspectives; this gives the study *breadth*. Focusing on a few participants, in contrast, encourages an *in-depth* understanding not possible with a larger sample.

Here, the researcher is the means through the study which is conducted. The object to be observed will be the implementation of “SBI” Program in Islamic Boarding School As-Salaam Surakarta, including the teachers, students, Headmaster, and the administration staff.

Rossman and Rallis (1998: 7-11) also inform that there are eight characteristics common to qualitative research:

1. Natural World
2. Multiple Methods that are Interactive and Humanistic
3. Focus on Context
4. Systematically Reflects
5. Exquisite Sensitivity to Personal Biography
6. Emergent Nature
7. Sophisticated Reasoning that is Multifaceted and Iterative
8. Fundamentally Interpretative
In recapping, qualitative research is a complex field of inquiry that draws on many diverse assumptions but embraces a few common characteristics and perspectives. A qualitative research project takes place in the field, relies on multiple methods for gathering data, and calls on the researchers to be pragmatic, flexible, politically aware, and self-reflective. It is fundamentally interpretive and emergent, characterized by a stance of openness, curiosity, and respect on the researcher’s part. On the practical side, qualitative research is labour-intensive, time-consuming, frustrating, and challenging. There are no formulaic rules to follow, only guiding principles gleaned from direct experience, including reading the literature and studying with others and the actual doing. It is also exhilarating, deeply moving, and can change the researcher’s world-view.

B. Setting

The research will be carried out in Islamic Boarding School As-Salaam Surakarta.

Figure 3.1. The gate toward the Islamic Boarding School Assalaam Surakarta
A brief introduction to Islamic Boarding School Assalaam Surakarta:

Firstly, Islamic Education Foundation was born in September, 23rd 1979 and it became the center of its activities located on Yasodipuran Street no. 56 Punggawan Surakarta. It lies on 2.845 m², donated by H. Abdullah Marzuki and his wife Hj. Siti Aminah. Its activities cover Islamic teaching for children, students, and society. Further, it deals with Arabic teaching, religion discussion, sports, life skills, Health Center, looking after the orphans and poors, Special service concerning with the death, and specific programs for Ramadhan Fasting Month and Fease Day.

Then, MTs Punggawan was officially opened and held in August, 7th 1982, as an Islamic formal school run by the Religious Minister Decree no. WK/548/Pgm/Ts/1982. It becomes “Hari lahir Pondok Pesantren Islam Punggawan Assalaam Surakarta”. From MTs education, embryo, develops into Islamic Boarding School Punggawan Surakarta. The name Punggawan, is because of its location in Punggawan Surakarta.

Next, Islamic Boarding School Modern Punggawan moves to Pabelan, and it becomes the Islamic Boarding School of Islamic Modern Assalaam Pabelan Surakarta, on July, 9th 1985. It lies on 8,2 hectare.
There are some schools run by this boarding school, they are as follows:
1. MTs under the Religion Department
2. Aliyah under the Religion Department
3. SMA under the Department of Education
4. SMK under the Department of Education

MTs runs many programs, they are:
1. International Classes
2. Acceleration Classes
3. Olympic Classes

Those three kinds of classes above are called Special Service Programs, while the rest is called a Regular Program. Education system in the Boarding School means all students live in this complex for 24 hours a day and night. They study, learn, sleep, take a rest, and play here. The formal, informal, curricular, and extracurricular education are integrated into one system, Islamic Boarding School Education System. In short, they do all their activities in this Boarding School without going home every time they want. They may go home twice a year in Ramadhan Month, and after getting the first semester every year.

In Islamic Boarding school system, teachers are generally called “ustadz and ustadzah”, and the students are generally called “santriwan and santriwati”, or “thalib and thalibat”.

The Islamic Boarding School populations usually speak at least two languages, Indonesian and Arabic. However, in Islamic Boarding School Assalaam people, students, teachers and workers are accustomed to speaking Arabic, English, and Indonesian. The environment supports the condition on creating the language atmosphere, because everybody living here speaks those languages and in some extents, in a special zone, it is a must for everybody to speak English or Arabic.
Besides, there is “Mahkamah Lughoh” as a Language Institution, in which one of its main duties is to observe the correct or incorrect of using the language. Then, this institution gives the “Islahul Lughoh” to evaluate and correct the students’ language. It is responsible for the language living as every person in this Islamic Boarding School must use the languages decided by the Language Institution. English and Arabic are most officially used in daily life communication. However, Indonesian is especially used by the beginner students, the first semester of MTs. Therefore, teachers and students here not only speak in bilingual way but also in multilingual way as they speak more than two languages, Regional, National, English, and Arabic.

In carrying out the education, MTs Assalaam also runs the intra-curricular and extracurricular. In extracurricular, “the Special Service Students” get an outbound activity once in two weeks. They study on the real life, both in the natural living and industries, or life skills. They get such a practical experiences that they know the real life directly not theoretically. Here, it doesn’t mean that there is no practical lesson in the curricular. There is practicum in the laboratory for certain subject matter in the MTs Assalaam, not outside it.

The following is the time schedule of the research:

<table>
<thead>
<tr>
<th>Time of Schedules</th>
<th>Activities</th>
</tr>
</thead>
</table>
| February 2007 – May 2007| 1. Getting pre-consultation and designing the thesis proposal and confirming the approval  
                           2. Having seminar on thesis proposal |
| May 2007 – April 2008   | 1. Observing, collecting data, and analyzing the data  
                           2. Reporting the observation |
| May 2008 – July 2008    | 1. Having the seminar on the research report  
                           2. Revising and submitting the research report |
C. Sources of the Data

The data are taken from observation, interview, and document that the writer found. Here, Hornby (1995: 106, 397) expresses that the data are information or facts that will be analyzed. The form of the data is information in word deriving from observation, interview, and document. In short, the writer finds the data from event, informant, and document.

1. Event

The researcher observed the teaching and learning process of the teachers teaching Math, Physics, and Biology. The implementation of learning and teaching process of “SBI” Program from the various subjects to know the students’ and teachers’ view toward the “SBI” Program. The observation result of teaching and learning process can be seen on the appendix 6. To know the students’ and teachers’ views, the researcher interviewed teachers teaching those subjects, and made triangulation with the students’ interview, and confirmed to the headmaster. He also crosschecked the teachers’ and the headmaster’ interviews to the students by using questionnaire. In carrying out observation, questionnaire, and interviews, he used the same guideline which can be seen on the appendix 1 to appendix 4. The result of the students’ questionnaire is described on the appendix 5

2. Informants

They are the Headmaster, teachers who teach in “SBI” Program, students of the third grade of the “SBI” Program ofMTs of Islamic Boarding School As-Salaam Surakarta who are involved in the learning and teaching process of “SBI” Program itself.

3. Documents

This is about written information concerning with “SBI” Program and its implementation in MTs of Islamic Boarding School As-Salaam Surakarta.
It deals with the history of establishing the “SBI” Program, taken from handbook and introduction book of “SBI” Program, and he confirmed with teachers, headmaster, and students on the interviews and questionnaire. Further, it concerns with a final examination score of the students to prove whether their foreign language acquisition improves or not as their basic input score, one of the requirements to enter this program is eight.

D. Techniques of the Data Collection

1. Observation

Observation is observing and noting systematically the phenomena which are being observed. The researcher comes and joins into the class to observe the real implementation of “SBI” Program in Islamic Boarding School As-Salaam Surakarta. Based on the observation, the researcher writes the observation report in the field note.

He observed the teaching and learning process on three subjects: Math, Physics, and Biology.

2. Interview

In carrying out the interview, the writer conducted in-depth interviews with the headmaster, teachers, third grade students of MTs, and administrative staffs. Interview is the process of question and answer between two or more persons to get some required information. The subjects of the research interviewed here are chosen purposively: Math, Physics, and Biology.

3. Document

By using the document, the writer can analyze the relevant data. He has analyzed the related document of the implementation of “SBI” Program in Islamic Boarding School As-Salaam Surakarta. The goal is to fulfil and complete information got through observation and interview.
4. Questionnaire

It is needed to get learners’ view on the effectiveness of “SBI” Program implemented in Islamic Boarding School As-Salaam Surakarta.

He gave questionnaire to all the students of the third grade of the “SBI” Program of MTs consisting of 64 students and students replied all their answers. (See appendix 4 and appendix 5). It is used to know that the students’ motivation related to questionnaire no. 1, 7, and 12. Besides, it is also used to crosscheck the teachers’ view on the implementation of the “SBI” Program in MTs Assalaam Surakarta.

E. Trustworthiness

Rossman and Rallis (1998: 43-46) state that the trustworthiness of a qualitative research project is judged by two interrelated criteria. First, does the study conform to standards for acceptable and competent practice? Second, has it been ethically conducted with sensitivity to the politics of the topic and setting? We say that these are interrelated because it is our stance that a study can meet accepted standards for practice but, if not ethically conducted, falls short in integrity. We believe that the purpose of a study should be used to contribute in some way to understand and act to improve social circumstances. Moleong (2007: 324) describes the data trustworthiness includes credibility, transferability, dependability, and confirmability.

The credibility is the same as the concept of the validity in the non-qualitative research. It deals with the acceptable inquiry which is proved by the data showing the multiple realities in the research.

Transferability generalization which means that the research findings can be generalized if they have the same and representative samples of population.
Dependability derives from reliability in the non-qualitative research which shows the constant result of subject studied in the same condition or situation by the researchers. The data finding becomes true if other people researches and the results are the same.

Confirmability derives from objectivity in the concept of non-qualitative research. Here, whether the data are objective or not depend much on the agreement of some people related to their views and findings. In short, someone experience is subjective but if many people agree with that experience, it becomes true or objectives. Therefore, if the data is objectives, people believe that it has confirmability.

Those criteria and control techniques of trustworthiness lead to the correct reformulation of the data in the qualitative paradigm.

**F. Techniques of the Data Analysis**

The writer will use the Generic Analysis in the technique of data analysis. Rossman and Rallis (1998: 176 - 183) describe the following steps:

1. Organizing the data
2. Familiarizing yourselves with the data
3. Generating categories, themes, and patterns
4. Coding the data
5. Searching for alternative explanation of the data
6. Writing the report
He also uses the Constant Comparative Method proposed by Glaser and Strauss. Glaser and Strauss in Lincoln and Guba (1985: 339) explain that there are four stages of the Constant Comparative Method. They are as follows:

1. Comparing incidents applicable to each category
2. Integrating categories and their properties
3. Delimiting the theory
4. Writing the theory

In organizing, clarifying, and analyzing the data, he made triangulation data from the teachers confirmed with the headmaster and crosschecked to the students. He also used the data from “PUSLITBANG” Assalaam to check whether the data are right or not.
CHAPTER IV
PRESENTING AND ANALYZING DATA

A. Data Presentation and Analysis

In this chapter, the researcher presented the data taken from documents, questionnaire, and interviews from both teachers and students. These data include the implementation of the “SBI” program in MTs Assalaam Surakarta, arranging lesson plan, goals of the “SBI” program in MTs Assalaam, source of materials, teaching and learning procedures, motivation of the students, effectiveness of teaching and learning process in the “SBI” program from students and teachers views, and the last is barriers of teaching and learning process from students and teachers opinions.

1. The Implementation of the “SBI” Program in MTs.

The “SBI” Program in MTs Assalaam runs three subject matters: Math, Physics, and Biology (MaPhyBi) in English, while the subjects of religion and Arabic are taught in Arabic. The rests, such as history, civics, sport, Indonesian are used in Indonesian language.

Here, the researcher only observed the three subject matters (MaPhyBi) using English. He observed on the teacher’s understanding on the concept of “SBI” Program, implementation, and effectiveness of this program based on the students’ views and the teachers’ opinions who teach those three subject matters.

Before having “SBI” Program, MTs Assalaam had run out the International Class Program, and the “SBI” Program became “rintisan” (initial). TR said that we didn’t know what “SBI” Program was, besides, MTs just held and opened the International and Olympic classes emphasizing on English language and natural science. The teaching of Math, Physics, and Biology was presented in English. However, after having visited State Junior
High School (SMPN) Bantul, the teachers understood that it had opened new program, the “SBI” Program. Finally, MTs Assalaam carried out the “SBI” Program in the terms of “initial” to be more complete and full “SBI” Program.

Based on the teacher’s understanding the concept of the “SBI” Program, the teachers knew that teaching natural science by presenting it in English. He (TR) realized that he should teach the Physics and also English directly. Consequently, he had to learn and know English, because it is the media of teaching and learning in the “SBI” Program (see the figure 4.1, figure 4.2, figure 4.3, figure 4.4, and figure 4.5 in the appendix showing the English is used for teaching and learning process).

When the researcher asked the teacher of Physics, what steps to reach the goal, he told that there were no difficulties for the teachers to master the materials, however, there were barriers for them to present Physics in English and the students got more difficulties to understand the lesson in English (as you saw yesterday). However, he always encouraged the students to learn the lesson well such as by bringing the English dictionary to look up the new vocabulary on the books. Therefore, he taught using English and Indonesian to make him (himself) and the students more easily understand the lesson. Besides, sub summative and summative test were used and written in English.

When he confirmed the students dealing with the problem they faced, they directly stated that vocabulary was the main problem in understanding the lessons of natural science. Then constructing sentences to express ideas to others was the second ones. Although, they realized that studying in the “SBI” Program was presented in English, they felt that their English proficiency was still poor.

It doesn’t mean that they did nothing, they understood the lessons well, because, since the beginning, they knew the goals of this program was to know one of natural sciences and simultaneously understand English. English became one of the main barriers in the students’ opinions. Therefore, they tried hard to improve their English by autonomously learning, and being active to find other sources of materials.
Based on the explanation above, we understood that both teacher and students got difficulties to present and understand the lesson in English. Understanding the subject matter itself is difficult, and so is using English presentation.

He, further, comes into a brief conclusion that the teachers know well how to interpret the concept of the “SBI” program by applying it on teaching and learning process, which proved that 59.4% of the students enjoyed and were satisfied in taking part of the teaching and learning process.

And the students also knew the goals of “SBI” Program well, shown by their having high spirit and effort to eliminate their weakness and enthusiastically take part in the teaching and learning processes.

2. Arranging Lesson Plan

Every teacher in MTs Assalaam must make a lesson plan. “It is a must”, the Headmaster said. The teacher showed and collected it to the Headmaster. Then, the Headmaster examined it whether it was suitable to the syllabus and curriculum or not. Next, he signed it and gave it back to the teacher. By having a lesson plan, the teacher would be well prepared to present the materials in the classroom. Hence, it was hoped that it could reach the maximum target in the teaching and learning process.

In this research, the researcher found that lesson plan of the three subject matters: Physic, Biology, and Math, were written in English language, although some topics in Math were written in Indonesian, because of the difficulties to find the correct and appropriate English terms of Math.

Therefore, “the teachers in SBI program were readier and better prepared than those in regular program to teach the students in the classroom”, the Headmaster commented proudly.

Every teacher should arrange the lesson plan. He (SR) arranged physics in English, though some were arranged as that in the regular classes,
because the content of “SBI” curriculum was the same as that in the regular classes.

a. Lesson Plan of Math

Kesebangunan / Similarity

**Basic competence**
Applying the concept of similarity to understand the rectangle.

**Indicator**

a. Identifying the similar geometric figures

b. Comparing the ratio of length and width

\[
\frac{EF}{NK} = \frac{4cm}{2cm} = 2
\]

\[
\frac{FG}{KL} = \frac{2cm}{1cm} = 2
\]

Catatan:  
**Note**

Dapat ditulis sebagai:  
Can be written as

Persegi panjang ABCD + Persegi panjang EFGH  
rectangle + rectangle

b. Lesson Plan of Physics

Electrostatics

**Basic competence**
Applying the concepts of electricity to understand the electrostatic phenomena.
1.2. Electrostatics
   1.2.1. The Electrostatic Phenomena
   1.2.2. Discharging Electric Charge
   1.2.3. State Discharging
   1.2.4. The Interaction between Electrically Charged Objects
   1.2.5. an Electroscope
   1.2.6. Coulomb’s Law

Indicator
Explaining the electrifying objects by rubbing them.

c. Lesson Plan of Biology

Survival of Organisms

Basic Competence
Identifying the survival of organisms through adaptation, natural selection, and reproduction.

Indicator
a. Explaining the form of organisms
b. Explaining the importance of adaptation for the survival of organisms
c. Giving examples of each form of adaptation

Scientific Terms
Adaptation
Adaptive forms
Morphological Adaptation
Psychological Adaptation
Behavioral Adaptation
Selection Adaptation
In making lesson plans, the teachers seemed that they found difficulties to translate the Indonesian terms into English, though, they had strived hard to try to.

The researcher found that some terms were written in Indonesian, instead of English terms. They used Content Based Instruction approach by integrating the content learning with language teaching aims. There was a concurrent study of language and subject matters. It was hoped to produce an increase in intrinsic motivation. Consequently, the students master the materials of the lesson and simultaneously they achieve ability of language directly.

It was in line with Brinton’s view, 1989 in Brown, 2000: 49-50, stating that Content Based Instruction is the integration of content learning with language teaching aims which can yield on improving an intrinsic motivation as the students are focused on subject matter that is important to their lives.

To improve the teaching and learning process, the natural science teachers and the English language teachers made a weekly meeting to share information and cases or barriers they faced to solve together or at least, to minimize their barriers they found in teaching and learning process.

In short, the teachers were ready and well prepared to teach the students by understanding the teaching and learning materials in English language

3. Goals of the “SBI” Program in MTs Assalam

The researcher got the information and data from the Assalaam Profile describing the goals of the “SBI” Program in MTs Assalaam as follows:

1. To create the excellent students in the international quality level and give a special service to those who have high interest and talent.
2. To create the excellent school in the international quality level.
Firstly, the “SBI” program classes were the result of the integration of English classes and Arabic classes by having minimum average score 8 for both Arabic and English. The form of curriculum was adapted from the middle-east standard curriculum and Cambridge School curriculum. Both of them were modified into Assalaam curriculum which was elaborated into syllabus.

Secondly, it was one of the schools which was able to compete in the global world competition and make the school as reference and a place for studying or learning in the level of regional, national, and international. In addition, it gives the special service of the specific education to the students having a talent and interest over the average students. Therefore, the school is necessary to run out the teaching and education for the special service program, called special service program, carrying out the acceleration, international, and Olympiad classes.

Further, the school function is giving examples of “the best practice” to carry out five policies of education:

a. School Based Management
b. Teaching and Learning Environment
c. Teacher’s Competencies and Rewarding System
d. Curriculum and Learning Materials
e. Community Participation

The international class program or “SBI” Program is carried out to give special service to the students who love foreign language, and it is simultaneously, as demanded from the world education in which language is a means of looking for, understanding, elaborating, and developing science and knowledge.

Everybody knows that English and Arabic are international languages which are often used in the official agenda of national and international meetings and organizations. Besides, most books of knowledge are written in
English, while Arabic is often used in the books concerning with Islamic teaching, and it is mostly used in Islamic countries.

The goals of “SBI” program from teachers’ and students’ views related to the goals are stated in the document. They are as follows:

- *Ada nilai tambah, belajar ilmu tapi bahasanya Inggris. Symbol dan istilah langsung menggunakan bahasa Inggris. Ini modal awal untuk belajar ke luar negeri* (There is a positive side, studying science and knowledge simultaneously, in English. Symbol and special terms directly use English. This becomes pre-training to study abroad).

- *SBI bisa meningkatkan skill bahasa Inggris, sehingga mampu berkompetisi setingkat internasional, sebagai latihan* (the “SBI” program can increase English skills, therefore, it is able to compete to others internationally, and it is as a training media).

- *Tujuannya, memberi kesempatan pada siswa yang berpikir jauh ke depan dan ingin menjadi orang gedhe sekelas dunia, atau yang ingin kerja di luar negeri.* Proses pengajarannya seperti dalam kurikulum Content Based Instruction (CBI) – *skill bahasa yang diajarkan dalam materi pelajaran* – (Its goal is to give opportunity for those who have ideas to be a big boss, a world caliber person in the future, or those who want to work abroad. Further, he declares that the teaching and learning process is like CBI (Content Based Instruction – the skills of language are taught inclusively in the materials –).

- *SBI itu kan menggunakan bahasa internasional, Inggris dan Arab, jadi kalau yang ingin ke luar negeri sudah terbiasa untuk menggunakan bahasa tersebut sehingga tidak asing lagi* (The “SBI” uses international languages, English and Arabic. Therefore, those who want to go abroad, they are accustomed to using international languages. They are not strange anymore to use them).
Ada kesempatan untuk berprestasi setingkat internasional, karena materi dengan bahasa Inggris. Belajar ilmu sekaligus belajar bahasa Inggris secara bersama dan terintegrasi. Tergantung siswa masing-masing untuk meraih sukses (There is a great chance for the students to reach a high quality in the international level, because they both study and get materials in English language. They study directly and integrative way. It depends on the individuals’ will whether they want to reach success in the future or not).

Based on the interviews dealing with the goals of the “SBI” program, the teachers stated that the goals were to give them language skills, understanding the content of materials, and train them again and again, so that they were accustomed to using English automatically. They could understand the content of the materials in English and expressed them in English.

English is the media to express ideas to others regionally, nationally, and internationally. Although the students didn’t study language, the students got such a great opportunity that they could get both the content of the materials and the skills of language as well. Here, the teaching and learning process used CBI approach, although, it was not complete, at least, they got English as experience and from training again and again.

From the students’ interviews, the researcher could explain the goals of the “SBI” program were to give opportunity or a media of communication for those who want to have an international relation such as studying abroad, export and import, international meeting, etc. They should get English and Arabic skills as one of the keys to get further success in life in the future. Moreover, they could learn and master the language skills in integrative way.

In conclusion, the goals of the “SBI” program in the document had in line with the perceptions of the teachers and students. Consequently, there is a great chance for the students to reach their success in mastering or understanding both the content of materials and language skills as well. It also
encourage the teachers to learn English more seriously, because, they had to present the lessons in English.

4. Sources of Materials

The book materials were arranged and written in both English and Indonesian, therefore, at least there were two books, one was written in English, and another was written in Indonesian. Therefore, every student has at least two handbooks, which are written in English and Indonesian. The teacher’s handbooks are both in English version and Indonesian one.

The teachers also compiled materials from many sources, such as internet, newspapers, magazines, etc. The compilation of Math was compiled by two teachers: Ust. Arif Rifa’I, S.AI. and Dra. Sri Utami A. Biology was compiled by Ust. H. Sunarman, BA. and Physics was compiled by two teachers: Ust. Tri Rahmadi, ST., S.Pd. and Kustati Nurul H, S.Pd.

The teacher (AR) informed that there were two handbooks, English version and Indonesian one for the students and the teachers. Besides, the teachers sometimes accessed the materials from other sources such as internet, newspapers, magazines, etc. which are relevant to the curriculum and syllabus of their own subject (buku-buku materi pelajaran ada dua versi: bahasa Inggris dan bahasa Indonesia, begitu juga untuk pegangan guru, selain itu guru menambah atau mengambil materi dari sumber-sumber lain seperti internet, surat kabar, majalah dan lain-lain yang sesuai dengan bidang masing-masing dan yang terkait dengan silabus pada kurikulum).

When the researcher crosschecked this opinion from the students and other teachers, they generally gave the same opinion or information mentioned above in terms of getting other sources which are in line with the curriculum and syllabus.

Based on the data above, the sources of materials can be varied, colorful, up to date, authentic, and are relevant to the current situation. They can motivate and encourage the students to have one of the good English
atmosphere or studying atmosphere. It leads to some teachers’ functions as a facilitator, and motivator, etc. in the teaching-learning process.

In general, the teachers encouraged the students to seek the learning materials from other sources such as newspapers, magazines, books, and internet.

The data taken from the questionnaire show that the students are active to seek other sources of materials such as newspaper, internet, etc.: highly agree (21.8%); agree (54.7%); disagree (23.5%); completely disagree (0%).

Further, the students stated that the materials for the natural science are written in both English and Indonesian: highly agree (39%); agree (54.7%); disagree (3.3%); completely disagree (0%).

Here, both teachers and students tried hard to find other material sources to add and broaden their knowledge.

5. Teaching and Learning Procedure

The data were taken from observation, interview, and questionnaire.

Firstly, the teacher (SU) entered the classroom and greeted the students by giving “salam” to them. After that, he gave the apperception to stimulate and awakened the students’ attention by asking some questions concerning the homework or assignment done by the students. “Are there any difficulties to do your homework?”, the teacher asked. “Yes”, the students answered. “What number are they?”, the teacher continued. “Number seven and ten”, the students answered. Then teacher ordered a student to come in front of the class to write the answers on the whiteboard, and the teacher discussed it, explained it and gave short and clear explanation so that they understood. Next, the teacher presented the following lesson and discussed it together (see the figure 4.6; figure 4.7; and figure 4.8 in the appendix). She divided the students into groups to study and discuss the topic together. Finally, the teacher made the students do the rest of the exercises as homework done on the following day, and greeted them because the time allotment is over.
The teacher asked and explained the lesson in English and sometimes used Indonesian. They changed the method and the way of teaching and learning process depending on the material and situation in the classroom whether they discussed, explained, or gave the students tasks. In short, the materials, time allotment and situations made them create the method. For example, if materials are too broad to discuss and spend much time, but the time is too limited, they explained the material in order to get the lesson most efficient. On the other way around, if the time is long enough and the materials are short, they asked the students to discuss.

By doing so, they could cover both the materials from the syllabus and managed the students to pay attention seriously and took part the lesson actively.

In class observation on the three subjects: Physic, Biology, and Math. Most teachers used greeting “Good Morning” and “Assalaamu’alaikum Wr.Wb.” to begin and open the lesson, and directly followed by praying for a moment. Then the teachers asked the students the problems from their tasks they had. If there was a problem, they pointed one or two students to write the problem on the whiteboard, then, the teacher gave them an explanation. Having explained it clearly but shortly, he/she continued the next lesson. They sometimes discussed, explained, and gave the task (as mentioned above) depending on the materials and situations.

The form of teaching and learning materials are textbooks, both are written in English and Indonesian. The teachers’ text books are the same as those are used by the students. On the other hand, the teacher elaborated it by using teaching media, such as “alat peraga, laptop” and making an outline of the lesson to be more interesting and understandable for the students. The teacher of Biology (SN) said that by making summary of the materials, the students could understand the lesson more easily, because the language on the scientific books was sometimes different from the language the students understood.
Besides, the students got difficulties to differentiate the special terms used in the books whether they were English or not. That’s why some English terms are considered being strange terms for the students. Those terms were emphasized and explained in more detail and repeated many times (see the figure 4.9, figure 4.10, and figure 4.11 in the appendix showing the teacher gave explanation, summary of the lesson, and assignment to the students). By doing so, the students felt easier to understand the materials presented by the teachers.

In the process of teaching-learning the materials were presented to the students communicatively in the terms of having no barriers among the students and teachers to ask and express their ideas. If the students didn’t understand the lesson yet, they spontaneously asked the teachers whether their questions were in Indonesian or English and the teachers appreciated to those having questions by giving them an explanation in more detail.

Based on the data above, the researcher understood that the teacher combined Content Based Instruction and Communicative language Teaching. Richard (2000: 36) expresses that CLT is a broad approach to language teaching that emerged in the late 1960s and 1970s as replacement for the structural and audio lingual methods. It focuses on communication in the principle of teaching pattern than focuses on mastery of the grammatical system of language. However, the teachers primarily use CBI because they emphasize on the content, and teaching language is the second. Language is only the media to understand the content, therefore, language is people; language is a person in contact; language is a person in response. La Forge (1983: 3) in Richards and Rodger (2001: 91) said communication is more than just a massage being transmitted from a speaker to a listener. The speaker is at the same time both subject and object of his own massage…communication involves not just the unidirectional transfer of information to the other, but the very constitution of the speaking subject in relation to its other…communication is an exchange which is incomplete without a feedback reaction from the destinee of the massage.
The teacher (AR) said I used English to explain the lesson, but principally, English is used to explain the lesson communicatively and understandably. Here, “communicative” is the key word to teach content of subject matter.

The data of teaching and learning procedure taken from questionnaire showing that the teachers presented the lesson in English, but they sometimes used Indonesian to make the lesson easier for the students to understand. The questionnaire concerned with the English used by the teachers in MaPhyBi lesson pointed that always (9 students: 14,1%), often (35 students: 54,7%), sometimes (20 students: 31,2%), and no (0%). Besides, the data from the students’ questionnaire showed that summative, sub-summative tests, and other tests used English. The students said that always (38 students: 59,4%), often (22 students: 33,4%), sometimes (4 students: 6,2%), never (0%). And the handbooks and sources of teaching learning materials for MaPhyBi were mostly written in English. The questionnaire data said that 52 students said yes (81,25%), no (0%), often (7 students: 10,9%), and sometimes (5 students: 7,8%). (See the questionnaire and the questionnaire result in the appendix).

In short, English is used in the teaching learning process in the classroom for MaPhyBi lesson, so that the students can get situation fully learn English as the principal of immersion program.

The data were taken not only from observation and questionnaire but also from interview. By taking them simultaneously, the researcher could crosscheck the data needed directly and completely.

Those observation data shortly described above show that the teaching and learning procedure contained three steps: opening, lesson delivery, and closing. In the lesson delivery, the time duration used was the longest, because the teachers sometimes used it to explain, discuss, or give assignment to the students. Moreover, in this case, teachers used their way of teaching intimately and communicatively. Once the teachers went more closely to the students’ seats, another went to the back of the students’ seats, and returned to the front of the class.
By doing so, the students felt closer and friendlier, enjoyed, and more satisfied to take part in the teaching and learning process.

6. The Effectiveness of “SBI” Program based on the Student’s and Teachers’ View.

a. Motivation of the Students
b. The Effectiveness of “SBI” Program
c. Students’ Expectation of “SBI” Program
d. Barriers from students’ and teachers’ view

a. Motivation of the students

The researcher took the students’ motivation from interviews both teachers and students. The data were also taken from questionnaire to make the triangulation of data validity.

From the interview, the students told that they were proud to pass the selection test and the number of students passed was limited (*kami merasa bangga bisa lolos seleksi untuk diterima di SBI dan jumlah muridnya terbatas*).

The natural science teacher also agreed that the “SBI” students’ motivation was good by saying that the “SBI” students’ motivation was good because they came from the selected ones and they belonged to the clever category (*rata-rata anak di SBI itu bagus, karena input mereka terseleksi, sehingga mereka masuk dalam kategori input anak yang relative pandai dan bagus*).

Based on the interview, the students’ participation was good. They considered this program very useful to improve the students’ ability to learn English integratively. Simultaneously, it motivated the teachers to improve their abilities to master English related to their subject. They felt their English mastery was not good enough, although they had been trained for 6 months. As a result, they continuously tried to improve their
English mastery by looking for the materials in the internet, newspapers, magazines, etc. as authentic materials. Besides, they also invited private teachers. Moreover, students and teachers tried hard to improve their language abilities.

The data in the questionnaire described the reason for entering the “SBI” Program are know nothing (28 students: 43.7%), parents’ encouragement (12 students: 17.2%), own will (20 students: 31.25%), and following friends (15 students: 7.8%). The questionnaire also showed that the students often fall asleep or sleepy when they take part in the teaching learning process are highly agree (9 students: 14.1%), agree (36 students: 56.1%), disagree (9 students: 14.1%), and highly disagree (10 students: 15.7%). (See the questionnaire in the appendix).

Based on the questionnaire, we know that the students’ motivation is not so good that they fall asleep or sleepy when they take part on the teaching learning process. Besides, their motivation to enter the “SBI” Program mostly from outside which is not from their inner selves. However, they could reach their targets of the lesson well, it may be caused by the students’ input is better.

Therefore, they learn English autonomously by reading some references to support the textbooks used in the teaching and learning. Those showed us one of their extrinsic motivations in trying to increase their English mastery.

b. The Effectiveness of “SBI” Program

Concerning with the effectiveness of “SBI”, the researcher found that the teachers teaching in the “SBI” classroom enjoyed and satisfied because the students’ achievement or scores are better than those in the regular classroom.

They said, “anak-anak SBI bila diajar lebih perhatian, mudah dan hasil akhirnya lebih bagus disbanding dengan kelas regular, mungkin karena mereka (inputnya) terseleksi, artinya anak-anaknya sudah pintar-
"pintar duluan" (the students of “SBI” Program if taught, they got more concentrated, more easily and got better achievement than those were in the regular classes. It might be from the selected smart students input, so that they were better than the rest).

The teacher (AR) emphasized that because of having a better input, the achievement became better. However, it depended on the students’ capability. The more seriously and diligently they studied, the better achievement they got.

He also said that there were three factors influencing the students capability:
1. they were selected inputs by having higher score
2. they were provided with the books in English
3. they got additional times for exact lesson (MaPhyBi)

The effectiveness of the students was relative. If the students couldn’t understand the lesson in English, of course, they were not effective, but if they could understand the lesson in English so well, they were effective. On the other way around, the effectiveness depended much on the students efforts to study. Each student had his own way to face the lesson, so that the teachers should be creative.

From the data taken from the questionnaire, the students declared that the implementation of the “SBI” program in MTs Assalaam is very effective: highly agree (7,8%); agree (53,1%); disagree (35,9%); completely disagree (3,2%).

Next, in learning in the “SBI” program, students felt satisfied and enjoyed: highly agree (7,8%); agree (65,6%); disagree (29,7%); completely disagree (1,5%). However, the students expressed their opinions dealing with the expense of the school fee is more expensive than the service given to the students: highly agree (53,2%); agree (39%); disagree (7,8%); completely disagree (0%). (See the questionnaire in the appendix).
Finally, they enjoyed to take part in the teaching and learning process.

c. Students’ Expectation of “SBI” Program

They hope that after graduating from this institution, they could speak English well, and continue the higher education level or even some of them could continue study abroad at the same education level in Indonesia.

They said, “kalau tamat nanti, kami bisa bicara bahasa Inggris” (after graduating on this program, we can speak English fluently). Another students emphasized on the mastery of the subject matter (MaPhyBi), so that they could continue their study at higher level (kami ingin menguasai materi-materi exact, meskipun tertulis dengan bahasa inggris sehingga kita bisa meneruskan studi di jenjang berikutnya).

Another students said, “kami ingin mendapat layanan yang baik, sehingga bisa menunjang studi dengan cemerlang” (we want to get such a good service or special treatment, that we could achieve the goal successfully).

From the questionnaire, the researcher got the data that the students’ expectation was improving their ability and quality to master English language skills: 21,8% highly agreed; 62,5% agreed; 15,7% disagreed; and 0% no agreement at all. (See the questionnaire in the appendix).

In short, the students’ expectation is that they mostly wanted to know the content of the materials of the lesson using English, both actively and passively. In other word, they expected that they could communicate their ideas in English fluently.
d. Barriers from students and teachers’ view

1. The Barriers of “SBI” Program from the Students’ Views

Here, the researcher used the data from questionnaire and interviews. The interviewer asked the interviewee face to face in a group. Every group of interviewee contains 5 to 7 students to make the time efficient.

From the questionnaire, the students gave responses that to understand the materials of natural sciences using English: highly understand (26,6%); understand (50%); don’t understand many (23,4%); don’t understand at all (0%). Further, they stated that to understand the materials using English language explained by the teachers: highly understand (40,6%); understand 50% of materials (43,7%); mostly don’t understand (15,7%). (See the questionnaire in the appendix).

The interviewer asked the students: “Menurut persepsi/pendapat anda, apa yang menjadi kendala utama di program SBI ini?” (From your point of views, what are the major basic barriers of running and implementing the “SBI” program?). Murid menjawab: “Sarananya minim, hampir seperti di program regular, laptop terbatas, sering rusak, guru jarang pakai” (The students answered: “Insufficient instructional media, it is almost the same media as the regular program has, limited laptop and it is often to be broken, besides the teachers seldom use it when they are teaching the students”).

Apa lagi? (What next?), sudah materinya sulit, memahaminya dengan bahasa inggris juga sulit (Both materials of the lesson –subject matter and understanding them in English- are difficult).

Based on the interviews, on the next day, he made a cross-check using a questionnaire and he found that the most barriers for the students to face were getting difficulties to understand the new vocabularies and to express ideas in English.
The students felt that the material itself is difficult to understand and so is the English used to understand it. Therefore, they faced two difficulties in both understanding the materials and understanding the language instrument used by the teachers.

Besides, they got difficulties to express their ideas using English. In short, their English skills mastery was still low. They and their teachers, institution and environment needed to improve their abilities to create the supporting factors to improve the teaching and learning factors.

If both teachers and students factors can be improved, the quality of teaching and learning process will improve, or the more difficulties and barriers could be solved, the better the quality and the sooner the goals of the education could be reached. Therefore, the language factor seemed to be the most barriers for the students and teachers faced, which needed to be directly solved by those having concerned with the improving education.

2. The Barriers from the Teachers’ Opinion or Perception

There were some barriers faced by the teachers. They are as follows:

First, having low English proficiency, the teachers had to study English and prepared for their teaching materials well. The teachers got difficulties to explain the teaching materials using English to their students. Their English proficiency was still poor, though, they took English course for a certain period. Therefore, they had actively taken the sources from internet, and took part on the English teachers’ meeting. Next, getting low salary, it is a common sense that the teachers in Indonesia feel that they don’t get a good salary. The teachers got lower salary than any other profession. The salary of the teachers profession in Indonesia is much lower than that abroad such
as in Malaysia, Japan, Singapore, etc., although it is higher or better salary than that of the other private institutions.

The Head of Center of Research and Development- Islamic boarding school Assalaam, Asyhuri (2007: 13-16) summarized the barriers of reaching the quality of educations as follows:

a. having unqualified teachers because of cycle problem.
b. having cheat attitude because of global culture.
c. their academic credibility (truth) is low.

He further offered some solutions of the problems above, they are as follows:

a. it is necessary to have an advocating institution of the teachers.
b. building the trusty attitude of the teachers.
c. having a democratic culture.
d. improving the evaluation system of education.

From the teachers view points who taught Math, Physic, and Biology, most of them stated and gave the answers as follows:

a. having difficulties in understanding the language both written and spoken.
b. the minimum or lacking of teaching and learning instruments.
c. lower salary for the teachers.

He confronted this view to the students and they mostly answered giving agreement or nodded because of having difficulties on vocabularies. Because of their different family background, they get difficulties in expressing the natural science using English. Their ability is not the same as those who become the English language teachers. It needs a long effort and period of time to master the English language skills. Therefore, the teachers sometimes use Indonesian
terms in presenting the materials to the students, in order to make themselves and the students more easily understand the lesson.

Here, the teachers themselves feel difficult and so do the students. Efforts to improve English ability have been done, such as: taking English course, autonomously studying English, and accessing internet media. However, their abilities don’t fulfill the requirement fully to carry out the “SBI” program, which are principally the same as immersion program.

The last, there was no safety and welfare assurance. The income of the teachers is limited. It isn’t enough to develop their family carrier in the future. The salary of teachers in Indonesia is generally lower than the other profession and so is that in MTs Assalaam. However, it is higher than that in other private schools.

The teachers’ salary may be enough for those having small family, say having two small children. But if they study at university, the teachers’ salary, as their professions, is not enough yet to cover their living costs of their whole family. This condition makes them feel unsafe and they consider it under pre welfare family, say poor family. It seems to be illiterate salary not literate salary. It needs the specific institution which is responsible for the teachers and workers welfare and safety. Hence, the teachers, at least, have a hope, to have the guarantee to get safety assurance and welfare assurance to improve their professions to be professional teachers demanded by the developing era on the future education.

On the contrary, the teacher of Biology felt that the salary is good. There is an additional salary and given a chance to perform pilgrimage to Mecca, and it is free of charge.
B. Discussion

Here, the researcher will talk about the goals, the implementation and barriers, and the effectiveness of the “SBI” Program in MTs Assalaam Surakarta.

1. The Goals of “SBI” Program in MTs Assalaam Surakarta

The data sources dealing with the goals of “SBI” Program in MTs Assalaam Surakarta are taken from the teachers and students. Whereas the data instrument are taken from interviews, questionnaire, and documents.

From the teachers’ views, they said that the “SBI” Program used international language, English and Arabic. Therefore, those who want to go abroad, they are accustomed to using international language. There was a positive side, studying science, knowledge, and English simultaneously.

And from the students’ views, they expressed that there was an opportunity for the students to reach a high quality in the international level. The students studied the materials of the lesson and English in integrative way. “SBI” Program is an international school level, so the language used is English. This program could improve our English. Therefore, we’ll have a chance to reach a better position in the future.

Next, the documents defined that the goals of “SBI” Program were to create the excellent students in the international quality level by means of ability to speak English and mastering the material content, to improve the students’ ability, knowledge, skills, and mind as international level, and also to develop school which is able to compete in the global international competition.

The data above show that the teachers’ and students’ concepts about the goals of “SBI” Program are in line with the goals in the documents. They realize that the goals of the “SBI” Program are not only to master the knowledge and science, but also to master English and to compete internationally.
Understanding the concept of the “SBI” Program correctly is very important for the students and teachers to carry out the teaching and learning process. It becomes the inner motivation for them to achieve the goals stated in the documents. Both teachers and students know the concept of the “SBI” Program correctly.

Concerning with the goals, Brown (2001: 43), expressed that:
1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals, therefore, must intertwine the organizational aspects of language with the pragmatic.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspect of language that enable the learner to accomplish those purposes.

In this case, the teachers should design between the teaching language and material contents pragmatically, authentically, and functionally, so that the teachers can act as facilitator and guide to interact with the students communicatively. Besides, the learners are encouraged to learn autonomously. The approach of teaching is learners’ centered, not the teachers’ centered. By means of they have chance to focus on the learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

However, when the students entered this program, their perception was to speak English every time and every where, in fact, they only speak English only in limited chance and time. The real concept of the “SBI” Program is principally the same as the immersion program.

The students are immersed to the culture of foreign language and all teachers are natives, so that they can get authentic materials and situation which simultaneously give a meaningful contribution to the
students to achieve English skills and proficiency such as in the immersion program which is adopted in Chinese, Spanish, and Japanese, as mentioned in the previous chapter. The students get authentic materials through their teaching and learning process formally and informally.

Referring to the goals of “SBI” Program, whereas the “SBI” Program in MTs Assalaam to some extent is not real “SBI” and say “a partial SBI” because the students are partially immersed in the English atmosphere but not in real culture and situation. Here, no teachers are native English speakers. Therefore, the goals are modified into the goals of the local institution adjusted to its own ability and local situation. Even though, it can attract the students to enter this program enthusiastically.

Brinton, 1989: 2-5, said that CBI is “…the integration of particular content with language teaching aims…the concurrent teaching of academic subject matter and second language skills”, and CBI approaches “…view the target language largely as the vehicle through which subject matter content is learned rather than as the immediate object of study”.

Here, teaching using CBI approach that the target language is as a vehicle through which subject matter content is learned. Therefore, it is difficult for the teachers to reach the goals of “SBI” Program using CBI approach without having English proficiency.

Further, Wesche (1993) emphasized that CBI is aimed at ‘the development of use-oriented second and foreign language skills’ and is ‘distinguished by the concurrent learning of a specific content and related language use skills’.

The “SBI” Program of MTs Assalaam is not appropriate, because the teachers can’t act as the students expect, since they are not English teachers or natives and they have limited English proficiency. Hence, the teachers can’t fully encourage the students or give reinforcement and feedback to the language of the students appropriately.

Here, it can be inferred that the issue of international quality standard seems to be one of the most influencing issues to attract students.
In other word, the goals of “SBI” Program can be one of the most interesting factors influencing those who want to have the better prospect of English and position in the future. The students are attracted not because of the teaching and learning process, since it has a lot of obstacles, but they are attracted because of the grand perception on the concept of the “SBI” Program.

2. The Implementation and Barriers of the “SBI” Program in MTs Assalaam Surakarta

The data are taken from the teachers, Headmaster, and students.

Before teaching, all the teachers make the lesson plans. The Headmaster said “it is a must”. The teachers said that by making lesson plan before, they would be well prepared to teach. In general, the lesson plan contents are opening, lesson delivery, and closing.

Teacher (AR) stated that there were two handbooks, English and Indonesian for both teachers and students. The teachers also made compilation books which materials were taken from many sources such as internet, magazines, newspaper, and books. Teacher (SU) said that he encouraged the students to seek other sources of materials from anywhere.

In the teaching and learning process, the teachers present the lesson in English and sometimes in Indonesian. They act as facilitators and motivators. They hope the students are active and creative. They also make outline of the lesson, to make the students understand the lesson easily.

In implementing the “SBI” Program, teachers try hard to make the students active and autonomous. Creating autonomous learners is emphasized on the students in the CBI concept. Language is not taught separately but it is taught inclusively, because language is acquired most effectively when it is learned in meaningful situation. The students can learn the language better when it is taught in meaningful situation. Also,
the students can be brave to speak with native speakers, because this school is often visited by the English native speakers.

Though the teachers try hard to motivate the students to be active, some students are passive, because they are lacking of self confidence, their vocabulary is very limited, and they are ashamed to practice English with others. Therefore, the teachers are necessary to combine CBI (Content Based Instruction) with CLT (Communicative Language Teaching) as the students’ goals are mastering both materials and English proficiency.

The students’ participation will be better if teachers teach communicatively, because communication is more than just messages being transmitted from a speaker to a listener. The speaker is at the same time, both subject and object of his own message. Besides, teachers should use the right approach in the right situation to create the teaching and learning process interestingly and communicatively.

Littlewood (1981: 6) in Nunan (1989: 13) considers that CLT should have the following skills: the learner must attain as high a degree as possible of linguistic competence. That is he must develop skill in manipulating the linguistic system, to the point where he can use it spontaneously and flexibly in order to express his intended message. Next, the learner must develop skills and strategies for using language to communicate meanings as effectively as possible in concrete situations. He must learn to use feedback to judge his success, and if necessary, remedy failure by using different language.

Here, language competence and functional communication must be understood intensively for the students and teachers, in order to encourage the students to speak and participate the lesson actively. On the other hand, if the teachers don’t master those factors above, the students are automatically passive, since language is system of arbitrary, culture, and conventionalized signs. Therefore, the “SBI” Program needs to be reconstructed into “Transplanted Teaching” by means of not all teachers
are native, but the teachers should be immersed abroad for certain period to get authentic language experience and to have English habit absorbing culture, science, and other systems of language.

Teachers teaching “SBI” should apply the reward and punishment concept to their students. Further, Bruner (1966b: 40-41) emphasized that the teaching involve the nature and pacing of rewards and punishments in the process of learning and teaching.

In short, the “SBI” Program in MTs Assalaam Surakarta is not fully implemented, because the English teaching and learning process formally happens only in the classroom in certain lessons and certain period, but not outside. Next, the communicative interaction between teachers and students occurs only in the limited duration of time, and teaching and learning process tends to be one way process, top-down, and teachers centered.

3. The Effectiveness of the “SBI” Program in MTs Assalaam Surakarta.

The teachers said that the students took part the lesson happily. The students said that “SBI” Program was interesting and challenging. Their final achievement was good, proved by the score of state final examination (“UAN”) is as follows:

<table>
<thead>
<tr>
<th>Indonesian</th>
<th>English</th>
<th>Math</th>
<th>Natural Science</th>
<th>Total Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,09</td>
<td>8,55</td>
<td>8,32</td>
<td>8,18</td>
<td>8,29</td>
</tr>
</tbody>
</table>

The data above shows that there is an improvement of the foreign language acquisition from the average score of their input score improves from seven to eight and a half (8,5).

The implementation of “SBI” Program is effective, since it can arouse students’ high motivation, have self confidence because of their selection passing, improve their competitive skills because of knowing a lot of special terms of science, and have more duration of time of English practice.
On the other hand, teachers and students are doubtful to reach the goals successfully, since their English proficiency is very limited, say poor. The teachers don’t get sufficient training to improve their English capability, and neither do the students.

The “SBI” Program of MTs Assalaam Surakarta is much more different with the international school program. In the international school program, the teachers are all natives. They use the authentic sources of materials, having the best teaching philosophy, they are also able to create a warm and caring atmosphere with discipline based on mutual respect of classmates and teachers, and the students are exposed to languages and cultures, therefore, the students develop an innate appreciation for diversity in people and thought.

In this case, the teachers of the “SBI” Program need to be sent abroad to immerse the English and its culture for a certain period. By doing so, the teachers have language proficiency based on genre to run on the good communication, and simultaneously after having experience mentioned above, the teachers can transmit their knowledge and experience to their students.

In the theoretical point of view, it is not effective, since the implementation of “SBI” Program in MTs Assalaam Surakarta is not fully implemented, and it is appropriately called “rintisan SBI” (initial “SBI”), since students are not completely immersed in English, culture, and situation. They are only immersed in certain period of time.
See the following description:

<table>
<thead>
<tr>
<th>Activities</th>
<th>Real “SBI”</th>
<th>Implementation in MTs Assalaam</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Learning language and culture</td>
<td>Totally immersed</td>
<td>Partially Immersed</td>
</tr>
<tr>
<td>- Practicing English in daily life</td>
<td>Full time</td>
<td>Certain Period</td>
</tr>
<tr>
<td>- Facilities</td>
<td>Complete</td>
<td>Insufficient</td>
</tr>
<tr>
<td>- Sources of materials</td>
<td>Authentic</td>
<td>Not Authentic</td>
</tr>
<tr>
<td>- Teachers</td>
<td>Natives</td>
<td>Not Natives</td>
</tr>
<tr>
<td>- English Proficiency</td>
<td>Having full standard</td>
<td>Poor/Limited</td>
</tr>
<tr>
<td>- Curriculum Boundary</td>
<td>International</td>
<td>Local (Central Java)</td>
</tr>
<tr>
<td>- Language Atmosphere</td>
<td>Conducive</td>
<td>Not Conducive</td>
</tr>
</tbody>
</table>

However, it is effective in some extents, by means of:
- being good pre-effort for institution to improve the quality of education having international level
- being able to arouse the students’ and teachers’ motivation
- being able to achieve good score in the State Final Examination
- being able to attract students to enter this institution
- being able to make teachers and students realized their weaknesses and try to overcome them by being autonomous English learners and self confidence.

Therefore, the more the institution and its component can overcome their obstacles above, the closer the goals and concept of the real “SBI” will be achieved. It is effective, attractive, challenging, and it will be better prospect in the future.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTIONS

The concluding chapter describes: conclusion which first, deals with the implementation of the “SBI” Program in MTs of Islamic Boarding School Assalaam Surakarta and how effective it is. He also gives some suggestion for the government, policy maker, and stakeholders of the “SBI” Program. Next, he gives suggestion for the teachers, especially who teach in this program. Finally, he states some points which are considered to be important for the students.

A. Conclusion

Having researched on the “SBI” Program in Islamic Boarding School Assalaam Surakarta, it can be concluded as follows:

Firstly, the teachers and the students understood the core concept of the “SBI” Program in Islamic Boarding School Assalaam Surakarta that is mastering the content of subject matters presented in English. Therefore, English became the instrument to communicate in the teaching and learning process.

Secondly, this program is effective enough to carry out based on the teachers’ and students’ views. On the teachers’ view, it is effective because it is able to arouse the students’ inner motivation as their need to reach. In the students’ view, they enjoyed and were satisfied on taking part of the teaching and learning process. However, the expense of the “SBI” Program is considered expensive. They felt that there was no balance between the expense and the services they have got.

Thirdly, English was considered to be their main barriers in the teaching and learning process. Therefore, to improve the “SBI” Program, most of the students and teachers wanted to get additional English course to increase their ability, because English became the most barrier they faced in the teaching and learning process.
Finally, the teachers and the students always try hard to update their material sources to widen their knowledge by means of seeking the information from newspapers, magazines, books, and internet, and by learning autonomously.

B. Implication

The implication of the “SBI” Program in MTs Islamic Boarding School Assalaam relating to the problem statement on the previous chapter, the researcher states as follows:

a. The Implementation of the “SBI” Program

After carrying out this research and discussing it, the researcher concludes that the implementation of the “SBI” Program in MTs Assalaam is not fully implemented, it is appropriately called initial “SBI” or “Rintisan SBI”.

However, it is such a good effort that it gives chances the students to have special interests and gifts to develop their having more potential capabilities to prepare and reach the better life in the future. It helps the government to educate students directly and indirectly having specific and outstanding talents and interests which become one of the main duties of the government.

b. The Effectiveness of Running the Program

In some extent, it is effective enough, because it can increase and create the self awareness and the self motivation of the students to study more seriously and proudly as it becomes their real-need to reach. Also the students get satisfaction and they are proud to be and to take part in this program.

On the other way around, if viewed from the students’ perceptions, concerning with the cost of education and the achievement they get, it is not effective yet as they feel that the cost of education is expensive, the
media of teaching is still poor, and the capability of their English language is almost the same as those in Regular Classes. In this case, it needs a lot of improvement to do in the future to make a better one.

C. Suggestions

After carrying out, discussing, and analyzing this research, the researcher gave the following suggestions:

1. For Government, Policy Maker, and Stakeholders

   They should improve the “SBI” Program from time to time, so that the Indonesian education quality has the same level as that abroad. Next, they should improve the curriculum, teaching and learning media, instrument of education, building, and etc. Moreover, they should expense this program by facilitating and increasing the fund needed to run this program smoothly, giving the chance for the teachers, further increasing their ability and proficiency to study abroad in certain period and they should increase the teachers’ welfare and safety by raising their income or salary and giving the welfare and safety insurance.

   In short, they should improve the human resources, hardware, and software for carrying out this program. Never stop now and then, they should seek new efforts and new ways to do, though, they are limited by certain strength, time, and capability.

   Finally, MTs Islamic Boarding School Assalaam should find the Benchmark Schools abroad to consult the quality and programs they handle, and have native speakers to support the students’ speaking fluency.

2. For the Teachers

   Because of the teachers’ central role as one of the avant-gardes and increasing knowledge, science, and technology, faster and faster, the teachers should update their capabilities again and again, the way of their teaching and style, the materials, curriculum and syllabus, to contextualize
to the teaching and education in the world. They should know well the world map in terms of widening perception and future prospect and knowledge optimism, so that there will a link and match for the product of education.

They should keep their spirits that teaching is an art and to be their intention as respectful profession. Teaching is not only a duty, but also as a hobby. In short, they should improve their abilities both spiritual and dedication to create new era and better generation in the future.

The teachers should have good and high moral, good motivation and profession. By having them, they can dedicate their capabilities well, properly, and responsibly. They will be responsible on their duty and profession to create the betterment of their students’ life in the future. To create new and good generation and to build the nation becomes their main motivation.

Last but not least, the teachers should improve their English skills as well as the materials content mastery, because the content of the materials is mostly written in English, and it is also presented in English. Therefore, they should have such a good effort (getting further English courses, accessing internet, and having self study) that they could improve their English skills.

3. **For the Students**

The students must have high patience and hard struggle to seek the knowledge and science. As by having those characters, they can face the problem or hindrance optimistically, so that they can solve the problem easily. Besides, they must respect their teachers like their parents, they become the person whom we must respect as they change the roles of our parents at home, and from them we can understand the life, widen our knowledge and science.

Next, they must first study, second, study, and the third, study. In other words, studying is their basic duty, need, and their most targets in
life. The more they study, the more knowledge and science they get. There is no way, except by reading and studying.

After that, they must spend the time wisely by using their golden time to reach their ideas and goals, to be students’ exponent who will change the nation and the world to be better and useful for life, not to have the split of personality which tends to be destructive.

Last but not least, the students should strive hard to improve their English skills to overcome the core problem they faced by paying attention on the English lesson, taking part in English meeting, accessing internet, getting additional English course, and practicing English everywhere and every times.


INTERVIEW AND QUESTIONNAIRE GUIDE

RESEARCH OBJECTIVE

1. To explain the implementation of “SBI” Program in Islamic Boarding School As-Salaam Surakarta.
2. To describe the goal, main content of syllabus, teaching-learning process, motivation view, and response of the students toward “SBI” Program in Islamic Boarding School As-Salaam Surakarta.
3. To interpret the effectiveness of the “SBI” Program in Islamic Boarding School As-Salaam Surakarta:
   a. How is the “SBI” program in Islamic Boarding School As-Salaam implemented?
   b. How effective is this program?

BLUEPRINT

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>CONCEPT</th>
<th>OPERATION</th>
<th>EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the SBI program?</td>
<td>1</td>
<td>1.1</td>
<td>1.2</td>
</tr>
<tr>
<td>2. How effective is this program?</td>
<td>2</td>
<td>2.1</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Interview

1. **Pimpinan Sekolah**
   a. Bisa dijelaskan apa pengertian “SBI”, kapan berdiri, dan tujuannya? (1.1)
   b. Bagaimana pelaksanaannya? (1.2)
   c. Apa komentar dan tanggapan anda tentang adanya SBI di sini? (1.3)
   d. Sejauh mana efektifitas pelaksanaan SBI ini? (2.1, 2.3)
   e. Apakah kendala, manfaat, serta plus-minus program ini? (2.2)
   f. Apa kesejahteraan yang diperoleh bagi Pimpinan Sekolah dari program ini? (2.3)

2. **The teachers**
   a. Menurut anda, apa yang anda ketahui tentang program “SBI” dan tujuannya di Pondok ini? (1.1)
   b. Langkah-langkah apakah yang anda lakukan sebagai Guru untuk mencapai tujuan tersebut? (1.1, 1.2, 1.3)
   c. Upaya apakah yang dilakukan untuk mengaktifkan santri dalam proses belajar mengajar? (2.2, 2.3)
   d. Apakah kendala anda dalam proses kegiatan belajar mengajar (KBM)? (2.2, 2.3)
e. Dalam penyampaian materi pelajaran dengan menggunakan bahasa Inggris, apakah ada kesulitan bagi anda? (2.1, 2.2)
f. Bagaimana respon santri terhadap KBM anda? (2.2, 2.3)
g. Bagaimana mengevaluasi KBM anda dan hasil belajar siswa? (2.1, 2.2, 2.3)
h. Menurut anda, sejauh mana efektifitas program SBI di Pesantren ini? (2.1, 2.2, 2.3)
i. Apa yang menjadi keinginan dan harapan dari program SBI ini? (1.1, 1.2, 1.3)
j. Bagaimana tingkat pemahaman dan daya serap siswa? (2.3)
k. Apa kesejahteraan yang diperoleh untuk program ini bagi guru? (2.3)

3. The students
  a. Apakah SBI itu? (1.1)
  b. Faktor apa yang menjadi daya tarik bagi anda untuk memilih program ini? (1.1, 1.2, 1.3)
  c. Apa yang anda inginkan dengan memasuki program ini? (1.1)
  d. Menurut anda, bagaimana proses KBM di Pondok ini? (2.2, 2.3)
  e. Apakah program tersebut berhasil meningkatkan kompetensi santri seperti yang santri inginkan? (2.2, 2.3)
  f. Apakah kesulitan yang santri hadapi dalam program ini dan bagaimana cara mengatasinya? (2.2)
  g. Keinginan dan harapan apa dari program ini? (1.1, 1.2, 1.3)
  h. Sesuai persepsi anda, sejauh mana efektifitas program SBI? Dan apa pendapat anda? (2.1, 2.3)

4. Administration Staffs
  a. Administrasi apakah yang perlu dipersiapkan dalam program SBI? (1.1, 1.2)
  b. Apakah administrasi guru program SBI dalam KBM? (1.1, 1.2)
  c. Berapa biaya bagi siswa yang mengikuti program ini? (1.1, 1.2)
  d. Sejauh mana efektifitas program ini dan apa barometeranya? (2.1, 2.2, 2.3)

(Semua wawancara dalam bahasa Indonesia)
Wawancara dengan ustadz Fisika (Tri Rahmadi) Sabtu, 24 September 2007.
di kantor sekretariat pondok jam 09.40 – 11.30.

Int: Noor Hadi
Ine: Tri Rahmadi

Int: Apa pengertian dan tujuan program SBI yang ustadz ketahui?

Int: Langah-langkah apakah yang akan anda lakukan untuk mencapai tujuan tersebut?
Ine: OK, kalau kesulitan masalah materi tidak ada bagi seorang guru, tetapi ketika sudah dihadapkan pada mengajar dengan menggunakan bahasa inggris, seperti bapak lihat kemarin di kelas, disamping saya kesulitan dalam menyampaikan pelajaran dengan bahasa inggris, tentunya anak-anak sendiri kesulitan dalam memahami materi dan bahasanya. Meskipun saya selalu mendorong untuk mempelajari materi dengan baik, misalnya anak harus selalu membawa kamus bahasa inggris untuk membuka dan membantu mendapatkan kata-kata yang dianggap sulit dalam buku wajib. Yang jelas ketika saya menyampaikan bahasanya campuran tapi pada saat ulangan formatif mid dan sumatif semuanya dalam bahasa inggris.

Int: Apakah buku wajibnya berbahasa inggris?
Ine: Ya, pakai bahasa inggris. Tapi kalau untuk sekolah internasional buku wajibnya dua, berbahasa inggris dan berbahasa Indonesia.

Int: Jadi cara memacunya, ada kamus bahasa inggris dan buku paket berbahasa inggris.
Ine: Ya, begitulah.

Int: Jadi yang menjadi hambatan itu dua yang itu tadi ya tadz, materi dan bahasa inggris?
Ine: Ya, tapi kalau untuk hasil, meskipun soalnya menggunakan bahasa inggris, kalau dibandingkan dengan anak yang sama-sama saya ajar dengan menggunakan bahasa Indonesia, hasilnya itu tidak kalah. Kesulitannya
memang pada bahasa ketika belajar, tapi hasilnya lebih bagus bila dibandingkan dengan yang regular itu.

Int: Bagaimana mengevaluasi respons santri terhadap KBM hasilnya itu lebih bagus?

Ine: Untuk mengevaluasi anak, kita biasanya menggunakan mid semester dan sumatifnya juga menggunakan bahasa inggris.

Int: Jadi secara umum yang menjadi keinginan di program ini apa?

Ine: Sebetulnya pada umumnya pesantren itu mewajibkan anak berbahasa inggris, tapi kenyataannya anak itu sangat minim dalam menggunakan bahasa inggris. Sehingga mungkin dengan diadakannya kelas ini satu hal awal, kedeprannya itulah idealnya ponpes itu.

Int: Secara umum pemahaman anak menggunakan bahasa inggris itu lebih sulit?


Int: Bagaimana tingkat kesejahteraan bagi pengampu di kelas internasional ini?


Int: Ada persyaratan khusus bagi pengajar di kelas ini?

Ine: Ya ada, bahkan kemarin di kursuskan di Alfabank selama 6 bulan, dua level, belum TOEFL Preparation di awal tahun ajaran, sebelum mengajar di program ini.

Int: Menurut ustadz, apa yang menjadikan lebih efektifnya program ini dibanding dengan yang regular?

Ine: Ya itu tadi, input anak lebih bagus sehingga lebih efektif. Sehingga anak itu sendiri lebih bagus.

Wawancara dengan Guru Biologi (H. Sunarman, BA) Senin, 26 September 2007. di kantor guru MTs Assalaam.

Int: Noor Hadi

Ine: H. Sunarman, BA.

Int: Apa yang bapak ketahui tentang SBI atau kelas internasional?

Ine: SBI intinya memberikan pelayanan kepada anak yang ingin mendalami lebih dari satu bahasa dengan kurikulum Dinas P&K dengan KTSP.

Int: Langkah apa untuk mengaktifkan anak?

Ine: Membuat buku pegangan siswa-guru, membuat prospel, membuat rangkuman, dan membuat alat peraga.

Int: Kendalanya apa?

Ine: Memang bahasa, karena bahasa ilmiah. Pada buku beda dengan bahasa harian, dan menekenspesikan dengan bahasa.
Int: Harapannya apa?
Ine: Bila meneruskan ke jenjang pendidikan yang lebih tinggi bisa punya dasar.
Int: Keefektifannya?
Ine: Mencapai 75 %, efektif karena input terseleksi, sehingga mengajar tidak terlalu susah.
Int: Kesejahteraan?
Ine: Bagi yang tetap ada tambahan bila dibandingkan dengan yang regular, ada kesejahteraan naik haji, cukup untuk kebutuhan harian.
Int: Persepsinya di SBI?
Ine: Efektif cuma perlu bukti.

**Wawancara dengan Guru Matematika (Drs. Arif Rifa’i)**

Int: Noor Hadi
Ine: Drs. Arif Rifa’i

Int: Mohon dijelaskan tentang SBI atau kelas internasional di MTs Assalaam ini?

Int: Langkah apa?
Ine: Guru dikursuskan bahasa inggris 3 bulan, tahun ke-2 ini belum, karena keterbatasan dana.

Int: Apa yang mengaktifkan?
Ine: Sebetulnya kita menuntut anak untuk aktif berbahasa inggris, tapi 2 tahun terakhir ini anak-anak kesulitan bahasa inggris sehingga hanya untuk materi pelajaran.

Int: Guru hanya berbicara bahasa inggris saat pelajaran, di luar itu tidak?
Ine: Guru-guru belum 100% bisa berbahasa inggris, kira-kira 50% pengantar bahasa inggris, bahkan Matematika setelah itu saya ajar dengan bahasa Indonesia. Dilihat dari evaluasi belajar mereka lebih unggul di banding dengan yang regular. Ada 3 sebab: mereka di seleksi dengan nilai yang lebih baik, dilengkapi dengan buku yang berbahasa inggris (Bilingual), ada tambahan jam pelajaran bagi mata pelajaran MAFIBI (matematika, fisika, dan biologi)

Int: Efektifitas?
Ine: Efektif dan tidaknya itu relative. Kalau anak-anak tertentu tidak faham dengan bahasa inggris, tentu saja itu tidak efektif, beda lagi kalau mereka faham dengan bahasa inggris.
Wawancara dengan Pak Bambang Kepala SMA Pondok Pesantren Modern Islam Assalaam: (Sabtu, 18-11-2007 pukul 11.00 – 12.00 wib, di ruang Kepala Sekolah)
Interviewer (Inr): Noor Hadi
Interviewee (Ine): Bambang

Inr: Mohon dijelaskan pengertian SBI

Inr: Secara administratif, apa ada surat yang diturunkan ke yayasan?
Ine: Ya, ada SKnya. Jadi SK dari Diknas pusat itu ada, bahwa ini merupakan dasar sertifikasi tentang lolos atau masuk ke dalam kriteria SBI

Inr: Pelaksanaannya sama seperti ini?
Ine: Ya, kemudian kami tambahkan, seleksinya hampir seperti di akselerasi akan tetapi kami bebankan pada bahasanya yang lebih kuat, makanya kami adakan beberapa tahap seleksi. Masalahnya di tahun kemarin ada 40 anak yang mencoba, akan tetapi hanya 1 saja yang lolos. Dalam hal ini kami cek nilainya ke MTs, kemudian kita tes juga TPanya ke konseling UMS, dan dari sekian puluh anak yang memenuhi itu, akhirnya tahun ini kami buka tahun pertama SBI, dan ada 15 anak yang lulus seleksi.

Inr: Jumlah muridnya berapa di SBI ini?
Ine: Ya 15 itu tadi, kelas 1 saja. Itu baru tahun ini, total murid SMA ada 402 dengan catatan tambahan dengan yang reguler.
Inr: Bagaimana efektifitasnya?
Ine: Secara umum, sementara ini kita sudah menyeleksi anak-anaknya sehingga kita lebih mudah untuk mengajarnya, hanya nanti mungkin dalam bahasanya kita akan lihat evaluasinya. Karena perintisan ini adalah program untuk 5 tahun ke depan, maka mungkin pada tahun pertama ini belum terlalu terlihat hasilnya. Sementara ini kita coba agar anak bisa bilingual, bahasa Indonesia dan bahasa inggris, tiap pagi dan 3 kali dalam seminggu, dan juga kita tambahkan jam pelajaran untuk bahasa inggris, semacam English Course, sebagaimana aturan dari Diknas dan biro konsultan untuk 5 mata pelajaran: Kimia, Fisika, Biologi, Matematika, dan Bahasa Inggris.

Inr: Ini afiliasinya, apakah ada yang dari luar negeri tentang SBI ini?

Inr: Berapa biaya untuk setiap anak untuk SBI ini?
Ine: Kalau untuk bulanan sama saja, 500 ribu, tapi memang ada tambahan seperti halnya pada akselerasi juga. Ada tambahan sekitar 250 ribu, yang kurang lebih digunakan untuk tambahan kenyamanan kelas: AC, LCD, dan lainnya untuk mempermudah mereka serta memberikan semangat yang lebih. Dan juga mungkin akan diberikan akses internet juga.

Inr: Sedangkan untuk guru, apakah kesejahteraan mereka sama dengan yang di regular ataupun ada tambahan?
Ine: Ada tambahan dari situ tadi, beda dari yang regular.

Inr: Selama ini, selama menjabat menjadi kepala sekolah kan pasti anda pernah mencermati apa kelemahan dan kelebihannya, dan juga apa kendala yang ada dalam SBI ini?
Ine: Tentu saja yang kita khawatirkan adalah apakah nanti SBI ini bisa terurus seperti halnya regular, karena itu tadi ada AC, LCD, Laboratorium dan lain-lain, sehingga mungkin dengan adanya program akselerasi yang telah berdiri lebih dulu dapat memberikan semangat lebih dan juga dapat memotivasi kami.

Inr: Bagaimana cara guru dalam menyampaikan materinya?
Ine: Itu adalah tantangan tersendiri bagi seorang guru untuk bisa lebih berkemampuan berbahasa inggris, terutama untuk mata pelajaran 5 tadi. Kami telah memberikan kursus tambahan untuk bahasanya.
Wawancara dengan Drs. Asyhuri, M. Ag. Ketua Puslitbang PPI Assalaam :
(Senin, 6-11-2007 pukul 08.00 – 09.00 wib, di kantor Pengajaran Sekolah
Layanan Khusus)
Interviewer (Inr): Noor Hadi
Interviewee (Ine): Asyhuri

Inr : Apa yang menjadi kesulitan atau hambatan dalam pengajaran di PPI
Assalaam khususnya program SBI?
Ine : Menurut hemat kami ada dua kesulitan sekaligus: kesulitan content materi
dan kesulitan bahasa. Bagi guru menjelaskan materi misalnya fisika dengan
bahasa asing (Inggris) juga masih merasa sulit begitu juga bagi siswa untuk
memahami isi materi pelajaran fisika, biologi, dan matematika juga
kesulitan apalagi menggunakan bahasa asing misal inggris dalam memahami
materi tersebut.

Inr : Apakah yang menjadi kendala khusus dalam pelaksanaan pendidikan di PPI
Assalaam ini dan khususnya di program SBI?
Ine : Kendala yang pertama adalah (1) kejujuran guru dalam menilai. Disini,
apakah guru dalam memberikan hasil penilaian kepada siswa bisa jujur atau
tidak. Karena, kalau hasil KBM itu jelek, Kepala Sekolah menganggap guru
tersbut tidak bisa mengajar. Sehingga guru itu takut memberikan nilai jelek
kepada murid, dan nilai menjadi subyektif. (2) adanya politik hegemoni dari
pimpinan yang sangat kuat dan tidak ada advokasi guru. Pendidikan
semacam ini jika diterapkan di mutu adalah kurang sehat. Ini prediksi saya,
berbeda dengan Gontor. Indikator prediksi tersebut, guru takut kepada
Kepala Sekolah karena takut dinilai tidak bisa mengajar. Kepala Sekolah
takut kepada Yayasan, karena kalau hasilnya jelek berarti dia tidak bisa
memimpin. Begitu juga Yayasan, ia takut kepada publik, takut kalau tidak
dapat murid, lalu dana akan didapatkan dari mana, karena mayoritas sumber
pendanaan berasal dari murid atau orang tua/wali murid. Oleh sebab itu,
kuncinya terletak pada kejujuran guru. Kalau guru tidak jujur, maka akan
hilang segalanya. Terutama pada tataran akademik.
Mungkin ini menjadi apologi bagi Pimpinan : untuk kemajuan tidak hanya
menyangkut akademik saja, manusia harus luar delapan kecerdasan yang
harus terpenuhi. (3) Pada SDM, yang S2 banyak, tapi tidak sesuai dengan
bidang yang dibutuhkan. Kemampuan guru dalam bahasa inggris juga masih
harus ditingkatkan. (4) Sistem pendidikan feudalistik, standard pendidikan
bukan hanya akademik saja, bagi guru, tapi mereka yang bisa diajak
kerjasama. (standard semacam ini tidak jelas : bisa family; bisa warisan
Fir’aun yaitu membunuh sifat laki-laki, dengan ciri pemberani, agresif, dan
kritis; dan mereka yang mempunyai jiwa perempuan yaitu lawan dari sifat
laki-laki dan yang penting punya sifat ABS (asal bapak senang)).
INTERVIEW WITH THE STUDENTS

Group 1
Int: Noor hadi
Ine: Group1 (6 students)

Int: Coba jelaskan tentang program SBI yang ada di MTs ini yang anda ketahui!
Int: Apakah guru/ustadz MIPA menggunakan pengantar bahasa inggris?
Inr: Selalu dan sering.
Int: Apa yang menjadi daya tarik anda memasuki program SBI ini?
Inr: Kita di seleksi lebih dahulu dan bagi yang nilainya memenuhi persyaratan mereka bisa masuk di program ini.
Int: Itu dari sekolah, kalau dari anda?
Inr: Ya, karena tinggi persyaratan dan kami bisa mencapai persyaratan tersebut.
Int: Apa yang menjadi kendala mengikuti program ini?
Inr: Vocab (banyak kosakata dalam bahasa inggris yang belum bisa dipahami)
Int: Menurut persepsi anda apakah proses KBM dan daya serap yang dicapai siswa itu efektif?
Ine: Belum sepenuhnya
Int: Rata-rata daya serap materi MIPA berapa?
Ine: Rata-rata nilai 8.
Int: Apa itu nilai murni?
Ine: Ya
Int: Apa mayoritas guru menggunakan bahasa inggris?
Ine: Ya, tapi kadang-kadang dengan bahasa Indonesia.
Int: Apa program ini bias meningkatkan kemampuan anda?
Ine: Ya, memuaskan. Rata-rata 8, dan itu karena usaha guru dan partisipasi murid yang aktif.

Comment: The students understand the core of the “SBI” program and they feel proud and enjoyed learning in after getting success of being selected. Though, language is their main problem, they face it as a good challenge to overcome it. The teachers mostly speak English in the teaching and learning process. However, they sometimes translate it into Indonesian.
Group 2
Int: Noor Hadi
Ine: Group 2 (6 students)

Int: Apa SBI menurut persepsi anda?
Ine: Dari segi namanya saja sekolah bertaraf internasional, jadi bahasa pengantarnya menggunakan bahasa internasional (inggris) dan kegiatannya bersifat internasional.

Int: Apa factor yang menarik dalam program ini?
Ine: Jadi kita terpilih (being selected).

Int: Apa kelemahan yang anda rasakan selama ini pada program ini?
Ine: Dari segi pemahaman bahasa masih agak sulit, perlu diadakan tambahan jam pelajaran bahasa inggris dengan mendatangkan dari luar.

Int: Apakah soal-soalnya menggunakan bahasa inggris?
Ine: Ya, seluruh soal MIPA dengan bahasa inggris.

Int: Apakah guru-guru MIPA menggunakan bahasa inggris?
Ine: Ya, lagian ujiannya dengan bahasa inggris sehingga memacu siswa belajar bahasa inggris.

Int: Sejauh mana persepsi efektifitas proses KBM ini?
Ine: Sejauh ini kita lebih unggul dibanding yang regular, meskipun dalam bahasa yang sama.

Int: Apa yang menjadi kesulitan dalam program ini?
Ine: Vocab dan gramatika.

Int: Apakah guru menggunakan bahasa inggris?
Ine: Ya

Int: Apa yang menjadi daya tarik anda?
Ine: Kalau keluar nanti bisa berbahasa inggris dan bisa memahami pelajaran dalam bahasa inggris.

Int: Apakah KBM ini efektif?
Ine: Ya, kita rata-rata memperoleh nilai 8.

Int: Pada waktu awal masuk, di seleksi atau motivasi anda sendiri?
Ine: Di seleksi nilai raport

Int: Dengan kata lain, kelas ini bias disimpulkan kelas bagi anak yang prestasinya baik.
Ine: Ya, dari nilai raport.

Note: The teaching and learning process is effective, based on the students’ average score.
Group 3
Int: Noor Hadi
Ine: Group 3 (6 Students)

Int: Apa pengertian SBI menurut anda?
Ine: Ya mungkin diharapkan dari sekolah, sekolah bertaraf internasional dan dengan pengantar bahasa inggris.

Int: Apa guru menggunakan bahasa inggris?
Ine: Ya

Int: Apa kendala program ini?
Ine: Fasilitas kurang mendukung. Laptop belum ada, kalau guru menggunakan belum maksimal.

Int: Apakah dengan program ini dapat meningkatkan prestasi anda?
Ine: Ya, nilai rata-rata 8.

Int: Apa harapan anda dari program ini?
Ine: Ingin mendapat penanganan khusus, untuk persiapan ujian nasional Negara bisa lebih baik, sehingga mencapai target yang tinggi.

Comment: The students expected that they could communicate ideas with others internationally using English language.

Group 4
Int: Noor Hadi
Ine: Group 4 (6 students)

Int: Apa motivasi kamu masuk program ini?
Ine: Di seleksi

Int: Apa ada kesulitan?
Ine: Ya, pada vocabulariesnya

Int: Apakah soalnya di kerjakan dengan bahasa inggris?
Ine: Ya

Int: Apakah SBI itu?
Ine: Layanan khusus yang beda dengan kelas regular, karena pelajaran khusus dengan pengantar bahasa inggris dan SBI itu kan menggunakan bahasa internasional, inggris dan Arab, jadi kalau yang ingin ke luar negeri sudah terbiasa menggunakan bahasa tersebut sehingga tidak asing.

Int: Apa kesulitannya?
Ine: Bahasanya dan kurang fasilitas belajar

Int: Apa bisa mengantarkan pada cita-cita atau tujuan?
Ine: Bisa insyaAllah

Int: Rata-rata berapa pencapaianinya?
Ine: Minimal 6

Int: Penyampaian dengan bahasa inggris?
Ine: Terasa sulit

Comment: Books of the materials are written in both English and Indonesian. The teachers also speak both English and Indonesian.
Group 5
Int: Noor Hadi
Ine: Group 5 (7 students)

Int: Bisa dijelaskan apa pengertian SBI itu?
Ine: Sekolah yang harapannya bermutu setaraf internasional, artinya menggunakan bahasa internasional / inggris

Int: Apa yang menarik dari program ini?
Ine: Ya gengsi, karena harus pakai seleksi. Bagi yang lolos seleksi bisa masuk program ini.

Int: Apa yang kamu inginkan?
Ine: Bisa bahasa inggris dengan lancer untuk melanjutkan ke jenjang yang lebih tinggi

Int: Bagaimana proses KBM disini?
Ine: Guru menjelaskan materi dengan bahasa inggris dan di jelaskan pula menggunakan bahasa Indonesia

Int: Apa program ini bisa meningkatkan kemampuan siswa?
Ine: InsyaAllah, ya.

Int: Apa kesulitannya?
Ine: Pada bahasanya

Int: Sejauh mana keberhasilan dan efektifitas program ini?
Ine: Lumayan

Int: Maksudnya?
Ine: Ya, kira-kira scorenya 8

Comment : Almost the same

Group 6
Int: Noor Hadi
Ine: group 6 (6 students)

Int: SBI itu apa?
Ine: Sekolah Bertaraf Internasional

Int: Maksudnya?
Ine: Ya ngajarnya pakai bahasa inggris

Int: Susahnya dimana?
Ine: Vocabnya banyak yang tidak tahu

Int: Kalau ujiannya gimana?
Ine: Ya pakai bahasa inggris juga

Int: Berapa nilai rata-ratanya?
Ine: Ya kira-kira 8

Int: Buku-bukunya pakai bahasa inggris semua?
Ine: Ada dua, yang satu pakai bahasa inggris, yang satunya lagi pakai bahasa Indonesia

Int: Kenapa kok begitu?
Ine: Ya memang dari sekolah kami diberi buku panduan dalam 2 bahasa, katanya untuk mempermudah dalam kegiatan belajar mengajar
Int: Puas apa tidak di SBI ini?
Ine: Ya

Comment: almost the same

**Group 7**
Int: Noor Hadi
Ine: group7 (6 students)

Int: Apa yang dimaksud dengan SBI dan tujuannya?
Int: Buku pelajarannya pakai bahasa inggris?
Ine: Ya, tapi ada yang bahasa Indonesia
Int: Materi pelajaran pakai bahasa inggris ya?
Ine: Ya
Int: Susahnya dimana?
Ine: Seringnya pada vocab baru yang belum tahu artinya
Int: Kalau ujianya gimana?
Ine: Ya pakai bahasa inggris juga
Int: Apakah menarik dan menyenangkan di SBI ini?
Ine: Ya, kami bisa belajar materi sekaligus belajar bahasa inggris
Int: Harapan kalian ke depan?
Ine: Kami bisa berbahasa inggris secara lancer
Int: Kalau untuk SBI?
Ine: Semoga bisa diakui di Indonesia

Comment: almost the same

**Group 8**
Int: Noor Hadi
Ine: Group 8 (6 students)

Int: Apa pengertian SBI?
Ine: Sekolah bertaraf internasional, dan pengantarnya menggunakan bahasa inggris untuk beberapa materi, terutama materi IPA.
Int: Motivasi masuk disini itu apa?
Ine: Yang bisa masuk sini cuma pilihan, pakai seleksi
Int: Apa kalian bangga masuk SBI?
Ine: Ya, karena pakai seleksi dan ada kesempatan bisa berprestasi lebih.
Int: Menurut kalian apa yang kalian banggakan?
Ine: Ya itu tadi, terus pakai bahasa inggris di pelajaran exactnya
Int: Kalian paham tidak materi yang diajarkan
Ine: Sebenarnya paham, tapi kadang ada beberapa kesulitan
Int: Maksudnya?
Ine: Ada vocab yang belum kita ketahui arti dan maknanya
Int: Buku-bukunya pakai bahasa inggris semua tidak?
Ine: Kami diberi dua buku pegangan, yang satu pakai bahasa inggris dan yang satunya lagi pakai bahasa Indonesia.
Int: Gimana efektifitas SBI ini?
Ine: Lumayan

Comment: almost the same

Group 9
Int: Noor Hadi
Ine: group 9 (6 students)

Int: Apa SBI menurut persepsi anda?
Ine: Dari namanya saja sekolah bertaraf internasional, jadi bahasa pengantarnya menggunakan bahasa inggris dan kegiatananya bersifat internasional.
Int: Apa yang menarik dalam program ini?
Ine: Jadi kita itu semua terpilih
Int: Ada ujian khusus ya untuk masuk kesini?
Ine: Ya, ada seleksinya
Int: Bahasa pengantar dalam bahasa inggris ya?
Ine: Ya, tapi kadang-kadang di campur dengan bahasa Indonesia
Int: Susahnya itu dimana?
Ine: Biasanya vocab baru yang belum tahu artinya, istilah tertentu, dan menyusun bahasa untuk mengekspresikan ide juga sulit.
Int: Solusinya gimana?
Ine: Kami boleh membawa kamus bahasa inggris
Int: Buku-bukunya bahasa inggris?
Ine: Ya, tapi ada bahasa Indonesianya
Int: Hasilnya gimana?
Ine: Nilai kami rata-rata 8, ya baguslah. Bisa mendorong semangat belajar.
Int: Apakah efektif SBI disini?
Ine: Ya, sudah cukup efektif

Comment: almost the same
Group 10

Int: Noor Hadi
Ine: Group 10 (6 students)

Int: Menurut kamu, SBI itu apa?
Ine: Sekolah Bertaraf Internasional
Int: Maksudnya?
Ine: Bahasa pengantarnya menggunakan bahasa inggris
Int: Apakah dalam penyampaian materi selalu bahasa inggris?
Ine: Seringnya iya, tapi kadang-kadang masih dicampur dengan bahasa Indonesia
Int: Kalau buku nya gimana?
Ine: Buku nya ada 2 macam. Yang untuk pelajaran eksakta kami diberi 2 buku, yang satu berbahasa inggris dan satunya lagi berbahasa Indonesia, tapi untuk yan umum kebanyakan bahasa Indonesia, dan untuk pelajaran materi Islam kami diharuskan memakai buku dengan pengantar bahasa Arab.
Int: Berarti pelajaran eksakta diajarkan dengan bahasa inggris?
Ine: Iya
Int: Ujiannya gimana?
Ine: Soalnya dalam bahasa inggris juga
Int: Lalu bagaimana hasilnya?
Ine: Nilai kami rata-rata 8
Int: Kalian bangga tidak berada di SBI?
Ine: Ya, kami bangga sekali, karena tidak semua orang bisa masuk
Int: Menurut kalian sejauh mana efektifitas SBI ini?
Ine: Lumayan bagus
Int: Harapan ke depannya?
Ine: Semoga SBI ini bisa diakui di Indonesia

Comment: almost the same
KUESIONER

- Mulailah dengan membaca Basmalah dalam mengerjakan kuesioner ini!
- Jawablah pertanyaan berikut ini dengan jujur dengan cara menyilang pada pilihan yang paling tepat menurut anda!
- Kuesioner ini tidak terkait dengan nilai program akademik anda tetapi untuk kepentingan penelitian murni.

1. Apakah alasan anda masuk ke kelas internasional (SBI) ini? (1.1, 1.2)
   a. Tidak tahu
   b. Dorongan orang tua
   c. Keinginan sendiri
   d. Ikut teman-teman

2. Bagaimana penilaian anda terhadap aktivitas KBM di kelas internasional ini? (1.2, 1.3)
   a. Biasa saja
   b. Menyenangkan
   c. Tidak menyenangkan
   d. Sangat menyenangkan

3. Apakah buku bidang studi MAFIBI menggunakan bahasa inggris? (1.2)
   a. Ya
   b. Tidak
   c. Sering
   d. Kadang-kadang

4. Apakah dalam ujian dan ulangan materi pelajaran MAFIBI soal-soal selalu ditulis dengan bahasa inggris? (1.2)
   a. Selalu
   b. Sering
   c. Agak sering
   d. Tidak pernah

5. Apakah anda memahami materi pelajaran MAFIBI yang disampaikan oleh ustadz / ah dengan menggunakan bahasa inggris? (1.2, 1.3)
   a. Kebanyakan faham
   b. Setengah faham
   c. Banyak yang tidak faham

6. Pelaksanaan program SBI di Ponpes As-Salaam adalah sangat efektif (2.1, 2.2, 2.3)
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Tidak setuju sama sekali
7. Mengikuti program SBI di sini sangat menarik dan menyenangkan (2.2, 2.3)
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Tidak setuju sama sekali
8. Semua materi pelajaran non Inggris disampaikan menggunakan bahasa Inggris oleh masing-masing pengampu (2.2)
   a. Selalu
   b. Sering
   c. Kadang-kadang
   d. Tidak
9. Semua materi pelajaran science (Biologi, Matematika, Fisika) pengampu menyampaikan dengan bahasa Inggris (2.2)
   a. Selalu
   b. Sering
   c. Kadang-kadang
   d. Tidak
10. Buku materi pokok (Biologi, Matematika, Fisika) berbahasa Inggris dan juga ada yang berbahasa Indonesia (2.2)
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Tidak setuju sama sekali
11. Selain buku materi pokok, anda menggunakan atau mencari sumber-sumber materi buku lain dari Internet, buku, surat kabar, majalah dan sebagainya (2.2)
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Tidak setuju sama sekali
12. Anda sangat memilih program SBI ini karena program tersebut mampu meningkatkan kemampuan dan kualitas berbahasa Inggris (2.2, 2.3)
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Tidak setuju sama sekali
13. Murid sering ngantuk dan tertidur di kelas saat proses KBM berlangsung (2.2, 2.3)
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Tidak setuju sama sekali
14. Memahami materi bidang studi IPA (Biologi, Matematika, dan Fisika) itu sulit apalagi dengan pengantar bahasa Inggris, dimana hal ini menjadi kendala utama dalam program SBI bagi siswa (2.2, 2.3)
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Tidak setuju sama sekali

15. Biaya SPP atau Syahriah mahal dibanding dengan layanan yang ada sekarang (2.2, 2.3)
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Tidak setuju sama sekali
HASIL KUESIONER

1. Alasan masuk ke kelas internasional (SBI)
   a. Tidak tahu: sebanyak 28 siswa (43,75%)
   b. Dorongan orang tua: sebanyak 11 siswa (17,2%)
   c. Keinginan sendiri: sebanyak 20 siswa (31,25%)
   d. Ikut teman-teman: sebanyak 5 siswa (7,8%)

2. Penilaian terhadap aktivitas KBM di kelas internasional
   a. Biasa saja: sebanyak 22 siswa (33,4%)
   b. Menyenangkan: sebanyak 38 siswa (59,4%)
   c. Tidak menyenangkan: sebanyak 4 siswa (6,2%)
   d. Sangat menyenangkan (0%)

3. Buku bidang studi MAFIBI menggunakan bahasa inggris
   a. Ya: sebanyak 52 siswa (81,25%)
   b. Tidak (0%)
   c. Sering: sebanyak 7 siswa (10,9%)
   d. Kadang-kadang: sebanyak 5 siswa (7,8%)

4. Dalam ujian dan ulangan materi pelajaran MAFIBI soal-soal selalu ditulis dengan bahasa inggris
   a. Selalu: sebanyak 38 siswa (59,4%)
   b. Sering: sebanyak 22 siswa (33,4%)
   c. Agak sering: sebanyak 4 siswa (6,2%)
   d. Tidak pernah (0%)

5. Memahami materi pelajaran MAFIBI yang disampaikan oleh ustadz / ah dengan menggunakan bahasa inggris
   a. Kebanyakan faham: sebanyak 26 siswa (40,6%)
   b. Setengah faham: sebanyak 28 siswa (43,7%)
   c. Banyak yang tidak faham: sebanyak 10 siswa (15,7%)

6. Pelaksanaan program SBI di Ponpes As-Salaam adalah sangat efektif
   a. Sangat setuju: sebanyak 5 siswa (7,8%)
   b. Setuju: sebanyak 34 siswa (53,1%)
   c. Tidak setuju: sebanyak 23 siswa (35,9%)
   d. Tidak setuju sama sekali: sebanyak 2 siswa (3,2%)

7. Mengikuti program SBI di sini sangat menarik dan menyenangkan
   a. Sangat setuju: sebanyak 5 siswa (7,8%)
   b. Setuju: sebanyak 42 siswa (65,6%)
   c. Tidak setuju: sebanyak 19 siswa (29,7%)
   e. Tidak setuju sama sekali: sebanyak 1 siswa (1,5%)

8. Semua materi pelajaran non Inggris disampaikan menggunakan bahasa Inggris oleh masing-masing pengampu
   a. Selalu: sebanyak 3 siswa (4,7%)
   b. Sering: sebanyak 9 siswa (14,1%)
   c. Kadang-kadang: sebanyak 37 siswa (57,8%)
   d. Tidak: sebanyak 15 siswa (23,4%)
9. Semua materi pelajaran science (Biologi, Matematika, Fisika) pengampu menyampaikan dengan bahasa Inggris
   a. Selalu: sebanyak 9 siswa (14,1%)
   b. Sering: sebanyak 35 siswa (54,7%)
   c. Kadang-kadang: sebanyak 20 siswa (31,2%)
   d. Tidak (0%)

10. Buku materi pokok (Biologi, Matematika, Fisika) berbahasa Inggris dan juga ada yang berbahasa Indonesia
    a. Sangat setuju: sebanyak 25 siswa (39%)
    b. Setuju: sebanyak 37 siswa (54,7%)
    c. Tidak setuju: sebanyak 2 siswa (3,2%)
    d. Tidak setuju sama sekali (0%)

11. Selain buku materi pokok, penggunaan atau pencarian sumber-sumber materi buku lain dari Internet, buku, surat kabar, majalah dan sebagainya
    a. Sangat setuju: sebanyak 14 siswa (21,8%)
    b. Setuju: sebanyak 40 siswa (62,5%)
    c. Tidak setuju: sebanyak 10 siswa (15,7%)
    d. Tidak setuju sama sekali (0%)

12. Sangat memilih program SBI karena mampu meningkatkan kemampuan dan kualitas berbahasa Inggris
    a. Sangat setuju: sebanyak 14 siswa (21,8%)
    b. Setuju: sebanyak 32 siswa (50%)
    c. Tidak setuju: sebanyak 10 siswa (15,7%)
    d. Tidak setuju sama sekali (0%)

13. Sering ngantuk dan tertidur di kelas saat proses KBM berlangsung
    a. Sangat setuju: sebanyak 9 siswa (14,1%)
    b. Setuju: sebanyak 36 siswa (56,1%)
    c. Tidak setuju: sebanyak 9 siswa (14,1%)
    d. Tidak setuju sama sekali: sebanyak 10 siswa (15,7%)

14. Memahami materi bidang studi IPA (Biologi, Matematika, dan Fisika) itu sulit apalagi dengan pengantar bahasa Inggris, dimana hal ini menjadi kendala utama dalam program SBI bagi siswa
    a. Sangat setuju: sebanyak 17 siswa (26,6%)
    b. Setuju: sebanyak 32 siswa (50%)
    c. Tidak setuju: sebanyak 15 siswa (23,4%)
    d. Tidak setuju sama sekali (0%)

15. Biaya SPP atau Syahribiah mahal dibanding dengan layanan yang ada sekarang
    a. Sangat setuju: sebanyak 34 siswa (53,2%)
    b. Setuju: sebanyak 25 siswa (39%)
    c. Tidak setuju: sebanyak 5 siswa (7,8%)
    d. Tidak setuju sama sekali (0%)
### CLASS OBSERVATION REPORTS

**Subject**: Physics  
**Teacher**: TR  
**Time**: November 14th 2007

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Teacher’s Activities</th>
<th>Student’s Activities</th>
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<tbody>
<tr>
<td>Opening</td>
<td>- greeted the students</td>
<td>- answered</td>
</tr>
<tr>
<td></td>
<td>- asked the students to answer the questions in their assignment</td>
<td>- answered the teacher’s questions</td>
</tr>
<tr>
<td></td>
<td>- explained the students difficulties</td>
<td>- paid attention</td>
</tr>
<tr>
<td>Lesson Delivery</td>
<td>- Explained the new material</td>
<td>- Paid attention</td>
</tr>
<tr>
<td></td>
<td>- Divided the students into groups</td>
<td>- practiced and discussed the material</td>
</tr>
<tr>
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<td>- Gave the opportunity to the students to ask or comment</td>
<td>- asked and commented</td>
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<tr>
<td>Closing</td>
<td>- Gave the assignment</td>
<td>- Wrote the teacher order</td>
</tr>
<tr>
<td></td>
<td>- Closed the meeting by saying</td>
<td>- Saying hamdalah and replied the salam and see you.</td>
</tr>
<tr>
<td></td>
<td>because the time is up, let’s close the lesson by saying hamdalah, see you next and Assalamu’alaikum Wr. Wb.</td>
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**Subject**: Biology  
**Teacher**: SM  
**Time**: November 12th 2007

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<td>- asked the students to answer the questions in their assignment</td>
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<td>- explained the students difficulties</td>
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<td>- Divided the students into groups</td>
<td>- Did it</td>
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<td>- Ask the students to answer the question on worksheet paper</td>
<td>- Wrote the answer on the white board</td>
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<td>- Invited the students to ask some questions</td>
<td>- Asked some questions</td>
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Appendix 6
### Closing
- gave a homework
- Closed the meeting by saying because the time is up, let’s close the lesson by saying hamdalah, see you next and Assalamu’alaikum Wr. Wb.
- Took notes
- Saying hamdalah and replied the salam and see you.

**Subject**: Math  
**Teacher**: Dra. Sri Utami A  
**Time**: October 4\(^{th}\) 2007

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<td>- asked the students to submit</td>
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<td>- Pointed the students one by one to answer the assignment given</td>
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<td>- Explained the new material</td>
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<td>- Divided students into groups</td>
<td>- practiced and discussed the material</td>
</tr>
<tr>
<td><strong>Closing</strong></td>
<td>- Gave the assignment</td>
<td>- Took notes</td>
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<td>- Closed the meeting by saying because the time is up, let’s close the lesson by saying hamdalah, see you next and Assalamu’alaikum Wr. Wb.</td>
<td>- Saying hamdalah and replied the salam and see you.</td>
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</table>
ENCLOSURES
Figure 4.1. The teacher of Physics greeted the students and started the lesson

Figure 4.2. The teacher of Physics wrote the examples of the explanation on the white board in English
Figure 4.3. The teacher of Physics wrote the examples of the explanation on the white board in English.

Figure 4.4. The student tried to do the assignment on the whiteboard.
Figure 4.5. The teacher of Physics directly showed the correct answer to the students

Figure 4.6. The teacher of Math (SU) greeted the students and gave apperception of the lesson
Figure 4.7. The teacher of Math (SU) explained and discussed the lesson

Figure 4.8. The teacher of Math (SU) wrote the example of the explanation on the topic of which the students learned
Figure 4.9. The teacher of Biology (SN) explained the lesson to the students

Figure 4.10. The teacher of Biology (SN) explained the lesson to the students
Figure 4.11. The teacher of Biology (SN) gave the assignment from the lesson to the students
## DAFTAR NILAI UJIAN NASIONAL

**MADRASAH TSANAWIYAH PPMI ASSALAAM SUKOHARJO**

**TAHUN PELAJARAN 2007/2008**

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