ENGLISH LEARNING MODEL: AN ETHNOGRAPHY STUDY

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Abstract
The learning model is included in the civilization process of the School. It is as a culture aiming at academic achievement, cultivates attitudes, knowledge and skills of students. The habituation learning model of the pesantren style (Islamic Boarding school) applied by MAS (Islamic Senior High School) Jeumala Amal has successfully increase the school's achievements. Based on the aforementioned data, the researcher needs to do more in-depth research in obtaining detailed information reagarding the model applied so that it is applicable for other schools. This study aims to gain a deeper understanding of the English learning model at MAS Jeumala Amal which applies a qualitative ethnographic method. The data obtained were observation, interviews, field notes and document analysis. The Study revealed that the form of English language learning is designed through a careful planning which integrates two proficiencies, namely functional and communication skills; the former are taught through classroom activities while the latter are trained more in pesantren programs. The student learning models in MAS Jeumala Amal adheres to a behavioristic pattern which emphasizes habituation in language skills through an army method pattern that restrain students based on reward and punishment pattern.

Keywords: Study Ethnography, English Learning, Learning Model

INTRODUCTION

In Indonesia English plays a very important role in teaching students from grade seven to tertiary level (Lauder, 2008; Mattarima, K., Hamdan, 2011). With its significant role, learning English is very interesting for further research. One of the matters relating to learning is the model that the teacher uses in presenting Learning.

The diversity of models applied by teachers in presenting English language learning is absolutely necessary, because rigid learning will reduce students' learning interest now and in the future. The teacher is obliged to motivate, activate students, contextualize the use of language to find learning needs, and provide knowledge to students about the function of language, and present effective and preferred strategies for students (Diaab, 2016; Manurung, 2015; Stracke, 2016).

Every student is required to communicate his ideas and thoughts in balancing the progress of information and technology, because technology can increase output and

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interaction, influence and motivation, feedback, metalinginuistic knowledge, and involvement of educators in the acquisition of target languages. Therefore, teachers must be creative in integrating the use of technology to support the teacher's faith-based and pedagogical learning process towards more specific learning content (Calderon-Young, 1999; Ding, A. C. E., Ottenbreit- Leftwich, A., Lu, Y. H., & Glazewski, 2019; Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, 2014). To achieve these expectations, the teaching and learning process especially English language education should be carried out using the appropriate learning model, "so that it can lead to attraction as positive emotions in learning foreign languages". If not, "there is a possibility of attribution that weakens and inhibits the emergence of positive self-concepts towards foreign languages (Jiang, Y., & Dewaele, 2019; Waddington, 2019). so, the results of student learning can be an indicator of whether or not the application of the learning model is appropriate.

According to a brief initial observation, one of the formal educational institutions that was quite successful in learning, especially learning English in Pidie Jaya District, Aceh Province, was the boarding school (Integrated Islamic Boarding School) of MAS Jeumala Amal. This school which focuses on religious education has experienced significant growth with the number of students reaching 600 people from various regions in Indonesia and abroad. With its heterogeneity students from various regions in Indonesia and even abroad make MAS Jeumala Amal a place where various cultures meet and produce students who are knowledgeable. Geographically it is very strategically located, which is on Jalan Raya Medan-Banda Aceh. The nature of English Learners is determined by the districts, school administration, specialists, and classroom teachers (Williams, 2011). The success of MAS JA can be seen through learning achievements and its alumni that were carved by students of MAS Jeumala Amal in various competitions both at the District and Provincial levels.

The results of teachers interview informed that, there were several efforts by teachers who synergized with Islamic boarding schools program in improving the quality of education and the graduates or alumni. One of these efforts is the implementation of a habitual, disciplined and sustainable learning culture. So, its part of stimulus, and in quantity, there are more hours of learning English in Jeumala Amal MAS than other public schools. This statement was strengthened by Innatist theory suggests that responses to environmental stimuli influenced language development (Boyle, O., & Peregoy, 1993)

English Learning in MAS Jeumala Amal is not only done in the classroom, but also outside the classroom through additional tutoring held by pesantren twice a week for 90

minutes. Therefore, it is fitting that MAS JA has many students who excel especially in English language education. Based on teachers information and school websites (Amal, 2017), the latest achievements achieved by students of MAS Jeumala Amal were Champion 1 (one) on behalf of Qatrunnada and Champion 2 (two) in the name of Syarif Al-Halim in the Language Speech Contest held by the Aceh Ministry of Religion on May 24, 2017.

A study by (Bin-Tahir, Atmowardoyo, Dollah, & Rinantanti, 2017), investigated the model of multilingual learning in boarding schools. Based on observations and interviews with three Islamic boarding schools in Makassar city, they found that the multilingual learning model in boarding schools applying simultaneous sequential models with several phases to produce monolingual students turned into multilingualism and in the end they became multilingualism. The intended phases were habituation (culture) which has turned monolingual students into multilingual.

Learning models is indivisible from learning activities, each school has a unique and special learning activities programmed in achieving the goals. The unique activities are becoming attention of researchers as learning activities themselves determine learning outcomes. This study aims to gain a deeper understanding of the English learning model at MAS Jeumala Amal which applies a realist ethnographic method.

RESEARCH METHOD

This study applied a qualitative approach with ethnographic methods. The purpose of the research is to obtain accurate data so as to gain an in-depth understanding of the English Language Learning Model at Private Madrasah Aliyah Jeumala Amal. Ethnographic designs are qualitative research procedures for describing, analyzing, and interpreting a culture of sharing groups' shared patterns of behavior, beliefs, and language development over time (Cresswell, 2008). According to (Falzon, 2009), "It is about giving further contextual meaning to particular lives by demonstrating their integration within more inclusive social forms". Our observation for this work was spanned over seven months.

Referring to opinions (Bogdan, R., & Biklen, 1997), the background of research as a source of data consists of three aspects namely 1) a special place in an institution, 2) a group of certain people, and 3) several activities in the school. The main data source according to him are words and actions, the rest are additional data such as documents, and others. In line with these opinions, the data sources in this study were excavated from:

1   Events; English language education learning model in the class of MAS Jeumala Amal. The process of implementing learning was observed in class XI (eleven) A, B, C (male) and (female).

2   Informant; headmaster, Deputy Curriculum Division, English teacher and some students of Class XI who are selected based on teacher's instructions.

3   Document; written information relating to the process of implementing English learning in the classroom.

The instrument in data collection is the researchers themselves using observation instruments, interview guidelines, and documents.

Data Analysis

The data were analyzed using Spradley's (1980) model analysis technique, namely domain analysis, taxonomic analysis, componential analysis, and theme analysis.

RESULT AND DISCUSSION

Result

Based on the observations and interviews, this study was analyzed into several categories related to learning English in the class, namely as follows: (a) description of the learning model of English Teachers; Student Learning model; learning approaches, methods and techniques. This finding is the result of domain analysis and taxonomic analysis. (b) description of cultural themes related to the English learning model at MAS Jeumala Amal in Aceh province.

Form of English Language Learning at MAS Jeumala Amal.

Based on the results of teacher interviews (SA) and the curriculum head deputy (RM), the authors found that MAS Jeumala Amal implemented the 2013 curriculum and is integrated with the KTSP (School Based curriculum). Two levels (classes) use the 2013 curriculum, namely grades 10 and 11, while the 12th grade still uses the KTSP curriculum. The 2013 curriculum emphasizes learning meaningful, creative, innovative and productive. Students are expected to be able to make observations, ask questions, reason and communicate what is obtained and known after receiving learning material. in addition, students are expected to have better attitude, skills and knowledge competencies.

Furthermore, the KTSP is integrated with Dayah (Islamic Boarding School) curriculum emphasizes the strengthening Islamic insights sourced from the Qur'an and Al-Hadist. Students are expected to know and understand the wisdom and benefits of learning material based on Islamic values. In addition, the teacher is obliged to straighten out the students'

understanding of scientific theory that is not in accordance with Islamic values. Understanding of Islamic values is a characteristic of MAS Jeumala Amal. Integration between the National curriculum and the Dayah curriculum is expected to produce graduates who are not only qualified in science but have a strong Islamic understanding.

Based on the 2013 curriculum, MAS JA implemented two approaches namely the scientific approach and the contextual approach. The scientific approach is suggested in learning steps that use scientific approaches such as observing, questioning, associating, experimenting, communicating. This scientific approach has several criteria such as 1) learning-based material facts, 2) teacher explanations, student responses and teacher-student educative interactions free from prejudice, subjective thinking, and deviating from the flow of logical thinking, 4) encouraging and inspiring students to think hypothetically in seeing differences, similarities and their relation to subject matter, 5) encourage and inspire students to think critically, analytically, and precisely, 6) based on concepts, theories and emperical facts that can be accounted for, and 7) learning objectives formulated in a simple and clear manner.

The contextual approach is based on the philosophy that students are able to absorb lessons if they understand the meaning in the academic material they learn. This contextual approach has five characteristics namely 1) activing knowledege, 2) acquiring knowledge, 3) understanding, 4) applying knowledge, and 5) reflecting knowledge.

The learning model used by MAS JA varies, including the learning model suggested in scientific approaches such as discovery learning, ingenuity learning, problem based learning, project based learning, and multimedia based learning. This multimedia-based learning model has not been implemented thoroughly in all classes and all subjects. Likewise in English subjects, only a few language skills have used multimedia-based learning models.

The learning model applied by MAS JA is closely related to media and learning resources. There is media already provided by the school and some are made directly by English teachers. Some learning media that have been implemented are (1) Computer Based Learning (PBK) in the form of learning material made in the form of presentation slides/PPT; (2) Web-based learning (PBW), where the teacher has his own blog that contains the subjects taught, and students can communicate about the subject matter in the virtual world through a blog; (3) multimedia-based assessment in the form of Online Report Cards that contain all reports on student learning outcomes for one semester, this Online Report Card can be accessed by parents anywhere by simply entering the username and password

owned by each student; (4) An intranet network that is a network that allows students to access learning resources without having to use wifi. In the intranet area students can access and download material quickly.

Multimedia-based learning models have not been implemented thoroughly into four language skills. Especially on difficult materials, the teacher prefers to use the lecture method to provide a complete and detailed explanation to be easily understood by students.

Based on the results of the study, the multimedia-based learning model can create effective and efficient learning, optimal, stimulate the students' creative thinking power, and it is expected that all language skills can use multimedia-based learning. However, of the four language skills, there are two skills that are considered difficult by students, namely listening and speaking skills. Therefore the use of multimedia-based learning models can be further optimized in learning listening and speaking skills.

Student learning model in English language classes.

Based on the student's interview (NA), the students and teachers play an active role in the implementation of English language learning. Students not only as objects but must play an active role in learning such as active to ask, creative thinking and can motivate learning partners in preparing the tasks given by the teacher.

As students, they are expected to have an active role in learning, prepare themselves in learning both at school and in the dormitory, independently, repeat school lessons in the Islamic boarding schools, take school and boarding programs seriously, especially in using English both in the dormitory and in the classroom.

Students as the subject of the learning process, their success is influenced by many aspects, one of them is the learning model. Students' English learning models are grouped into two, namely, student learning models in the classroom and student learning models outside the classroom (dormitory). (1) learning in the classroom such as preparing themselves, tools, and books as learning resources that will be used, obeying school rules, doing assignments given either in the form of personal tasks, in pairs or in groups, asking if they have not understood the material being taught, noting things important things taught by the teacher both material and new vocabulary (2) learning models or learning activities outside the classroom (dormitory) which include a good English mastery program in the dormitory, memorizing 7 vocabulary words every day on the morning before class in school begins, communicating using English with fellow students and boarding house guardians, using English in certain days and zones (locations), speaking in English, carrying out ceremonies and morning bells using English.

Although English programs in schools and boarding schools are not integrated, they support each other. For example, in supporting the pesantren program in mastering English, the school adds 2 hours of lessons from the provisions given by the Ministry of Education and Culture. Likewise the pesantren program is very helpful in the success of learning English in schools, especially in adding new vocabulary as well as the practice of communicating using English. For students who want to further explore and sharpen their English skills, MAS JA also has anextracurricular program *English debate* that is prepared for students who have interests and talents in participating in the *English debating contest.* In the learning model debate students by themselves have trained how to express opinions, their thoughts and how to maintain their opinions with logical and justifiable reasons. This learning model is very useful for training thinking skills so as to give birth to creative students and have extensive knowledge.

Discussion

Form of English Language Learning at MAS Jeumala Amal

MAS Jeumala Amal is one of schools that implemented 2013 curriculum in learning. Even MAS Jeumala Amal is a pilot school for the implementation of the 2013 curriculum for schools in Pidie Jaya district. The results of the study show that MAS Jeumala Amal uses two curricula, namely the 2013 curriculum combined with the KTSP curriculum. The 2013 curriculum is used in the 10th and 11th grades, while the KTSP curriculum is used in class 12. The Dayah curriculum is used for all classes. The Dayah curriculum emphasizes teaching and strengthening Islamic values to students. The teacher is expected to provide an explanation of values and Islam as well as the benefits of learning in school.

Based on the 2013 curriculum, MAS Jeumala Amal implemented two approaches suggested by the Minister of Education and Culture, namely a scientific approach and a contextual approach. scientific approach is based on the steps of learning that use scientific approaches such as Observing, questioning, associating, experimenting and communicating. This scientific approach has several criteria such as 1) fact-based learning material, 2) teacher explanations, student responses and teacher-student educative interactions free from prejudice, subjective thinking, and deviating from the flow of logical thinking, 4) encouraging and inspiring students to think hypothetically in looking at differences, similarities and their relation to subject matter, 5) encouraging and inspiring students to think critically, analytically, and precisely, 6) based on concepts, theories, and accountable empirical facts, and 7) learning objectives formulated simple and clear.

While the contextual approach is based on the philosophy that students are able to

absorb lessons when understanding the meaning in the academic material they are learning. This contextual approach has five characteristics, namely 1) knowledge activation, 2) acquiring new knowledge, 3) understanding Knowledge , 4) practicing knowledge, and 5) reflecting. The learning model used by MAS JA varies, including the learning model suggested in scientific approaches such as discovery learning, ingenuity learning, problem based learning, project based learning, and multimedia based learning. This multimedia-based learning model has not been implemented thoroughly in all classes and all subjects. Likewise, in English subjects, only few language skills have implemented multimedia-based learning models.

Listening skill

According to Brown (2001) listening comprehension is the process of receiving sound waves through the ears and sending messages to the brain. Then the brain that processes it becomes an understanding. So, listening comprehension has an important role in language learning especially in understanding meaning. The same thing conveyed by Mendelson in Brown (2001) in his study shows that listening specifically in the academic and professional context is a fairly difficult skill so that it requires the right learning strategy to understand the meaning of the text. Clark & Clark and Richards in Brown (2000) say there are eight processes that must be done to achieve understanding in listening, namely 1) students process basic speech *(raw speech)* and bring pictures *(images)* in Short memory *(Short term memory,)*; (2) students determine the type of speech they hear, for example Conversations, speeches and radio broadcasts; (3) Students draw conclusions from the speaker through the type of speech, context, and content; (4) students recall (schemata) about the background relating to certain contexts and material; (5) students determine the literal meaning of the utterance they hear; (6) students determine the meaning contained in the utterance; (7) students remember whether information must be stored in short term memory or long-term memory; (8) students erase the original form of the message received because words, phrases, and sentences are very quickly forgotten, therefore replaced with cognitive knowledge.

Based on the results of the study, to practice listening skills in English, students often use audiovisual media so students do not only understand conversations based on sound but based on the situation, place, and context of the conversation. The listening skill material is more obtained by the teacher through the internet which is adjusted to the determined learning topic. In the learning process students are asked to listen carefully to any vocabulary spoken by native speakers and to understand the overall meaning of the

conversation being played. Then the teacher and students together answer questions based on the contents of the dialogue. This technique is carried out to facilitate students in understanding oral texts in English.

Speaking skill

According to Richard in Brown (2000), there are two approaches to speaking teaching, namely direct speech and indirect speech. First, direct speech, teaching speaks using a direct approach involving all teaching plans such as microscopy, strategy, and strategy into teaching. This approach explicitly explains to students about rules, conventions, and strategies in conducting a conversation. The focus is mainly on the ability of students to communicate and carry out conversations with the standard rules that must be followed. Second, indirect speech. In this approach students are not directly arranged into a teaching speech. This approach does not directly teach about rules in talking and conducting conversations. Its approach makes the teacher is not like in teaching speaking skills, but the teacher asks students to practice their speaking skills in a relaxed with appropriate rules in teaching speaking.

Based on the results, the teaching of speaking skills is done by involving students actively in speaking English verbally. The involvement of active students is carried out through various activities such as question and answer between teachers and students, between students, conducting *public speaking,* discussion and conversation activities both in dialogue, monologue, in pairs and in groups. Furthermore, learning speaking skills is also carried out in the pesantren program through a mandatory program in English. It could be a reason that students have the ability to speak English better.

Reading skill

Teaching reading is closely related to teaching writing. The approach taken in language teaching is an integrated approach that emphasizes the linkages to the four language skills. Students' ability to read will be related to students' ability to listen, speak, and write. Therefore, in improving one language skill do not neglect other language skills. Brown (2000) mentions five approaches used in teaching reading skills, namely (1) Bottom-up and Top-down processing, readers in this case students, in reading, the first thing to do is determine some linguistic signals (linguistic signals) such as words, morphemes, syllabus, words, phrases, grammar, and discourse, while the approach is the process by which students use their knowledge and experience to understand a reading text. (2) schema theory and background knowledge, this approach emphasizes the reader / student how to construct the meaning of a reading text, (3) the role of affect and culture, this approach

emphasizes that success in teaching reads when students are given the reading they are interested in. (4) the power of extensive reading, this approach is very effective for improving reading skills and other language skills. (5) adult literacy training, teaches reading skills using literary texts, especially for adults.

Based on the results of the study, the methods often used are skimming, scanning, and appreciating literature methods. This method is basically used by students in understanding English reading texts, seeking information in general and specifically, and helping students appreciate a literary work. The method used is effective in guiding students to understand English reading texts in the form of simple or long texts to be understood as a discourse. Likewise, the activity of appreciating literature can train students to be able to explore the intrinsic meaning contained in the literary work.

Writing Skill

In language teaching with a communicative approach, the teacher is emphasized to learn how to teach fluency, not just accurate/precise, how to use the original text and conformity with the context in the classroom, and how to foster students' internal motivation. This is also emphasized in teaching writing in the context of foreign language learning. There are six principles in designing writing teaching techniques that include incorporation of good practice writer, balance process and product, account for cultural and literary background, connect reading and writing, provide as muchwriting as possibleand frame your techniques in terms of prewriting, drafting, and revising (Brown, 2000).

Based on the results of research in teaching writing, students are given an understanding of the sentence structure of each type of text learned. Then teaching begins with writing sentences, paragraphs, and essays or essays that are directly given to students. Writing activities can be done alone in pairs or groups according to the instructions from the source book used. The technique of practicing writing in English can directly train students in extracting the knowledge and experience that students have into the main ideas and supporting sentences that will be developed into an essay. In writing activities, the teacher acts as a facilitator in answering student questions related to vocabulary and English sentence structure. Writing exercises directly have a positive impact on learning, because students have their own experience in developing their ideas into writing.

Student learning models in English classes.

Models are strongly influenced by the role of the teacher. Teachers and students have an equally important role in the learning process. Therefore, in addition to the importance of understanding teacher teaching patterns in learning, student learning patterns are also

important to note in order to achieve learning outcomes. According to Kern (2000) three roles that must be performed by students in learning, namely responding, revising, reflecting and reflecting. The role is not only done in the learning process, but also carried out in *assessment* and evaluation activities so that all activities carried out by teachers and students lead to the progress of reading and writing students.

The student English learning model in MAS Jeumala Amal consists of two important models namely the student learning model in the classroom and the student learning model outside classroom (Learning in Islamic Boarding Schools) (1) the English learning model of students in the classroom namely the model formal learning, students play an active role in preparing themselves, tools, books, and learning resources to be used; students obey the rules in the school; listen to the teacher's explanation well; and students concentrate and focus on learning. (2) English learning models of students in boarding schools, namely informal learning models, students participating in English language learning programs at Islamic boarding schools interspersed with jokes, but they remain focused, disciplined, and responsible.

Based on the observations in the evening class at the pesantren (Islamic boarding schools), the atmosphere of the night class is different from the other classes because it is more informal. Students really enjoy Informal learning, casually relaxing they can learn a lot from their teacher or classmates and really feel learning without pressure. Regarding language learning, both English and Arabic students learn more comfortably with the direct learning model (Direct Method), this is due to the existence of bi'ah lughowiyah (the role of the language environment). One of the advantages of the direct method is that students remain active teachers who are involved in class activities, more teachers and students as partners in the teaching-learning process (Larsen, 2000).

Based on the observations in the morning class at MAS JA (Islamic senior high school), students are no longer subject to passive but active learning that generates and shares knowledge or skills, works together, motivates each other students, and actively participates in each lesson. Kern (2000) convey that to support the learning integration process there are 9 (nine) principles that must be built by students namely active, constructive, collaborative, enthusiastic, dialogical, contextual, reflective multisensory, and high order thinking skill training. (1) Active, namely allowing students to be actively involved by the existence of interesting and meaningful learning processes. (2) Constructive which is to enable students to combine new ideas into previously owned knowledge to understand the meaning or curiosity and doubts that have been in his mind. (3) Collaborative, which allows students in

a group or community to work together, share ideas, suggestions or experiences, advise and give input to fellow group members. (4) Antusiastik that is allowing students to actively and enthusiastically try to achieve the desired goal. (5) Dialogical, namely enabling the learning process to be inherently a social and dialogical process where students benefit from the communication process both inside and outside the school. (6) Contextual, namely allowing learning situations to be directed at meaningful learning processes (real-world) through approach "problem based or case-based learning". (7) Reflective, namely allowing students to be aware of what they have learned and reflect on what they have learned as part of the learning process itself, Notion et al (2001). (8) Multisensory namely learning can be delivered for various learning modalities (multisensory) both audio, visual, and kinesthetic. (9) High order thinking Skill training that allows to train high-level thinking skills (such as problem solving, decision making, etc.) and indirectly also increases media literacy.

Based on the description above, the learning model of students' active participation which includes involvement in learning, building understanding, working together, linking the learning process with the surrounding environment, enthusiasm in learning, and reflection or self-evaluation of what has been learned is very important in the process learning. Student active participation is an action or process both physically, mentally and emotionally in the learning process which includes finding, processing, and managing learning gains. The student learning model above must be aligned with the opportunities provided by the teacher, so that the goals of learning English can be achieved well.

The Culture of English Learning in Mas Jeumala Amal

The cultural concepts is explains about the behavior, attitudes and values that apply in a particular community. Culture as a system of meanings infused with social structure and practice (Davis et al., 2017). Whereas according to Schein (2004) an ethnographer describes that culture is both a dynamic phenomenon that is Surrounding at all times, constantly acting and created by interaction with others and shaped by leadership behaviors, roles, and the norm that guides the contraint behavior. Its means that culture occurs because of interactions or habits with other people and in the form of behavioral leadership, a set of structures, carried out continuously, rules, and norms that guide a person in behaving. Culture forms their mindset in treating communication, thinking and learning (Mercer, 2007). School is one of the places where learning takes place. School is a place of culture, because basically the learning process is a civilizing process. In this case, the civilizing process in school is for the academic achievement of students, to cultivate attitudes, knowledge, skills and traditions that exist in a cultural community, and to develop culture

in a community through student academic achievement. Thus, cultural learning is a learning process of a whole and a whole unit and a variety of manifestations that are produced or applied in a community. Subjects that have been presented in the curriculum and taught to students in the classroom as scientific mindsets, are one manifestation of culture as part of culture.

Schools that have a diverse culture, students will get important knowledge about ways to adapt in a learning environment, diversity becomes a daily experience that is directly useful for students themselves (Silseth & Erstad, 2018). Automatically the person concerned will experience a process of adoption and cultural inheritance. The inheritance of cultural traditions is known as theprocess *encluturation,* while the adoption of cultural traditions is known as the process of acculturation (aculturation). From both processes it ends in a cultural formation in a community. Both processes can also occur in the community of students and teachers in conducting the language learning process.

Based on observations in the teaching and learning process in MAS Jeumala Amal there is a culture or habit that students do, and then this habit becomes a culture. This culture is carried out in learning English in both the classroom, school environment, and boarding schools. Observed culture includes 1) academic culture, 2) social culture, and 3) democratic culture (Table 1 Cultural Characters at MAS Jeumala Amal)

Table 1. Cultural Characters at MAS Jeumala Amal

No.	Sub Focus	Culture Theme in Class	Cultural Theme Dormitory *(Boarding School)*	Character Students (Norms, Value)
1.	Forms of English Language Learning in MAS Jeumala Amal	a. Using a scientific approach, contextual and communicative. b. Using varied learning models namely discovery learning, project based learning, inquiry learning, and multimedia based learning.	a. Using behaviouristic learning theory b. Using a communicative approach.	Discipline, obedience, enthusiasm, concentration, enthusiasm to compete in learning.
2.	Student Learning Models in English classes at MAS Jeumala Amal	a. Students play an active role in preparing themselves for learning, obeying rules, discipline, listening to teacher explanations, concentration, focusing on learning and being responsible.	a. He actively participates in the English language mastery program in the dormitory, is disciplined in memorizing 7 vocabulary words every day in the morning, and communicates using English.	a. Mutual respect b. Encouraging each other c. Mutual cooperation in learning.

CONCLUSION

Based on the results and discussion, the researchers concluded that the English language learning has been designed in good planning and based on a syllabus that integrates two abilities namely functional abilities and communication skills. Functional skills are taught through scheduled activities in the classroom, namely formal activities in accordance with the syllabus and lesson plans guidelines that have been made. Activities in the classroom include listening to teacher explanations, discussing, questioning, debating programs, displaying dialogues, and working on assignments together. Whereas communication skills are mostly trained in pesantren programs such as being obliged to use English on predetermined days and zones, memorizing new vocabularies every day, giving

announcements/information in English, carrying out ceremonies and *public speaking* in the English.

The student learning model in MAS Jeumala Amal adheres to a behavioristic pattern that emphasizes habituation in language skills or skills with anpattern *army* method that disciplines students with patterns of punishment and reward. Praise and appreciation for those who succeed and punishments that are educational for those who fail in the learning process. The student learning models are consist of classroom learning (English learning in schools) and learning outside the classroom (learning in Islamic boarding schools). (1) learning English in the classroom, namely students play an active role in preparing themselves, tools, books, and learning resources to be used; students obey the rules in the school; listen to the teacher's explanation well; and students concentrate and focus on learning. (2) learning English in pesantren, which is to take part in all English language learning programs in Islamic boarding schools with active, disciplined and responsible. In addition, students are required to memorize new vocabularies every day and evaluated every morning before school starts.

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