IJET

Indonesian Journal of English Teaching

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THE CURRICULAR AND EXTRA-CURRICULAR SYSTEM OF TEFL:

A CASE STUDY AT PONDOK MODERN GONTOR INDONESIA

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Abstract. *Pondok Modern is one of Islamic educational institutions in Indonesia which is, with its boarding school system, well-known for its success in bringing-up its students to have basic communicative ability in two foreign languages, Arabic and English. Its fame tempts the writer to reveal some of its secrets. This paper tries to focus on describing the system of teaching English as a foreign language (TEFL), including curricular and extra-curricular activities. The discussion on curricular syllabus unfolds the materials, techniques, and evaluation system of all English subjects: English, Reading, Grammar, and Composition. The extra-class activities cover language movement, English speech training, wall magazine publication, and English extensive courses.*

This is a case study taking teachers and students of Pondok Modern as subjects. The data were collected by documentation, observation, and interview; and, analyzed using qualitative description. The results show that both the curricular and extra-curricular activities require that the learners not only actively produce the target language since early stage of learning but also be involved in authentic communication. The teaching of grammatical terminologies is intended not for the sake improving explicit knowledge but to provide more chance to practice constructing sentences. It can be inferred, then, that this frequent use of the target language represent the main contributive factors to the success of the English teaching and learning efforts.

Key Words: *Curricular contents, extra-curricular activities, boarding school system, productive use of target language*

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INTRODUCTION

Pondok Modern, located in a village called Gontor Indonesia, is an Islamic educational institution of which effort in teaching foreign languages—Arabic and English—is relatively great. As its main objective is to produce "cadres" for the leaders of Muslim community in Indonesia[1], its primary task is to provide all its students with various skills including language skills. Thus, they could become self-reliant and capable of broadening their knowledge and scientific horizon boundlessly by themselves, with the aid of the languages that they have acquired, when they return to their society. To serve that purpose, i.e. providing the students with language skill, *Pondok Modern* forms itself "a system" with which language teaching may be found effective and efficient.

Abundant data can be obtained to indicate that the system of teaching English at *Pondok Modern* Gontor has been, relatively, successful to enable most of its students to acquire a certain level of English proficiency. After approximately one or two years of learning, they are able to use the language for the purpose of daily communication in a relatively proper way. It is reasonable, therefore, to take the system of teaching English at *Pondok Modern* into consideration. *Pondok Modern* with its "unique" system[2] of teaching excels in making its students capable of producing active and acceptable target language utterances. For that reason, the detailed and factual description of the system of teaching English at *Pondok Modern* may be quite desirably helpful to contribute, in a way, a model that deserves considering.

As is defined by Hornby, system is "a group of things or parts working together in a regular relation."[3] The system of language teaching, then, consists of various activities each of which is complementarily related. Those language activities are integrated with the students' life system, as if they were parts of their life. There is no doubt, anyhow, that the frequency of being involved in the target language activities seems to be fairly effective in the formation of language habit.

In so far as all students are residing in internal hostels, activities can be controlled and directed as easily as students' expected behaviors be dictated and strict discipline be applied. It seems that in such a life system, teachers can easily form a specific environment where target language is used as a means of communication as well as a medium of interaction. In that way, students have sufficiently much opportunity to use the language either productively through speaking or writing, or receptively through listening or reading. That is undoubtedly very effective in teaching and learning second or foreign language, because students can immediately use the language for communication in which every vocabulary and structural item are practiced and used in their real and actual contexts.

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[1] Lance Castles.Notes on the Islamic school at Gontor. In Lance Castles (ed.). *Pondok pesantren. kiai. dan ulama: Sebuah antologi.* (Gontor: IPD Pondok Modern, 1973), p. 205

[2] Castles, 207

[3] A. S. Hornby. *Oxford advanced learner's dictionary of current English.* (London: Oxford University Press, 1974), 877.

In short, *Pondok Modern* with its system of teaching English is likely to be what has been stated by that "coordinate system be developed in the students."[4] That is, the new language system is to be established separate from that of the first language, viz. the first language is entirely banned and the target language environment as a cultural island is maintained." The statement implies that almost all activities involved in the student inhabitants' life system are indispensably aimed at the improvement of the students' foreign language power. In other words, every opportunity is given to facilitate the students' improvement of their language acquisition.

The system of teaching a foreign language at *Pondok Modern* is briefly discussed and presented so that it can be found beneficial and advantageous to be a model worthily considered by educational designers. Motivated by such intention, the researcher is interested in carrying out this study focusing on describing the system of teaching English as a foreign language at *Pondok Modern.*

RESEARCH FOCUS

As was stated previously, this study is focused on describing the system of teaching English at *Pondok Modern.* As a system, it includes two main aspects, namely curricular and extra curricular aspects. Therefore, this study focuses on describing (1) the English teaching syllabus at *Pondok Modern,* including the materials of English subjects, the techniques used to teach those materials, and the evaluation process of the output. (2) the extra-curricular activities supporting the teaching of English at *Pondok Modern,* covering the activities carried out outside the classroom which can support the teaching of English and how those activities are carried out.

RESEARCH METHOD

This study is descriptive in the sense that it merely attempts to make an objective description of the existent condition. It was not carried out by manipulating the facts or giving special treatment towards the variables under study in order to obtain the expected results. Any prevailing characteristics which existed and were observed belonging to the research subject, in time of study, are described in details. In so far as the study was executed in a certain time, any changes taking place in the subject's condition before or after the execution of the study was not taken into consideration. Its design is, then, that of a case study.

The sources of the data refer to the location from which and the subjects from whom the data were collected. The location of the study was the physical and situational environments of *Pondok Modern* campus located at Gontor village in Ponorogo, East Java, Indonesia. The subjects were some teaching staff, authority holders, and students at the location being mentioned.

The data were collected by documentation study, observation, and interview, Documentation study was carried out to find the data about the English teaching

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[4] Kenneth Chastain. *Developing second language skills: theory to practice.* (Chicago: Rand Mc. Nally, 1972), 111.

syllabus, including the materials of English subjects and the evaluation techniques used to measure the output. Observation was performed to obtain the data related to the activities carried out inside as well as outside the classroom. The classroom activities cover the techniques and procedures of English teaching and learning process. The activities outside the classroom are in the forms of extra-curricular activities and the physical as well as situational environments of the campus which are related to the English learning and acquisition efforts. Interview, moreover, was carried out as a complementary way to collect the data concerning a certain aspect which was considered obscure and incomplete. In this way, it is expected that the data collected were considered exhaustive and comprehensive.

The analysis of the data mainly followed Miles and Huberman's suggestion of qualitative analysis in the forms of data reduction, data display, and conclusion or verification.[5] Data reduction means that there were processes of selecting, organizing, abstracting, and simplifying.[6] Then, the data were displayed to facilitate drawing conclusions. Finally, some conclusive points were made, discussed, and interpreted within the framework of language teaching and learning theories. This is to make the result of this study more systematic and meaningful.

FINDINGS AND DISCUSSION

English Teaching Syllabus at *Pondok Modern*

To describe the details of the teaching of English at *Pondok Modern*, the writer presents the English teaching syllabus, consisting of the English subjects: English, Reading, Grammar, and Composition.

English.

English is used as the name of a lesson. It is supposed to be the basis of the other English lessons, such as Reading, Grammar, and Composition. As a basis, it is only taught in the first year class. The time allocated to it is three times forty-five minutes a week.

The emphasis of teaching this subject is to develop communicative competence by using simple and frequently used patterns with daily vocabulary. Each pattern is used in various conversational sentences until the students are able to use it correctly and automatically. Explanation is mostly in English, and translation to native language is, as far as, possible, avoided. The meaning of words is usually taught through objects, sketches, miming, and actions. It usually becomes clear in the context which represents the concrete situation.

The teaching procedures usually begin with the presentation of foreign words or phrases which are orally drilled, and their meanings are directly associated to them. To signify the construction of sentences, those word and phrases are put in

[5] Matthew B. Miles & A. Michael Huberman. *Analisis data kualitatif* (Translated by Tjetjep Rohendi Rohidi from *Qualitative data analysis*). (Jakarta: UI Press, 1992)
[6] Miles and Hubberman, 1992.

complete sentences, so the students can generalize and internalize by inference their structural patterns. Then, to expand the usage of those patterns, the teacher performs communication with students by using the newly learned patterns and vocabulary. The expansion of using one pattern or one word in various sentences is always encouraged and given priority.

To give a clear idea, let's have a look at their handbook. In lesson three, for instance, these words are mentioned: *where, in, on, under, behind,* and *in front of.* From these words students are asked to make various questions, such as:

Where is the teacher?	Where is the river?
Where is the house?	Where is the well?
Where is the pen?	etc.

by using the word "what" like:

Where is the pen?
What is in front of the school?
What is in front of the mosque?
What is in front of the class?   etc.

by using the word "is":

Is the blackboard in front of the class?
Is the chair in front of Muhammad?
Is the table in front of the pupil?   etc.

The teaching guide says that each pattern is practiced and used in terms of hundreds and even thousands of utterances.[7]

Grammar is not taught explicitly at this stage. It is largely learned through practice, i.e. that the grammatical patterns are directly applied through examples in contexts, and students are encouraged to draw their own structural generalizations by inference. In this way, "the study of grammar is kept at a functional level, being confined to those areas which were continually being used in speech."[8] Grammar is taught at a later stage. It is taught in the target language with the use of English grammar terminologies.

In this lesson students are always stimulated to produce utterances as early as they have known new words and new patterns. By that way, it is expected that students really have acquired the basic stage of language, thus making the expansion and the development of the later stage easier because they have had solid and well grounded basic skill. It has been generally acknowledged that language skills are cumulative, meaning that the real language proficiency is developed on the basis of skills built earlier. That is why, it appears to be easier to teach one who has known nothing than to teach one who seems to have had faulty mastery.[9]

The evaluation is in terms of oral test as well as subjective written one in which students are to provide answers to questions and to make questions for the

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[7] Anonymous. *Pedoman dan arah tiap-tiap pelajaran pada tiap-tiap kelas untuk guru KMI.* (Gontor: Pondok Modern, 1984), 42.

[8] Wilga M. Rivers. *Teaching foreign language skills.* (Chicago: The University of Chicago, 1977), 19.

[9] Peter Strevens. *New orientations in the teaching of English.* (London: Oxford University Press, 1978)

provided answers. Besides, they are also asked to correct erroneous sentences and to translate Indonesian sentences into English.

The teaching techniques as discussed in the preceding paragraphs, despite their disadvantage, have also their virtues. Among their disadvantages is that students have the tendency to produce utterances using English vocabulary but with native language structure. This can be proven by the fact of the existence of the so-called "students' language," i.e. the language deviating standard target language grammar usually uttered by younger students, to communicate among themselves, to show intimacy and informality, which noticeably existed when the writer became a student there. River's hypothesis seems to be theoretically irrefutable favoring this matter. Because students are plunged too soon into expressing themselves in the foreign language, they "tend to develop a glib but in accurate fluency, clothing native language structures in foreign vocabulary."[10]

Another disadvantage of such method is that it is too demanding for teachers' energy as well as their skill and resourcefulness. Otherwise, students cannot be expected too much to gain anything. Besides, Direct Method is potentially successful "where students can hear and practice the language outside the classrooms."[11] Therefore, it is doubted if it can also be successful to apply in other situations unlike that of *Pondok Modern*, such as that in general schools. That is because most students of non-boarding schools can hardly be expected to use and practice the target foreign language outside the class.

Among the virtues of the mentioned teaching techniques, on the other hand, is that because students feel they can express themselves using foreign language, they become proud of themselves and motivated to improve their achievements. Smith, in favor of this, assert that "nothing fosters high motivation and positive attitude as does success."[12] Because students feel capable of manipulating the language for the purpose of communication, they have enthusiasm to know further of the language, as they feel its usefulness instead of its uselessness. When students "could see the connection between what goes on in the foreign language class and the practical demands of his existence"[13], they would have positive attitude towards the language.

Reading

If English is supposed to be the basis of the English lessons, Reading, as the term is used as the name of a lesson, is likely to be regarded as the extension of the base. It is taught throughout the rest of the years, viz. from class two through class six, with the time allocated two times forty-five minutes per week.

What makes Reading worth noting, here, is that it is different from what we often have found in general schools. The differences lie on the objectives as well as the teaching techniques. It is not for comprehension, nor for enjoyment, nor for

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[10] Rivers, 20

[11] Rivers, 21

[12] Alfred N. Smith.The importance of attitude in foreign language learning. (*The Art of TESOL, XIII, Numbers 1 and 2,* 1975), 23.

[13] Smith, 22

appreciation. It is merely for the enrichment and the reinforcement of vocabulary and structures. By reading, students are expected to understand the words of the passage and be able to use them in correct sentences. Furthermore, they are also expected to be able to talk about the contents of the passage or to retell them by using their own language. In short, the objectives of reading lesson are the enrichment of vocabulary with ability to use it in sentences, the reinforcement of structure, and the development of speaking ability. It is just like speaking through reading.

The teaching procedures usually consist of the following steps:

1. Greeting
2. Warming conversation
3. Approach to new materials (passage)
4. Presentation of new materials
   - Telling the title of chapter
     - Teacher pronounces it aloud
     - Students repeat
     - Teacher writes it on the blackboard
   - Explanation of the title or chapter
     - Teacher tells the meaning of words monolingually
     - He puts each word in sentences
     - Some students put it in sentences
   - Explanation of new vocabulary
     - Teacher pronounces it once
     - Students repeat
     - Teacher writes it on the blackboard
     - Teacher asks if some students have known it
     - Teacher puts it in sentences
     - Teacher tells its meaning mono-lingually
     - Teacher asks some students to put it in sentences.

(New vocabulary is given one by one with such preceding steps)

   - Explanation of the contents (The contents are explained per point)
     - Teacher explains the first point by using his own sentences
     - Teacher asks some students about the point he has just explained
     - Teacher explains the following point
     - Teacher asks some students about it

(These are done until the points are complete to form the whole contents)

   - Reading the passage aloud
     - Students open the books
     - Teacher reads aloud
     - Some students are asked to read aloud
   - Students' writing the words which are on the blackboard
     - Teachers reads them first aloud
     - Students repeat
     - Students write them on their notebooks while the teacher is reading list of attendance.
     - Some students read what they have written

5. Silent reading
    - Students read silently, preparing for the teacher's questions. (The teacher wipes out the blackboard).
6. Evaluation
    - Students close all books
    - Questions about the vocabulary
        - Teacher asks about the meanings
        - Teacher asks them to put in sentences
    - Questions about the contents
    - Some students are asked to talk about the passage in front of the class, if time allows
7. Giving some advice
8. Leave taking.

Considering the above teaching techniques, we can say that it is more likely to be a speaking class than a reading one, because it is apparent that students' opportunity to speak is more than that to read, not denying the fact that such techniques can also develop the reading skill.

From this angle, we can see how the speaking skill is given more priority than the others. That is evidenced by the fact that most of material units, written in students' handbooks, are in the form of conversation and dialogs and the exercises are in the form of open questions and answers. The development of productive skills and active use of the target language are insisted upon due to its very nature that language is spoken rather than written.

Grammar

Grammar is not taught until the third year of course. Grammar, as the term is used, is regarded as a body of science which can stand separately from utterance. As such, it is defined as "a science that teaches us to speak, to read, and to write correctly."[14] Such view point leads to the fact that it is not taught since the beginning of language teaching and learning. The reason is that, if only were it taught when students have not at all had any achievement of the language, grammar has really nothing to do with. Even, it possibly would hinder students from making attempt to use the language in active communication because they would become over-conscious to have self-monitoring in producing correct and proper utterances and worrying too much of making mistakes.

That is why, grammar is not taught until students are assumed to have had sufficient ability to produce language utterances. Language learning undeniably needs a lot of practice. Practicing to produce foreign language utterance needs courage. If students who are still in the need of practice are bound or tied by various "do's" and "don't's" it would psychologically be understandable that they will lose courage, because they get fear to make mistakes, as making mistakes is naturally shameful to

[14] Anonymous. *The English grammar for class 3 of KMI Gontor.* (Gontor: Students Deliberative Council of IPD, 1975), 1.

anybody. Therefore, grammar which is regarded as a set of explicit rules consisting of those "do's" and "don't's" should not be taught until a certain possible time allows.

That does not mean that students' communicative language is ungrammatical. In spite of the existence of some defects that need special attention here and there, their utterances are, generally speaking, intelligible because grammar which means "a proper way a language is used,"[15] has actually been included in and taught through contexts, as explained previously. Only does the grammar talked about in this chapter have the connotation of being a body of science consisting of piles of terminology about the elements from which language is systematically set up.

Grammar in this sense is taught throughout the final four years, i.e. from class three through class six, with time allocated, one time forty-five minutes per week. The difference between grammar here and structure which is taught at general schools lies on their different materials as well as their objectives.

The materials mostly consist of terminologies with their definitions and examples. Examining them closely, we will suspect that those materials are influenced by traditional grammar, among of which characteristics is "the inconsistency of defining parts of speech."[16] To give clearer view, the outlines of the materials are provided here, as follows:

The Materials for Class III

1. The definitions of grammar
2. The eight parts of speech: definitions and examples
3. The kinds of noun: proper noun, common noun, material noun, collective noun, abstract noun
4. Gender: masculine, feminine, common, neuter
5. Numbers: singular number, plural number
6. Cases: the nominative case, the accusative case, the dative case, the vocative case, the genetive case
7. Parsing
8. Adjectives: proper adjective, adjective of quality or state, adjective of quantity or degree, adjective of number, demonstrative adjective, distributive adjective, interrogative adjective, possessive adjective
9. Pronouns: personal pronoun, demonstrative pronoun, relative or conjunctive pronoun, interrogative pronoun, possessive pronoun
10. Degrees of comparison: positive, comparative, superlative. [17]

The Materials for Class IV

1. Verbs: transitive verbs, intransitive verbs, auxiliary verbs

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[15] Harsh, Wayne. Three approaches: traditional grammar, descriptive linguistics, generative grammar. (*The Art of TESOL, XIII, Numbers 1 and 2, 1975*), 3.

[16] Harsh, 3

[17] Anonymous. *The English grammar for class 3 of KMI Gontor.* (Gontor: Students Deliberative Council of IPD, 1975), 1.

2. Tenses
   - The present tense: simple, continuous, perfect, perfect continuous
   - The past tense: simple, continuous, perfect, perfect continuous
   - The future tense: simple, continuous, perfect, perfect continuous
3. Active voice and passive voice
   - Active and passive voices in all tenses
   - Active and passive voices in conditional sentences
4. Direct and indirect speeches: statements, questions, commands.[18]

The Materials for Classes V and VI

The materials for classes V and VI are taken from Thompson & Martinet's "Practical English Grammar." It is used as a students' handbook. The objective of teaching Grammar in this institution is not only to enable students to produce correct and proper sentences but also to promote and improve their language skills and ability, such as building and enriching vocabulary mastery, constructing and analyzing sentences. The medium of instruction is fully in English; thus, it can also reinforce students' listening skill and their communication competence.

Examining the above mentioned objective, we know that even in teaching grammar, the emphasis is not merely giving instruction or information to develop students' knowledge of the grammatical system, but also the promotion of active use of language. Therefore, students' level of formal knowledge[19] may be basic but their language skills are likely to be better and much more solid and well-grounded.

Composition

As the name of a lesson, this writing skill is taught only in the final year, i.e. class six, with the time allocated is one times forty-five minutes per week. This does not mean that this skill is neglected or ignored, because although it is not taught in earlier years, students have already been urged to practice it outside of the classrooms as it is assigned largely through making speech texts for oratory practices, and making articles for wall magazines, both of which have begun since the second year of their study.

Although it is not explicitly mentioned, this writing skill has actually been practiced in the other English subjects, namely English, Reading, and Grammar. In English lesson, for example, most of its exercises are in the forms of questions that students are to write answers, and answers that they are to write questions. In written tests, students are also asked to correct erroneous sentences and to translate Indonesian ones into English. In Reading lesson, moreover, besides the above mentioned forms of tests, students are also asked to make complete sentences using some certain words provided and to make definitions or their monolingual paraphrases for some others. In Grammar lesson, furthermore, the forms of the tests may appear as follows:

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[18] Anonymous, 1975

[19] H. Douglas Brown. *Principles of language learning and teaching.* (New York: Pearson Education, 2007)

1. Copying short passages with the change of tenses.
2. Building sentences consisting of certain grammatical points. E.g. Construct a sentence consisting of gerund as the subject of passive in future tense. Expected answer, "Gardening and planting flowers will be liked by men in the next stressful years."
3. Changing sentences from direct to indirect speech.
4. Completing statements with question tags or question tags with statements.
5. Changing sentences into other types of conditionals.

It ought to go without saying, then, that in answering any of the above mentioned types of tests, students need ability in writing, otherwise, they would not write any single sentences. Or at least, with the recurrences of such assignments, students are trained and can practice to compose sentences, a presumably the basic skill in composition, such as paragraph building and essay writing.

Some teaching procedures applied in teaching Composition are as follows:

1. Translation. Students are given Indonesian sentences, paragraphs, or passages, completed with some list of vocabulary as aids, then they are required to translate them into good English.
2. Guided composition. The teacher tells a story or a short passage with each point written orderly on the blackboard. Students are to write what they have grasped from the story or passage in accordance with the mentioned points. Some words are also listed if needed.
3. Semi guided composition. The teacher tells a short story or passage, then list some questions to lead the writing process.
4. Free composition. Students are provided with some topics among which students are to write about.
5. Miscellaneous composition. Students are assigned to seek passages or extracts from English magazines or newspaper. After rewriting them, they should write their Indonesian translation to show if they really understand. They also should list some words with their monolingual meanings. In that way, students are trained to look up words in monolingual dictionary and to choose the best meaning for the contexts. Although this kind of assignment may be not quite relevant with the composition lesson, anyway, it also has its virtue to wipe up students' learning motivation.

Extra-Curricular Activities Supporting the TEFL

Among the specialties of *Pondok Modern* is that the whole life system inside the campus becomes a natural language laboratory. The situation is made in such a way that it can facilitate the language teaching and learning process. Considerable opportunities are devoted and various attempts are labored to gain the goal of the improvement of students' language skills. There is no exaggeration to say that this campus is a micro-Arabic-English environment in which its inhabitants can listen to, speak, read, and write the mentioned languages anywhere all of the time, as if they were living in Arabic or English speaking countries.[20]

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[20] Anonymous. *Pedoman dan arah tiap-tiap pelajaran pada tiap-tiap kelas untuk guru KMI.* (Gontor: Pondok Modern, 1984). 1.

Such a language learning atmosphere is quite ideal, and approved of by the theoretical basis in language teaching and learning, as asserted by Strevens that "intensity, like quantity, has a potential effect in raising or reducing the effectiveness of the language learning and teaching process."[21] Not having sufficient opportunity to learn the language in class does not really matter at all in condition that much more chances to learn it outside the class are available.

Scholars fully agree with the importance of practice in language learning. It is doubtless that the more frequently one practices his language, the better his acquisition will be. As "the speech act remains, essentially, an automatic act"[22] automaticity can only be acquired by practices. The practice, here, either refers to the frequency of using the language in communication or to reverse the theoretical property kept in mind without being related to any practical forms. Language should be practiced, not only studied, if the objective of learning is the acquisition of skills rather than the knowledge about language.

Therefore, to facilitate the language learning, language environment is produced by promoting various activities concerning the language use. Among the worthily noted language activities held at *Pondok Modern* are language movement, English speech training, wall magazine publication, and English extensive courses.

Language movement

Language movement is supposed to be the realization of the ideal to improve students' language skills and ability. Because of its important role in promoting language learning, language movement has been handled by an independent, separate section/department in the students' organization, whose managing staff is divided into central and branches. As an independent department, language movement has the duty of handling various activities:

1. Morning vocabulary drill. All managing staff consisting of students of the fifth year class throughout the branches present and train (drill) the juniors, in their dormitories, two words each morning. Those two are one of Arabic and one of English. After the tutor pronounces the word, all students repeat it. After explaining the meaning, they are to put it in complete sentences. The vocabulary given is the daily and frequently used word. Its list is designed by the central managing staff with the guidance from teachers.
2. Morning conversation. Students stand in pairs before their dormitories and speak English about whatever they prefer for about 15 minutes. It takes only twice a week. The guidance and control from the seniors are intensively given.
3. Language use regulation. Students are forbidden to converse with others in campus unless using Arabic or English. If one is known not to speak using either one, one will be brought to a language court for punishment. The punishment varies depending on the frequency of one's breaking the rule. One who has just been punished must become a spy to look for other rule breakers, and report them to the central office of language movement.

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[21] Strevens, Peter. *New orientations in the teaching of English.* (London: Oxford University Press, 1978), 30.

[22] Brown, T. Grant. In defense of pattern practice. (*The Art of TESOL, XIII, Nos. 1 and 2.*, 1975), 31.

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4. Incidental activities. Incidentally, Arabic or English drama performances and competitions of quiz are held. This is to provide students with more chances to practice using the language, either in listening when they enjoy the performances, or speaking when they play them.

English speech training

Students are divided into some groups each of which has its own management board. It is held once a week in about two-hour time. In each chance, there are approximately seven students appointed as speakers in turn. Each speaker has to make a speech preparation text corrected by supervisors some days before they present it in public. The speaker should make hard effort to deliver the speech fluently and naturally, not seeing or reading the text, but through memory and understanding. After a speaker has delivered his speech, some other students are given opportunity to give a comment or to make a conclusion of what has just been presented by the speaker. As a formal meeting normally done, two students are chosen to become chairmen to lead and manage the meeting proceedings. It is fully carried out in English.

English wall magazine publication

This is done fortnightly by the students of the second, the third, and the fourth year classes who reside in the same dormitories. Each student is assigned to write English articles, and corrected by teachers. Ones which are published are those which are considered proper. Once in a while, the Department of Central Language Movement gives the assessment to the published magazines and gives prize to the publishers of the best. Unfortunately, the criteria of assessment have, so far, been based their forms or appearance instead of their contents.

Extensive English course

The existence of these courses stems from the individual student's interest in learning English. Some students who are very keen on and fond of English form for themselves a study club. The only subject matter studied and learned in the club is English. Therefore, it is actually an English study club. But, then, it turns itself into an English non-formal course.

When this study was carried out, there were four English study clubs, namely Show Down, Stec (Stimulative English Course), Spirit (Speak, Read, and Write), and VEC (Virtue English Course). They are non-formal courses of which members are only those who have great interest in English. The membership is limited only for students of the final three years, i.e. classes four, five, and six.

Besides those four out-noted activities, there are still some other factors that seem trivial but may also be significant and influential on language teaching and learning. They are:

1. Announcements. All kinds of announcements, written or spoken, are delivered in either Arabic or English. Thus, anywhere students go and anytime they stay around the campus, they will always find those foreign languages used; and hence, they are always exposed to the target languages.

2. Public newspapers. To improve students' language skills and ability and to make them abreast with up-to-date news, Arabic and English newspapers are hung in display windows put in several strategic places throughout the campus. Hence, students are able to read them anytime they like.

3. Individual correspondence. Highly motivated students are usually more active in seeking English and/or Arabic sources than the others. Some of the formers often make inquiries to some foreign embassies or institutions about whatever information available, which usually are about their countries. As such, those inquirers are often sent some periodicals, magazines, or books that are interesting to read.

4. Pamphlets. There are several Arabic and English pamphlets or banners hung throughout the dormitories. Their contents may be dealing with the encouragement or invitation to improve language skills or to promote and motivate Islamic struggle.

5. Students' library. So far, in comparison to the greatness of the institution's name, the library is relatively meager. Its role as the source of knowledge may still be questionable. It is opened twice a week, on Tuesdays it is half-day open, on Fridays it is full-day open. When this study was carried out, there were about 4000 copies of books, magazines, and periodicals, among which approximately 200 are of English.

6. Students' cooperative's book store. It may have its own contribution in improving students' knowledge. There are various books which are available for students to browse and/or to buy.

CONCLUSION

Those curricular and extra-curricular activities are supposed to be the main contributive factors supporting the teaching and learning of English at *Pondok Modern*. Those all form an integrative system in which any attempts concerning the teaching and learning of English are made to maximize the effectiveness of achieving the ideal objective, namely students' adequate foreign language skills. Tracing back the reasons underlying such effective contribution, one will find that the most likely decisive factor is the fact that students are always encouraged to actively produce the target language since initial stage of language learning, that they are put in a conducive situation where they are always exposed to rich linguistic input, and that they are constantly stimulated to be engaged in authentic and real life communication.

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