

An Ethnographic Research of English Learning Objectives in Junior High School

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ABSTRACT

This study aims to identify and analyze the objectives of learning English at SMP Al-Wildan International Islamic School. This study used a qualitative approach with ethnographic method. Data were collected through observations, interviews, and documentation review. Data analysis was carried out based on the model using domain analysis, taxonomy, componential and cultural theme analysis. The purpose of learning English at SMP Islam Al- Wildan International School was directed at mastering linguistic, strategic, sociocultural, actional and discourse competencies. The principles of language learning with a literacy approach involved interpretation, collaboration, convention, cultural knowledge, problem solving, reflection, and language functions. In terms of the process of learning English at SMP Islam Al-Wildan International School, the results suggest that it was very good and effective in improving the competence of mastering English because all the learning processes carried out were conducted based on careful planning.

I. Introduction

One of the educational goals at Al-Wildan International Islamic School is to develop an educational institution with excellent service, quality, quality management standards with professional management. Judging from the objectives above, this school is considered very successful and is proven by the great interest of the community in choosing Al-Wildan as their school. Al-Wildan school in the past eight years has seven branch schools and thousands of students. With such developments, it indicates that this school has advantages or characteristics compared to other schools. The advantages of Al-Wildan International Islamic School compared to other schools are that it has a very luxurious language laboratory, has many active students speak English and had won several competitions in this field, has the Examination Authority (Exot) Program, has the collaboration with the UK (ATHE Program), has the books used for Math, English and Science lessons from Cambridge, and has a conducive school environment. What is unique about this school is the existence of an Examination Authority (Exot) culture held at the end of each year to test the abilities of their students in the flagship program which will be examined by external professional examiners in front of parents or guardians of students. Al- Wildan International Islamic School holds an Examination The purpose of this Exot program is to test or measure the English ability of all students of Al-Wildan Islamic School, especially in speaking skills from aspects of understanding, pronunciation, fluency and function. In addition to the above, Exot will be tested by parties outside the school such as teachers, lecturers or other professionals. In addition, this Exot will be tested directly in front of

parents or guardians of students particularly those whose kids are rarely absent. Those parents are asked to directly accompany their children when the oral exam takes place, so that parents can witness their children's English language skills firsthand. This is one of the superior cultures that makes Al-Wildan International Islamic School for this time being. Because of this popularity, the interest of the local community increases from time to time, even outside Tangerang, can be seen to register their children.

Regarding learning, it certainly will not be far from culture and learning activities, because learning activities are part of the learning culture. Of course, a school like Al-Wildan International School has its own learning culture, excellence, uniqueness, and luxury as support for achieving learning goals in particular, the learning culture in English language programs greatly determines the results or goals of learning English itself. This concept is supported by [1], revealing that students will have a higher level of language proficiency, if they are more often involved in the experience of learning English language, communication, and culture. Therefore, this study was conducted as an effort to find the uniqueness or superiority of the learning culture applied by SMP Al-Wildan International Islamic School so that it can be explored in depth the meaning that exists in that culture in the hope that it can be used as a recommendation for other schools. Why is this important to do, because the culture of learning English at SMP Al-Wildan International School has been carried out well and is proven by testimonials from students who excel in English.

Learning culture with habits and practices is very helpful for students to learn English. This concept is supported by the opinion [2] that students will learn English faster by gaining learning experience because they continue to use English in both formal and informal settings. In addition, (Chen et al., 2019) describe non-verbal expressions such as: Facial expressions are very satisfying for English learners to express the overall meaning in class interactions.

This study is expected to connect stakeholders with the unique learning activities carried out by SMP Al-Wildan Islamic School. Learning English in Class IX is taught to cultivate students' knowledge, fluency and positive attitude towards English. Students' attitudes towards learning have a significant effect on learning outcomes. This is supported by the opinion [3] which states that attitude is an important factor that affects language performance in learning the target language. For this reason, learning must be able to motivate students to take a positive attitude towards learning English. Therefore, learning is interesting, of high quality, and deserves to be presented in a developmentally appropriate manner. Student learning model is influenced by previous learning experiences. This concept is emphasized by [4], where motivation to learn English is related to positive attitudes and perceptions towards learning, and learning attitudes are a collection of past learning experiences. In this case students are given the freedom to speak English, regardless of the structure of the language, because they value fluency over speaking accurately. This learning model certainly has positive and negative impacts. The negative impact is that students make more mistakes, but the positive impact can motivate students to learn.

[5] added that motivation can be responsible for determining student behavior both in terms of direction and behavior. In addition, positive behaviors, attitudes, and perceptions are very important in learning, while negative behaviors, attitudes, and perceptions are not only detrimental to individuals, but also affect other learning members. Therefore, if students want to learn well, they need to have positive attitudes, attitudes and awareness. Active in learning, happy to be in the room, happy with the teacher's teachings, and happy to use learning resources. Teachers are at the forefront of learning and are responsible for leading lessons and teaching and assessing learning so that they can achieve the learning objectives that have been set. Therefore, assessment cannot be separated from the four learning activities. Evaluation activities are carried out at the beginning, process, and end of learning, with input from students in the classroom, the learning process at school or class, and the ability of the graduates produced. This is in line with the opinion expressed by [6], where evaluation is to obtain information that is used as feedback when changing educational and learning activities involving teachers and students. Refers to all activities carried out by teachers and students to evaluate themselves themselves. Learning process. As a supervisor, the teacher is responsible

for directing and managing everything that happens in the classroom to support the student's growth process. As an expert, the teacher must be able to use the available resources.

According to [7], teachers are responsible for using various resources, skills and knowledge as professional workers, and their development activities include attending courses and seminars and following professional publications, including collaboration with peers. Therefore, professionalism in education is an absolute requirement for teachers. One of the professional attitudes that teachers can practice is to use English as the teacher's teaching language in the field of English studies. Teacher professionalism leads to effective learning. This is in line with the opinion [8] that the ability of teachers to speak in a foreign language (English) has a significant effect on the effectiveness of learning and students' speaking skills. What concerns us in this area is that there are still many English teachers in Indonesia who use Indonesian as their language of instruction to learn English. This is in stark contrast to the opinion [9] that the theory of teaching foreign languages (English) cannot teach English well without speaking English. From this we can conclude that the success of target language learning is strongly influenced by the teaching language used by the teacher in the classroom. It is still acceptable to use Indonesian to explain difficulties, but it is difficult to achieve learning objectives with continuous practice. Teachers who do not want to use English as their teaching language with artificial reasons will certainly harm their students. Students who should have had the opportunity to learn English cannot learn English, so their English skills are still low.

Based on the description above, the main problem that will be discussed in this study is the purpose of learning English at SMP Al-Wildan International Islamic School and the formulation of the problem is What is the purpose of learning English at SMP Al-Wildan International Islamic School?

Learning objectives are design elements that must be influenced before other elements. Pedagogical goals can be defined as measurable changes that occur into impacts according to learning activities. These changes are related to using the cognitive, affective, and psychomotor aspects of students both separately and integrated. For this reason [10] suggests that these events are external effects on students learning, these events include: 1) a stimulus to achieve attention; 2) discuss the purpose of learning to spread hope correctly; 3) raise the learner to the content of the previous lesson; 4) the existence of a clear agreement on the use of the material; 5) the existence of tutoring; 6) give feedback; 7) evaluate actions and 8) plan various variations of practice to add, transfer, and talk back in future situations.

Learning objectives related to cognitive aspects relate to the acquisition of knowledge, information, and other intellectual skills such as naming things, understanding language rules, applying language generation, analyzing sentence patterns, and solving problems.

Based on these objectives, students do not need to have grammatically correct forms of language, but they need the ability to use these forms of language in accordance with the purpose of communication to express [11] expressing the function of teaching language. In this case, students need to master these three aspects. The cognitive aspect is reflected in the form of analysis and generation of speech forms that are in accordance with the purpose of communication, the emotional aspect is manifested in reading, listening and responding to messages received, while the psychomotor aspects are. by means of nonverbal communication. To achieve the goal of acquiring a second language, a learner should understand the basic principles of the nature of a language. [12] says that there are eight basic principles regarding the nature of language, namely: (1) language is a system; (2) language is vowel (speech sound); (3) language is composed of arbitrary symbols; (4) each language is unique; (5) language is built from habit; (6) language is a means of communication; (7) language is closely related to local culture and (8) language is always changing.

Learners need to understand the basic principles of the essence of a language to achieve the goals of learning a second language. [13] (Thunder) states that there are eight basic principles of the nature of language. That is, (1) language is a system. (2) Speech is a vowel (speech sound). (3) A language consisting of arbitrary symbols. (4) Every language is unique. (5) Language is built from custom. (6) Language is a communication tool. (7) Language is closely related to local culture. (8) Language is constantly changing.

In addition to the importance of understanding the principles of language, students also need to know the main functions of language. The main function of language is as a communication tool. Therefore, although there is a close relationship between language and communication, communication itself is the exchange of ideas and information between two or more people. When learning a second or foreign language, [14] states that learning a foreign language has at least seven goals. (1) to develop students' intellectual strength through learning other languages (2) to add new cultural insights through literature and the philosophy of the newly studied language. (3) To improve students' understanding of how language works. (4) Teach students to read discourses in other languages so that they can understand new information. (5) Giving students the experience of expressing expressions in other languages linguistically, kinesthetically, and culturally; (6) Helping students understand the way of life and way of thinking of people who speak a foreign language. (7) Encourage students to acquire oral and written communication skills for personal and professional gain with others who speak foreign languages.

When a person learns a foreign language, they are also expected to acquire language skills in the target language they are learning. In this regard, O'Malley and Chamet claim that there are at least some skills that students must acquire. In other words, the cognitive stage (cognitive level), associative stage (associative level), and autonomic stage (autonomous level). At the cognitive level, students are taught how to introduce elements of language. For example, students can learn vocabulary and grammar rules while learning a foreign language and learn from the observations of speakers of a foreign language when using that language. At the association level, students usually begin to speak fluently because they can minimize speech defects.

[15] In the autonomy stage, students' learning performance, especially when speaking, begins to lead to some degree of autonomy. Students are usually able to speak and understand other people's languages, especially those more fluent in foreign languages. Communication means understanding and expressing information, thoughts and emotions, and using language to develop science, technology, and culture. According to the Ministry of National Education *Kepmendiknas*. English is a means of oral and written communication. Full communication skills are speaking skills, namely the ability to understand and/or create spoken and written language which is achieved with four language skills, namely listening, speaking, reading, and writing. These four skills are used to react and create discourse in social life. Therefore, the English language course is designed to develop these skills so that graduates can communicate and discuss in English with minimal literacy

According to the statement above, based on the *Kepmendiknas* on Final Standards, the purpose of learning English in Indonesia in general is for students to "listen, read, write, to demonstrate speaking skills in English, the Ministry of National Education also conveys that in relation to content standards, The aim of learning English in Indonesia is to ensure that students have the ability to develop communication skills in spoken form which are limited due to language- accompanying behavior. I added that. School Situation Recognizing the nature and importance of English to enhance the country's competitiveness in the global community and to deepen students' understanding of the relationship between language and culture.

Therefore, it is necessary to make extensive efforts to improve the quality of education, including the development of all Indonesian human dimensions, including aspects of morality, personality, personality, knowledge, skills, arts, sports, and behavior. The development of these aspects will lead to the improvement and development of life skills achieved through the achievement of students' skills in order to survive, adapt and succeed in the future. Therefore, students have the toughness, independence, and identity that is developed through learning and/or training gradually and continuously.

Based on some of the views above, it can be said that the purpose of learning a foreign language is so that the learner is able to demonstrate the ability to master language competence and performance both linguistically, kinesthetically, and culturally. demonstrate their ability to acquire linguistic, kinesthetic and cultural skills as well as for linguistic performance.

In the formal and informal learning processes, the psycholinguistic process serves to acquire language skills through learning. This interdisciplinary nature allows educators to understand the processes that occur in every student they meet when trying to understand language learning material presented in class. In addition, [16] states that activities related to language learning are commonly used in language education in schools and generate knowledge about the language being studied.

For activities related to language acquisition, long-term knowledge of one's language is carried out through interaction with the surrounding community. On the other hand, [17] states that there are two terms that must be understood about language acquisition. The first meaning is that language acquisition has a sudden and sudden beginning, while the second understanding is that language acquisition has a gradual beginning resulting from linguistic movements, social and cognitive performance, meaning that students have it. Language acquisition is based on the premise of gradual language acquisition (step-by-step), and also presents a less changing perspective, which states that it is related to the element of knowledge [18](Ortega, 2014).

As expressed by [19] Language acquisition and learning are distinguished as follows. (1) Learning is formal knowledge, but it has the same characteristics as the acquisition of the first language by native speakers. (2) In acquisition, a child learns like picking up a foreign language, while in learning a child learns a foreign language knowing the language; (3) The learning process is a subconscious process, and the learning process is a conscious and conscious process. (4) In learning, knowledge is acquired implicitly, and in learning, knowledge is acquired explicitly. (5) In learning, formal education does not help children's abilities, but formal learning can improve children's abilities.

II. Method

Research Design

This study uses a qualitative approach with ethnographic methods because it describes the characteristics of a group or community as the subject under study. So this study examines human behavior in a natural setting from a cultural perspective. [20] argue that ethnography tends to describe culture and its aspects. Then the knowledge obtained by humans is used to interpret and cause behavior. Behavior here according to Spradley is the behavior of the subject under study, especially teachers and students who are involved in the teaching and learning process in the classroom.

Data Collection

With ethnographic research, the author conducted research by trying to explain the process of learning English in the classroom that occurred at AL-Wildan International Islamic School, South Tangerang. For this reason, researchers conducted research activities by conducting observations, interviews, and document studies. This is in accordance with the characteristics of qualitative research, namely natural, descriptive, process emphasis, inductive, and meaning emphasis. The nature of the researcher were the researcher as an instrument and direct data source. It is descriptive because the data collected were in the form of words or pictures. The nature of the emphasis on the process because it emphasized more on the process than the result. It is inductive because it analyzed the data inductively and didn't intend to prove a hypothesis. The nature of the emphasis on meaning because it attempted to explain the situation that occurs in it, such as seeing the teacher's point of view when using techniques or methods of teaching English in the classroom.

Meanwhile, the data obtained were based on the interview process, descriptive observation, and relevant documentation studies used by the researcher as a data collection method. The interview method was used to see reality from the participant's point of view which was carried out to obtain certain information directly from participants to obtain more meaningful information. Interviews were conducted using key informants openly using general interview guidelines.

Data Analysis Procedure

Because this survey was ethnographic research, the data analysis was carried out directly in the field along with data collection. Data collection had four phases: domain analysis, taxonomic analysis, component analysis, analysis of cultural issues or themes. [21].

To start the data analysis process, reviewing process was conducted. All data taken from various sources: interviews, observations, and official documents written in field notes were reviewed. According to (Dobbert, 1982), this method has advantages and disadvantages. One of the benefits is that researchers can do the same thing as actors in the research environment because they are part of the role of the environment or object of research. then the researcher can do the same things with the actors in the research setting or in other words the researcher plunges in totally until there is an internalization of the researcher towards a more holistic and comprehensive research object.

III. Results and Discussion

Based on the results of interviews with teachers, teachers as informants said that the purpose of learning English at SMP Al-Wildan International Islamic School is to communicate orally and in writing. According to them, communicating is understanding and expressing information, thoughts, feelings, and developing science, technology, and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and/or produce oral and/or written texts that are realized in four language skills, namely listening, speaking, reading and writing. These four skills are used to respond to or create discourse in community life. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level. The ability to master English language skills orally has been applied in class because students in this class are generally able to use English orally, but in the learning process more is given when doing language practice activities. Meanwhile, students are not only given practice in the four language skills, the emphasis of the practice is also focused on practicing listening and reading skills. This is done because the concentration of teachers who emphasize more on practicing how to work on questions prepared to face the exam for the next level. However, exercises in the form of speaking, debating, or composing are also often given because teachers also want to get practical grades and collect portfolio assignments. So the purpose of learning English is to improve students' English skills as a means of communication to be able to preach, spread Islam and sunnah in accordance with the correct Aqidah according to the understanding of the salafussholih and can communicate using English fluently and accurately, and can pass national and international exams. They will be able to analyze English texts, look for main ideas and information, both express and implied, and be able to use English as a medium of written or oral communication or active or passive communication. The purpose of learning English at SMP Al-Wildan International Islamic School is to improve oral and written communication. Communication means understanding and expressing information, thoughts and emotions, and developing science, technology and culture. Full communication skills are discourse skills, namely the ability to understand or create spoken and written words which are realized by four language skills, namely listening, speaking, reading, and writing. These four skills are used to respond and create discourse in social life. Therefore, learning English is designed to develop these skills so that graduates can communicate and discuss in English with good literacy.

Students in this class are generally able to use English orally, so that the ability to learn spoken English is applied in class, but if there is language practice, it will be added to the learning process. During that time, apart from teaching the four language skills, the focus is on listening and reading exercises. This is done because the teacher focuses on practicing exam preparation tasks to advance to the next level. However, teachers also want to get hands-on grades and submit portfolio assignments, so practice in the form of speaking, debating, or composition is common

Based on the analysis of the documents used by the teacher to learn English, the objectives of learning English according to the curriculum were achieved. 1) Support students who want to continue their studies at the next level, namely high school and at domestic and foreign universities. 2) Preparing for the Continuing Education phase at universities in developed countries. (3) Providing effective education along with the introduction of English. (4) Improving the quality of school education so that they can think at a higher level (problem solving, thinking skills, critical thinking). (5) Establishment of an information and communication technology-based educational

institution with a global perspective. (6) Obtaining International certificates and diplomas from domestic examinations.

One component of this curriculum is curriculum content, which includes activities to develop speaking skills. Activities to develop speaking skills while learning English at SMP Al-Wildan International Islamic School are focused on debate and discussion activities in English that can improve fluency in English. All students from grades VII to IX not only improve their English skills, but also take part in certain contests (Indonesian School Debate Championship) and World Championships (World School Debate Championship) as well as preparation. What is interesting about the students at this school is that they write letters to students outside the city of Tangerang and overseas students via email. Of course, this is an incentive to improve students' writing skills. This activity was coordinated by an English teacher at SMP Al-Wildan International Islamic School and an English teacher at another school. Considering what students have learned in this area, it can be said that the purpose of learning English in this school is to maximize the potential of students so that they can be utilized and the needs of the community. Global competitiveness in terms of culture, language and information and communication technology. All of these are useful in developing potential participants.

IV. Conclusion

Based on the results of research in the field, the purpose of learning English at SMP Al-Wildan International Islamic School in general is to empower educational services to students in order to get a quality education as follows; 1) develop the ability to communicate in English, spoken and written, 2) make it easier for students who want to continue their studies at domestic and foreign universities, 3) improve the quality of education in schools so that they can compete with other schools, 4) create educational institutions based on information and communication technology with a global perspective, 5) increasing awareness of the nature and importance of English as a foreign language to become a major learning asset, and 6) being able to compete in the world of work. The specific purpose is to direct to the mastery of linguistic communicative competence, strategic, sociocultural, actional and discourse competence. The principles of language learning with a literacy approach involve interpretation, collaboration, convention, cultural knowledge, problem solving, reflection, and language functions.

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