

IMPLEMENTATION OF TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL) AT ISLAMIC COLLEGE OF DARUL QUR'AN

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Abstrak

Penelitian ini bertujuan untuk memaparkan tentang implementasi Pengajaran Bahasa Inggris sebagai Bahasa Asing atau TEFL di kampus Sekolah Tinggi Agama Islam Darul Qur'an (STAIDA) Payakumbuh. Bahasa Inggris merupakan salah satu Mata Kuliah Keahlian Berkarya (MKKB) yang harus diikuti oleh semua mahasiswa dari program studi Ilmu Qur'an dan Tafsir, dan Pendidikan Bahasa Arab. Perkuliahan ini terdiri dari dua mata kuliah yaitu; Bahasa Inggris I dan Bahasa Inggris II. Bahasa Inggris I dikeluarkan pada Semester I dengan fokus materi perkuliahan pada *Listening Comprehension* dan *Speaking Skill*. Sementara itu, mata kuliah Bahasa Inggris II diberikan pada Semester II dengan fokus materi keterampilan pada keterampilan Membaca atau *Reading Comprehension*, dan Menerjemah atau *Translating*. Data penelitian diambil dari Nilai Mahasiswa untuk mata kuliah Bahasa Inggris I dan Bahasa Inggris II tahun akademik 2016/2017 program studi Ilmu Quran-Tafsir dan Pendidikan Bahasa Arab yang dikumpulkan pada bulan Desember 2016 hingga Januari 2017. Berdasarkan data nilai-nilai tersebut dan dengan merujuk kepada *passing grade* pada Buku Panduan Akademik STAIDA Payakumbuh, hasil penelitian ini menunjukkan 80% mahasiswa Ilmu Qur'an & Tafsir dan 90% mahasiswa Pendidikan Bahasa Arab LULUS dengan skor 80-100, dengan Nilai A dalam kriteria Sangat Baik. Dari hasil penelitian ini disimpulkan bahwa implementasi TEFL di kampus Sekolah Tinggi Agama Islam Darul Qur'an (STAIDA) Payakumbuh berjalan secara efektif dan optimal.

Key Words : implementaion, tefl, islamic college of darul qur'an

PENDAHULUAN (INTRODUCTION)

In Indonesian educational curriculum, implementation of the Teaching of English as a Foreign Language (TEFL) is started from junior high school levels up to university or college ones. Teaching English as a Foreign Language at schools is purposed to enable students develop their competence for communication both in spoken and writtten languages dealing with schooling contexts. According to a Regulation issued by Minister of Education and Culture number 24, 2016, appendix 52, the purpose of curriculum for English subject at Senior High School covers four competences, namely (1) Spiritual attitude, (2) Social attitude, (3) Knowledge, and (4) Skills. Those competences can be reached through intracurricular learning processes, cocurricular activities, and extracurricular programs. Dealing with the teaching of English as a foreign

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language at Indonesian schools, Junaidi (2005 : 2) states that the objective of teaching English in Indonesia focusses on the four English skills, listening, speaking, reading, and writing. Another goals of TEFL at Indonesian schools is to provide students the four language skills, namely; listening comprehension, speaking skill, reading comprehension, and writing skill. Besides, teaching English is aimed at ranking the position of schools based on National Examination and National Based School Final Examination.

Meanwhile, Teaching English as a Foreign Language (TEFL) for universities or colleges students can be categorized into two types, namely; English specialization program, and non-English study program. For those who choose English study program at Undergraduate education called Strata 1 (S1), they will study TEFL during eight to nine semesters. The purpose of teaching English for those students are to prepare them to be English experts and qualified English Degrees. More than ninety (90) percents of subjects are especially supported by English courses.

In order to produce qualified output of university, there are at least three components which must support one another like; students, lecturers, and learning facilities. Asmawi (2010) supports the statement above that students have to study proactively and independently, lecturers must runs their functions as facilitators and mediators, and campus has to provide representative learning and research facilities. Then, to make students learn proactively, lecturers need to implement effective learning methods which can accomodate all of students' learning styles, and the campus has to provide learning facilities such as research, language, and computer laboratories for each study programs. Based on the Regulation of Ministry of Education and Culture number 49, 2014 about University National Standard, there are some principles of learning at universities or colleges; interactive, whollistic, integrative, contextual, thematic, effective, and students centered. Thus, those are at least the components which can produce quality output of university.

Then, for the students who take non-English departments like; Laws, Economics, Commerces, Sciences, Languages, Al-Qur'anic Study, Al-Hadits Study and another study programs, will also study TEFL. The teaching of English for those faculties or study programs also can be categorized as English for Specific Purpose (ESP). However, the purpose of teaching English for those study programs are to provide students with English knowledge and skill. They are trained to translate and to understand certain English textbooks connected to their study programs into bahasa Indonesia or vice versa. At return, by learning English optimally, it is expected that they can comprehend English references and theories which are related to learning materials of their study programs.

Next, this article especially discusses about the implementation of the Teaching of English as a Foreign Language (TEFL) for non-English study program students at Islamic College of Darul Quran in Payakumbuh, West Sumatera, Indonesia.

Based on the previous illustration, the problem of the research can be formulated as follows : 'How is the implementation of the Teaching of English as a Foreign Language (TEFL) at Islamic College of Darul Quran'?

Furthermore, the purpose of the research is to describe about the implementation of the Teaching of English as a Foreign Language (TEFL) at Islamic College of Darul Quran or STAIDA Payakumbuh.

1. Implementation

Implementation derives from a verb '*to implement*' means doing or executing something. According to Longman (2000 : 275), implementation is the act of implementing a plan, policy etc. Next, Hornby (2007 : 426) adds that implementation is carrying or undertaking an agreement or promise into effect. Then, Collins (200 : 349) defines that an implementation means the implementation of the peace agreement. In English Oxford Living Dictionary (<https://en.oxforddictionaries.com>), it is defined that implementation means the process of putting a decision or plan into effect; execution. Implementation is to take action or make changes that you have officially decided should happen implement a policy/plan/decision, etc (<http://www.ldoceonline.com>)

Based on the definitions above, it can be comprehended that an implementation can show an appointment to do something useful. Also, an implementation also shows an action of executing an arranged program.

2. The Teaching of English as a Foreign Language (TEFL)

TEFL is an abbreviation which stands for the Teaching of English as a Foreign Language. The Teaching of English as a Foreign Language (TEFL) is an academic subject or course which all of the students have to join at Islamic College of Darul Qur'an According Longman (2000 : 1494) the Teaching of English as a Foreign Language (TEFL) is the program of teaching English for non-English speakers, compare TESOL. Next, Collins (2003 : 720), states that TEFL is the teaching of English to people whose first language is not English, especially people from a country where English is not spoken. From some definitions which have been illustrated above, it can be interpreted that TEFL shows the implementation of teaching English for the people who do not speak English as their first language. In this case, Indonesia is an example of the Teaching of English as a Foreign Language.

Dealing with Teaching English as Foreign Language (TEFL) in Indonesia, Fachrurrazy (2000) states that a task-based approach is an applicable approach to TEFL in Indonesia. He describes that a task is a classroom activity involving learners' interaction in which the main attention is on the meaning more than on the form of target language. Next, Abdulhamied (2014) recommends a concept of Competency-Based Teacher Education (CBTE) as a strategic approach to TEFL in Indonesia. Sulistiyo (2016) adds that in EFL teaching and learning contexts, teacher competence is essential to facilitate successful English exposure and learning during classroom activities. Several statements above described about some methods of TEFL in Indonesia like; a task-based approach, competency-based teacher education, and English exposure and learning during classroom activities.

3. Islamic College of Darul Qur'an

Islamic College of Darul Qur'an or called STAIDA Payakumbuh, West Sumatera was established in 2010 based on a Certificate of Islamic Education Director, Ministry of Religious Affairs, Republic of Indonesia number Dj.I/373/2010 about Agreement of Establishment of Islamic College of Darul Qur'an. This campus was opened officially by the Governor of West Sumatera, Professor Dr. H. Irwan Prayitno, M.Si., November 2, 2010.

Islamic College of Darul Qur'an is a private college which administers an Undergraduate Education, called *Strata I* (S1) under the control of Coordinator of Islamic Private Colleges at zone VI, West Sumatera. The main purpose of Islamic College of Darul Qur'an are to educate and to invite Islam young generation love al-Qur'an and read it correctly, comprehend what it includes inside, recite its verses, and reflect it in their real life as long as human civilization. Another goal is to develop and to spread out Islamic knowledge especially about Qur'anic views, Arabic skills, and other educational sciences for reaching a success of Islam.

Based on the STAIDA Academic Guide (2017:10), the Islamic College of Darul Qur'an or STAIDA is managed by Darul Furqon Institution which conducts two study programs, namely; Science of Qur'an and Interpretation (SQI), and Arabic Education (AEd). The vision of SQI is to educate, to form, and to prepare scholar candidates who have high capability to substance of Islamic messages by using al-Qur'an and Interpretation. Next, the goal of SQI curriculum is to prepare generation who are capable to explore deeply logical, and objective Islamic messages from the most fundamental resource, al-Qur'an. Also, they can solve any problems faced by Muslims based on advices included in al-Qur'an.

Meanwhile, the vision of Aed is being a constraint of producing professional Arabic teachers. The mission of the study program is to administer quality Arabic learning, and to develop academic potency and professional competence. Again, the curriculum target of Aed is to produce Muslim scholars who are capable to be Arabic educators at any levels of school and madrasahs.

Furthermore, education staffs or leacturers who are allowed to teach at Islamic College of Darul Qur'an are Magister Degree qualifications and Doctoral programs. In the Regulation of Research and Technology Minister number 44, 2015 (National Standard of High Education) is stated that the academic qualification of lecturers for teaching at Undergraduate Education is Magister Degree which is relevant to study program, and we can assign certified lecturers which is relevant to study program at least as level as 8 (eight) KKNI.

Based on the Regulation issued by Minister of Religious Affairs number 175 / 2008 on the status of the academic degrees which produced by Islamic College of Darul Qur'an are Degree of Religion (S.Ag.) for Science of Qur'an and Interpretation, and Degree of Education (S.Pd.) for Arabic Education study program. Since the establishment of Islamic College of Darul Qur'an or STAIDA Payakumbuh in 2010, it has graduated its students for two periods, namely in 2015 and 2016.

PEMBAHASAN (DISCUSSION & FINDING)

1. Finding

Based on the Academic Guide of Islamic College of Darul Qur'an (2012 : 37), the Teaching of English as a Foreign Language is taught to all of students from any study programs. The TEFL subject consists two English courses, namely; English I and English II. The English I course is given at first semester or odd semester. The academic syllabus of the course describes that the English I subject prepares students with materials that relate to Listening and Speaking skills. The duration of the subject is 2 credits (2 x 50 minutes / meeting). Meanwhile, the English II is taught at even semester even or second semester. The time allotment for the subject is also 2 credits. Then, this course gives English materials relating to reading comprehension and translation skill to the college students from the two study programs. In order to measure students' achievement, the lecturers at Islamic College of Darul Qur'an or STAIDA Payakumbuh conducts midsemester tests and Final Semester Examinations. A midsemester examination is conducted when the meeting of a subject has reached seven times. Then, for a semester test, it will be done if a lecturer has completed his or her teaching meeting as much as sixteen times. But, in this research, the writer uses the result of semester examinations as data of the research.

The lecturing activities of the TEFL at Islamic College of Darul Qur'an or STAIDA Payakumbuh always runs optimally in which the students join the series of learning activities seriously and actively. As a result, eighty percents (80) of the students from the Science of Qur'an and Interpretation study program passed for English I and English II subjects with the score of 80-100, in the criterion of "A". Meanwhile, for Arabic Education study program, ninety percents (90) of the students passed those subjects with the score of 80-100, in the criterion of "A".

Then on, in order to measure the achievement of college students for certain subjects, STAIDA Payakumbuh makes a passing grade and a scale of assessment standard as follows.

The Scale of Assessment

Range of Score	Mark in Letters	Criterion	Recommendation
80 – 100	A	Pass	-
66 – 79,99	B	Pass	-
56 – 65,99	C	Pass	Revision
46 – 55,99	D	Fail	Repetition
0 – 45,99	E	Fail	Repetition
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STAIDA Academic Guide Book, 2017

Next, the data of students' mark for English I and English II subjects can be seen from the following tables of the mark. The data of the mark is taken from English I and English II subjects at Odd and Even Semesters in 2016/2017 for Quran-Interpretation Study and Arabic Education study programs.

Table 1 - The List of Students' Mark

Subject : English I
Semester / Year : I / 2016-2017
Study Program : Science of Qur'an and Interpretation

No	College Students' Code	Grade in numbers (00-100)	Grade in letters (A,B,C,D,E)	Criterion
1	1619-001-SQI	80	A	Pass
2	1619-002-SQI	83	A	Pass
3	1619-003-SQI	86	A	Pass
4	1619-004-SQI	75	B	Pass
5	1619-005-SQI	80	A	Pass
6	1619-006-SQI	83	A	Pass
7	1619-007-SQI	90	A	Pass
8	1619-008-SQI	80	A	Pass
9	1619-009-SQI	79	A	Pass
10	1619-010-SQI	88	A	Pass
11	1619-011-SQI	82	A	Pass
12	1619-012-SQI	80	A	Pass
13	1619-013-SQI	95	A	Pass
14	1619-014-SQI	80	A	Pass
15	1619-015-SQI	55	D	Fail
16	1619-016-SQI	79	B	Pass
17	1619-017-SQI	82	A	Pass
18	1619-018-SQI	81	A	Pass
19	1619-019-SQI	88	A	Pass
20	1619-020-SQI	82	A	Pass
21	1619-021-SQI	81	A	Pass
22	1619-022-SQI	94	A	Pass
23	1619-023-SQI	60	D	Fail
24	1619-024-SQI	80	A	Pass
25	1619-025-SQI	72	B	Pass

Table 1 shows the grade of English I subject for Science of Qur'an and Interpretation study program at the first semester in the academic year of 2016-2017.

Table 2 -The List of Students' Mark

Subject : English II
Semester / Year : I / 2016-2017
Study Program : Arabic Education

No	Students' Code	Grade in numbers (00-100)	Grade in letters (A,B,C,D,E)	Criterion
1	1619-001-AE	82	A	Pass
2	1619-002-AE	82	A	Pass
3	1619-003-AE	94	A	Pass
4	1619-004-AE	80	A	Pass
5	1619-005-AE	60	C	Pass
6	1619-006-AE	83	A	Pass
7	1619-007-AE	82	A	Pass
8	1619-008-AE	80	A	Pass
9	1619-009-AE	85	A	Pass
10	1619-010-AE	76	B	Pass
11	1619-011-AE	82	A	Pass
12	1619-012-AE	80	A	Pass
13	1619-013-AE	82	A	Pass
14	1619-014-AE	82	A	Pass
15	1619-015-AE	82	A	Pass
16	1619-016-AE	82	A	Pass
17	1619-017-AE	82	A	Pass
18	1619-018-AE	78	B	Pass
19	1619-019-AE	82	A	Pass
20	1619-020-AE	82	A	Pass

The data of table 2 shows the grade of English I subject for Arabic Education study program at the first semester in the academic year of 2016-2017.

Table 3 -The List of Students' Mark

Subject : English I
Semester / Year : II / 2016-2017
Study Program : Science of Qur'an and Interpretation

No	College Students' Code	Grade in numbers (00-100)	Grade in letters (A,B,C,D,E)	Criterion
1	1619-001-SQC	87	A	Pass
2	1619-002-SQC	84	A	Pass
3	1619-003-SQC	83	A	Pass
4	1619-004-SQC	83	A	Pass
5	1619-005-SQC	82	A	Pass
6	1619-006-SQC	83	A	Pass
7	1619-007-SQC	82	A	Pass
8	1619-008-SQC	85	A	Pass
9	1619-009-SQC	81	A	Pass
10	1619-010-SQC	81	A	Pass
11	1619-011-SQC	73	B	Pass
12	1619-012-SQC	82	A	Pass
13	1619-013-SQC	97	A	Pass
14	1619-014-SQC	85	A	Pass
15	1619-015-SQC	54	D	Fail
16	1619-016-SQC	84	A	Pass
17	1619-017-SQC	86	A	Pass
18	1619-018-SQC	82	A	Pass
19	1619-019-SQC	82	A	Pass
20	1619-020-SQC	85	A	Pass
21	1619-021-SQC	82	A	Pass
22	1619-022-SQC	96	A	Pass
23	1619-023-SQC	75	B	Pass
24	1619-024-SQC	81	A	Pass
25	1619-025-SQC	70	B	Pass

The data of Table 3 describes on the grade of English II subject for Science of Qur'an and Interpretation study program at the second semester in the academic year of 2016-2017.

Table 4 -The List of Students' Mark

Subject : English II
Semester / Year : II / 2015
Study Program : Arabic Education

No	Students' Code	Grade in numbers (00-100)	Grade in letters (A,B,C,D,E)	Pass/Fail
1	1619-001-AE	80	A	Pass
2	1619-002-AE	83	A	Pass
3	1619-003-AE	86	A	Pass
4	1619-004-AE	80	A	Pass
5	1619-005-AE	80	A	Pass
6	1619-006-AE	83	A	Pass
7	1619-007-AE	82	A	Pass
8	1619-008-AE	80	A	Pass
9	1619-009-AE	79	B	Pass
10	1619-010-AE	88	A	Pass
11	1619-011-AE	82	A	Pass
12	1619-012-AE	82	A	Pass
13	1619-013-AE	82	A	Pass
14	1619-014-AE	82	A	Pass
15	1619-015-AE	82	A	Pass
16	1619-016-AE	82	A	Pass
17	1619-017-AE	82	A	Pass
18	1619-018-AE	82	A	Pass
19	1619-019-AE	82	A	Pass
20	1619-020-AE	82	A	Pass

The data of table 3 above gives information about the grade of English II subject for Arabic Education study program at the second semester in the academic year of 2016-2017.

2. Discussion

a. Science of Qur'an & Interpretation (SQC) Study Program

Based on the data of students' mark at the Table 1 and Table 2 for English I and English II, it can be discussed in the following description. For English I subject, from 25 students who join the semester test, 20 students or 88 % pass in very good marks (A), 3 students or 0,12 % got good marks (B), and only 2 students or 0,08 % got failure (D). Meanwhile, For English II subject, from 25 students who join the second semester test, 20 students or 80 % pass in very good marks (A), 4 students or 0,16 % got B, and 1 student or 0,04 % got D or failed. For English I and English II subjects, eighty percents of the students (80 %) of Science of Qur'an & Interpretation (SQC)

Study Program passed in the semester tests in very good marks with the score of 80-100 in the qualification “A”. Thus, from the discussion of the data above, it can be stated that the implementation of Teaching English at Science of Qur’an & Interpretation (SQC) Study Program runs effectively and optimally.

b. Arabic Education (Aed) Study Program

Based on the data of students’ mark at Table 3 and Table 4 for English I and English II, it can be discussed in the following illustration. For English I subject, from 20 students of Arabic Education (Aed) Study Program who join the semester test, 17 students or 68 % got very good marks (A), 2 students or 0,10 % got good marks (B) and only 1 student or 0,05 % got C. Meanwhile, For English II subject, from 20 students who join the second semester test, 19 students or 95 % pass in very good marks (A), and 1 student or 0,04 % got B. For English I and English II subjects, ninety percents (90 %) of the students passed at the semester tests in very good marks with the score of 80-100 in qualification “A”. So, from the discussion of the data above, it can be stated that the implementation of teaching English at Arabic Education (Aed) study program Payakumbuh runs also effectively and optimally.

KESIMPULAN (CONCLUSSION)

Based on the findings and the discussion above, the research can be concluded as follows :

“The implementation of the Teaching of English as a Foreign Language (TEFL) at Islamic College of Darul Qur’an or STAIDA Payakumbuh runs effectively and optimally”.

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