CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter explains the Prevous study, theory second language Acquisition (SLA), cretaria of good instructors, good method in English teaching, standards for English language programs and isntitutions, English language development in Ma'had al-jami'ah (dormitory), learning and teaching difficulties, and frame of thinking.

A. Previous Study

In order to make different research from the previous research, the study has found a few previous studies that are concerned with research above; the difficulties English developtment. First, research was from Hussein Theeb. Albakrawi & Mutasim Mahadin This study aims to identify THE PROBLEMS OF ENGLISH CLASSROOM ACTIVITIES IN THE PREPARATORY YEAR IN THE UNIVERSITY OF TABUK AS PERCEIVED BY INSTRUCTORS. The study attempted to answer the following question: What are the problems of English classroom activities in the Preparatory Year Program at the University of Tabuk as perceived by English instructors? The study population consisted of all English instructors who taught English in the Preparatory Year Program. The study results revealed that co-curricular activities should be considered as a main source of students' weakness in classroom activities and the importance of the student background. In addition, students 'interests were not considered .Finally, the existence of interesting games as an important part of classroom activities

were not considered in classroom and classroom activities and they did not use visual aids effectively.[1]

Second, research was from Abdullah Yördem entitled "PROBLEMS OF MENTORING PRACTICES ENCOUNTERED BY THE PROSPECTIVE ELT TEACHERS: PERCEPTIONS OF FACULTY TUTORS". This study aimed to investigate the problems of mentoring system from the perspectives of faculty tutors and reveal the possible solutions proposed by them. The data were collected by means of semi-structured interviews with the participation of seven English Language Teaching (ELT) department educators. The faculty tutors addressed these problems with solutions such as: "emphasis of the mentoring system must be on the mentoring process rather than on administrative causes", "there should be mentor-training seminars", "a list of selection criteria for school mentors should be drawn up and implemented", and it was repeatedly underlined that efforts should be made to reduce the number of trainees assigned to a mentor or a school.[2]

Related to the previous studies above, the writer is interested to conduct the study entitled "THE INSTRUCTORS' DIFFICULTIES TOWARD ENGLISH LANGUAGE DEVELOPMENT PROGRAM IN MA'HAD AL-JAMI'AH OF IAIN PALANGKA RAYA". The similarity of this study is

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[1] Hussein Theeb. Albakrawi & Mutasim Mahadin, *The problems of teaching English at University of Tabuk as perceived by instructors ,* Canadian Open Modern Language Journal Vol. 1, No. 1, November 2014, pp. 1 – 10

[2] Abdullah Yördem," *Problems of mentoring practices encountered by the prospective ELT teachers: Perceptions of faculty tutors*". European Journal of Research on Education, 2014, p. 2.

about difficulties toward English Language development, the difference is the objects of this study are instructors' of Ma'had Al-Jamiah IAIN Palangka Raya.

B. The Important of Learning Vocabulary

Vocabulary learning is an important and indispensable part of any language learning process.[3] Deliberately teaching vocabulary is one ofthe least efficient ways of developing learners vocabulary knowledge but nonetheless it is an important part of a well-balanced vocabulary programme. The main problem with vocabulary teaching is that only a few words and a small part of what is required to know a word can be dealt with at any one time. This limitation also applies to incidental learning from listening or reading, but it is much easier to arrange for large amounts of independent listening and reading than it is to arrange for large amounts of teaching. Teaching can effectively deal with only a small amount of information about a word at a time. The more complex the information is, the more likely the learners are to misinterpret it.[4]

Based on theory above important of vocabulary is element that links the four skills of speaking, listening, reading and writing all together In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately.

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[3] Joseph Mukoroli. "*Effective V ocabular y T eaching Strategies F or The English F or Academic Purposes Esl Classroom"*, Submitted in partial fulfillment of the requirements for the Master of Arts in Teaching degreeat the SIT Graduate Institute, Brattleboro, VermontMarch 1, 2011

[4] Paul Nation. "*Teaching Vocabulary"*, ASIAN EFL JOURNAL, Victoria University of Wellington, New Zealand, p, 1

Without some knowledge of vocabulary, neither language production nor language comprehension would be possible. Thus the growth of vocabulary knowledge is one of the essential pre-requisites for language acquisition and this growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching and learning strategies.[5] Based on theory above about the important teaching vocabulary elaborate with the situation in dormitory, the important learn vocabulary for make communicate well in a foreign language, there are four skill of of speaking, listening, reading and writing. So vocabulary very important for developing skill English language.

C. Second Language Acquisition Theories

Second Language Acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L1). Although it is referred as Second Language Acquisition, it is the process of learning any language after the first language whether it is the second, third or fourth language.[6] Ability to use a language requires a complex of knowledge and skills that is automatically available to everyone when they acquire L1 as a child. However, a comparable level is seldom achieved in L2, even if learners expend a great deal of time and effort on the learning task. Different linguistic approaches have explored the basic questions about SLA with either an internal or an external focus of attention. Views on whatis being acquired range from underlying knowledge of highly abstract linguistic principles and constraints, to

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[5] *Ibid,* p 8
[6] Ritgerð til BA, *Second Language Acquisition The Effect of Age and Motivation,* Sigllium Universitatis Islandiae, 2013. P.2

ability to structure and convey information in a second language; views on how SLA takes place differ in their emphasis on continued innate UG capacity for language learning or on requirements of communicative processing; views on whysome learners are more or less successful range from factors which are largely internal to language and mind, to explanations which involve communicative need and opportunity. Purely linguistic approaches, though, have largely excluded psychological and social factors.[7]Second language Acquasition Theories by Changyu Li are as follow:[8]

1. Language Input

Input means the language information learners receive from the language environment. According to this theory, learners mainly learn one language in two channels: one is acquisition and the other is learning. Here the former means that a learner takes in and then uses a language unconsciously through language communication practice while the latter means that a conscious study and understanding of a language. That is to say, acquisition is of greater importance than learning, hence emphasizing the significance of putting students into a language learning environment with feedback system to guarantee their contact with a large amount of understandable language input during our college English teaching.

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[7] Muriel Saville-Troike, Introducing Second Language Acquisition, Published in the United States of America by Cambridge University Press, New York, 2006. P 62

[8] Changyu Li, *A Research on Second Language Acquisition and College English Teaching.* Vol.2, No.4 , December 2009. P.

2. Language Output

Output here means that learners achieve their language communication purpose by practicing with the language knowledge and skills they have obtained and sending understandable output. Wells defined this class interaction as a collaborative activity among language input, language information acceptance and language environment, which shows the importance of language acquisition environment and learners' internal encouragement system. Accordingly, in college English teaching, teachers should establish an interactive class pattern in which students will have opportunities to deal with the language input they accept, apply their language skills to communication and adjust their learning strategies.

3. Language Internal Syllabus

According to the theory of language internal syllabus, language learners' acquisition process should be gradual. Since the language acquisition effect will be influenced by the learners' intelligence, personality, learning motivation, interest and so on, language learning is a progressive, internal and natural acquisition process. Therefore, college English teachers are expected to give students some necessary guidance and instructions as well as encouragement and help to help them solve problems in learning, relieve their impatience, depression and anxiety as well as design language learning activities in a better way.

D. Characteristics of Good Instructors

The tutor who called Musrif (Male) and Musrifah (Female) came from various studies. instructors are choosen by several tests to be committee of dormitory. They have good ability in English, especially speaking. They help the students' problem to mastery the language. According to Butcher Mentoring is a form of personal and professional partnership which usually involves a more experienced practitioner supporting a less experienced one. Often the less experienced one is new to the job, organization, or profession.[9] Accoding Beardona. analyse the professional qualities a mentor needs.[10] They list these as:

a) First class knowledge of their professional subject.

b) An outstanding record as a teacher.

c) A thorough understanding of and ability to talk about successful classroom practice.

d) The ability to debrief trainees after observing them at work and to help them reflect on what they observe and do.

e) An insight into the nature of professional development and how to counsel trainees on it.

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[9] Ewen Arnold, *Assessing the quality of mentoring*, ELT Journal Volume 60/2 April 2006.p 117

[10] *Ibid*, p 118

The others According by Carl von Ossietzky characteristics of good instruction,They list these as:[11]

a) Clear teaching structure (process clarity; clearly-defined roles;agreement on rules, rituals, and what is permissible

b) High Amount of Time-On-Task (intelligent time management; punctuality; reduction of organizational work in the classroom).

c) Climate Conducive to Learning (mutual respect; rules that are adhered to; balancing of responsibility; equality and care for one another).

d) Content Clarity (well-defined tasks; plausibility of thematic processes; clarity and continuity of retaining that which was taught).

e) Meaningful Communication (through participatory planning; thorough discussions on the meaning of tasks; frequent mutual feedback).

f) Variety of Instructional Methods (Multitude of teaching and learning patterns; and a balancing of individualized and collective learning, of self-regulated and guided learning).

g) Individual Support (through being patient with them a taking time for them; through internal differentiation; through individual learning analyses and individual learning plans; particular attention to at-risk students).

h) Intelligent Exercises (by making students aware of learning strategies; precise assignments for exercises; and concerted support).

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[11] Carl von Ossietzky, Criteria of Good I nstruction Empirical Findings and Didactic Advice, march 2006.p.5.

i) Clear Description of Goals to Be Achieved (constructing learning situations fitted to the curricula and the capabilities of the students; punctual feedback on learning progress).

j) Well-Prepared Learning Environment (well-organized, functional facilities; useable learning tools).

Additionally, mentors must know their subject—English—inside out, and how to plan and teach lessons and sequences of lessons. Mentors also need to understand about the dynamics of classrooms and the school's social context, and about how students learn.

E. Characteristics of Effective English Teacher

Characteristics of effective teacher is one of success in the study, because teacher as facilitator, Feldman claim reviewed thirty one other studies in each of which students and faculty had specified the instructional characteristics they considered particularly important to good teaching and effective instruction. Students placed more importance than faculty on teachers being interesting, having good elocutionary skills, and being available and helpful. They also emphasized the outcomes of instruction more than faculty did. Faculty placed more importance than did students on teachers being intellectually challenging, motivating students and setting high standards for them, and encouraging self-initiated learning.[12] There are three

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[12] Homa Babai Shishavan, "*Characteristics of an Effective English Language Teacher as Perceived*" vol.2 , No.2. 2009, p, 131

roles teachers fulfil into three actions: "to plan, to implement, and to reflect on their programs".[13]

a. In the planning stage, as a planner, a teacher plans what activities s/he will assign for both her/himself and the class to perform, the general and specific objectives of a particular activity will be, and how activities will be carried out in order to achieve targeted objectives.

b. In the implementation stage, as a guide, a teacher should be aware of his/her responsibility to provide students with guidance whenever necessary. As a facilitator, a teacher performs the role of being in the classroom to make the process of learning easier for students – when they need help, she/he is there to help. In other words, s/he is there not only to give instructions to the students to perform a particular task, to supervise them during task completion, and to organise which task should come first and which one should come next, but also to offer and provide them with necessary assistance. As a manager, her/his role is to keep the class working according to planned programs.

c. Finally, in the evaluation stage, a teacher as an evaluator, has to check how much her/his students have achieved, and how successful a program.

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[13]Nikolaus Pasassung, *"Teaching English In An "Acquisition-Poor Environment": An Ethnographic Example Of A Remote Indonesian Efl Classroom"* Thesis submitted in fulfilment of the requirements For the degree of Doctor of Philosophy,2003, p,36.

The other statement of 'effective English language teacher' has been expounded far and wide by experts of the English language, usually adults, who have had a lot of experience in the teaching of the language, besides being very well-versed in the theories and rules in conducting English lessons well. There are two categories effective English language teacher.

First is Instructional Qualities. Intructional qualities teacher should be fulfill categories, teacher should competent to teach English, teacher should have planning lessons, carrying out teacher-centred teaching or facilitating, teacher should bring creativity to the classroom, teaching English words in context or directly giving the meaning of english words, making use of technology or media to teach, incorporating beyond classroom learning, being flexible, exercising clarity, using the best voice and using the best voice speed, using direct eye contact, moving around in the class appropriately, being a good performer, allocating homework and class work accordingly, giving feedback on students' work, extending academic, help students, reflecting on lessons and refusing to stop learning.

Second is personal qualities. Teacher should be fulfill categories, avoiding student favouritism, maintaining a good teacher-student relationship, maintaining humour, managing student behaviour, believing in the potential of students and inspiring them on.[14]

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[14] Corinne Vong Siu Phern, *"Student Voice Contribution in Determining the 'Effective English Languag Teacher': A Collective Case Study as a Concept Paper"*, International Journal of Humanities and Social Science Vol. 2 No. 22 [Special Issue – November 2012. P. 311.

Based on statements above, the write concludes that effective English teacher' are effective instruction in teaching with good planning and good implementation stage. Besaid that a teacher should have good action and be creative in teaching.

F. Method of Teaching- Developing Effective Learner

Teacher or instructors should know and understand methods of teaching English language for developing effective learner. It is important that teacher applies variety of pedagogic approachesm dependent upon the subject content and upon the students being teach. Some methods of teaching English as following:

1. Audio-Lingual Method

Audio-Lingual Method Level for Beginning to Intermediate was developed during World War II in reaction to approach that did not adequately develop speaking skills. ALM was strongly influenced by ideas from behavioral psychology that led to the belief that language was a system of habits that could be taught by reinforcing correct responses and punishing in correct responses. In an ALM lesson, students are asked to repeat correctly the word or phrase that the teacher has said. Students are praised for correctly mimicking the teacher or are asked to repeat the phrase until it is correct. Although aspects of this method, such as drills in the beginning stages of language learning, continue to be used, most language educators now realize that language is more complex than mere mimicking.

There are some strategies in Audio-Lingual Method as following:

a. The teacher orally presents a phrase to the students.

b. Students are then asked to repeat the phrase quickly.

c. If a student pronounces the phrase correctly and grammatically, the student is praised. Students who do not say it correctly are asked to repeat until they can say it correctly.

d. The teacher modifies the phrase by changing a word in the phrase.

e. Students continue with drills in which they try to say the phrase quickly and accurately with various modifications.[15]

2. Direct Method

Direct Method Level Beginning, Elementary to Adult, The basis of this method was developed in Europe by Francois Gouin in the 1880s. His premise was that it was best to learn another language by listening to it and speaking it just as children do instead of learning a set of grammar rules and vocabulary lists. The goal of this method is to teach students, usually adults, how to converse in everyday situations in another language. From this idea developed the direct method as an antithesis to the grammar-translation approach. A couple of decades later, the direct method was popularized in the United States by Charles Berlitz (who called it the Berlitz Method) and used it in his commercial Berlitz language schools. Other aspects of the direct method include class room instruction exclusively in the target language, only everyday language is

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[15] Deborah L. Norland, Ph.D dkk, "*A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Languages'*, Printed in the United States of America, 2006. P.2

taught, and grammar being learned inductively. Although this method's initial insistence on using only the second language (L2) in the class room as well as its lack of activities to develop reading and writing prevented it from being accepted in public education, it has, with modifications, influenced some contemporary approaches such as communicative language teaching, the natural approach, and total physical response.

This method often develops around a set of pictures that portrays life in the country of the target language. From the beginning, students are taught, and must respond, in the target language. Besides pictures, realia and simple actions are used to get across meaning. Lessons often focus around question and answer dialogues. Correct pronunciation is also emphasized, but correct structure is not. Students may also read passages for information about the target culture. Teachers may ask questions about the reading to check comprehension, but it is never translated. There are several strategies in this method:

a. The teacher shows a set of pictures that of temporary life in the country of the target language.

b. The teacher describes the picture in the target language.

c. The teacher asks questions in the target language about the picture.

d. Students answer the questions as best they can use the target language. Pronunciation is corrected, but grammatical structure is not.

e. Students may also read a passage in the target language. The teacher asks questions in the target language about the reading.

f. Students answer questions as best they can use the target language.[16]

3. Grammar-based Approaches

Grammar-based Approaches is for Beginner, Upper Elementary to Adult. Grammar-based approaches to language learning have been used since ancient times. The most well known of historical grammar based approaches is the grammar translation method in which students are presented a text and are asked to translate the text word for word. While translating, students'attention is brought to the appropriate grammar points to be taught. Although the grammar-translation method has fallen out of favor mainly because of its in ability to foster communicative ability, other types of grammar based approaches are still in common use. What most contemporary uses of grammar based teaching have in common is the use of grammatical structures to guide the syllabus or lesson. Unlike earlier grammar-based approaches, more contemporary approaches, while presenting and using grammar points as a guiding force, enlarge on the grammar point to make the syllabus or lesson more communicative and authentic.

There are some strategies in Grammar-based Approaches as following:

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[16] *Ibid*, p 5

a. The teacher presents the grammatical structure or rule.

b. Students practice of the structure.

c. Students use the structure in a holistic, authentic manner (in contemporary grammar-based approaches).[17]

4. Community Language Learning

Community Language Learning is for Beginning, Elementary to Adult, Also Called Counseling-Learning. The psychologist Charles Curran developed community language learning (*Counseling-Learning in Second Languages*, 1976). Curran believed that students were often in hibited in learning a second laguage. In his method, teachers are viewed more as counselors and are expected to facilitate language learning as opposed to teaching it. He believed that creating a human istic learning community would lower students' defenses and encourage open communication, thus allowing students to comprehend and absorb language more efficiently. This approach is an example of an effective approach. Affective approaches attempt to make students more emotionally comfortable within the class room in the belief that if students are relaxed and open, they will be able to perform better.

These are some strategies in Community Language Learning as following:

a. Students sit in a small circle.

b. The teacher stands behind a student.

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[17] *Ibid*, p 7

c. The student makes a statement or poses a question in his or her own language.

d. The teacher translates the statement or question into the language being learned.

e. The student repeats what the teacher said.

f. The new phrase is recorded on a tape recorder.

g. The procedure is repeated with other students until a short conversation is recorded.

h. Students take a tape home or copy written conversation from the board to study at home.

i. Direct instruction of grammar or vocabulary may take place from conversation.

5. Silent Way

Silent Way is for Level Beginning Elementary to Adult. The Silent Way, developed in the 1960s by Caleb Gattegno, is grounded in the belief that students should learn in dependently of the teacher. Gattengno proposed that students would learn better if they developed personal responsibility for their own learning. Thus, for much of the lesson, the teacher remains silent. Teaching is viewed as subordinate to learning. Students are encouraged to work with one another to figure out meaning. Students are introduced to new material once through the use of Cuisinare rods (small colored rods of varying lengths) and a series of wall charts. After the teacher introduces the material, it is up to the

students to determine what they need to learn and independently work toward their academic goals. Certain aspects of this approach, such as the use of Cuisenaire rods and developing student independence, continue to be used. However, this approach alone is rarely used because it is not practical within the classroom, and students need and desire more teacher input.

These are some strategies in Silent Way method:

a. The teacher introduces a discrete sound or structure by pointing at Silent Way charts.

b. Cuisinare rods to demonstrate a structure or grammar point.

c. Students then figure out what they are learning and re produce the sound or structure.

d. Between activities or sessions, students may ask questions of the teacher.

e. The teacher then introduces another discrete sound or structure in the same manner.

f. Students again figure out the meaning and reproduce the sound or structure.

g. As time goes on, students are ideally able to combine discrete sounds and structures to create longer strings of language.[18]

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[18] *Ibid*, p 14

6. Notional-Functional Approach

Notional-Functional Approach for Level Beginning, Elementary to Adult, The Council of Europe developed this approach in the 1970s to serve as a paradigm for language teaching in Europe. In this model, the content of what should be taught focuses on notions and functions as opposed to a grammar-based curriculum. Notions are content are as such shopping, health, travel, personal identification, and so on. Functions are how we use language such as expressing opinions, asking for advice, apologizing, and soon. Concepts presented in this approach have been subsumed by experiential language teaching.

The following format is often used in Notional-Functional Approach:

a. A dialogue focusing on certain functions and notions is presented.

b. Students practice the dialogue with class mates.

c. Students may create their own dialogues for role-playing.

d. Students may reinforce usage through assignments in which they choose or fill in the appropriate words in a written dialogue.

e. Students may expand on the previous tasks by going into the community and practicing "real-life" dialogues.[19]

7. Language Experience Approach

Language Experience Approach is for Level Beginning and Adult. Originally developed to teach reading and writing to preliterate

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[19] *Ibid*, p. 27

monolingual students, this approach was later used to teach literacy skills to adults, including those learning English as an additional language. Supporters of the language experience approach (LEA) believe that students can learn to read and write by using their own level of oral vocabulary. In addition, because students are using subject matter familiar to them, the information will be relevant to their needs.

These are some strategies in Language Experience Approach:

a. The student tells a story, usually based on a real-life experience, to the teacher.

b. The teacher writes down the story exactly as it is told including the errors made.

c. The student reads the written story with the teacher helping as needed.

d. After the student is comfortable reading the story, individual words, grammar points, and soon may be studied.[20]

8. Natural Approach

Natural Approach is for Level Beginning, Elementary and Adult. An approach or method developed in the 1970s by Stephen Krashen and Tracy Terrell emphasizing that people "acquire" languages best by learning naturally like children do. Krashen and Terrell believed that comprehension should precede production and that students should not be forced to speak until they are ready. They proposed that production

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[20] *Ibid* ,p 32

would emerge in stages. They believed that the course syllabus should be based on communicative goals and that activities should be planned to lower the affective filter and eliminate, as much as possible, any anxiety that students may feel about speaking a new language. In theory, if these principles are followed, students will feel comfortable with the new language and learn the language at an automatic level just as children learn their first language (L1). The approach is intended to help students acquire, as opposed to learn, a new language so that they will be able to understand and speak it automatically and fluently.

These are some strategies in Natural Approach:

a. The teacher speaks to the students in the target language at a level they can more or less understand. The teacher may use pictures, actions, or realia to communicate meaning.

b. The teacher asks questions that the students can answer. As students become more comfortable with the language, more difficult tasks such as role-plays, open-ended dialogues, discussion, and group work can be used.

c. Students do not have to speak until they are ready to. They can be encouraged to speak but should not be forced to do so. The focus should be on communication, and error correction should be limited and nonthreatening.[21]

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[21] *Ibid*, p 36

G. Standards for English Language Programs and Institutions

1. Curriculum

   The curriculum is the structure through which an English language program or institution accomplishes its instructional mission. Curriculum is defined as an instructional program that includes:[22]

   a. an educational goal or purpose

   b. content objectives

   c. a process for teaching and learning

   d. a means of assessment

   An individual English language program or institution may have more than one curriculum. Curricula may be skills-based, content-based, or product-oriented. Whatever the approach, each mcurriculum must be responsive to student needs assessment and subject to periodic review for possible modification. Because good practice is informed by research, those who design, review, and revise the curriculum must be knowledgeable about language acquisition and pedagogy including issues affecting curriculum design. Importantly, curricula objectives become the basis for determining student learning outcomes. Therefore, the curricula objectives must be carefully established to reflect the quality of instruction offered by the program or institution.

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[22] AAC members, "*CEA Standards for English Language Programs and Institutions'*, TESOL journal. Revised January 2008.p. 1.

Curriculum Standard 1: The curriculum is consistent with the mission of the program or institution; Appropriate to achieve the organization's goals and meet assessed student needs; and available in writing.

Each curriculum, including curricula delivered both on-site and via distance education, if relevant, must have adequate and appropriate levels to meet the assessed needs of the students through a continuity of learning experiences. Programs and institutions must document how a curriculum relates to the mission, how it is organized, number and sequencing of classes, and whether the classes are offered for credit. (See Mission Standard 1) The documentation must include a discussion of how students are placed into levels and how their proficiency is assessed.

Good practice includes having a written curriculum that has a logical progression from one level to the next, and having a curriculum appropriate for the needs of a particular group of students. Good practice also implies that the curriculum demonstrates consistency of objectives within level from term to term.

Curriculum Standard 2: Course goals and objectives are written and are appropriate for the curriculum.

The courses in the curriculum must be interrelated, interdependent, and shown to accomplish the goals of the program. (See Mission Standard 1) Curricula goals are accomplished through appropriately sequenced courses. Course objectives are written, observable, and measurable, and can be expressed in terms of academic readiness or practical applications.

Course goals are complementary across courses and levels of the curriculum. It is critical that the program or institution's course objectives represent significant progress or accomplishment. The level of student attainment, which will be measured relative to these objectives, forms the basis of the program's quality claims. (See Student Achievement, Standard 2)

Curriculum Standard 3: The instructional materials and methodologies are appropriate and contribute to the mastery of course objectives.

The curriculum, including curricula delivered both on-site and via distance education, if relevant, must use materials and methodologies appropriate for teaching language and other skills to students of different backgrounds, abilities, ages, learning styles, goals, communicative needs and levels of achievement or proficiency. Course goals and objectives must provide for instructional and resource materials clearly related to classroom activities and assignments, readily available to students and faculty, and supportive of methodologies and course objectives. U.S. copyright laws must be observed.

Curriculum Standard 4: The program or institution has a plan, in writing, for regular curriculum review and for modification of curricular components.

This standard requires a written document describing a formal plan for review, including tasks, process, responsible parties, timelines, and documentation. Regular review of the curriculum provides an opportunity

to evaluate the effectiveness of existing curricula relative to the mission and goals of the program or institution, and the appropriateness of change based on new knowledge or changing circumstances. Such review of the curriculum and the modification of curricular components must be undertaken in a formal systematic manner by appropriate committees or individuals with input from faculty and students.

1. Good practice includes a review of:

   a) goals and objectives and syllabi for each course

   b) teaching materials

   c) methods and methodologies

   d) student outcomes

   e) feedback from faculty and students research in the areas of language acquisition and language teaching.

H. Visi and Misi of Ma'had Al-Jami'ah IAIN Palangka Raya

1. Vision

   Ma'had (dormitory) as a medium of building belief, Islamic science building, character building, creative and capable in foreign language.

2. Mission

   a. Confirming the Islamic faith through the actualization of religion.

   b. Provide skills reading Al-Qur'an and deepening the values contained therein.

   c. Familiarize character karimah in social interaction.

   d. Multiplication and hone your values, interests and talents of students.

e. Familiarize speak Arabic and English in communication everyday.[23]

3. Porpuse and fungtion of Ma'had Al-Jami'ah IAIN Palangka Raya

   a. Porpuse of Ma'had Al-Jami'ah IAIN Palangkaraya :

      a) Realizing the Islamic environment conducive.

      b) Students realize that learning to read the Qur'an and insight on Islamic values.

      c) Familiarize character karimah in social interaction.

      d) Multiplication and hone your values, interests and talents of students.

      e) Familiarize speak Arabic and English in communication everyday.

   b. Fungtion of Ma'had Al-Jami'ah IAIN Palangkaraya function:

      a) The Place of realization Islamic environment conducive.

      b) The place of realization of students learning to read the Qur'an and have an insight on Islamic values.

      c) The palce of familiarize character karimah in social interaction

      d) The place to explore and hone your values, interests and talents ofstudents.

      e) The place Familiarize speak Arabic and English in communication everyday .

4. Obligation of instructors in Ma'had Al-jami'ah

   a. Character karimah to display good character, honest, and responsible

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[23] Surat Keputusan Ketua STAIN Palangka Raya Tahun 2014, ketentuan umum Ma'had Al-Jami'ah Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya Tahun 2014, Bab III, Visi dan Misi, tujuan dan fungsi, Pasal 2-6, Palangka Raya : State Islamic College of Palangka Raya, 2013

b. Being able to read the Qur'an properly

c. Worship good awareness

d. Academic achievement with a value of at least 2.9 ipk

e. Have the ability to one or in two foreign languages (Arabic and English) was good with evidence of the test results and the value of academic

f. Having motivai learning and ethos seeks high

g. Passed the interview fit and proper fit and proper test

h. Students university active minimal and maximal 3 semesters 7 semesters

i. Never got an academic sanction moderate or severe violations

I. Rules of learning Activity and Language in Dormitory

There are several activities in order to improve the English skill of the students. In the morning, they will get 'vocabulary morning' activity. They can practice it with their tutor. The activity is about speaking, reading, games, debate, conversation, evaluation and weekend learning. Students should be following all activities in Ma'had Al-Jami'ah to encourage, learning achievement and to improve ability.[24] And according to letter of rektor of IAIN Palangka Raya about rules of dormitory in 2014, there are several rules of

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[24] Surat Keputusan Ketua STAIN Palangka Raya Tahun 2014 Tentang Tata Tertib Ma'had Al-Jami'ah Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya Tahun 2014, Bab III, Aturan-Aturan, Pasal 5, Nomor 1, Tentang Aturan Kegiatan Belajar, Palangka Raya : State Islamic College of Palangka Raya, 2013

dormitory. The rules is made in order they can improve the students' skill. The rules as below [25]:

1. Students must speak Arabic and English in communicating.

2. Students oblige to following activity in supporting the ability of an increase in Arabic and English language.

3. Students require having a small book containing a collection of daily vocabulary as an increasing part of the language.

4. Students require bringing a small book or dictionary vocabulary in area of dormitory to facilitate communication of dormitory official languages (Arabic and English).

5. Students forbid speaking local language in dormitory area.

6. Students' errant official language (Arabic / English) may be brought into Language court and sanctioned language and linguistics.

7. To get the best results in the aspect of improving the language, the students is required to have high motivation to strive.

J. **English Language Development Program in Ma'had Al-Jami'ah IAIN Palangka Raya.**

1. **Checking Vocabulary:** Checking vocabulary has purpose to add vocabulary for students in order to they can speak English well. Musyrif or musrifah will give vocabulary to memorize the vocabulary, they make sentences and mention them orally. In this activity will begin about 05.00-05.30.

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[25] *Ibid*, Bab III, Aturan-Aturan, Pasal 6, Tentang Aturan Berbahasa

2. **Language Performance Night (LPN):** In this program has purpose to improve the communication fluency in public. Students will step forward in front of audiences then perform English speech, song or drama. The activity of male members helds on Saturday night at 20.00-21.30 pm. In unit 2 hall (two)[26] and female members is on Saturday night at 20.00-21.30 pm.[27]

3. **Daily Journal:** this program has purpose to imrove the quality of students' writing and grammar skill. Every students should write about their daily activities and submit it to musyrif and musyrifah.

4. **Language Court:** this program has purpose to maintain dicipline of offical language (English and Arabic) and a certain time to keep the language. Musrif will give punishment to members who do not talk in English or Arabuc in Ma'had area.[28]

K. The Concept of Ma'had Al-Jami'ah of IAIN Palangka Raya

1. Management

The leader of Ma'had Al-Jami'ah: Mr.Sabarun, M.Pd tasked to provide input to the activities and administrative to be better. Luqman Baehaqi, M.Pd helps leaders in part of administrative, he also evaluate activities in boarding as well as coordinator. Sri Fatmawati, M. Pd helps to provide input to be better , she hold and manage the financial in boarding college, in the process for running the program is planned by

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[26] Interview with musrifah Siti Komariyah, Palangka Raya, 20 October, 2015

[27] Interview with musrif Wahyu Hidayat, Palangka Raya, 20 October, 2015

[28] Nursalilis, *Students' Preseption toward English Language Depelopment Program in Ma'had Al-Jami'ah STAIN Palangka Raya*, Unpublished Thesis, Palangka Raya: State Islamic College of Palangka Raya, page 20 ,2014

boarding college, administrators help by male instrucors (Musyrif) and female instructors (Musyrifah).

2.   Language Learning Activity

Choirul Fuadi claims that there are several activities in order to improve the English skill of the students. In the morning, they will get 'vocabulary morning' activity. They can practice it with their tutors. The activity is about speaking, reading, games, debate, conversation, evaluation and weekend learning. Other activity is public speech. In here, students are forced to deliver a speech in front of their friends. The public speech is going on Thursday night. [29] Used media can make student enjoy learning and make student more self confidence to try.

L. Definition of Learning Difficulty

Learning difficulty and learning problems are often the first descriptive term used when a child begins to have trouble in school. Learning difficulties may be caused by external such as cultural or economic disadvantages and internal factors such as potential and the achievement of child.[30] Learning difficulty is not only caused of students' internal factors but also it happens because of external factors such as less of family economy of low instrument quality. Based on the statement above difficulty is obstacle everyone in the process planning, strategies, interactions, organizational arrangement in the teaching-learning something.

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[29] Choirul fuadi, "*Students' perception toward implementation of English Speaking Area in Ma'had Al-Jami'ah of STAIN Palangka Raya*", Unpsublished Thesis, Palangka Raya: State Islamic College of Palangka Raya, 2013.
[30] http.//www.audiblox2000.com/learning_disabilities/dic102.htm, Avcessed on October 2015.

M. The Effectiveness English Teachers Training Programs In Improving Confidence And Motivation

Instructors' as teacher in dormitory, become instructors' should have rich knowledge and idea for teaching, before it instructors' should have been training program for improving confidence and motivation in teaching. training program centered on the Teaching of English as a Second/Foreign Language (TESL/TEFL) at certificate, diploma, Masters or Doctoral levels. However, the majority of school teachers might not be adequately prepared to teach English; improving their English proficiency and teaching skills have thus become a matter of concern. Some of the present studies focus on teachers' English proficiency, which has been recognized as an important qualification for successful English teacher.[31]

Teaching practice is very important part of teacher training programme. Teaching is an asr but struggle. Practice and additional work is necessary for it. Through teaching practice student teacher find a chance to increase knowledge, predominantly in the areas of teacher techiques teaching principles teaching psychology and teaching methods. There is a big chance for student teacher during teaching practice because during teaching practice student teachers area in a position to increase their knowledge and solve their glitches which they fronting during teaching.[32] Based on statements above,

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[31] Herlina Wati, *"The Effectiveness Of Indonesian English Teachers Training Programs In Improving Confidence And Motivation"*. January 2011 ● Vol.4, No.1, p, 2.

[32] Farah Azam, M.S. Omar Fauzee and Yaakob Daud, *"A Cursory Review of the Importance of Teacher Training:A Case Study of Pakistan",* Middle-East Journal of Scientific Research 21 (6): 912-917, 2014. School of Education and Modern Languages, CAS, Universiti Utara Malaysia. P 913

the writer concludes that the important of training programs for increase knowledge teacher or instructors before teaching and to prepare proper education students in order to improve teacher education, which will ultimately enhance student achievement.

N. Frame of Thinking

Dormitory is able to provide the good atmosphere to learn English because it has English language developments as a control. The applying system forces them for developing the students' ability of English as Foreign Language. Meanwhile, the writer wants to know instructors' difficulties toward English language development and how the English instructors cope those difficulties of language program in Ma'had al-jami'ah of IAIN Palangka Raya.
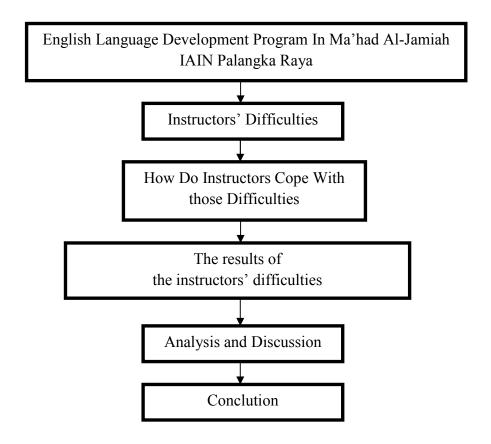
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Figure 2.1
The Frame of Thinking of the Study

Based on the figure above, first is instructors' in Ma'had. Instructors help students in English language program. Students in dormitory have different background such as program study, originated from, and knowledge of language. Second, instructors get difficulties to operate English Language development. Although, instructors cope those difficulties. In conclusion, writer analyzes in the result and makes conclusion in the study.