

CHAPTER IV

THE RESULT AND DISCUSSION OF THE STUDY

This chapter presents the research findings and discussion. The finding design to answer the research problems, what are the instructors difficulties toward English language development program and How do the English instructors cope with those difficulties in Ma'had Al-Jami'ah of IAIN Palangka Raya. In this chapter the writer is going to present the data which had been collection from the data collection techniques.

A. Description of the Data

The results of the research on what are the instructors difficulties toward English language development program in Ma'had Al-Jami'ah of IAIN Palangka Raya and How do the English instructors cope with those difficulties used interview as the instrument for collecting the data. The subject in this research is 6 male instructors (Musyrif) and 7 female instructors (Musrifah) as the tutor English block at Ma'had Al-Jami'ah IAIN Palangka Raya in Academic Years 2015/2016.

B. The Result of Observation in Ma'had Al-Jami'ah of IAIN Palangka Raya

Ma'had Al-Jami'ah: it is a boarding college (dormitory) of IAIN Palangka Raya which is Located in Palangka Raya G. Obos Street of Complex Islamic center. It is provide for first year students. There are two building (Female and Male's Dormitory). Ma'had Al-Jami'ah is one of complement existing system IAIN Palangka Raya. Among the things that

need to be completed the management of the existing university system in IAIN Palangka Raya is a synergy between intellectuality, emotionality and spirituality. In order to realize the synergy, it needs educationer in which to establish the characteristics of the occupants and hammered into one in which the characters end into one fundamental elements.

Based on the theory second language acquisition process of learning English refers to the study of how students learn to development of ability, according to Changyu Li there are three theory SLA (Second Language Acquisition) were. The first, language input, input means the language information learners receive from the language environment. Second, language output, Output means that learners achieve their language communication purpose by practicing with the language knowledge and skills they have obtained and sending understandable output, and the last language internal syllabus, means language learners' acquisition process should be gradual. 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.¹

Based on the theory above, activity in dormitory elaborate with theory SLA. There are four activity in dormitory were: Checking vocabulary has purpose to add vocabulary for students in order to they can speak English

¹ Ritgerð til BA, *Second Language Acquisition The Effect of Age and Motivation*, Sigllium Universitatis Islandiae, 2013. P.2

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. 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 holds on Saturday night at 20.00-21.30 pm. In unit 2 hall (two) and female members is on Saturday night at 20.00-21.30 pm. Daily Journal this program has purpose to improve the quality of students' writing and grammar skill. Every students should write about their daily activities and submit it to musyrif and musyrifah. Language Court this program has purpose to maintain discipline of official 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 Arabic in Ma'had area.²

The media of instructors teaching especially in checking vocabulary activity are handphone, white board and dictionary. And how instructors preparation before teach is preparation the materials and how to deliver the material to member because language department only give new vocabulary, if for daily journal just control them in writing, if LPN two days before the show and Musrifah preparing the materials and provide ideas.³

² 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

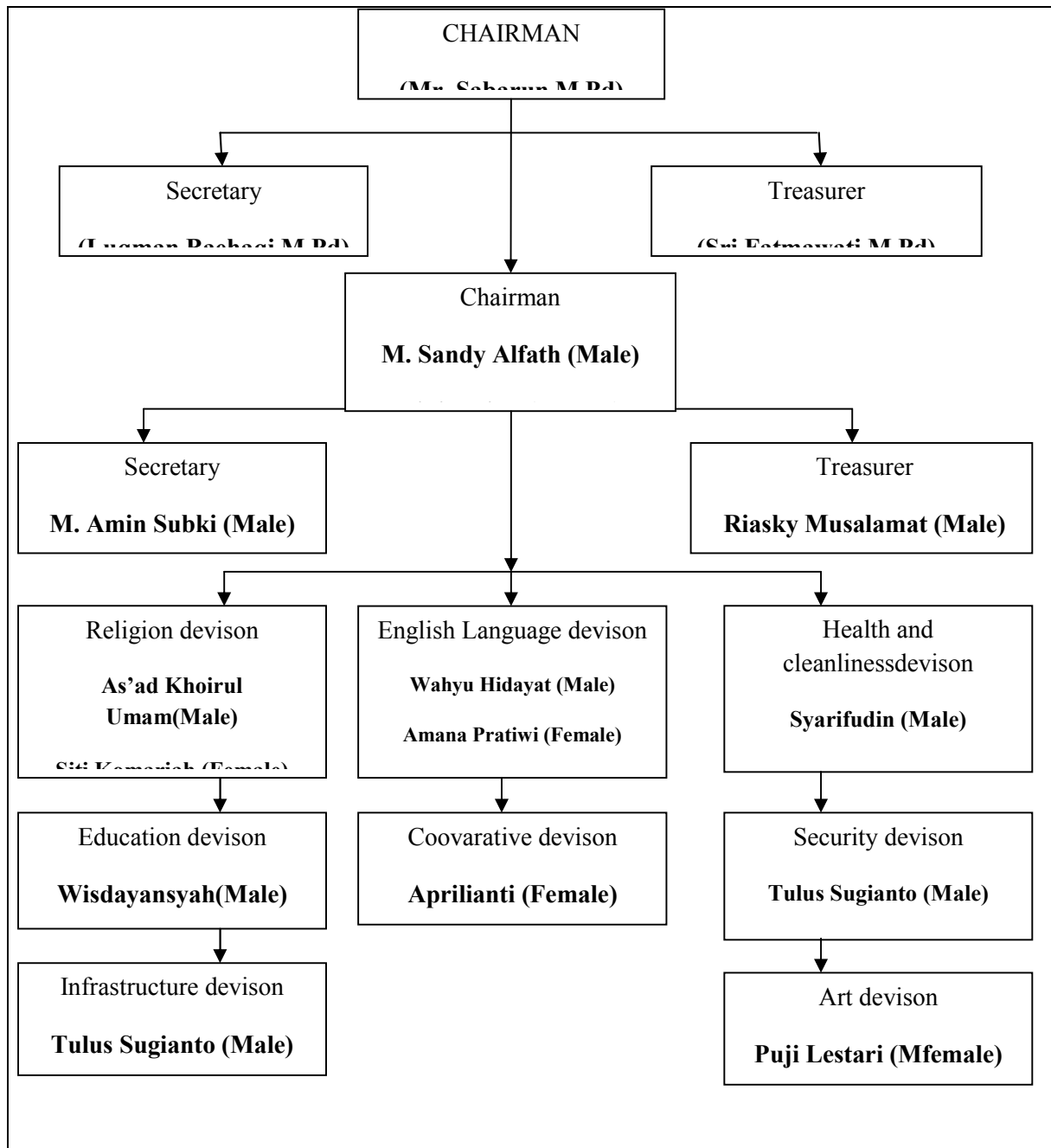
³ Observation, Palangka Raya, 20 October, 2015

The rules is made in order they can improve the students' skill. The rules as below ⁴:

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.

⁴ *Ibid*, Bab III, Aturan-Aturan, Pasal 6, Tentang Aturan Berbahasa

C. Structure In Ma'had Al-Jami'ah IAIN Palangka Raya



D. The instructors difficulties toward English language development program in Ma'had Al-Jami'ah of IAIN Palangka Raya.

In this part of the study focused on the instructors difficulties toward English language development program in Ma'had Al-Jami'ah of IAIN Palangka Raya. The interview asks about the instructors difficulties toward English language development program faced by instructors English block.

The result of interview expresses the instructors difficulties toward English language development program. As follows;

1. WHT

*“Sebelum menyampaikan materi saya mempersiapkan bahan dan bagaimana cara penyampaian materinya, untuk kegiatan LPN, Daily Journal dan English Zone kami hanya mengontrol dan memberi saran, menentukan tema dan memberikan ide, khusus untuk kegiatan pagi karena kegiatannya di pagi hari maka biasanya saya membuat kegiatan belajar sambil bermain seperti membuat permainan dan mendengarkan musik, adanya buku panduan baik kurikulum atau silabus itu sangat penting, agar pemebelajaran lebih terarah tidak seperti sekarang rancu dan membingungkan membuat kemampuan member berbeda-beda karena tidak cara mengajar meskipun dengan bahan yang sama, jika ada kurikulum dan silabus pasti lebih mudah cara menyampaikannya dan lebih terstruktur. Kesulitan saya adalah tidak ada buku panduan baik kurikulum maupun silabus untuk pegangan seperti yang sudah saya jelaskan sebelumnya tidak adanya buku panduan membuat saya sering kebingungan dalam menyampaikan materi membuat belajarnya menjadi berulang-ulang, juga karena sangsi yang kurang tegas membuat mereka sering melangar seperti sangsi ketika menggunakan bahasa daerah di area asrama, sulit membendung member dari luar membuat anak asrama terpengaruh menjadi malas dan juga karena perbedaan background pendidikan member, perbedaan kemampuan dan perbedan jurusan dalam 1 kelompok”.*⁵

(According to WHT as instructors, he said before I present my material to prepare his material and how the delivery of the material for the

⁵ Interview with musrif Wahyu Hidayat, Palangka Raya, 30 April, 2016

activities of LPN, the Daily Journal and English Zone we only control and give advice, to determine the theme and give an idea, especially for the morning activities because the activities in the morning then I usually make the learning activities while playing like making games and listening music, their guide books either curriculum or syllabus is very important, so learn more focused as now ambiguous and confusing making ability of members is difference because not how to teach even with the same material, if any curricula and syllabi definitely easier to deliver it and the more structured, My difficulty is no good guide book curriculum and syllabus for grip as I mentioned earlier absence guide books makes me often confusion in presenting the material to make learning becomes repetitive, as well as sanctions equivocal make them often violate such sanctions when using the local language in the dormitory area, difficult to stem the member from the outside to make a boarder affected and become lazy and also because of differences in educational background member, differences in ability and majors in one group)

2. RMT

“Mempersiapkan materi dan mencari cara untuk menyampaikan pelajaran, karena bidang kebahasaan hanya memberika kosakata baru saja jadi untuk cara menyampaikan kemember kami mencari cara sendiri, dan untuk kegiatan yang lainnya seperti LPN, Daily journal dan English zone kami lebih banyak memberikan saran dan ide saja, terutama untuk kegiatan cheking vocab karena kegiatannya di pagi hari maka saya harus membuat kegiatannya menyenangkan agar tidak membosankan lebih banyak mendengarkan musik dan membuat permainan, seharusnya dengan lebih banyak cara yang menarik tapi karena masih kurangnya pengetahuan metode dalam mengajar jadi saya sering menggunakan cara itu dalm mengajar, adanya buku

*panduan baik kurikulum dan silabus sangat penting untuk mengarahkan pembelajaran dan kami tahu target yang harus di capai, agar apa yang di pelajari sama dengan tutor lainnya, tidak adanya buku panduan adalah salah satu kesulitan saya karena kadang pembelajaran kurang terarah, kurangnya motivasi belajar bahasa Inggris terutama dari jurusan lain, untuk awal semester masih lumayan aktif tetapi semakin lama semakin banyak yang tidak mengikuti kegiatan, juga karena dalam 1 kelompok memiliki perbedaan background pendidikan sebelumnya membuat perbedaan kemampuan dan yang terakhir karena tidak ada pelatihan khusus kebahasaan atau training untuk kami agar menambah pengetahuan bagaimana cara dan metode dalam mengajar bahasa Inggris yang baik dan benar”.*⁶

(According to RMT as instructors, he preparing the materials and find ways to deliver lessons, because the field of language only gives new vocabulary just so for how to deliver remember we seek its own way, and for the activities that others such as LPN, Daily journal also English zone us more advice and ideas only, especially for activities checking vocab because of its activities in the morning then I have to make the activities fun to not bored more time listening music and making a game, it should be with a lot more interesting way but because it is still the lack of knowledge of the methods of teaching, their good guide book curriculum and syllabus It is important to learning and targets to be achieved, to be more uniformity in the study, the absence of guide books is one stu trouble me because learning is less directional, lack of motivation to learn English, especially from other departments, for the beginning of the smester is still pretty active but increasingly many who do not take part, in the first group had previously made a distinction has differences educational background in ability and no

⁶ Interview with musrif Risky Musalamat, Palangka Raya, 01 Mei, 2016

special training for our language in order to increase knowledge of how the means and methods of teaching English is good and right ".

3. WSYH

*“Untuk persiapan materi biasanya saya malamnya membaca buku terlebihdulu tentang metode mengajar, dan kadang menggunakan buku dari IC (intensive course) mengulang pelajaran yang sudah di ajarkan terlepas dari itu menggunakan inisiatif sendiri. Untuk cara menyampaikan pelajaran biasanya sering dengan mendengarkan musik percakapan dan membuat permainan, menurut saya agar mereka selain bisa menghafal juga bisa menggunakan di asrama, pentingnya buku panduan silabus maupun kurikulum di asrama itu memang sangat penting, agar tidak ada kebingungan dalam menyampaikan materi, selain itu adanya silabus kami punya patokan keberhasilan dalam mengajar dan agar lebih terarah. Adapun kesulitan saya adalah kurangnya motivasi member untuk belajar bahasa Inggris contohnya mereka harus di bangunkan terebih dahulu dan semakin akir semester yang mengikuti kegiatan semakin sedikit, juga di sebabkan karena member asrama mudah terpengaruh dengan teman-teman mereka yang malas, kurangnya motivasi belajar bahasa Inggris dan tidak adanya silabus dan kurikulum sebagai pegangan membuat kami bingung bagaimana cara menyampaikan materi, tentu saja kami tutor memiliki cara yang berbeda dalam penyampaian membuat perbedaan kemampuan member juga di setiap tutor”.*⁷

(According to WSYH as instructors, he is preparing materials with reading the book before any material in Who are, and sometimes uses a book of IC (intensive course) to repeat the lessons that have been taught, and to others use their own initiative. For how to deliver lessons usually often by listening to music conversation and make a game, I think that their addition can memorize also can use in the dorm, the importance of guide books syllabus and curriculum in the hostel it is very important, so that no

⁷ Interview with musrif Wisdayansyah, Palangka Raya, 01 Mei, 2016

confuse in presenting the material, besides the syllabus we have a benchmark of success in teaching and be more focused. As for my difficulty is the lack of motivation of members to learn English for example, they must wake advance and increasingly end semester participated in the salty little, My difficulty is a member of the hostel easily influenced by their friends who are lazy, lack of motivation to learn English and not their syllabus and curriculum as grip confused us how to deliver the material, of course we tutor have different ways to make a difference in the delivery of member capabilities in virtually every tutor ".

4. AKM

*“Karena bagian bahasa hanya memberikan lima kosakata baru saja maka kami sebelum memberikan materi mempersiapkan bagaimana cara menyampaikan materi kepada member, karena kegiatan cheking vocab itu pagi hari maka saya biasanya membuat perlombaan, permainan dan kadang mendengarkan musik agar mereka tidak bosan, untuk kegiatan yang lainnya kami hanya mengontrol dan mengawasi saja tentunya memberikan contoh yang baik, adanya buku panduan itu sangat penting untuk pedoman agar semua kegiatannya lebih terarah. Adapun kesulitan saya yang pertama adalah perbedaan background pendidikan member dalam satu kelompok perbedaan ini juga sangat menyulitkan kami karena dalam satu kelompok memiliki kemampuan yang berbeda-beda sedangkan yang memiliki kemampuan rendah kami harus lebih fokus kepada mereka dan mengulang-ulang kembali pelajaran dan itu membuat member yang memiliki kemampuan lebih menjadi bosan. Dan yang terakhir adalah tidak adanya buku pedoman atau panduan membuat kami bingung bagaimana cara menyampaikan materi, tentu saja kami tutor memiliki cara yang berbeda dalam penyampaian membuat perbedaan kemampuan juga di setiap tutor”.*⁸

⁸ Interview with musrif Asad Khoirul Umam, Palangka Raya, 01 Mei 2016

(According to AKM as instructors, he said because of the language section only provides five new vocabulary just then us before giving the material to prepare how to deliver the material to member, because the activities checking vocab that morning so I usually make a race, game and sometimes listening music that they do not run out, for the other activities we only control and supervise the course is certainly a good example, the guide book was so important really to guidelines to be more all activity more focused. The difficulty I first is the difference in educational background member in one group difference is also very difficult for us because in the group has the ability of different while low capacity we must focus more to them and repeat the lessons and it makes members have a better ability to be bored. And the last is no handbook or guide confused us how to deliver the material, of course we tutor have different ways to make a difference in the delivery of capabilities in virtually every tutor).

5. SYN

“ Sebelumnya tentu saja dengan persiapan mempersiapkan bahan atau cara penyampaiannya karena bagian bahasa hanya memberikan kosakata saja, biasanya saya membuatnya menjadi sebuah percakapan dan permainan. Pentingnya buku panduan ya pasti sangat penting, agar kami lebih terarah dan memiliki target. Karena semester kami belum ada pelajaran tentang syllabus dan kurikulum, dan tentang metode mengajar jadi kami sangat butuh buku panduan untuk mengarahkan kami. Tidak adanya buku panduan adalah salah satu kesulitan saya dalam menjalankan kegiatan terutama kebahasaan, dan juga lemahnya peraturan di asrama banyak member yang melanggar karena sangsi terlalu ringan, biasanya sangsi menggunakan bahasa lokal di asrama hanya di suruh menghafal beberapa kosakata saja, bedanya background pendidikan dalam satu kelompok belajar, membuat kebosanan member yang memiliki kemampuan yang lebih

dan kurangnya motivasi belajar member terutama kegiatan pagi jadi saya sering mengontrol dan membangunkan mereka di kamar”⁹

(According to SYN, she said Previously, of course with the preparation of seeking material or manner of delivery because of the language section only provides new vocabulary, I usually make it a conversation and games. The importance of a guide book so certainly is important, so we are more focused and targeted. Because our semester there is no Syllabus and lessons on the curriculum and on teaching methods so we really need to direct our guidebook. The absence of guide books is one of my difficulties in running the activities, especially the language, and also the lack of regulations in a dorm many members who violate because the sanctions are mild, usually doubt use the local language in the hostel only in order to memorize some vocabulary course, different educational background in one group learning, making boredom members who have more power and a lack of motivation to learn, especially members of the morning activities so I often control and wake them up in the room).

6. SMI

“Biasanya persiapan setiap hari minggu atau malam berkumpul untuk mempersiapkan bahan dan bagaimana cara penyampaiaanya. Karena kegiatan cheking vocab itu pagi hari jadi saya harus membuat kegiatan tidak membosankan biasanya belajar sambil bernyanyi, menonton, membuat percakapan dan membuat permainan. Untuk buku panduan sangat penting jika ada silabus kami lebih mudah dalam menyampaikan materi selain itu kami juga butuh adanya pelatihan terutama tentang cara mengajar yang baik. Selain itu saya mengalami beberapa kesulitan yang pertama kurangnya motivasi member untuk belajar bahasa Inggris, kami harus selalu mengajak mereka mengikuti

⁹ Interview with musrif Ahmad Syarifudin, Palangka Raya, 01 Mei 2016

*kegiatan, kedua karena dalam satu kelompok berbeda backgroud pendidikan sebelumnya, perbedaan kemampuan member dalam satu kelompok juga masalah bagi saya karena adanya ke bosanan bagi meber yang memiliki kemampuan yang lebih baik karena terlalu focus dengan member yang kurang paham dengan pelajaran, dan yang terakhir tidak ada buku panduan yang mengarahkan kami sehingga kami bingung materi apa dan bagaimana cara menyampaikan ke member”.*¹⁰

(According to SMI as instructors, she said usually the preparation every week day or night gathered for preparing the material and how to member. Because cheking vocab activity that morning so I had to make the activities not bored usually learn singing, watching, making conversation and making the game. For a guide book is essential if our syllabus easier in presenting the material in addition we also need training, especially about good teaching. In addition I got some difficulties that first the lack of motivation of members to learn English, we should always encourage them to follow the activities, both due within one group is different backgroud education Earlier, differences in the ability of members in the group are also a problem for me because of their to boredom for meber which has a better ability for being too focused with the members who do not understand the lessons and the latter and no guidebook that directs us so that we confuse what material and how it delivered to the member).

7. EAI

“Dari malamnya mempersiapkan bahan dan cara bagaimana menyampaikan ke member, karena kami hanya di beri kosakata jadi untuk caranya kami sendiri yang membuatnya, terutama untuk kegiatan pagi bisanya saya lebih banyak dengan mendengarkan musik

¹⁰ Interview with musrifah Sumiati, Palangka Raya, 02 Mei 2016

mencari kosakata baru, membuat permainan dan biasanya juga membuat percakapan dari kosakata yang ada. Adanya buku panduan kurikulum maupun silabus itu sangat penting untuk perkembangan bahasa agar lebih terarah dan kesamaan dengan senior lainnya. Dalam menjalankan kegiatan saya mengalami beberapa kesulitan yaitu kurangnya motivasi member untuk belajar bahasa Inggris, malasnya mengikuti kegiatan dengan berbagai alasan banyak tugas jadi kami harus ekstra agar mereka tetap turun kegiatan, selain itu juga karena perbedaan prodi dan background pendidikan member sebelumnya dalam satu kelompok, dan yang terakhir tidak adanya buku panduan untuk mengarahkan kami jika adanya buku panduan mungkin kami lebih terarah dan terlihat kompak dalam menyampaikan materi”.

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(According to EAI as instructors, every night preparing the material and the way how to convey to the members, because we were only given a vocabulary so to do our own making, especially for the morning activities usually me more by listening music looking for a new vocabulary, create games and usually also make conversations of vocabulary which exists. Their curriculum and syllabus guide book was very important for the development of the language to be more focused and in common with other seniors. In the course of my experience some difficulties, the lack of motivation of members to learn English, his easy to follow the activities primarily to various reasons a lot of work so we had extra to keep them down activity, but it is also because of differences in study programs and educational background member earlier in one group, and the latter is not the guidebook to direct us if any of our guide books may be more focused and is compact in presenting the material).

¹¹ Interview with musrifah Ein Arzaqul Isnani Palangka Raya, 02 Mei 2016

8. WHI

*“Persiapan materi yang akan di sampaikan besok dan bagaimana cara penyampaiannya. Untuk kegiatan lainnya kami hanya mengontrol dan mengarahkan agar kegiatan tidak membosankan jadi saya biasanya membuat suatu permainan sambil belajar, mendengarkan musik, dan membuat percakapan dari kosa kata yang ada. Adanya buku panduan baik kurikulum dan silabus sangat penting supaya penyampaian materi lebih terarah dan kami lebih mudah menemukan ide baru, dan juga keseragaman para senior menyampaikan materi jika berbeda seperti sekarang maka berbeda juga kemampuan member. Adapun kesulitan yang saya hadapi yang pertama adalah kurangnya motivasi belajar bahasa Inggris mereka sering malas mengikuti kegiatan terutama kegiatan pagi, tidak ada buku panduan silabus maupun kurikulum yang mengarahkan apa saja materi yang di sampaikan, berbedanya background pendidikan member dalam satu kelompok”.*¹²

(According to WHI as instructors, she said preparation of the material to be conveyed tomorrow and how its delivery. For other activities we only control and direct, that activity is not bored so is i make a game while studying, listening to music, and make the conversation of the existing vocabulary. The existence of a good guide book curriculum and syllabus is very important that the material more focused and easier got our new ideas, as well as the senior is similarity deliver material if it is different as it is now so different is also the ability of the member. The difficulty I faced the first is the lack of motivation to learn English they often lazy to follow the activities, especially the morning activities, there is no syllabus or curriculum guidebook that directs any material conveyed, different educational background of the members in one group ”.

¹² Interview with musrifah Wahyu Indrianingsih ,Palangka Raya, 02 Mei 2016

9. MSA

*“ Yang pertama pastinya persiapan materi dan bagaimana cara penyampaiaanya untuk kegiatan lainnya kami hanya mengontrol dan mengawasi mereka. Agar kegiatan menyenangkan biasanya saya membuat sebuah permainan, membuat percakapan dan mendengarkan musik berbahasa Inggri untuk mendapatkan kosakata baru. Adapun pentingnya kurikulum maupun silabus itu sangat penting agar lebih terarah karena sudah ada perencanaan awal, buat acauan dan patokan agar lebih terarah. Salah satu kesulitan saya dalam menjalankan kegiatan adalah tidak ada buku panduan terkadang saya bingung cara apa lagi yang saya lakukan agar pelajaran tidak berulang ulang, selain itu kurangnya motivasi belajar bahasa Inggris, juga perbedaan pola berpikir, dan yang terakhir tidak ada pelatihan khusus kebahasaan untuk bekal kami sebelum menjadi musrif/ah ”.*¹³

(According to MSA as instructors, he said the first course material preparation and how teach for other activities we simply control and supervise them. In order for fun activities I usually make a game, make conversation and listen music for got new vocabulary. The importance of the curriculum and the syllabus is very important to be more effective because the existing initial planning, create acauan and benchmark to be more focused. One of my difficulties in the run the activity is no guide book I am sometimes confused way what I did so that lessons are not repeated, besides a lack of motivation to learn English, as well as differences in patterns of thinking, and the latter no special training language for lunch our before becoming musrif / ah).

10. STKM

“Yang pertama tentu saja persiapan materi dan bagaimana cara penyampaiaanya untuk kegiatan lainnya kami hanya mengontrol dan mengawasi mereka. Agar kegiatan tidak membosankan saya biasanya

¹³ Interview with musrif Muhammad Sandy Alfath Palangka Raya, 02 Mei 2016

*membuat percakapan, mencari kosakata baru dengan mendengarkan musik dan membuat permainan sambil belajar. Adanya buku panduan sangat penting agar lebih terarah karena sudah ada perencanaan awal, buat acuan dan patokan agar lebih terarah. Kesulitan saya adalah kurangnya keinginan atau motivasi member belajar bahasa Inggris, tidak ada buku panduan yang mengatur kami sebelum penyampaian materi, kurah percaya diri karena kurangnya kosakata yang mereka miliki, karena dalam satu kelompok berbeda jurusan dan perbedaan background pendidikan sebelumnya”.*¹⁴

(According to STKM as instructors, she said the first is preparation the material and how teach to member , for other activities we simply control and supervise them. In order not boring activity I usually make conversation, look for new vocabulary by listening to music and making the game while learning. Their guide books is very important to be more effective because the existing initial planning, create and benchmark to be more focused. My difficulty is the lack of desire or motivation of members to learn English, there is no guide book which set us before teaching, confidence due to lack of vocabulary that they have, because in one group different departments and different education backgrounds previously)

11. YLNT

“ Yang peratama tentu saja persiapan materi dan bagaimana cara yang menarik dalam penyampaiaanya, agar member tidak bosan dan juga saya sering memberikan idiom, untuk kegiatan lain saya hanya mengontrol dan mengawasi mereka, agar kegiatan tidak membosankan biasanya saya membuat permainan, membuat percakapan dan mendengarakn musik untuk mendapatkan kosakata baru. Adanya buku panduan dalam mengajar itu sangat penting, apalagi sudah di terapkan dalam silabus dan kurikulum karena senior mempunyai kemampuan yang berbeda. Jika ada buku panduan apa yang kami sampaikan sama dengan senior lain. Adapun kesulitan saya

¹⁴ Interview with musrifah Siti Komariah Palangka Raya, 03 Mei 2016

adalah tidak adanya buku panduan jadi penyampaian materi kami tidak terarah, karena dalam 1 kelompok berbeda jurusan dan background pendidika sebelumnya, kurangnya motivasi untuk belajar bahasa Inggris dan kurangnya ide-ide baru dari kami.”¹⁵

(According to YLNT as instructors, she said the first course preparation the material and how interest teaching, so members do not get bored and I often leave the idioms, for other activities I simply control and supervise them, so that the activities are not boring I usually make the game, making conversation and listen a music to get new vocabulary. Their guidebooks in teaching is very important, especially has been applied in the syllabus and curriculum for senior have different abilities. If there was any guide book which we convey the same to the other seniors. As for my difficulty is the absence of guide books so we're focused matter, because in one group different departments and education previous background, lack of motivation to learn English and a lack of new ideas from usin one group different departments and education background before, there is no guidebook to direct us, the lack of motivation to learn English, the lack of new ideas from us).

12. AMPI

“Tahapan paling awal saya lakukan adalah pendekatan kepada member dan yang pasti menyipakan materi sesuai yang mereka butuhkan dan inginkan biasanya dari yang paling dasar. untuk LPN, daily journal dan English zone kami hanya memberi ide, masukan dan contoh yang baik, agar kegiatan tidak membosankan biasanya saya membuat percakapan , permainan, mendengarkan musik untuk melatih pronouncation. Adapun pentingnya buku panduan baik

¹⁵ Interview with musrifah Yulianti, Palangka Raya, 03 Mei 2016

kurikulum maupun silabus itu sangat penting, karena kami tidak mempunyai pegangan dalam menyampaikan materi, jika ada buku panduan apapun yang kami sampaikan akan sama dengan senior lainnya dan yang pasti kemampuan member juga akan sama. Salahsatu kesulitan saya ialah tidak ada buku panduan karena saya kadang bingung bagaimana cara menyampaikan materi yang ada sehingga pembelajaran akan terulang ulang, juga karena dalam satu kelompok memiliki perbedaan background pendidikan sebelumnya, kurangnya motivasi belajar bahasa Inggris membuat kurangnya kepercayaan diri untuk lebih aktif berbicara.”¹⁶

(According to AMPI as instructors, she said earliest stages I do is approach to the member and certainly preparation material according to what they need and want is usually from the most basic. for LPN, daily journal and English zone we just give you ideas, input, and a good example, so as not boring activity I usually make conversation, games, listening music to train pronunciation. The importance of a good guide book curriculum and the syllabus is very important, because we do not have a handle deliver the material, if there is any guide book which we convey will be the same as other senior members and that certainly would be the same ability. One of the main difficulties there is no guide book because I confused how to deliver the material so that the learning will be repeated again, as well as in a group has a different education background earlier, the lack of motivation to learn English create a lack of confidence to be more actively talkingin one group had previously difference of education backgrounds before, there is no syllabus or curriculum guidebook, lack of

¹⁶ Interview with musrifah Amana Pratiwi, Palangka Raya, 05 Mei 2016

motivation to learn English, lack of confidence in members to more actively talking).

13. LTFH

“Pesiapan materi dan menggunakan metode apa dalam menyampaikannya. Untuk segala persiapan tergantung kreatifitas masing-masing tutor. Agar kegiatan lebih menyenangkan saya biasanya membuat percakapan Percakapan, membuat permainan, dan mendengarkan musik lewat handphone, pentingnya kurikulum dan silabus sangat penting, karena kami tidak punya panduan membuat perbedan penyampaiaan otomatis berbeda juga kemampuan member kami juga tidak ada target yang harus di capai. Kurangnya motivasi untuk belajar bahasa Inggris, kurangnya kosakata yang mereka miliki dan grammar membuat kurang kepercayaan diri member untuk berbicara dan perbedaan background pendidikan sekolah nya dulu”.
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(According to LTFH as instructors, she said the Preparation of material and using what method in teaching. For preparations depending creativity of each tutor. To be more fun activities I usually make conversation, making games, and listen music through the phone, the importance of the curriculum and the syllabus is very important, because we did not have a guide to make a distinction has different auto teach also the ability of our members are also no targets to be achieved. Lack of motivation to learn English, they have a lack of vocabulary and grammar to make less confidence members to speak and the different backgrounds of his school education before).

¹⁷ Interview with musrifah Nor Latifah, Palangka Raya, 05 Mei 2016

Based on the result of interview about instructors' difficulties toward English language development program Ma'had Al-Jami'ah IAIN Palangka Raya, it can be seen the similarity and the difference difficulties, as follows:

Tabel 4.1
The classification of the instructors' difficulties toward English language development program in Ma'had Al-Jami'ah IAIN Palangka Raya

No	Instructors	The instructors' difficulties English language development program in Ma'had Al-Jami'ah	
		The similarity	The difference
1	WHT	<ul style="list-style-type: none"> - There is no guide book curriculum and syllabus to handle. - Differences in educational background members in one group and different of the majors. 	<ul style="list-style-type: none"> - Less strict sanctions which make them often violates. - Difficulty to handle the member from the outside to make a boarder affected.
2	RMT	<ul style="list-style-type: none"> - There is no guidelines that direct us. - Differences background before in the group learning and. - The lack of motivation to learn English, 	<ul style="list-style-type: none"> - The lack of feedback to us - There is no training for increase knowledge and methods of teaching English
3	WSYH	<ul style="list-style-type: none"> - There is no syllabus and curriculum as a handle - Lack of motivation to learn English. 	<ul style="list-style-type: none"> - Some members in dormitory to influenced by their friends who are lazy

4	AKM	<ul style="list-style-type: none"> - There is no guide book curriculum and syllabus to handle -Differences in educational background in the group learn - The lack of motivation to learn English 	-
5	SYN	<ul style="list-style-type: none"> - There is no guide book curriculum and syllabus to handle - Differences in educational background members in one group - Lack of motivation to learn English and some members in dormitory to influenced by their friends who are lazy 	- Less strict sanctions which make them often violates
6	SMI	<ul style="list-style-type: none"> - There is no guidebook that directs us so that we confuse what material and how it delivered to the members. -Because in one group different educational background before - The lack motivation members to learn English. 	- The lack confidence in presenting the material and talking
7	EAI	<ul style="list-style-type: none"> -There is no guide book curriculum and syllabus to handle -Differences study programs and educational background of the previous members in one group -The lack motivation of 	-

		the members to learn English	
8	WHI	<ul style="list-style-type: none"> -There is no syllabus or curriculum guidebook that directs any material conveyed -Different educational background of the members in one group -The lack of motivation to learn English, 	-
9	MSA	<ul style="list-style-type: none"> -There is no guide book for us - Lack of motivation to learn English, 	<ul style="list-style-type: none"> -Differences in patterns of thinking -There is no special training to equip our language before becoming instructors
10	STKM	<ul style="list-style-type: none"> -There is no guide book which set us before convey the material - Different departments and backgrounds education in one group -The lack motivation of the members to learn English and lack confidence because less vocabulary they have 	-
11	YLNT	<ul style="list-style-type: none"> -There is no guidebook to direct us, -Different departments and education background before, -The lack of motivation to learn English, 	- The lack of new ideas from us
12	AMPI	<ul style="list-style-type: none"> -There is no syllabus or curriculum guidebook -In one group had previously difference of education backgrounds before 	-

		-Lack of motivation to learn English and lack of confidence in members to more actively talking	
13	NRLH	-There is no syllabus or curriculum guidebook so it does not equal the ability of the member - Differences school background before - Lack of motivation to learn English and The member lack confidence to speak	-They have a lack of vocabulary and grammar

Based on classification similarity and differences of instructors difficulties toward English language development above the subject's same difficulty, the first, WHT, RMT, WSYH, AKM, SYN, SMI, EAI, WHI, MSA, STKM, YLNT, AMPI, NRLH. They difficulty, there is no guede book curriculum and syllabus to handle, the percentage similarity are 100% and Difference is 0%.

Second, the subject have same difficulty, WHT, RMT, STKM, YLNT, AMPI, NRLN, AKM, SMI, EAI, SYN, WHI. They difficulty is differences educational background of members in the one group and different of majors, the percentage similarity are 85% and difference are 15%.

Third, the subject have same difficulty, RMT, WSYH, AKM, SMI, EAI, WHI, MSA, STKM, YLNT, SYN, AMPI. They difficulty is member lack motivation for learning English language, the precentage similarity are 85% and difference are 15% .

Fourth, the subject have same difficulty, WHT and WSYH. Difficulty is Members influenced by their friend who are lazy and outside member. The percentage similarity are 15% and difference are 85%.

The last, the subject have same difficulty, RMT and MSA. Difficulty is There is no training for increase knowledge and methods of Teaching English language. The percentage similarity are 15% and difference 85%.

D. The English instructors cope with those difficulties English language development program in Ma'had Al-Jami'ah IAIN Palangka Raya.

This part of the study focused on the The English instructors cope with those difficulties English language development program in Ma'had Al-Jami'ah IAIN Palangka Raya. The instructors have many solving their difficulties in English language development program.

The result of interview expresses the instructors cope with those difficulties English language development program in Ma'had Al-Jami'ah. The instructors have same solved their difficulties, the subjects' same solved, the first, SYN, SMI, EAI, WHI, STKM, YLNT, AMPI. They solved, always make activity fun and happy, present materials with the creative manner . Second, the subjects' same solved, WHT, AKM, WHI, SYN. They solved, Instructors always give motivation to member the important of learning English. Third, the subjects' same solved, WHT, LTFH, RMT, STKM, AMPI. They solved, to approach with the member for to know what they need and make learning together. Fourth, the subjects' same solved, WHI and AMPI. They solved, coordination and share with friends have more experienced.

E. Discussion

The study was aimed the instructors' difficulties toward of instructors difficulties toward English language development program and The English instructors cope with those difficulties English language development program in Ma'had Al-Jami'ah IAIN Palangka Raya. Here the study attempted to answer there were the instructors' difficulties.

Based on the result of the study, The instructors' difficulties toward English language development program in Ma'had Al-Jami'ah IAIN Palangkaya, there are: The first, There is no guede book curriculum and syllabus to handle. Instructors said there is guide book curriculum and the syllabus is very important, because we do not have a handle deliver the material, if there is any guide book which we convey will be the same as other senior members and that certainly would be the same ability. The important of curriculum and syllabus for make good planned activity to arived understanding the students. Curriculum and sylabus provides help to the teacher in becoming a reflective practitioner who learns from her own experiences, helps children develop their own understanding based on their day-to-day experiences and can be used as a tool for informed decision making by school systems including various teacher education and administration structures.¹⁸

Second, Differences in educational background and major members in the group learning. Differences previous education and the difference majors

¹⁸ Sri Aurobindo Marg dkk, *Curriculum, Syllabus and Textbooks*, New Dehli, February 2006 Phalgun 1927. P 20

make instructors' difficult to deliver the material to teaches, differences in the ability of the members are very influential because of boredom occurs when the tutor delivering the same material for bember who do not understand so the member that has the ability above average would be bored and did not follow the spirit of re-berulan activities, other than that this problem causes a loss of confidence of members who have less ability when he saw the other members are more active.

Third, the lack of motivation of members to learn English, mamber always lazy followed the activity especially in morning activity. Motivation is very important to learner succes can be considered a process that influences the second language. Motivation is regarded as an influential element in the success of any activity. It plays a crucial role in achieving.¹⁹ Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language (L2) learning. Motivation provides the primary impetus to in itiate learning the L2 and late rthe driving force to sustain the long and often tedious learning process; indeed, all the other factors in volved in L2 acqisiti on presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and

¹⁹ Abdur Rehman dkk. *The Role of Motivation in Learning English Language for Pakistani Learners*, international journal of Humanities and social Science, vol 4No.1 January 2014. P 254.

neither are appropriate curricula and good teaching enough on their own to ensure student achievement.²⁰

Fourth, There is no training for increase of knowledge and methods of teaching English language, which training it to learn more about how teach and good methods in teaching, 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.²¹

Based on the result of the study above, instructors' difficulties toward English language development program The instructors have solve their difficulties. There are: The first, always make activity fun and happy, present materials with the creative menner. Instructors always make activity fun and happy with make games, lerning with music and movie. The important for instructors make creative activity, teachers who teach creatively use imaginative approaches to make learning interesting and effective. To make learning experiences relevant to students, they ensure that the curriculum and

²⁰ ZoltanDornyei, "Motivation in second andf oreign language learning", Published online: 12 June 2009. P 117.

²¹ 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.

pedagogy are relevant to students.²² To be creative when an instructor combines the existing knowledge with a new way that is new or unique or introduces a new process to nourish cognition to obtain a useful outcome (learning). This could be planned before teaching or is adopted as a response towards the needs of a certain learning context the important creativity dimension in education, there is little research on creative teaching practices. Furthermore, the instructor creativity is required so that a more effective strategy can be formulated in line with current thinking about learning. The paradigm shift on student-centered constructivism requires the instructor to modify the curriculum to meet the interests and needs of individual students, and meet the needs of the growing media hungry for information.²³

Second, Instructors always give motivation to member the important of learning English eventhough they are not majorin in English language. Give motivation important that has a positive influence in any educational learning process especially in learning second language.²⁴ Impact of motivation on learning of students in the education is important. Without motivation learning is not possible. So in education the role of motivation is effective on students learning. Due to motivation students do any task and achieve the goal. Motivation increase speed of work and a

²² David W. Chan, *Creative Teaching in Hong Kong Schools: Constraints and Challenges*, Educational Research Journal UJ: "if "f It /jO~K}, Vol. 22, No. 1, Summer 2007. P.6

²³ Afida Ayob and friedns, *A Review of Research on Creative Teachers in Higher Education*, International Education Studies; Vol. 6, No. 6; 2013. P 10

²⁴ Abdur Rehman dkk. *The Role of Motivation in Learning English Language for Pakistani Learners*, international journal of Humanities and social Science, vol 4No.1 January 2014. P 254

person is doing everything to achieve goal. Motivation increases the performance of learning. It provide energy and learner achieve the task because she has a direction and performance of learner is increase.²⁵

The last, instructors always approach with the member for to know what they need and make learning together. Thematic approach is one of the teaching strategy that uses themes towards creating an active, interesting and meaningful learning. The purpose of this research is to identify the teachers' understanding and practice towards thematic approach in teaching Integrated Living Skills. Teacher needs to be knowledgeable in contents as well as competent with skills to teach this subject. Various methods and approaches should be exploited and practiced by teachers in delivering each and every different topic. The teaching methods chosen by teachers should fulfill students' needs and requirements.²⁶

²⁵ Asifa Rehman and Dr. Kamal Haider, “*The Impact Of Motivation On Learning Of Secondary School Students In Karachi: An Analytical Study*”. Hamdard Institute of Education and Social Sciences, Hamdard University Karachi, PAKISTAN. Vol. 2 No. 2 Vol. 2 No. 2 October October 2013. P. 140

²⁶ Kon Chon Min and friends, *Teachers' Understanding and Practice towards Thematic Approach in Teaching Integrated Living Skills (ILS) in Malaysia*, International Journal of Humanities and Social Science Vol. 2 No. 23; December 2012, p 273

