# LEARNING ENGLISH IN SMPIT RAUDHATUL JANNAH CILEGON CITY

## (An ethnography research)

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**Abstract:** *This study aims to investigate culture themes in English learning at Islamic junior high school (SMPIT) Raudhatul Jannah Cilegon in academic years 2017/2018. This research conducts a qualitative approach with an ethnography method. The data were collected through observation, interview, and document analysis. The research analysis used Spradley's terms; domain, taxonomy, and componential analysis, then discovering cultural themes. The research findings showed that 1) Cultural themes that found in English learning at SMPIT Raudhatul Jannah Cilegon have many cultural aspects including rule, custom, attitude, and value; 2) The four cultural aspects are reflected in English learning activities that apply cooperative learning. The results of this research conclude that cultural aspects which contained in English learning at SMPIT Raudhatul Jannah Cilegon become a complement that can improve the quality of learning.*

**Keywords:** *English learning, qualitative, ethnography, cultural aspect*

## INTRODUCTION

The increasing development of information and communication technology influences the development of science in all fields including education. Therefore, various information can be spread and accessed without looking at time and space. English as an international language has an important role in communicating various information and knowledge throughout the world. For this reason, educational institutions in Indonesia include English as a second language or a foreign language that must be studied starting from the first level to higher education institutions. In the world of education, besides

Indonesian, English is a tool for self-development of students in the fields of science, technology, art and culture.

According to Brown (2008: 8) the terms learning and teaching cannot be defined separately. Both are interrelated with each other. Learning is mastery or acquisition of knowledge about an object or a skill with learning, experience, or instruction. While the meaning of teaching is implied in the definition of learning, which shows or helps someone learn how to do things, give instructions, guide in the study of something, prepare knowledge, make know or understand. In learning will be facilitated or guided by teaching so that it will shape changes in behavior and individuals. This change will be the result of the learning process.

The MKDP Curriculum and Learning Team (2013: 180) states that learning consists of two main activities, namely learning and teaching, then sharing in one activity, namely teaching and learning activities which are then popular with the learning term. Hamzah (2014: 54) argues that learning can be interpreted as a process of interaction between participants learning with the instructor / instructor and / or learning resources in a learning environment for the achievement of certain learning goals. Meanwhile Amri (2013: 28) stated that learning is every effort that is done intentionally by educators which can cause students to do learning activities.

Nasution added, learning as an activity organizes or regulates the environment as well as possible in connecting with students, resulting in a learning process. What is meant by the environment here is the study room, teacher, teaching aids, library, laboratory, etc. which are relevant to student learning activities.

Basri (2013: 204) reveals learning according to behavioristic flow is the teacher's effort to shape the desired behavior by providing an environment or stimulus. As for Darsono's opinion, which was quoted by Basri (2013: 2014), cognitive flow defines learning as a way teachers provide opportunities for students to think so that they can know and understand something that is being learned. Thus in learning there is a process of forming behavior by giving students the opportunity and

freedom in choosing what students want to learn according to their students' interests and abilities.

Learning in essence, according to Rusman (2012: 134), is a process of interaction between teachers and students, both direct interactions such as face-to-face activities and indirectly, namely using various learning media. With these different interactions, learning activities can be carried out using various learning patterns.

Culture, as expressed by Darsono (2009: 3), comes from Sanskrit buddhayah which means mind or reason. Culture or culture comes from the Latin colere meaning processing the land or all actions to manage nature. Because humans are part of nature, culture can be interpreted as a human effort with reason to manage the natural and social environment, or human efforts to manage their environment.

While Brown (2004: 15) states that culture is also a dynamic, explicit and implicit system of rules built by a group to ensure their survival.

There are several aspects in the culture that we need to pay attention to according to WA Gerungan quoted from Santoso (2010: 50) including: (1) rules / rules, something to carry out community life activities such as rules for sharing equipment or food rules or rules of basic gender behavior ; (2) custom / group procedures that are created repeatedly, without revealing the provisions, without raising the power to explain it, to practice and maintain it; (3) attitude / attitude, actions that have a direction and are done in a happy or unhappy manner; (4) value / value, indicating where the main business scope is very important for individuals and is a standard of justice and behavior that can be accepted by the community and carried out in the process of social interaction. From this aspect, we can know what cultures and things that must be considered and known in a particular community group.

Departing from these four aspects of culture and its relation to learning English, the authors consider the need for research on cultural themes in learning English in schools. Integrated Islamic Junior High

School (SMPIT) Raudhatul Jannah Cilegon City is one of the favorite private schools in Cilegon City and has many academic and non-academic achievements, although it has not been established for too long.

For this reason it is deemed necessary to conduct research on how the cultural theme in English learning at IT RJ Junior High School. The class studied was grade VIII because learning English in the class was a continuation that determined students to grade IX. To get a picture of learning holistically, the researchers conducted research using ethnographic methods.

Based on the description of the background and the identification of the problem above, the problem that will be examined is "What is the cultural theme that is found in learning English in class VIII SMPIT Raudhatul Jannah Cilegon?". The focus of this research is to find out the cultural theme in learning English in the VIII grade of SMPIT Raudhatul Jannah Cilegon. The research sub-focus is the cultural theme found in learning English in the VIII grade of SMPIT Raudhatul Jannah Cilegon. The purpose of this study aims to identify and analyze cultural themes in learning English in the VIII grade of SMPIT Raudhatul Jannah Cilegon.

**METHOD**

The method used in this study is a qualitative approach with ethnographic methods because it will describe the characteristics of a group or society as the subject to be studied. So this study examines human behavior in natural settings that are viewed from a cultural perspective. Spradley argues that ethnography tends to describe its culture and aspects. Then the knowledge gained by humans is used to interpret and cause behavior. The behavior here according to Spradley is the behavior of the subject under study, especially the teacher and students who are involved in the teaching and learning process in the classroom.

The ethnographic method in this study is used in order to get meaning to build a systematic understanding in describing and explaining people's perspectives on human behavior such as the dialogue of teachers,

students, principals, parents, and ways of acting like interactions between teachers and students, students and students, roles students and teacher roles.

The data of this study is the process of learning English in the eighth grade of Raudhatul Jannah Middle School IT Cilegon. Data sources were obtained from the head of Raudhatul Jannah IT Middle School Cilegon, English teacher, students, and documents and literature. Researchers conducted interviews with informants, namely English teachers and students. In addition, researchers conducted direct observations at the schools to be studied.

Sources of data in this study are based on the opinion of Moleong (2004: 157) which says that the type of data in qualitative research can be in the form of words and actions of the people observed or the person being interviewed as the main data, and can also be obtained through sources written like books and other documents.

Data collection techniques used in this study are: observation, interviews, and study of documents or libraries. This study uses a Spradley data analysis model, which consists of four stages, namely domain analysis, taxonomic analysis, component analysis, and theme analysis.

**FINDINGS**

Based on observations at SMPIT Raudhatul Jannah Cilegon, researchers found a number of cultural themes in learning English in the VIII grade of SMPIT Raudhatul Jannah Cilegon. The cultural theme is reflected in several aspects of culture.

In learning English in class VIII SMPIT Raudhatul Jannah Cilegon carries a high value of togetherness where each student must form a group consisting of a number of members. During the learning activities take place, each group must work together to help each other so that understanding of English teaching materials can be well received by students.

Each theme of English language learning changes, so students are required to form a new group with members who are different from the previous group. That way every individual in the learning process has felt working together with other individuals to gain knowledge of English.

Each group has one leader (leader) who is responsible for its members to condition the situation in the learning activities taking place. In the theme of the next teaching material, students who become group leaders are rotated with other students as new group leaders with new group members as well.

Based on the research data, learning English in the eighth grade of SMPIT Raudhatul Jannah Cilegon has a cultural theme based on aspects of rules, habits, attitudes, and values. The four aspects of culture are reflected in English learning activities that apply cooperative learning.

In the process of learning English in class VIII SMPIT Raudhatul Jannah Cilegon, teachers and students carry out an active communication culture so as to create communicative learning situations. In communicating in each learning, students show a polite attitude that is not only in communication with the teacher, but also communication that is built by students with students. Communication carried out in learning activities is attempted to use English, both between teachers and students and among fellow students. If students have difficulty finding the right English vocabulary, the teacher immediately helps to find the right vocabulary or sentence in English.

The culture of active communication in learning above reflects cultural themes that include custom aspects. The ability to speak English students can increase by getting used to using English as a communication tool in learning.

Based on observations of English learning activities in English VIII class at SMPIT Raudhatul Jannah Cilegon, the authors considered students to have high discipline and order. This is reflected when students gather tasks on time, enter the classroom in an orderly manner, form a seating

position into groups in an orderly manner, and work in groups in an orderly manner.

## DISCUSSION

In this English learning activity in the eighth grade of SMPIT Raudhatul Jannah Cilegon, the writer found the habit done by the English teacher, namely by knowing the biographies of national volunteers. At the beginning of the learning activity, one student who turns his turn forward in front of the class to read a brief biography of the national hero using English. This activity keeps repeating at the beginning of each lesson and every time the students only get their turn.

In addition, in this school there is also a culture of creating a competitive environment for students by way of appreciating students both academic and affective achievements by giving rewards in the form of stickers. Stickers with various unique shapes are known in the school environment as goldy. Subject teachers or homeroom teachers will give this sticker to students who are able to work on subjects with perfect grades, students who help their colleagues to understand subject matter, students who like to help teachers in the implementation or preparation of learning, and many more criteria given for get the gold.

The students get is pasted in their journal and signed by the teacher and the description is written about what the student is making. Each student must collect two golds from one subject teacher in one semester. At the end of the semester student journals will be examined and assessed by the homeroom teacher. Student journals are also checked regularly every day before students enter the classroom.

Other habituations are reading time which is part of the school literacy movement (GLS) which is carried out three times a week with an allocation of 15 minutes. In reading time students are required to read books available in every corner of the building. The reading time activities at this school have been carried out since 2012 before the school literacy movement was implemented by the government.

Thus the learning activities in class VIII SMPIT Raudhatul Jannah Cilegon reflect a number of cultural themes contained in various learning activities in schools. The cultural theme is formed by students and teachers with a common goal of achieving effective learning outcomes.

## CONCLUSION

The cultural theme found in learning English in the eighth grade of SMPIT Raudhatul Jannah Cilegon has a number of cultural aspects such as aspects of rules, habits, attitudes, and values. The four aspects of culture are reflected in English learning activities that apply cooperative learning. The four aspects of culture were formed because in the English learning activities in the eighth grade of SMPIT Raudhatul Jannah Cilegon conducted with various learning approaches.

Based on the results of the research findings, there are several limitations in this study. For that to the next researcher to hold similar research by taking a broader area of research and using more complex research designs, as well as conducting research at a higher level of education.

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