An Analysis of English Curriculum in The Village School

[*1]Aip Syaepul Uyun[*], [3]Riyadh Ahsanul Arifin
Ma'some University
Bandung, Indonesia
aipsyaepul@masoemuniversity.ac.id, Riyadharifin91@gmai.com

[2]Liah Siti Syarifah
KH Ahmad Sanusi Institute Sukabumi
Sukabumi, Indonesia
Liahsitisyarifah.27@gmail.com

Abstract. The objective of this research is to give a brief description of an obstacles and issues of English instruction in the school in village, and how the English curriculum in the village can be developed. This research was conducted in the Binar Ilmu Boarding School Cimenyan Bandung. Qualitative descriptive specific design was used in this study. Data were collected from interviews, observations and documentation. The research found that the major issue of English instruction in village are geographical condition, teacher qualification, student interest and lack of understanding of curriculum development. On the other hand, it was also found that there are two stage of the process of English curriculum development, those are preparation, analysis and organization. Apart from these three stages, Teachers' and school management understanding of the curriculum development paradigm is an absolute factor that they must know before developing the curriculum. This measure has provided significant advantage to all parties, particularly school and teachers teaching English in village. Therefore, teaching English in village, need more effort and creativity. So that they can easily develop their own curriculum in teaching English.

Keywords: TESOL, Curriculum, Village, School

Introduction

TESOL or Teaching English to Speakers of Other Languages is a designation of teaching English in those countries which the English is not their first language. It mostly practice by many countries all over the world, and increase rapidly time to time (Nunam, 2000). However, the problem of its instruction still remains goes on. The development of TESOL in Indonesia still leaves many homeworks which

[*]Aip Syaepul Uyun, aipsyaepul@masoemuniversity.ac.id

needs to be solved (Nur, 2011). For reference, an annual research report conducted by Education First placed Indonesia in the 81st position out of 111 countries in the world's English proficiency index in 2022. This situation is not encouraging news for all of us, where the quality of teaching English in Indonesia is still very low referring to the results of proficiency tests in general.

Paying attention to that issue, if we refer to the previous research conducted by Adrian and Sri (2022), it was explained that one of the TESOL problems in Indonesia is caused by several factors, such as low qualification of professional teacher, a lack of facilities and the influence of geographical location. Huy (2022) further discusses that the influence of geographical location has become the most common issue.of English instruction in Indonesia. It was further discussed that teaching English in regional areas considered ineffective comparing to teaching English in urban area with supportive environment (Hossain, 2016). Yusran, Wahyudi and Cipta (2015) in their journal, comparing educational system in villages and in the cities. It was argued that there were many gaps in educational system between the place. Educational system in cities is synonymous with adequate facilities, qualified teaching staff, as well as accommodated access to technology, transportation and knowledge (Nayeem, 2013). Meanwhile, the situation is in contrast to the school in village area with limited quality of resources and facilities. It becomes a challenge for educational institutions in developing their education to carry out the instruction (Fauziah, 2017).

The results of several studies that have previously been carried out, both locally and abroad, scholars such as Nayeem (2013), Menna (2019), Herlina and Nur (2020), Shannaz (2020), and Huy (2021), all had given us comprehension to the issue. Those agreed that at least there are two aspects causing the low quality of English instruction in village areas, those are the social geography and the second is the resources. The social geography, includes access to education, inprastructure, technology, geographical place, and culture. While the resources belong to school system, management, stake holder and teacher. If we can manage these two aspects roperly, it can lead us into the success of education (Syaepul, 2022).

In the process of learning language, this situation aligns with Krashen (2009) who argued that language teaching must be supported by a good environment. In his theory of comprehensible input. He posits that language is a product of input that is acquired naturally from the environment, as language cannot be acknowledged solely through formal learning. This is called language acquisition which occurs when a language is acquired directly by our brain. It needs to be supported by a positive environment; the more positive variables present, the better the results will be needs to be supported by a good environment, so that the more positive variables, the better the results will be. These variables include access to knowledge, facilities, qualified teachers, and other resources. Thus, all the situations mentioned above can significantly impact the low achievement of English learning in village areas. (Hong, 2008).

In the writer's point of view, the issues mentioned above are all interconnected and lead to the challenge of curriculum development. In the process of developing curriculum, these factors need to be analyzed as a circumstances. If we focus on those two aspects, they represent the main aspect of curriculum development. Dubin and Olshtain (1986) had clearly explained this concept. the combination of those two factors can lead to effective curriculum development. We must recognize

that the curriculum is the heart of the educational system. Its role is significant (Ricards; 2000). Therefore, educators and government need to pay close attention to this matter.

Curriculum development in educational system allows for high learning outcomes. The better the design, the better the outcomes. Therefore the curriculum in rural areas needs to be developed in a comprehensive way and adapted to the needs of students in an effort to produce an ideal curriculum (Hutcington and Waters; 1987).

In addition, talking about language curriculum development, let us refer to Richards (2000), he argued that it is a thorough process, comprising needs analysis, gathering the data, organizing and assessing according to student needs. So in its implementation it is necessary to research the curriculum first. In this case, curriculum needs to be fit into students need (Li, 2014). Not only needs of learning but also needs of school and environtment (Basturkmen, 2006). So ideally curriculum need to be developed appropriately to the real situation. We cannot generalize that curriculum given by our goverment can all be implemented exactly the same for all school in Indonesia (Syaepul Uyun, 2023).

Dubin and Olshtain (1986) provided an understanding that the curriculum can be interpreted as a set of documents in which there are learning guidelines that contain objectives, materials, ways of teaching, and evaluation processes that need to be carried out. Uyun (2022), further explained that the continuity of the educational process depends on the curriculum itself. This opinion is supported by Barsturkmen (2006), Nation and Macalister (2010) who said that the curriculum and its development have a significant position on the achievement of learning activities. This means, the curriculum becomes a fundamental part in improving the quality of education.

The right curriculum allows for high achievements and it is expected by all parties (Ricards; 2008). In the Indonesian context, curriculum development can be carried out by subject teachers. In practice, the government has provided English curriculum guidelines but they are still very general in nature. There is a need for adjustments from subject teachers at the level of each educational unit (Uyun, 2018).

As an example, the Binar Ilmu School, which is the pilot project for this research, has practiced this measure. English curriculum they used, is the curriculum which has been designed by themselves to be appropriated to the needs of their students. The school is located in the mountains of northern Bandung which is located about 20 km from the city center, yet the English instruction in the school can lead properly. The geographical conditions of the schools which is on the mountains do not limit teachers to be creative in developing English instruction. Many programs, they created to improve their students English skill.

Referring to some experience looking at to the atmosphere of English teaching in this school, it has its own uniqueness regarding its English curriculum. Various programs for English development and teacher qualification made the school like different comparing to other school souronding. Meanwhile, the students quality of English is also good for those students in village. It is of course not all of them are good, yet some of them can be a representation for this point. So this situation had made the writer curious on how actually its curriculum is arraged.

Based on the background described above, this study aims to know what are the obstacle of English instruction in the school in village, and the second how is English teaching curriculum (TESOL) in village schools can be developed. The significance of research can be used as a source material for the English curriculum model in village schools to produce graduates with more English skill.

Method

The research method used is the descriptive qualitative. It is adopted to carry out descriptive studies about modern day phenomena, in the real life context (Yin, 2009; p. 2) Researcher does lots of action by getting involved to the research location directly. The situation, event, group or a particular social interaction happen was conducted to explore and to understand what happened with them. In this regard the researcher wanted to know the system on how really English instruction process conducted at school in the village.

The school that has become the research site for this research was Binar Ilmu Boarding School. It is located in the mountains of northern Bandung, about 20 km north of Bandung, the full address is Jl. Pondok Buah Batu, Mekarmanik Village, Cimenyan, Bandung Regency.

In order to find out the meaningfull data, the authority of Mekarmanik village, local government regency, academician such as English lecturer, teacher and stakeholder of Binar Ilmu institution was the research participants. The participant was selected based on the purposive sampling with the hope that all can give important information of data.

The researcher used three methods to obtain the valuable data and a descriptive research design presented in a qualitative design. It was assumed that they could produce the accurate (valid) result. Emphasis was placed on data collection to produce systematic development of research evidence. The methods used in this research are interview, observation and document analysis.

Findings and Discussion

Referring to the research objective, the researcher aimed to know what are an obstacles or issues of English instruction in village school and how its curriculum can be developed. This research was conducted at Binar Ilmu Boarding School, Mekarmanik Village, Cimenyan, Bandung Regency. This school is approximately 15 KM north of downtown Bandung and it is in the mountainous area of North Bandung.

The issues of English instruction in village

This research utilized the theory of the Indonesian sociologist Koentjaraningrat and recent findings from Harlina and Nur (2020) as a basic fundamental concept and understanding of the process of English instruction in villages. From those theories there are at least two important factors that influence learning English in village. Those are geographical conditions and the resources of the institution itself. However, in this research,researcher attempted to also explore other problems and issues beyond these two aspects above. Here are the data found.

Geographical Condition

To begin the research, we conducted observation to determine the criteria for schools that fall into category of regional schools (rural schools). This step is important to reduce research bias related to the setting where this research was

conducted. For this reason, a series of field observations and interviews with relevant parties were conducted to obtain comprehensive data regarding the definition of rural areas or school in village.

Binar Ilmu Boarding School, which is the research location, is a school located in the mountainous area of northern Bandung. Based on interviews that was conducted with technical officers at the Bandung district spatial planning office, the school is located at an altitude of 1200 meters above the sea level and it is registered as a green zone or forestry. The geographical conditions are characterized by hills and agricultural land within a mountainous ecosystem. In addition, the community in this village are homogeneous in terms of heredity, occupation, activities and so on. Socially and culturally, the community upholds values of togetherness and mutual cooperation. These data adequately represent conditions on the ground and are in line with the characteristics of rural areas which is stated by Koentjaraningrat in Murdiyanto (2020). Therefore, based on the data and supported by theory, it can be concluded that the schools in this location are regional schools (rural schools).

Furthermore, based on data obtained from observations, we have studied the topography of Mekarmanik village where the school is located. The observation was focused on the education sector. There are at least seven primary schools, three junior high schools and two senior high schools. Those schools are SDN Mekarjaya, SDN Cikawari, SDN Arcamanik 1 – 4, SD Darul Maarif, SMP PGRI, SMP Binar Ilmu, MTs Al-Muhtar, MA Al-Muhtar and SMA Binar Ilmu.

Discussing the school facilities, it was found that geographical location of the village is quite far from the city center and government center. The lack of infrastructure, facilities, and access to technology poses serious obstacles to learning. Studies conducted in several schools in this village found that the facilities and infrastructure as well as the learning support capacity were still limited. Additionally, the most pressing issue is access to technology and education, which is severely lacking. It was noted that the internet began to enter optimally in this area by the end of 2021. This situation is echoed in the journal by Febriana and Yanti (2019), which states that facilities and infrastructure are often the primary problems in schools in rural areas. Some school principals and teachers often complain about this condition. Proposals for improving facilities and infrastructure are often submitted to the authorities, but their realization still requires further attention. The data gathered from observation, support this statement.

> *I actually do not face serious problem when it comes to learning activities in my class, However I always feel confuse about how to make such an activity contextually and bring them to see a real situation in learning language. So the only one way I can use is technology and media. However another problem I always find is regarding the lack of devices and also connectivity. So that it become an obstacle in learning (English teacher of Binar Ilmu Shool).*

From the statement we can see that the most common issue regarding English instruction is in regards the facilities. It is very well known that learning English need comprehensible input (Krashen, 2007). So, the process of learning supporting by good environment including facilities, will be necessary. This is also what makes a difference outcome of English ability in village, comparing to those students in city. Students in village only have low exposure to English due to the

lack of facilities and access. On the other hand, those students in city will produce more effective outcome of English subject, because they get more benefit exposure of full facilities and easy access to education (Azwar, Agus, and Aspari, 2015).

Issue of Curriculum development

As we have been discussed in the previous session, it is necessary to pay attention from educational institutions in the regions to the importance of developing curriculum that is adapted to the needs of students. Curriculum development is carried out in order to obtain the effectiveness of the continuity of the learning process so that it can produce the expected results (Richards, 2000).

According to the data obtained, curriculum development at Binar Ilmu Boarding School has been conducted effectively. Every year they allocate a time for in house training. Stakeholders and teachers will collaborate and evaluate the curriculum based on previous performance. Teachers typically spend one to two weeks focusing on curriculum development, which involves studying, analyzing, and reorganizing the curriculum. However, from the results of the interviews conducted, there are still several weaknesses that are still problems that need to be resolved and solutions found. These include a lack of guidance or supervision from local authorities. They still believe their lack of understanding of curriculum development still become one of the major issues in curriculum development.

This is in line with Mahroof (2016) who said that, the understanding of curriculum development for teacher is necessary. It is very significant to the effectivity of the instruction. He further explained that in order to know how to develop effective curriculum, it is essential that every teacher must know the main objective of the curriculum itself. The main objective of English instruction is outlined in the decision of the ministry of education, culture, research and technology, number 008/H/KR/2022, which focuses on the main goal of English instruction in Indonesia. It states that the aim of teaching English in Indonesia is for students to comprehend and produce spoken and or written language using the four language skills: listening, speaking, reading, and writing in an integrated manner to achieve informational literacy. This implies that by the end of high school, students are expected to possess these capabilities.

Understanding the objective of curriculum is very fundamental. This is done in order to carry out an effective learning process (Richards, 2000). When teacher know the goal of learning, it will be easy for them to also design their learning process. Unfortunately, pay attention to the data, the curriculum created by the government has only remained a collection of documents which contain material that must be conveyed to students. Teacher uses it without analyzing it. Even if, it would be better for teacher to analyzing it before using it (Uyun, 2022).

Another big issue is that the paradigm of teacher to implement fully all materials in English curriculum is still very stereotype among educators. In Binar ilmu Boarding School, some teacher still believe that implement all government curriculum is a must. So everything must exactly as the same as what mandated in national curriculum. However, in its theory, curriculum must be fit into students need. One of the issues is in regards the allocation time of English subject in school. In national curriculum, English is not taught at all levels of education, especially in primary schools (SD). However, English is an obligatory subject to secondary schools. Unfortunately, in those six years of English learning in both junior and senior school, it is taught in only 160 minutes in a week, which means students

only learn English less than three hours per week. From this data we can predict that the achievement of learning English will be very low, since the access they get to English is very limited. This is one of the issue of English instruction in the village. This situation will have a very negative impact on the outcomes obtained. Because it is not supported by facilities and access to English itself. Even though English learning time can be adjusted to suit school needs. The government only provides signs. However, due to the teachers' lack of understanding, they do not make any adjustments to the curriculum provided by the government (Harlina and Nur, 2020).

Fortunately, to deal with this issue, Binar Ilmu tries to arrange another English activities outside the English instruction in a class. The program was created to support English instruction. So, they arranged English development program, English club, English day and any other programs which can support the situation. This program is implemented to optimize environmental factors supporting learning. we know that students in village do not have a lot access to English exposure. Social culture around them do not support this circumstance.

> *I believe that language learning will really depend on the environment. A good and supportive environment will really have a good impact on children. Unfortunately, the situation in villages is not like in cities, where even though children only get a little language material at school, they have many opportunities and choices to take courses or self-teach themselves at home with adequate facilities. Well, this is sometimes the biggest challenge of teaching foreign languages in the regions. (Principal of Binar Ilmu School).*

From the data above, it gives us information that the environmental conditions and circumstances in village school provide very little support for education especially learning English. This will ultimately influence learning effectiveness.

If we draw a line towards the process of learning English, this situation in the language learning is called as unoptimal comprehensible input. Referring to Krashen's (2009) theory of comprehensible input, it is said that language learners who get comprehensive input, especially from the environment and access to the language itself, will get better output than those who don not. So it is possible that regional schools will experience delays in their English learning outcomes due to the issue above (Wahyudi and Cipta, 2015; Saepul Uyun, 2018, 2020, 2023). As an example, student in village study English for three hours, yet they will only expos to English during the lesson. Out of that time, there is no guaranty that the students will get additional input from its environment. In contrast into students in city. Even if they got an English class only in three hours, yet their exposer to English will be much more. They can go to private or an English course, they also can watch TV, or use many applications from play store to study English. So although they get a short time lesson in a class, but they got a lot input from their environment.

This condition is a reflection and representation of many schools in regions throughout Indonesia. 4 hours lesson time is the mandated time by English national curriculum. However, if we try to examine it again, this time was not effective enough in order to obtain the effective English instruction and its outcomes. As the result, we cannot generalize that all school have the same needs, so it is necessaryto review the curriculum design developed by the school. so that educational justice can be felt by all the nation's children (Fredi; 2021).

Teacher qualification

Another issue revealed in this investigation is the aspect of teacher qualification. The data obtained from interviews, indicated that teachers and schools in the regions often face government-mandated curriculum adjustments. While the government's curriculum is intended as a guideline, allow schools to develop it further, but the curriculum development process is often delayed. This is primarily due to the low qualifications of teachers, coupled with minimum assistance from the school supervision, in the region. As the result school still has to adjust to the government curriculum. In principle, if teachers have sufficient qualifications, they should be able to fulfill their roles effectively, including the responsibility of developing the curriculum. This situation is exacerbated by the lack of supervisor from education authority. Consequently, school in village progress very slowly without guiding from an expert. If this issue can be addressed soon by providing more attention and support to help build a robust system through appropriate curriculum development, it would be a positive step forward.

I think, here in Binar Ilmu, we are lucky enough to have an English teacher. However, if we look at to the school around here, most of English teacher in those school (primary) is actually not from English education background, but because there is no other teacher who can tackle this subject, so whoever wants to teach it is permittable. So ya, I can understand and we cannot expect more for this. (Principle of Binar Ilmu).

Seeing this situation, of course we cannot expect much. English teachers who are supposed to have an English background, in fact in some schools in village, there are many cases where the teachers who teach English do not have an English background. This will affect the quality of teaching. It is not only because they will have limited competence, but also what is more fundamental is that they do not know how the language learning process is developed. Meanwhile, those teachers who come from an English educational background are certainly more qualified and can carry out their roles optimally.

Furthermore, one of the criteria of effective teacher is their ability in developing curriculum. One is a must that curriculum is designed based on students needs including its environment, social geographical conditions, culture, economic and community (Dubin and Olshtain, 1986; Hutchington and Waters, 1987; Richards, 2000; Barsturkment; 2006; Syaepul Uyun; 2023). So that teacher qualification really needed to be taken into account.

On the other hand, government needs to seriously work through the education authority and school supervisors to carry out assistance for the development of the institutional curriculum in their respective schools. Several respondents said that if the supervisor's assistance was intense enough to help us in the development of the school institution curriculum, it would be beneficial to the quality of instruction and its achievements.

Lack of interest of students

If we examine the previous research conducted by Haria and Fazri (2020), English was considered as one of the most difficult subject in school alongside math. This statement provides a framework for exploring the issue further. Referring to this research, it reveal that English is not one of the favorite subjects in a school. This opinion was also supported by respondents who came from

students with the majority indicating that English is a difficult subject and expressing reluctance to participate in it. These findings support previous research conducted by Wayudi and Cipta (2015). This condition is actually predictable considering that previous studies also experienced the same thing.

Another research that has been conducted by Febriana and Yanti (2020) in the field of teaching English to mountainous communities in Betao village, Sidrap district Makasr, has found that the root problem of the lack of interest in English learners is related to the lack of supporting facilities and the low quality of the teaching staff. Inadequate facilities, causing learning to seem monotonous and without variation. teaching and learning activities tend to be classical and do not accommodate all student learning needs. This situation is exacerbated by the weak quality of teachers. the poor quality of teachers, allows them not to be very creative when designing learning. so that when incomplete facilities are combined with teachers who are less creative and innovative, it will result in unpleasant learning activities. and this is also what makes students less interested in learning English in the village comparing to those in cities.

The same case also occurred in Mekarmanik village area where Binar ilmu is located. The lack of interest in learning English happen in most school including in Binar Ilmu. It is due to the conditions that did not support learning. Harmer (2007) in his theory of attitude toward language argued that those who have a good attitude towards language will get more optimal results mastering the language. The same thing was confirmed by Dr. Shane Dixson (2023), who is an expert in the field of TESOL from Arizona State University. He revealed that affection or a good attitude towards language will be directly proportional to the achievement of learning the language itself. There are two factors that can affect the learner's affect or attitude towards language, namely internal and external factors. Internal factors are factors that originate from the learner himself such as heredity, age, gender, psychological condition and so on which usually have a not so significant effect. However, external factors, such as environmental, cultural, economic and social conditions, have a significant role in increasing students' positive attitudes in learning language (Doglas; 2007).

How is language teaching curriculum (TESOL) in village schools can be developed

In order to answer this question, the interview was conducted to stake holder, lecturer, teacher and also students. It was conducted to know what is the step in its process of developing curriculum used by the school. To confirm and validate the data from the interview, observation and document analysis also were conducted.

According to the data, the process of curriculum development in the school is well organized, at least there are three main stages that can be highlighted, those are, preparation and organization, implementation and evaluation.

Preparation and analyzing the curriculum.

In the process of preparation and organizing curriculum, school always facilitate teachers and stake holder to conduct an activity namely in-house training. It is conducted one to two weeks at the beginning of the school year. In this time all teacher will discussed, analyze and reorganize the curriculum which will be used for the school year. Referring to the data gain, let us take a look at to these steps.

In this very first steps, school provides scholars and lecturer who is expert in curriculum development. Teachers and all stake holders were given an understanding on how curriculum can be designed and develop. These activities is very beneficial not only for the teacher but also for the school. Because by the end, all teachers will develop its curriculum in the school.

One of the theoretical foundations used as a benchmark for curriculum development in this research is the theory of Dubin and Olshtain (2006). In their work, *Language Curriculum Development*, school management aims to provide all stakeholders with an understanding of various curricula. This is categorized into two parts: the national curriculum and the local or institutional curriculum at the learning unit level. The national curriculum is fully managed under the authority of the government, where policymakers strive to address the social needs of society and the aspirations of the nation, which serve as the goals of national education. All data and resources are formulated into a draft document that outlines overall educational objectives. Meanwhile, at the school unit level, authority rests entirely with the teachers, who develop specific school goals that align with the main objectives of national education and are tailored to the needs of their students (Hutchinson and Waters, 1987).

According to the data gain, we can see that the school always gives teachers an understanding of what curriculum is and how it can be developed. this understanding can give a lot benefit for teacher in the process of developing curriculum. Hence the curriculum in reality can also be developed and fit into the school needs. In the context of teaching English in Indonesia, the English curriculum was designed by the government and spread to all provinces as a learning guidance. The aim of studying English in Indonesia is to improve students' abilities to communicate using English both orally and written. Furthermore, at the local learning unit level, teachers will develop the curriculum to suit the needs of their students.

In the process of debriefing, curriculum also analyzed very well. It was done to make sure that every single teacher can know the main objective of the curriculum itself. It was inform that in the context of language curriculum development in countries that study English as a foreign language (TESOL), such as many countries in Africa, Asia and Latin America, and also Indonesia, the main objective of English instruction focuse on students' ability to communicate in the target language (Harmer, 1996). In our curriculum, it is stated that the aim of learning English in Indonesia is expected that pupils are able communicate using four English skill namely reading, writing, listening, and speaking. This is also in line with Dubin and Olshtain (1987) who state that in general the aim of learning English in an EFL setting is for the benefit of communication skills.

Thus, by knowing the main goal of English curriculum, it can be sure that teacher can know in which direction curriculum must be develop.

Organizing English materials

The activity of organizing English curriculum is divided into two parts. The first is the organizing of English curriculum given by government namely English regular class instruction which is learnt in two meetings in two weeks, and the second is the organizing of curriculum used specifically by schools. It is in the form of an English program.

The organizing English regular curriculum starts by analyzing the materials which has been stated in national curriculum. From the activity, it can be seen that all teachers organized the curriculum referred to Government Regulation no. 24 of 2016 concerning national curriculum policy. The scope of English subject matter for secondary school students is dissolved in three important elements, namely communicative, socio-cultural and linguistic aspects.

The communicative aspect talks about how English language teaching must be made as communicative as possible. Students are expected to be able to communicate in their social life using interpersonal, intrapersonal and transactional interactions. This element is manifested in the form of simple functional text materials such as greetings, self-introductions, giving openings, making offers and so on. Apart from that, socio-cultural and linguistic aspects also remain an important part of English language material. This second element makes it possible to teach language not only as a means of communication but also as a science. This element is manifested in the form of functional material in simple texts and essays through genre-based approaches such as narrative, descriptive, procedural, recount and report (Uyun, 2018).

Hence, it is concluded that based on the mapping or organizing of English language proficiency in secondary level schools, almost all correspondence ability both oral and written includes interpersonal, transactional and functional discourse. This competency is assessed in the context of personal, socio-cultural, academic and professional life beyond basic literacy skills in various written text forms with linguistic structures and elements occurring at an intermediate level whilst demonstrating clear recognition of coherence.

The following is the scope of English language competencies and materials in secondary schools.

Table 1: Mapping of National Curriculum English material

COMPETENCIES	THE SCOPE OF MATERIALS
1. Demonstrate acceptable behavior in a personal, social, cultural, academic and professional environment.	a. Short lines in the text, the higher level of functional interspersed with transactional, functional and this same spoken discourse description written recount narrative procedure factual report.
2. Identify social functions, text structures and linguistic elements of short and simple texts, in the lives and activities of everyday students.	b. The mastery of each text type consists in three components, such as social function, text structure and linguistic features which are appointed and activated the purpose and context they are communicated for.
3. Communicating functionally interpersonally, and transactionally about one thing, family, and people, animals, and objects, concretely and imaginatively, closest to the lives and activities of every day students at home, school, and society	c. Attitude values inclusing grateful appreciation, apretiation for honesty, disciplined, responsible, care (toleranesi, mutual aid), polite, self-serviceobservable behavior.
4. Capturing meaning and composing oral and written text,	d. Skills: Listening, speaking, reading, writing and watching properly with social and natural environment are

short and simple by using text structure in sequence and coherence and linguistic elements accurately, acceptable, and fluent.	available for the spectrum of intercourse skills or are present e. Linguistics Features such as discourse markers, vocabulary, grammar, speech styles, work pressure,intonation, spelt,punctuation. and neatness of handwriting. f. Modality; with clear boundaries of learning

From the table above we can map that the coverage of English language material at secondary school level includes:

a. English expressions such as introduction, thanks, greeting, apology, ability, likes and dislikes, approval, possibility, warning and asking give expressions.
b. Short functional texts such as writing short messages, announcements, advertisements, and greeting cards, poetry, etc.
c. Functional essay texts such as narrative, descriptive, recount, report, exposition, argumentation and procedural texts.

From the results of this organization, we also found that the actual coverage of English language material at the secondary level has never changed significantly since the implementation of the KBK curriculum in 2004.

Organizing English Program

English program is an additional activity designed by the school to support English regular learning. As we read earlier in the beginning of this paper, that the time allocation for English learning in a week is very limited. So it will be hard for all parties to achieve the competencies. As the result, providing English program is needed. It is hoped that it can helped students to be more effective in learning English by supporting environment.

In designing English program, the school seems very well know how to develop it. The school use theory of second language acquisition as a basic concept for designing English program. regardless the strategy to develop teaching English, their ideas on how to develop English is become the main view on how their curriculum is developed.

I think I am lucky enough because I was graduated master of English, so I know a little bit on how actually curriculum should be develop. Things that I know and always remember is that language or in this case English curriculum should be developed not only in term of its strategic in teaching in a class, but also teacher understanding about teaching language should be payed attention. (English teacher of Binar Ilmu School)

This statement, is in the same way to Yang Hong (2015), who stated that since a long decade. teachers, trainers, or even scholars are all most frequently discuss the best way to teach English (skills), thousand seminars, conferences, and teacher training are merely held to develop teachers' pedagogical skill on teaching. It is ironic that educators have the same issues, most likely because their teaching methods are insufficient (Uyun, 2023). They strive to hone their teaching abilities while avoiding exposure to the processes by which students pick up the language they have been thinking in. Therefore, it is stated that while teachers must possess

a foundational understanding of second language acquisition, they frequently fail to enhance their teaching skills. When creating English education, an English teacher uses this fundamental concept as their primary starting point. As a result, the curriculum they create follows a model that is pertinent to language learning.

The school developed their English program using the understandable input theory, which is one of the theories put forth by Krashen. This hypothesis highlighted that even if listeners do not grasp every word or structure of a language, they can nevertheless understand it. This approach holds that providing learners with several types of input encourages language acquisition rather than conscious language learning. Contributing as much as we can is one of the best ways to put this philosophy into practice. The input is anything and everything that uses English as a language, including activities. As a result, the school implemented English curriculum into a number of programs in an effort to improve students' English proficiency. The school contended that in order to regulate language use, regulations and language policies must be created. These are a few programs that the school has created.

Language policy

Language policy is the rules of language usage in a class instruction. It is one of the most important things to do when learning English is to always establish an English-speaking environment in the classroom. The school encourages both teachers and students to do just that. According to Stephen Krashen in Hong (2012), it is important to create an environment that supports the circumstances by providing understandable input for learning. Additionally, the school appears to be ready for all that will be needed to support the atmosphere that will be included to assist the development of English in the classroom. It is comparable to the claims made by Cummin (2000) and Brown (2007) that teaching a second language needs to be meaningful learning that incorporates the needs, interests, and goals of the students as well as being contextualized to their surroundings.

As a result, the school upholds a language policy that all parties involved are required to abide by. It is mandatory for English subjects to use English as the medium of instruction. Additionally, all subjects are encouraged to use English as little as possible during the opening and closing of class. This stage aligns with the idea of content-language integrated learning (CLIL), which assumes that pupils may simultaneously acquire content and language. We might refer to Coyle et al. (2010) for a detailed explanation of the CLIL idea. Even though this school does not yet have a fully English-taught curriculum, the process will continue.

Following extensive consultation with the school's curriculum affairs department and teachers, the language policy they employ makes use of the content language integrated learning (CLIL) approach. This method of training enables students to understand numerous concepts from a variety of scientific areas while using English as the primary language of instruction.The work of Natascha at the Tompson Kongsburg International School in Norway in 2012 demonstrates this further reading. The application of language instruction was the subject of the study. It was discovered that individual teachers' perceptions of how much their training and experience with content-language integrated learning have improved students' language development were significant. Language development may be influenced by a variety of factors, including student skill levels and the nature of teacher-student interaction in the classroom.

The implementation of CLIL in Binar Ilmu School is implemented in the form of integrated learning, where students will create a learning project for one semester with the core subject is English. An example of CLIL can be seen in the attachment. This CLIL program allows students to learn many different sciences but the core of learning remains English.

English development program

To develop the English skills of teachers and students, the school gives them the opportunity to learn together once a week. This program is called an English development program (EDP). It is designed to help everyone involved improve their English. To implement this program, the school directly appoints an English subject teacher to be directly responsible for organizing EDP activities. Through English teachers, the school empowers students who already have good English skills to become peer tutors and guide their friends in learning English. Through good management, teachers have already created a curriculum and syllabus. so that at each meeting, the student tutors will easily prepare the material that needs to be conveyed to their other subjects. This activity is conducted once in a week with duration of 40 minutes length.

English day

Other programs found in this research is English day, which is considered the foremost basic finding in this research. English Day is held every Thursday. This can be the day when all stakeholder must utilize English to communicate and encourage everyone to be more attention in speaking English. Separated from that, it can moreover be said that this program is running exceptionally well. This could be seen from the works out they do in a day. All students utilize English as their implies of communication. In any case, in a few cases they will switch to Indonesian for successful communication as an case of arrangement for learning within the course.

From the data gathered, it can be seen that this program contributes significantly to the students' improvement in English, particularly in speaking. In relation to this concept, we can refer to Burn (2012) and his theory of teaching speaking, which analyzes three distinctive angles: cognitive, socio-cultural, and affective, from the author's point of view. All these concepts are deliberately achieved through the implementation of this program. During English Day, students are encouraged to practice their speaking skills. Specifically, they learn vocabulary, pronunciation, and sentence structure, which positively influences their speaking development (Thornbury, 2006).

Separated from that Burns (2016) moreover contended that speaking is created for a reason and so it is utilitarian in satisfying speakers' regular value-based and collaborations objectives. All this comcept is actully touched by the students aims their hone in English day. They utilize their English relevantly to the environment. This action is upheld by Cummins (2001) who emphasized that setting will be fundamental to bring to the hone of English in agreement to realize understudy's fundamental interpersonal communication expertise (BICS).

Other than, in case all students work together doing this without any compulsion, they will be cheerful to do so. this implies they have learned in wonderful conditions. It will deliver the leading result in developing speaking. attitude and feeling plays a vital part in English learning handle. A learner's attitude to learning English will affect the learner improvement. The data reveal by Burden

(2004) in Burns (2016) has demonstrated that positive demeanor deliver positive result in learning English.

BI-Festival

Another most interesting part of the finding is the program called BI-festival. It is an annual cultural and educational exchange program organized by Binar Ilmu Boarding School Bandung. It was first held in 2019 by holding a Southeast Asian cultural festival. Every year, The school brings all students, parents, and local government, to the festival. The program lasts for ten days filled with cultural exchange, art performances, learning English, university tour, city tours and much more. For the sake of holding this activity, the school invite volunteer teachers from outside Indonesia to be able to share and exchange culture through the experience of being a volunteer teacher.

This program is an activity that all students always have been waiting for. In this event, the school will invite many guests from abroad and will be at the school for ten days. all activities use English as the language for communication. So it encourages all students to improve their English skills to participate in events and be involved in this program.

For BI-Festival preparation, every year, the school will carry out intensive English classes which are held over several weeks. The school will invite students majoring in English education to be involved in teaching students to face the festival. This is done so that children can communicate effectively when festival is carried out.

Within the essayist point of view. The program is unquestionably can contribute to the students English developmetn. The approach which the school utilized is in line to Hutchington and waters (1978) theories which highlites the method of instructing must be fits to the requirements of studetns. Creating such an activity of festival supporting by many guest abroad will give another atmosphere of learning by doing. Students will feel more motivated and fun in learning English. Thus all activities of learning will be centralized to the students.

Conclusion

English instruction in a village is another story that cannot be neglected from the face of our educational system in Indonesia. Given its unique challenges, teaching English becomes more demanding. Factors such as geographical conditions including infrastructure, access to education, and school facilities along with the social conditions of the community, including the quality of educational institutions and teaching staff, remain issue in English instruction. On the other hand, it is our collective responsibility to collaborate in order to fine appropriate curriculum to be used in the village. By strengthening the educational system and providing knowledge and supervision to both institutions and teachers in the village, we can help them develop an English curriculum that meets their needs. This approach has the potential to create a beneficial impact for all parties involved, particularly for schools and teachers in rural areas.

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