

Fostering The Use of English in The School Environment, A Case Study at A State High School in East Java

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Abstract. At the Senior High School level, English language competence becomes increasingly vital, particularly in the face of globalization issues. English in school is not only a classroom subject; it is also a means of communication skill. These two factors are critical for developing students' character and preparing them for either further education or entry into the highly competitive workforce. This study was conducted at a state high school in East Java, aiming to study the role of the school in the use of English in the school environment. It was found that the environment, the curriculum, and the roles of teachers as well as the students are interrelated in supporting the use of English in the school environment. It is intended that these systems will reinforce one another, promoting harmony in the classroom and the teaching and learning process.

Keywords: Senior High School, English, school environment

I. INTRODUCTION

English language competence is vital in the field of education, particularly at the high school level. English is considered not simply a school subject, but also a crucial communication skill when confronted with globalization's issues [1], [2]. The usage of English in the school plays an important role in enhancing students' abilities and preparing them to advance their studies or enter an increasingly competitive job market [3]–[5].

This study utilized a thorough qualitative approach to expose the dynamics of English use in the secondary school setting, with three primary data gathering methods: in-depth interviews, school data analysis, and direct observation of senior secondary schools. This approach addressed a variety of topics, including the school policy, teaching learning activities, the usage of English in schools, and students' reactions to learning English.

This study performed direct observations in a senior high school in East Java, Indonesia, to offer a comprehensive picture of the school environment, curriculum, and teacher as well as student roles in developing the use of English in the school environment. The motivation for undertaking this research is the growing demand for strong English language abilities among high school students. Many institutions and employers need strong English abilities as part of their qualifications [6]–[9]. Therefore, it is critical to understand how using English in school environment might help students develop these abilities [10], [11]. The researchers expect that the findings of this study would serve as the foundation for suggestions to schools for developing more effective and comprehensive English language education programs.

II. METHOD

This research adopted a comprehensive qualitative approach using three main data collection methods: in-depth interviews, school data analysis, and direct observation of high schools. Semi-structured interviews were conducted with 20 informants including teachers, students and school administrative staff, aimed at exploring in depth their experiences, perceptions and views regarding the learning process and school environment. Each interview lasted between 45 and 90 minutes, was recorded with the informant's permission, and then transcribed for further analysis. In addition, school data such as academic reports, attendance records, curriculum documents, and program evaluation results are thoroughly analyzed to gain insight into academic performance, attendance levels, and implementation of curriculum and programs in schools.

Direct observations were carried out over a one-week period, where researchers observed daily activities at the school, including extracurricular activities, as well as social dynamics among

students and staff and used a participatory observation approach to gain a deeper understanding. Data collected from these three sources was analyzed using thematic analysis techniques based on Grounded Theory, which allows researchers to identify, code, and develop main themes inductively from the data [12], [13]. The use of data triangulation ensures the validity and reliability of research findings, while the Grounded Theory approach provides a theoretical framework to understand the phenomenon under study in depth and comprehensively and analyze it thematically to identify main patterns and themes, as well as to ensure the validity and reliability of research findings [14].

III. FINDING AND DISCUSSION

This section presents the main findings of this research as well as an in-depth discussion of the implications of these findings. Data collected through in-depth interviews, analysis of school data, and direct observations were interpreted using Grounded Theory, allowing researchers to identify key themes that emerged. These findings reveal various dynamics in the learning process and interactions at school in the application of English subjects, which are then analyzed in the context of existing basic concept literature to provide a more comprehensive insight into the phenomenon under study. We divide it into several parts from the results of our research.

A. SCHOOL ENVIRONMENT

When conducting observations at the school, the researchers made several observations regarding the learning process and traditions of the school in daily implementation or use of English in school activities. The school facilitates infrastructure and facilities that support the students' learning process, such as a complete library and in the Laboratory section there are many types of laboratories such as Social Sciences Lab, Physics Chemistry Lab, Computer Lab, Language Lab. At the school there are several language lessons including English, Japanese and German. For facilities in the classroom, there is an LCD device and free WIFI connection to support the learning process.

This school also applies positive habits to its students by applying the principles of Smile, Greet, Greeting, Polite, Courteous during the school period. There are also posters in English containing warnings against bullying or bullying in every corner of the room. At this school We also found very strict regulations regarding school rules, if a student is late when attending school more than 3 times then he must sign a stamped statement and if bullying activities are found in class, then the student will be given heavy sanctions up to the possibility of being expelled. This high school still often commemorates national or religious holidays, such as national Kartini Day, and The Indonesian Independence day. Then, there were competitions that students could take part in ranging from performances for each class to fashion shows, and English Competition.

Every achievement and championship achieved by the students will always be displayed in the lobby so that guests can see what achievements have been achieved by the students at the high school. There are those who won the championship the local youth competition in 2023. Other championships in other extracurriculars such as 1st place in marching in 2023 and 1st place in the choir competition during the 61st Indonesian Independence Day activities. Related to English, there is also a student championship at the educational level, namely, 1st place wrote English short stories in 2023 and won 2nd place in the NaraTomi Madine competition in 2018.

B. SCHOOL ORGANIZATIONAL STRUCTURE

The researchers found that the school structure consists of several main components: the principal who leads and manages the overall school operations; deputy principal who assists in supervising academic and non-academic activities; teachers who are responsible for the learning

process in the classroom; administrative staff who manage administrative and logistical needs; as well as cleaning and security officers who maintain the cleanliness and safety of the school environment.

Each of these components functions synergistically to create a conducive learning environment for students. Each part of the school has duties and obligations that have been officially recorded. The learning system at this school uses the Merdeka curriculum which focuses more on recent material and developing students' potential. Evaluation in implementing the curriculum is carried out using the CIPP evaluation model which covers context, input, process and product with the operational objectives of the educational unit and adequate provision. Each extracurricular activity at the school has its own supervisor and carries out these activities according to the extra schedule determined by the school. Regarding the use of English, policies are made by the school principal through sequential input according to the school's organizational path and the school provides English related extracurricular to support the students in various activities.

C. LEARNING PROCESS

The researchers conducted interviews with several teachers, one of whom was an English subject teacher. She gave several explanations about the learning process in the classroom. Concluding from the interviews and observations, the researchers found that during the preparation process, she usually begins by making agreement with the students in order to create a conducive and comfortable environment for both parties.

According to the other English teacher, she started the lesson with simple questions to attract students' attention regarding the material that would be presented at the meeting that day. If students were active in answering these questions, it meant that the teacher was satisfied with the results of her students' understanding. However, if no one answers, the teacher finally uses the method of choosing one student to answer the question. For material sources, teachers use all learning sources so they don't rely on just one source, especially now that this is a modern era, information can be retrieved digitally, such as e-books and online articles.

The learning media used by the teachers is mostly prepared using power points which can display digital material containing images or videos, making it easier for students to understand the material. Teachers also carry out remote monitoring to determine students' abilities, both individually and in groups, to assess aspects of collaboration, cooperation, active participation, and the effectiveness of each individual in managing time. In this case, the English teacher educator stated that the use of technology greatly facilitates the learning process, such as the use of media, namely by using Audio Visual Aids to help explain more complex material, so the English teacher educator can carry out analysis on the students to determine their abilities. which they possess, whether differentiated, namely through audio, visual or kinesthetic.

D. TEACHERS COMPETENCY

The teachers competency is very important in determining the quality of learning in the classroom. Teachers who have a deep understanding of subject materials, effective pedagogy, and students' needs and characteristics, are able to create an inclusive and interactive learning environment. This research found that teachers with high comprehension competency are not only more effective in delivering material, but are also better able to adapt their teaching methods to meet students' various learning styles, thereby improving overall learning outcomes.

In the teachers' pedagogical understanding competency, there are several aspects. First, regarding student understanding, teachers are asked to understand the physical, social, emotional and intellectual characteristics of students. Second, regarding the ability to design learning,

the]teachers had to prepare a systematic and structured learning plan that included learning objectives, materials, methods, assessments and designing the Syllabus and Lesson Plan. Third, in the aspect of evaluating learning, English teachers can use various teaching strategies that are more effective by building students' learning motivation and creating a positive atmosphere in learning. Lastly, in terms of learning conditioning, teachers can apply clear rules and procedures to maintain a disciplined classroom atmosphere without causing pressure on students.

In professional level competence, teachers are also divided into several aspects. In the aspect of assigning material to students, the teachers must understand the material in depth related to the materials of English subjects. Teachers must be ready when students ask questions about the material provided, so that the teacher can explain in detail and easily understand. In the aspect of mastering information technology, teachers must develop digital media literacy in learning so that it makes it easier to understand each material informatively and ethically. In the aspect of assigning basic competencies, teachers must understand the curriculum regarding knowledge, skills, and develop performance and authentic assessments of students during the English language learning process. In optimizing the competence of students' characteristics, teachers must create a stigma that teachers are exemplary human beings.

From these competencies, teachers hope that students can appreciate the role of teacher educators as second parents at school. They also stated that the way to optimize students' characteristics in understanding English lessons is through designing activities that enable students to develop skills and understanding the use of English gradually, such as physical activities that involve fine and gross movements. In this activity, the teachers' role is to understand the stages of students' cognitive to psychomotor development by training students' basic understanding in English lessons, starting from speaking, writing, listening and reading skills. Optimizing students' abilities outside of class hours is through developing skills in an extracurricular activity called "English Club", in this organization students can discuss or complete a mission related to the understanding and use of English accompanied by a mentor teacher so that students can having an interest in these subjects can develop their abilities.

In social competence, namely the interaction ability of teachers with the surrounding environment is able to interact personally with students to recognize their characteristics and interests, so that students feel comfortable talking about the difficulties they face. Teachers must also provide constructive feedback. Teachers can also work together with parents to support students' development and welfare in overcoming learning or behavioral problems. In the field of English learning, understanding the characteristics of students' interests, talents, attitudes, and personalities can also be done within the scope of learning. During class time, teachers train students' personalities with a full sense of responsibility so that they follow the process of learning English subjects in accordance with the curriculum to improve basic skills in understanding and using English such as writing, reading, listening, and also train students' speaking well. verbally, linguistically and intelligently in order to find out each student's talent in understanding English lessons in which way, as well as seriously completing the assignments that have been given in accordance with the time allotted.

IV. DISCUSSION

Overall, the dynamics of high school implementing English in the school environment are quite varied and organized. For the application of English, schools have many activities related to the application of English that can be accessed to practice English skills. On the school's walls in particular, there are posters in English. There are also several wall magazines at the school which contain students' work. Then, in the wall section there is also a section containing English literacy and several students' short stories displayed there. There is a lot of support from schools that attract

students to English subjects because some comment that English subjects are easier to understand. English is a very interesting subject because of the material and the way teachers present the material, so it can be concluded that there are a large number of English language enthusiasts compared to other subjects at the school. The factors range from the school environment, curriculum, policies to teachers who deliver very interesting material with a good start to learning. then there is audio-visual learning media which really makes it easier for students to understand who have different ways of receiving the material so that students choose to pay attention to the teacher and also the material.

V. CONCLUSION

School support in supporting the use of English in schools is very clear, starting with policies, implementing the Merdeka curriculum to learning in the classroom which focuses on developing students' potential to various interactions in the English learning process. Overall, this research provides valuable insight into the dynamics of high schools and the implementation of English language instruction. By focusing on developing student potential and evaluating the curriculum, the researchers hope that these findings can make a positive contribution in improving the quality of education at the Senior High School level to create a conducive learning environment for students to achieve better English language proficiency.

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