

Foreign Language Learning Management for World Class University Ranking (Comparative Study between State Islamic University (UIN) Sunan Kalijaga Yogyakarta and the University of Malaya (UM) Malaysia)

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Abstract

The paper aims to compare the management of foreign language learning at UIN Sunan Kalijaga and the University of Malaya as a way to improve World Class University ranking for taking a closer look at the institutional management, institutional curriculum habit, learning strategies progress, and emerging problems for managing education solutions. The data were collected through interviews, observation, focus group discussions, and documentation. The research uses qualitative method through interactive model analysis, content analysis, and comparative analysis. The research finds that UM has more focus on foreign language specialization, while UIN Sunan Kalijaga does not have clear focus on language learning specialization. The foreign language learning at UM is intended for graduate programs. It aims to prepare the graduates with international language fluency for industrial purposes by wider choices of language programs and in-depth linguistic knowledge. Language learning strategies at Sunan Kalijaga UIN use active learning and interconnection-integration models, while UM uses Communicative Language Teaching. Learning problems occurring in UIN Suka are mostly caused by Human Recourses factors due to the lectures. Problems in UM occurs with students' difficulty. Taking from the institutional aspects and foreign language curriculum, UM is more prepared in heading towards World Class University and globalization than UIN Sunan Kalijaga.

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Abstrak

Penelitian ini membandingkan manajemen pembelajaran bahasa asing di UIN Sunan Kalijaga dan University of Malaya dalam rangka program World Class University dari aspek kelembagaan, organisasi kurikulum, strategi pembelajaran, dan problematika yang muncul dalam implementasi. Data diperoleh dengan wawancara, observasi, FGD, dan dokumentasi. Data diolah secara kualitatif dengan analisis interactive model pada analisis isi, dan analisis komparatif. Hasil penelitian menunjukkan aspek kelembagaan pada pembelajaran bahasa asing di UM lebih fokus, lebih luas, dan komprehensif. Hal tersebut tidak dimiliki UIN Sunan Kalijaga. Tujuan pembelajaran bahasa asing di UM ditujukan untuk program lulusan yang dapat mengasai pasar ke dunia kerja yang fasih dalam berbahasa internasional sesuai dengan pilihan program bahasa dengan pengetahuan linguistik yang mendalam. Strategi pembelajaran bahasa di UIN Sunan Kalijaga menggunakan pembelajaran aktif dan model integrasi-interkoneksi. UM menggunakan strategi Communicative Language Teaching. Problem pembelajaran yang terjadi di UIN Suka lebih banyak disebabkan oleh faktor SDM pengajar. Problem di UM lebih dikarenakan oleh faktor SDM mahasiswa yang belajar. Dilihat dari aspek kelembagaan dan kurikulum bahasa asing, UM bisa dikatakan lebih siap dalam menuju World Class University dan globalisasi. Hal ini berbeda dengan kesiapan UIN Sunan Kalijaga.

Kata Kunci: *Manajemen, Kurikulum, Pembelajaran Bahasa, Bahasa Inggris, Bahasa Arab*

Introduction

To survive amidst the fierce global competition of fast pace of communication and technology creating ease of information access worldwide regardless of distance, it is compulsory that Islamic education institution come up with a competitive advantage by providing its students with excellent proficiency of international language skills. The graduates with a foreign language are the primary requirement to access and comprehend information written in international languages worldwide. On this account, it is understandable why foreign languages are crucial and are a necessity for everyone.¹

Language learning in Higher Education is prepared for the achievement of four essential language competencies, listening, speaking, reading, and writing that teaches in an integrated manner. To this goal, it is

¹ Syamsudin Asyrofi, *Analisis Teks Book* (Yogyakarta: IAIN Sunan Kalijaga, 1988), hlm. 42.

essential that the learning strategies refer to the learning objective of providing students with both active and passive language proficiency.²

Along with the global requirement, the government through the Ministry of Religious Affairs has directed the Islamic higher education institution to gain the status of World Class University by boosting the university ranking.³ The main prerequisite for WCU ranking is an academic or educational improvement, which is achieved through mastery of international language proficiencies. In other words, WCU requires that the entire university academics, especially lecturers and students, acquire international language proficiencies. The status of WCU is a "dream" for all universities worldwide, both for the public and private universities, and UIN Sunan Kalijaga Yogyakarta is of no exception. To this end, the university is required to meet many qualifications, both regarding bureaucratic and academic aspects. Hence, it is essential that UIN Sunan Kalijaga learns from other universities bearing the title of WCU, including the University of Malaya to follow its successful path in gaining the status of WCU.⁴

The two universities, State Islamic University (UIN) Sunan Kalijaga Yogyakarta and Universitas Malaya (UM) Malaysia bear some similarities in that Islam characterizes the two higher education institutions. Also, both universities are known to implement foreign language learning as a crucial program to shape students' personality, behavior, and self-acknowledgment. On this account, the management of language learning is known to highly determine the success or failure of the language learning process. Thus, it is important to answer some questions that arises on the management of language learning in UIN Sunan Kalijaga Yogyakarta and University of Malaya

² Muhammad Abdul Hamid, *Pembelajaran Bahasa Arab: Pendekatan, Metode, Strategi, Materi, Dan Media* (Malang: UIN-Malang Press, n.d.), p. 64.

³ The real measurement taken by the Ministry of Religious Affairs to realize this goal is by mandating two State Islamic Universities (UIN), State Islamic University (UIN) Maulana Malik Ibrahim Malang and UIN Syarif Hidayatullah Jakarta to become an international standard university or World Class University (WCU). Mudjia Rahardjo, Chancellor of UIN Malang welcomed the plan of the Minister of Religion with enthusiasm. See *Republika*. "Two UIN Towards World Class University," *Republika*, 2014.

⁴ "Universitas Malaya (UM) Is the Oldest University in Malaysia, Which Was Established in 1905. UM Consists of 12 Faculties and 2 Academies and Dozens of Study Centers. In 2013 UM Ranked 167th out of around 500 World Universities. One of the Factors That Mad," n.d.

(UM) Malaysia in improving the students' foreign language skills from the aspects of institutional management, curriculum, learning strategies, and emerging learning problems, and how these aspects contribute to gain the status of World Class University.

This study takes as field research which enabled the researchers to collect data through interviews, observation, Focus Group Discussion, and documentation. Data were then processed qualitatively by three types of analytical methods, namely interactive analysis, content analysis, and comparative analysis.

Comparative Analysis of Foreign Language Learning Management at UIN Sunan Kalijaga and the University of Malaya

1. Institutional Management

UIN Sunan Kalijaga offers two international languages in their curriculum, namely English and Arabic. At the institutional level, all the seven faculties in UIN Sunan Kalijaga (Faculty of Adab and Culture, Da'wah and Communication, Sharia and Law, Tarbiyah and Teacher Training, Usuluddin and Islamic Thought, Social Sciences and Humanities, Science and Technology, and Faculty of Economics and Islamic Business) offer English and Arabic language in the undergraduate (S-1) curriculum as the university general course. However, some majors specializing in English or Arabic, have a more specialized curriculum on the two international languages. Likewise, the graduation competency is increasingly specialized and concerned on English and Arabic.

There are two departments in Sunan Kalijaga UIN that specialize in the field of Arabic, namely the Arabic Literature Department at the Faculty of Adab and Cultural Sciences and the Arabic Language Education Department at the Faculty of Tarbiyah and Teacher Training. Meanwhile, the English language put in the English Literature Department at the Faculty of Adab and Culture. Also, UIN Sunan Kalijaga UIN also provides the student with Center for Language Development which is responsible with the development of English and Arabic proficiency for students, lecturers, employees, alumni, and other users through a system of training and language competency testing or language tests.

On the other hand, The University of Malaya offers a broader range of international language programs. The Faculty of Languages and Linguistics that is the principal faculty to deal with languages makes 5 departments. There are the English Language, Asian and European Languages, Malaysian Languages and Applied Linguistics, Arabic and Middle Eastern Languages, and Language Unit.⁵

The English department offers courses related to the fields of English as a Second Language (ESL), Teaching English to Speakers of Other Languages (TESOL), English as a Foreign Language (EFL), and English for Specific Purposes (ESP). The Department of Asian and European Languages offers specialization in French, German, Italian, Japanese or Spanish. The Department of Malaysian Language and Applied Linguistics offers programs in Chinese and Tamil. The Department of Arabic and Middle Eastern Languages offers specialization programs in Arabic. Furthermore, the Language Unit teaches English for the Communication Program, which is a university requirement for all undergraduate students.

Overall, the Faculty of Language and Linguistics, which establishes on April 27, 1996, offers nine language specializations for Language and Linguistics undergraduate programs that are for Arabic, Chinese, English, French, German, Italian, Japanese, Spanish and Tamil.

The Language and Linguistics Faculty that is a concern with language is Faculty of Arts and Social Sciences and Faculty of Education offering Teaching English. The Bachelor of Art and Social Science studies English Literature related to Canonical Literature Studies in English and throughout the development of English Literature from the Middle Ages to Modern. The Faculty of Education was offering Teaching English for the bachelor as a Second choice Language. There are taking for Master Program in the Arabic language for a second choice study.⁶

Given the institutional aspect, it is conclusive that the international language learning at the University of Malaya is said to be more focused on

⁵ "Faculty of Languages and Linguistics," accessed December 28, 2018, <https://fll.um.edu.my/>.

⁶ admin, "Bachelor of Arts English," accessed December 28, 2018, <https://fass.um.edu.my/academics/udergraduate/arts-and-social-sciences/english>.

the specialization, with a broader scope of field studies and with a more comprehensive approach than the language learning in UIN Sunan Kalijaga. The Faculty of Language and Linguistics in UM is accurately determined to deal with the in-depth study of various international languages, while it is apparent that UIN Sunan Kalijaga UIN does not have any specific faculty concerning on the study of foreign languages with a wider variety, and a more comprehensive and sincere manner. The international languages studied in UIN Sunan Kalijaga UIN are only limited to English and Arabic, while UM offers more various foreign languages including Arabic, Chinese, English, French, German, Italian, Japanese, Spanish, and Tamil.

As seen from the broader scope of offered international languages and institutional management, UM is good preparing at gaining the status of World Class University. Moreover, UM is believed to be more capable at surviving the global competition in various aspects than UIN Sunan Kalijaga whose international language offering is limited only to the study of English and Arabic without having a specific faculty specializing in the field of language.

2. Organization of English and Arabic Curriculum

UIN Sunan Kalijaga applies scientific framework commonly referred to as scientific integration-interconnection. The scientific study area in Sunan Kalijaga UIN covers the fields of *hadlarah al-nash* (sciences related to religious texts), *hadlarah al-'ilm* (natural and social sciences), and *hadlarah al-falsafah* (ethical-philosophical sciences). The scientific area is studied integratively-interconnectivity, with a mutual connection between one to another.⁷

The scientific studies in Sunan Kalijaga UIN besides being integrative-interconnected with the Islamic sciences are also developed through the integration-interconnection with general sciences in the fields of social sciences, natural sciences, and humanities. This basic scientific framework is applied and developed in all faculties within UIN Sunan Kalijaga.⁸

⁷ Tim Penyusun, *Kerangka Dasar Keilmuan Dan Pengembangan Kurikulum UIN Sunan Kalijaga Yogyakarta* (Yogyakarta: Pokja Akademik UIN Sunan Kalijaga, 2006), p. 19.

⁸ Ibid., p. 20.

Given the applied scientific framework, each curriculum in the faculty designs and develops based on the scientific integration-interconnection framework. This scientific integration can be applied and developed in the philosophical, material, methodological, or strategic domains. On this account, the curriculum of English and Arabic language program applied in UIN Sunan Kalijaga is developed based on the scientific interconnection integration framework.

In contrast to UIN Sunan Kalijaga, the University of Malaya has several core values to be integrated into the core curriculum and programs of the university and faculty. These core values are a sense of integrity, respect, academic freedom, openness of mind, responsibility, professionalism, meritocracy, teamwork, creativity, and social responsibility.⁹ These core values shape students and their learning patterns for many subjects with the help of language as a means of international communication.

In UIN Sunan Kalijaga, English and Arabic are offered as General Core Courses to be completed by students in faculties. The effect of the courses is so regardless of the faculties and the departments specifically for study English and Arabic courses. The language of material curriculum put UIN Sunan Kalijaga Symbol by the integrated and interconnected framework with a relatively small number of credits, between 2 to 4 credits. However, the departments that specifically study English or Arabic as the focus of their studies usually will have a more specific curriculum and an in-depth and comprehensive study on language aspects.

In addition to the integration-interconnection scientific paradigm, the Curriculum of the Study Program at UIN Sunan Kalijaga is also developed by referring to the Indonesian National Qualifications Framework (KKNI) and the National Standards for Higher Education (SNPT). The curriculum is designed by firstly conducting a SWOT analysis and needs analysis. Therefore, the current curriculum presented to students must have covered various needs of various parties, both internal and external parties, namely the study program associations, lecturers, education staff, students, alumni, and graduates. Likewise, the ideal output of each study program is designed

⁹ Admin, "Vision, Mission and Objective," accessed December 28, 2018, <http://education.um.edu.my/about-us/general/vision-and-mission>.

by referring to the KKNi (INQF), by considering the scope of attitudes and values, abilities, knowledge, responsibilities and rights that will be carried out by prospective graduates. These abilities are in the learning objective of each subject in the study program.¹⁰

The Arabic language curriculum, in this case, is a list of courses to be completed by students, in the Arabic Language and Literature Department of the Faculty of Adab and Culture is directed at generating graduates who master Arabic linguistics, Arabic literature research, and master the translation of Arabic into Indonesian and from Indonesian to Arabic.¹¹ The Main Special Core Courses that support the achievement of the above skills are: *Fahm al-Masmu'* (I, II, III), *Ta'bir Syafawi* (I, II, III), *Qiraah* (I, II, III), *Kitaabah* (I, II, III), Arabic-Indonesian Lectures (I, II, III), Indonesian-Arabic Lectures (I, II), *al-Sharf* (I, II), *al-Nahwu* (I, II, III), *Balaghah* (I, II, III), *Ilm Lughah al-'Amm*, *Ilm al-Dalalah* (Semantic), *al-Tadawuliyah* (Pragmatic), *Figih al-Lughah*, *Ilm al-Ma'ajim wa al-Musthalahat*, *al-Lahjat al-'Arabiyah*, *Ilm al-Ushlub* (Stylistics), Language Research Methodology, *Tarikh al-Adab al-'Arabi* (I, II), *Ilm al-'Arud wa al-Qawafi* (I, II), *Naqd al-Nushush al-Adabiyah al-'Arabiyah*, Theory and Application of Literature (I, II), Literature Research Methodology, and Research Methodology.¹²

As a form of scientific development programs, Arabic Language and Literature Department has established several supporting institutions that is Adab Foreign Language Unit, adabiyat language studies journal, language laboratory and Middle Eastern Studies Institute. This unit aims to assist the development of Arabic and English. It uses for improving students on a better standard of foreign language skills. The adabiyat journal has accredited by the Ministry of Education and Culture's 2014 DIKTI. The journal shows at enriching the discourse of language, literature, and translation. Language Laboratory is a research development for language skills. Middle Eastern

¹⁰ Tim Penyusun, *Sosialisasi Pembelajaran: Menjadi Mahasiswa Visioner di UIN Sunan Kalijaga* (Yogyakarta: UIN Sunan Kalijaga, 2018), p. 32-33.

¹¹ Department of Arabic Language and Literature Faculty of Adab and Cultural Science, *Pedoman Akademik dan Penulisan Skripsi* (Yogyakarta: BSA FAIB, n.d.), p. 2-3.

¹² *Ibid.*, p. 8-9.

Studies Institute is to enrich, and concern studies a language, literature, and culture on Middle Eastern Studies.¹³

The scientific development program of Arabic Language and Literature Department carries out through various collaborations with external agencies. There are Yogyakarta Special Region (DIY) Language Center, LKiS Publisher, *Ittihaad Mudarrisi al-Lughah al-Arabiya* (IMLA), The American Institute for Indonesian Studies, the Association of *Adab* Lecturers, Matapena Community and Publishing Yogyakarta, MAN 1 Yogyakarta, and with several Islamic boarding schools in DIY.¹⁴

On the other hand, Arabic learning in the Department of Arabic Language Education (PBA), Faculty of *Tarbiyah* and Teacher Training (FITK) aim to generate professional Arabic language teachers and education staff. Human resources have competitive advantages to train researchers in the Arabic discipline and Islamic education to generate scholars with high academic professionalism to pursue a higher level of master education. The graduation of the university will be developed to produce high graduates ability independence and to have entrepreneurship skills in Arabic. There is to produce graduates with competitive skill quality to work world institutions.¹⁵

To achieve the abovementioned objectives, the department offers the following main core courses: Arabic, Mantiq/Logic Science, *al-Khath wa al-Imla'*, *al-Nahwu*, *al-Sharf*, *al-Balaghah*, *al-Istima' wa al-Kalam*, *al-Kitabah*, *al-Qira'ah*, Educational Linguistics, *al-Tarjamah al-Tahririyah*, *al-Tarjamah al-Fauriyah*, *al-'Arabiyah li al-Aghradh al-Khashah*, Arabic Calligraphy and Graphic Design, *Nushush al-Adab al -Araby*, Arabic Language Learning Models and Methods, Evaluation of Arabic Language Learning, Development and Writing of Teaching Materials, Learning Media for Arabic Language, Arabic Language Seminar, Arabic Language Curriculum Development, Arabic Language Learning Planning, Professional Development, Sociolinguistics,

¹³ *Ibid.*, p. 3.

¹⁴ *Ibid.*, p. 4.

¹⁵ Tim Penyusun, *Buku Pedoman Akademik Program Sarjana (S1)* (Yogyakarta: FITK, 2018), p. 86.

Educational Sciences, Educational Philosophy Islam, Teaching Field Practice, and Research Methodology.¹⁶

To improve the quality of education and to learn in Arabic, the Arabic Education department has made the following efforts such as establishing *an-Nasyath* activity organization and PBA Suka Media Team Institute.

An-Nasyath group established to enable Arabic Education students to share the experience for learning Arabic, to use the Arabic lessons in the classroom in practiced for competitions language contests. An-Nasyath has some divisions based on different activities such as Calligraphy, Arabic Speech, choir by *Ghina ro Arobiy* group, Arabic Poetry, *Qiroatul Kutub*, Arabic Language Debate, and *Qiroatul Akhbar*.¹⁷

Another activity organization is the PBA Suka Media Team Institute. The organization accommodates students abilities as a kind of mini-laboratory for Arabic Education students when they want to develop Arabic learning media. The activities carried out by the PBA Media Team that is Discussion on Learning Media, Covering layout, Editing Manuscripts, Book design, Product Marketing, Presentation for Training Learning Media, and Calligraphy Training.¹⁸

The Department of English Literature of Faculty of Adab and Culture specifically and profoundly addresses the study of English. The curriculum takes for following students competency achievements. It is the point of integrating and interconnecting English language and literary research with global Islamic values. It produces written works in the form of prose, poetry, and drama. It studies English and non-English literature with a similar paradigm. It takes the western paradigma into Indonesian context. It uses to apply audiovisual translation dubbing and subtitling application programs.

The core courses of the English Literature Department are: Vocabulary, Phonetics and Phonology, Morphology, Syntax, Functional Syntax, Semantics, Sociolinguistics, Grammar of English, Introduction to Literature, Listening, Speaking, Reading, Writing, Linguistics, Translation,

¹⁶ *Ibid.*, p. 86-88.

¹⁷ PBA FITK UIN Sunan Kalijaga, "Profil An-Nasyath," 2018, p. 2.

¹⁸ *Ibid.*, p. 2-3.

History of Literature, Stylistics, Language Teaching, BIPA Teaching, French Language, French for Specific Purposes, Professional Development, Poetic Elements, Themes of Poetry, Elements of Prose, Narratology, Novel Review, Dramatic Criticism, Dramaturgy and Dramatic Performance, Linguistic Theories, Literary Theories, Islamic Studies, Film and Media Studies, Cultural Studies, Popular Literature, Literary Criticism, Critical Discourse Analysis, Pragmatics, Comparative Literature, Film & Media, Research Methodology and Seminars, National Studies.¹⁹

To develop student language proficiency, the English Literature Department cooperates with RELO mainly to develop student academic writing and the development of English skills for employees.

On the other hand, the study of English and Arabic at the UIN Suka Center for Language Development focuses on the implementation of a standard achievement of a language training program on TOEC (Test of English Competence) and IKLA (*Ikhtibaar Kafa'ah al-Lughah al-'Arabiyah*) for junior students. Also, the Center for Language Development is also responsible with English and Arabic language development training for lecturers, employees, and the general public.²⁰

The training to achieve a standard passing grade of TOEC and IKLA established quality objectives of UIN Sunan Kalijaga. It is stipulating the students to achieve a TOEC score of 400 and an IKLA score of 400 when they want to take the *Munaqosah*/oral defense exam.²¹

Judging from the aspect of the curriculum and its objectives, the foreign language curriculum (English and Arabic) studied at Sunan Kalijaga UIN is more academic since it is mainly intended for the development of scientific knowledge in English and Arabic through theoretical studies, research, and translation. However, the study of Arabic in the Department of Arabic Language Education prepares the students to become a professional Arabic teacher.

¹⁹ Jurusan Bahasa Inggris Fakultas Dakwah dan Ilmu Budaya, "Kurikulum Jurusan Sastra Inggris," 2018.

²⁰ P2B UIN Sunan Kalijaga, "Profil Pusat Pengembangan Bahasa UIN Sunan Kalijaga Yogyakarta," 2015, p 10.

²¹ Tim Penyusun, *Pedoman Akademik UIN Sunan Kalijaga Yogyakarta* (Yogyakarta: UIN Sunan Kalijaga, 2014), p. 20.

UM prepares international language learning for global competition at work. UM students are expected to have significant international language proficiency and in-depth linguistic knowledge according to their preferred language programs. Graduates are projected to have brilliant career prospects in various fields such as teaching, journalism, publishing, editing, writing, diplomacy, foreign affairs, television and radio broadcasting, translation and interpretation, corporate communication, marketing, advertising, public relations industry, tourism, hospitality and recreation, management and administration in both the public and private sectors.

Regarding the language curriculum model at UM, the University of Malaya has been providing the students with language service in accordance to The Malaysian Curriculum Development Centre policy in 1974, as it has applied the Communicative Language Teaching (CLT) paradigm in its language courses. This curriculum calls for the active participation of students in the class.²² Thus, the teachers are required to encourage students' interaction and activities during the learning process. They have to make sure that the students experience the language learning process. Hence, it is compulsory that teachers acquire a deep understanding of the language learning and teaching process.²³

The CLT curriculum primarily aims at preparing students to have adequate language proficiency to be getting employed since it is an essential factor to influence the employability of the university graduates. Thus, the goal of language teaching at the University of Malaya is to meet the language proficiency required by the industry 'to produce more competent and marketable individuals to confront global competitiveness.'²⁴ Language learning topics focus reflecting the needs of the industries potential to address the communicative needs of the learners.

²² Ramiza Darmi and Peter Albion, "English Language in the Malaysian Education System: Its Existence and Implications," in *3rd Malaysian Postgraduate Conference (MPC 2013)* (Australia, 2013).

²³ "It Is Noteworthy That Language Learning at the University of Malaya Is Mostly Carried out by Language Teachers Employed by Universities as University Language Teachers. These Language Teachers Who Work under the Faculty of Language and Linguistics Are Req," n.d.

²⁴ MOHE, *English for Work Syllabus* (Ministry of Higher Education, 2011).

The university put courses for improving English language proficiency and English proficiency with English level I, II, III, IV, and V which is equivalent to TOEFL, IELTS, and MUET from Basic English proficiency, pre-intermediate proficiency, to the intermediate level. In these courses, which are offered each with 3-semester credits, students are required to focus on speaking, reading, and writing competence with an emphasis on grammatical accuracy, vocabulary building, and language appropriateness. In Mastering English V, students are also provided with ample speaking practices to develop their confidence in communicating and interacting with others in a multitude situation. Besides, in this highest stage, students are also exposed to skills in writing paragraphs and essays after passing Mastering English IV students are to Essential Writing Skills with 3-semester credits. All these English proficiency courses are part of university courses provided for all admitted students to the Faculty of Languages and Linguistics.²⁵

In addition to those language proficiency courses, the students of faculty languages and linguistics take with Path University for English Language Courses with classified into Path 1, Path 2, Path 3, and Path 4, each of which is respectively equivalent with IELTS Band 4, IELTS Band 4.5-5, IELTS Band 5.5-6, and IELTS Band 6.5-9.00. However, it is prerequisite that is taking these Path courses students complete each level of compulsory Mastering English Program.

In the English advanced level, students are provided with Effective Communication Skill for 3 credits, Mastering English VI, Mastering English VII, Technical Writing Skills in English, Presentations Skills in English, Reading Critically, Advanced Communication Skills, and Advanced Professional Writing, each of which is provided with 3 credits and with prerequisite of IELTS Band 6 or MUET Band 5 or 6.²⁶

Besides having university courses, students are also required to have faculty courses which are into Faculty Core Courses and Faculty Elective Courses. Faculty Core Courses encompasses only four courses namely Introduction to Linguistics, Introduction to Sociolinguistics, Language Acquisition, and Semantics and Pragmatics. Meanwhile, the Faculty Elective

²⁵ *Ibid.*

²⁶ *Ibid.*

Courses embraces more than twenty courses namely Writing The Academic Paper, Discourse Analysis, Language and Communication, Methods in Language Research, Burmese Language 1 & 2, Filipino Language 1 & 2, French Language 1 & 2, German Language 1 & 2, Italian Language 1 & 2, Japanese Language 1 & 2, Korean Language 1 & 2, Portuguese Language 1 & 2, Russian Language 1 & 2, Spanish Language 1 & 2, Thai Language 1 & 2, Vietnam Language 1 & 2, Chinese Language 1, 2, 3, & 4, Dutch Language 1 & 2, Brazilian Culture, Myanmar Culture and Society, Philippines Languages and Cultures, History of Russian Culture and Civilization, Thai Culture and Society, Understanding Korean Wave, Arabic Language 1 & 2, Computer Assisted Language Learning (CALL), Translation: Theory and Practice, Chinese Language 1, Iban Language 1, 2, 3, 4, & 5.²⁷

The University has Core Courses and Elective Courses. Arabic language students take elective courses. There are Arabic Language for literary, public Speaking, Al-Quran hermeneutic and exegesis, Arabic for Business and Management, grammatical, Morphology, Lexicography Arabic, Arabic for Religious Purposes, Arabic for Communication and Tourism, Malay-Arabic Translation, Aswat and Tajweed (Sounds and Recitation), Arabic in Media and IT, Arabic Text Analysis , Arabic Literature Criticism, and Text Analysis of Arabic Literature.²⁸ The lesson brings for taking habit for Arabic communication well.

The Faculty has Elective and Core Courses lesson. The Bachelor of English and Linguistics are mandated to pass some English Core lesson and Elective Courses lesson. English core lesson is English Grammar, Effective Listening, and Speaking. The elective lesson studies History of English, Critical Reading, Effective Writing, Phonetics, and Phonology. Both lessons take for English in Use, World Englishness, Language in Group Interaction, Speaking in Public, Analyzing Text, Lexical Semantics, Intercultural Communication. The Language for reads meaning method for Gender in language, Techniques and Methods of Translation, Analyzing Spoken Interaction, Analyzing Literary Texts, Trends of English in the ASEAN Region, Language at Work, Language and Social Media, Grammatical Analysis, Revising and Editing, Discourse and Translation, English and the Performing

²⁷ *Ibid.*

²⁸ *Handbook of Faculty of Languages and Linguistics for The Undergraduate Programmes*, n.d.

Arts, English for Specific Purposes, Academic Project, and Language Disorders.²⁹

Moreover, they are also exposed to some workshops to aid them in Academic Writing such as Endnote, Turnitin, and Style Writer. They are also obliged to come up with a study plan for specific programs and elective courses they will take for the whole semester. This study plan will determine the proper foundation to determine the research area of interest.³⁰

Other than having some courses on language proficiencies, students take the opportunity to sharpen their public speaking skills through some students' clubs which have gained a national and international reputation in many language and debate contests. These students' clubs include: *First*, MADUM (Majlis Debat University Malaysia). The University Malaysia Debate Council (MADUM) is the third Council established under the TTNC secretariat after MASUM and MAKUM. MADUM originally was to manage the activities of debate and public speaking for public universities only. However, MADUM is currently collaborating with various government agencies and non-governmental organizations to embark on debate and public speaking among private universities, IPGs, and other educational institutions. *Second*, MORUM (Majlis Orator University Malaya/The University of Malaya Orator). This student council established in 1998 under the name of the University of Malaya Orator Club and Poetry. After almost 13 years using the name, there was an attempt to ensure better administrative coordination at the central level. Thus, in 2011, UM Orator & Poetry Club was reunited as MORUM which improve networks with other language debate clubs such as English, Chinese, and Arabic.

At its early stage of the establishment, the goal of Morum (then the Orator Club) was to create new leaders among students. Believing that the basic principle and strength to become a leader should have excellent public speaking skills, Morum is set up to achieve that goal.

Thus, regarding the language curriculum model developed at UIN Sunan Kalijaga and UM, distinguish that at UM the curriculum is more directed to confront the global competitiveness of the industry. Following the

²⁹ *Ibid.*

³⁰ *Ibid.*

policy of the Center for Curriculum Development in Malaysia in 1974, the University of Malaya has provided language courses with the Communicative Language Teaching (CLT) paradigm. The CLT curriculum primarily aims to prepare students to have sufficient language skills to get a job because it is an essential factor in influencing the feasibility of university graduates. On the other hand, the curriculum developed at UIN Sunan Kalijaga refers to the Indonesian National Qualifications Framework (KKNI) and the National Standards for Higher Education (SNPT) and integrate with the integration-interconnection scientific framework. The curriculum was prepared by firstly conducting a SWOT and needs analysis. Therefore, the curriculum presented to students must have covered input from various parties, both internal and external parties, including the study program associations, lecturers, education staff, students, alumni, and graduates.

3. Language Learning Strategies

UIN Sunan Kalijaga has applied Active Learning or Student-Centered Learning as its primary learning strategy. Active learning requires students to be more active in the learning process, leaving a room for lecturers to assign as learning organizers, observers of student activities, facilitators when students face learning problems, and evaluators of the abilities achieved by students.

Regarding the learning strategies' application in the classroom, the lecturers are noted to use many methods which emphasizes students' activities which involve physical, mental, emotional, and intellectual activities to achieve educational goals related to maximum cognitive, affective and psychomotor insights.³¹ There are various learning methods as a manifestation of active learning strategies, such as Problem Based Learning, Discovery Learning, Self-Directed Learning, Contextual Learning, and Project Based Learning.³²

In addition to active learning, lecturers are required to apply integrative-interconnect learning, namely by integrating or interconnecting subjects taught with other disciplines by implementing it in the

³¹ Tim Penyusun, *Sosialisasi Pembelajaran: Menjadi Mahasiswa Visioner di UIN Sunan Kalijaga*, p. 39-40.

³² *Ibid.*, p. 40.

philosophical, material, or strategic area. The learning model is well-implemented in the classroom during the learning process, each lecturer is required to create a Learning Plan within each semester which includes aspects of active learning and scientific aspects of integration-interconnection.

Meanwhile, The University of Malaya is known to apply Communicative Language Teaching as its language learning systems and strategies. The CLT curriculum requires all teachers to set up a learning objective at the initial of every language course as the learning guideline throughout the course. The learning objective will enable language learners to see the learning output they have to acquire throughout the course. Knowing the clear learning objectives, learners will gain a sense of achievement whenever they gain some new skills, boosting their motivation to expand their endeavor on other more advanced skills. The university classes are designed to be comprised of mostly around 30 students to enable active participation in the learning process. There will ensure that lecturers can closely monitor the students' active participation in class.

Classroom goals should address all components of communicative competence: grammatical, discourse, functional, sociolinguistic, and strategic. Language techniques that the lecturers employ should engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. It emphasizes fluency and accuracy as complementary principles underlying communicative techniques. The language uses productively and receptively. The activities are learner-centered, and the learners focus on their learning process. In this way, the lecturer's role is mainly as a facilitator to guide the learners in the interaction that takes place in the classroom. CLT focuses on developing learners' communication skills.³³

By the focus group discussion conducted for students of TEFL and TESOL of the University of Malaya, revealed that for the sake of interactive language learning, the lecturers had applied a student-centered approach which places a great deal of attention on the active participation of the

³³ MOHE, *English for Work Syllabus*.

students.³⁴ In this way, lecturers play an essential role of facilitators who will guide the students throughout the learning process.³⁵

To maintain a dynamic class flow, firstly, the lecturers are required to create a lesson plan for each session stating the clear objective and individual skill to acquire. The lecturer will also have to refer to some main resources to process in the learning lesson. In addition to the primary references, the lesson plan also shall jot down some activities to be applied in class. This classroom activity shall take note of the active participation of the students and the time allocated for each activity. It delineates the evaluation process once the activities accomplished done.

It is apparent that what is applied by UIN Sunan Kalijaga and UM is not much different. Both universities apply similar language learning strategies since CLT, and active learning models emphasize students' active participation in language learning. The only difference lies in the aspect of implementation since, in CLT, the lecturers are required to engage students in the use of pragmatic, authentic, functional language for meaningful purposes, and emphasize fluency and accuracy as the free principles underlying communicative techniques. In other words, language learning is uses productively and receptively. Meanwhile, the language learning at UIN Sunan Kalijaga highlights the need to integrate and interconnect language materials with another discipline, besides encouraging students to use English and Arabic actively.

4. Various Problems at Stake

The Focus Group Discussion with students of the Faculty of Tarbiyah and Teacher Training and Adab and Culture Faculty of UIN Sunan Kalijaga reveals some language learning problems at stake. Based on the students' experience in classroom implementation, some language learning problems are noted to relate to the preparation, learning strategies, and learning evaluation.

³⁴ "Focus Group Discussion with Students of TESL University of Malaya, October 8th," 2018.

³⁵ Oxford, *Taxonomy of Language Learning Strategies* (1990, n.d.).

First, in the aspect of preparation, some certain lecturers are known not to prepare a good learning plan, and thus it impedes the whole learning process and prevents the students from achieving the learning objectives.

Second, in the aspect of classroom implementation, all lecturers are always known to convey learning objectives or Semester Planning. Another noteworthy thing is that lecturers also have tried to use various methods of active learning strategies in the classroom. However, some senior lecturers are known to be less creative and innovative, since their teaching method is teacher-centered asking students to only focus on powerpoint slides they keep explaining throughout the class. There are also problems related to students' difficulty in understanding complicated subjects because of lecturers' inability to explain the materials. The problem is so because of the lack of effective communication between lecturers and students, making students clueless about the whole materials takes throughout the semester. When facing such problems, the only thing that students can do is to assess the particular lecturers with unsatisfactory feedback on the assessment form of lecturers' performance by the end of the semester. There is nothing they can do to ask for help in understanding the related materials except for reading on their own. Another problem will be dealing with students' low input on language proficiency and lack of practice in the classroom since there is no specialized training for students who are lagging.

Third, regarding the aspect of learning evaluation, a problem takes place because of the less logical process of evaluation carried out by individual lecturers. These specific lectures are known to be too busy doing some researches and having some projects. Thus, when it comes to class evaluation, these lecturers seem to give the even score for the whole students in class with no exception.³⁶

Similarly, foreign language learning at UM is also not free from various problems. Based on the Focus Group Discussion with TESL and EFL

³⁶ "S Group Discussion with English Literature, Arabic Literature and Arabic Education Students in Center for Language Development UIN Sunan Kalijaga Yogyakarta on October 22nd," 2018.

students and lecturers were several problems faced by students during the language learning process.³⁷

First, most students found it difficult to adapt to the international language environment on campus. At first, students who spoke Malay as their first language experienced some problems with their language skills. Even though they have been studying English for more than 11 years in their primary education, they still find it difficult to adapt to the campus's international environment. However, because they have to use English all the time both inside and outside the classroom, they begin to overcome this problem and no longer find it difficult to express themselves in English.

The continuous exposure to English through lecturers conveyed in English, international environment, and some debate clubs in English are found to improve the students' English proficiency. These productive activities that they consistently attended, train their listening, speaking, reading, and writing skills. As a result, they started to have a positive attitude in English learning and gain betterment.

The second problem deals with the learning challenge because of the CLT approach which is highly student-centered. Even though many say that the student-centered approach is proven to be fruitful for the development of students' critical thinking, the students complained that sometimes this learning approach made them clueless about the materials. Some students asserted that they had difficulties to follow the lesson because of the dynamic flow of the discussion.³⁸ Moreover, students also had difficulties in handling the problematic subjects throughout their study.

Fortunately, when classroom discussion and lecturer's presentation could not help the students to understand certain subjects, usually the lecturers would ask them to read some supporting journals and books to enlighten them. After reading those references, the students would have to show their understanding about the subject through a review. This method is known to force the students to work harder whenever they had difficulties in understanding the lesson.

³⁷ "Focus Group Discussion Conducted with TESL and TEFL Students of University of Malaya October 8th," 2018.

³⁸ *Ibid.*

From the aspect of learning problems, it is clear that most of the learning problems taking place in UIN Sunan Kalijaga are more attributed to the lecturers' factor since they fail to prepare a good lesson plan which impeded the learning process. Besides, some senior lecturers are lack of creativity and innovation in conveying the teaching materials. Thus, the classes held by these senior lectures tend to be monotonous and dull for the students. Communication between lecturers and students is sometimes less effective, thereby reducing the level of understanding of the material delivered. There are also lecturers who are never consistent in giving assessments.

In contrast, the learning problems that occur in UM are more attributed to student factors. They have difficulty adapting to the international language environment on campus. Also, although many say that a student-centered approach proves beneficial for the development of students' critical thinking, students complain that sometimes this learning approach makes them have difficulties in grasping the material.

To overcome the above problems, students in UM have tried to solve their problems by actively participating in many debates in foreign languages, participating in group discussions and seminars, and improving their understanding by reading journals and related reference books. Since the language learning problems in UIN Sunan Kalijaga do the lecturers factor, the students cannot do anything but giving unsatisfactory feedbacks in the lecturers' performance assessment form by the end of the semester.

Conclusion

By the analysis, it is possible to draw several conclusions. The institutional of UM is more prepared for foreign language learning than UIN Sunan Kalijaga. UM uses foreign language learning to prepare the students at work and UIN put foreign language learning for academic lesson except the Arabic language provided by the Arabic Language Education Department that is intended towards the objective of becoming a professional Arabic teacher. The institutional management of UM is more well-prepared to gain World Class University ranking and to enable the graduates to face global competition. It is advised that UIN Sunan Kalijaga learn from UM to better prepare for the global competition for world class university ranking.

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