THE TEACHING OF ENGLISH
AT PONDOK PESANTREN ATTARBIYAH
AL-ISLAMIYYAH IN PAITON PROBOLINGGO

THESIS

Maqbul Hidayat
NIM: 03320030

ENGLISH LETTERS AND LANGUAGE DEPARTMENT

HUMANITIES AND CULTURE FACULTY

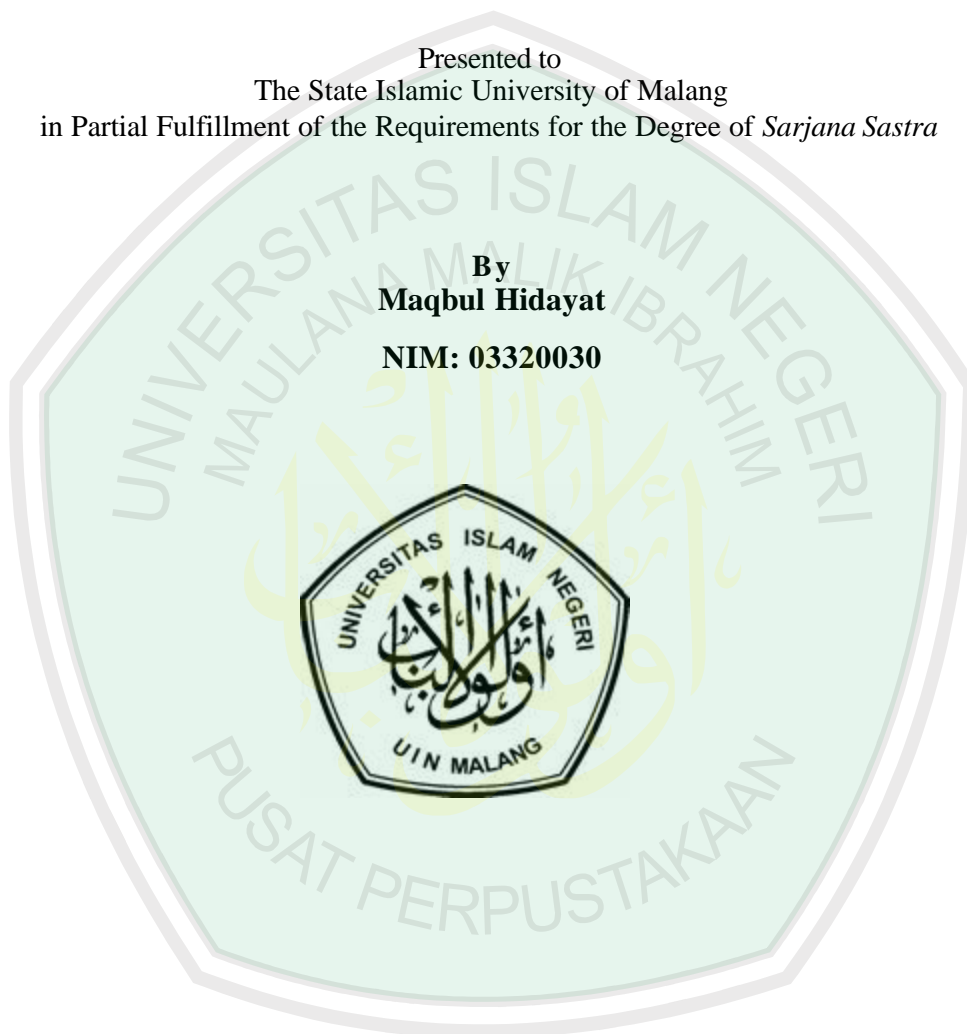# THE STATE ISLAMIC UNIVERSITY OF MALANG

2007

THE TEACHING OF ENGLISH
AT PONDOK PESANTREN ATTARBIYAH
AL-ISLAMIYYAH IN PAITON PROBOLINGGO

THESIS

Presented to
The State Islamic University of Malang
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra*

By
Maqbul Hidayat

NIM: 03320030

ENGLISH LETTERS AND LANGUAGE DEPARTMENT
FACULTY OF HUMANITY AND CULTURE
THE STATE ISLAMIC UNIVERSITY OF MALANG
2007

STATEMENT OF AUTHORSHIP

Name   : Maqbul Hidayat

ID Number   : 03320030
Address   : Jalan Sumbersari II/99 Malang

Hereby, certify that the thesis I wrote to fulfill the requirement for Sarjana entitled *The Teaching of English at Pondok Pesantren Attarbiyyah Al-Islamiyyah in Paiton Probolinggo* is truly my original work. It does not incorporate any materials previously written or published by another person, except those indicated in quotations and bibliography. Due to this fact, I am the only person responsible for the thesis if there is any objection or claim from others.

Malang, September 27, 2007

Maqbul Hidayat

APPROVAL

This is to certify that the Sarjana's Thesis of Maqbul Hidayat entitled *The Teaching of English at Pondok Pesantren Attarbiyyah Al-Islamiyyah in Paiton Probolinggo* has been approved by the thesis advisor for further approval by the board of examiners.

Malang, September 22, 2007

Approved by,
Advisor

Acknowledged by,
The Head of English Letters and
Language Department

Dra. Hj. Syafiyah, MA
NIP 150246406

Dra. Hj. Syafiyah, MA
NIP 150246406

Approved by,
The Dean of the Faculty of Humanity and Culture

Drs. H. Dimjati Ahmadin M.Pd
NIP 150 035 072

LEGITIMATION SHEET

This is to certify that the *Sarjana* thesis, entitled "*The Teaching of English at Pondok Pesantren Attarbiyyah Al-Islamiyyah in Paiton Probolinggo*" written by Maqbul Hidayat, has been approved by the Board of the Examiners as one of the requirements for the Degree of *Sarjana Sastra* in English Letters and Language Department, Faculty of Humanities and Culture at the State Islamic University of Malang.

The Board of Examiners: Signatures

1. Drs. Langgeng Budianto, M.Pd   (Chairman)
    NIP 150327259   ………………..

2. Dr. H. A. Habib, M.A   (Main Examiner)
    NIP 130902073   ………………..

3. Dra. Hj. Syafiyah, M.A   (Advisor)
    NIP 150246406   ………………..

Approved by,
The Dean of the Faculty of Humanity and Culture

Drs. H. Dimjati Ahmadin M.Pd
NIP 150035072

ACKNOWLEDGMENTS

Alhamdulillah, all praises and thanks are Allah's, the Lord of the world who has given us His uncountable graces, especially to me myself. Because of His blessing and graces, I was finally able to finish the writing of this thesis on time. Shalawat and Salam may always be blessed and poured down upon our beloved prophet, Muhammad peace be upon him, his relatives, companions, and those who always keep firmly his legal way of life till Hereafter.

The writing of this thesis is intended to fulfill the requirement for achieving the degree of Sarjana/S1 at the State Islamic University of Malang. The writing of

this thesis would not have been completed without some contribution and support from many people. Thus, in this chance I want to express my deepest gratitude to my advisors, Dra. Hj. Syafiyah M.A and Rina Sari, M.Pd, who have given me invaluable guidance, correction, and patience, which finally enabled me to finish the writing of this thesis successfully. Furthermore, here I also want to express my sincerely thanks to:

1. My beloved parents "Bapak & Ibu". Thank you very much for your sincere love and prayers that you have given and presented to me so far. Trust me, your love and prayers will always be my inspiration to do the best for the sake of Allah, His messenger, and this only religion during my lifetime.

2. The headmaster of Pondok Pesantren Attarbiyyah Al-Islamiyyah in Sukodadi, Paiton Probolinggo. Thank you for the support from which I got valuable chance to do my fenomenal thesis and finished it at due time.

3. My older brother and sister (Herman and Amala) and all of my family members. Thank you very much for your best support, love and cheerfulness.

4. The Rector of UIN Malang, Prof. DR. H. Imam Suprayogo. Thank you very much for the chance given so that I could study in this university and finally get so much knowledge that is very useful.

5. The dean of the Faculty of Humanity and Culture of UIN Malang, Drs. H. Dimjati Ahmadin M.Pd. Thank you very much for your cooperation so that I could finally finish taking all lectures in English Department and all things that related to the completeness of the writing of my thesis.

6. All lecturers of mine in English Department, especially to Drs. Langgeng Budianto, M.Pd and Dr. H. A. Habib, M.A. Thank you very much for your love, valuable knowledge, opportunity and experiences that you've given to

me so that I was finally able to get the degree of Sarjana in English Department in UIN Malang.

7. My beloved sweetheart, Neni Farkhiana Ulfa. Thank you very much for your sincere love, assistance, help, prayers and every thing that you has given and presented to me so far.

8. All friends of mine in English Letters Department, especially to Evi, Farida, Chori, Farihin, Sahrowi, Nono, and Fikri. Thank you very much for support, assistance, help, and familiarity, so I could finally finish the writing of this thesis. I am so grateful to have friends just like you. Be sure that I do love you and will always miss you forever though we are about to separate each other.

9. The one with whom I always shared my experience and talked about friendship, love, wisdom and maturity, and also her gang (Wujud, Abay, Taufiq, and all students at PPAA). Thanks so much for your nice smile, familiarities, hospitality, prayers and assistance in making me understands more about the meaning of wisdom and maturity. I'm so sorry for all mistakes that I've ever committed to you. I hope that Allah still gives us many more chances and opportunities to meet each other someday. *Amien ya Rabbal 'Alamien*.

10. All people who are living in Panti Asuhan Sunan Ampel, especially Umik, Abah, Mas Sukar, Mbak Dyah, Pak Shodiq, Mbak Udhoh, Bulek, Bude Mini, bu Marmi, Pak Nouval, Pak Musonnif, Pak Edi and all my sweet orphan children. Thank you very much for your sincere prayers, so that I could finally finish the writing of this thesis on time. Trust me, I will always miss you forever.

11. The people whom I cannot mention one by one. Thank you very much for everything you've given to me. I'll forever miss you all.

DEDICATION

This thesis is dedicated to:

My Beloved Mom (Ibu Hj. Sittri) and Dad (Bpk. H. Adrawi),
My lovely and best older brother and sister (Herman & Amalia), my
beloved brother in-law and sister in-law (Wahyudianto & Fatimah), my
nieces (Dinda & Yayan), and my candidate of wife (Neni Farkhiana Ulfa).
Thank you very much for your great endless love, care and prayers.

My best friends
(Chori, Farihin, Sahrowi, Noval, Efendi, Edi, Luluk, Farida and Evi)
Thank you very much for your prayers, support and help.

My "only best friend"
(Abay, Wujud, Agus, and Yudi)
And all of his gang members
Thank you very much for the discussion, smile, joke, and prayers. I hope
this friendship will be eternal, both in this world and Hereafter.

All my new friends at PPAA, and my sweet orphan children in PASA.

MOTTO

"THE LORD HELPS THOSE WHO HELP THEMSELVES"

وَعَسَىٰٓ أَن تَكْرَهُواْ شَيْـًٔا وَعَسَىٰٓ أَن تُحِبُّواْ شَيْـًٔا وَهُوَ شَرٌّ لَّكُمْ وَٱللَّهُ يَعْلَمُ وَأَنتُمْ لَا تَعْلَمُونَ ﴿٢١٦﴾

"… And it may be that you dislike a thing, which is good for you and that you like a thing, which is bad for you. Allah knows but you do not know." (QS. 02: 216)

TABLE OF CONTENTS

ABSTRACT

Hidayat, Maqbul. 2007. The Teaching of English at Pondok Pesantren Attarbiyyah Al-Islamiyyah at Paiton Probolinggo. Thesis, English Letters and Language Department, Faculty of Humanies and Culture, the State Islamic University of Malang. Advisors (1) Dra. Hj. Syafiyah M.A (II) Rina Sari. M.Pd

Key Words: teaching English, pondok pesantren, PPAA

English is the main foreign language taught in secondary schools and universities in Indonesia. However, due to the importance of English, it is not only taught in formal schools but also at pesantrens.

This study investigated the teaching of English at Pondok Pesantren Attarbiyyah Al-Islamiyyah (PPAA) in Paiton Probolinggo, whose students, mostly coming from out of Paiton. The research questions of this study were about the objective of teaching English, the kind of syllabus used, the materials used, the teaching techniques used, the kinds of media, and the evaluation system accomplished at PPAA. The study also aims at describing the English teachers' qualifications, and the teacher's problem in teaching English.

This present study used descriptive quantitative research design since it seeks facts and causes of human behavior through the collection of objective and quantifiable data. The instrument used was questionnaire. The target population was all English teachers and students at PPAA. For the teachers and the students, the researcher applied total sampling. So the accessible population was all English teachers amounting to 6 and all students at Elementary Class (EC) and the students at Intermediate Class (IC), which was amounted to 85. To interpret the data, the researcher used the percentage technique. At first, he classified the data into table. Then the highest percentage was used as a conclusion.

It was found out that there was an integration of the teaching of English and Islamic mission at PPAA. The main teaching objective was to help the students to be able to communicate with foreigners in the circumstance of daily conversation. The language skill focused was on speaking, whereas the components were grammar and pronunciation. The other objectives were to spread the Islamic teaching and friendship, to educate the students to have good attitude, and better self-confidence.

There was no written syllabus, but they used time schedule instead. The language skills taught were speaking, listening, reading, and writing; while the components were grammar and structure, pronunciation, vocabulary, and spelling. The reading material was taken from Practice and Progress, one of the "New Concept English" series by L.G. Alexander.

The techniques used by the teachers were story retelling, memorizing vocabulary, reading aloud, dictation and translation, discussion, debate, dialog (question and answer), listening to cassettes, doing grammar exercises and drill, game and role-play, speech activity. The media available at PPAA were still picture, audio recorder, and realia. There was no library and laboratory.

The rule "PPAA is English Speaking Area" required the students to speak English all the time inside and outside classroom, and the researcher found that the students obeyed the rule faithfully. The teachers and students did not face very serious problems during the teaching and learning process. Although the media available were very limited, the teachers were still able to conduct a proper teaching and learning process that made the students always actively participate when they were in class.

All the teachers were PPAA graduates, and most of them were senior high school graduates. Some of them were continuing their study to universities at the time the researcher was conducting her research. The students were mostly junior high school, only few of them were senior high school student. Their reasons to study English were mostly because English was required to get a good a job.

The result of the study shows some conclusions which can be summarized as follow:

- There is no written syllabus in PPAA, but time schedule is used instead.

- The materials given to the students differ based on the levels of EC and IC. The teaching material is focused on grammar, while all the activities done are aimed to make them speak E nglish.
- The teachers employ various techniques to activate students to speak English. The specific characteristics of PPAA are the application of the rule of "SEC is Speaking English Area".
- The media available are very limited, but the teachers are still able to conduct proper teaching and learning process.
- To evaluate the students' achievement, an oral test is administered when the subject topic has been finished, whereas the written test is only given when it is needed. At the end of each level, the students get an oral and a written examination on grammar and translation.
- The students' education backgrounds vary but all of them are junior high school. Only some of them are senior high school.
- The teachers think that they do not face serious problems in teaching. Their problem is only the students' variety in intelligence. To make the students understand easier in their teaching, they use their own creativity to make simple media.
- In general, the teachers do not stick on a certain method in conducting teaching and learning process. The method used at PPAA is a combination of Grammar Translation Method, Audiolingual Method, Direct method, and Communicative Approach.

The suggestion addressed to the headmaster and the teachers at PPAA were about developing written syllabus, providing more media, and teacher self's improvement.

For further studies are needed to complete the descriptions of PPAA. For example, future researchers are suggested to conduct a study about the career of PPAA graduates. At what field they are working, what profession they have, and whether their English mastery really helps them in their job. Another study may also be needed to asses the students' speaking accuracy or the teachers' proficiency.

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the study, statement of the problems, purpose of the study, scope of the study, significance of the study, and definition of the key terms.

1.1 Background of the Study

English as an international language has become the most important language in modern era. As a developing country, Indonesia uses English not only as means of communication with foreigners but it is also used to study technology, science, and economics from other established countries. Since most of journals, bulletin, articles, and other multiple resources which are relevant for any field are written in English. As Baradja (1993:2) said that most books in the libraries of universities and institutes are written in English. Therefore, English is one of the subjects taught in Indonesian public schools.

In addition, English is not only learned by the students in public schools but also learned by the students in Pondok Pesantren in Indonesia. Pondok Pesantren as an agent of change in society should develop its society not only in religion but also in economic and cultural aspects (Sulaiman, 1985:245). Therefore, Pondok Pesantren should give information which is useful for its society and due to its functions, English is also taught in Pondok Pesantren besides Arabic.

However, the teaching of English in Indonesia has not given satisfying result yet. Murdibjono (1990) identified the factors of the failure of the teaching of English as a foreign language in Indonesia. They are: (1) the size of the class; (2) the

environment; (3) the quality of the teachers; (4) the time allotment for English; and (5) the student's motivation.

Kasbolah (1993:49) said that the school and community also influence the teaching and learning of English. In this regard, a language environment will significantly arouse the interest of the students to learn English more enthusiastically. In other words, the teaching of English needs to be linked to the language community in which the language users can communicate it one another. Based on the research findings conducted by Efendi (1987) about the students' English proficiency at Pondok Pesantren Gontor, it shown that the teaching and learning of English in that pesantren becomes successful because of some factors. Firstly, English is used regularly as a means of communication besides Arabic. Secondly, there are many people who can speak English. Thirdly, English becomes the most important language besides Arabic, so that it gets big attention from the students.

Informal environment, particularly friends have very strong effect to learn language (Dulay 1982). When the students at Pondok Pesantren Gontor keep speaking English and Arabic, they directly or indirectly will create a good language learning environment.

English is also taught in Pondok Pesantren Attarbiyah Al-Islamiyah in Sukodadi Paiton Probolinggo, East Java for the level of Elementary School, Junior High School, and Senior High School. Pondok Pesantren Attarbiyah Al-Islamiyah is a place where people usually study religion, but Pondok Pesantren Attarbiyah Al-Islamiyah as an education institution is not only a place for people who want to study knowledge about Islamic religion but it is also a place for people who want to study English.

Pondok Pesantren Attarbiyah Al-Islamiyah has some distinctive features. First, it tries to develop the students in science, technology, and cultural art by learning the subject from other countries through studying their books which have not been translated into Indonesian.

Besides that, PPAA tries to create a good learning environment that is especially dealing with language mastery. The students learn English more intensively since they must stay in the dormitories and use English as their compulsory language in their daily communication. At night, they study knowledge about Islamic religion, such as some Islamic classic books which had been translated into English and Arabic whose materials were developed by the headmaster in that pondok pesantren. Another distinctive feature of PPAA is that the students are expected to have the spirit of self-help, experience, and knowledge to be able to create independent employment by establishing English course.

The success of the teaching of English at this pondok pesantren can be proved by the fact that most graduates of PPAA establish some English courses around their district after they graduate from this pondok pesantren.

Those unique characteristic of Pondok Pesantren Attarbiyah Al-Islamiyah inspire the researcher to investigate the teaching and learning of English at Pondok Pesantren Attarbiyah Al-Islamiyah.

1.2 Statement of the Problems

In general, the problem of this research is how the teaching of English at Pondok Pesantren Attarbiyah Al-Islamiyah (PPAA) is. In particular, it attempts to answer the following research questions:

1. What is the objective of the teaching of English at PPAA?

2. What kind of syllabus is used at PPAA?

3. What are the materials used at PPAA?

4. What are the teaching techniques used to teach English at PPAA?

5. What kinds of media are used to teach English at PPAA?

6. What is the evaluation system accomplished at PPAA?

7. What is the English teachers' qualification at PPAA?

8. What problems do PPAA teachers have in teaching English?

1.3 Objectives of the Study

The purpose of the study is to describe: (1) the objective of teaching English; (2) the kind of syllabus; (3) the materials used; (4) the teaching techniques used; (5) the kinds of media; (6) the evaluation system accomplished at PPAA. The study also aims at describing the English teachers' qualifications, and the teacher's problem in teaching English.

1.4 Scope and Limitation of the Study

There are many factors that influence the success of teaching of English. Those can be classified into two categories, namely linguistic and non-linguistic factors. Both categories determine the success and the failure of teaching of English. In this regard, the study is limited to the study of non-linguistic factors of the teaching of English at Pondok Pesantren Attarbiyyah Al-Islamiyyah in Paiton Probolinggo.

Thus, the study is focused on studying the teaching of English at PPAA, particularly deals with the objective of English teaching, materials, kinds of syllabus, teaching techniques, kinds of media, evaluation system, teacher's qualification, and teacher's problem in teaching English at Pondok Pesantren Attarbiyyah Al-Islamiyyah in Paiton Probolinggo.

1.5 Significance of the Study

This research is expected to have both theoretical and practical contribution. Theoretically, the findings will contribute ideas, concept of information to applied linguistics, especially dealing with the teaching of English as a Second Language (TESL).

Practically, the research is expected to be useful as a feedback for the headmaster to improve the condition of the institution based on the policy to conduct the English teaching-learning. Besides that, the information given in this research can be used to evaluate and to improve the teaching and learning process conducted by the teachers. For perspective researcher, the findings of this research can also be used as a reference to conduct further research on the implementation of English teaching. As a result, it gives information about the particular technique of teaching and learning English at Pondok Pesantren Attarbiyah Al-Islamiyah that can be implemented in other pondok pesantrens, English courses, schools, colleges, and etc.

1.6 Definition of the Key Terms

The following definitions are intended to make the readers have the same understanding or perception for some terms used in this research. They are also intended to avoid ambiguity or misinterpretation. They are as follow:

1. Pondok pesantren is an Islamic institution where students usually study, stay in the boarding school, and follow the rule during the day and night.

2. A syllabus is an instrument by which the teacher with the help of syllabus designer can achieve a degree of fix between the needs and aims of the learner.

3. A teaching technique is a particular trick used to accomplish an immediate objective.

19

4. Pondok Pesantren Attarbiyah Al-Islamiyyah (PPAA), a Pondok Pesantren where students not only stay in dormitories and study knowledge about Islamic religion but also conduct teaching and learning of English.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter reviews the related literature about language teaching that covers aspects of teaching foreign language, factors in teaching and learning process, and previous studies.

2.1 Aspects of Teaching Foreign Language

The aspect of teaching and learning consists of reviews about curriculum and syllabus, teaching methods, instructional media, and evaluation system.

2.1.1 Curriculum and Syllabus

There are variety of definitions of curriculum. One of them is as stated by Robertson in Yalden (1987:18) namely: "The curriculum includes the goals, objectives, content, processes, resources, and means of evaluation of all the

learning experiences planned for pupils both in and out of school and community through classroom instruction and related program."

A syllabus is an element of curriculum. Similar to curriculum, a syllabus also covers all of the components of curriculum, those are: teaching objective, material, activities and evaluation. A syllabus is the framework for a course of study listing the contents of that course (Harmer, 1985:19). Once a syllabus exists materials can be written and teachers can decide how long they need to spend on various parts of the syllabus and how long they will need in class to complete it. The syllabus is clearly important since it says what will be taught based on the needs, situation, and students existed. There are some kinds of syllabus for language teaching. Krahnke (1985: l0-12) says there are 6 kinds of syllabus in language teaching those are:

a. *A structural or formal syllabus* is one in which the content of language teaching is a collection of the forms and structures, usually grammatical of the language being taught. The examples of structures include: nouns, verbs, adjectives, statements, questions, complex sentences, subordinate clauses, past tense, and so on, although formal syllabus may include other aspects of language form such as pronunciation or morphology.

b. *A notional or functional syllabus* is one in which the content of the language teaching is a collection of the functions that are performed when language is used, or of the notions that language is used to express. The examples of functions include: informing, agreeing, apologizing, requesting, promising, and so on. Example of notions include size, age, color, comparison, time, and so on.

c. A situational syllabus is one in which the content of language teaching is a collection of real or imaginary situations in which language occurs or is used. The examples of situations include: seeing the dentist, meeting a new student, asking directions in a new town, and so on.

d. *A skill-based syllabus* is one in which the content of the language teaching is a collection of specific abilities that may play a part in using language. Skill-based syllabi group linguistic competencies (pronunciation, vocabulary, grammar, sociolinguistic, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-informed paragraphs, giving effective oral presentations, taking language test, and so on.

e. A Task -based syllabus. In task-based instruction the content of the teaching is a series of complex and purposeful tasks that the students want or need to perform with the language they are learning. The tasks are defined as activities with a purpose rather than language they are learning, and the performance of the tasks is approached in a way that is intended to develop second language ability. Examples are applying for a job, talking with a social worker, getting housing information over the telephone, etc.

f. *A content-bused syllabus is* not really a language teaching syllabus at all. In content-based language teaching, the primary purpose of the instruction is to teach some content or information using the target language.

Furthermore, Krahnke (1985:9) says that almost all actual language teaching syllabi are combinations of two or more of the types defined here. On the other hand, for a given course, text, or curriculum, one type of syllabus usually dominates; that is, while other types of content may be combined with the

22

dominant type, the majority of the content reflects one or another type of syllabus.

2.1.1.1 Teaching Objective

Teaching objectives are the main factor that should be considered in developing a curriculum or a syllabus since it determines the learning experiences or activities which have to be done by the students (Tjokrosujoso, 1996). Mackey (1981:323) says that the most usual objectives included in the syllabus are understanding, speaking, reading, writing, grammar, translation, and mental discipline. He also says that the ultimate aim of a language-teaching course is to teach the learner to use the language accurately, fluently and independently. Whereas Pratt (1980: 186) says that objectives should be personally and socially functional. An objective is personally functional if its attainment is likely to benefit the learner at once or in the future. It is socially functional if it benefits people other than the learner.

2.1.1.2 Material and Activities

According to Gebhard (2000:89) materials used in EFL/ESL classrooms are created by four groups of people, those are publishing companies, government agencies, curriculum development teams at the school level, and classroom teachers. In a private language schools, commercial materials used are EFL/ESL texts, audiotapes with accompanying workbooks, videotapes with worksheets for students, and computer programs. A public school used materials produced or selected by a government education agency or committee. Those who teach at certain universities, well-established private language schools, and corporations with language programs, are teaching with locally designed materials. These "in-

house materials" are usually produced by the teachers who have some EFL/ESL teaching experiences.

Forsyth (1995:82) defines learning materials as those things the learners learn from and include self instructional print material, computer-based programs, interactive video-disks and audio tapes. Furthermore Forsyth categorized learning materials into three kinds: (1) *print material,* i.e. handouts, self-instructional booklets, assignments, and books, (2) audio visual material, i.e. tape and text, and (3) *computer material* i.e. multimedia interactive systems, computer-based training programs, CD ROM programs, and interactive video disks.

According to Ornstein (1990:320) there are some general considerations to determine the material and media used in learning situation, those are:

- *Interest,* the extent to which the learner's curiosity is aroused and sustained by the use of instructional aids.

- *Relevance*, the degree to which the experience provided by the aids is related to the learner's personal needs arid goals.

- *Expectancy,* the degree to which the learner expects to succeed at learning and sees success as being under the teacher control when using the aids.

- *Satisfaction,* the level of outcome and the learner's satisfaction in performing the tasks.

All those factors above influence students' subsequent performance with instructional material.

In selecting instructional materials, Ornstein (1990:322) suggests the teacher to consider the following questions:

(1) Do the materials tit the objectives? Materials should fit the objectives of the course.

(2) Are the materials well organized?

(3) Are the materials well designed? The material should be attractive, the size

should be appropriate with the intended use; the printing should be readable

with adequate margins and comfortable type size.

(4) Do the materials provide sufficient repetition through examples, illustrations,

questions, and summaries to enhance understanding of content? Young

students and low-achieving students need more repetition, overview, and

internal summaries, but for all students the material should be faced properly,

they should have sufficient time to digest and reflect on it.

(5) Is the material suitable to the reading level of the students? Many teachers can

make this type of judgment intuitively by reading through the material, and

others can make the judgment after students experience the materials.

The teachers and school committees should vary the questions they ask to suit their

own goals.

While Forsyth (1995:83) suggests the following factors for the teacher to

select instructional materials.

1. The type of subject matter that is going to be delivered.

2. The type of instructional material that is going to be delivered.

3. The availability of the materials. The teacher can buy the material, adapt

commercial material for his own use, or produce the material by himself.

It is better for the teachers to consider the factors above in selecting the kind of

instructional materials they are going to use.

There are two kinds of activities in the teaching and learning process, those

are: (1) teacher activities and (2) student activities. Teacher activities are some

activities conducted by the teacher as presentation to a group, such as an

explanation with the materials shown through an overhead projector, or some other activity interactions, such as a review discussion. Student activities are the responsibility of the students as they work by themselves, such as reading, laboratory work, and completing worksheets; other activities are the responsibility of the students when they are active members of a small group e.g. reporting and replying

2.1.2 Teaching Methods

Richards and Rodgers (1986) state that a method consists of three components, those are approach, design, and procedure. *Approach* refers to theories about the nature of language and language learning that serve as the source of practices and principles in language. While *design* refers to the level of method analysis which includes: (a) what the objectives of a method are; (b) how language content is selected and organized within the method, that is, the syllabus model the method incorporates; (c) the types of learning tasks and teaching activities the method advocates; (d) the roles of learners; (e) the role of teachers; and the role of instructional materials (Richards and Rodgers, 1986:20). The third component is *procedure.* Procedure, according to Richards and Rodgers (1986:26), is "the actual moment-to-moment techniques, practices, and behaviors that operate in teaching a language according to a particular method".

The relationship among the three components is not sequential (Richards and Rodgers, 1986:29). Method can be developed into three components. The following is a discussion of some major methods which have been used in Teaching English as a Foreign Language (TEFL). They are Grammar

Translation Method, Direct Method, Audio Lingual Method, and

Communicative Approach.

2.1.2.1 The Grammar Translation Method

Richards and Rodgers (1986) does not discuss Grammar Translation

Method specifically based on their idea about the method. The characteristics

of Grammar Translation method are discussed by Larsen-Freeman (1986:11-12)

as follows:

- The goal is that the students are be able to read literature written in the

  target language. To do this, students need to learn about grammar rules and

  vocabulary of the target language.

- The teacher has the authority in the classroom. The students do as he says,

  so they can learn what he knows.

- In the teaching and learning process, students are taught how to translate

  from one language to another. The students study grammar deductively;

  that is, they are given the grammar rules and examples, are told to

  memorize them, and then are asked to apply the rules to other examples.

- Most of the interaction in the classroom is from the teacher to the students.

  There is little student initiation and little student-student interaction.

- Vocabulary and grammar are emphasized. Reading and writing are the

  primary skills that the students study.

- The meaning of the target language is made clear by translating it into the

  students' native language. The language that is used in class is mostly the

  students' native language.

- Written tests in which students are asked to translate from their native

  language to the target language are often used.

27

- Having the students get the correct answer is considered very important.

- The techniques used are translation of literary passage, reading to comprehension questions, antonyms/synonyms, cognates, deductive application of rule, fill-in the-blanks, memorization, use words in sentences, and composition.

According to Mackey (1981:151) this method is simply a combination of the activities of grammar and translation. The main features of the method are as follows:

- The grammar is an outline of formal grammar.

- The vocabulary depends on the texts elected.

- The teaching begins with rules, isolated vocabulary items, paradigms and translation.

- Easy classics are then translated.

- Vocabulary is divided into lists of words to be memorized, but there is little relationship between the vocabulary of successive lessons.

- Pronunciation either is not taught or is limited to a few introductory notes.

- Grammar rules are memorized as units, which often include illustrative sentences.

2.1.2.2 The Direct Method

Grammar Translation Method was criticized as teaching too much on grammar and translation and ignoring speaking and pronunciation. Direct Method is a reaction to the Grammar Translation Method. Its characteristics are opposite to tile characteristics of the Grammar Translation Method. The

characteristics of Direct Method are discussed in Larsen-Freeman (1986;24-26) as follows:

- Teachers who used the direct method intend that student learn how to communicate in the target language.

- The teacher and the students are more like partners in the teaching and learning process.

- In the teaching and learning process; teachers who use the direct method believe students need to associate meaning and the target language directly. Students speak in the target language a great deal and communicate as if they were in real situation. The teacher uses a situational syllabus. Grammar is target inductively, that is the students are presented with examples and they figure out the rule or generalization from the examples.

- The initiation of the interaction goes both ways, from teacher to students and from students to teacher, although the latter is often teacher-directed. Students converse with one another as well.

- Language is primarily spoken, not written. Therefore, students study common, everyday speech in the target language. They also study culture consisting of the history of the people who speak the target language, the geography of the country or countries where the language is spoken, and information about daily lives of the speakers of the language.

- Vocabulary is emphasized over grammar. Oral communication is seen as basic, and pronunciation also receives attention right from the beginning of a course.

- The students' native language should not be used in the classroom.

- Evaluation is accomplished using both oral and written skills. For examples the students might be interviewed orally by the teacher or might be asked to write a paragraph about something they have studied.

- The teacher, employing various techniques, tries to get students to self-correct whenever possible.

- The techniques commonly used are reading aloud, question and answer exercises, getting students to self-correct, conversation practice, fill-in-the-blank exercise, dictation, map drawing, and paragraph writing.

Whereas Mackey (1981:151) states the main characteristics of the direct method as follows:

- The use of everyday vocabulary and structures.

- Grammar taught by situation

- Use of many new items in the same lesson to make the language sound natural and to encourage normal conversation.

- Oral teaching of grammar and vocabulary.

- Concrete meanings through object lessons: abstract ones through the association of ideas.

- Grammar illustrated through visual presentation.

- Extensive listening and imitation until forms became automatic.

- Most of the work done in class; more class hours needed for the method.

- The first few weeks devoted to pronunciation.

- All reading matter first presented orally.

In general the characteristics stated by Larsen-Freeman and those stated by Mackey are similar.

2.1.2.3 The Audio-lingual Method

Audio-lingual method is basically a continuation of Direct Method with some influence of behaviorism. This method is described by Richards and Rodgers (1986:49-59) as follows.

a. Approach

Theory of Language

William Moulton (1961) in Richards and Rogers (1986:49) proclaimed the linguistic principles on which language teaching methodology should he based: "Language is speech, not writing... A language is a set of habits... Teach the language, not about the language... .A language is what its native speakers say, not what someone thinks they ought to say... .Languages are different".

Theory of Learning

a. Foreign language learning is basically a process of mechanical habit formation.

b. Language skills are learned more effectively if the items to be learned in the target language are presented in spoken form before they are seen in written form.

c. Analogy provides a better foundation for language learning than analysis. Analogy involves the processes of generalization and discrimination. Explanations of rules are therefore not given until students have practiced a pattern in a variety of contexts and are thought to have acquired a perception of' the analogies. Hence the approach to the teaching of grammar is essentially inductive rather than deductive.

d. The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation. Teaching

a language thus involves teaching aspects of the cultural system of the people who speak the language (Rivers (1964) in Richards and Rodgers (1986:51))

b. Design

Objective

Brooks distinguishes between short-range and long-range objective of an audiolingual program. Short-range include training in listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs on the printed page and ability to reproduce these symbols in writing. Long-range objectives must be language as the native speaker uses it …. There must be some knowledge of a second language as it is possessed by a true bilingualist Brooks (1964) in Richards and Rodgers (1986:52).

The syllabus

Richards and Rodgers (1986:53) stated that Audiolingualism is a linguistic, or structure-based, approach to language teaching. The starting point is a linguistic syllabus, which contains the key items of phonology, morphology, and syntax of the language arranged according to their order of presentation. The language skills are taught in the order of listening, speaking, reading, and writing.

Types of Learning and teaching activities

Dialogues and drills form the basis of audio-lingual classroom practices. Dialogues are used for repetition and memorization. Correct pronunciation, stress, rhythm, and intonation are emphasized. After a dialogue has been presented and memorized, specific grammatical patterns in the dialogue are selected and become the focus of various kinds of drills and pattern-practice exercises Richards and Rodgers (1986:53).

Learner rules

According to Larsen-Freeman (1986) stated that students are imitators of the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible Larsen-Freeman (1986:43). Whereas Richards and Rodgers (1986), learners are reviewed as organisms that can be directed by skilled training techniques to produce correct responses. Learners play a reactive role by responding to stimuli, and thus have little control over the content, pace, or style of learning. They are not encouraged to initiate interaction because this may lead to mistakes Richards and Rodgers (1986:56).

Teacher roles

Larsen-Freeman (1986:43) says that the teacher is like an orchestra leader, directing and controlling the language behavior of her students. She also is responsible for providing her students with a good model for imitation. While Richards and Rodgers (1986:56) argues that the teacher's role is central and active: it is a teacher-dominated method. The teacher models the target language, controls the direction and pace of learning, and monitors and corrects the learners' performance.

The role of instructional materials

Instructional materials in Audio-lingual Method assist the teacher to develop language mastery in the learner. A student textbook is often not used in the elementary Phases of a course where students are primarily listening, repeating, and responding. Tape recorders and audiovisual equipment are often the central roles in an audio-lingual course Richards and Rodgers (1986:57).

c. Procedure

Audiolingualism Involves extensive oral instruction. The focus of instruction is on immediate and accurate speech; there is little provision for grammatical explanation or talking about the language. As far as possible, the target language is used as the medium of instruction, and translation or use of the native tongue is discouraged.

Practitioners found that the practical results fell short of expectations. Students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom, and many found the experience of studying through audio-lingual procedures to be boring and unsatisfying. In addition, Chomsky (1966) in Richard and Rodgers (1986:59) say that sentences are not learned by imitation and repetition but "generated" from the learner's underlying "competence".

2.1.2.4 The Communicative Approach

The Communicative Approach is an alternative to solve the weakness of Audio-lingual Method. Communicative Approach is described by Richards and Rodgers (1986:69-81) as follows:

a. Approach

Theory of Language

The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop "communicative competence" (Hymes (1972) in Richards and Rodgers (1986:69)).

Theory of Learning

The theory of learning is based on 3 elements (Richards and Rodgers, 1986:72). The first element might be described as the communication principle: Activities that involve real communication to promote learning. The second element is the task principle, i.e. activities in which language is used for carrying out meaningful tasks to promote learning. The third element is the meaningfulness principle: language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner In meaningful and authentic language use (rather than merely mechanical practice of language patterns).

b. Design

Objectives

According to Piepho (1981) in Richards and Rodgers (1986:73) the objectives Communicative Approach are:

l. an integrative and content level (language as a means of expression);

2. a linguistic and instrumental level (language as a semiotic system and an object of learning;

3. an effective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);

4. a general educational level of extra-linguistic goals (language learning within the school curriculum).

The syllabus

Yalden in Richards and Rodgers (1986:74) describes the major current communicative syllabus types, i.e.

•   structure plus functions,

•   functional spiral around a structural one,

- structural, functional, instrumental

- functional

- notional

- interactional

- task based

- learner generated

Types of learning and teaching activities

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain tile communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of' information and information sharing.

Learner roles

Breen and Candlin (1980) in Richards and Rodgers (1986:77) state that the role of the learner as negotiator - between the self, the learning process, and the object of learning - emerges from and interacts with the role of joint negotiator within the group undertakes.

Teacher roles

Breen and Candlin (1980) in Richards and Rodgers (1986:77) say that the teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and text. The second role is to act as an independent participant within the learning-teaching group.

The role of instructional materials

A wide variety of materials have been used to support communicative approaches to language teaching. Communicative Approach views a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use.

c. Procedure

- Presentation of a brief dialog or several mini-dialogs, preceded by a motivation (relating the dialog situations to the learners' probable community experiences) and a discussion of the situation-people, roles, setting, topic, and informality of the language which the function and situation demand.

- Oral practice

- Question and answer

- Oral recognition, interpretative activities

- Oral production activities, etc.

2.1.3 Instructional Media

Instructional media play a key role in the design and use of systematic instruction (Gerlach, 1980:241). A medium, broadly conceived, is any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills, and attitudes. In this sense the teacher, the textbook, and the school environment are media.

Gerlach (1980:247) classified media into some types that are still picture, audio recording, motion picture, television, real things, simulations, and models, programmed and computer-assisted instruction.

a. *Still Pictures*

Photographs of any object or even constitute still pictures. Photographs may appear as textbook illustrations, as bulletin board materials, as slides, film strip frames, or overhead transparencies. And still picture is a record or a copy of a real object or event which may be larger or smaller than the object or even it represents. Even though there is no motion, it may be suggested, such as in a still picture of a boy running toward first base. It may be in color or black and white.

b. *Audio Recordings*

Recording are made on magnetic tape, on dishes, or on motion picture sound tracks. These are reproductions of actual events or of' sound effects. Sounds are genuine and are presented in the sequence in which they actually happen unless the recording is edited. Obviously, one of the most important types of audio recording is verbal material.

c. *Motion Pictures*

A motion picture or videotape recording is a moving image in color or black and white produced from live action or form graphic representations objects or events may be in normal motion, in slow motion, time lapse or stop motion.

d. *Television*

This category includes all types of audio-video electronic distribution systems which eventually appear on a cathode ray tube (television monitor). Television can originate from a variety of sources and can be distributed in many ways, but the signal eventually is displayed by a television receiver.

e. *Real Things, Simulation, and Models*

This category includes people, events, objects, and demonstrations, Real things, as contrasted with other media, are not Substitutes for the actual object or event. They are, in fact life itself, often in its natural setting. Ornstein (1990;354) defines simulation as abstractions of the real world involving objects, processes, or situations.

f. *Programmed and Computer-Assisted Instruction*

Programs are sequences in information (verbal, visual, or audio) which are designed to elicit predetermined responses. The most common examples are programmed textbooks or instructional programs prepared for computers.

2.1.4 Evaluation System

Ornstein (1990:111) says that evaluation is a process in which we put a value or assign worth to something. Another definition of evaluation is uttered by Tuckman (1975:12). It is a process wherein the parts, processes, or outcome of a progress are examined to see whether they are satisfactory particularly with reference to the program's stated objectives, our own expectations, or our own standards of excellent. The assessment of a program's outcome or results is facilitated by measurement. In other words, test may be used constructively in the process of evaluation. Essentially, tests are tools that are useful in a number of processes such as evaluation, diagnosis., or monitoring. More specifically, a test can be considered to be a kind of class of measurement device typically used to find out something about a person. Moreover, it is the kind of measuring device in which the person provides samples of his or her own behavior by answering questions or solving problems.

There are three primary reasons why a teacher gives tests (Tuckman, 1975:43) i.e. to determine whether and to what degree each student is

experiencing learning and development (this is the monitoring and certification function), to identify those students who are not learning and growing and in particular the area of their deficiency (this is the diagnostic function), and to determine whether instructional inputs are, in general, effective (the program evaluation function).

Doff (1992:257) says that it is important to give regular tests to the class which have two benefits i.e. (1) they tell the teacher what the students can and cannot do, and therefore how successful the teaching has been; and they show what areas need to be taught in the future; and (2) they tell the students how well they are progressing and where they need to focus their attention as learners. Regular tests also encourage students to do their learning seriously.

Ornstein (1990-111) uses two major criteria for selecting tests namely reliability and validity. Reliability means that the test yields similar results when it is repeated over a short period of time or when a different form is used. Mercer (1989:15) added that reliability refers to the test's consistency. While validity, according to Ornstein means that the test does measure what it is represented as measuring. An invalid test does not measure what it should. Validity or appropriateness addresses themselves to the question of whether the test measures what it is supposed to measure.

Based on the test's constructor, Djiwandono (1996:22) classified a test into two i.e. (1) standardized test, and (2) teacher-made test or classroom test. A standardized test is an instrument that contains a set of items that are administered and measured according to uniform scoring standards (Ornstein, 1990:116).

Teacher-made tests are frequently the major basis for evaluating students' progress in school (Ornstein, 1990:132). Although the specific purposes of the tests and intended use of the outcomes vary among schools and teachers, tests play an important part in the life of the students and teachers. Teacher-made test requires appropriate planning so that instructional objectives, curriculum content, and instructional materials are related in some meaningful fashion.

Ornstein (1990:133) categorized classroom test or teacher-made test into two i.e. short-answer test (multiple choice, matching, completion, and true false), which is sometimes called objective test, and essay (or discussion) tests, sometimes called free-response tests. Short answer tests require the students to supply a specific and brief answer, usually one or two words; essay tests require the student to organize and express an answer in his or her own words and do not restrict the student to a list of response. An essay test usually consists of a few questions, each requiring a lengthy answer. A short-answer test consists of many questions each taking little time to answer.

Mackey (1981:404) says tests may be designed for four different purposes: (1) to find out how much of the language a person actually knows (proficiency test); (2) to get an idea of how much of it he will be able to learn (prognostic tests); (3) to find out how much of a course he has actually learned (achievement tests), and (4) to discover what remains to be taught (diagnostic tests).

Before the test is designed, what skills and components intended to test should be determined (Mackey, 1981:405). Which skill-listening, speaking, reading, writing? Which component of each skill does it test-the discrimination

of sounds, the understanding of content, pronunciation, oral expression, reading speed, spelling, composition, translation?

Ways of assessing performance in the four major skills may take the form of test of (Heaton, 1989:8):

• Listening (auditory) comprehension, in which short utterances, dialogues, talks and lectures are given to the testees;

• Speaking ability, usually in the form of an interview, a picture description, role play, a problem-solving task involving pair work or group work;

• Reading comprehension, in which questions are set to test the students' ability to understand the gist of a text and to extract key information on specific points in the text; and

• Writing ability, usually in the form of letters, reports, memos, messages, instructions, and accounts of past events, etc.

A test of grammar and usage measures students' ability to recognize appropriate grammatical forms. The most common types of objective items used to test awareness of the grammatical features of the language (Heaton, 1989:34) : multiple-choice items, error-recognition Items, rearrangement items, completion items, transformation items, items involving the changing of words, 'broken sentence' items, pairing and matching items, combination items, and addition items.

A test of vocabulary measures students' knowledge of the meaning of certain words as well as the patterns and collocations in which they occur (Heaton, 1989:34) Such a test may test their active vocabulary (the words they should be able to use in speaking and in writing) or their passive vocabulary (the words they should be able to recognize and understand when they are listening to

someone or when they are reading). In another common type of vocabulary test students are given a passage to read and required to replace certain words listed at the end of the passage with their equivalents in the passage.

Whereas the test items of phonology, according to Heaton (1989), might attempts to assess the following sub-skills: ability to recognize and pronounce the significant sound contrast of a language, ability to recognize and use the stress patterns of language, and ability to hear and produce the melody or patterns of the tunes of a language (i.e. the rise and fall of the voice).

2.2 Factors in Teaching and Learning Process

The review of factors in teaching and learning process consists of the review about teachers and students.

2.2.1 Teacher

Teacher is the most powerful person in the classroom (Gebhard, 2000:69). He has the authority to influence the kind of interaction that goes in the class. Each teacher has his own teaching style, but they should be based on teaching principles. Mercer (1989:12) states that teaching styles are developed individually, but they should not be based on whims, biases, or personal opinions. Teachers have the responsibility of examining the research and applying the findings as they develop teacher practices. One of teaching principle drove the teacher to enjoy teaching, since good teaching is a difficult job. It requires a lot of physical and mental energy.

Ashworth (1985) identified four characteristics of language teachers. They can be summarized as follows:

a. Knowledge: Teachers must have in depth knowledge of subject field and must keep up to date, that is, teaching and continuous learning is inseparable.

b. Skill: Good teaching results from competent classroom organization and management, from clear and stimulating lesson presentation, and from the effective use of a variety of techniques.

c. Personal qualities: Some personal qualities which result in an effective teacher are enthusiasm, kindness, humor, patience, sincerity, and intellectual curiosity.

d. Professionalism: Teachers can engage in activities that improve the quality of teaching.

Ashworth (1985) also mentioned some items which language teachers can perhaps exercise some control:

1. the nature and extent of their preservice training

2. their continuing in service training

3. their competency to plan and organize for learning

4. the choice of role they assume in the classroom director, facilitator, lecturer, co-learner, etc

5. the effectiveness of their lesson preparation

6. those personal qualities which need to be further developed

7. the respect they draw from their colleagues and from community

8. their working conditions

9. their attitude toward their job and profession

10. their access to professional journals

11. their active participation in a teacher's organization.

Talking about the qualification of the foreign language teacher, Hammerly (1982) wrote that proficiency in the second language is essential. Proficiency in the foreign language refers to both performative knowledge of the language and cognitive knowledge about the language, the former is important for modeling, the latter to present and explain language structures in the classroom. Furthermore, he also stated that the limitation of the teacher's knowledge of the language impose limitation on what he can do in the classroom.

2.2.2 Student

In order to teach effectively, the teachers need to learn about their students, since some of the procedures will vary depending upon the students in their classes.

Ashworth (1985:69) mentioned some characteristics that a teacher should control from one classroom to another as follows:

1. students' attitudes toward learning the target language;

2. their goals for learning the target language;

3. their fluctuating motivational levels;

4. their physical health;

5. their emotional stability;

6. their intellectual capacity and development;

7. their previous education;

8. the learning style they bring to the classroom;

9. the other languages the know;

10. their membership in the dominant or minority group;

11. their socio-economic status;

12. the moral and financial support they receive from their families to continue their education;

13. their perception on their career opportunities that learning the target language may open up;

There is an assumption that children are better at language acquisition than adults. This assumption is supported by both scientific and anecdotal evidence. Duley (1982:78) said that children who acquired second language in natural environments are more likely to eventually sound like native speakers than adults are. He also said that adults may appear to make greater progress initially, but children nearly always surpass them.

Dealing with a good age of second language acquisition, Duley (1982:78) stated that the turning point in language learning ability seems to occur at about puberty. Children under ten who experience enough natural communication in the target language nearly always succeed in attaining native like proficiency, while those over fifteen rarely do, although they often come very close.

2.3 Previous Studies

There was research done by Achmad Effendi (1987) about the students' English proficiency at Pondok Pesantren Modern Gontor in Ponorogo that is up to now that pondok pesantren uses the Direct Method in English teaching.

In using the Direct Method, students are taught to associate meaning and the target language directly. New target language words or phrases are introduced through the use of realia, pictures, pantomime, never the native language. Students speak in the target language a great deal and communicate as

if in real situations. Grammar rules are learned inductively by generalizing from examples Larsen- Freeman (1986:24-25).

The result of this research shown that the teaching and learning of English in that pesantren becomes successful because:

1. English is used regularly as a means of communication besides Arabic.

2. There are many people who can speak English.

3. English becomes the most important language besides Arabic, so that it gets big attention from the students.

Another is about teaching English at Pondok Pesantren Al-Mawaddah in Ponorogo. Ratna Daiturrohmah (1996) who did her research in that pondok pesantren said that the curriculum of Pondok Pesantren Al-Mawaddah is similar to Public Islamic Junior High School (MTs) and public Islamic Senior High School (MAN).

Pondok Pesantren Al-Mawaddah in Ponorogo still uses the Direct Method in teaching English. In teaching and learning process, both teacher and students initiate interaction. Teacher directs class activities, but students and teacher are partners in the teaching and learning processes.

Besides the English teaching in the classroom, there are some activities that must be followed by each student to improve the students' English proficiency. Those activities are English speech training and English conversation group. In addition, each student has to use English and Arabic in his or her daily communication every other week. The students will be punished by the language court if they do not follow the rule. Usually the punishment is that they have to look for some vocabulary items, memorize them, and put them into sentences.

PPAA is also like other Islamic educational institutions which educate students to learn knowledge about Islamic religion. Something that makes PPAA different with the other institution is that it has no formal educational system. In short, PPAA students study general science in public schools.

However, PPAA is a similar to English course system from which students learn and master English proficiency but a bit difference is that all students have to stay in the boarding school and use English in their daily communication. The students will be given some punishments by the headmaster if they do not follow the rule. The punishment is usually filling the water in bathroom using handy pumping, wearing a pair of slippers or shoes tied with rope on her neck for all day, and even being shaved in bald. Mostly student conciously speak English every time due to the headmaster. He becomes the man of pesantren from which the student willingly follow the rule which was issued by him.

Therefore, those special characteristics of PPAA made all the aspect of teaching of English was set as creative as possible based on the student competency. In addition, the graduate was expected to have enough skill in English, strong mentality, good attitude so that he can set up an English course wherever he wants to.

CHAPTER III

RESEARCH METHOD

This chapter deals with the research design, population and sample, research instruments, techniques, and data analysis of the study.

3.1 Research Design

In this research descriptive-quantitative was applied. It described the teaching of English at Pondok Pesantren Attarbiyyah Al-Islamiyah Paiton Probolinggo which dealt with the objective of the English teaching, the kind of syllabus, the materials used, the teaching techniques used, the kinds of media, the evaluation system accomplished at PPAA. The study also aims at describing the English teachers' qualifications, and the teacher's problem in teaching English. The data was gathered using questionnaire for both teachers and the students.

3.2 Population and Sample

The target population of the research was all students who stayed in the dormitories of the pesantren. The researcher chose PPAA as the object of the research since PPAA has an English program which possibly represents other English courses. There were 6 English teachers and 85 students. Thus, the accessible population was all the teachers and all the students who stayed in the dormitories at PPAA. So, for the teacher and the students, the researcher applied total sampling. It means that the accessible population was all English teachers and all students at PPAA. It can be seen at Appendix 5.

3.3 Research Instruments

In gathering the data, the researcher used questionnaire for the teachers and the students which were written in Indonesian.

3.3.1 Questionnaire

There are two kinds of questionnaires used by the researcher; the first questionnaire was given to the teachers and the other one was given to the students. The description of the questionnaires can be seen at Appendix 6.

3.3.1.1 Teacher Questionnaire

The questionnaire for the teachers consisted of 20 questions about teaching objectives (items no. 4, 5, 6, 10, 11, 12), syllabus (item no. 3), teaching material (items no. 7, 8, 9), teaching techniques (items no. 2, 14, 15), media (item no. 13), evaluation system (items no. 18, 19, 20), the teachers' attitude and perception toward teaching English (item no. 1) and the problem they faced when conducting teaching and learning process (item no 16, 17). The questionnaire included teachers' personal data i.e.: name (item no. i), sex (item no. ii), place and date of birth (item no. iii), address (item no. iv), religion (item no. v), educational background (item no. vi), teaching experience (item no. viii), their additional education or any seminar, workshop, etc that they had joined (item no. vii), and any job experience they had (item no. ix). All the items described can be seen at Appendix 1.

3.3.1.2 Students' Questionnaire

Students' questionnaire consisted of 12 questions about learning material (item no. 1), the students' attitude and perception toward the teaching and learning process

(items no. 4, 5, 6, 9), the media used by their teachers (items no 7 and 8), the test they

took (items no. 10, 11, 12), and the problem they faced when learning English (items

no. 2, 3). The student questionnaire also included the students' personal data, those

are name (item no. i), class (item no. ii), place and date of birth (item no. iii), address

(item no. iv), religion (item no. v), educational background (item no. vi), and any

English courses they ever followed (item no. viii). Only few items of the students'

personal data were analyzed. All the items described can be seen at Appendix 2.

3.4 Techniques

The data collection done by the researcher was on August and September

2007. The teachers' questionnaire was given on August 27 until September 2, 2007.

Sometimes it took place in the office after the teachers finished teaching the students.

Then the students' questionnaire was given to both the Elementary Classes (EC) and

the Intermediate Class (IC) students in their classes. It was conducted from August 23

up to September 2, 2007. It can bee seen at Appendix 4.

3.5 Data Analysis

Since this study attempts to describe the teaching of English, so the data

which have been conducted before were analyzed by using and applying the

following formula:

$$\% = \frac{F}{N} \times 100\%$$

Where   : N = The total number of respondents

F = The frequency or number of respondents fil ling on item

To interpret the data, the researcher firstly classified the data into table. Then

the highest percentage was used as a conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents description of research object, data presentation, and analysis and discussion.

4.1 Description of Research Object

Pondok Pesantren Attarbiyyah Al-Islamiyyah (PPAA) in Paiton Probolinggo is pondok pesantren founded on August 24, 1998. It is not only like other pondok pesantrens which teach the students knowledge of Islamic religion but it also has an English program which obliges the students to use English in their daily communication. PPAA opens registration every new academic year similarly to public school.

The English Program at PPAA has two levels, namely:

1. Elementary Class (EC)

    EC is the beginning level. The students have to attend classes three times a week.

2. Intermediate Class (IC)

    IC is the continuation of the previous level. The students have to attend class for three times a week. There is requirement to enter this level. The students of course must pass the Elementary Class (EC). After the students finish this level, they have to pass an examination. If they pass the examination, they will have free class but if they fail, they have to retake IC.

    At this level, the IC students are expected to speak English any time, inside and outside class, even when they joke in the room or buy soft drink at the cafeteria. The students should spend two years to finish the entire levels. In addition, PPAA does not have its own calendar, so that the holiday for the students was given when there was holiday in the school.

When the researcher conducted PPAA the research, the number of PPAA students was 85, consisting of 3 classes of EC level and 2 classes of IC level, with 15 students in Elementary Class and 20 students in Intermediate Class. The researcher found that some of the graduates established English courses after they study at PPAA.

Since PPAA has not been licensed to Dindiknas (Dinas Pendidikan Nasional), so the government cannot control PPAA's development about PPAA's progress, such as giving information about the number of the students.

4.2 Data Presentation

The data were divided into two parts in sequence; the data obtained from the teachers then the data obtained from the students. Thus, in order to analyze more easily, the researcher categorized some related items of each part of questionnaire.

4.2.1 Data Obtained from Teachers

The problem include the objective of teaching, the syllabus, the material, the teaching technique, the media, the evaluation system, the teacher's qualification, and the teacher's problem they faced in teaching of English.

4.2.1.1 The Teaching Objective

From the data obtained, there were 83.33% responses of the questionnaire saying that teaching objective could be achieved, while 16.66% said it could not be achieved.

When they were asked whether there were other objectives, 66.66% said that PPAA had other teaching objectives which were not stated in the "syllabus", and 33.33% said that there was no other objectives. The other objectives were to spread

54

Islamic mission and friendship, to educate students to have good attitude and increase their self-confidence, and to enhance the English speaking habit. There were 66.66% respondents who felt sure that other objectives could be reached, whereas the rest 33.33% said no.

About the teachers' perception toward the English skills that the students need, they placed speaking on the first priority. Speaking got 66.66%, reading 16.66%. listening 0%, and writing got the same percentage as reading, 16.66%. They were also asked to make the proportion of percentage for each skill, and the responses showed that speaking got the greatest percentage, that was 68.33%, then listening got 6.66%, reading got 12.5%, and the least percentage was put on writing, whose percentage was 12.5%.

According to the teachers, the English components covered at the teaching and learning English at PPAA were structure, which got 50% responses, pronunciation (16.66%), spelling (0%), and vocabulary (33.33%).

4.2.1.2 The Syllabus

About the use of syllabus in teaching of English, there was no written syllabus used, but the researcher found a sort of syllabus for EC and IC in the form of a time schedule. It can be seen at Appendix 3.

4.2.1.3 The Material

At EC level, the materials taught were Grammar and Structure (GAS), English in Use (EIU), and Speech.

The materials in GAS consisted of:

a.   Reading texts taken from *Practice and Progress,* one of *New Concept English series,* written by LG. Alexander.

b.   Structure: *Direct-Indirect speech, Passive Voice,* and *Question Tag*

The books were *Useful Grammar and Test Progress* and *Active Training System.*

At IC level, the material for reading was also taken from *Practice and Progress, One of New Concept English* series, written by LG. Alexander. Meanwhile, the speaking activity was speaking in the form of discussion, role-play, debate, and games. For writing activity, the activities were composing paragraph in the form of narration, description, argumentative, and explanatory. For grammar and translation, the books were *Practical English Grammar by* Martinet, *Practical English Usage* by Swan, *Mastering American English* by Hayden, *Understanding and Using English Grammar by* Betty Azar. For listening, the teacher played the cassette and the students read its transcript while listening to the material. Then they discussed the expression found in the material.

The teacher's perception toward the textbooks was that there were 83.33% responses saying that the textbooks used were relevant to the teaching objectives, whereas 16.66°/ not relevant.

Answering the question on the teachers' consideration in selecting the teaching material, 50% said that it was based on the teaching objective, 16.66% based on the students' need and interest, 16.66% based on the students' level, and 16.66% based on the material available.

4.2.1.4 The Teaching Technique

Dealing with teaching techniques, the researcher found out the teaching activities commonly used by the teachers. They were story retelling, memorizing vocabulary, reading aloud, dictation and translation, discussion, debate, dialog

(question and answer), listening to cassettes, doing exercises and drill, games and role-play, speech activity.

About the teaching activities, the teachers' responses showed that 50% made a lesson plan before teaching, 33.33% did not make it, and 16.66% made it only when it was needed, depending on the material. From the data obtained indicates that making a lesson before is important since lesson in different places may vary in topic, atmosphere, methodology, and materials Penny Ur (1996:213).

Responses about how the teachers choose a certain technique, 16.66% of them said that the choice was based on the time allocation, 33.33 % based on the related topic, 16.66 % based on the student's competency, and 33.33% based on the media available.

4.2.1.5 The Teaching Media

The media available at PPAA were simple, such as blackboard, tape recorder, pictures, cards, and realia. However, there was no library and language laboratory.

4.2.1.6 The Evaluation System

The evaluation was held every week (33.33%), every chapter (33.33%), every meeting (16.66%), and anytime whenever it was needed (16.66%). The teachers always discussed the test result to the students (50%), sometimes (33.33%), and never (16.66%). The objective of testing was to know the students' achievement (50%), to give the students judgments (33.33%), and to obtain feedback (16.66%).

4.2.1.7 The Teacher Qualification

All of the teachers at PPAA are PPAA graduates, except an EC teacher coming from outside. There were 6 teachers at PPAA and most of them were senior high school graduates (50%), while the rest were university graduate (50%). One of them was an English Education graduate.

In terms of their work experience, the teachers have different experience. Two teachers had joined a seminar about English education; 6 teachers experienced in teaching elementary school and junior high school. Besides that they also taught at other English courses. The teachers' teaching experiences at PPAA were also varied. One teacher had been teaching since 2002, one since 2005, one since 2006, and one since 2007.

The teacher who enjoyed the teaching got 100%, whereas 0% who did not enjoy it. All of the 6 teachers liked to teach at PPAA very much. The reason was that PPAA was very conducive place for learning English. Further, they got freedom to use their creativity in teaching. Also they were pleased to have new students in every enrollment in which the teachers could make friendship with the new students.

4.2.1.8 The Problem Faced by Teachers

The problems that the teachers faced was the students' different levels in intelligence (83.33%), problem on book and other problems got 0%, and the limited availability of media (16.66%).

4.2.2 Data Obtained from Students

The students' problems include the material, the teaching technique, the teaching media, the evaluation system, and the students' problems that they faced in learning English at PPAA.

4.2.2.1 The Material

The responses from the students revealed that the materials were 70.58% interesting, 20% boring, and 9.41% neutral. Those who said that the materials were interesting gave the reason that they like their teachers who were friendly, patient and often made jokes; the class was relaxed, and the materia ls were not very difficult.

4.2.2.2 The Teaching Technique

According to the students, the teaching techniques commonly used by the teachers were explaining and giving grammar exercises (45.88%), listening to cassettes (17.64%), translating English text into Indonesian (20%), comprehending the text without translating English text into Indonesian (12.94%), and other techniques (17.64%). The other techniques mentioned by the students were story retelling, singing, discussion, memorization, and games. In short, the teacher used varied techniques in teaching.

The students' opinion and perception toward the opportunity given by the teachers to be active during teaching and learning process were that 61.17% said that the teachers always gave the opportunity, 27.05% said that the teachers said sometimes, and 11.76% said that the teachers said often. This finding showed that PPAA teachers were supportive and able to create a good atmosphere with their students.

According to the students, their teachers did not always give homework everyday. The students' responses stated that the teachers never gave homework to the students (7.05%), sometimes (43.52%), often (36.47%), and always (12.94%). When the teachers gave homework, they always checked and discussed it. Besides English,

the languages used by the teacher in teaching and learning process were 83.52%
Indonesian and 16.47% Madurese.

4.2.2.3 The Teaching Media

The students' opinion and perception toward the frequency of the teachers in
using the media showed that 41.17% of them always used media, 34.11% sometimes,
21.17% often, and 3.52% never. According to the students, the kind of media often
used by the teacher was blackboard (51.76%), tape recorder/ MP4 (30.58%), and
pictures (17.64%).

4.2.2.4 The Evaluation System

The students said that they got a test every week (42.35%), every chapter
(34.11%), everyday (14.11%), and anytime whenever it was needed (9.41%). The
forms of the test given were oral test (67.05%), written test (22.35%), and multiple
choices (10.58%). The languages used in the test were English (80%), Indonesian
(4.7%) and a combination between Indonesian and English (15.29%).

4.2.2.5 The Problem Faced by the Students

Most of the students said that English was partly difficult (14.11%). The rest
said that it was difficult (20%), and not difficult (65.88%). The problems faced by the
students are listening (20%), grammar (22.35%), speaking (30.58%), vocabulary
(17.64%), reading comprehension (5.88%), and writing (3.52%).

4.3 Analysis and Discussions

In this section, the researcher analyzed and discussed the data obtained both
from teachers and students.

4.3.1 The Teaching Objective

As a summary, the objective of teaching and learning English at PPAA included to teach students English, so that they were able to communicate with foreigners in a daily conversation. The instruction was focused on speaking supported by grammar and pronunciation. This finding is in accordance with what Mackey (1981:323) says that the ultimate goal of a language-teaching course is to teach the learner to use the language accurately, fluently, and independently. It is also in accordance with the objective of Direct Method stated by Larsen-Freeman (1986:24) that is intending the students to learn how to communicate in the target language (English). The teaching objective was also suitable with the goal of language teaching in the communicative approach that is to develop communicative competence since students were supposed to be able to communicate with English native speakers in daily life contexts.

The other objectives were to spread Islamic mission and friendship, educate students to have good attitude and increase their self-confident. These seem to be the strengths of PPAA. This is in line with Pratt's statement that objectives should be personally and socially functional (Pratt, 1980). It is personally functional since the expected attainment from studying at PPAA such as mastering English speaking ability, having courage to speak in public, having many friends give benefits to the students at once and in the future. Indirectly, the objectives of teaching English at PPAA were socially functional since PPAA attracted many students from out of Paiton. See Appendix 7.

4.3.2 The Syllabus

The existence of written syllabus is very important, but unfortunately PPAA did not have it and it is considered as the weakness of PPAA. The time schedule available was only a simple arrangement of teaching topics and the agenda for the

whole period, and it cannot be classified as a syllabus. According to Harmer (1985:19) a syllabus is an element of curriculum, and is similar to curriculum. A syllabus also covers all of components of curriculum i.e. teaching objective, material, activities, and evaluation. Moreover, Harmer says that the syllabus is clearly important since it says what will be taught based on the needs, situation, and students existed. See Appendix 8.

4.3.3 The Material

The research finding showed that the materials used at PPAA were considered relevant to the teaching objectives. It is in line with Ornstein (1990:322) stating that it is considered relevant if the materials fit the objective of the course. The finding also matched with Ornstein's statement (1995:322) that the selection of instructional material should fit the objective of the course and student's reading level. It means that the material selection should be based on the objective. The material selection at PPAA was also in line with Forsyth's statement (1995:83) that the teacher considered the type of instructional material that has already been used. The teacher used the material available at PPAA. The finding about material selection showed that the materials taught at PPAA were selected carefully by the teachers. See Appendix 9.

The implication that also conveyed from this finding was the students' curiosity at PPAA were aroused and sustained toward the materials taught because of the teacher. So, the teachers' attitude greatly affected PPAA students' interest to the materials taught. It was suitable with what Mercer (1989:12) said that productive learning environment can be resulted from the teacher's mood and attitude, i.e. cheerful, supportive, and enthusiastic. See appendix 14.

4.3.4 The Teaching Technique

The research finding showed that the teacher conducted a number of teaching techniques. They were retelling story, memorizing text, reading text aloud, dictation, discussion, debate, dialog, listening activity, doing exercise and drill, games and role-play.

When the students retold the story in their own words, it means that the students were asked to do oral production activity as a common technique used in Communicative Approach (Richards and Rodgers, 1986). Thus, the teacher's role was like in the Grammar Translation method where the teacher was the authority in the classroom. The students did what he said, so they could learn what he knew (Larsen-Freeman, 1986:11).

The technique used by the teacher using memorization is in line with Larsen-Freeman (1986) stating that the technique of memorization is often used in Grammar Translation Method.

As the teacher has a reading text, he reads the passage aloud to give an example to the students. Here, teacher was the model for the students, like in the Audiolingual Method (Richards and Rodgers, 1986).

Dictation is often used with the Direct Method, whereas translation with the Grammar Translation Method (Larsen-Freeman, 1986).

In discussion, the activities done were mostly student-student interaction. They shared information about teenager delinquency. They tried hard to avoid using Indonesian. They only spoke a very few Indonesian words because they really could not find the terms in English. Since the students' native language was avoided, this was in accordance with the types of learning activities done in Direct method and Communicative Approach.

In debate activity, it seemed that the teacher did two important roles as a teacher in the Communicative Approach (Breen and Candin in Richards and Rodgers, 1986:77). The first role is to facilitate the communication process between students. The second role is to act as an independent participant within the learning-teaching group, since she also actively participated in the debate.

Dialog is in accordance with the one of the characteristics of Direct Method Class that the initiation interaction goes both ways, teacher to the students and from students to the teacher, although the latter is often teacher-directed (Larsen-Freeman, 1986). The question and answer activities could also reflect one of the Communicative Approach characteristics (Richards and Rodgers, 1986).

In listening activity, the teacher was active and became the central role. The cassette also played an important role since it gave the model of a native speaker's pronunciation and intonation. However, they were not asked to repeat the model in the cassette like in the Audiolingual Method.

In doing exercises and drills, vocabulary and grammar were emphasized like in Grammar Translation Method (Larsen-Freeman, 1986). With the method, students study grammar deductively, and the teacher explains the rule first then gives exercises to the students.

In games and role -play, students used English based on certain situation demanded by the task. It means that games and role-plays were done with a communicative intent. It was in accordance with the goal of Communicative Approach that is to develop communicative competence.

Mackey (1981:350) said that speech is one form of content drill, which aimed the students to use the right words in a given situation. PPAA trained the students to

speak in front of public in the meeting program. The researcher concluded this speech activity is another strength of PPAA, besides its objectives.

According to Ornstein (1990:320) there are some general considerations to determine the material and media used in learning situation; Interest, Relevance, Expectancy, and Satisfaction., the level of outcome and the learner's satisfaction in performing the tasks. See Appendix 10.

The instructions and all activities from the data obtained were done in English. Indonesian should not be spoken in the PPAA area, moreover in the classroom. It was in accordance with one of the characteristic of Direct Method (Larsen-Freeman, 1986:11). See Appendix 15.

4.3.5   The Teaching Media

The research finding showed that the media available at PPAA had not been sufficient yet. Moreover, it was not equipped with language laboratory or computer-assisted facilities. It is in line with Gerlach (1980:247) who classified media into some types, such as still picture, audio recording, motion picture, television, real things, simulations, and models, programmed and computer-assisted instruction. Therefore, instructional media play a key role in the design and the use of systematic instruction (Gerlach, 1980:241). See Appendix 16.

4.3.6   The Evaluation System

The research finding showed that the test developed at PPAA was oral test. It is aimed at making the students to be accustomed to learning the grammar taught seriously, and they were supposed to use correct grammar automatically in their speaking. The tests developed at PPAA were made by the class teachers. Therefore,

these tests were classified as teacher-made test (Djiwandono, 1996:22) and Ornstein (1990) calls them as classroom tests. See Appendix 11.

A weekly oral test was also very useful to encourage the students to learn seriously. According to Doff (1992:257) regular tests tell the teacher what the students can and cannot do, and therefore they also tell how successful the teaching has been. Regular tests also tell the students how well they are progressing and where they need to focus their attention as learners. They also encourage the students to learn seriously and give them a series of definite goals to aim toward. See Appendix 17.

4.3.7 The Teacher's Qualification

The research finding showed that the PPAA teachers were qualified. They were not only capable of teaching students but they also possessed good personal qualities such as respect for students, positive human relation skills, teaching skills, knowledge of subject matter content, honor, and other personal qualities.

In this regard, a friendship between the teachers and the students made the teaching and learning process very enjoyable. It is in line with Mercer's statement (Mercer, 1989:18) that the teacher should enjoy the teaching. According to Mercer students can bring enjoyment to teaching as a profession. See appendix 12.

4.3.8 The Problem Faced by Teachers

The research showed that the student's different levels in intelligent became problem faced by teachers. The teacher at PPAA should use their creativity to solve the problem they faced. The solution for the problem above was cooperation with other teachers, giving motivation, and asking them to join study club. Besides that, a conversation club and a study club will help the teachers to control the student's

activeness. Conversation club could be the solution of the students' problem in

speaking (Hasanah in Cahyono, 1997). See Appendix 13.

4.3.9 The Problem Faced by Students

It was found out that the students had difficulties in speaking. Even they were

in English Speaking Area, they still could not use English properly. However, the

students were highly motivated to learn English and they were also cooperative with

the teacher, so that they enjoyed doing all the rules set at PPAA. It is in line with

Gebhard's suggestion (2000:84) that the teacher needs to negotiate with the students

why it is important for them to use English. See Appendix 18.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents conclusions and suggestions based on the research findings discussed in the previous chapter.

5.1 Conclusions

After analyzing the data in the previous chapter, the researcher now comes to conclusions that can be summarized as follows:

Pondok Pesantren Attarbiyyah Al-Islamiyyah is a long-standing English course that successfully attracted many students not only from Paiton but also from many other districts and towns. From the research findings it can be seen and concluded that;

- The main objective of PPAA is to help students to be able to communicate with foreigners in the circumstance of daily conversation. Another objective is to spread Islamic mission and friendship, which is considered as its uniqueness.

- There is no written syllabus in PPAA, but time schedule is used instead.

- The materials given to the students differ based on the levels of EC and IC. The teaching material is focused on grammar, while all the activities done are aimed to make them speak English.

- The teachers employ various techniques to activate students to speak English. The specific characteristics of PPAA are the application of the rule of "SEA is Speaking English Area" and the existence of study club.

- The media available are very limited, but the teachers are still able to conduct proper teaching and learning process.

- To evaluate the students' achievement, an oral test is administered when the subject topic has been finished, whereas the written test is only given when it is needed. At the end of each level, the students get an oral and a written examination on grammar and translation.

- Mostly the teachers are PPAA graduates. Most of them are senior high school graduates. They continue their study to university after they become the PPAA teachers. Only some of them have joined seminars or courses in teaching English.

- The teachers think that they do not face serious problems in teaching. Their problem is only the students' variety in intelligence. To make the students understand easier in their teaching, they use their own creativity to make simple media.

- In general, the teachers do not stick on a certain method in conducting teaching and learning process. The method used at PPAA is a combination of Grammar Translation Method, Audiolingual Method, Direct Method, and Communicative Approach.

5.2 Suggestions

The suggestions below are presented for the director and the teachers of PPAA and the future researcher.

5.2.1 Suggestion for the Headmaster

The suggestions for the headmaster are as follows.

- The students' progress may increase more quickly if there are a language laboratory and a library. The teacher can show current audiovisual materials containing native speakers speaking in their nature of habit and culture. A library will give the students more varied knowledge and information about English.

- The finding of this study also indicates that the syllabus is only in the form of a time schedule. Meanwhile, the existence of syllabus is important because designing syllabus consisting its objectives, contents, activities, evaluation, reference, and schedule, is useful for each subject taught to provide effective

teaching and learning English at PPAA. Once a syllabus exists, materials can be written and teachers can decide how long they need in class to complete it. The syllabus is clearly important since it will provide complete descriptions of the whole program

5.2.2 Suggestions for the Teachers

- Dealing with the passages in New Concept English, the teachers are expected to focuse on the difficult words and then asking the students to construct sentences. It will be more useful than only memorizing every single word, since memorizing needs enormous effort and time from the students.

- All PPAA teachers are hoped to write their lesson plan because of the following reasons.

(1) Writing a lesson plan helps teachers to prepare the lesson; it helps them decide exactly what they will do and how they will do it.

(2) Teachers can look at the lesson plan again after the lesson, and use it to evaluate what has happened. Did they do what they planned to do? Was each stage successful?

   By writing a lesson plan, the teacher can do self-correction about their teaching, and they might find the most effective strategy to teach their students.

- Only few teachers have attended seminars. Teacher self-development is very important to improve their skills as a teacher. The opportunities to develop teaching skills could be through attending seminars and workshops, and participating in other activities that give them chances to reflect on their teaching and learning new teaching techniques.

- The form of the question in the writtentest should be varied, for example: multiple choices, error recognition, rearrangement items, completion,

transformation, pairing and matching, reading comprehension questions, or make a simple composition.

5.2.3 Suggestions for Future Researcher

Due to the limited fund and time, the researcher could not stay a bit longer at PPAA to conduct the study more intensively. So it does not cover all aspects of PPAA. Actually other studies are needed to complete descriptions of PPAA. For example, future researchers are suggested to conduct a study about the career of PPAA graduates, such as at what field they are working, what profession they have, and whether their English mastery really helps them in their job. Another study may also be needed to asses the students' speaking accuracy or the teachers' proficiency.

REFERENCES

Bloomfield, Leonard. 1961. *Language*. Translated by Sutikno. 1995. Jakarta: Gramedia.

Brown, H. Douglas. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regents.

Cahyono, Bambang Yudi. 1997. *Pengajaran Bahasa Inggris: Teknik, Strategi, dan Hasil Penelitian*. Malang: Penerbit IKIP MALANG

Djiwandono, M. Soenardi. 1996. *Bahasa Dalam Pengajaran*. Bandung: Penerbit ITB.

Doff, Adrian. 1992. *Teach English: A Training Course for Teachers*. Glasgow: Bell and Bain.

Gebhard, Jerry G. 2000. *Teaching English as a Foreign or Second Language*: *A Teacher Self-Development and Methodology Guide*. Michigan: The University of Michigan Press.

Harmer, Jeremy. 1985. *Practice of English Language Teaching*. Burnt Mill, Horlow: Longman.

Heaton, J.B. 1989. *Writing English Language Tests*. Burnt Mill, Horlow: Longman.

Krahnke, Karl. No date. *Approaches to Syllabus Design for Foreign Language Teaching*. New Jersey: Prentice Hall.

Lado, Robert. 1979. *Language Teaching: A Scientific Approach*. New York: McGraw-Hill.

Larsen-Freeman, D. 1986. *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.

Mackey, F.W. 1981. *Language Teaching Analysis*. Burnt Mill, Horlow: Longman.

Mercer, Cecil, D. and Mercer, Ann, R. 1989. *Teaching Students with Learning Problems*. Melbourne: Meirill.

Mulkan, M.R. 1987. *Kita dan Bahasa Inggris*. Jakarta: Balai Pustaka.

APPENDICES

Appendix 1

Kepada

Yth. Bpk/ Ibu Pengajar PPAA (Pondok Pesantren Attarbiyah al Islamiyyah)

Di Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka penyusunan skripsi S1 Jurusan Bahasa dan Sastra Inggris Fakultas Humaniora dan Budaya UIN Malang, yang berjudul: **Teaching of English at Pondok Pesantren Attarbiyah al Islamiyyah in Sukodadi Paiton Probolinggo**, dengan segala hormat penulis mohon kesediaan Bapak/ Ibu untuk mengisi angket berikut sesuai dengan keadaan sebenarnya. Semua jawaban Bapak/ Ibu dijamin kerahasiaannya dan tidak mempengaruhi kineja Bapak/ Ibu. Terima kasih atas perhatian dan kesediannya.

Wassalamu'alaikum Wr. Wb

Penulis

Maqbul Hidayat

03320030

Teacher Questioner

i. Nama Lengkap   : …………………………………………………..

ii. Jenis Kelamin   : …………………………………………………………..

iii. Tempat, Tgl Lahir   : …………………………………………………………..

iv. Alamat   : …………………………………………………………..

v. Agama   : …………………………………………………………..

vi. Pendidikan Terakhir: …………………………………………………………..

vii.Kursus/penataran/ seminar yang pernah diikuti : …………………………......

…………………………………………………………..

…………………………………………………………..

viii. Menjadi guru di PPAA sejak : ………………………………………………...

ix. Pengalaman pekerjaan:

a.…………………………………………………………………………………..

b.…………………………………………………………………………………...

Petunjuk Pengisian

Lingkari jawaban ya ng sesuai dengan keadaan Bapak/ Ibu. Mohon disertakan alasan jawaban bila diminta. Bapak/ Ibu diperkenankan untuk memberikan jawaban lebih dari satu.

1. Apakah Bapak/ Ibu senang mengajar bahasa Inggris di Pondok Pesantren Attarbiyah al Islamiyyah?

a. Ya   b. Tidak

Alasan: ……………………………………………………………………

……………………………………………………………………

2. Apakah Bapak/ Ibu membuat rencana pengajaran sebelum mengajar di PPAA?

a. Ya   b. Tidak   c. Tergantung materi jika diperlukan

3. Apakah Bapak/ Ibu mengajar berdasarkan silabus?

a. Ya   b. Tidak   c. …………….

4. Apakah tujuan yang paling utama dalam pengajaran bahasa Inggris di PPAA?

…………………………………………………………………..

Dan apakah tujuan tersebut sudah tercapai?

a. Ya   b. Tidak

5. Apakah ada tujuan lain selain diatas?

a. Ya   b. Tidak

Sebutkan: ……………………………………………………………...

6. Apakah tujuan lain tersebut dapat tercapai?

75

a. Ya   b. Tidak

7. Buku teks apa yang dipergunakan di PPAA?

No	Judul Buku	Pengarang	Penerbit Dan Tahunnya	Untuk Kelas	Keterangan
1					
2					
3					

Buku tersebut dipergunakan karena: ………………………………………….

…………………………………………………………………………………

…………………………………………………………………………………

8. Apa persepsi Bapak/ Ibu tentang buku teks/ materi yang dipakai di PPAA?

A. Relevan   b. Tidak relevan

9. Berdasarkan apakah Bapak/ Ibu menyeleksi materi yang akan diajarkan?

   a. Tujuan pengajaran bahasa Inggris yang telah ditetapkan

   b. Kebutuhan, minat dan kesenangan siswa

   c. Kemampuan dan tingkatan kelas

   d. Ketersediaan materi yang ada

10. Menurut Bapak/ Ibu keterampilan berbahasa Inggris apa yang paling diperoleh oleh siswa PPAA?

    a. Listening   b. Speaking   c. Reading   d. Writing

    Alasan:

    …………………………………………………………………………………

    …………………………………………………………………………………

11. Dalam pengajaran bahasa Inggris di PPAA, keterampilan apa saja yang tercakup, dan menurut bapak/ Ibu berapa besar patennya?

    a. Listening …%   b. Speaking …%   c. Reading …%   d. Writing ….%

12. Elemen bahasa Inggris apa yang dicakup dalam pengajaran bahasa Inggris di PPAA ini?

    a. Vocabulary   b. Structure   c. Pronunciation   d. Spelling

13. Media apa saja yang pernah Bapak/ Ibu pakai dalam mengajar? Beri tanda (V)

Media Pandang (visual media)	(V)	Media Dengar (audio media)	(V)	Media Dengar dan Pandang (audio visual media)	(V)
Benda nyata (pena, pensil, dsb)		Radio		Televisi	
Benda Tiruan		Tape Recorder		Film	
Gambar/ foto/ kartun				Video	
Flash Card					
Komputer					

14. Teknik apa saja yang Bapak/ Ibu pergunakan dalam mengajar, beri tanda (V) pada frekuensinya?

No	Teknik	Sering	Jarang	Tidak Pernah
1	Meminta siswa menterjemahkan teks bacaan dengan lisan atau tulisan dengan kosakata yang telah diberikan oleh guru			
2	Meminta siswa Membaca teks dan menjawab pertanyaan			
3	Meminta siswa Menebak sinonim/ antonim dalam bacaan			
4	Mengenalkan kata-kata yang pola bunyi dan pengucapannya sama dan meminta siswa menghapalkannya. Contoh: Can (bisa) dan can (kaleng) dsb			
5	Penerapan aturan grammar kedalam contoh yang lain Contoh: I study English. Bagaimana dengan pronoun yang lainnya (she, he it)			
6	Tebak kata yang cocok (kata kerja, kosakata, tenses) dalam bacaan atau kalimat Misalnya: I …… English last night (study/ studied)			
7	Hafalan kosakata yang suadah dicarikan padanan katanya			
8	Membuat kalimat dengan bahasa siswa sendiri berkenaan dengan topik atau pelajaran tertentu			

	yang telah dipelajari			
9	Mengarang tentang topik atau bacaan yang telah dipelajari di kelas			
10	Membaca dengan suara lantang			
11	Latihan bertanya dan menjawab pertanyaan guna mempraktekkan kosakata baru beserta tata bahasanya			
12	Meminta siswa mengulang jika salah dalam pengucapan			
13	Guru bertanya pada siswa dengan pola grammar tertentu kemudian memberikan kesempatan pada siswanya untuk saling bertanya dengan yang lainnya dengan menggunakan pola grammar yang sama			
14	Tebak kata yang cocok (kata kerja, kosakata, tenses) dalam bacaan atau kalimat tanpa mengikuti aturan kaidah grammar yang baku			
15	Dikte. Guru mendikte bacaan kepada siswa sebanyak tiga kali. Pertama, guru membacakan dengan kecepatan normal. Kedua, ia mengulang membaca frase demi frase dengan perlahan-lahan. Ketiga, ia membaca dengan kecepatan normal untuk memberikan kesempatan kepada siswa menegecek hasik pekerjaannya			
16	Listening. Misalnya: guru memberikan siswa peta berikut instruksinya. Dan siswa mengikuti maksud instruksi tersebut dalam peta.			
17	Guru meminta siswa menulis paragraph tentang topic tertentu dengan memori masin-masing siswa atau menurut topic yang telah dipelajari sebelumnya			
18	Menghapal dialog pendek Siswa menghapal dialog kemudian mereka mempraktekkannya dengan guru kemudian dengan teman lainnya			
19	Memisahkan bacaan yang panjang menjadi beberapa bagian agar siswa lebih mudah memahaminya			
20	Percakapan berantai Guru satu persatu melakukan percakapan dengan tiap-tiap siswa guna mengetahui kecakapan mereka			

21	Guru membacakan sepenggal bacaan. Lalu membacanya kata per kata. Sementara siswa mengulangi penggalan bacaan tadi sambil mencari celahnya			
22	Guru membuat kalimat affirmative. Lalu meminta siswa untuk membuatnya dalam kalimat negative maupun interogatif.			
23	Melengkapi missing word dalam dialog yang sudah dipelajari			
24	Game Misalnya menyusun teks yang acak atau mengurutkan gambar berseri yang isyaratnya diberikan oleh guru			

15. Berdasarkan apakah Bapak/ Ibu menentukan teknik pengajaran?

    a. Topik yang akan diajarkan

    b. Media yang tersedia

    c. Jam/ waktu belajar

    d. Kemampuan siswa

16. Kesulitan apa saja yang Bapak/ Ibu alami dalam pengajaran bahasa Inggris?

    a. Masalah tingkat kemampuan siswa berbeda

    b. Masalah buku/ teks/ materi

    c. Masalah media

    d. Masalah lain-lain

17. Bagaimana cara Bapak/ Ibu mengatasi masalah di atas?

    a. Masalah siswa : …………………………………………………….

    b. Masalah buku/ teks/ materi: ………………………………………..

    c. Masalah media: ………………………………………………..

    d. Masalah lain-lain:………………………………………………...

18. Kapan Bapak/ Ibu memberikan evaluasi?

    a. Setiap akhir pertemuan

    b. Setiap akhir unit/ pokok bahasan

    c. Sewaktu-waktu ketika diperlukan

    d. Seminggu sekali

19. Apakah tujuan Bapak/ Ibu memberikan evaluasi?

a. Untuk memberikan umpan balik

b. Untuk mengetahui prestasi belajar siswa

c. Untuk memberi nilai siswa

20. Apakah bapak/ Ibu mendiskusikan hasil evaluasi dengan siswa?

a. Tidak pernah   b. Kadang-kadang   c. Selalu

Appendix 2

Kepada

Yth. Siswa PPAA (Pondok Pesantren Attarbiyah al Islamiyyah)

Di Tempat

Assalamu'alaikum Wr. Wb

Dalam rangka skripsi S1 Jurusan Bahasa dan Sastra Inggris Fakultas Humaniora dan Budaya UIN Malang, yang berjudul **Teaching of English at Pondok Pesantren Attarbiyah al Islamiyyah in Sukodadi Paiton Probolinggo**, dengan segala hormat penulis mohon kesediaan untuk mengisi angket berikut, sesuai dengan keadaan sebenarnya. Semua jawaban anda dijamin kerahasiaannya dan tidak akan mempengaruhi nilai anda.

Terima kasih atas perhatian dan kesediaannya

Wassalamu'alaikum Wr. Wb

Penulis

Maqbul Hidayat

03320030

Student Questionnaire

i.   Nama Lengkap   : ……………………………………………………..
ii. Program/ Kelas   : ……………………………………………………..
iii. Tempat/ Tgl Lahir   : ……………………………………………………..
iv. Alamat   : ……………………………………………………..
v.   Agama   : ……………………………………………………..
vi. Pendidikan Terakhir : ……………………………………………………..
vii. Kursus lain yang pernah diikuti : ……………………………………………
                                   ……………………………………………………..

Petunjuk Pengisian Jawaban:

Lingkari pilihan jawaban yang sesuai dengan keadaan kemudian tulislah alasan dari jawaban anda (bila diminta) dan anda diperbolehkan untuk memberi jawaban lebih dari satu.

1. Bagaimana pendapat anda tentang materi pelajaran bahasa Inggris di kelas anda?

    a. Menyenangkan   b. Biasa biasa saja   c. Membosankan

    Alasan: ……………………………………………………………………….

2. Apakah menurut anda bahasa Inggris sulit?

    a. Ya   b. Tidak   c. Sebagian

3. Dalam belajar bahasa Inggris, hal apa yang menurut anda sulit?

    a. Menghapal kosakata

    b. Mempelajari grammar

    c. Berbicara dalam bahasa Inggris

    d. Mendengarkan percakapan bahasa Inggris

    e. Menulis dalam bahasa Inggris

f. Memahami teks dalam bahasa Inggris

Bagaimana cara anda mengatasi kesulitan tersebut?

………………………………………………………………………………….

4. Teknik mengajar yang digunakan guru anda dalam mengajar adalah:

   a. Menerjemahkan teks dalam bahasa Indonesia

   b. Menerangkan dan memberi latihan grammar

   c. Memahami teks tanpa menerjemahkan terlebih dahulu

   d. Mendengarkan kaset

   e. Lain-lain

5. Apakah guru anda memberi tugas/ PR kemudian mendiskusikannya?

   a. Selalu   b. Sering   c. Kadang kadang   d. Tidak pernah   e. ………………

6. Apakah guru memberikan kesempatan anda untuk aktif di kelas?

   a. Selalu   b. Sering   c. Kadang kadang

7. Apakah guru anda menggunakan media dalam mengajar?

   a. Selalu   b. Sering   c. Kadang kadang   d. Tidak pernah

8. Media apa yang paling sering digunakan guru dalam mengajar?

   a. Papan Tulis   b. Gambar dan foto   c. Tape Recorder

9. Selain bahasa Inggris, bahasa apa saja yang dipergunakan guru dalam mengajar:

   a. Bahasa Indonesia   b. Bahasa Madura

10. Kapan anda mendapat tes/ ulangan/ ujian?

   a. Setiap hari   b. Setiap minggu   c. Setiap akhir bab   d. Ketika diperlukan

11. Bentuk tes yang biasanya anda kerjakan adalah:

   a. Pilihan ganda   b. Tes lisan   c. Tes tulis

12. Bahasa yang dipergunakan dalam tes, termasuk bahasa dalam petunjuk cara mengerjakan soal?

   a. Bahasa Inggris   b. Bahasa Indonesia

   c. Bahasa Indonesia dan bahasa Inggris

Appendix 3

Level	Day	Class	Time	Room	Teacher
Elementary	Monday	A	15.30-17.00	1	Dwi Yoga A.S
	Tuesday	A	15.30-17.00	2	Agus Sugiono
	Wednesday	A	15.30-17.00	1	Faisol
	Thursday	B	15.30-17.00	2	Faisol
	Friday	B	14.00-15.30	1	Sugianto, S.S
	Saturday	B	19.30-21.00	Meeting Hall	Dwi Yoga A.S
		C	14.00-15.30	2	Sugianto, S.S
	Sunday	C	14.00-15.30	1	Agus Sugiono
		C	15.30-17.00	2	Faisol

Level	Day	Class	Time	Room	Teacher
Intermediate	Monday	A	14.00-15.30	2	Wujud, A. Ma. Pd
	Tuesday	B	14.00-15.30	1	Wujud, A. Ma. Pd
	Wednesday	A	14.00-15.30	2	Wujud, A. Ma. Pd
	Thursday	B	14.00-15.30	1	Wujud, A. Ma. Pd
	Friday	A	15.30-17.00	2	Ach. Taufiqurrahman
	Saturday	B	14.00-15.30	Meeting Hall	Ach. Taufiqurrahman

Appendix 4

THE SCHEDULE OF DATA COLLECTION

No	Instrument	Subject	Date
1	Teacher Questionnaire	1. The teachers	27-08-2007 until 02-09-2007
2	Student Questionnaire	a. The Elementary Classes (EC):	
		1. A Class	27-08-2007
		2. B Class	31-08-2007
		3. C Class	02-09-2007

		b. The Intermediate Classes (IC):	
		1. A Class	22-08-2007
		2. B Class	23-08-2007

Appendix 5

Table 1

NUMBER OF STUDENT AT PPAA

No	Class	Population	Accessible Population
1	Elementary	46	46
2	Intermediate	39	39
	TOTAL	85	85

Appendix 6

Table 2

THE DESCRIPTION OF QUESTIONNAIRE

No	Concept	Variables	Sub Variables	Data Source	Item Number
1	The implementation of teaching English at PPAA	1.Objective	Language skill and language components that are targeted	The teacher	No 4, 5, 6, 10, 11, 12
		2.Syllabus	The kind of syllabus used	The teachers	3
		3.Material	The source of the material	1.The teachers 2.The students	No 7, 8, 9, No 1
		4. Teaching Technique	The kind of teaching technique used	1.The teachers 2.The students	No 2, 14, 15, No 4, 5, 6, 9

84

		5. Media	The kind of audio visual aids available	1.The teachers	No 13
				2.The students	No 7, 8
		6. Evaluation system	The techniques of evaluation	1.The teachers	No 18, 19, 20
				2.The students	No 10, 11, 12
		7. Teacher Qualification	- The teachers' educational background	The teachers	No vi
			- The teaching experience		No viii, ix,
			- The additional education		No vii
			- The teachers' attitude and perception toward teaching English at PPAA		No 1
		8. Problems	- The teachers' problem in teaching English	1.The teachers	No 16, 17
			- The students' problem in studying or English	2.The students	No 2, 3

Appendix 7

Table 4

LANGUAGE SKILL AND LANGUAGE COMPONENTS THAT ARE TARGETED

Item Number	Cases	N	F	Percentage

No	Question			
4	What is the main objective of teaching of English			
	a. Yes	6	5	83.33%
	b. No	6	1	16.66%
5	Is there another one of the objective of teaching of English			
	a. Yes	6	4	66.66%
	b. No	6	2	33.33%
6	Is another objective of teaching of English achieved			
	a. Yes	6	4	66.66%
	b. No	6	2	33.33%
10	What is the most English skill acquired by the student			
	a. Listening	6	0	0%
	b. Speaking	6	4	66.66%
	c. Reading	6	1	16.66%
	d. Writing	6	1	16.66%
11	In teaching of English at PPAA, how many percent of each English skill does it have			
	a. Listening…%	6	-	6.66%
	b. Speaking…%	6	-	68.33%
	c. Reading …%	6	-	12.5%
	d. Writing…%	6	-	10.5%

12	What is the English element covered in the teaching of English			
	a. Vocabulary	6	2	33.33%
	b. Structure	6	3	50%
	c. Pronunciation	6	1	16.66%
	d. Spelling	6	0	0%

Appendix 8

Table 5

THE KIND OF SYLLABUS USED

Item Number	Cases	N	F	Percentage
3	Do you teach English using syllabus			
	a. Yes	6	0	0%
	b. No	6	6	100%

Appendix 9

Table 6

PROBLEMS INVOLVING THE MATERIAL

Item Number	Cases	N	F	Percentage
8	What do you think about the book used in the teaching of English			
	a. Relevant	6	5	83.33%
	b. Irrelevant	6	1	16.66%
9	What is the basis you use the book in the			

		N	F	Percentage
teaching of English				
a. The objective of the teaching	6	3	50%
b. The student's need	6	1	16.66%
c. The student's level	6	1	16.66%
d. The material available	6	1	16.66%

Appendix 10

Table 7

PROBLEMS DEALING WITH TEACHING TECHNIQUE

Item Number	Cases	N	F	Percentage
2	Do you make lesson plan before teaching			
	a. Yes	6	3	50%
	b. No	6	2	33.33%
	c. Depend on the material taught	6	1	16.66%
15	What is the basis you use the teaching technique			
	a. Related topic	6	2	33.33%
	b. Media available	6	2	33.33%
	c. Time allocation	6	1	16.66%
	d. Student's skill	6	1	16.66%

Appendix 11

Table 8

THE TECHNIQUE OF EVALUATION

Item	Cases	N	F	Percentage

Number				
18	When do you evaluate the material			
	a. Every meeting	6	1	16.66%
	b. Every chapter	6	2	33.33%
	c. Whenever it is needed	6	1	16.66%
	d. Every week	6	2	33.33%
19	What do you evaluate the material for			
	a. To obtain feedback	6	1	16.66%
	b. To know student's achievement	6	3	50%
	c. To give student's judgement	6	2	33.33%
20	How often do you discuss the evaluation			
	a. Never	6	1	16.66%
	b. Sometimes	6	2	33.33%
	c. Often	6	3	50%

Appendix 12

Table 9

THE TEACHER'S ATTITUDE AND PERCEPTION TOWARD TEACHING OF

ENGLISH

Item Number	Cases	N	F	Percentage
1	How do you feel to teach English at PPAA			
	a. Yes	6	6	100%
	b. No	6	0	0%

Appendix 13

Table 10

THE TEACHER'S PROBLEM IN TEACHING ENGLISH

Item Number	Cases	N	F	Percentage
16	What is your problem dealing with the teaching of English			
	a. Different levels of the student in intelligence	6	5	83.33%
	b. Books	6	0	0%
	c. Limited availability of media	6	1	16.66%
	d. Other problem	6	0	0%

Appendix 14

Table 11

STUDENT'S INTEREST IN MATERIAL

Item Number	Cases	N	F	Percentage
1	What do you think about the teaching material in the class			
	a. Interesting	88	60	70.58%
	b. Usual	85	8	9.41%
	c. Boring	85	17	20%

Appendix 15

Table 12

KIND OF TEACHING TECHNIQUE USED

Item Number	Cases	N	F	Percentage
4	What teaching technique does your teacher use in the class			
	a. Translating text into Indonesian	85	17	20%
	b.. Explaining and giving grammar	85	39	45.88%
	c. Comprehending text	85	11	12.94%
	d. Listening to cassette	85	13	15.29%
	e. Others…. (explain)	85	15	17.64%
5	Does your teacher give homework and discuss it			
	a. Always	85	11	12.94%
	b. Often	85	31	36.47%
	c. Sometimes	85	37	43.52%
	d. Never	85	6	7.05%
6	Does your teacher give you chance to be active in the class			
	a. Always	85	52	61.17%
	b. Often	85	10	11.76%
	c. Sometimes	85	23	27.05%
9	Besides English, what language does your			

	teacher use in teaching of English			
	a. Indonesian	85	71	83.52%
	b. Madurese	85	14	16.47%

Appendix 16

Table 13

KIND OF AUDIO VISUAL AVAILABLE

Item Number	Cases	N	F	Percentage
7	How often does your teacher use media in teaching of English			
	a. Always	85	35	41.17%
	b. Often	85	18	21.17%
	c. Sometimes	85	29	34.11%
	d. Never	85	3	3.52%
8	What media does your teacher use frequently in teaching of English			
	a. Blackboard	85	44	51.76%
	b. Picture or photo	85	15	17.64%
	c. Tape recorder	85	26	30.58%

Appendix 17

Table 14

THE TECHNIQUE OF EVALUATION

Item Number	Cases	N	F	Percentage
10	When do you have test, evaluation, examination			
	a. Everyday	85	12	14.11%
	b. Every week	85	36	42.35%
	c. Every chapter	85	29	34.11%
	d. Whenever it is needed	85	8	9.41%
11	What form of the test do you usually have			
	a. Multiple choice	85	9	10.58%
	b. Oral test	85	57	67.05%
	c. Written test	85	19	22.35%
12	What is the language used in the test			
	a. English	85	68	80%
	b. Indonesian	85	4	4.7%
	c. Indonesian and English	85	13	15.29%

Appendix 18

Table 15

STUDENT'S PROBLEM IN LEARNING ENGLISH

Item Number	Cases	N	F	Percentage
2	Do you think that English is difficult			

	a. Yes	85	17	20%
	b. No	85	56	65.88%
	c. Partly	85	12	14.11%
3	In learning English, what language skill do you think most difficult			
	a. Memorizing vocabulary	85	15	17.64%
	b. Learning grammar	85	19	22.35%
	c. Speaking	85	26	20%
	d. Listening	85	17	30.58%
	e. Writing	85	3	3.52%
	f. Comprehending text	85	5	5.88%

NAMA : MAQBUL HIDAYAT

NOMOR INDUK MAHASISWA : 03320030

FAKULTAS/ JURUSAN : HUMANIORA DAN BUDAYA/ BAHASA DAN SASTRA INGGRIS

PEMBIMBING : DRA. HJ. SYAFIYAH, M.A.

JUDUL SKRIPSI : THE TEACHING OF ENGLISH AT PONDOK PESANTREN ATTARBIYYAH AL-ISLAMIYYAH IN PAITON PROBOLINGGO

BUKTI KONSULTASI SKRIPSI

NO	TANGGAL	MATERI KONSULTASI	TANDA TANGAN
1	2 APRIL 2007	KONSULTASI PROPOSAL	
2	14 APRIL 2007	SEMINAR PROPOSAL	
3	5 JUNI 2007	KONSULTASI BAB 1,2,3	
4	12 JUNI 2007	REVISI BAB 1,2,3	
5	30 JULI 2007	REVISI BAB 1,2,3	
6	3 AGUSTUS 2007	KONSULTASI BAB 4 DAN 5	
7	27 AGUSTUS 2007	REVISI BAB 4 DAN 5	
8	8 SEPTEMBER 2007	REVISI BAB 4 DAN 5	
9	19 SEPTEMBER 2007	REVISI BAB 4 DAN 5	
10	21 SEPTEMBER 2007	REVISI BAB 4 DAN 5	
11	22 SEPTEMBER 2007	ACC KESELURUHAN	

MALANG, 22 SEPTEMBER 2007

DEKAN FAKULTAS HUMANIORA DAN BUDAYA

DRS. H. DIMJATI ACHMADIN, M.PD

NIP. 150035072

CURRICULUM VITAE

A. **Identity**

Name	: Maqbul Hidayat
Reg. No.	: 03320030
Date of Birth	: 02 August 1982
Place	: Probolinggo
Sex	: Male
Religion	: Islam
Nationality	: Indonesian
Address	: Rt. 01/ Rw. 08 Alassumur Kulon, Kraksaan, Probolinggo
Mobile	: 08884933295

B. **Education**

1. Graduated from SDN Besuk Agung 2 Besuk Probolinggo 1994
2. Graduated from SLTPN 1 Besuk Probolinggo 1997
3. Graduated from SMUN 1 Kraksaan Probolinggo 2000
4. Graduated from Darussalam Islamic Boarding School Gontor Ponorogo 2003
5. S1 Degree at State Islamic University of Malang (2003-2007)