

**ENGLISH TEACHING METHODS IN ARABIC AND ENGLISH
DEVELOPMENT SKILLS (AEDS) PROGRAM AT AL IKHSAN ISLAMIC
BOARDING SCHOOL BEJI**



IAIN PURWOKERTO

THESIS

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SKILLS (AEDS) PROGRAM AT AL IKHSAN ISLAMIC BOARDING SCHOOL BEJI**

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MOTTO

Once you stop learning, you start dying
(Albert Einstein)

DEDICATION

My beloved parents Wartomo and Hidayatun Faidah. Thanks for endless love,
prayers, and support for my study

My beloved brother and sister Muhammad Farkhan and Eka Nur Laili
Setyaningsih

Pesma An Najah Purwokerto which always motivate me to continue the
tholabul ilmi



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In the name of Allah, the beneficent and the merciful

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It is a precious thing that the researcher finally accomplishes this thesis entitled “**English Teaching Methods in Arabic and English Development Skills Program at Al Ikhsan Islamic Boarding School Beji**”. It is presented to the faculty of Tarbiyah and Teacher Training, in a partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

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ABSTRACT

Ummi Nur Khasanah (1522404041) “*English Teaching Methods in Arabic and English Development Skills (AEDS) Program at Al Ikhsan Islamic Boarding School Beji*”.

This researched was aimed at finding the kinds of English teaching methods and describing their implementation in AEDS (Arabic and English Development Skills) Program at Al Ikhsan Islamic Boarding School Beji, Banyumas Regency. AEDS is a language development program held by the institution to improve student’s language mastery, which include Arabic and English. This is a descriptive qualitative research using observation, interviews, and documentation as the data collection technique. Observation were conducted to observe the object directly and as a times to know the real process of implementation English teaching methods in the program. Interviews were addressed to get an information from the teacher and students. Meanwhile, the documents used as the data source of this grammar translation method, audio lingual method, and suggestopedia method. To implement this method, the teacher also applied several techniques including memorization, creative adaptive, question-answer drill, dialogue memorization, and role play. The teachers used this method based on the material that would be delivered. To support the method, teachers also used some media such as picture, word card etc.

IAIN PURWOKERTO

Keywords: *English Teaching Methods, Grammar Translation Method, Suggestopedia, and Audio Lingual Method.*

TABLE OF CONTAINS

| | |
|---|-------------|
| COVER PAGE | I |
| STATEMENT OF ORIGINALITY | II |
| APPROVAL | III |
| OFFICIAL MEMORANDUM OF CONSULTANT | IV |
| MOTTO AND DEDICATION | V |
| ACKNOWLEDGEMENT | VI |
| ABSTRACT | VIII |
| TABLE OF CONTENTS | IX |
| CHAPTER I INTRODUCTION | 1 |
| A. Background of Problem | 1 |
| B. Operational Definition | 3 |
| C. Research Question | 4 |
| D. Objectives and Significances of The Research | 4 |
| E. Review of Relevant Studies | 5 |
| F. Structure of Study | 7 |
| CHAPTER II LITERATURE REVIEW | 12 |
| A. Teaching Method | 8 |
| 1. The Definition of Teaching Method | 8 |
| 2. The Function of Method | 8 |
| 3. The Factor of Selecting the Teaching Method | 9 |
| B. The Kind of English Teaching Methods | 11 |
| 1. Grammar Translation Method | 11 |
| 2. Direct Method | 13 |
| 3. Audio Lingual Method | 15 |
| 4. Total Physical Responses | 17 |
| 5. Suggestopedia | 19 |

| | |
|--|-----------|
| 6. Community Language Learning | 21 |
| 7. The Silent Way..... | 22 |
| 8. Communicative Language Teaching..... | 24 |
| CHAPTER III RESEARCH METHODOLOGY | 26 |
| A. Type of Research..... | 26 |
| B. Sources of Data | 26 |
| C. Techniques of Collecting Data | 28 |
| D. Techniques of Analyzing Data | 29 |
| CHAPTER IV RESEARCH FINDINGS AND DISCUSSION | 31 |
| A. The Profile of Pesantren Al Ikhsan Beji | 31 |
| B. The Profile of Arabic and English Development Skills Program | 32 |
| 1. The Teacher of AEDS Program | 33 |
| 2. Level of Classes at AEDS Program | 34 |
| C. Types of English Teaching Methods in AEDS Program | 34 |
| 1. Grammar Translation Method..... | 35 |
| 2. Suggestopedia | 35 |
| 3. Audio Lingual Method..... | 36 |
| D. The Implementation of English Teaching Method in AEDS Program | 36 |
| 1. Grammar Translation Method..... | 36 |
| 1) Memorization | 37 |
| 2. Suggestopedia | 40 |
| 1) Creative Adaption | 40 |
| 2) Role Play | 41 |
| 3. Audio Lingual Method..... | 42 |
| 1) Dialog Memorization | 43 |
| 2) Question and Answer Drill..... | 44 |
| E. Discussion | 46 |
| 1. Analysis of English Teaching Methods in AEDS Program | 47 |

| | |
|---|-----------|
| 2. Analysis of The Implementation of English Teaching Method in AEDS Program | 48 |
| CHAPTER V CONCLUSION | 49 |
| A. Conclusion | 49 |
| B. Suggestion | 50 |
| BIBLIOGRAPHY | |
| APPENDIX | |



CHAPTER I

INTRODUCTION

A. Background of Problem

A teacher is the most important aspect of learning success, has the responsibility for providing a good learning environment for his or her students. By a good learning environment, students will be able to optimize their potentials. The professional competence of teachers in teaching also greatly affects students learning outcomes. Learning will determine the students because there is a transfer of knowledge from the teacher to students who can affect the emotional, intellectual, or spiritual students.

There are some ways a teacher can do to facilitate their students in learning. For example, a teacher can prepare appropriate materials before coming to their class. The well-prepared materials will help both students and teachers in activating the objectives of the learning. A teacher also prepares the media, which will help them in delivering the material to make it easy and more fun. In addition, in the teaching process, teachers intended to make the learning process more fun and not boring.

According to Patel and Praveen (2008:70), the teaching method is a way to transfer knowledge. The methodology is a systematic and scientific way of teaching any subject. It guides teachers on how to teach and how their teaching may be effective. The method may also define as the process of planning, selection, and grading language material, and technique of teaching. In addition, the teacher should pay attention to choosing the appropriate method use for achieving the learning objectives.

According to Harmer (78), a method is very supporting for the success of learning, because it is the practical realization of an approach. The originators of a method have arrived decision about types of activities, role of teachers, students, and the kinds of material which will be helpful.

In language teaching, teaching method is also needed to succeed learning. According to Stren in Johnson (1991:10) English language teaching is defined broadly as creating situation that promote second language and learning. It involves organizing learning environment, language used and language learning activities that are intended to facilitate student language development. As an international language, English language teaching and learning in many countries not only begins in formal education but also in another education such as non-formal education.

Related to the use of methods in English language teaching, there is an institution that develops a language program for its students. It is Al Ikhsan Islamic Boarding School Beji. Islamic Boarding School or Pesantren is the oldest Islamic educational institution in Indonesia that has several elements that in certain things distinguish with other education system. According to Maunah (2009:1), the elements of Pesantren are include kiyai, santri, mosque, dormitory, and classical book or commonly called kitab kuning. The alignment is the system and specific model of education, as well as distinguishing with the formal education.

Al Ikhsan is a pesantren which since establish has developed foreign languages. Those foreign languages are Arabic and English. Arabic and English Development Skills (AEDS) program is a regular program in Pesantren Al Ikhsan Beji to develops their student skills in foreign language. This program is held in five days a week. Every morning at 05:00-06:00 am students are scheduled for learning Arabic in the class, while in the afternoon at 04:00-05:00 pm students are scheduled for learning English in the class. This program is for all students who staying in Al Ikhsan Islamic Boarding School. The students ought to study Arabic and English language. The learning purpose in this program is to create the active students in mastering English as foreign language. The interest teaching method are also used as a way to facilitate teachers and students in learning activities. According to the researcher's interview with some of AEDS teachers, students easier to follow the lessons using various method which are also supported by several media. According to interview with some of students, they like the way who used the teachers in delivers the

material and change the mindset students that English is easy. There are several methods used by the AEDS teacher, namely grammar translation method, audio lingual method, and suggestopedia method.

Look at the importance of teaching methods in succeed of developing foreign language skills, the researcher is interested in researching how the teaching methods are taught in English and the researcher choose the title "**ENGLISH TEACHING METHODS IN ARABIC AND ENGLISH DEVELOPMENT SKILLS (AEDS) PROGRAM IN AL IKHSAN ISLAMIC BOARDING SCHOOL BEJI "**

B. Operational Definition

This research will focus on English teaching methods in Arabic and English Development Skills (AEDS) in Al Ikhsan Islamic Boarding School Beji.

1. Teaching method

Teaching is a teacher's assignment or instructional function. In use that instructional function, the use and application of teaching method is one of the important factors in teaching and learning activities. Teaching method is a way of teacher to deliver the materials whether in the classroom or outside the classroom through certain stages.

In determining the teaching method to be use, teacher is also need to pay attention in several things such as learning objectives, material, student conditions, etc. The use of method is expected to bring up a kind of learning activities between teacher and students. The accuracy in choosing the teaching methods will be related with the result of study that will be obtain after learning takes place.

2. Arabic and English Development Skills (AEDS)

Arabic and English Development Skills (AEDS) program is a regular program in Pesantren Al Ikhsan Beji which is formed as a place to develop their student abilities, especially in Arabic and English language. it's the first program since Pesantren Al Ikhsan Beji was established.

This program is for all students staying in Pesantren Al Ikhsan Beji. The students ought to study Arabic and English language. This program is held in five days a week. Every morning at 05:00-06:00 am students are scheduled for learning Arabic in the class, while in the afternoon at 04:00-05:00 pm students are scheduled for learning English in the class. The purpose of learning in this program is to create the active students in mastering English as foreign language.

3. Al Ikhsan Islamic Boarding School Beji

Al Ikhsan Beji is one of Islamic Boarding School in Purwokerto that has a program for developing foreign language skills such as Arabic and English. In addition, the student is not only understood about islam, but also has other capabilities that are in Arabic and English language which can be a plus value for students of Al Ikhsan. Pesantren Al Ikhsan is also has a formal educational institution that is one scope with Pesantren.

C. Research Questions

Based on background of the problem can be formulated in the form of research questions, as follows:

1. What are the methods used in teaching English in AEDS program?
2. How does the English teacher implement the methods in AEDS program?

D. Objectives of the Study

1. To identify English teaching methods used in AEDS program.
2. To analyze the implementation of methods used in AEDS program.

E. Significances of the Study

The significances of this research are expected to give contributions both theoretically and practically:

1. Theoretical significances

The result of this research can be used as a reference in the English teaching method which the use of appropriate teaching methods with the material, teachers, and students can achieve the mind object of teaching and learning. In addition, it is one of the important subjects in education.

2. Practical significances

a. For the teacher/tutor

The result of this research is hopefully used the method that fun and involved during the English learning process. On the other hand, it's to develop the method which used in teaching and learning activities.

b. For the Islamic boarding school

The result of this research is expected to be able to use as a reference at Al Ikhsan Islamic Boarding School. So, the English teacher gets more advancement in improving and developing the English teaching method.

c. For the other researchers

The result of this research can be a valuable reference to them which is related to this research and also can help the researcher in developing the research about the English teaching method.

F. Review of Relevant Studies

To see the position of this research among other similar researches, below are presented some relevant to this study. The following of the research that related with the research topic.

1. Muhammad Muzakki Aufa's research entitled "*English Language Teaching and Learning for Young Learners at SD IT Cahaya Bangsa Mijen Semarang*"

a graduating paper in Walisongo State Islamic University of Semarang written in 2018.

The result of this research that there is use the direct method, total physical response, and grammar-translation method. This method emphasizing teach grammar, structure, and vocabulary. Those methods are supported by several teaching aids: picture, slide, realia, video, audio, and everything in the environment or classroom. The teacher used this method to establish a classroom atmosphere that promotes openness, respect, and motivation. In this thesis, there is a similarity in teaching method which founded by researcher likes grammar-translation method. The teacher used the grammar-translation method to teach vocabulary. The teacher gives vocabulary to students, and then students repeat after their teacher. After that, the teacher explains the meaning of it.

2. Luqman Hakim's research entitled *"The Implementation of English Teaching Learning Method for Juvenile Offenders in Kutoarjo Juvenile Corrections Purworejo "*, a graduating paper in Walisongo State Islamic University of Semarang, written in 2015.

The result of this research is used the grammar-translation method to reading the material which is being discussed. Then asked students to imitate what has been said by the teacher. The teacher used this method based on the student conditions, and encourage students in the teaching-learning process. The method is a little different from Al Ikhsan because the ways of the method are to translating, lecturing, and memorizing.

3. Siwi Nurjanah's research entitled *"Teaching and Learning Process of Speaking of The Eight Grade Students of SMP Al Firdaus Solo"*, a graduating paper in The State Islamic Institute of Surakarta, written in 2017.

This research was aimed to giving information about teaching method in eight grade students of SMP Al Firdaus Solo. In this thesis, there is a similarity in teaching method which founded by researcher likes direct method.

The teacher used direct method to teaching speaking, where the teacher avoided the used of native language as much as possible. But there is a difference place, the researcher was research in Pesantren while this thesis is at formal institution or at school.

G. Structure of Study

The result of this research is presented in the following structure. These are five chapters that will be discussed in this research:

Chapter I provides the description about an introduction that consist of background of the problems, operational definition, objectives of the research, and significances of the research.

Chapter II provide the theoretical basis of the English instruction method in Arabic and English Development Skills (AEDS) program which is divided into two part. First, review of relevant studies and the second is literature review.

Chapter III provides the research methodology that consist of type of research, sources of data, technique of collecting data and technique of analysis data.

Chapter IV provides the result of research that consist of general description, data display and data analysis including the profile of Pesantren, history of Pesantren, vision and mission, and data analysis about English teaching method in Arabic and English Development Skills (AEDS) program.

Chapter V is closing that consist of conclusion and suggestion.

The last part consists of reference, attachment, and researcher biography.



LITERATURE REVIEW

A. Teaching Method

1. Definition of Teaching Method

According to Douglas Brown (2000:16), the method is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be concerned primarily with the teacher and student roles, behaviors, and

secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. In addition, the method has an important role in teaching and learning activities to accomplish the objectives that have been determined and planned.

The teaching method is one of the components that must be present in learning activities. Basically, the teaching method is a method or technique used by the teacher in interacting with the students during the learning process. According to Hamdayama (2017:94), the teaching method is a way of teaching used by a teacher to deliver the material. The teacher has to choose the suitable method with the teaching purpose and predetermine goal. In addition, the teaching method is also very influential on students learning outcomes and makes learning educational, conducive, and challenging.

2. The Function of Method

In learning activities, the teacher as a facilitator to help students. Make the students believe that they can be successful in learning and motivating them to dare to speak using the target language because most students are afraid to make mistakes. In addition, this situation encourages the teacher to be creative in making the atmosphere class and transformation the lesson.

According to Sunhaji (2009:38), there are several components in a learning system that are interconnected with each other and must be considered by the teacher. One of them is a method. The method was chosen as a media for the transformation of lessons toward the objective to be achieved. In teaching activity, a method is an integral part that cannot be separated in a learning system.

Selecting the teaching method, besides material and the main object that will achieve. The teacher also needs to pay attention to the differences of character students and class situations. So the teacher should be creative in using the kind of teaching method and choose an appropriate method to transfer

the knowledge to students. The use of teaching method in learning activities have several functions as follows:

There are some of functions of the teaching method:

- a. To easier teachers in delivering material to students. Fun and motivated atmosphere makes it easier for students to accept the material who delivered by the teacher.
- b. As a way to achieve the learning objectives. In addition, in learning process will require a technique to achieve the objective learning.
- c. As a consideration in determining about learning assessment tools.
- d. Attracting student attention to more focus on teachers and material being delivered. It can be seen from the involvement of students in learning activities and student concentration in doing assignments who given by the teacher.

3. The Factors of Selecting the Teaching Method

Teaching is one of the teacher tasks that called instructional function. In using these instructional, the use and application of teaching methods is an important factor in teaching and learning activities. According to Hamdayama (2017:95), the determination and selection of teaching methods must be appropriate with the characteristic of the student, material, and environment in which learning takes place because the accuracy in choosing the teaching methods will be correlated with the learning outcomes and obtained after learning.

There are some factors in selecting the teaching methods as follows:

- a. The aim of method

The mine of the method used must be a reference in choosing and determining the effectiveness of the teaching method. Before use, the teacher

must be careful in examining the methods because teaching methods there not by following the learning objectives. So, it will be useless.

b. Students Condition

The teacher understands the student's conditions well and can arouse student enthusiasm for studying. The existence of the various learning styles such as visual, auditory, and kinesthetic make the teacher have a varied skill of teaching methods to continue the learning activity.

c. Teaching Material

Teaching methods also pay attention to the teaching material to delivered and described it into the elements of the learning plan. Does the learning material contain facts and skills which only require mental power to master or contain skills and habits that require comprehension motoric, so the teacher can determine what the method that is suitable with the teaching material.

d. Teaching and Learning Situation

The atmosphere and situation of the class must be considered with the students condition, the situation of the environment, and the weather as well as teacher conditions, also need to considered because those are can interfere with the course of learning.

e. Facility

Physical and non-physical facilities are needed to considering in choosing the method to be used. Physical facilities such as classrooms and learning equipment, teaching media, etc. While non-physical such as opportunities, costs, regulation, and policies of school leaders.

f. Teacher

The teacher can understand the curriculum with the different learning competencies. It is also related to the selection of teaching methods to be

used. In addition, the teacher also can understand the desires of students and consider the exciting facilities.

g. **Strength and Weakness of Each Methods**

Know and consider the confine of strength and weakness from the method which will used. The knowledge and comprehension of teacher in choosing a method is very important before deciding what the method will use.

B. The Kind of English Teaching Methods

There are some of English teaching method which can be use in teaching activities:

a. **Grammar Translation Method**

According to Freeman (2004:11), Grammar translation method is a foreign language teaching method derived from the classical method of teaching Greek and Latin. This method was used for the purpose of helping students read and appreciate foreign language literature. On the other hand, it through the study of the grammar of the target language, students would become more familiar with the grammar of their target language. The method is required students to translate whole text word for word and memorize numerous grammatical rules and exception as well as enormous vocabulary list.

According to Kaharudin (2018:252), Understanding grammar and vocabulary are the most effective instrument in language that should be taught at the beginning as a foundation to accelerate the development of communication skills and can make teaching English more effective and communicative through translation approach.

The goal of this method is to help the students to comprehend the text given. Especially in teaching reading, know the grammatical rules of a language, and translate literary masterpieces and classics.

There are techniques described below that are already using or can adapt to approach associated with the Grammar Translation Method as follows:

1) Translation of a literary passage

Students translate a reading passage from target language into their native language. The reading passage then provide the focus several classes: vocabulary and grammatical structures in the passage are studied in subsequent lesson.

2) Reading comprehension questions

Students answer questions in the target language based on their understanding of the reading passage.

3) Antonym/synonym

Students are given one set of word and asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of word.

4) Cognates

Teacher is recognize cognates by learning the spelling or sound pattern that correspond between the language and students are also asked to memorize the words.

5) Fill in the blanks

The teacher is given a series of sentence with missing words. He or she asks the students to fill in the blanks, so that the sentence can be comprehension sentence.

6) Memorization

The teacher is given a list of vocabulary to memorize students and also memorize about grammatical rule and grammatical paradigm.

7) Use words in sentence

The teachers make up sentences in which use a new word. The aim of that, is to check how about the students understanding the meaning of sentence.

b. Direct Method

According to Mahes Kamalja (2016:8), direct method is a natural methods of teaching foreign language, it is used to teach language directly at aims to create direct bond between the word and meaning, through and expression. It's also to improving the pronunciation.

In this teaching method where teachers used foreign languages as an introduction to learning without a child's language, but when a student is struggling to understand what the teacher is told, the teacher will be explained using Child language. In addition, teachers must also be able to explained each material by using demonstration techniques that are supported by various learning media. According to Izzan (2016:40) The main purpose of direct method is student make a communication using English. The main object of direct method is students can master and communicate using English with some exercises such as connecting words to make sentences and explain the meaning by demonstrations and mimic. It also helps the students how to communicate using English and learn to think in English.

According to Freeman (2004:30) there are techniques described below that are already using or can adapt to approach associated with the Direct Method as follows:

1) Reading Aloud

Students take turns reading sections of a passage, play, or dialog. At the end of each students turn, the teacher uses gesture, picture, realia, example, or the means to make the meaning of the section clear.

2) Question and Answer Exercise

Students are asked question and answer in full sentence so that they practice new words and grammatical structure.

3) Conversation Practice

The teacher asks students in some question and the students have to answer correctly.

4) Dictation

The teacher reads the passage three time. The first time, the teacher read at a normal speed, while the students just listen. The second time, the teacher reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time, the teacher reads again in normal speed and the students check their work.

5) Map Drawing

The teacher gives students listening comprehension practice. The students give a map appropriate with the teacher direction.

6) Paragraph Writing

The teacher asked the students to write a paragraph in their own words.

c. **Audio Lingual Method**

According to Freeman (2004:35), Audio Lingual Method is a method who drills students in the used of grammatical sentence patterns. it is based on principles from behavioral psychology (Skinner 1957) were incorporated. It was though that the way to acquire the sentence patterns of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement. Learner could overcome the habits of their native language and form the new habits require to be target language speakers.

Audio lingual method gives priority to repetition. This method is done to make time efficient in learning second language. in this method, learning second language is focus on pronouncing words and exercise sentence pattern repeatedly and intensively.

In this method, central and active teacher dominated, teacher provides model, control direction and pace. Teacher will focus to give the correct pronunciation. Drilling and repeating technique usually used in this method. Grammar is implicitly taught by the teacher. Sometimes teacher use tapes, language labs, and visual aids to help teaching and learning activity in order to reach the goal of teaching. The goal here means the great pronunciation itself in controlling of structure of sound and form.

According to Freeman (2004:47) there are techniques described below that are already using or can adapt to approach associated with the Audio Lingual Method as follows:

- 1) Dialog Memorization

Students memorize the dialog mimicry and usually take the role of one person in the dialog. After the students have learned the one person's line, they switch roles and memorize the other person's part.

- 2) Backward Build-Up (expansion) Drill

This drill is used when a long line of a dialog is giving students trouble. The teacher breakdown the line into several parts. The students repeat part of the sentence, usually the last phrase of the line. Then, following the teacher cue, the students expand what they are repeating part by part until they are able to repeat the entire line.

3) Repetition Drill

Students repeat the teacher model as accurately and as quickly as possible.

4) Chain Drill

Students ask and answer each other one by one in a circular chain around the classroom. The teachers begin the chain by greeting a particular student or asking a question than the students responds. A chain drill allows some controlled communication, even though it is limited. A chine drill also gives the teacher an opportunity to check each student speech.

5) Single Slot Substitution Drill

Teacher states a line from the dialog, then used a word or a phrase as a “cue” that students. The students repeat the line the teacher has given, substituting the cue into the line in its correct place.

6) Multiple Slot Substitution Drill

This drill is similar to the single slot substitution drill. The difference is that the teacher gives cue phrase, one at a time, than fit different slots in the dialog line. The students must recognize what part of speech each cue is, or at last, where it fit into the sentence, and make any other changes, such as subject-verb agreement.

7) Transformation Drill

The teacher gives students a create kind of sentence pattern, for example a question to be turned into a statement.

8) Question and Answer Drill

The students should answer the teachers question very quickly.

9) Use of Minimal Pair

Using contrastive analysis, teacher select a pair of word that sound identical except for a single sound that typically poses difficulty for the learner are to pronounce and differentiate the two words.

10) Complete the Dialog

Selected word is creased from a dialog student have learned. Students complete the dialog by filing the blank with the missing word.

d. Total Physical Responses

According to Jack C. Richard and Theodore S. Rodger (2001: 73), Total Physical Response (TPR) is a language teaching method build around the coordination of speech and action. It attempt to teach language through physical (motor) activity. Total Physical Response is consist basically of obeying command given by the teacher that involve an overt physical response. For example, the teacher says “stand up”, so the students must to do what the instruction who given by the teacher.

Total Physical Response method is suitable method with the character of students who like to move and get bored quickly if they only sitting during the learning process. According to Ice Sariyati (2017:47), this method can also motivate students to be interested in learning vocabulary. Their pleasure and enthusiasm in doing the learning activities is very necessary so the children can also more easily grasp what is conveyed by the teacher.

According to Freeman (1990:113), the goal of this method is help students to enjoy in learning foreign language, that is to reduce the stress students feel when their study. Encourage students to persist in their study beyond a beginning level of proficiency.

According to Freeman (2004:115) there are techniques described below that are already using or can adapt to approach associated with the Total Physical Response as follows:

1) Using Commands to Direct Behavior

The commands are given to get students to perform an action which is makes the meaning of the command clear. Teacher vary the sequence of the command so the students will get much of language although it do not simply to memorize.

2) Role Reversal

Students command their teacher and classmate to perform some action when the students want and ready to speak.

3) Action Sequence

Giving a command to the students to do something that use series of command or action sequence will make students to learn more and more of the target language. For example, “write the address on the envelope”.

e. Suggestopedia

According to Jack C. Richard and Theodore S. Rodger (2001:100), Suggestopedia or desuggestopedia is a teaching method developed by the Bulgarian Psychotherapist Georgi Lazanov in which students must be comfortably relaxed. Suggestopedia tries to harness these influences and redirect them so as to optimize.

According to Dini Deswarni and Setiawati (2018:98), suggestopedia enables students to learn in fun, calm environment during the learning

process. It's be the main aims of the method. Comfortable chairs, dim lightening and special kind of music which to increase the stage of relaxation among students, calm music (especially baroque one) is played as the background the lesson.

The methods can be used in learning material that is more practice to improve student abilities. According to Izzan (2016:72) the material taught in this method include vocabulary memorization, dialogue, sketches, drama, short stories, recitations, songs, and trips to the field where students speak in English.

According to Harmer (2007) states this frequently means comfortable furniture and baroque music to make students more relax in learning activities. According to Brown (2000:27) playing soft music of the baroque music can increase in alpha brain waves and decrease in blood pressure and pulse rate. In addition, when the students listen the baroque music they will smarter because it can increase the alpha brain wave.

According to Freeman (2004:84), there are techniques described below that are already to use or can adapt to approach associated with the Suggestopedia as follows:

1) Classroom set-up

The teacher created the classroom environment which is bright and cheerful. The teacher also can decorate the wall with scenes from a country where the language is spoken or words which is to increase student vocabulary.

2) Choose a new identity

The teacher asked students to write whole biography about their fictional selves and it aim to develop their writing skill.

3) Role play

Role play occur when participants take on differentiated roles in a simulation and it also used to creating historical event or actual events. It is a memorable and enjoyable learning method.

4) First concert (active concert)

The teacher introduced a story as related in the dialog, after that, he or she called the students attention to some particular grammatical points that arise.

5) Second concert (passive concert)

In the second concert phase, the teacher reads the dialog at a normal rate of speed and music accompaniment (pre-Classical or Baroque).

6) Creative adaption

The students engage in various activities design to help them learn the new material and use it spontaneously. The activities particularly like singing, dancing, dramatization, and games.

f. Community Language Learning

According to Jack C. Richard and Theodore S. Rodger (2001:90), Community Language Learning (CLL) is the name of a method developed by Charles A. Curran and his associate. Curran was a specialist in counseling and a professor of psychology at Loyola University, Chicago. According to Freeman (2004:89), in learning activities, teacher consider about student intellect, but also have some understanding of the relationship among students feeling, physical reaction, instinctive protective reaction, and desire to learn.

The goal of this method is help students to learn how to use the target language communicatively and learn on their own learning or learn how to learn from one another and the method which make students feels the safest as there's a great emphasis on the relationship and bond between the student and teacher.

According to Freeman (2004:104), there are techniques described below that are already to use or can adapt to approach associated with Community Language Learning as follows:

1) Tape recording student conversation

Students make a conversation using their native language as the common language of the group.

2) Transcription

The teacher transcribes the students tape recorded target language conversation and permitted students to translate use their native language.

3) Reflection on experience

The teacher takes place during or after the various activities to give the students opportunity to feel about the language learning experience and how they feel about the learning process.

4) Reflective listening

Students listen to their own voice on the tape in a related and reflective environment.

5) Small group tasks

The teacher asked the students to work in small groups to create new sentence using the transcript, afterward shared the sentence they made with the rest of the class.

g. The Silent Way

According to Ahmad Izzan (2016:64), Silent Way is a language teaching who applied the principles of cognitive and philosophy in his or

her teaching. Students have to listen well because they have to imitate what the teacher has given, even though it only time. According to Jack C. Richard and Theodore S. Rodger (2001:81), the Silent Way is a method which that the teacher should be silent as much as possible in the classroom but the students should be encourage to produce as much language as possible. The learning hypotheses underlying Gattegno's work could be started as follows:

- a) Learning is facilitated if the learner discovers or creates rather than remembers and repeat what is to be learned.
- b) Learning is facilitated by accompanying (mediating) physical object.
- c) Learning is facilitated by problem solving involving the material to be learned

According to Douglas Brown (2000:29), Gattegno believed that students should develop independence, autonomy, and responsibility. At the same time, students in a silent way classroom had to cooperate with each other in the process of solving language problem.

According to Freeman (2004:68), there are techniques described below that are already to use or can adapt to approach associated with the Silent Way as follows:

1) Sound-color chart

The chart draws the student attention and allows them to concentrate on the language. When a particular sound contrast is new for students and the student can't perceive which sound of two what they are producing. This technique can be used to give a feedback on which sound they are making

2) Teacher's silent

Teacher is generally silent, only giving help when it is absolutely necessary.

3) Peer correction

Students encouraged to help each other in cooperation and when they are getting difficulty.

4) Rods

Rods are used to trigger meaning and to introduce or actively practice language. Situation with the rods can be created in such a way that the meaning is made clearly and connected to the meaning. They can symbolize whatever words are being taught and be manipulated directly or absolutely to create.

5) Self-correction gestures

Teacher used hands to indicate that something is incorrect or needs to change by the students.

6) Word chart

Words write on charts, the sound in each word corresponding in color to the sound-color. Students can use this way to build sentence.

7) Fidel chart

A chart that is color-coded according to the sound-color chart in order that students associate the sound of the language with their spelling.

8) Structure feedback

Students are invited to make observation about the day's lesson and what they have learned.

h. Communicative Language Teaching

According to Freeman (1990:41), communicative approach is an acknowledged that structure and vocabulary is important. However, according to the adherents of the communication approach, mastering the

function or purpose of language first is more important before students truly used language.

According to Vivian Cook (2016:22) based language teaching on the functions that the second language had for the students and on the meaning they wanted to express, leading to teaching exercise that made the students communicate with each other in various way. Teacher help the students in any way that motivate them to work the language. Therefore, the students are expected to interact with other people through in pair or group work. The gold of this method is to help enable students to communicative in the target language because language learning is not merely acquiring the knowledge of the grammatical role but also ready to use the ability how to use the target language to communicate each other.

According to Freeman (2004:132) there are technique describe below that are already to use or can adapt to approach associated white the Communicative Language Teaching as follows:

1) Authentic material

Teacher use this technique when getting students cannot understand about the material who deliver by the teacher.

2) Scrambled sentence

Students learn how sentences are bound together in different level through formal linguistic, device such as pronouns, which make a text cohesive and semantic prepositions.

3) Language games

Games to make students enjoyable and if they are properly designed, teacher give students valuable communicative practice.

4) Picture strip story

Students work in small group using strip story. Students showed one by one the strip story to other member of groups, than asked to predict what the next picture would look like. This technique is to

make students to build a communication and practice in negotiating meaning.

5) Role play

Teacher give students an opportunity to practice communicating in different social context and in different social roles.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

The type of this research is field research. it means that the research conducts directly at the research place and employs a descriptive method. This study uses qualitative research to make the description about the factual phenomenon in teaching to get information.

According to Margono (2003:39), the qualitative is method used by the researcher to analyze the data through a description of the research situation into narrative descriptive. In this research, the researcher wants to make an objective description of methods used by the teacher in teaching English and how to implement the method that can make students interested and active in learning English.

The sources of research data are English teachers and students especially ibtida 1 and ibtida 4. While the techniques of collecting data are observation, interview, and documentation. The research process includes observing toward English teaching method used in Arabic and English Development Skills (AEDS) program in Al Ikhsan Islamic Boarding School.

B. Sources of Data

1. Setting

In this research, the researcher chose Pesantren Al Ikhsan having its address at Beji Village, Kedungbanteng Regency as a place of research with the following considerations:

- a. Pesantren in Purwokerto which has a language development program, and has various programs, both regular and non-regular programs. For the regular program, that is AEDS Program, while non-regular programs are Training of Trainer (TOT), *Ta'lim Al-Lughoh Al-'Arabiyah Al-Khususiyah*, Junior English Trainer (JET), and Hard Teaching System (HTS).
- b. Pesantren Al Ikhsan Beji is often as a place in linguistic activities or teaching foreign language activities from outside the Pesantren.

2. Research subject

Research subject is a source of information that can provide data in accordance with the topic of research. The subjects of this research are:

- a. Director of AEDS Program

Mrs. Aniqotul Milah Zakiyah, S.SI. as director in AEDS program. She became a source of information about the general description of foreign language development programs and an overview of the teaching methods used in the AEDS program in Pesantren Al Ikhsan Beji.

- b. English Teacher

English teacher as a source of information about the methods which used and process of the implementation methods for English teaching in AEDS program.

1. Miss Aqimi Dinana Agit as English teacher of *ibtida* 1 boy (A)
2. Miss Khusnul Amalia as English teacher of *ibtida* 4 girl (A)
3. Miss Rofiqotul Mufidah as English teacher of *ibtida* 1 girl (D)
4. Miss Maghfirotul Khasanah as English teacher of *ibtida* 4 girl

c. Student (santri)

The student as a source of information to know how students respond about their teachers when used the teaching method and know if the method can make the students more active and easier to understand the material given by the teacher.

3. Research object

The object in this research is the implementation of English teaching method in Arabic and English Development Skills (AEDS) Program.

C. Techniques of Collecting Data

The researcher used techniques of collecting data to find out the data needed. Because without techniques of collecting data, the researcher will not be able to find the validity data. These are the techniques used to collect the data:

1. Observation

According to Creswell (2012:213), observation is the process of gathering open-ended, firsthand information by observing people and place at a research site.

This method is used to collect the information and data through observation. The researcher came to AEDS classroom activity when the teaching and learning process is going. During observation, the researcher took a set at the behind to investigate the teacher role, student role, media, method, and material delivered. The data are obtained about various

learning activities and teaching of foreign language and also about the state of Pesantren in general. According to Cohen (2018:542), the use of observation as a principal mode of research has the potential filed that more valid or authentic data than would otherwise be the case with mediated or inferential methods.

2. Interview

According to Cohen (2005:305) Interview is two-person conversation initiated by the interviewer for the specific purpose of obtaining research which relevant information and focused on the interviewer in specified content by research objectives of systematic, description, prediction, or explanation.

In this data collecting method, the researcher used to looking for the related data about this research from the informant, they are Miss Aniqotul Milah Zakiyah, S.SI, the director of AEDS program, and some of AEDS teachers. The researcher gave some oral questions to collect the data about the teaching method what they used in AEDS program, and some activities in AEDS.

3. Documentation

Documentation is a method of collecting data that makes research data more credible or trustworthy. The researcher used this method to collect the data that are related to this research and also acquired it from the records of outcomes learning, syllabus, photos when the researcher is taking place which is related to the learning process at AEDS program.

D. Techniques of Analysis Data

1. Data Reduction

According to Sugiono (2017:247), data reduction included elect the main cases, focus on the important things, and look for the theme and pattern.

Then, the reduced data will be given a clearer picture and make it easier for the researcher to do the continued data collection.

The researcher is collect a lot of data from anyone that allows obtaining the data needed either through observation, interview, and documentation. But the data is still too broad, so the researcher needs to reduce to obtain the important data and related to the research focus.

2. Data Display

Data display has an important role in directing the composition of the result of this study. Beside from being a reference for researchers and readers in understanding the contents of research discussions, it is also a form of factual validity of data that had previously been reduce by researchers.

3. Conclusion

Conclusions is the final part of this research. Data analysis conducted during data collection and after data collection is used to draw a conclusion, so that it can be described in dept about English Teaching Method in Arabic and English Development Skills (AEDS) Program at Al Ikhsan Islamic Boarding School Beji. In this research, the data were acquired from three different technique of collecting data, they are observation, interview, and documentation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. The Profile of Pesantren Al Ikhsan Beji

1. Geographical Review

Pesantren Al Ikhsan Beji is located in Beji Village, Kedungbateng Regency, Banyumas District.

2. Historical Overview

Pesantren Al Ikhsan is an Islamic boarding school was established by K.H. Abu Chamid, a charismatic cleric from Banyumas who has high enthusiasm in *tholabul 'ilmi* starting from Pesantren Darul Hikmah which was raised by K.H. Muhammad Nuh in pageraji cilongok, Randegan leler, Banyumas who at the time studied with K.H. Hisyam Zuhdi which is now as Pesantren Attaujieh raised by

K.H. Zuhurul Anam, and Pesantren Bendo kediri. K.H. Abu Chamid was married with Nyai Fathonah bint K.H. Ikhsan and have a son who is named “K.H. Syarif Hidayatulloh” (Gus Syarif). Starting from students of the surrounding community who came to study, K.H. Abu Chamid decided to establish a pesantren after get home his son (K.H. Syarif Hidayatulloh) from pesantren.

Pesantren was established in 1986 which the name “Al Ikhsan”. K.H. Abu Chamid struggled with his son (Gus Syarif) to advance with a new breakthrough in the world of Pesantren, that is dual language program (Arabic and English) or called AEDS. The importance of language as a communication tool among individuals, teams, unit, and organization, Pesantren Al Ikhsan interest to inserted language learning into the curriculum, they are Arabic and English languages. But still upholds the study of the holy Qur’an and classical book (kitab kuning). This program must be followed by all students and as a plus value to Al Ikhsan students.

3. Vision and Mission

Vision:

Membentuk manusia muslim yang berilmu, berbudi luhur, serta mandiri.

Mission:

- a. *Mewujudkan dan membentuk manusia yang beriman, cerdas, bertaqwa, terampil, disiplin, professional, serta mempunyai dedikasi dan tanggungjawab yang tinggi terhadap agama, bangsa, dan negara dengan ajaran islam Ahlussunnah Wal Jama’ah.*
- b. *Mempersiapkan peserta didik sebagai anak bangsa yang handal dibidang keahliannya dengan kritis, kreatif, mandiri, menuju Al-Ikhsan Go International.*

- c. *Melaksanakan pembelajaran dan bimbingan secara efektif dan efisien sehingga santri dapat mengembangkan bakat, minat, serta potensi yang dimiliki secara optimal dalam meraih masa depan.*

B. The Profile of AEDS Program

Arabic and English Development Skills (AEDS) program was established in 1987 by “K.H. Syarif Hidayatulloh” (Gus Syarif) and as a regular program in Al Ikhsan Beji. This program is also a plus value for Al Ikhsan students. It is successful in getting many achievements, whether in regency or province. There are Story Telling, Arabic and English Speech, *Taqdimuk Qisoh*, etc. Students who have a good achievement were also to be a teacher in AEDS program. The learning activities in AEDS are carried out every day with 2 hours of face-to-face (morning and afternoon) except on Friday and Sunday. Learning was divided into several classes where located in the Islamic elementary school building which close to the pesantren. This program also has several monthly events such as *Bulan Bahasa*, Outing Class, and Sunday Cooking.

1. The teacher of AEDS Program

Tabel 1

Teacher List

Arabic and English Development Skills (AEDS) Program
Al Ikhsan Islamic Boarding School Beji

| Arabic Teacher | English Teacher |
|-------------------------|------------------------|
| Ukhty Nailiy H | Mr. Jamaludin |
| Ukhty Khamdiyah | Mr. Rizal Ardiansyah |
| Ukhty Naela Inayati | Mr. Syakur Rizki |
| Ukhty Umami Fauziah | Mr. Aldi |
| Ukhty Inarotun Nadhiroh | Mr. Brenda Prasetya |

| | |
|------------------------|-------------------------|
| UKhty Imaroh | Mr. Restu Riana |
| Ukhty Haniatul Fikri | Miss Matus Sangadah |
| Ukhty Fadhilah | Miss Muqoddimah |
| Ukhty Arin Musyarofah | Miss Azqi Wita |
| Ukhty Muflihatur Rizqi | Miss Nadhifa Munasabila |
| Ukhty Linda Humaeroh | Miss Rofiqotul Mufidah |
| Ustadz Rizki Nur Rofi | Miss Yiyin Muzayinah |
| Ustadz Adib Zaki | Miss Zahwa Latifah |
| Ustadz Irfan Sulistio | Miss Uka Agustiningasih |
| Ustadz Miftahul Ulum | Miss Azil Jazilah |
| | Miss Via Waviatul |
| | Miss Ifah Khanifah |
| | Miss Aghit Aqimi |
| | Miss Khusnul Amalia |
| | Miss Fifi Maghfiroh |

2. Level of Classes at AEDS Program

Tabel 2

Level of Class at AEDS Program

Al Ikhsan Islamic Boarding School Beji

| MTs | | MA |
|---------------|---------------|------|
| 1 MTs A Putra | 2 MTs A Putra | 1 MA |
| 1 MTs B Putra | 2 MTs B Putri | 2 MA |
| 1 MTs C Putri | 2 MTs C Putri | 3 MA |
| 1 MTs D Putri | | |

C. Types of English Teaching Methods in AEDS Program at Al Ikhsan Islamic Boarding School Beji

In the teaching and learning process, the teacher used several methods. The selection of the teaching method to be used depends largely on the skill that is being taught and it also can be influenced the enthusiasm of students in the learning process. AEDS teachers did not leave the classical teaching methods which as a traditional character of Pesantren. The teacher combined with modern teaching methods like role play, games, etc.

Teaching methods are supported by some advanced instructional media such as LCDs, laptops, speakers, etc. In addition, it can make easier teacher in using the teaching method, especially if the media can stimulate more than one organ of avoidance. Outdoor learning is also carried out to change the learning atmosphere.

Based on the observation in AEDS Program, the researcher found that there were 3 main method applied in the learning process in AEDS Program. The methods used as follows:

a. Grammar Translation Method

Grammar translation method is a method used by the teacher to teach grammar, structure, and vocabulary. GTM is also one of the effective methods that focus on reading and translating the sentence which demonstrates grammatical rules to acquire English as a second language. The teacher gave a text, then required students to tried to translate the text into their mother tongue and made the vocabulary list to improve student skills. Vocabulary selection is based only on the reading text used. It is very important for the student to English. After that, the teacher explains the structure used and the meaning of vocabularies. Furthermore, the teacher asked the students to memorize after the teacher explained the material of the day.

b. Suggestopedia

Suggestopedia is a method that was used by the teacher to teaching speaking and to make the learning atmosphere more comfortable. During the learning process, not all students can concentrate well, in addition, the teacher needed to sets the environment of the classroom as comfortable, cheerful and the material can be transferred properly. Suggestopedia was an effective method for giving the students feel enjoy and relax in learning English.

A method that was introduced by Georgi Lozano is not only used in the classroom but also in outdoor learning. AEDS teacher used this method to help them in teaching activities to make students feel that learning English were easy and fun not difficult as they think. As we know that good and positive emotional conditions students will support success in learning and achieve the gold of learning.

c. Audio Lingual Method

Audio lingual method is a method used by the teacher to teaching speaking and listening skills. The aim of the teacher used this method is to improve the speaking and listening skills of the student. through the dialogue or conversation, students learn about these two skills starting from dialogue or conversation that is exemplified by the teacher and students listening and paying attention in pronunciation, stress, rhythm, and intonation as well as a mimic.

To improve their speaking skill, the teacher asked the students to follow and practice the dialogue or conversation about who they got. Then asked the students to work in pairs to practice it. In addition, students will develop their communicative skills and it may effective in English teaching especially in teaching speaking. Dialogue memorization and question-answer drill techniques will enable students to make it easier and train students to be able to communicate either as informers (speaker) or listeners.

D. The Implementation of English Teaching Methods in AEDS Program at Al Ikhsan Beji

English teaching method must be appropriate to the purpose of the study. The teacher must be considered the method which will use, because not only about the good method but also the appropriate method with the condition of students. From the result of the research, the researcher found that there are some methods used by the teachers in the Arabic and English Development Skills (AEDS) program. Methods which used to teach students as follows:

a. Grammar Translation Method

Grammar translation method used to teach grammar and vocabulary. The student was able to read literature written in the target language. To do this, students needed to learn about grammar rules and vocabulary of the target language.

The result of the observation on Thursday, July 25th, 2019. The teacher wrote the text, then students make a vocabulary list that they did not know and look for the meaning of the vocab before the teacher gave the meaning of the vocabularies. The teacher taught in the mother tongue with little active use of the target language.

The next activity of the Grammar Translation Method for students read the text on the whiteboard. It aims to improve the reading skills and translate a whole text word for word and memorize the grammatical rule which used in the text

1) Memorization

After the students found the foreign word and look for the meaning of the word, the teacher asked the students to memorize the vocabulary list who they got from the text before and grammatical rules after the teacher explained the materials of the day.

In the next meeting, the teacher would check about their memorization before the teacher continues the lesson. The teacher mentions some word and grammar who they got at the previous meeting. Mastering a large vocabulary is very important for students. Without mastering it, students would get several difficulties in developing their language skills.

The result of observation on Thursday, July 25th, 2019 at 4 p.m. - 5 p.m. in *ibtida 1 putra* with miss Agit. The learning material on that day was speech and the learning objective was to improve student speaking skills. The teacher ensures that students are ready to take part in learning. Then the teacher greeted to open the learning and reciting *Basmallah*.

Teacher : *Assalamu'alaikum wr.wb.*

Students : *Wa'alaikumussalam wr.wb.*

Teacher : *Let's open our studying by reciting Basamalah together.*

Students : *بسم الله الرحمن الرحيم*

The teacher asked the students condition, "Good afternoon everyone? how are you today?". Students answer and asked back, "Good afternoon, I'm fine and you?". the teacher also checks the attendance of students "who is absent today?". Before continuing the material, the teacher reviews the previous material to check how they got the point of the material. The teacher explains the material on that day, which is about "speech". The teacher gave an example of opening and closing speech and write it on the board and explained what is being said and how to practice it.

Opening speech

Assalamu'alaikum wr.wb.

First of all, let's thank God the almighty who has given us his mercies and blessings, so we are able to meet and gather in this great and nice place. Secondly, my peace and salutation always be with our great prophet Muhammad SAW who has guided us from darkness to be lightness from the stupidly to the cleverness era. Namely Islamic religion that we love.

Closing speech

Dear ladies and gentlemen, that all my speech, I'm so sorry if there are many mistakes and thanks for your attention and the last I say.
Wassalamualaikum wr.wb.

The teacher gave an example by reading the opening and closing speech paragraph by paragraph. During explaining, the teacher used Bahasa and English. After that, the teacher asked the students to memorize and practice in front of the class.

Teacher : *I give you 10 minutes to memorize it. Setelah itu, practice one by one didepan teman-teman.*

To increase the student vocabulary, the teacher is also asked to write or make the vocabulary list for the word that they don't know and memorize it. To made the classroom atmosphere more relaxed, the teacher gave a sentence and practiced "ready to be success be better in the future".

The result of interview with Miss Agit who is an English teacher in AEDS program, she asked the students to memorize the opening-closing speech and vocabulary list. Besides speaking skills, students increased their references vocab due to speaking, fluency and have many vocabs that would be made easier students which is not only in speaking but also in developing other skills.

The choice of method in accordance with the theory, that is memorizing vocabulary list. In theory, the teacher provided a list of vocabulary that students have to memorize, but in this method, the

teacher modifies where students looking for self the vocabulary that they still did not know and made it in a vocabulary list and memorize it. Furthermore, she asked the students to memorize the text.

b. Suggestopedia

The importance of atmosphere class or students condition made the AEDS teacher tried to change to be more comfortable and make the students think that English is easy. It also helps students to believe that they could be successful in learning and cultivate student motivation to mastering English. Because in learning activities, not all students could concentration well, in addition, the teacher needed to make the atmosphere class more relax, but seriously right so that the material can be delivered well.

Suggestopedia method used in teaching speaking. It is applied through pronunciation, outdoor activities, and drama. AEDS teacher used a song as a media in practicing student pronunciation and drama which is an activity that must be followed by all class and the teacher also occasionally invite students to study outside while practicing their language skills.

1) Creative Adaption

The result of observation on Thursday, September 5th, 2019. Learning activities with a different atmosphere are also often carried out by teachers to reduce the level of boredom of students. One of them is learning outside the classroom by sing a song together in front of the classroom area which is followed by all student class.

Sing a song to train student pronunciation is considered the most effective way because as we know that sing a song is widely liked by both young and old. The one of songs that have been sung together is a song entitled “My Love” from Westlife. Students stand in a circle while

holding the text of the song that they will sing a song together. This activity is also known as an oral program.

The teacher also played a piece of music in the classroom when the students write. Music is specially selected to bring the students into the optimum mental state for the effortless acquisition of the material. The teacher usually played music from Bruno Mars such as “Today My Life Begins”. The teacher also allowed students to choose what they want to play.

The result of interview with miss Agit, there is also outdoor learning such as traveled around the village while practicing their English skills along the way. Such as communicating with friends or mentioning objects what they saw on the road using English or Arabic. The punishment is also given when a student said in Bahasa. Giving punishment becomes an alternative for the teacher to support the students in reaching their understanding of the material and study harder. The one punishment given to the students is given a sign or crossing out on the hand.

The choice of method is accordance with the theory. In the creative adaption technique, the teacher used one of the activities particularly, that sings a song. The song which used mostly from Westlife and Bruno Mars. According to Miss Agit as an English teacher in AEDS program, she used to cause the words were easy to understand, the music was pleasant to listen and the pronunciation is also easier. Students can also request songs that will be used for learning.

2) Role Play

Role Play was used for delivering materials to improve the students' skills especially in speaking. The result of the interview on Friday,

September 20, 2019, with miss Agit. Every month on the 3rd week, AEDS program always holds Bulan Bahasa. One of Bulan Bahasa activities is drama. Students played a role using Arabic or English which is due in Bulan Bahasa. In this activity, students got a new name and character to played. Uais Al Qarni is one of the dramas ever played. The adaption of a new identity is dependent on listening to the dialogue that will help the students to acquire language.

Besides that, students also got several learning experiences such as the ability to work together, interpret an event through role-playing and explore relationships between people through demonstration and discussion of what is played.

The choice of method is accordance with theory. Students made a simulation or retell a story about “Uais Al Qarni”. They have to take on differentiated roles in drama such as playing a character in different from themselves. This activity is also a medium for students to learn in improving their skills in foreign languages.

c. Audio Lingual Method

Audio Lingual Method is a teaching method that has typical lesson begins with a dialog, which contains the structure and vocabulary. The student was expected to mimic the dialog and memorize it. Practice the dialog in front of the class either pairs or groups.

The result of observation on Thursday, December 5th, 2019, the teacher taught material about “Expression of Congratulation”. Before the teacher explains and exemplifies expression, the teacher first asked students to give an example of what they know about an expression of congratulation. The teacher repeats it several times until the students feel capable and understand. To made the learning more interesting, the teacher also used several learning media in implementing the Audio Lingual Method such as a picture.

1) Dialog Memorization

The result of observation on Thursday, December 5th, 2019 at 5 a.m. – 6 a.m. in 4 *Ibtida*/ 2 MA with Khusnul Amaliah, S.Pd. as English teacher in AEDS program. Firstly, the teacher tried to make the situation in the class calm and also tried to warm up the students concentration. The teacher greeted the students “*Assalamu’alaikum Warohmatullohi Wabarokaatuh*”. After that, the teacher said “Let’s open our studying by reciting *Basmallah* together”, all the students said *بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ* and teacher asked the condition and check the attendance. Before continuing the material, the teacher asked the students about the previous material.

Teacher : *Yesterday we learned about “Asking and giving permission”. Okay anyone of you, who’s still remember and can give an example about asking and giving permission?*

Student : *Saya miss, “May I borrow your dictionary?”, untuk yang giving permission “Yes, of course” (the one of student gave an example)*

Teacher : *Good job, okay thank you. It is the one of example for asking and giving permission. The material for today, we will study about “Expression of Congratulation”. Adakah yang sudah tahu dan bisa memberikan contoh?*

Students : *Saya miss “Congratulate on your success”*

Then teacher continuing the material and explained it using Bahasa and English. The teacher gave the material about “Expression of Congratulation” and gives some examples about the expression of congratulation like “I’m glad of your winning” before the teacher asked the students to make a short dialogue and memorize it. The teacher gave some examples and wrote them on the board. Read aloud and repeated by students.

- I’d like to congratulate you on....

- I'm glad of your winning
- Congratulate for graduate
- Let's me congratulate you
- It was great to hear about....

Students should be practiced the dialog in pairs without the text in front of the class. The teacher also asked the students to switch roles and memorize the other person's part. It aims to know, how the student memories and their understanding about the content of the dialogue what they made. It is a way to help students to remember the information more effectively and easily. The teacher has also evaluated the understanding of each student through observation when the students were practice.

The choice of method is in accordance with the theory. Students memorized the dialog and took the role of a person's line. Practice it in front of the class, switch roles, and memories the other person's part.

2) Question and Answer Drill

The result of observation on Wednesday, December 4, 2019, at 4 p.m. – 5 p.m. in 1 D class with miss Rofiqotul Mufidah as English teacher in AEDS program. She opened the learning by giving a greeting “Assalamu’alaikum wr.wb.” and continue to say, “Let’s open our studying by reciting Basmallah together” Same with another teacher, Miss Rofiqotul or commonly called Miss Iqoh, check the attendance of students. In this learning, she would be repeating the material that was present the previous day.

Teacher : *Did you still remember the previous material about verb, noun, and adjective?*
 Students : *Yes miss*
 Teacher : *Ok, please mentions the example of them.*

Students : *Eat, sleep, table (some examples that mention by students)*
Teacher : *Today we will review the material about verb, noun, and adjective.*

The teacher prepares the media used to support the teaching method. The media used by the teacher are pictures and word cards. Then the teacher showed several media, and the students answer or mention the groups of material that would review.

Teacher : *What is this?*
Students : *Verb, memasak miss (some students mention verb and some others mention the meaning of word)*

The teacher explains how the game will be played using Bahasa and English.

Teacher : *I will divide into 3 groups (verb, noun, and adjective) perwakilan 1 anak maju kedepan untuk nantinya sebagai object tempel dari kertas that you will paste according to the group, boleh ditempel dimana saja kecuali muka.*

The result of an interview with miss Iqoh, she used this method to train the students in speaking skills. The teacher used to question and answer drill technique. The teacher gave a question, and students should answer the question very correctly and quickly. On the other hand, the teacher may also know how good skill of students in speaking English through communication between teacher and student.

In this lesson, the teacher used pictures and word cards. It used to make students more focused and interested in learning. When the teacher showed the picture, students are very active and scramble to answer the teacher's question. In the warming up section, the teacher has implemented the question and answer drill technique. This drill trains students to answer the question very correctly and quickly. In

the teaching process, the teacher also used picture media. The teacher asked the students to give their opinion about the picture that has shown.

The choice of method is in accordance with the theory. The teacher used a question and answer drill to taught speaking and increased student comprehension. So, they will think faster and concentrate more. In used this technique, the teacher modifies with several media. In addition, the teacher not only used oral question but also used media likes pictures and word cards to attract the student attentions and facilitate teaching.

C. Discussion

The research was conducted at the AEDS Program where is one of the programs in Al Ikhsan. This program as a characteristic of Al Ikhsan that makes differentiates itself from other pesantren. The researcher chose this place to research the entitled "English Teaching Methods in AEDS Program at Al Ikhsan Islamic Boarding School Beji."

AEDS teachers used some programs and created a new innovative education program to improve the quality of learning for the students and develop the teaching methods by using active learning methods in intra and extra programs.

Based on the data obtained through observation method, interview method, and documentation method in AEDS Program, the use of English teaching method in teaching and learning English. The following data obtained:

1. Analysis of the English Teaching Method in Arabic and English Development Skills (AEDS) Program at Al Ikhsan Islamic Boarding School Beji

The most important thing in teaching and learning process is the method used. To reach the gold of teaching and learning, AEDS teachers used several teaching methods and try to make the classroom atmosphere better. Sometimes, the teacher gave an expression to make the students more relaxed like “ready to be success be better in the future” and students would memorize it and practice one by one with some motions.

During the observation, the researcher also found that English teachers used some media to support the teaching method. There are pictures, speakers, LCD, and flashcards. It hopefully can made the learning activities English teaching method in AEDS program used several method. Those were the Grammar Translation Method, Suggestopedia, and Audiolingual Method. The researcher was trying to analyze the method used by the AEDS teacher during the teaching and learning process:

a. Grammar Translation Method

The result of analysis, Grammar Translation Method used by AEDS teachers to deliver the materials about grammar, structure, and vocabulary. The teacher wrote a text then asked the students to make an unfamiliar vocabulary list and the teacher explain about grammar which the text used. There are two techniques in the Grammar Translation Method used by the AEDS teacher. Those were memorization and translation of the literary passage.

b. Suggestopedia

The result of the analysis, Suggestopedia used by AEDS teachers to teaching speaking, creating the classroom atmosphere to relax and create the feeling of students that learning English is not difficult as they think. This method is mostly practice which aims to practice student skills in speaking. There are many techniques in the

suggestopedia method, but just several methods used by the teachers. There are creative adaption and role pay.

c. Audio Lingual Method

The result of research, audio lingual method is used by AEDS teacher to teaching speaking and listening. There are some techniques in the audio-lingual method but not all used by the AEDS teacher in teaching speaking or listening. The technique used included memorization dialogue and question and answer drills.

The teacher used Audio Lingual Method to teaching speaking and listening in the class. This method considered easier because there is drilling and mimicry. So, the students are easier to imitate the teacher. The teacher also repeats the sentences to make the students easily memorize. This method is also enjoyed to use in delivering the material by the teacher and more easily understood and memorized by students.

2. Analysis of the Implementation of English Teaching Method in Arabic and English Development Skills (AEDS) Program at Al Ikhsan Beji

a. Grammar Translation Method

1) Memorization

In the implementation of this method, the teacher wrote a short text and asked the student to make a vocabulary list that required students to translate a whole text word for word what they did not know the meaning and memorizing it. Then, read the text and tried to understand the structure of a text.

b. Suggestopedia

1) Creative adaption

One of the ways to create a learning atmosphere to reduce the level of boredom of students is by learning outside. Such as sing a western song to practice pronunciation which is followed by all

classes. AEDS where the activity is doing in front of the class. Students stand in a big circle, hold the script and sing along. Furthermore, there are also walks around the village while practicing their language skills like communication with friends using English, mention things that they looked at using English, etc.

2) Role play

Bulan Bahasa is a routine activity in AEDS program that is held every month in the third week which contains the appearance of each class, such as drama, storytelling, and speech that all the activities have to use English or Arabic.

c. Audio Lingual Method

1) Dialogue memorization

The implementation of this method, the teacher gave some example after delivered the material and asked the students to make a simple dialogue which related with the material that was delivered and practiced it in pairs. Each other understands and memorize the dialogue made because the teacher will switch role the dialogue.

The teacher asked students general questions to make sure that the students have understood the main points of the dialogue.

2) Question and answer drill

In the implementation of this method, the teacher gave questions through learning media such as pictures and word cards. Students are very active and scramble to answer. This drill is to tried students to dare to speak in English and answer questions correctly and quickly.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

In this chapter, based on the findings of data analysis and discussion, the researcher will conclude this thesis in previous chapter, the conclusion as follows:

1. The method used in English teaching at AEDS program are Grammar Translation Method, Suggestopedia Method, and Audio Lingual Method. These methods are used by teacher to encourage students in teaching and learning process. In every method, there are some techniques such as memorization, creative adaptive, question answer drill, dialog memorization, and role play. Then those teaching methods are supported by several teaching media such as picture, audio, and speaker.
2. The implementation of English teaching method by AEDS teacher can make students interested in learning English and change the student opinion that learning English is easy. The used of appropriate methods also makes it easier for teacher to teach and achieve the goal of learning. On the other hand, practice as the important section to develop and improve student skills. Sometimes, teacher also applied this method to study in outside classroom.

B. SUGGESTION

According to the result of research, the researcher has several suggestions, as follows:

1. Selection of method that is accordance with the learning material and student condition is the first thing that needs to considered in order to achieve the objectives of learning. Besides that, the implementation of teaching method by AEDS teacher needs to pay attention to students who are less active or not focus on lesson. The teacher should use more learning media that can make students easier in receiving the materials such as video. The teacher also should be more pay attention to the environment in the teaching and learning process.
2. In teaching and learning process, teacher will find the different situation and different types of students. Therefore, teacher should be creative in choosing the method that will use in teach the different language skills. Besides that, teacher should give more attention to the students who not focus on the learning activity and support them. Teaching English should be properly handled if it is to be successful. This will serve as the foundation for the implementation of English teaching.



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