TEACHING ENGLISH BY USING DIRECT METHOD IN THE CONVERSATION PROGRAM AT ISLAMIC MODERN BOARDING SCHOOL OF *AS-SAKIENAH* IN SLIYEG-INDRAMAYU

A THESIS

Submitted to the English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The Requirements of Undergraduate Degree

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ABSTRACT

Savitri Rachmawati. 59430649. Teaching English by Using Direct Method in The Conversation Program at Islamic Modern Boarding School of *As-Sakienah* in *Sliyeg-Indramayu*.

Islamic Modern Boarding School of *As-Sakienah* created a good learning environment that is especially dealing with language mastery. The students learned English more intensively since they must stay in the dormitories and use English as their compulsory language in daily communication. This research is meant to describe the teaching, learning and use English at Islamic Modern Boarding School of *As-Sakienah*. The researcher observed the process of teaching learning in Conversation Program and the use of English by students activity in their daily life: she also conducted interview. The method used is direct method. The researcher used descriptive method and qualitative approach.

This study aims at: 1) Describing the process of learning Conversation Program at the Modern Islamic Boarding School of *As-Sakienah*. 2) Know the problems in learning Conversation Program at the Modern Islamic Boarding School of *As-Sakienah.* 3) Know the solution that teachers and students for solving problems in learning Conversation Program at the Modern Islamic Boarding School of *As-Sakienah*.

This study is a qualitative research Data collected by method interviews, observation, documentation, and questionnaires. Data analysis was performed with descriptive analytic method, the method for collecting data and compiling data related to this study then analyzed the data, interpreted or construed.

The results showed: (1) The process of implementation of the conversation program twice a week every morning (2) Problems of teaching in the program conversation (3) Problem solving in the learning program conversation (4) The formation of a group that are tailored to each class in the teaching conversation (5) Applied obligation to be able to converse with the English language in Modern Islamic Boarding School of *As-Sakienah*,. (6) The function of the conversation was to familiarize students and *Mushrifs* and *Musyrifah* to always converse with English and aims to communicate.

Keywords: Direct Method, Conversation, Teaching

RATIFICATION

This thesis entitled **"Teaching English by Using Direct Method in The ...ation Program at Islamic Modern Boarding School of *As-Sakienah* in ...dramayu"** written by Savitri Rachmawati, registration number 59430649 ... examined on 11th November 2015 accepted by the examiners. It has been ...ed as one of requirement for Undergraduate Degree in in English Language ... Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State ... Institute Cirebon.

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CHAPTER I
INTRODUCTION

1.1 Background of The Problems

Islamic Modern Boarding School of *As-Sakienah* established on June 8, 1990 in Tugu village, Sliyeg District of Indramayu dstrict, west Java, Indonesia. This boarding school is the alumni boarding school of *Gontor* that place in Ponorogo, East Java. So that, many programs of *As-Sakienah* boarding school refer to *Gontor* boarding school such as use of English and Arabic language in daily conversation, held the program of conversation, the afternoon course, public speaking, etc. that aimed to student' personal development.

The education system that applied inj this boarding school is *Tarbiyatul Mu'allimien Al-Islamiyah* (TMI), which means that the education system combines between boarding school system with an integrated school system totally, harmony and balance.

The structure of the curriculum includes the instruction in the classroom, the outside the classroom and all aspects of daily life. Education system of *Mu'allimin* (teachers) more emphasis on empowering students intellectual, emotional and spiritual as well as acculturation into the atmosphere of everyday life are religious, educated and guided.

The Education Ladder in *Tarbiyatul Mu'allimin Al-Islamiyah* (TMI) at Islamic Boarding School of *As-Sakienah* (six) years, which consist of the level of *Madrasah Tsanawiyah* (Junior High School) for three years and go on *Madrasah Aliyah* (Senior High School) for three years. But for the graduates of Junior High School (SMP) of MTs they have to study for 4 (four) years in *Madrasah Aliyah* (Junior High School). All students are required to stay in boarding school during the boarding school education.

In this boarding school is prioritizing its students to be able to speak the foreign language include Arabic and English. Some students are supported

by the activities for the active language that managed by students' organization that called by ORSAS (Organisasi Santri *As-Sakienah*) especially for language section. The activeities are:

1) The Afternoon Course is the activities of foreign language courses are conducted in the afternoon on Wednesday and Sunday around 4 pm- 5 pm. Every one month will change the language e.g 1 month now courses in Arabic, then the next 1 month English language courses.

2) *Muhadatsah* (penambahan kosa kata) carried out for 15 minutes before going to school. This activity is routinely done every day and also the same as the activities of the Afternoon Course English changed ones every month.

3) Conversation adalah kegiatan pembelajaran berupa percakapan the daily activities. Ini dilakukan pada hari kamis dan setlah subuh.

4) Public Speaking, this activity is an activity to train students to learn a speech in front of his friends. This activity is done 3 times a week. The language used are Indonesian, Arabic and english

English is taught in Islamic Modern Boarding School of *As-Sakienah* in *Tugu Sliyeg Indramayu* for the level Junior High School and Senior High School. *Pondok Pesantren* tried to create a good learning environment that is especially dealing with language mastery. The students learned English more intensively since they must stayed in the dormitories and used English as their compulsory language in daily communication.

One of the flagship programs of the boarding school is the use of foreign languages in daily life. Students in Modern Islamic Boarding School of *As-Sakienah* obliged to use a foreign language in their daily life, namely English and Arabic. The use of foreign languages in schedule once a month, one month for use of the English language and one month later to use the Arabic language. However, not all students have sufficient knowledge of the foreign language.

Boarding school is an Islamic educational institutions with boarding facilities used by students to receive religious education. But that does not mean every educational institution that provides housing for learners can be categorized as a boarding school. According Dhofer (1982: 44) the physical characteristics that differentiate between educational boarding school with other educational institutions, among others, is distinguished from the elements contained in it, which usually consists of Kiyai, mosques, dormitories, students and the yellow book.

English is also taught in *Pondok Pesantren* besides Arabic. School and community also influence the teaching and learning of English. In this case, language environment will significantly arouse the interest of the students to learn English more Enthusiastically.

Based on research findings conducted by Efendi (1987) about English proficiency at *Pondok Pesantren* Gontor, it shown that the teaching and learning of English in that *Pesantren* become successful because of some factors. Firstly, English is used regularly as a means of communication beside arabic. Secondly, there are many people who can speak English. Thirdly, English becomes the most important language beside Arabic, which gets big attention from the students. In conclusion, when the students keep speaking English and Arabic, they directly or indirectly will create a good language learning environment. In other word, the teaching of English needs to be linked to the language community in which the language user can communicate it each other.

Boarding school boarding school based on Islamic education programs. In this section, boarding schools also hold extracurricular activities, one of which is a language program. In developing foreign language programs, boarding holding English and Arabic program as previously notified.

Based on these reasons as described previously, the authors are interested in analyzing the Teaching Method English student extracurricular activities held in Islamic Boarding School *As-Sakienah*. Speak Activator part the organization called *ORSAS (Students Organisation As-Sakienah)* Which school

called council. In the program, recorded such that the english Activity: (1) The daily activities (2) Day-Conversation (3) Weekly Activity (4) Public Speaking or *"Muhadhoroh"* (5) Classes night (6) Daily-conversation or "*Muhadatsah/ English* ".

Boarding school based on Islamic education programs. In this section, boarding schools also hold extracurricular activities, one of which is a language program. In developing foreign language programs, boarding holding English and Arabic program as previously notified. Based on these reasons as described previously, the authors are interested in analyzing the Method Of Teaching Used *Muhadatsah/ English* held in Islamic Boarding School *As-Sakienah.*

As-sakienah is one of the boarding schools were placed at the *Tugu-Sliyeg-Indramayu*. Only a few people know that in remote places there are many modern boarding school boarding school in the current luster and is located in the middle of the city. The average student from this school come from an unknown primary foreign language. And also, this school running extracurricular activities and one of them is a language program. For this reason, the author is very interesting for this research that the title " The Analysis Method Of Teaching Used *Muhadatsah/ English* At Islamic Modern Boarding School Of *As-Sakienah*".

Rivers in Rahmina (2002: 8) language teaching should pay attention to the following: a. language is a set of habits; b. teach language, not about language; c. language is what was said or used by native speakers, not what is thought by someone to say; d. characteristics of language different from one another. Kolawole (1998: 84) says that many people find it difficult to learn English because there are many problems such as lack of time teachers teach, the lack of effective teaching methods and lack of teachers who are experts in their fields. Sufficient teaching time is very important in improving the effectiveness of the teaching-learning process. Appropriate teaching methods are also very important in improving students' ability to understand the subject matter being

taught. And teacher resources are very important to develop the process of teaching and learning is good.

Direct methods (Direct Method) is a way of presenting the subject matter of foreign languages, especially Arabic, in which the teacher directly using English as the language of instruction without the use of language learners in learning. During the lesson, the teacher uses a foreign language is taught and assume that the process of learning a foreign language together with learning native language, using language directly and intensively in communicating and listening and speaking, reading and composing while also developed.

In developing the four skills of English, many schools applied additional hours to provide English language courses students are included in extracurricular activities. Extracurricular activities are activities outside the normal hours of study that aims to make the students can enrich and broaden students' knowledge and abilities (Suryosubroto, learning).

Proficiency is one type of language proficiency to be achieved in the teaching of modern languages. Speaking is a medium for communication between speakers to the listener is tamale behind. Thus speak must first exercise based on (1) the ability to listen to (2) the ability to say, and (3) acquisition of vocabulary and expressions (Arsyad Azhar, 2003: 31).

Speaking activities are interesting and bustling activity in language classes, fire the opposite is true. This is because the mastery of vocabulary and sentence patterns of the students are still limited. Another important factor in reviving the activities of speaking is courage and fear among students (Ahmad Fuad Effendi, 2005: 230). Speaking activities are interesting and bustling activity in language classes, fire the opposite is true. This is because the mastery of vocabulary and sentence patterns of the students are still limited. Another important factor in reviving the activities of speaking is courage and fear among students (Ahmad Fuad Effendi. Metedologi 2005). or Conversation Program speaking skills is the ability to express their opinions or thoughts and feelings to a person or group verbally, either against or with the distance jauh6. Speaking is

also the ability to pronounce the sounds of articulation or words to express, express or convey thoughts, ideas, and feelings.

English is still considered important at all levels of education both in school Basic education and in the level of the University. On the Modern Islamic Boarding School of *As-Sakienah* "apply daily conversation as one of the tools to support the learning of English language proficiency of students.

Given the background of different students, the researchers conducted a study of daily conversation by using the Direct Method.

1.2 The Questions of The Research

1. How does the process of learning Conversation Program at Islamic Modern Boarding School of *As-Sakienah*"?
2. What are the problems in learning Conversation Program at Islamic Modern Boarding School of *As-Sakienah*"?
3. How does the solution that teachers and students for solving problems in learning Conversation Program at Islamic Modern Boarding School of *As-Sakienah*"?

1.3 The Aims of The Research

The objective of research in this thesis is as follows:

1. To describe the process of learning Conversation Program at Islamic Modern Boarding School of *As-Sakienah*.
2. To know the problems in learning Conversation Program at Islamic Modern Boarding School of *As-Sakienah*.
3. To know the solution that teachers and students for solving problems in learning Conversation Program at Islamic Modern Boarding School of *As-Sakienah*.

1.4 The Uses of The Research

Use of the study will be divided into two purposes:

1.4.1 Theoretically Uses

Use of this research are expected to be useful to the world English language skills. There are many ways to develop English language skills. One of them is like using a method of teaching learning in English that the author will be investigated in the next chapter of the results.

1.4.2 Practically Uses

1) This study will contribute to the process of teaching English, and it will provide additional knowledge to the students and teachers.
2) Enrich our knowledge in English language teaching methods improved.

And also the author wants to show the importance of research, among others:

1) For researchers

   This study adds to the knowledge and experience in conducting research, and educate writers in the field and measure the quality of research to do better in the next.

2) For teachers

   This study provides information to teachers of public speaking can be a language program to develop and improve English four skills.

3) For students

   This research is to motivate students to improve their ability to speak English and the elements are supported.

1.5 **Theoretical Foundation**

1.5.1 **Direct Method**

Direct method first discovered by Francois Gouin. The last two decades of the nineteenth century ushered in a new era. In 1880, Gouin discovered that learning a language is a matter of changing perception to conception and then use language to represent concepts. Equipped with this knowledge, he found the teaching method is based on the insight.

After the direct method is found, then popularized by Carles Berlitz, an expert in language teaching, in Germany ahead of the 19th century. Triumph direct method is only around in 1880 - an. Factors driving its emergence was motivated by rejection or dissatisfaction of grammar and methods.

1.5.1.1 **The Definition of Direct Method**

Direct method is a method of teaching that is in the process of learning use a foreign language as the language of instruction. Teachers and students directly use foreign language support as the language of instruction, without using the native language in teaching. If there is a word that is difficult to understand by the students, the teacher can interpret by using props, demonstrate and others.

1.5.1.2 The **Characteristics of Direct Method**

The major of characteristics of learning vocabulary through direct methods are:

1) The teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realita, pictures, or phantomime; he never translate it into the students' native language.

2) Students speak target languange great deal and communicate as if they were in real stuations.

3) Grammer is taught inductively; that is the students are presented with examples and they figure out the rule or generalization from the example. An explicite grammer rule may never given.

Students practice vocabulary by using new words in completes sentences.

1.5.1.3 Approach of Direct Method

1) Theory of Language

Direct method is based on the theory of language which states that in essence it is a system language to express meaning. This theory puts more emphasis on the semantic and communicative dimension. Therefore, in language learning is based on the communicative approach that needs to be highlighted is the interaction and communication language, not the knowledge of the language.

2) Theory of Learning

Learners are required to perform tasks that are meaningful and are required to use the language he had learned. Learning theory suitable for this approach is that the theory of natural language acquisition. This theory assumes that the language learning process more effective when the language is taught directly through direct communication in the language being studied.

1.5.1.4 Techniques of Direct Method

There are some techniques that can be used in teaching English by using the direct method, they are:

1) Reading aloud

   The students take turns reading sections of passage, play or dialogue out loud. At the end of each students turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of section clear.

2) Question and answer exercise

   This exercise is conducted only in targer language. Students are asked questions and answer in fully sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions as well as answer them.

3) Getting students to self-correct

   The teacher of this class has the students self-correct by asking tem to make a choice between what they sadi and an alternate answer he supplied. There are, however, other ways of getting students to self correct. For example, a teacher might simply repeat what a students has just said; using a questioning voice to signal to the students that something was wrong with it. Another possibility is for the teachet to repeat what the students said, stopping just before the error. The students knows that the next words was wrong.

4) Conversation practice

   The teacher ask students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class observed, the teacher asked individual students questions about themseves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

5) Fill-in-the Blank Exercise

This techniques has already has been discussed in the Grammar Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have incudes the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

6) Dictation

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

7) Map Drawing

The class included one example of a technique used to give students listening comprehension pravtice. The students were given a map with the geographical features unnamed. Then the teacher gave the students directions such as the following, "Find the mountain range in teh west. Write the words 'Rocky Mountains' across the mountain range." He gave instructions for all the geographical features of the United States so that students would have a completely labeled map if they followed his instruction correctly. The students then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Ech students could have a turn giving the teacher instructions for finding and labeling one geographical feature.

8) Paragraph Writing

The teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.

1.5.1.5 The Principles of Direct Method

Direct Method was developed by adding physical activity in the language learning process. Gouin apply the principle - the principle of which is a combination of ideas, visualization and activities that correspond to the reality of daily life - today. Krashen in Setiyadi (2006: 17) mentions some principles Direct Method, among others:

1) Grammar is taught based on the situation and through the inductive process.

2) Syllabus based on the situation and dealing with the vocabulary and grammar of day - day.

3) Grammar and Vocabulary teaching orally.

4) The meaning concretely described by showing the physical objects and abstract objects through the incorporation of ideas and not through translation.

5) Repetition of the new material is so that the learners can acquire language naturally.

6) Listening (listening) and imitating the sound didrill automatically so that language learners can say the sound correctly.

7) language learners learn the target language in the classroom at all times.

8) The sound of the language is very important, and the sound is taught in the beginning - the beginning of the lesson.

9) Reading should the two skills such as listening and speaking, and reading material must contain two such skill.

1.5.1.6 The Procedures of Direct Method

One thing that became the basis of language teaching procedure using the direct method is the first, the language introduced through the ear, eye and then forwarded through the latter is to read and write. There is no standardization of the procedures for using the Direct Method, everyone can develop their own procedure, during the procedure in accordance with the principle - the principle adopted by the Direct Method .. Researchers using a procedure based on what is recommended Larsen - Freeman (2000: 26-28) in below:

1) Every student has their own reading material.

2) Students are called one by one, and they read aloud their reading material.

3) After the students finished reading, the teacher asked the students to use the target language if the student is no question.

4) The teacher gives examples of correct pronunciation in students.

5) The teacher gives the student a question, the question is about dents proficiency level of students in the class.

6) Students create their own questions and statements, then they pass them by throwing a question on the other disciple him in the classroom.

7) The teacher asks the students to do the exercises, by filling out the points.

8) Students read a sentence aloud, and they must provide answers to the point - the point when they read the text reading.

1.5.1.7 Advantages of Direct Method

1. With the discipline to listen and use patterns of dialogue on a regular basis students can skilled in listening and speaking, because the main priority is indeed listening and speaking.

2. With many demonstrations / rallies, movement, use of images, even learned in the real world that students can know the stout vocabulary.

3. With a lot of practice pronunciation strictly teacher-students can have relatively closer pronunciations native speaker.

4. The students get a lot of exercise in talking, especially about other topics.

5. There was a lot of interaction between teachers and students.

6. Students directly understand mistakes made due directly repaired.

7. Teaching a second language is more intense because of the direct teaching methods are applied in small classes.

1.5.1.8 Weakness of Direct Method

1) This method does not run smoothly for public schools, due to budget constraints, the size of the classrooms, the time and the background of the teacher.

2) This method weak theoretical foundation so that if there is success the designated role is generic skills and personality of the teacher, not the methodology.

3) This method is not suitable to be applied to a large class.

4) This method requires that teachers have the ability to speak, knowledge, and proficiency in presenting the material.

5) Errors of interpretation in the second language can occur.

1.5.2 Conversation

The simplest definition of a conversation, as expressed by Kridalaksana (2001: 168), namely "Unit language interaction between two or more speakers." While the definition is more complex than the conversation as proposed by some experts linguistic, including Pridham (2001: 2) which revealed that, "Conversation is any interactive spoken exchange between two or more people", which means the conversation is the exchange spoke interactive between the two or more. It's as disclosed by Hornby (1995: 254) regarding the definition of conversation is "A uninformal usual talk, especially one involving a small group of people or only two".

In the social interaction (Mead 1934 and 1938) as well as on Van Rees (1992: 11) that "Conversations are seen first and foremost as a social activity" which means that conversations are essentially seen as a social activity. Conversation perpetrators are members of a social community, various regulations and customs of the community. During the conversation, the speaker uses the speech to give a certain effect on the hearer. Moreover, the perpetrators of these conversations also shared provision and use of language that allows them to be able to give attention, anticipating the reaction, and the perception of each other.

Conversations on practice contains several aspects such as claimed by Wijana (1996) in his book Rahardi (2005), namely:

a) Speakers and opponents said.

b) Context speech.

c) The purpose of speech.

d) speech as a form of action or activity.

e) speech acts such as herbal products.

Speakers and said opponent is commonly referred to as actors and represented conversation with S (Speaker) and H (hearer). Perpetrators of these conversations have conversations in a particular context also, for example, to exchange information with one another. In the process of fulfilling the purpose of this conversation is done, it is used as a tool of speech or verbal utterances of a process of conversation.

One more thing that can support the success of a conversation in order to reach what is the objective of these conversations is the condition during a conversation. Felicity conditions is one of the conditions is very important in relation to the conversation. Felicity comes from the Latin "Felix" which means happy. According to Van Rees (1992: 14) "The felicity these conditions have an important role in the process of communicating and achievement of the objectives of the communication process, because these conditions can also provide information about the effects that occur during the communication process that are implicit. The rest Van Rees (1992: 15) states that "The felicity Also conditions play an important role in Achieving interactional effects" which means felicity conditions also have an important role in achieving the interaction effects. In this case, the speaker must be sure that the opponent he says understand what is presented so as to provide a response. If the response is positive then the speaker managed to convey a message without ignoring the felicity conditions. Conversely, if the response is negative, then the speaker fails to meet the conditions felicity in the delivery of the message.

But despite all the specification mentioned above are met, does not necessarily guarantee all forms of conversation or substitutions that occur can be said to be a conversation. There are several criteria on which the conversation is done can not be regarded as a conversation or in conversation. As proposed by Cook (1989: 51), namely:

"...... Talk may be classed as conversation when:
a) It is not primarily necessitated by a practical task.

b) Any equal power of participants is partially suspended.

c) The number of the of participants is small.

d) Turn are quite short.

e) Talk is primarily for the of participants not for an outside audience. "

Which means that substitutions can be said as the conversation when the conversation is done not only when the perpetrators of such conversations have only interests. In simple, there is no compulsion to carry on a conversation. Additionally, an imbalance temporary power is needed to fulfill the task of actors conversation. Perpetrators of conversation consists of at least two people, not too many parties are involved in it. The conversation conducted reserved for hearer only, not for other people beyond the role of perpetrator conversation.

Examples of conversations that do not meet the above criteria that can not be termed as a conversation among (1) a quiz show on television because the event is intended primarily for other listeners; (2) Question and answer between doctor and patient, because the conversation between the two do on the necessity to diagnose diseases and prescribe so that there is an imbalance of power, or in other words, physicians have a greater role in the process of the conversation.

So in essence, with the above explanation as a reference, it can be said that the conversation was there more to the result of two or more independent individuals who have a purpose and usually have different interests. All the factors contained in a conversation can we accurately through conversation analysis.

1.5.3 Teaching English

Teaching can not be defined apart from larn. Gage (Brown, 1987: 7) make a note "to satisfy the practical demands of education, theories of learning must be 'stood on their head' so as to yield theories of teaching."

Learning is to guide and facilitate learning, make the learner capable of learning, create the conditions for learning..

According to Kimble dan Garmezy (Brown, 2000: 7) , "Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice". Similarly teach which is implied in the definition of learning first, can be defined as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand" (Brown, 2000: 7). By detailing the components of the definition of the study, researcher can obtain the definition as is done with the language, the realm of the research and investigations (Brown, 2000: 7): a) learning is acquisition or "getting"; b) learning is retention of information or skill; c) retention implies storage systems, memory, and cognitive organization; d)learning involves active, conscious focus on and acting upon event outside or inside the organism; e) learning is relatively permanent but subject to forgetting; f) learning involves some form of practice, perhaps reinforced practice; g) learning is a change in behavior. Bruner (Brown, 1987: 7) argues that the theory of teaching should have following the characteristic: a) the experiences which most effectively implant in the individual a predisposition toward learning; b) the ways in which a body of knowledge should be structured so that it can be most readily grasped by the learner; c) the most effective sequences in which to present the materials to be learned; and d) the nature and pacing of rewards and punishments in the process of learning and teaching.

Extracurricular program is a program of learning support at school intracurriculer. This activity is a place to develop themselves based on their interests and talents possessed by students. According Yudha M. Saputra (1999: 6), "Extracurricular activities are activities outside regular school hours were done at school or outside the school with the aim to expand the

student's knowledge, know the relationships between subjects, talents and interests, as well as complement full human development ".

Extracurricular activities organized by the education unit selection through several stages, namely: (1) analysis of the resources required in implementation extracurricular activities; (2) identification of needs, potentials, and interests of learners; (3) determine the form of activities organized; (4) pursuing appropriate resources learners or channel selection to the education units or other institutions; and (5) developing Extracurricular Activities Program.

1.5.3.1 Definition of Teaching

Teaching is guiding and facilitating learning, enabling the learning to learn, setting the condition for learning (Brown, 200:7). Teaching as an honor activity to do, holds an important role to prepare the young generation who will replace their pioneers. By the teaching, we will have young generation with high intellectual, courtesy and well behave.

Brunner (1998) states that teaching is presenting ideas, problems or sciences in simple form to be understood by each students. Thus principally teaching is to guide students in all activity, or we can say that teaching is an effort to organize environment in relationship with students and teaching material. In this study, formal teaching refers to activities or programs of transferring knowledge to learner which the activities or programs of transferring knowledge to learner which the activities or regularly program designed. And informal teaching refers to the activities or programs of transferring knowledge but not in regularly designed.

1.5.3.2. Media of Learning

Learning Media is a tool to convey a message of learning. Maolani (2007) is more elaborate forms of learning media in the form of audio (cassettes, MP3, CD), print (books, modules), audio-print (audio cassette that comes with the book), visual projections silent (Over Head Transparency), audio-visual projections of silent (slides), visual motion (silent film), audio-visual motion (motion film speak), physical objects (models, props), humans and the environment (teachers, laboratory) and computers (computer assisted learning).

1.5.3.3 Teaching English

The study of foreign language learning has a long history to language experts concluded that there are three basic terms, namely the approach, method and technique. Fachrurrozi and Erta Mahyuddin (2011: 5) defines the approach as hypotheses and credibilities to the nature of language, learning and teaching.

Meanwhile, to do with understanding the method, Nawawi in Fachrurrozi and Erta Mahyuddin (2011: 5) argues that the methods in language teaching refers to what is obviously performed and practiced teachers in order to help learners achieve proficiency is expected. Be a continuation of the approach as a method of language teaching plan should be developed from theories about the nature of language and language learning. In the method of reading, then the emphasis is how the process of teaching reading skills. Mackey in Fachrurrozi and Erta Mahyuddin (2011: 9) argues that "all teaching, whether productive or unproductive, would involve the election, hierarchy, presentation and repetition. Learning involves "elections" because we can not teach all aspects of language, we must choose the parts that we want to teach.

Gradation because we can not teach all that we have chosen simultaneously; we have to put that one after the other. Learning is also related to the presentation because we can not teach language without communicating to students; we should present what we have chosen to students. Repetition because we can not make students learn the language without any repetition of the materials they are studying; we must teach language skills to practice; all skills depend on practice. "

Thus, learning a language is an amalgamation of several processes performed in cooperation instructor (teacher) and language learners (students) in this case took place in the school. The learning process starts from the individual languages in the class, then practiced together in the school environment, and subsequently formed a habit in students to put into practice in the language of the user community.

According to Ellis in Ena (2002), foreign language learning is a complex process with a complicated phenomenon so it is not surprising that it has a different meaning for everyone. The success of foreign language learning is influenced by many factors, Subhan (2004: 19) mentions include:

1) **Teachers**

Factors of teachers is the most central factor in the efforts lead to improved quality of education.

2) **Students**

Especially for learning a foreign language / second language, Gardner (2001) mentions two main factors that determine the students, the talent and motivation.

3) Matter

The material presented should be attractive and or appropriate, materials that are tailored to the needs of students and practical, because the real function of language is to be used to communicate and interact.

4) Environmental

Truly the best environment for learning the language is the language in which the origin of TSB. Or it means an environment that can fully support the development of language skills, which everyone around can always interact actively with the language page.

5) Methods

Learning will work better if you use creative methods, interesting, and meaningful, which means that learning is done can actually enter, pervasive, and leave a deep meaning in the hearts of students, so that he does not with easy to forget what is gained during the learning process.

1.5.3.4 Principles of Language Learning

Schools as formal educational institutions need to observe the principles in language learning, especially for novice learners of foreign languages. The ideal language learning is to apply some of the principles of language learning are classified in three aspects namely, (a) cognitive (b) affective, and (c) linguistics. According to Brown (2000: 55-71), three aspects can be achieved through a number of principles that include 1) automaticity, 2) meaningful learning, 3) the anticipation of reward, 4) intrinsic motivation, 5) strategic investment, 6) language ego, 7) self confidence, 8) risk-tasking, 9) the language-culture connection, 10) the effect of native language, 11) Interlanguage, and 12) communicative competence.

The cognitive aspect of language learning take on five principles: (1) automaticity speaking by promoting habituation use the correct language without fixated on delivery grammatically theory, (2) the significance of learning that can retain memory in the long term, (3) the use of reward (award) as a token of appreciation for students' response to learning to improve learning motivation through praise, gifts, as well as the enthusiasm of the teachers in facilitating learning, (4) raising awareness of the importance of language learning because individual motivation is the most powerful force to perform an activity whether it wants, needs, or desires, and (5) to raise awareness of the need to be well planned so that learning can be run systematic.

Aspects related to emotional involvement and attitudes in a language using the principle of further namely: (6) ego involvement in a language understood as proclamation use of language students to be smooth so that students do not feel stupid and inferior, (7) to foster self-confidence of students through some of the challenges and also offset by the award, (8) the provision of these challenges will be to convince the students in the correct use of a second language, (9) the language learning is inseparable from the culture of a language comes to the inclusion of cultural values is also required. The principles included in aspects of language (linguistic) consists of principle (10) user engagement second native can encourage successful learning because students can directly understand the ways and patterns of speaking second, (11) the use of language by providing feedback between teachers and students to anticipate misconceptions 25 languages and the language of truth subjectively, and (12) the achievement of communicative competence in the use of language becomes the cusp of language learning which is grammatically, functionally, as well as language skills at the core of

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linguistic principles of language learning. These principles are used to analyze the data obtained regarding the implementation of learning EBI.

According to Robert Lado in his book Language Teaching: A Scientific Approach, there are 17 foreign language teaching principles are:

1) **Speech before writing**

In language teaching should begin with the training of hearing and reading and writing conversation later. In linguistics, a language more perfectly expressed in the form of conversation. Writing can not represent, intonation, rhythm and pressure.

2) **Sentences Basic**

This principle emphasizes the students to recite basic conversational sentences. Endeavor to remember the dialogues of a foreign language to be a model for further study.

3) **The Pattern as Habit**

Here students should be able to use and practice, knowing a language is not just to be known, but both patterns with vocabulary appropriate to the ability to communicate. In this case means emphasizing the patterns as a habit through practice pattern.

4) **System Sounds to Communicate**

Teaches sound structure for use by way of demonstration, imitation, help and drill. Observations show that listening to good model will not produce a good speech after the passing of childhood.

5) **Control Vocabulary**

Develop vocabulary in accordance with the level of student ability and teach vocabulary especially if the basic structure has been mastered, the system sounds and patterns grammatical.

6) **Teachings to The Problems**

Problems are units and patterns that showed differences between the structure of the language to a second language.

7) **Writing as registrar speech**

The implications of this principle is that the teaching of writing symbols and symbols associated with the units of language are represented as separate tasks. Teach the language and writing as a graphic representation of business units and patterns of language that has been known to students.

8) **The Patterns Gradually**

Learning a language is to instill a new system which is too complex and habits that can be controlled gradually.

9) **Practice Versus Language Translation**

Translation is not a change of language practice. Translation verbatim produce the wrong composition. Therefore, the language should be taught early, then the translation is taught as a skill if needed.

10) Language of Raw Authentic

This principle means that the style of language to be taught is the language spoken by educated native speakers. Teach the language as it is not as it should be.

11) Practice

Linguists demonstrate the importance of language or language practice through mimic pattern memorization and practice. This principle emphasizes the practice of language in class or study time.

12) Establishment of Answers

If an answer does not exist in the minds of students, form an answer through most experience and guidance.

13) The Speed and Style

In linguistics explained that the uninterrupted implementation can not be justified as a result of practice purposes. Psychologically the experience and guidance that is important as an interim step toward the full experience. This principle assures that the latian no avail.

14) Rewards Soon

Tell immediately if the student answered correctly. Thordike with low Affect theory says if an action is followed by something that is satisfying, it is likely to repeat the same actions will increase.

15) The Attitude and The Target Culture

Give sympathy to the people who give foreign language rather than just an attitude of understanding the language or indifference towards the people and the language.

16) Contents

Teach the second language as he has grown in cultures where it is spoken as a native language.

17) Learning as A Critical Result

Teaches mainly to produce learning, not for encouraging or for entertaining. (umar asasudin, 1982: 34-42)

1.5.3.5 The Components of Teaching

The components of teaching An effective teaching can take place when a teacher or instructor to know the components that exist within an instruction. According to Nana Sudjana (1989: 10) there are five teaching components, namely:

1) The Purpose of Teaching

The goal is the formulation of the behavior and the ability to be achieved and owned the student after he menyelasaikan experience and learning activities in the teaching process. The goal is the first component to be set in the teaching process and serves as an indicator of the success of teaching.

2) Teaching Materials

The subject matter is a set of scientific material that consists of facts, concepts, principles generalization of the knowledge that comes from the curriculum and can to support achievement of a teaching (Sudjana and rifai'i, 1990: 1). In

preparing the subject matter should always refer to the objectives to be achieved so that in the preparation of the material should be no selection, gradation and organization of the material. Selection is intended to decide what material in accordance with the objectives to be achieved, gradation intended that the material must be delivered in stages, while the organization of the material is to determine the extent and composition of materials, as well as the continuity of the material to be presented.

3) The Teaching Methods

In learning and teaching methods required by teachers and consumer varies according to the objectives to be achieved after teaching ends. a teacher will not be able to carry out his duties if he did not control any of teaching methods that have been formulated and presented by experts of psychology and education (Djamarah and aswan, 1997: 53). According Sumardi (Muljanto, 1976: 12) "method is a comprehensive plan that is associated with the presentation of the subject matter on a regular basis and are not contradictory and based on an approach". The role of the method as a tool to create a good learning process that creates a communicative classroom situation. In the interaction teachers act as the driving (motor) and tutors. This interaction process will well if a lot of students active in class compared to the activities of teachers in teaching. therefore, a good method is to foster student learning activities. Here are the criteria-criteria method according to both Djago Tarin and HG (1980: 40-41):

a) The method is alluring, challenging and stimulating students to learn.

b) Provide ample opportunity and activated the students' physical and mental learning, student activity that can be realized in practical exercises or doing something.

c) Not too difficult for teacher in arranging, implementation and assessment of teaching.

d) Can be directed learning activities towards teaching purposes.

e) Do not require complicated equipment, expensive and difficult to understand.

4) **The Tools of Teaching**

Methods and apparatus to function as a bridge or media transformation of the lessons of the objectives to be achieved. "The methods and teaching tools used must be fully effective and efficient (Nana Sudjana, 1998: 31). The teaching process is something that can support the success of teaching so that the teaching and learning process teachers should choose a teaching tool in order to achieve the objectives that have been adopted by. Bernadib (Bernadib, 1989: 96) an educational tool is an action or situation objects deliberate held to achieve a goal of education . The tools of teaching there that are concrete and there are abstract. The tool is a concrete example, blackboard, chalk, teaching aids, textbooks and other tools that are directly related to the learning process, while tools abstract include advice, motivation, punishment, praise and threats. Here is a consideration in choosing a teaching tool that will be used:

a) The aim is to be achieved.

b) The tools are available.

c) Educators which will use.

d) To the students where these tools are used.

5) Evaluation of teaching

According Sutomo evaluation of education is an activity or process of determining the value of the learning process, in particular providing an assessment of behavior, ability, aptitude, interests and personality of the students in the learning process (Sutomo, 1985: 9) Evaluation is an assessment that focuses on personality changes widely and to the general objectives of the educational program. In the words of this assessment serves as a barometer to gauge whether or not the goal is achieved (ibid. 41). The function of the evaluation are:

a) Identify and formulate distance of the main targets in a comprehensive curriculum.

b) Determination of the behavior of what should be realized by the students.

c) Selecting and form the instruments are valid, reliable and practical to the main assess process educational goals, or specific characteristics of human development and growth of students (M. Arifin, 1994: 245).

1.5.3.6 Problematic of Teaching English

Problem definition according to the Merriam Webster dictionary (1966: 1807) is the treats of or is centered about human conduct of social relationship. According to oxford advanced learner's dictionary (1995: 329) problem is something that is difficult to deal with or understand

Broadly speaking, the problem of teaching English to students in Indonesia is divided into two: first, the problem of linguistic like the sound system, vocabulary, syntax and writing; and secondly, the problem of non-linguistic, namely concerning terms of socio-cultural or socio-cultural and psychological.

For non-linguistic factors are divided into two, namely in terms of ecological, social and psychological. The phenomenon of social (including language) greatly affects the development of English language teaching. Language can be affected by various factors, one of which is a contact language. A group of people will get used to using a language as it requires continuous communication to convey meaning and purpose in our hearts. Contact the language is related to social contacts, which are:

1) House
2) People
3) Workplace
4) Schools
5) meeting and social groups
6) Group mosques
7) Group play
8) Radio, TV, cinema

The nonlinguistic factors according to Prof. E. Sadtono among other factors, namely students, teachers, materials, time, and social facilities. The details are as follows:

1) Students

Factors that comes from students, including student's educational background, motivation, tenacity, emotions / feelings.

2) Teachers

These factors include the ability of the teacher in the English language itself that is not independent of educational background, the ability to use the English language, as well as the ability to manage the subject matter before making teaching and learning activities.

3) Method

The method is the most important factor though there is no best method for teaching foreign languages. Each method has advantages and disadvantages of each.

4) Material

The material should be in accordance with the development and abilities of students.

5) Time

Time is a crucial factor in language learning. The higher the frequency, the better learning results.

6) Facility

Facilities are facilities to support teaching and learning English, such as English books, libraries and laboratories.

7) Social

The definition of social factors here are the circumstances in which foreign languages are taught.

1.6 The Methodology of the Research

1.6.1 The Time of The Research

Researchers will conduct this study on 9 May until August 9, 2015. It was about two months to conduct this research.

1.6.2 The Source of Data

Source of data is divided into primary and secondary sources.

1) The main source

   The main data source is the extracurricular activities and components included in boarding school activities *As-Sakienah.*

2) Secondary Sources

   It is the source of the data used to support and complement the primary data. The data is taken from each type of book and relevant materials

such as books, essays, articles, magazines, journals, and all matters relating to research printer to adjust the theory and practice to analyze and describe the research clearly.

1.6.3 Technique of Collecting Data

1) Observation

In this case, the author will make observations. This leads to the observation process should begin by identifying where research. Then, proceed with planning the mapping to get an overview of the research objectives. Also the authors could identify who will be observed, when, how long and how process. So the authors obtain accurate data. According Daymon and Holloway (2002: 319) says that "observation is part of the data collection, data collection direct observation of the field".

2) Interview

In this study, the authors also would use the interview as a data collection technique, it is done in the framework of the author knows about the students attempt to overcome public speaking programs, and teacher planning in the design of public speaking a language program. According to Cohen et al (2007: 349) says that:

"The interview is a flexible tool for data collection, enabling multi-sensory channel that will be used: verbal, non-verbal, written and heard. The order of the interview can be controlled while still providing space for spontaneity, and the interviewer can suppress not only for a complete answer, but also for feedback about complex issues and in-depth "

3) Documentation

Researchers will conduct this method to collect data school profile and the Public Speaking student activities. According to Mahmud (2011: 183) documentation which is evidence of an event information that is useful for the data source.

4) Questionnaire

Is a number of written questions that are used to obtaining information from respondents in terms of reporting on personal or things he know.

In this method, the authors use the enclosed questionnaire and structured, namely the respondent lived choose the answer that has been provided. As for the information to be obtained from the questionnaire method how can Implementation direct method in learning *Muhadatsah/ English* .

1.6.4 Technique of Analysis Data

Techniques of data analysis in this study will use data reduction, data display, and conclusion or verification. They are based on Miles and Huberman Model in Sugiyono (2013: 337) described as follows:

1) Data Reduction

After obtaining research data, researchers will reduce the data with a focus on related subjects such as; Identification of extracurricular activities. The first step in the analysis necessary to know the processor. Then, adjust the theory and organize data needed to analyze research.

2) Display Data

To display the data, the researcher wants to analyze the results of observation, interviews and documentation of extracurricular activities in Islamic Boarding School of *As-Sakienah.*

3) Conclusion Drawing or Verification

This technique aims to answer the research questions and discuss problems in finding that concludes all of the data should be a study entitled "Analysis of Language Learning on Students Extracurricular Activities at Islamic Boarding School of *As-Sakienah.*".

1.7 Literature Review

In this study, the authors wanted to analyze the Teaching Method in English student extracurricular activities. To ensure that this is the original study, the researchers want to present other studies which have close ties with the research.

The first research is related to the writers' research, the title is Wahyuni, Ambar. 2013. "The Effectiveness of Using Direct Method to Improve Students' Speaking Ability (A Classroom Action Research Of The Tenth Grade Students Of *SMAN 1 Suruh* In The Academic Year Of 2012/ 2013)". Based on the results of this study, it is concluded that students who are involved in teaching and learning activities, they are more encouraging and confidence to speak in English than ever before. Based on field notes in meetings, it may be found that the effectiveness of using the direct method has been beneficial for improving students' speaking ability in the classroom.

The second is research on teaching methods entitled "Peranan Kegiatan Ekstrakurikuler Bahasa Terhadap Minat Berbahasa Santri Di Pondok Pesantren Ibnu Qoyyim Yogyakarta" by Siti Aminah (2008) aimed to determine the role of extracurricular language in boarding school which proved effective. Student interest in learning the language in extracurricular activities is higher than the interest of the students to learn the language in formal activities in the classroom.

The third study is about Study Comparison of Implementation of Teaching talk between Arabic and English in Study Perbandingan Pelaksanaan Pengajaran Keterampilan berbicara antara Bahasa Arab dan Bahasa Inggris di Madrasah Aliyah sunan Pandan aran Ngaglik Sleman Yogyakarta" oleh Izzatul Muna (2008) aims to identify and describe how it compares to the implementation of teaching speaking skills between Arabic and English in research this is focused on the field of study *Muhadatsah*/ English and Conversation that includes the following aspects: objective, methods, materials media and evaluation learning to be able to reform and refinement of an effort to improve the quality of foreign language teaching in schools. the results of this study can be explain that the comparison of the implementation of teaching speaking skills between Arabic and English are basically learning *Muhadatsah/* English field of study and conversation has a purpose, materials, methods and media alike.

In accordance with the above study, the similarity of the study authors will do, but the study authors focused on the analysis of the process of teaching method on *Muhadatsah*/ English .

1.8 TIME SCHEDULE

Activity	Year 2015																					
	March	April				May				June				Juli				August				Sept			
	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Guidance and writing of thesis proposal	√																								
Publication of SK		√	√	√	√	√	√	√	√																
Guidance and										√	√	√	√												

writing of Chapter 1																				
Guidance and writing of Chapter 2											√	√	√	√						
Guidance and writing of Chapter 3															√	√				
Guidance and writing of Chapter 4																	√	√			
Guidance and writing of Chapter 5																			√	√	

Thesis Guidance schedule

Research Schedule in collecting data after the publication of SK

Activity	Year 2014												
	July	August				September				October			
	4	1	2	3	4	1	2	3	4	1	2	3	4
Observation		√	√	√	√	√							
Interview		√	√			√							
Documentation		√	√	√	√	√							

Note: - The numbers (1, 2, 3 and 4) placed below the months are amount of weeks in a month.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After doing research, based on data that is both qualitatively and quantitatively can be summarized as follows:

5.1.1 *C*onversation Program is the English language extracurricular activities with the allocation of 45 minutes. material Conversation Program delivered by ORSAS is about daily activities, the source of which is free. Source not only from textbooks, can also experience or other general books. The process of learning implementation Conversation Program in Islamic Modern Boarding School of *As-Sakienah* Indramayu 45 minutes which consists of several stages, namely the opening, core activities and cover. During the process Conversation Program teacher and students using the target language (English). In the opening phase contains a greeting, greeting, conversation about themes that will be taught. At the core activities contains conversation about daily activities with day-to-day sentence. Teacher reading conversation in text, followed by a student repeatedly. After that, the students work in pairs to come forward to practice conversation that had been taught without reading the text. Lastly is the cover. At the close, the students asked what teachers do not understand and then explain it. Then this event is closed with closing greetings and prayers.

5.1.2 The direct method has one very basic rule. No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected directly to the target language, without going through the process of translating into the native language of the student. Students are directed to the discipline of listening to these dialogues, then imitate the dialogues are served until smooth. The students are guided to apply it dialogues with his friends in turn. Students that have been developed given the opportunity to engage in dialogue Another analogy with the example given by the

teacher. Structure / grammar is given not by analyzing grammar, but rather to provide examples of orally that wherever possible attract students for conversation, certainly not to explain or memorizing definitions, but by repeating the example orally, showing their partner so that students do not wrong. Direct method has one very basic rule. No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected directly to the target language, without going through the process of translating into the native language of the student.

5.1.3 Problems Conversation Program learning comes from several factors, namely students, and school. This is problematic Non Linguistics problematic substance arising out of the language itself, it can be seen from several elements, including: Teachers / Educators who lack competence as a teacher of English language, both pedagogic competence, professional, personal or social. Learners who do not have strong motivation in learning English, or the background of learners in understanding the English language. Lack of relevant teaching material again with needs there for the learners. Facilities and infrastructure are inadequate and support in the process of learning English.

5.2 Suggestion

After receiving the above conclusion, researchers would be able to provide input for the progress in learning Conversation Program at Islamic Modern Boarding School of *As-Sakienah*, including:

5.2.1 To the leadership of the cottage, should seek language laboratory.

5.2.2 To cleric / cleric, should expand the knowledge of English language learning methods, especially methods of learning Conversation Program. The more knowledge that is mastered, the more variety of methods used in learning English. And this will make students more interested and motivated to learn English.

5.2.3 To the students, to study harder in order to achieve maximum results.

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