

**EXPLORING ENGLISH LECTURERS' TEACHING METHOD
(A Study at UIN Ar-Raniry Dormitory)**

THESIS

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UNIVERSITAS ISLAM NEGERI AR-RANIRY
BANDA ACEH
2019 M / 1440 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar – Raniry Banda Aceh
in Partial Fulfillment of the Requirement for The Degree
Bachelor of Education in English Language Teaching

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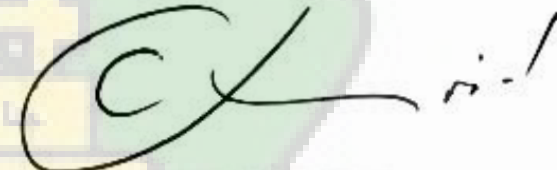
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Date: 9 / 5 / 2021

It has been defended in Sidang Munaqasyah
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for Bachelor of Education Degree in English Language Teaching

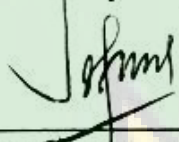
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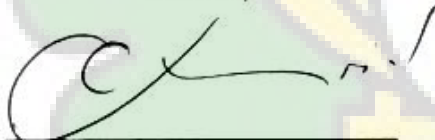
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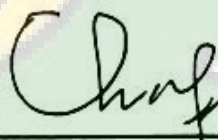
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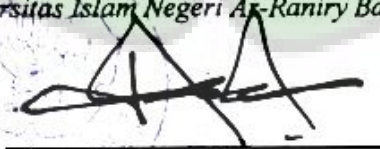


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ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, I would like to express the deepest praises and thanks to Allah SWT, the almighty, the lord of the universe who has given me health, strength, opportunity, and blessing in finishing the thesis. Peace and Salutation be upon the prophet Muhammad SAW, the role model and the one who shows the beauty of Islam rahmatan lil ‘alamin.

Thanks to my great appreciation for my supervisors Safrul Muluk, S. Ag., M.A., M.Ed., Ph.D and Khairiah Syahabuddin, M.HSc. ESL., M. TESOL, Ph.D for the enormous helps and guidance in preparing and finishing the thesis. My grateful thanks addressed for all lecturers of English Language Education program as well.

The most prestigious thanks and love for my family; Hj. Jurmiati, S.Pdi, Dr. H. Fadhlullah, SH. M.S, my precious sisters, Fithri, Fakhrina, and Fathin.

Last but not least, my special thanks for the ones who never leave me behind, make life much easier to live in, and always support me in my high and low, my buddies Sisca, Abrar, Yuli, Hairi, Muksal, Desi, Heru, Haikal, Fajar, Putra and other friends and seniors as well.

May Allah bless and reward them for all the good things they have done.

Banda Aceh, July 15th 2018

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ABSTRACT

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Faculty / Major : Faculty of Education and Teacher Training/ Department of English Language Education
Title : Exploring English Lecturers' Teaching Method: A Study at Dormitory, UIN Ar-Raniry
Thesis Thickness : 104 Pages
Main Supervisor : Safrul Muluk, MA., M. Ed., Ph.D
Co-Supervisor : Khairiah Syahabuddin, M.HSc.ESL., M. TESOL.,Ph.D
Keywords : Teaching Method, English Lecturer

This research was conducted at Dormitory of UIN Ar-Raniry Banda Aceh, Aceh, Indonesia. Besides focusing on the character personality of student, the hostel also having and mastering foreign language skills (Arabic and English) actively and communicatively. The dorm has English lecturers with high qualification teaching and good merit. The researcher observed the teaching process to explore and analyze English lecturers' teaching methods. The qualitative approach of this research belongs to ethnography framework. The research determined English lecturers and students as the population. The researcher used purposive sampling as the way to recruit three lecturers and six students. This qualitative research adopted observation and interview as the instrument of data collection. From the data collection, it was found that the three lecturers used the same approach (Grammar Translation Method). They used mother tongue to explain the target language. As a result, the students agreed about the way of using Grammar Translation Method to increase the understanding of teaching process that implied by lecturers.

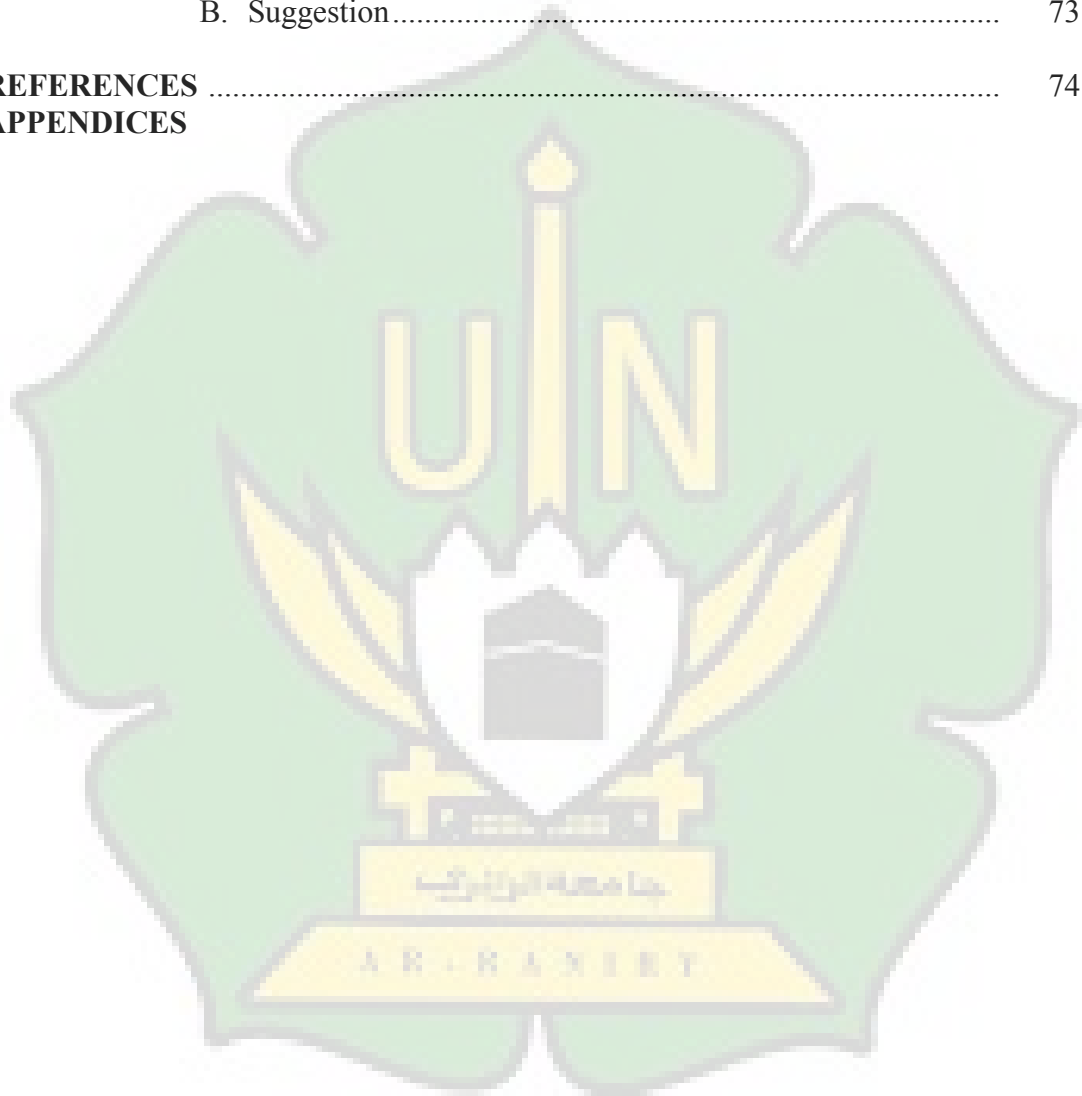
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CHAPTER I

INTRODUCTION

This chapter covers the background of study, research question, aim of study, significance of study, scope of study, and terminology.

A. Background of Study

The interaction between different nations become very important in our increasingly shrinking world in terms of globalization. Nowadays, we live in the millennial era, language is the most important side of lifelong learning and development. Actions such as reading, writing, thinking, solving a problem, criticizing, and understanding occur with language. Language is the basic tool of development in terms of social, mental and sensitive. Language has an important place in processes such as communicating, explaining emotions and opinions, integration with world, cultural connection and interaction. Characteristics such as developing the capacity of people, solving complicated problems, thinking scientific, having different values, wide worldview are affected by language. So many countries give importance to using new approaches and methods to develop language skills and elements. Nowadays, English is the international language as the tool of communication for our competencies. Therefore, most countries in the world added English to their universities' to be learned as a second language or foreign language. As we know in our lovely country (Indonesia) has claimed English as foreign language. It has been educated formally from elementary level or even start from

kindergarten (International School) to university level. Furthermore, English become a main addition subjects in university such as Islamic boarding university. It is no wonder that English should be taught in the best method depend on the situation or the level.

English should be developed lifelong and shouldn't be limited in every single level of education. In this case, education system has given the people of the world special consideration to teach English for us. The main purpose of teaching English are focused on language development and library development. It affects students to understand more to speak English, read English, and write in English. English is a direct medium of acquiring knowledge of modern arts, science, technology and Humanities. It is also important for politician, scientist, doctors, engineers, educationists, businessmen and research workers. They increase their knowledge and experience by reading books available only in English language. Almost all our great leaders, well-known scientists, renowned philosophers and famous writers are the product of English education. Meanwhile, English education in our country today is not friendly because the Ministry of Education doesn't add English at primary education level of student. Students have to add more time to learn English, like go to private school.

The types of English education refer to the aim of study itself. For example, English lecturers may be engaged in teaching, these are the types of English education: English as a Foreign Language (EFL) – English taught outside English-

speaking regions. English as a Second Language (ESL) – English taught inside English-speaking regions to non-native learners. English for Young Learners (EYL) – English taught as an additional language to very young to young learners up to, normally, primary level. English for Specific Purposes (ESP) – English taught for specific occupational purposes such as English for medicine and for business. English for Academic Purposes (EAP) – English taught to those who wish to study at institutes of higher education. Content and Language Integrated Learning (CLIL) – English taught in cross-curricular programmes in which content subjects and language are taught at the same time. Whichever the type of education, the lecturers have to prepare themselves to make a good learning process. Also, Syllabus and teaching method should be coherence.

Since half century ago, teaching English became a professional profession in academic field. Many researches for lecturer education and lecturer training have been conducted in order to raise the English lecturers' as well as the foreign language lecturers' knowledge and capabilities in carrying out effective lessons in classrooms of English learning. In the 3rd millennium of speedily globalized world, teaching English as a common communication tool has become even more significant than two decades ago. For introducing the history, teaching methodologies, and pedagogies of teaching English as a Second/ Foreign Language. Furthermore, Teaching English can be success if the lecturers know how to applied English teaching method. In addition, to teach English in a satisfactory manner good lecturer of English is required. It must

also be remembered that all the good lecturers cannot teach English in good manner at all stage. It is common experience that a lecturer teaching. In other words, to teach at different levels a lecturer needs to qualified appropriate for that level. However, a good lecturer of English must possess some qualities like knowing deeply about English itself and now about the teaching method.

Teaching method can be defined as an approach to transmitting knowledge to students, especially in the field of education to enhance language skill and elements. According to Ji-Fang & Qing-xu (2007) Language teaching has a long, fascinating but rather tortuous history, in which debate on teaching methods has evolved particularly over the last hundred years. The names of many of the methods (Grammar-Translation Method, Direct Method, Audio-lingual Method, Communicative Teaching Method, etc) are familiar enough, yet the methods are not easy to grasp in practice. However ill-defined it may be, is more than a single strategy or a particular technique. As a part of language teaching theories, these methods derived partly from social, economic, political, or educational circumstances, partly from theoretical consideration (new changes in language theories and in new psychological perspective on language learning), partly from practical experience, intuition, and inventiveness. Prior to this century, language teaching methodology vacillated between two types of approaches: one type of approach which focused on using a language (i.e., speaking and understanding), the other type which focused on analyzing a language (i.e., learning the grammatical rules). Both the Classical Greek

and Medieval Latin periods were characterized by an emphasis on teaching people to use foreign languages. The classical languages, first Greek and then Latin, were used as *Lingua francas*. Higher learning was given only in these languages all over Europe. They were also used very widely in philosophy or religion, politics, and business. Thus, the educated elite became fluent speakers, readers, and writers of the appropriate classical language. The 21st century was characterized by many changes and innovations in the field of language teaching ideologies.

Many previous researches that studies have been done in terms of the process of English teaching method in dormitories. First, the research by Anggeryni (2012) investigated the process of teaching, learning, and using English at *Pondok Pesantren Martapura*. She claimed the school used two curriculum KTSP and design curriculum. The lecturers in that school rather used the Grammar Translation Method to teach English. It affected the students, they bored to learn English. She also found the learners preferred to translate English words to Bahasa, Arabic, or the language that when they communicated in English. She also got that students tend to get the low motivation to study English caused by low competence of lecturer.

The second research was explored by Hidayat (2008) who exposed the work of English lecturers at *Pondok Pesantren Attarbiyah Al-Islamiyah* at Paiton Porbilinggo. Most of the learners at that place were university students. Also, the English material from mixed sources. Next, the lecturers used storytelling, memorizing vocabularies, reading aloud, dictation, translation, debate, dialog,

listening cassettes, doing grammar exercises, role play, and speech delivering as the ways to improve English. To take the final score lecturers to evaluate by practice and written test.

The last research that the researcher took to be reference as previous research is from Hikmah (2013) at Islamic Senior *Cahaya Madani Banten Boarding School*. She labeled that Islamic School applies integrated curriculum. The English lecturers had many varieties to teach English. They used compatible material to enhance student's abilities in English. This school also added some creative tasks to improve the skill of students in English, namely English week, English debate, English Speech, and word memorization. The student evaluated by performance and written test in the class and extra-curricular.

Unlike the studies above, Ar-Raniry Dormitory is an ¹institution that has authorities of service, guidance, academic development, and character of students with boarding management systems. This institution aims to provide education and teaching through guidance and direction to students in order to always follow every established system and curriculum. Finally, it creates the students to be devoted person, noble, Al Qur'an lovers, and competent and skilled in foreign languages (Arabic and English). The implementation of it place is specifically for students of UIN Ar-Raniry Banda Aceh, as an effort to build perfect character through strengthening the basics and Islamic insights, mentoring and developing Tahsin and

¹ For further information, please check UIN Ar-Raniry Dormitory Website: <http://mahad.ar-raniry.ac.id/readmore/sejarah>

Tahfidz Al-Qur ' and foreign language skills (Arabic and English). The establishment of Ar-Raniry Boarding Campus was a continuation of the Ma'had Ali Program which had existed several years before, while the implementation of Ar-Raniry Dormitory optimally at UIN Ar-Raniry Banda Aceh began in February 2014, according to with the Regulation of the Minister of Religion of the Republic of Indonesia Number 12 of 2014 concerning the Organization and Work Procedure of UIN Ar-Raniry Banda Aceh and the Instruction of the Directorate of Islamic Education NO: Dj. I / Dt.I.IV / PP.00.9 / 2374/2014 concerning the implementation of campus boarding schools (Ar-Raniry Dormitory) 2014. The vision of this institution is the realization of the faith consolidation centre, Islamic science development, Noble Morals, and as a creation of an intelligent movement to be communicative, dynamic, creative, Islamic, Qur'anic of Aceh Muslim community. While, these are the three mission of Ar-Raniry Dormitory. First, providing faithful students, character personality, extensive knowledge with fully experience, and become the professional students depend on they studied. Second, always deepen the recitation of the Qur'an correctly and understanding the meaning itself then practice it in daily life. Third, having and mastering foreign language skills (Arabic and English) actively and communicatively.

Although supported with all those missions, it does not rule out the possibility that there are many negative behaviours indicating some students are still lacked of procrastination, indiscipline, or inability to achieve emotional stability (stress) caused

by uninterested teaching methods. Surrounded by the environment of educated people, oneself should be able to take advantages or rely on his surroundings. Moreover, the atmosphere of place such as Dormitory of UIN Ar-Raniry has been supported by many outstanding grand lecturers as inspiring figures for other students to learn English. Therefore, they have more opportunities to upgrade their teaching methods in order materials to success in academic and non-academic activities. This fact above is an interesting investigation. It is necessary to do this research for enhancement and improvement by exploring teaching methods used by English lecturers. By observing English Lecturers in Dormitory of Ar-Raniry, it is expected to give the compatible version of teaching organization that can be a role model and guidance for students in order to be more decisive, productive, and resolute. The findings could help the dormitory program to enhance the students' language learning achievement and improve their ability by teaching methods that English lecturers used to function well in the world. Therefore, the researcher conducted a study entitled **“Exploring English Lecturers Teaching Method (a case study of UIN Ar-Raniry Dormitory).** This study focused on English Teaching Method that stressed on speaking skill and grammar element.

B. Research Question

Based on the background of this study, the writer formulates the research questions as follows:

1. How do Lecturers of UIN Ar-Raniry Dormitory implement English teaching methods?
2. What are students' responses on the English teaching process that implemented by the English lecturers at UIN Ar-Raniry Dormitory?

C. Aim of Study

Based on the previous research question stated, the objective of this study was intended:

1. To explore teaching method implemented by the English lecturers at UIN Ar -Raniry Dormitory.
2. To know the students' responses on the English teaching process that implemented by the English lecturers at UIN Ar-Raniry Dormitory.

D. Significance of Study

This study aims to contribute information of English teaching methods that implemented by English lecturers at UIN Ar-Raniry Dormitory in general. The research also informed additional information about the students' responses about teaching process Through the explore of English lecturers' teaching method. Then, this research consequently might offer some positive messages for the lecturers and students. For the lecturers, they easier to control and teach the students when all syllabuss have created. Then the rate of misunderstanding in transmitting the lesson for students might be lower. In addition, teaching English in an interesting teaching

method create students not only serious but also enjoy the lesson. Potential practical application: the lecturers have to be a master in managing their classroom and it is not easy because the lecturers have to get an information about deficiency and efficiency in absorbing material that belongs to the students' condition. Ways in which the study might improve policy: the advantages while the students aware and respect to the lecturers then the knowledge or lesson material be easier to understanding because of the effective teaching method. Meanwhile, the advantages for students are they more interested to study about English caused of interesting or compatible teaching method that applied in the class. It also makes the student not only understood the lesson but also, they would motivate to practice English with each other outside the class.

E. Scope of Study

The scope of this study might be restricted in speaking teaching methods.

F. Terminology

To avoid misinterpretation, some substantial terms are used throughout this writing particularly clarified beneath:

1. Teaching Method

According to Westwood (2008) teaching method comprises the principles and methods used by lecturers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with

the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn.

As a result, Teaching Method in this research is the strategy of a method to teach students in which lecturers can control the learning process. However, this research limits the research field into five categories of organization, presentation, interaction, content knowledge and relevance where they can organize their time and environment well, develop positive attitudes toward the time to achieve the satisfaction of learning, and reduce missing information in transmitting knowledge.

2. Lecturers

Lecturer defined loosely as a continuing oral presentation of information and ideas by the professor; it is presumably a synthesis of his own reading, research, and experiences, interpreted in light of his own insights. Theoretically, in the true lecture, little or no active student participation is involved. In practice, of course, I have much variation in how closely this format is adhered to. There is a varying degree of use of the blackboard, slide projector, assignments to be done outside of class and question and answer sessions: but all of these variants involve the lecturer as the primary agent in the instruction. The lecture is thus distinct from the other major recognized methods of instruction such as the discussion, Socratic dialogue, project method, and the laboratory.

3. Dormitory

Dormitory is a building primarily providing sleeping and residential quarters for large numbers of people such as boarding school, high school, college or university students. In some countries, it can also refer to a room containing several beds accommodating people.



CHAPTER II

LITERATURE REVIEW

This chapter explains and gives a sight of teaching method in EFL.

A. Teaching Methods

The production of approaches and methods are the important characteristic of foreign language teaching. In addition, this reflects the strength of our profession. The plan of new classroom practices and approaches to designing language programs and materials reflects a commitment to finding more efficient and more effective ways of teaching languages, the classroom lecturer and the stakeholder have a wider variety of methodological options to applied for learning process. They can choose methods and materials according to the needs of learners, the preferences of lecturers, and the constraints of the school or educational setting. However, the wide variety of method options currently available confuses rather than comforts.

Methods appear to be based on very different views of what language is and how a language is learned. Some methods recommend apparently strange and unfamiliar classroom techniques and practices; others are described in books that are hard to locate, obscurely written, and difficult to understand. Above all, the practitioner is often confused by the lack of any comprehensive theory of what an approach and method are. This research was written in response to this situation, it is an attempt to depict, organize, and analyse major and minor approaches and methods in language teaching, and to describe their underlying nature.

Approaches and Methods in Language Teaching is designed to provide a detailed account of major twentieth-century trends in language teaching. To highlight the similarities and differences between approaches and methods, the same descriptive framework is used throughout. It describes approaches and methods according to their underlying theories of language and language learning; the learning objectives; the syllabus model used; the roles of lecturers, learners, and materials within the method or approach; and the classroom procedures and techniques that the method uses. Where a method or approach has extensive and acknowledged links to a particular tradition in second or foreign language teaching, this historical background is treated in the first section of the chapter. Where an approach or method has no acknowledged ties to established second or foreign language teaching practice, historical perspective is not relevant. In these cases the method is considered in terms of its links to more general linguistic, psychological, or educational traditions.

Method	Focus	Characteristics
<u>Grammar Translation</u>	Written literary texts	Translate from English into your mother tongue
<u>Direct Method</u>	Everyday spoken language	Students learn by associating meaning directly in English
<u>Audio-Lingual Method</u>	Sentence and sound patterns	Listening and speaking drills and pattern practice only in English
Cognitive Code Approach	Grammar rules	English grammar rules deduced and then understood in context
<u>Humanistic Approaches</u> – 4 popular examples:		

- The Silent Way	Students interactions rather than lecturer	Lecturer is silent to allow students awareness of how English works
- Suggestopedia	Meaningful texts and vocabulary	Relaxed atmosphere, with music; encourages subliminal learning of English
- Community Language Learning	Students interactions	Understanding of English through active students interaction
- Comprehension Approach (the Learnables, and Total Physical Response)	Listening comprehension	English speaking delayed until students are ready; meaning clarified through actions and visuals
<u>Communicative Language Teaching</u>	Interaction, authentic communication and negotiating meaning	Understanding of English through active students interactions; role plays, games, information gaps
Content-based, Task-based, and Participatory Approaches	What is being communicated, not structure of English	Content based on relevance to students' lives: topics, tasks, problem-solving
Learning Strategy Training, Cooperative Learning, and Multiple Intelligences	How to learn	Teach learning strategies, cooperation; activities vary according to different intelligences

Diane & Larsen (200) Techniques and Principles in Language Teaching

In the table above, the readers can read the techniques of teaching styles. Furthermore, the researcher explained more about teaching methods that reflect to the research that focus on speaking skill and vocabulary element.

1. Grammar Translation Method (GTM)

Richard & Rodger (2014) defines Grammar Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar

rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.

a. Approach

a) Theory of language

Kelly (1969) claims there are three theories of language in the GTM:

1. It is possible to find native language equivalents for all target language words important for students to learn about the form of the target language
2. Students should be conscious of the grammatical rules of the target language
3. Literary language is superior to spoken language.

b) Theory of learning

Stern (1983) draws six theory of learning in GTM:

1. Fundamental purpose of foreign language learning is to be able to read its literature.
2. An important goal is for students to be able to translate.
3. Communication is not a goal of learning.
4. Darning is facilitated through attention to similarities between the target language and the native language.
5. Deductive approach to grammar.
6. Language learning is good mental exercise.

b. Design**a) Objectives**

According to Richard and Rodgers (2014), the objectives of GTM is translating a word or phrase in one language to another be more quickly understood and save a lot of time. This method can also be used by teachers who cannot use English and makes students more understanding and responsive to comprehend the material, therefore the teachers are less challenge. From GTM teachers can know their students' comprehension.

b) The Syllabus

According to QinXue and Jin-Fang (2007), GTM Syllabus is grammar-driven. This method emphasizes that language learning can be obtained through the grammatical rules, how it is applied and also by memorization. Also, GTM can see the use of grammar through a sentence that be translated into different parts of the word.

c) Types of learning and teaching activities

Also, QinXue and Jin-Fang (2007) claims there are types of learning and teaching activates in the class which used GTM:

1. GTM method is more focused into reading and writing skills than speaking and listening skills.
2. GTM in language learning using memorization and translating word by word through bilingual word list.

3. GTM method emphasizing accuracy and high standards.
4. GTM uses deductive methods as a method of teaching, students given rules and time to learn and practice to translate the material.
5. GTM uses the mother tongue as a medium of instruction in language learning.

c. Procedure

Austin (2003) draws procedures in GTM. All the activities are mostly based on reading and writing so students feel uncomfortable when they go higher education. Also, over memorization hampers a student's own creativity.

So, it is necessary to be fluent, to be expressive by target language, and GTM method can fulfill in both languages. Only we need to increase more speaking activities in GTM method and these speaking activities in GTM method should be practiced and develop it much better.

2. Audiolingualsm

Darian (1972) states Audiolinguism stresses the mechanistic aspect of language learning and language use. There are many similarities between Situational Language Teaching and Audiolinguism. The order in which the language skills are introduced, and the focus on accuracy through drill and practice in the basic structures and sentence patterns of the target language might suggest that these methods drew from each other. In fact, this method does not have the strong ties to linguistics and behavioral psychology.

a. Approach

a) Theory of language

Brooks (1964) explains theory of language of audilingualism are followed by:

1. Language is composed of structural building blocks (sounds, syllables, morphemes, words, sentences, phrases)
2. Particular parts of speech occupy particular slots in sentences; in order to create new sentences, students learn which part of speech can go into which slot.
3. Language forms do not occur by themselves; they occur in context.
4. Native language and target language have separate systems; they should be kept apart so that students' native language interferes as little as possible with target language.
5. Speech is more basic than writing.
6. Each language has a finite number of patterns; pattern practice helps students to form habits which enable them to use the patterns
7. Language cannot be separated from culture.

b) Theory of learning

For this learning theory, Skinner (1957) draws on six rather influential learning hypotheses:

1. Language learning is a process of habit formation; the more often an item is repeated, the stronger the habit formation and the greater the learning.

2. It is important to prevent learners from making errors; errors lead to bad habits, and should be immediately corrected by the teacher.
3. Positive reinforcement helps the students to develop correct habits.
4. students should “overlearn,” i.e., learn to answer automatically with no analysis• the major objective of language teaching should be the acquisition of structural patterns; students learn vocabulary afterward.
5. The learning of a FL should be the same as the acquisition of the native language; we do not need to memorize rules in order to use our native language; the rules necessary for target language, to figured out or learned through induction.
6. Contrastive analysis reveals those areas where native language habits need to be replaced by target language habits.

b. Design

a) Objectives

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these depend on the particular needs of the learners.

b) The Syllabus

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

c) Types of learning and teaching activities

There are several activities that can imply on audiolingual class:

1. memorize dialogs drills based on dialog (repetition, substitution, transformation).
2. spoken before written; in sum, learn good habits; emphasis on accuracy (native-like speech).

c. Procedure

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

3. Total Physical Response (TPR)

Rokhayani (2017) says that Total Physical Response is the language teaching method built around the coordination of speech and action; it attempts to teach the language through physical activity. It is a method of learning style that is structured in the coordination of command, speech, and movement and attempts to teach the language through physical movement. In addition, she claimed TPR is a popular method for introducing vocabulary about action or movement for early childhood.

a. Approach

a) Theory of language

Asher (1969) does not directly discuss the nature of language or how languages are organized. However, the labeling and ordering of TPR classroom drills seem to be built on assumptions that owe much to structuralist or grammar-based views of language.

b) Theory of learning

For this dimension of his learning theory, Asher (1969) draws on three rather influential learning hypotheses:

1. There exists a specific innate bio-program for language learning, which defines an optimal path for first and second language development.
2. Brain lateralization defines different learning functions in the left and right brain hemispheres.

3. Stress (an affective filter) intervenes between the act of learn and what is to be learned; the lower the stress, the greater the learning.

c. Design

a) Objectives

The general objectives of Total Physical Response are to teach oral proficiency at a beginning level. Comprehension is a means to an end, and the ultimate aim is to teach basic speaking skills. A TPR course aims to produce learners who are capable of an uninhibited communication that is intelligible to a native speaker. Specific instructional objectives are not elaborated, for these depend on the particular needs of the learners.

b) The Syllabus

A The type of syllabus Asher (1969) uses can be inferred from an analysis of the exercise types employed in TPR classes. This analysis reveals the use of a sentence-based syllabus, with grammatical and lexical criteria being primary in selecting teaching items. Total Physical Response requires initial attention to meaning rather than to the form of items. Grammar is thus taught inductively. Grammatical features and vocabulary items are selected not according to their frequency of need or use in target language situations, but according to the situations in which they can be used in the classroom and the ease with which they can be learned.

c) Types of learning and teaching activities

Imperative drills are the major classroom activity in Total Physical Response. They are typically used to elicit physical actions and activity on the part of learners. Also, Asher (1969) claims other class activities include role plays and slide presentations. Moreover, reading and writing activities may also be employed to further consolidate structures and vocabulary, and as follow-ups to oral imperative drills.

c. Procedure

Total Physical Response is in a sense a revival and extension of Palmer and Palmer's English Through Actions, updated with references to more recent psychological theories. Indeed, practitioners of TPR typically follow this recommendation, suggesting that for many teachers TPR represents a useful set of techniques and is compatible with other approaches to teaching. TPR practices therefore may be effective for reasons other than those proposed by Asher and do not necessarily demand commitment to the learning theories used to justify them.

4. Suggestopedia

Richard & Rodger (2014) assumes that speech directed consists primarily of commands, which responds physically before they begin to produce verbal responses. Then adult should recapitulate the processes by acquire their mother tongue.

a. Approach**a) Theory of language**

Lozanov (2005) assumes Suggestopedia does not articulate a theory of language, nor does it seem he is much concerned with any particular assumptions regarding language elements and their organization. The emphasis on memorization of vocabulary pairs - a target language item and its native language translation - suggests a view of language in which lexis is central and in which lexical translation rather than contextualization is stressed.

b) Theory of learning

Suggestion is at the heart of Suggestopedia. Suggestion is at the heart of Suggestopedia. To many, suggestion conjures up visions of the penetrating stare, swinging cat's eye, and monotonically repeated injunctions of the hypnotist.

b. Design**a) Objectives**

Richard & Rodgers (2014) shows, suggestopedia aims to deliver advanced conversational proficiency quickly. It apparently bases its learning claims on student mastery of prodigious lists of vocabulary pairs and, indeed, suggests to the students that it is appropriate that they set such goals for themselves.

b) The Syllabus

A Suggestopedia course lasts thirty days and consists of ten units of study. Classes are held four hours a day, six days a week. The central focus of each unit

is a dialogue consisting of 1,200 words or so, with an accompanying vocabulary list and grammatical commentary. The dialogues are graded by lexis and grammar. There is a pattern of work within each unit and a pattern of work for the whole course. Unit study is organized around three days: day 1 - half a day, day 2 - full day, day 3 - half a day. On the first day of work on a new unit the teacher discusses the general content (not structure) of the unit dialogue. The learners then receive the printed dialogue with a native language translation in a parallel column. The teacher answers any questions of interest or concern about the dialogue. The dialogue then is read a second and third time in ways to be discussed subsequently. This is the work for day 1. Days 2 and 3 are spent in primary and secondary elaboration of the text. Primary elaboration consists of imitation, question and answer, reading, and so on, of the dialogue and of working with the 150 new vocabulary items presented in the unit. The secondary elaboration involves encouraging students to make new combinations and productions based on the dialogues. A story or essay paralleling the dialogue is also read. The students engage in conversation and take small roles in response to the text read.

c) Types of learning and teaching activities

The type of activities that are more original to Suggestopedia are the listening activities, which concern the text and text vocabulary of each unit. The students

look at and discuss a new text with the teacher. Then, students relax comfortably in reclining chairs and listen to the teacher read the text in a certain way.

c. Procedure

Richard & Rodger (2014) notes that the four-hour language class has three distinct parts. The first part we might call an oral review section. Previously learned material is used as the basis for discussion by the teacher and twelve students in the class. All participants sit in a circle in their specially designed chairs, and the discussion proceeds like a seminar. This session may involve what are called micro-studies and macro-studies. In micro-studies specific attention is given to grammar, vocabulary, and precise questions and answers. A question from a micro-study might be, "What should one do in a hotel room if the bathroom taps are not working?" In the macro-studies, emphasis is on role playing and wide-ranging.

5. Silent Way

Bruner (1966) explains that silent method is one of the methods for explicit teaching of vocabulary. This unconventional method (Amy Gardner) is said to be the best method to improve or increase students' vocabulary. It is the best because it allows students to be active participants in their own learning. When it comes to language, it allows students to do all the talking is the best way to accomplish that (Gardner, 2018). Theoretically it is the best. However, in order to be truly worthwhile, it should be empirically verified.

a. Approach**a) Theory of Teaching**

Richard & Rodger (2014) takes an openly skeptical view of the role of linguistic theory in language teaching methodology. The learner must gain a "feel" for this aspect of the target language as soon as possible, though how the learner is to do this is not altogether clear.

b) Theory of Learning

According to Cook (2008) the silence way in this approach is used to focus students' attention, elicit their responses and encourage them to correct their own errors.

b. Design**a) Objectives**

The general objective of the Silent Way is to give beginning level students oral and aural facility in basic elements of the target language. The general goal set for language learning is near-native fluency in the target language. Also, correct pronunciation and mastery of the prosodic elements of the target language are emphasized.

b) The Syllabus

The Silent Way adopts a basically structural syllabus, with lessons planned around grammatical items and related vocabulary. Richard and Rodgers stated however, provide details as to the precise selection and arrangement of

grammatical and lexical items to be covered. There is no general Silent Way syllabus. But from observation of Silent Way programs developed by the Peace Corps to reach a variety of languages at a basic level of proficiency, it is clear that language items are introduced according to their grammatical complexity, their relationship to what has been taught previously, and the ease with which items can be presented visually.

c) Types of learning and teaching activities

Learning tasks and activities in the Silent Way have the function of encouraging and shaping student oral response without direct oral instruction from or unnecessary modeling by the teacher. Basic to the method are simple linguistic tasks in which the teacher models a word, phrase, or sentence and then elicits learner responses. Learners then go on to create their own utterances by putting together old and new information. Charts, rods, and other aids may be used to elicit learner responses. Teacher modeling is minimal, although much of the activity may be teacher directed. Responses to commands, questions, and visual cues thus constitute the basis for classroom activities.

c. Procedure

Silent Way lesson typically follows a standard format. The first part of the lesson focuses on pronunciation. Depending on student level, the class might work on sounds, phrases, or even sentences designated on the Fidel chart.

At the beginning stage, the lecturer models the appropriate sound after pointing to a symbol on the chart. Later, the teacher silently points to individual symbols and combinations of symbols and monitor student utterances. The teacher can say a word and student have to guess what sequence of symbols comprised the word. The pointer is used to indicate stress, phrasing, and intonation. Stress can be shown by touching certain symbols more forcibly than others when pointing out a word. Intonation and phrasing can be demonstrated by tapping on the chart to the rhythm of the utterance.

6. Community Language Learning (CLL)

Richard & Rodgers (2014) says CLL is a method to react the sensitivity of learner for learning communicative. CLL can be used by teachers, lecturers and other language practitioners to develop the confidence of EFL students and to motivate them as well as, in this case, help them to improve their EFL speaking ability.

a. Approach

a) Theory of Language

CLL interactions are of two distinct and fundamental kinds: interactions between learners and interactions between learners and knowers. Interactions between learners are unpredictable in content but typically are said to involve exchanges of affect. While, indication between knowers is choose content.

b) Theory of Learning

The CLL view of learning is contrasted with two other types of learning, which Curran saw as widespread and undesirable. The first of these describes a

putative learning view long popular in Western culture. While, the second view of learning is the behavioral view.

b. Design

a) Objectives

Since linguistic or communicative competence is specified only in social terms, explicit linguistic or communicative objectives are not defined in the literature on Community language learning. Most of what has been written about CLL describes its use in introductory conversation courses in a foreign language. The assumption seems to be that through the method, the teacher can successfully transfer his or her knowledge and proficiency in the target language to the learners, which implies that attaining near-native like mastery of the target language is set as a goal. Specific objectives are not addressed.

b) The syllabus

Community language learning is most often used in the teaching of oral proficiency, but with some modifications it may be used in the teaching of writing, as Richard & Rodgers (2014) has demonstrated CLL does not use a conventional language syllabus, which sets out in advance the grammar, vocabulary, and other language items to be taught and the order in which they be covered.

c) Types of learning and teaching activities

As with most methods, CLL combines innovative learning tasks and activities with conventional ones. They include:

1. Translation. Learners form a small circle. A learner whispers a message or meaning he or she wants to express, the teacher translates it into (and may interpret it in) the target language, and the learner repeats the teacher's translation.
2. Group Work. Learners may engage in various group tasks, slight as small group discussion of a topic, preparing a conversation, preparing a summary of a topic for presentation to another group, preparing a story that be presented to the teacher and the rest of the class.
3. Recording. Students record conversations in the target language.
4. Transcription. Students transcribe utterances and conversations they have recorded for practice and analysis of linguistic forms.
5. Analysis. Students analyze and study transcriptions of target language sentences in order to focus on particular lexical usage or on the application of particular grammar rules.
6. Reflection and observation. Learners reflect and report on their experience of the class, as a class or in groups.
7. Listening. Students listen to a monologue by the teacher involving elements they might have elicited or overheard in class interactions.

8. Free conversation. Students engage in free conversation with the teacher or with other learners.

c. Procedure

Richard & Rodgers (2014) presents a protocol of what a first day's CLL class covered which is outlined here:

1. In formal greetings and self-introductions were made.
2. The teacher made a statement of the goals and guidelines for the course.
3. A conversation session in the foreign language took place.
 - a. A circle was formed so that everyone had visual contact with each other and all were within easy reach of a tape recorder microphone.
 - b. One student-initiated conversation with another student by giving a message in the L1 (English).
 - c. The instructor, standing behind the student, whispered a close equivalent of the message in the L2 (German).
 - d. The student then repeated the L2 message to its addressee and into the tape recorder microphone as well.
 - e. Each student had a chance to compose and record a few messages.
 - f. The tape recorder was rewound and replayed at intervals.
 - g. Each student repeated the meaning in English of what he or she had said in the L2 and helped to refresh the memory of others.

4. Students then participated in a reflection period, in which they were asked to express their feelings about the previous experience with total frankness.
5. From the material just recorded the instructor chose sentences to write on the blackboard that highlighted elements of grammar, spelling, and peculiarities of capitalization in the L2.
6. Students were encouraged to ask questions about any of the above.
7. Students were encouraged to copy sentences from the board with notes on meaning and usage. This became their textbook for home study.

7. Direct Method

Richard & Rodger (2014) states that Direct Method required teachers to speak with a native-like fluency. Because the success of this method depends on the competence of the teachers, students not have a good opportunity to develop their language skills unless this native-like proficiency is obtained by the lecturers.

a. Approach

a) Theory of Language

Richard and Rodgers (2014) claims communication as the primary function of language, and since their approach focuses on teaching communicative abilities.

b) Theory of Learning

Richard & Rodger (2014) explains the characteristic features of the direct method are:

1. Teaching concepts and vocabulary through pantomiming, real-life objects and other visual materials.
2. Teaching grammar by using an inductive approach (i.e., having learners find out rules through the presentation of adequate linguistic forms in the target language).
3. Centrality of spoken language (including a native-like pronunciation).
4. focus on question-answer patterns.

b. Design

a) Objectives

Direct Method is for beginners and it designed to help them become intermediates.

b) The Syllabus

Richard & Rodger (2014) claims method course organization from two point of view. First, they list some typical goals for language course and the second suggest which of these goals are the ones at which the Direct Method aims.

c) Type of Learning and Teaching Activities

When learners are ready to begin talking in the new language, the teacher provides comprehensible language and simple response opportunities. The teacher talks slowly and distinctly, asking questions and eliciting one-word answers.

c. Procedure

Richard & Rodger (2014) assumes this way is actually not a procedure but more as a set of techniques suggested by Berlitz, one of the American reformers who attempted to build a language teaching methodology based on the direct method. These techniques are still popular among language teachers even though these techniques are not arranged procedurally.

8. Communicative Language Teaching (CLT)

Richard & Rodger (2014) proposes two methodologies to achieve the goal of communicative language teaching; these process-based methodologies are Content-based instruction (CBI) and Task-based instruction (TBI). CBI is a methodology that favors the acquisition of language through the use of content; in addition, it allows to link and develop different language skills. While in TBI, pedagogical and real-world tasks are used in order to provide learners with opportunities to be involved in meaningful tasks.

a. Approach

a) Theory of Language

Richard & Rodger (2014) claims at the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language followed by:

1. Language is a system for the expression of meaning.

2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

b) Theory of Language

Brown (2006) conceptualizes CLT approach on the basis of the following features:

1. Learning is not restricted to grammatical or linguistic competence: the classroom should place attention on all elements of communicative competence.
2. Language materials should be more engaging so that learners can use the language in a pragmatic, authentic and functional way in everyday life.
3. To motivate learners in language application, fluency should be emphasized more than accuracy.
4. The ultimate goal for learners is to receive and produce the target language in different contexts meaningfully and appropriately.

b. Design**a) Objective**

Walia (2012) states the aim of these CLT activities is to encourage the learners to produce a piece of language which places little attention on conveying meaning.

b) The Syllabus

Richard & Rodger (2014) also states that syllabus models continue in the CLT literature, some have argued that the syllabus concept be abolished altogether in its accepted forms, arguing that only learners can be fully aware of their own needs, communicational resources, and desired learning pace and path, and that each learner must create a personal, albeit implicit, syllabus as part of learning.

c) The role of instructional materials**♦ Task-Based Materials**

Richard & Rodger (2014) assumes variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets.

◆ **Realia**

Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts.

c. Procedure

Richard & Rodger (2014) states the teaching procedures of CLT are:

1. Practicing dialogue to show the functional use of language with motivational presentation.
2. Discussion based on questions and answers, along with pattern exercise.
3. Structure of language teaching through dialogues.
4. Oral recognition and interpretative activities.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains research design, research participant, instruments of data collection, methods of data collection, and methods of data analysis.

A. Research Design

This research used qualitative research. According to Margono (2005) in his book *Metodologi Penelitian Pendidikan*, he stated that qualitative is a research procedure which produces descriptive data in form of expression both oral or written, and also human's behavior that can be analyzed. Based on that opinion, qualitative approach is a method which analyses data in the form of written and oral, it does not include numeric analysis.

In more detail the researcher will collect the data with two instruments. Firstly, the research used observation to explore the teaching method that lecturers used. Secondly, the researcher used interview to know the students' feedback about the method that lecturer implied.

B. Research Participants

According to this section the researcher decides the population and sample.

1. Population

According to Arikunto (2010), the population is all members of the research subject. The researcher was taken population in Dormitory of Ar-Raniry State Islamic

University in the academic year 2018/2019. There are 15 lecturers and 300 students in UIN Ar-Raniry dormitory.

2. Sample

Arikunto (2010) stated that sample is part of a population which become the subjects of research. The sample was taken from the subjects or individuals in an area of the research. In this research, the researcher used purposive sampling. The researcher recruited 20% of the population, so the researcher recruited 3 lecturers as sample, those sample took from one of the same criteria is good time management and one different criterion is in each of the three different learning places (classroom. Mosque. and lobby). Then the researcher also recruited 6 volunteers (two students from each class) of UIN Ar-Raniry dormitory.

C. Instruments of Data Collection

The instruments of data collection in ethnography used observation and interview. These instruments delivered the ways of collecting the data.

1. Observation

The researcher use observation as the first step to collect the data. The researcher uses observation form to get the information about the teaching process. This instrument helped the researcher to get the teaching method that lecturer applied.

Observation Form

Instructor		Date	
Class Observed		Time	
Observer		Dormitory	UIN Ar Raniry

Directions: Using the table below, please evaluate the instructor's classroom instruction for this observation using the following scores: *1 = Needs Improvement*, *2 = Satisfactory*, or *3 = Excellent*.

Organization

Criteria	Score	Others
Began class at the scheduled time.		
Checked daily attendance.		
Presented overview of lesson.		
Paced lesson appropriately.		
Presented topics in logical sequence.		
Related today's lesson to previous/future lessons.		
Summarized major points of the lesson.		

Presentation

Presented with an air of assurance – does not appear nervous or uncomfortable.		
Spoke clearly and distinctly with no distracting mannerisms.		
Explained major/minor points with clarity.		
Defined unfamiliar terms, concepts, and principles.		
Used good examples to clarify points.		
Varied explanations for complex or difficult material.		
Emphasized important points.		
Integrated materials (examples, cases, simulations) from "real world."		
Active, collaborative, and cooperative learning favored over passive learning.		
Instructor was dressed professionally.		

Interaction

Treated students with respect		
Actively encouraged students questions.		
Asked questions to monitor students understanding.		
Waited sufficient time for students to answer questions.		
Listened carefully to students questions.		
Responded appropriately to students questions.		
Restated questions and answers when necessary.		
Appeared to have students' respect and maintains discipline.		

Content Knowledge and Relevance

Presented material at an appropriate level for students.		
Demonstrated command of the subject matter.		

Teaching Method	
Activities	
Lecturers' Role	
Clarity/Emotional Support	
Motivation & Feedback	

(Marzano & Pickering, 2006)

I have observed this instructor's class and have included any relevant information in this observation form and also will be strength with video recording.

Observer's Signature

Date

This observation has been discussed with me, and I understand that a copy is available to me. My signature does not mean that I concur with or object to the contents of this document. It means only that I acknowledge the observer did come to my class and that I have had the opportunity to read the evaluation document.

Instructor's Signature

Date

Activities	Length of Time

2. Interview

The study used the instrument in form of short structured interview with some items based on the theme from the previous research question. Creswell (2012) stated interview is one of the most powerful ways in which we try to understand our fellow human beings. To gather the information about students' responses on the English teaching process that implemented by the English lecturers at UIN Ar-Raniry Dormitory, the researcher used recorder to record the participants' responses about organization, presentation, interaction, and syllabus that lecturers applied in the class.

NO	Questions
1	What is your name?
2	How are you?
3	What is your Majority/Faculty?
4	What are your opinions about the teaching organization that implied by (Lecturer's Name)?
5	What are your opinions about the teaching presentation that implied by (Lecturer's Name)?
6	What are your opinions about the teaching interaction that implied by (Lecturer's Name)?
7	What are your opinions about the syllabus that implied by (Lecturer's Name)?

D. Methods of Data Analysis

The researcher divided two methods to analyze the data.

1. Observation

The observation steps to be taken by the qualitative observational researcher are analyzing the data and writing the research report. The researcher's work culminates in synthesizing and interpreting the data into an understandable and enlightening piece of writing. But, despite the fact that these steps mark the culmination of the researcher's work, it should not be assumed that they are reserved for the end of the study. Instead, it is common for the researcher to analyze data and write parts of the final report throughout the research process. In analyzing descriptive data, the researcher reviewed what was witnessed and recorded, and synthesizes it with the observations and words of the participants themselves.

2. Interview

The data which were obtained from the structured interview analyzed by using the six steps qualitative data analysis from Creswell (2012). These are the following steps:

- 1) Preparing and organizing the data (transcripts).
- 2) Exploring and coding the database.
- 3) Describing findings and forming themes.
- 4) Representing and reporting findings.
- 5) Interpreting the meaning of the findings.

6) Validating the accuracy of the findings.

These are a source of description that managed and controlled in doing grounded theory and case studied research. By using this coding process, the researcher was able to see the direction of his research, so he could become selective and focused conceptually on particular social problem.



CHAPTER IV

FINDING AND DISCUSSION

This chapter explains findings and discussion.

A. Findings

1. Observations Result

To make the research more valid the research described lecturers' organization, presentation, syllabus, and interaction as mentioned in observation form.

a. Mr. B's Class (4th Floor Lobby)

Observation Form

Instructor	<u>Badrul</u>	Date	June, 18 th 2019
Class Observed	Lobby 4 th Floors	Time	90 Minutes
Observer	<u>Firdaus Fadhli</u>	Dormitory	UIN Ar Raniry

Directions: Using the table below, please evaluate the instructor's classroom instruction for this observation using the following scores: *1 = Needs Improvement*, *2 = Satisfactory*, or *3 = Excellent*.

Organization

Criteria	Score	Others
Began class at the scheduled time.	1	Start at 9 P.M
Checked daily attendance.	3	
Presented overview of lesson.	3	
Paced lesson appropriately.	3	
Presented topics in logical sequence.	3	
Related today's lesson to previous/future lessons.	3	
Summarized major points of the lesson.	3	
Total	19	Excellent

From the criteria of organization, Mr. B began the class on 9 p.m. Then the lecturer also checked daily attendance to know who the attended and who were absent. Before he started to enter today's lesson the lecturer presented overview of lesson and paced the lesson appropriately. The researcher also saw the lecturer presented topics in logical sequence. Also, the lecturer connected today's lesson to previous/future lessons. At the end of class, he summarized major points of the lesson.

Presentation

Presented with an air of assurance – does not appear nervous or uncomfortable.	3	
Spoke clearly and distinctly with no distracting mannerisms.	3	
Explained major/minor points with clarity.	3	
Defined unfamiliar terms, concepts, and principles.	3	
Used good examples to clarify points.	3	
Varied explanations for complex or difficult material.	3	
Emphasized important points.	3	
Integrated materials (examples, cases, simulations) from "real world."	3	
Active, collaborative, and cooperative learning favored over passive learning.	3	
Instructor was dressed professionally.	3	
Total	30	Excellent

While in Presentation, the lecturer presented the material with an air of assurance also did not appear nervous or uncomfortable in teaching. He spoke clearly and distinctly with no distracting mannerisms. In addition, the lecturer explained major/minor points with clarify. To make student easier, he defined unfamiliar terms, concepts and principles then used good examples to clarify points. To avoid student's misunderstanding, the lecturer gave varied explanations for complex or difficult material also emphasized important points. While giving the lesson, the lecturer integrated material such as example, cases, simulations from real word. The lecturer

adopted active, collaborative and cooperative learning. From outfit point, he was dressed professionally.

Interaction

Treated students with respect	3	
Actively encouraged students questions.	3	
Asked questions to monitor students understanding.	3	
Waited sufficient time for students to answer questions.	3	
Listened carefully to students questions.	3	
Responded appropriately to students questions.	3	
Restated questions and answers when necessary.	3	
Appeared to have students' respect and maintains discipline.	3	
Total	24	Excellent

In the interaction side, Mr. B treated student with respect. He also actively encouraged students' questions and asked question to monitor students understanding. To know students performed he waited sufficient time for students to answer questions. When students asked questions, he listened carefully and responded appropriately student's questions. While answering the question, he also restated student's question. In addition, he appeared to have student's respect and maintains discipline.

Content Knowledge and Relevance

Presented material at an appropriate level for students.	3	
Demonstrated command of the subject matter.	3	
Total	6	Excellent

At the content knowledge and relevance, he presented material at an appropriate level for students then demonstrated command of the subject matter. Those all to increase student's ability about English.

Activities	Length of Time
Begin the class at 9 P.M Praying and Checking daily attendance	5 Minutes
Restate and ask student about what the class learn today then the lecturer explain the material	20 Minutes
Lecturer giving tas to the students to speak up and describing other people	20 Minutes
Lecturer giving motivation and support, he also asks students to keep healthy	10 Minutes

Based on the activities in Mr.B's classroom, he started the class with praying. Then checking daily attendance by distributing it to the students, after that he started to explain the material. He stressed on pronunciation and know the meaning of vocabularies. To support the improvement of vocabularies the lecturer decided to translate the vocabularies into mother tongue. Another activity. he commanded the student to speak and repeat each other with friends. The lecturer also asked students in the end of class to know how far their understanding about the lesson.

Teaching Method	Grammar Translation Method
Activities	Describing People and Things
Lecturers' Role	Teacher states a phrase or sentence to student
Clarity/Emotional Support	Instructor gives opportunity while student get wrong.
Motivation & Feedback	Lecturer corrects student if necessary, pointing to mouth to show proper shaping of lips, tongue and relationship to teeth

(Marzano & Pickering 2006)

b. Mr. F's Class (Mushala)

Observation Form

Instructor	<u>Muhammad Fajar</u>	Date	June, 21 st 2019
Class Observed	<u>Mushala Dormitory</u>	Time	90 Minutes
Observer	<u>Firdaus Fadhli</u>	Dormitory	<u>UIN Ar Raniry</u>

Directions: Using the table below, please evaluate the instructor's classroom instruction for this observation using the following scores: *1 = Needs Improvement*, *2 = Satisfactory*, or *3 = Excellent*.

Organization

Criteria	Score	Others
Began class at the scheduled time.	1	Start at 9 P.M
Checked daily attendance.	3	
Presented overview of lesson.	1	Missing Explanation
Paced lesson appropriately.	3	
Presented topics in logical sequence.	3	
Related today's lesson to previous/future lessons.	3	
Summarized major points of the lesson.	3	
Total	17	Good

From the criterion of organization, Mr. F started the class on 9 p.m. Then the lecturer also checked daily attendance to know who attended and who were absent. Before he started to enter today's lesson the lecturer paced the lesson appropriately. The researcher also saw the lecturer presented topics in logical sequence. Also, the

lecturer connected today's lesson to previous/future lessons. At the end of class, he summarized major points of the lesson.

Presentation

Presented with an air of assurance – does not appear nervous or uncomfortable.	3	
Spoke clearly and distinctly with no distracting mannerisms.	3	
Explained major/minor points with clarity.	3	
Defined unfamiliar terms, concepts, and principles.	3	
Used good examples to clarify points.	3	
Varied explanations for complex or difficult material.	3	
Emphasized important points.	3	
Integrated materials (examples, cases, simulations) from "real world."	3	
Active, collaborative, and cooperative learning favored over passive learning.	3	
Instructor was dressed professionally.	2	Sloppy
Total	29	Excellent

While in the criterion of presentation, the lecturer presented the material with an air of assurance also did not appear nervous or uncomfortable in teaching. He spoke clearly and distinctly with no distracting mannerisms. In addition, the lecturer explained major/minor points with clarify. To make student easier, he defined unfamiliar terms, concepts and principles then used good examples to clarify points. To avoid student's misunderstanding, the lecturer gave varied explanations for complex or difficult material also emphasized important points. While giving the lesson, the lecturer integrated material such as example, cases, simulations from real word. The lecturer adopted active. collaborative and cooperative learning. But from outfit point, he was dressed unprofessionally because he used jeans.

Interaction

Treated students with respect	3	
Actively encouraged students questions.	3	
Asked questions to monitor students understanding.	3	
Waited sufficient time for students to answer questions.	2	
Listened carefully to students questions.	3	
Responded appropriately to students questions.	3	
Restated questions and answers when necessary.	1	No restated
Appeared to have students' respect and maintains discipline.	2	Lack of firm
Total	20	Good

In the interaction side, Mr. F is an interesting lecturer because he treated student with respect. He also actively encouraged students' questions and asked question to monitor students understanding. To know students performed he waited sufficient time for students to answer questions. When students asked questions, he listened carefully and responded appropriately student's questions. In addition, he appeared to have student's respect and maintains discipline.

Content Knowledge and Relevance

Presented material at an appropriate level for students.	3	
Demonstrated command of the subject matter.	1	Need demonstrated
Total	4	Good

At the content knowledge and relevance, he presented material at an appropriate level for students then demonstrated command of the subject matter. Those all to increase student's ability about English.

Activities	Length of Time
Begin the class at 9 P.M Ask for forgiveness after Eid Fitri Checking daily attendance	5 Minutes

While students sign the daily attendance, lecturer start to explain about describing people.	20 Minutes
Lecturer giving instruction to the students to speak for introduce their friends one by one about (name, graduated, hobby, faculty/department) by calling their name.	20 Minutes
Lecturer giving motivation and support, he also asks students to do homework about introducing their idol by recording on their phone.	10 Minutes

Based on Mr. F's classroom activities, the researcher found that he started the class with checking daily attendance by distributing it to the students, after that he started to announce the material. The material talked about describing people and thing. To support the improvement of vocabularies the lecturer decided to translate the vocabularies into mother tongue. Another activity, he commanded the student to speak and repeat each other with friends. The lecturer also tread student with respect and always repeat the pronunciation that hard to say by them.

Teaching Method	Grammar Translation Method
Activities	Describing People and Things
Lecturers' Role	Teacher verbally introduces element, with care and enunciation
Clarity/Emotional Support	Teacher states a phrase or sentence to student; student repeats such 5-20 times slowly and patient
Motivation & Feedback	Students should learn more about the pronunciations and present tenses

(Marzano & Pickering, 2006)

c. Mr. R's Class (Classroom)

Observation Form

Instructor	Muhammad Rizki	Date	June, 25 th 2019
Class Observed	Classroom	Time	90 Minutes
Observer	Firdaus Fadhli	Dormitory	UIN Ar Raniry

Directions: Using the table below, please evaluate the instructor's classroom instruction for this observation using the following scores: *1 = Needs Improvement*, *2 = Satisfactory*, or *3 = Excellent*.

Organization

Criteria	Score	Others
Began class at the scheduled time.	1	Start at 9 P.M
Checked daily attendance.	3	
Presented overview of lesson.	3	
Paced lesson appropriately.	3	
Presented topics in logical sequence.	3	
Related today's lesson to previous/future lessons.	3	
Summarized major points of the lesson.	3	
Total	19	Excellent

Based on the criterion of organization, Mr. C began the class on 9 p.m. Then the lecturer also checked daily attendance to know who the attended and who were absent. Before he started to enter today's lesson the lecturer presented overview of lesson and paced the lesson appropriately. The researcher also saw the lecturer presented topics in logical sequence. Also, the lecturer connected today's lesson to previous/future lessons. At the end of class, he summarized major points of the lesson.

Presentation

Presented with an air of assurance – does not appear nervous or uncomfortable.	3	
Spoke clearly and distinctly with no distracting mannerisms.	3	
Explained major/minor points with clarity.	3	
Defined unfamiliar terms, concepts, and principles.	3	
Used good examples to clarify points.	3	
Varied explanations for complex or difficult material.	3	
Emphasized important points.	3	
Integrated materials (examples, cases, simulations) from "real world."	3	
Active, collaborative, and cooperative learning favored over passive learning.	3	
Instructor was dressed professionally.	1	Wearing sandals
Total	28	Excellent

From the table of criterion of presentation, the lecturer presented the material with an air of assurance also did not appear nervous or uncomfortable in teaching. He spoke clearly and distinctly with no distracting mannerisms. In addition, the lecturer explained major/minor points with clarify. To make student easier, he defined unfamiliar terms, concepts and principles then used good examples to clarify points. To avoid student's misunderstanding, the lecturer gave varied explanations for complex or difficult material also emphasized important points. While giving the lesson, the lecturer integrated material such as example, cases, simulations from real word. The lecturer adopted active, collaborative and cooperative learning. From wardrobe, he was dressed unprofessionally.

Interaction

Treated students with respect	3	
Actively encouraged students questions.	3	
Asked questions to monitor students understanding.	3	
Waited sufficient time for students to answer questions.	3	
Listened carefully to students questions.	3	
Responded appropriately to students questions.	3	
Restated questions and answers when necessary.	3	
Appeared to have students' respect and maintains discipline.	3	
Total	24	Excellent

In the interaction side, Mr. R is an attractive lecturer because he treated student with respect. He also actively encouraged students' questions and asked question to monitor students understanding. To know students performed he waited sufficient time for students to answer questions. When students asked questions, he listened carefully and responded appropriately student's questions. While answering the question, he also restated student's question. In addition, he appeared to have student's respect and maintains discipline.

Content Knowledge and Relevance

Presented material at an appropriate level for students.	3	
Demonstrated command of the subject matter.	3	
Total	6	Excellent

At the content knowledge and relevance, he presented material at an appropriate level for students then demonstrated command of the subject matter. Those all to improve student's ability about English.

Begin the class at 9 P.M Repeat previous lesson	5 Minutes
Explain the material then try to demonstrate the student with gesture.	20 Minutes
Lecturer giving instruction to the students to speak for asking body part to each other.	20 Minutes
Lecturer giving motivation and support, he also motivates the student before they come back to dormitory.	10 Minutes

In Mr. R's classroom, the researcher found that he started the class with checking daily attendance by distributing it to the students, after that he started to repeat previous lesson. The material talked about describing people and thing. Another activity, lecturer gave instruction to the students to speak for asking body part to each other. he commanded the student to speak with friends. To support the improvement of vocabularies the lecturer decided to translate the vocabularies into mother tongue. The lecturer also asked students in the end of class to know how far their understanding about the lesson.

Teaching Method	Grammar Translation Method
Activities	Describing People and Things
Lecturers' Role	Teacher as facilitator
Clarity/Emotional Support	Instructor has good response and good at correcting statement from student
Motivation & Feedback	Lecturer gives motivation never stop to learn, and always appreciate the student

(Marzano & Pickering, 2006)

2. Interview Result

To know how responses of the student about the teaching process the interviewer asked four questions. The interviewer only took two students as volunteers for each class. The ordered questions are talking about organization, presentation, interaction, and syllabus that applied by lecturers.

a. Mr. B's Class (4th Floor Lobby)

The first question talked about the responses on Mr. B's teaching organization.

"My opinion is very good because it well-structured" (AR, day 1, June 18th, 2019)

In addition to the concern, his friend also showed response about the teaching organization that implied by Mr. B.

"My opinions are it organized and well-ordered" (TK, day 1, June 18th, 2019)

From those answered the researcher analyzed that students agreed about the teaching organization of Mr.B, because the teaching organization was organized, well-ordered, and structured.

The second question talked about the responses on Mr. B's teaching presentation.

"I think the presentation of lesson is very clear" (AR, day 1, June 18th, 2019)

In addition to the concern, his friend also showed response about the teaching presentation that implied by Mr. B.

"The presentation by Mr. B was so professional" (TK, day 1, June 18th, 2019)

From those answered the researcher analyzed that students agreed about the teaching presentation of Mr.B, because the teaching presentation was clear and professional.

The third question talked about the responses on Mr. B's interaction between students.

"Hmm, the interaction is making me easy to understand the vocabularies." (AR, day 1, June 18th, 2019)

In addition to the concern, his friend also showed response about the Mr. B's interaction between students.

“I think the interaction is fully-motivation because he repeated more than twice on strengthen memorizing vocabularies” (TK, day 1, June 18th, 2019)

From those answered the researcher analyzed that students agreed about the interaction between Mr.B and class, because the interaction was clear and helped student to understand the material by repeated vocabularies to improve they memorized.

The fourth question talked about the responses on Mr. B's syllabus.

“The syllabus is interesting to study” (AR, day 1, June 18th, 2019)

In addition to the concern, his friend also showed response about the syllabus that applied by Mr. B.

“My opinion, the syllabus is very effective” (TK, day 1, June 18th, 2019)

From those answered the researcher analyzed that students agreed about the Mr.B's syllabus, because the syllabus was interesting and effective to learn.

b. Mr F's Class (Mushala)

The first question talked about the responses on Mr. F's teaching organization.

"my opinion about that is not complicated." (R.P, day 2, June 21st, 2019)

In addition to the concern, his friend also showed response about the teaching organization that his lecturer applied.

"The teaching organization is well running by Mr. F"
(R.S, day 2, June 21st, 2019)

From those answered the researcher analyzed that students agreed about the teaching organization that implied by Mr. F, because the organization was not complicated and well-running.

The second question talked about the responses on Mr. F's teaching presentation.

"Mr F is very collaborative person and the presentation is active" (R.P, day 2, June 21st, 2019)

In addition to the concern, his friend also showed response about the teaching presentation that his lecturer applied.

"The presentation is very relaxed" (R.S, day 2, June 21st, 2019)

From those answered the researcher analyzed that students accepted about the teaching presentation that implied by Mr. F, because the presentation itself was very relaxed and active. Also, Mr. F was collaborative lecturer.

The third question talked about the responses on interaction between Mr. F and class.

“the interaction between us is respectful” (R.P, day 2, June 21st, 2019)

In addition to the concern, his friend also showed response about the interaction between Mr. F and class.

“my opinion about the interaction is Mr. F is a good communicator for us.” (R.S, day 2, June 21st, 2019)

From those answered the researcher analyzed that students approved about the interaction between Mr. F and class. because the interaction between both of them is fully-respect and Mr. F also a good communicator.

The last question talked about the responses on Mr. F’s syllabus.

“I think the syllabus make us easier to understand.” (R.P, day 2, June 21st, 2019)

In addition to the concern, his friend also showed response about the syllabus that his lecturer applied.

“the content knowledge is very effective to study” (R.S, day 2, June 21st, 2019)

From those answered the researcher analyzed that students accepted about the syllabus that implied by Mr. F, because the lesson that he applied easy to understand and very effective to learn.

c. Mr. R’s Class (Classroom)

The first question talked about the responses on Mr. R’s teaching organization.

“the teaching organization is well-done” (Q.W, day 3, June 25th, 2019)

In addition to the concern, his friend also showed response about the teaching organization that his lecturer applied.

“the teaching organization by Mr. Rizki is well-scheduled” (K.H, day 3, June 25th, 2019)

From those answered the researcher analyzed that students agreed about the teaching organization that implied by Mr. R, because the organization was well-structured certainly.

The second question talked about the responses on Mr. R’s teaching presentation.

“the way of presentation is enjoyable” (Q.W, day 3, June 25th, 2019)

In addition to the concern, his friend also showed response about the teaching presentation that his lecturer applied.

“in my opinion the presentation is clear to understand”
(K.H, day 3, June 25th, 2019)

From those answered the researcher analyzed that students approved about the teaching presentation that implied by Mr. R, because the organization was clear and enjoyable.

The third question talked about the responses on interaction between lecturer and student.

“I think the class is always appreciate on Mr. R’s command.”
(Q.W, day 3, June 25th, 2019)

In addition to the concern, his friend also showed response on interaction between lecturer and student.

“the interaction always relates into real life.” (K.H, day 3, June 25th, 2019)

From those answered the researcher analyzed that students agreed about the interaction between lecturer and students, because the interaction related into real life and the students always accepted Mr. R's commanded with their pleasure.

The fourth question talked about the responses on Mr. Rizk's syllabus.

"my opinion is the lesson is clearly objective" (Q.W, day 3, June 25th, 2019)

In addition to the concern, his friend also showed response Mr.R's syllabus.

"my opinion is simple and easy to absorb on my mind." (K.H, day 3, June 25th, 2019)

From those answered the researcher analyzed that students agreed about the Mr. R's syllabus, because the syllabus was clearly and simple to understand.

Interview Conclusion Table

Lecturer	Date	Students Responses
Mr. F	June 18 th , 2019	The teaching strategy that lecturer applied, created teaching-learning activities work well.
Mr. B	June 21 st , 2019	The lecturer engages the students, to know vocabularies equivalent in their mother tongue

Mr. R	June 25 th , 2019	He helps students to develop their minds through memorization activities
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B. Discussion

After having analyzed the data, the discussion of the research questions as stated in chapter I is necessary. The discussion is presented below.

The first research question of this study is *How do Lecturers of UIN Ar-Raniry Dormitory implement English teaching methods?* at UIN Ar Raniry Dormitory with the number of participants is 3, the result of the observation presented that lecturers used Grammar Translation Method. The three lecturers at UIN Ar-Raniry dormitory use the Grammar Translation Method as a teaching method in class. So, the researcher claimed Grammar Translation Method is a good method to be applied to students who are placed in dormitories.

This is also reinforced by previous research conducted by Anggreyni (2012) where the researcher investigated the process of teaching, learning and using English at *Pondok Pesantren Martapura*. She claimed the school uses two curriculum KTSP and design curriculum. In fact, the lecturers in that school rather to used Grammar Translation Method to teach English.

Also, Putri (2015) draws this study takes cue from the Grammar-Translation Method (GTM) in order to help the students, read and comprehend the literature as

the main focus of the language practice throughout the whole session. The participant of the study which is the students of XI grade of one Senior High School in Bogor. The positive responses also revealed through the questionnaire's answers. The students found that the translation and grammar preview are helpful during the process of comprehending English text.

Meanwhile, Matofani (2018) explains; her research is about using GTM in teaching writing at SMP Muhammadiyah 9 Gondanglegi. The main purpose of this study is to find out whether or not significant the effectiveness of GTM method improve students' writing skill. The researcher found that the effectiveness of Grammar Translation Method in teaching writing showed a good impact on the students' writing.

In addition, Oktavia (2019) prove in her research at grade eight of junior high School 06 Rejang Lebong. The teacher used GTM method because it helps students understand the lessons easily and through this method students can develop many English skills, they are translation, grammar, reading and writing.

From some of the previous studies above, it can be said that GTM is the right method for teaching (speaking, writing, and reading) in boarding schools or non-boarding schools. Therefore, for teachers who want to teach at these schools, they can use GTM as a teaching method.

The second research question of this study is *What are students' responses on the English teaching process that implemented by the English lecturers at UIN Ar-Raniry Dormitory?*

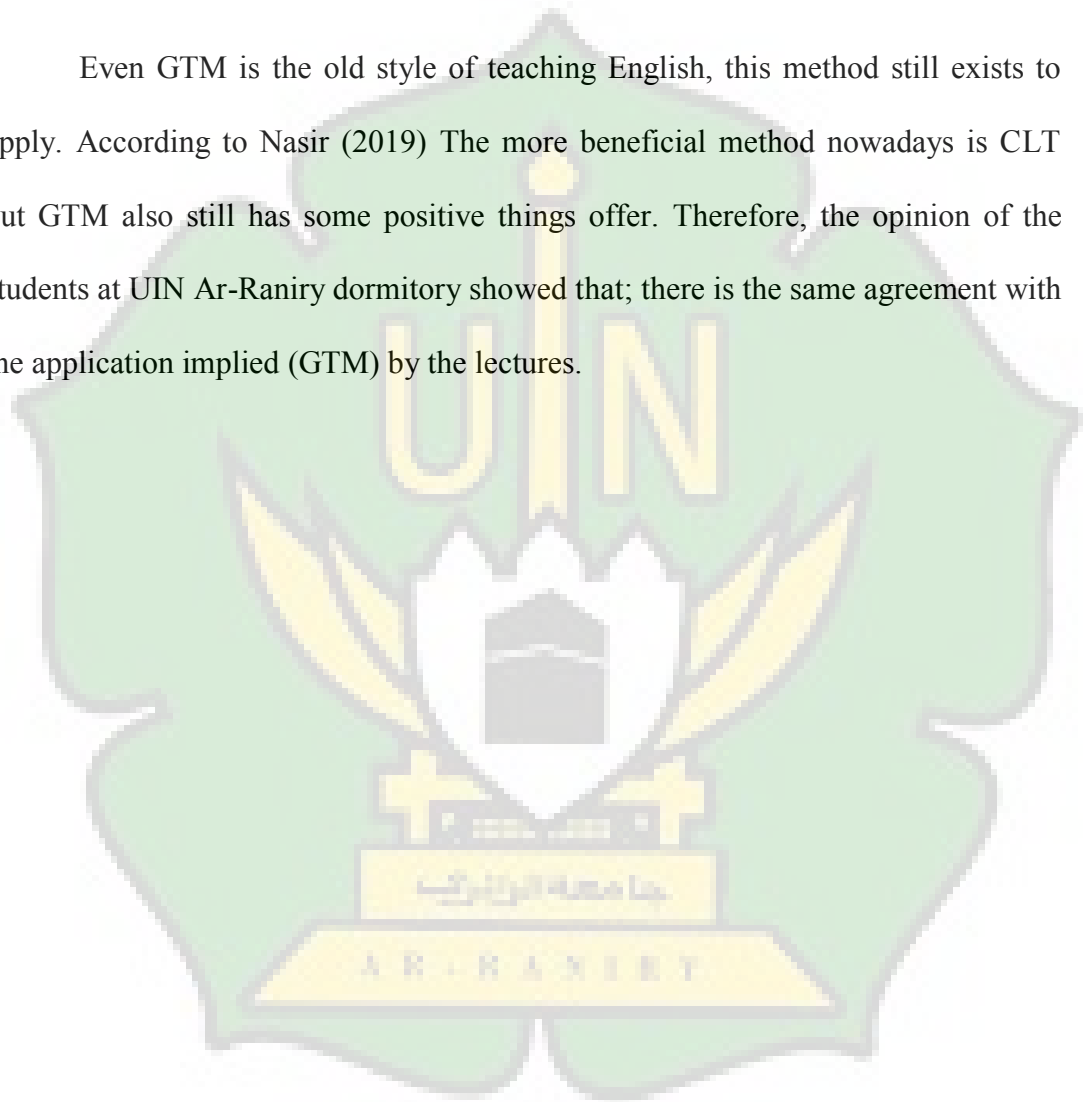
To strengthen that, the grammar translation method is feasible to be applied to students at the Ar-Raniry UIN hostel. Therefore, the researcher took 2 samples of students from the 3 classes. which can be calculated as the number of samples is 6 students. As a result, the six students gave various responses. The essence of their statement was that the Grammar Translation Method was very suitable to be applied in the UIN Ar-Raniry Dormitory. Even though the abilities of each student are different, all students in the class become more motivated to learn English.

That statement also strengthened by previous researches. Molla (2010) explained, GTM gives positive effect on the implementation at school widely especially for RSBI Schools. Analyzing feedback through questionnaire of experimental group also shows 86% acceptance of this teaching method.

According to another researcher, As'ari, et.al (2021) assumed GTM can be well suited to the digital learning despite the fact that this method is one of the classic methods. Students also gave positive responses of the method even though they spent more time in the translation steps and in comprehending the text in the target language.

Also, Widiyanto (2011) showed the result of using GTM was good. It was proven by the improvement mean difference of pre-test, treatments, and post-test. Therefore, it can be suggested that grammar translation method can be used as the alternative method in teaching grammar, especially causative form.

Even GTM is the old style of teaching English, this method still exists to apply. According to Nasir (2019) The more beneficial method nowadays is CLT but GTM also still has some positive things offer. Therefore, the opinion of the students at UIN Ar-Raniry dormitory showed that; there is the same agreement with the application implied (GTM) by the lectures.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the research conclusion and suggestion. It consists of the data analysis and discussion result summary. Also, some suggestions are presented proposed study and recommended future works related to the teaching process.

A. Conclusion

1. Teaching Method that implied by English Lecturers at UIN Ar - Raniry Dormitory

The researcher concluded that all of three English lecturers implied Grammar Translation Method in their teaching process. This result was strengthened by observation result. This can be identified by the activities/material that the lecturers implied, the book is focused at speaking skill and improving vocabularies. At the beginning of learning process, the lecturer gave instructions with target language. They described the material depend on the English Module (for students of UIN Ar-Raniry Dormitory). In the presentation of lecturers, they tended to state phrases and sentences more than twice. The lecturers also ask the meaning of vocabularies to make sure the students, to know whether the student understand or not. The lecturers also used mother tongue to make student more understand. Next, they gave task to let students interact to each other, the aim of this instruction is to make student active on speaking and improve they vocabularies. They also monetarized the student, for checking the pronunciation of students. At the end of study time, the lecturers

conclude the material then gave the student motivation to practice the lesson that they learned.

2. Students Responses on The English Teaching Process that Implemented by The English Lecturers at UIN Ar-Raniry Dormitory

The researcher found that all of six students satisfied about the teaching process that implied by lecturers. They appreciate the process by giving positive response. from organization, presentation, interaction and syllabus. In addition, students agreed about the strategy of teaching that applied by lecturers.

B. Suggestion

First, for the students, they should be able to take advantages while teacher explain about the material and ask don't be afraid to ask the lecturers. Then student also can imitate their positive behavior to have more opportunities to upgrade their speaking skill and improve they vocabularies in order to have successful behavior change and improvement either in academic or non-academic.

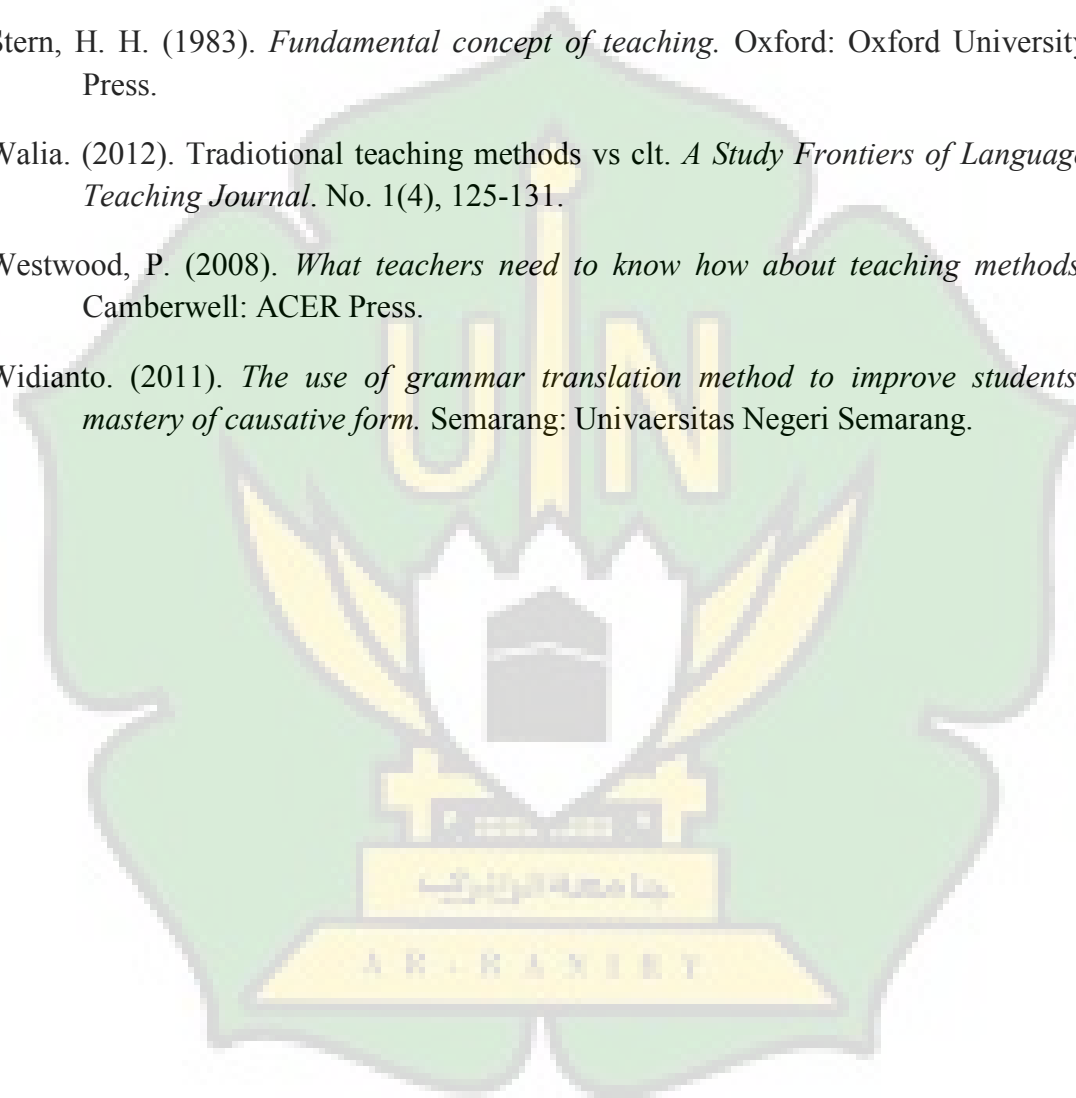
Second, for the lecturers and university, the researcher expects that the result can give positive messages for them to support the students' by adding more facilities to make student easier to understand the material. Then, lecturers also have to wear professional suit so there's differences between lecturers and student.

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APPENDICES

Appendix I : Instrument (Observation form)

Observation Form

Instructor		Date	
Class Observed		Time	
Observer		Dormitory	UIN Ar Raniry

Directions: Using the table below, please evaluate the instructor's classroom instruction for this observation using the following scores: *1 = Needs Improvement*, *2 = Satisfactory*, or *3 = Excellent*.

Organization

Criteria	Score	Others
Began class at the scheduled time.		
Checked daily attendance.		
Presented overview of lesson.		
Paced lesson appropriately.		
Presented topics in logical sequence.		
Related today's lesson to previous/future lessons.		
Summarized major points of the lesson.		

Presentation

Presented with an air of assurance – does not appear nervous or uncomfortable.		
Spoke clearly and distinctly with no distracting mannerisms.		
Explained major/minor points with clarity.		
Defined unfamiliar terms, concepts, and principles.		
Used good examples to clarify points.		
Varied explanations for complex or difficult material.		
Emphasized important points.		
Integrated materials (examples, cases, simulations) from "real world."		
Active, collaborative, and cooperative learning favored over passive learning.		
Instructor was dressed professionally.		

Interaction

Treated students with respect		
Actively encouraged students questions.		
Asked questions to monitor students understanding.		
Waited sufficient time for students to answer questions.		
Listened carefully to students questions.		
Responded appropriately to students questions.		
Restated questions and answers when necessary.		
Appeared to have students' respect and maintains discipline.		

Content Knowledge and Relevance

Presented material at an appropriate level for students.		
Demonstrated command of the subject matter.		

Teaching Method	
Activities	
Lecturers' Role	
Clarity/Emotional Support	
Motivation & Feedback	

(Marzano & Pickering, 2006)

I have observed this instructor's class and have included any relevant information in this observation form and also will be strength with video recording.

Observer's Signature

Date

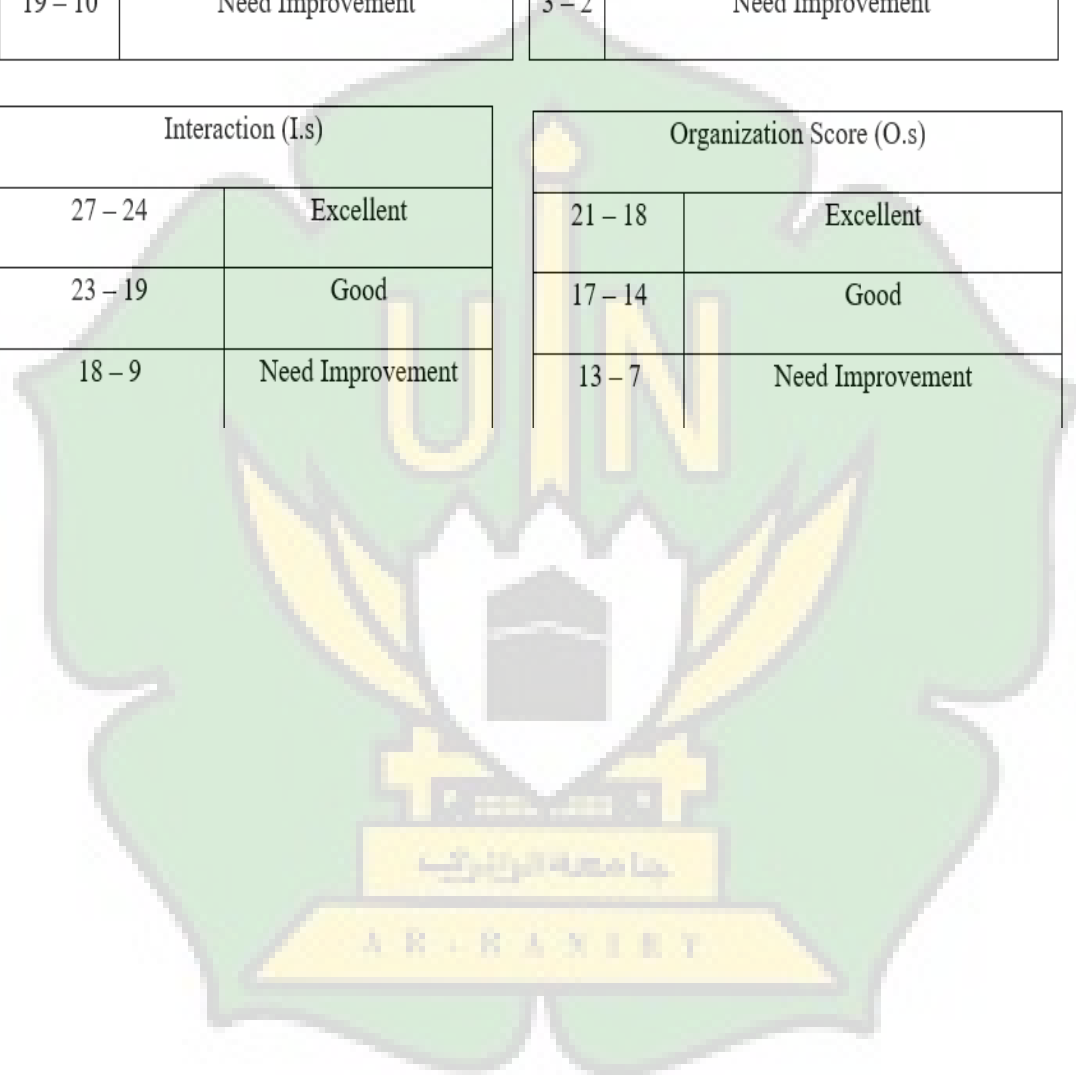
This observation has been discussed with me, and I understand that a copy is available to me. My signature does not mean that I concur with or object to the contents of this document. It means only that I acknowledge the observer did come to my class and that I have had the opportunity to read the evaluation document.

Instructor's Signature

Date

Presentation Score (P.s)		Content Knowledge and Relevance (CKR.s)	
30 – 27	Excellent	6	Excellent
24 – 20	Good	5 – 4	Good
19 – 10	Need Improvement	3 – 2	Need Improvement

Interaction (I.s)		Organization Score (O.s)	
27 – 24	Excellent	21 – 18	Excellent
23 – 19	Good	17 – 14	Good
18 – 9	Need Improvement	13 – 7	Need Improvement



Appendix II : Instrument (Table of Activities)

Activities	Length of Time

Appendix III : Instrument (Interview Protocol)

NO	Questions
1	What is your name?
2	How are you?
3	What is your Majority/Faculty?
4	What are your opinions about the teaching organization that implied by (Lecturer's Name)?
5	What are your opinions about the teaching presentation that implied by (Lecturer's Name)?
6	What are your opinions about the teaching interaction that implied by (Lecturer's Name)?
7	What are your opinions about the syllabus that implied by (Lecturer's Name)?

Appendix IV : Research Finding (Mr. B's Observation Form and Activities Table)

Observation Form

Instructor	<u>Badrul</u>	Date	June, 18 th 2019
Class Observed	Lobby 4 th Floors	Time	90 Minutes
Observer	<u>Firdaus Fadhli</u>	Dormitory	<u>UIN Ar Raniry</u>

Directions: Using the table below, please evaluate the instructor's classroom instruction for this observation using the following scores: *1 = Needs Improvement*, *2 = Satisfactory*, or *3 = Excellent*.

Organization

Criteria	Score	Others
Began class at the scheduled time.	1	Start at 9 P.M
Checked daily attendance.	3	
Presented overview of lesson.	3	
Paced lesson appropriately.	3	
Presented topics in logical sequence.	3	
Related today's lesson to previous/future lessons.	3	
Summarized major points of the lesson.	3	
Total	19	Excellent

Presentation

Presented with an air of assurance – does not appear nervous or uncomfortable.	3	
Spoke clearly and distinctly with no distracting mannerisms.	3	
Explained major/minor points with clarity.	3	
Defined unfamiliar terms, concepts, and principles.	3	
Used good examples to clarify points.	3	
Varied explanations for complex or difficult material.	3	
Emphasized important points.	3	
Integrated materials (examples, cases, simulations) from "real world."	3	
Active, collaborative, and cooperative learning favored over passive learning.	3	
Instructor was dressed professionally.	3	
Total	30	Excellent

Interaction

Treated students with respect	3	
Actively encouraged students questions.	3	
Asked questions to monitor students understanding.	3	
Waited sufficient time for students to answer questions.	3	
Listened carefully to students questions.	3	
Responded appropriately to students questions.	3	
Restated questions and answers when necessary.	3	
Appeared to have students' respect and maintains discipline.	3	
Total	24	Excellent

Content Knowledge and Relevance

Presented material at an appropriate level for students.	3	
Demonstrated command of the subject matter.	3	
Total	6	Excellent

Teaching Method	Grammar Translation Method
Activities	Describing People and Things
Lecturers' Role	Teacher states a phrase or sentence to student
Clarity/Emotional Support	Instructor gives opportunity while student get wrong.
Motivation & Feedback	Lecturer corrects student if necessary, pointing to mouth to show proper shaping of lips, tongue and relationship to teeth

(Marzano & Pickering, 2006)

I have observed this instructor's class and have included any relevant information in this observation form and also will be strength with video recording.

Firdaus Fadhli

June, 18th 2019

Observer's Signature

Date

This observation has been discussed with me, and I understand that a copy is available to me. My signature does not mean that I concur with or object to the contents of this document. It means only that I acknowledge the observer did come to my class and that I have had the opportunity to read the evaluation document.

Badrul

June, 18th 2019

Activities	Length of Time
Begin the class at 9 P.M Praying and Checking daily attendance	5 Minutes
Restate and ask student about what the class learn today then the lecturer explain the material	20 Minutes
Lecturer giving tas to the students to speak up and describing other people	20 Minutes
Lecturer giving motivation and support, he also asks students to keep healthy	10 Minutes

Appendix V : Research Finding (Mr. F's Observation Form and Activities Table)

Observation Form

Instructor	Muhammad Fajar	Date	June, 21 st 2019
Class Observed	Mushala Dormitory	Time	90 Minutes
Observer	Firdaus Fadhli	Dormitory	UIN Ar Raniry

Directions: Using the table below, please evaluate the instructor's classroom instruction for this observation using the following scores: *1 = Needs Improvement*, *2 = Satisfactory*, or *3 = Excellent*.

Organization

Criteria	Score	Others
Began class at the scheduled time.	1	Start at 9 P.M
Checked daily attendance.	3	
Presented overview of lesson.	1	Missing Explanation
Paced lesson appropriately.	3	
Presented topics in logical sequence.	3	
Related today's lesson to previous/future lessons.	3	
Summarized major points of the lesson.	3	
Total	17	Good

Presentation

Presented with an air of assurance – does not appear nervous or uncomfortable.	3	
Spoke clearly and distinctly with no distracting mannerisms.	3	
Explained major/minor points with clarity.	3	
Defined unfamiliar terms, concepts, and principles.	3	
Used good examples to clarify points.	3	
Varied explanations for complex or difficult material.	3	
Emphasized important points.	3	
Integrated materials (examples, cases, simulations) from "real world."	3	
Active, collaborative, and cooperative learning favored over passive learning.	3	
Instructor was dressed professionally.	2	Slobery
Total	29	Excellent

Interaction

Treated students with respect	3	
Actively encouraged students questions.	3	
Asked questions to monitor students understanding.	3	
Waited sufficient time for students to answer questions.	2	
Listened carefully to students questions.	3	
Responded appropriately to students questions.	3	
Restated questions and answers when necessary.	1	No restated
Appeared to have students' respect and maintains discipline.	2	Lack of firm
Total	20	Good

Content Knowledge and Relevance

Presented material at an appropriate level for students.	3	
Demonstrated command of the subject matter.	1	Need demonstrated
Total	4	Good

Teaching Method	Grammar Translation Method
Activities	Describing People and Things
Lecturers' Role	Teacher verbally introduces element, with care and enunciation
Clarity/Emotional Support	Teacher states a phrase or sentence to student; student repeats such 5-20 times slowly and patient
Motivation & Feedback	Students should learn more about the pronunciations and present tenses

(Marzano & Pickering, 2006)

I have observed this instructor's class and have included any relevant information in this observation form and also will be strength with video recording.

Firdaus Fadhli

June, 21st 2019

Observer's Signature

Date

This observation has been discussed with me, and I understand that a copy is available to me. My signature does not mean that I concur with or object to the contents of this document. It means only that I acknowledge the observer did come to my class and that I have had the opportunity to read the evaluation document.

Muhammad Fajar

June, 21st 2019

Instructor's Signature

Date

Activities	Length of Time
Begin the class at 9 P.M Ask for forgiveness after Eid Fitri Checking daily attendance	5 Minutes
While students sign the daily attendance, lecturer start to explain about describing people.	20 Minutes
Lecturer giving instruction to the students to speak for introduce their friends one by one about (name, graduated, hobby, faculty/department) by calling their name.	20 Minutes
Lecturer giving motivation and support, he also asks students to make homework about introducing their idol by recording on their phone.	10 Minutes

Appendix VI : Research Finding (Mr. R's Observation Form and Activities Table)

Observation Form

Instructor	Muhammad Rizki	Date	June, 25 th 2019
Class Observed	Classroom	Time	90 Minutes
Observer	Firdaus Fadhli	Dormitory	UIN Ar Raniry

Directions: Using the table below, please evaluate the instructor's classroom instruction for this observation using the following scores: *1 = Needs Improvement*, *2 = Satisfactory*, or *3 = Excellent*.

Organization

Criteria	Score	Others
Began class at the scheduled time.	1	Start at 9 P.M
Checked daily attendance.	3	
Presented overview of lesson.	3	
Paced lesson appropriately.	3	
Presented topics in logical sequence.	3	
Related today's lesson to previous/future lessons.	3	
Summarized major points of the lesson.	3	
Total	19	Excellent

Presentation

Presented with an air of assurance – does not appear nervous or uncomfortable.	3	
Spoke clearly and distinctly with no distracting mannerisms.	3	
Explained major/minor points with clarity.	3	
Defined unfamiliar terms, concepts, and principles.	3	
Used good examples to clarify points.	3	
Varied explanations for complex or difficult material.	3	
Emphasized important points.	3	
Integrated materials (examples, cases, simulations) from "real world."	3	
Active, collaborative, and cooperative learning favored over passive learning.	3	
Instructor was dressed professionally.	1	Wearing sandals
Total	28	Excellent

Interaction

Treated students with respect	3	
Actively encouraged students questions.	3	
Asked questions to monitor students understanding.	3	
Waited sufficient time for students to answer questions.	3	
Listened carefully to students questions.	3	
Responded appropriately to students questions.	3	
Restated questions and answers when necessary.	3	
Appeared to have students' respect and maintains discipline.	3	
Total	24	Excellent

Content Knowledge and Relevance

Presented material at an appropriate level for students.	3	
Demonstrated command of the subject matter.	3	
Total	6	Excellent

Teaching Method	Grammar Translation Method
Activities	Describing People and Things
Lecturers' Role	Teacher as facilitator
Clarity/Emotional Support	Instructor has good response and good at correcting statement from student
Motivation & Feedback	Lecturer gives motivation never stop to learn, and always appreciate the student

(Marzano & Pickering, 2006)

I have observed this instructor's class and have included any relevant information in this observation form and also will be strength with video recording.

Firdaus Fadhli

June, 18th 2019

Observer's Signature

Date

This observation has been discussed with me, and I understand that a copy is available to me. My signature does not mean that I concur with or object to the contents of this document. It means only that I acknowledge the observer did come to my class and that I have had the opportunity to read the evaluation document.

Muhammad Rizky

June, 18th 2019

Activities	Length of Time
Begin the class at 9 P.M Repeat previous lesson	5 Minutes
Explain the material then try to demonstrate the student with gesture.	20 Minutes
Lecturer giving instruction to the students to speak for asking body part to each other.	20 Minutes
Lecturer giving motivation and support, he also motivates the student before they come back to dormitory.	10 Minutes

Appendix VII: Research Finding (Mr. B's Students Interview)

Interview Transcript

Int. 1: 18/06/2019

Interviewer: What's your name?

Interviewee: Ahmad Ramadhan

Interviewer: How are you?

Interviewee: I'm fine

Interviewer: What's your majority/faculty?

Interviewee: Math Education

Interviewer: What are your opinions about the teaching organization that implied by Mr. B?

Interviewee: My opinion is very good because it well-structured.

Interviewer: What are your opinions about the teaching presentation that implied by Mr. B?

Interviewee: I think the presentation of lesson is very clear.

Interviewer: What are your opinions about the interaction between the class and Mr. B?

Interviewee: Hmm, the interaction is make me easy to understand the vocabularies.

Interviewer: What are your opinions about the syllabus that implied by Mr. B?

Interviewee: The syllabus is interesting to study.

Interviewer: Okay, I think that's all of my questions thank you so much buddy.

Interviewee: you are welcome ustad.

Int. 2: 18/06/2019

Interviewer: What's your name?

Interviewee: Teuku Kausar

Interviewer: How are you?

Interviewee: I'm fine

Interviewer: What's your majority/faculty?

Interviewee: Biology Education

Interviewer: What are your opinions about the teaching organization that implied by Mr. B?

Interviewee: My opinions are it organized and well-ordered.

Interviewer: What are your opinions about the teaching presentation that implied by Mr. B?

Interviewee: The presentation by Mr. B was so professional.

Interviewer: What are your opinions about the interaction between the class and Mr. B?

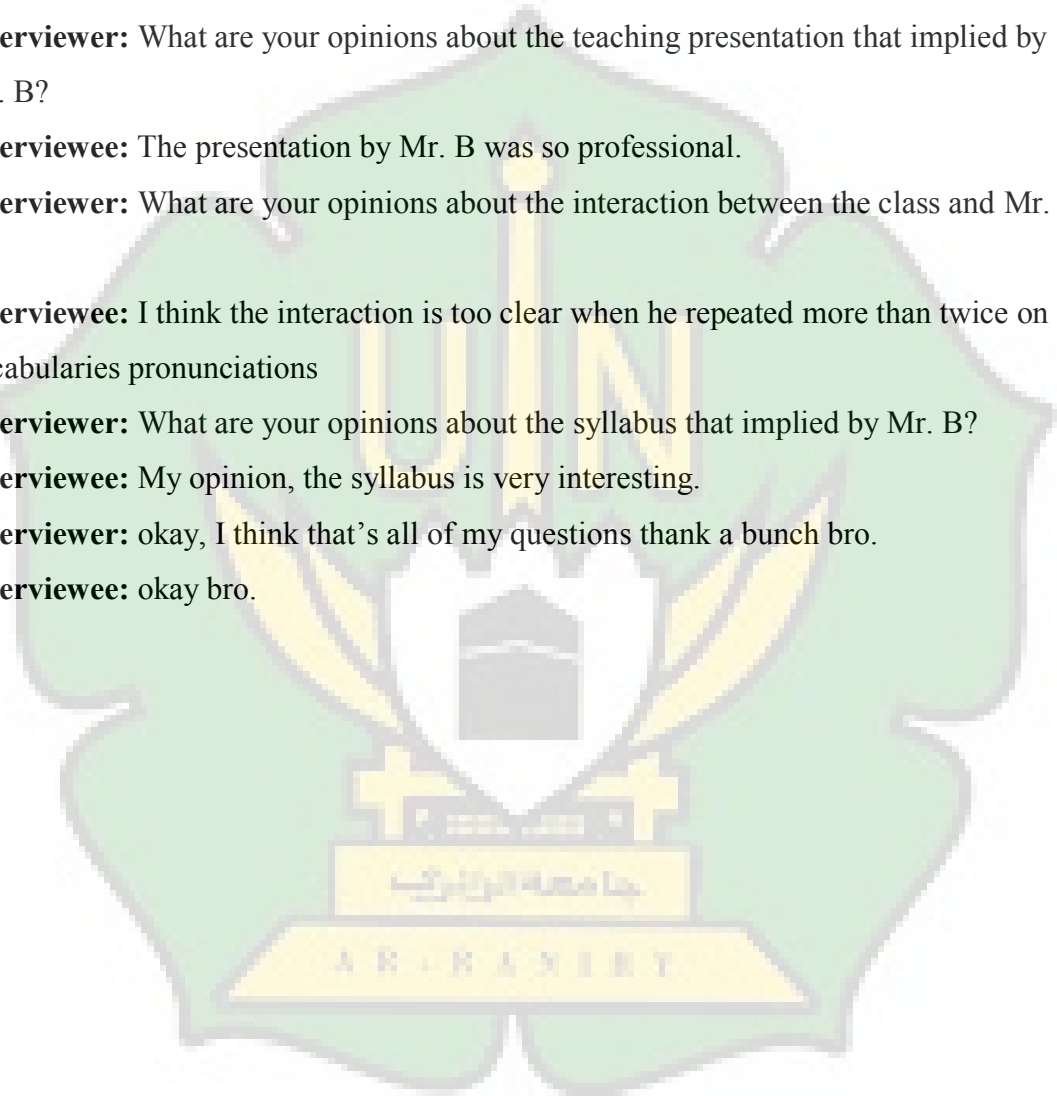
Interviewee: I think the interaction is too clear when he repeated more than twice on vocabularies pronunciations

Interviewer: What are your opinions about the syllabus that implied by Mr. B?

Interviewee: My opinion, the syllabus is very interesting.

Interviewer: okay, I think that's all of my questions thank a bunch bro.

Interviewee: okay bro.



Appendix VIII: Research Finding (Mr. F's Students Interview)**Interview Transcript****Int. 1: 21/06/2019****Interviewer:** What's your name?**Interviewee:** Romi Prima**Interviewer:** How are you?**Interviewee:** I'm fine**Interviewer:** What's your majority/faculty?**Interviewee:** Information Engineering Education**Interviewer:** What are your opinions about the teaching organization that implied by Mr. F?**Interviewee:** my opinion about that is not complicated**Interviewer:** What are your opinions about the teaching presentation that implied by Mr. F?**Interviewee:** Mr F is very collaborative person and the presentation is active.**Interviewer:** What are your opinions about the interaction between the class and Mr. F?**Interviewee:** the interaction between us is respectful.**Interviewer:** What are your opinions about the syllabus that implied by Mr. F?**Interviewee:** I think the syllabus make us easier to understand.**Interviewer:** okay, I think that's all of my question thank you so much buddy.**Interviewee:** you are welcome ustad.

Int. 2: 18/06/2019

Interviewer: What's your name?

Interviewee: Romi Satria

Interviewer: How are you?

Interviewee: I'm fine Alhamdulillah

Interviewer: What's your majority/faculty?

Interviewee: Chemistry Education

Interviewer: What are your opinions about the teaching organization that implied by Mr. F?

Interviewee: The teaching organization is well running by Mr. F.

Interviewer: What are your opinions about the teaching presentation that implied by Mr. F?

Interviewee: the presentation is very relax.

Interviewer: What are your opinions about the interaction between the class and Mr. F ?

Interviewee: my opinion about the interaction is Mr F is a good communicator for us.

Interviewer: What are your opinions about the syllabus that implied by Mr. F?

Interviewee: the content knowledge is very effective to study.

Interviewer: okay, I think that's all of my question thank a bunch bro.

Interviewee: you are welcome bro.

Appendix IX: Research Finding (Mr. R's Students Interview)**Interview Transcript****Int. 1: 25/06/2019****Interviewer:** What's your name?**Interviewee:** Qardawi**Interviewer:** How are you?**Interviewee:** I'm good**Interviewer:** What's your majority/faculty?**Interviewee:** Environment Engineering Education**Interviewer:** What are your opinions about the teaching organization that implied by Mr. R?**Interviewee:** the teaching organization is well-done.**Interviewer:** What are your opinions about the teaching presentation that implied by Mr. R?**Interviewee:** the way of presentation is enjoyable.**Interviewer:** What are your opinions about the interaction between the class and Mr. R?**Interviewee:** I think the class is always appreciate on Mr. R's command.**Interviewer:** What are your opinions about the syllabus that implied by Mr. R?**Interviewee:** my opinion is the lesson is clearly objective.**Interviewer:** okay, I think that's all of my question thank you.**Interviewee:** okay.**Int. 2: 25/06/2019****Interviewer:** What's your name?**Interviewee:** Khalid**Interviewer:** How are you?**Interviewee:** I'm fine

Interviewer: What's your majority/faculty?

Interviewee: Communication

Interviewer: What are your opinions about the teaching organization that implied by Mr. Rizki?

Interviewee: the organization by Mr. Rizki is well-scheduled.

Interviewer: What are your opinions about the teaching presentation that implied by Mr. Rizki?

Interviewee: in my opinion the presentation is clear to understand

Interviewer: What are your opinions about the interaction between the class and Mr. Rizki?

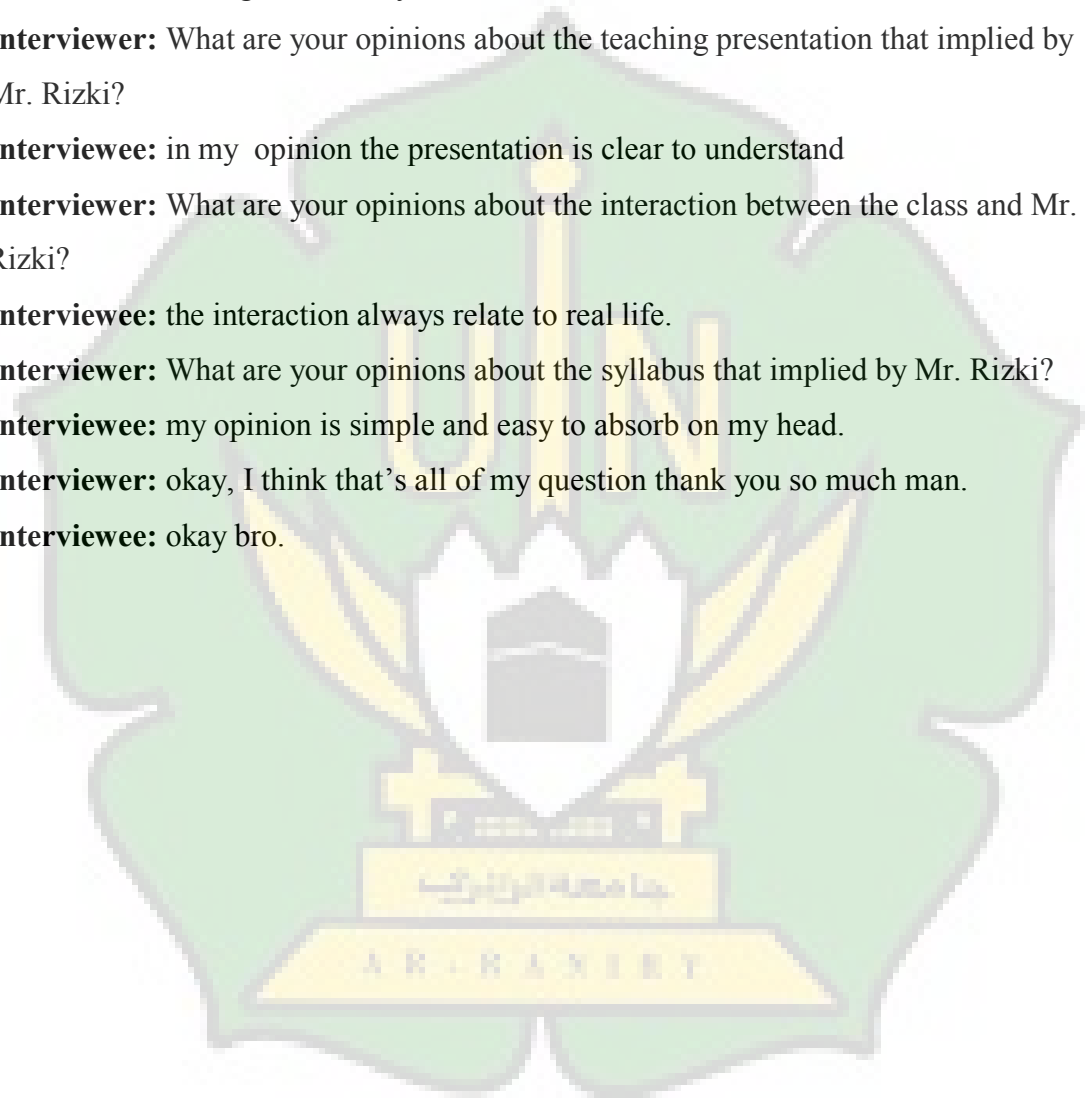
Interviewee: the interaction always relate to real life.

Interviewer: What are your opinions about the syllabus that implied by Mr. Rizki?

Interviewee: my opinion is simple and easy to absorb on my head.

Interviewer: okay, I think that's all of my question thank you so much man.

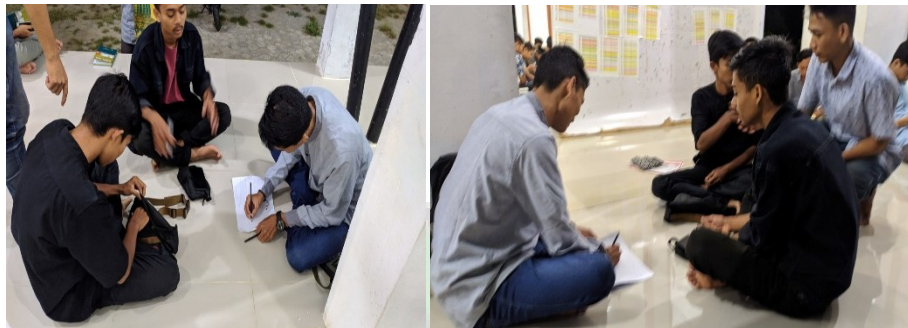
Interviewee: okay bro.



Appendix XII: Documentations

a. Mr. B's Class



b. Mr. F's Class

AR-KANIBT

c. Mr. R's Class

