AN ANALYSIS ON PEER LEARNING ACTIVITY IN SUPPLEMENTARY INSTRUCTION OF MUHAWWAROH IN TEACHING AND LEARNING SPEAKING FOR STUDENTS OF PENDIDIKAN PESANTREN ISLAM AL MUKMIN (PPIM) NGRUKI SUKOHARJO IN ACADEMIC YEAR 2016/2017

A THESIS

Submitted as a Partial Requirements for The Degree of Undergraduate in Islamic Education and Teacher Training Faculty

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2017

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This is to certify that the undergraduate thesis entitled *"An Analysis on Peer Learning Activity in Supplemental Instruction of Muhawwaroh in Teaching and Learning Speaking for Students of Pendidikan Pesantren Islam Al Mukmin (PPIM) Ngruki Sukoharjo in Academic Year 2016/2017"* has been approved by the Board of Thesis Examiners as the requirement for the degree of undergraduate in IAIN Surakarta.

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DEDICATION

This thesis is dedicated to:

My lovely mother Siti Fathonah

My beloved sisters; Zulfa Nur Aini and Sofia Afkari R.D

All staffs of UPT-PK Sragen which have helped and supported my

study with the scholarship

My lovely friends Siti Mahmudah and Siti Halimah

All friends and lecturer who helped and support me

My Almamater IAIN Surakarta

MOTTO

Allah's plans are better than your dreams

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I hereby sincerely state that thesis "*An Analysis on Peer Learning Activity in Supplemental Instruction of Muhawwaroh in Teaching and Learning Speaking for Students of Pendidikan Pesantren Islam Al Mukmin (PPIM) Ngruki Sukoharjo in Academic Year 2016/2017*" is my real massterpiece. The things out of masterpiece in this thesis are signed by citation and referred in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing in my thesis and academic degree.

Surakarta, 04 September 2017

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ACKNOWLEDGEMENT

Alhamdulillahi robbil 'alamiin, all praises be to Allah, The Lord of the universe. He was the single power, Master of the day of judgement and God almighty. With His blessings and mercies, the researcher was able to finish this thesis entitled "An Analysis on Peer Learning Activity in Supplemental Instruction of Muhawwaroh in Teaching and Learning Speaking for Students of Pendidikan Pesantren Islam Al Mukmin (PPIM) Ngruki Sukoharjo in Academic Year 2016/2017".

Peace is upon to our Prophet Muhammad Sallallahu 'alaihi wa sallam, the great leader and good inspiration for his people. His fight was bring muslim from the dark time into the light times in Islam.

The researcher is sure that this thesis would not be complete without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing the thesis. This goes to:

1. Dr. Mudlofir Abdullah, S.Ag, M.Pd the Rector of The State Islamic Institute of Surakarta.

2. Dr. H. Giyoto, M.Hum as the Dean of Islamic Education and Teacher Training Faculty, for his permission and his approval of this thesis.

3. Dr. Imroatus Sholihah, M.Pd as the Head of English Education Department of Islamic Education and Teacher Training Faculty.

4. Rochmat Budi Santoso, S.Pd., M. Pd, as the advisor for his guidance, precious advices, and motivation for the researcher.

5. All the lecturer and staff of Islamic Education and Teacher Training Faculty, thanks for giving the services and times during the researcher's study.

6. Yahya Abdurrahman, Lc., as the headmaster of Pendidikan Pesantren Islam Al Mukmin Ngruki Sukoharjo for his permission to the researcher to conduct the research in this school.

7. Siti Zulaikha, S.Pd., as the advisor of Muhawwaroh in Pendidikan Pesantren Islam Al Mukmin Ngruki Sukoharjo for her kindness to allow the researcher to do the research under her advices.

8. The Language Department 1437H in Female students of Pendidikan Pesantren Islam Al Mukmin Ngruki Sukoharjo for their helps during the research.

9. The second grade until the fourth grade students of PPIM Ngruki for their good participation and support during the research. The researcher will miss you all.

10. The researcher's beloved mother for uncountable and endless love, support, help, pray, and everything that they give to the researcher.

11. The researcher's friends in High Class; Sofia Anugraheni Siti Mahmudah, Siti Halimah, Septi Eka Damayanti, Siti Muawanah and others who were help and supported the researcher. Thank you for the beautiful and unforgettable moments.

12. Everyone who was helped the researcher to conduct and finish the research.

The researcher realize that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, 04 September 2017

The researcher

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Assalamualaikum Wr.Wb

After reading thoroughly and giving the advisors, we state that the thesis of

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Has already

Board of Examiners *(munaqosyah)* to gain Bachelor Degree in English Education

Thank you for the attention

Wassalamualaikum Wr.Wb

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ABSTRACT

Syifak. 2017. *An Analysis on Peer Learning Activity in Supplementary Instruction of Muhawwaroh in Teaching and Learning Speaking for Students of Pendidikan Pesantren Islam Al Mukmin Ngruki Sukoharjo in Academic Year 2016/2017.* Thesis, English Education, Islamic Education and Teaching Training Faculty, IAIN Surakarta.

Advisor : Rachmat Budi Santoso, S.Pd, M.Pd

Key words : Analysis, Peer Learning, Supplementary Instruction, Teaching and Learning Speaking

The problems of this research are; how are the implementation of peer learning in supplementary instruction of Muhawwaroh, what the problems occured during Muhawwaroh, what are the solutions, and what are the strength and weakness of Muhawwaroh. The objectives of this research are; to describe the implementation of peer learning in supplementary instruction of Muhawwaroh, such as: the steps in Muhawwaroh, the material, and the classroom management, describe the problems occured during Muhawwaroh, describe the solutions to solve the problem and describe the strenght and weakness of Muhawwaroh.

The research metodology in this research is decriptive-qualitative research. The subject of the research are the students of Pendidikan Pesantren Islam Al Mukmin Ngruki, it consist of six students, three tutors and one teacher as Language advisor. The technique of collecting the data are; observation, interview, and data analysis. The technique of data analysis which is used in this research was interactive. The proses of data analysis are; collecting the data, reducing the data, presenting the data, and drawing conclusion. This research takes triangulation method to analyze the validity of the data.

This research finds that the implementation of peer learning in Muhawwaroh was the steps in learning process, the material, the evaluation and classroom management. Learning steps in Muhawwaroh are opening, learning process, and evaluation. The strength of Muhawwaroh is peer learning and fun learning. The weakness of Muhawwaroh is that Muhawwaroh does not have curriculum and syllabus. The problem occured during Muhawwaroh are tutors' problem and students' problem. Tutors' problems are unwell preparation, errors in pronunciation and less inovation. Students' problems are low confidence, lack of vocabulary, errors in pronunciation, and less motivation. The solution for tutors' problems are the leader of tutor had to remind her staff, learn the conversation well, and find some new ideas. The solutions for students' problem are exemplary behaviour, good vocabulary program, reminding each other in pronunciation, and reward.

ABSTRAK

Syifak. 2017. *Analisis pada Aktivitas Tutor Teman Sebaya dalam Kegiatan Tambahan Muhawwaroh dalam Pembelajaran Speaking bagi Murid Pendidikan Pesantren Islam Al Mukmin (PPIM) Ngruki Sukoharjo Tahun Ajaran 2016/2017.* Skripsi, Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, IAIN Surakarta.

Advisor : Rachmat Budi Santoso, S.Pd, M.Pd

Key words : Analisis, Tutor Teman Sebaya, Kegiatan Tambahan, Pengajaran dan Pembelajaran Speaking

Permasalahan yang terdapat dalam penelitian ini adalah: Bagaimanakah penerapan aktivitas tutor teman sebaya dalam kegiatan tambahan Muhawwaroh, kelebihan dan kelemahan kegiatan tambahan Muhawwaroh, permasalahan yang terjadi ketika Muhawwaroh berlangsung, dan bagaimana solusi untuk menyelesaikan masalah tersebut. Tujuan dari penelitian ini adalah untuk: mendeskripsikan bagaimanakah penerapan aktivitas tutor teman sebaya dalam kegiatan tambahan Muhawwaroh, kelebihan dan kelemahan kegiatan tambahan Muhawwaroh, permasalahan yang terjadi ketika Muhawwaroh berlangsung, dan mendeskripsikan bagaimana solusi untuk menyelesaikan masalah tersebut

Metode penelitian yang digunakan adalah kualitatif-deskripsi. Subjek dari penelitian adalah murid-murid Pendidikan Pesantren Islam Al Mukmin Ngruki yang etrdiri dari enam murid, tiga tutor, dan satu guru yang menjadi pembimbing kegiatan Muhawwaroh. Tehnik pengumpulan data antara lain; observasi, interview, dan data/dokumen. Tekhnik analisis data yang digunakan adalah; pengumpulan data, menyerap data, menampilkan data, dan menarik kesimpulan.

Penelitian menunjukkan bahwa; penerapan aktivitas tutor teman sebaya melalui beberapa langkah; pembukaan, materi inti, dan penutup, materi Muhawwaroh, evaluasi dan pengaturan kelas. Kelebihan kegiatan Muhawwaroh adalah kegiatan yang menyenangkan dan kegiatan tutor teman sebaya. Kelemahan kegitan Muhawwaroh adalah tidak adanya kurikulum dan silabus. Permasalahan yang terjadi ketika kegiatan Muhawwaroh terbagi menjadi dua yaitu; permasalahan tutor dan permasalahan murid permasalahan tutor adalah persiapan yang kurang, kesalahan pengucapan kata, dan kurangnya inovasi. Permasalahan murid adalah rendahnya rasa percaya diri, kesalahan kosakata, salah pengucapan kata, dan kurangnya motivasi. Solusi untuk permasalahan tutor adalah pemimpin bagian bahasa mengingatkan anggotanya, mempelajari materi dengan baik, dan mencari ide-ide baru. Solusi untuk permasalahan murid adalah meneladani kepada yang lebih tua, daslam berbahasa, mengikuti kegiatan kosakata bahasa, mengingatkan jika terjadi kesalahan pengucapan dan pemberian hadiah.

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CHAPTER I

INTRODUCTION

A.   **Backgound of the Study**

How teachers improve students language ability in an effective and efficient way? The answer can be found today. The development of education should possess both knowledge and skills to improve effectiveness and efficiency of the learning environment. A supplementary instruction can be a good answer. There are many supplementary instruction which is held to improve students language ability. The teachers try to establish these instructions program to get the big effect in students' language ability.

Supplementary instruction is one of the learning assistance program. It offers many opportunities for students to improve their English language ability. Supplementary program begin during academic year; maybe once a week. Attendance can be voluntary or obligation. It depends on the institution or school.Supplementary Instruction (SI) is an academic support program geared toward promoting engagement and effective study skills among students in "high-risk" courses (Hurley, Jacobs, & Gilbert, 2006).Supplementary Instruction is a voluntary support programme and focuses on assistance in building peer to-peer interaction, motivation and self-efficacy among students. It focuses on providing additional support, especially on courses that are considered.

Researchs was showed many positive impact in supplementary instruction. Many institutions rely on academic support services like supplement instruction to improve retention and success (Blanc, DeBuhr &

Martin, 1983; Martin & Hurley, 2005 in Amy; 2012). Besides improveretention and graduation rates, there are other positive outcomes associated with supplementary instruction. Students report positive perceptions of the learning environment and reduced feelings of intimidation (Longfellow, May, Burke, & Marks-Maran, 2008 in Ribera; 2012).

Many researchs about supplementary instruction was conducted in the higher education or university. But, this research tries to analyze the supplementary instruction which involves the peer learning model in the process. The older students in senior high school shared their knowledge to their younger students.

One of the effective supplementary instruction in teaching and learning language is a conversation class. As the supplementary program, conversation class is held outside the class and informal study. Conversation is a way to verbally communicate for mostly interpesonal and somewhat transactional purposes (Nunan, 1999: 228 in Kroeker, 2009: 9). Interactional language engages people for social reasons. Transactional language is for service encounters like buying tickets or ordering food.

Conversation class provide a way to integrate "what to speak" with "how to speak". Conversation class allow students to develop their speaking ability in fun and enjoyable learning outside of the class. This class could be a new way to improve students speaking English ability.

People continually learn something from each other everyday. They need enough information and guidance for working and personal life from friends or colleagues. They will receive tips from others, observes it, and ask

questions. Similiarly in teaching and learning process. Students who don't understand the material will ask their friends even ask them to explain. The advantage of learning from friend or our people is that they have a similiar position to the student. They face the same challenges and talk in same language, they can ask even a silly questions. In general, peer tutors help other students either on a one-to-one basis or in small groups by continuing classroom discussions, developing study skills, evaluating work, resolving specific problems and encouraging independent learning (Colvin 2007; Falchikov 2001; Goodlad 1998; Boud et al 2001). This is called *peer learning.*

While the term peer learning remains abstract, key features of all peer learning strategies are that they enable peers to work together, learn from each others knowledge and experiences; learn through listening to each other's opinions and giving and receiving feedback from each other. Boud describes peer learning as learning that is mutually beneficial and involves a sharing of knowledge,ideas and experiences between the participants' and sees it as a way of moving from independent to interdependent or mutual learning' (Boud, Cohen, Sampson, 2001, p. 3 in Heavy 2006: 3)

In this research, peer learning refers to the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher (Boud, 2006:414). The peer learning activity in the supplementary instruction gives effective impact in students abilities.

The explanation above tells that conversation related to speaking as the one of the four skills in English. People take communication to contact with

others. They speak to share ideas, opinions, and hopes. Communication requires speaking more than reading and writing. Rivers in Torky (2006:14) argued, speaking is used twice as much as reading and writing in our communication. Hence, speaking should be an important skill to communicate to others include speaking in foreign language.

Speaking has been classified to monologue and dialogue. The former focused on giving an interrupted oral presentation and the latter on interracting with other speaker (Nunan, 1989: 27 in Torky, 2006: 14). Speaking can also serve one of two main function: transactional (transfer information) and interactional (maintenance of social relationships) (Brown and Yule, 1983: 3). In conclusion speaking is an interaction in monologue or dialogue to transfer information or maintain social relationships.

Wardhaugh (1985:74, cited in Richards 1990 in Richards 2008:20) observes that there are routines to help people establish themselves in certain positions: routines for taking off and hanging up coats; arrangements concerning where one is to sit or stand at a party or in a meeting; offers of hospitality; and so on. There are routines for beginning and endings of conversations, for leading into topics, and for moving away from one topic to another. There are routines for breaking up conversations, for leaving a party, and for dissolving a gathering. It is difficult to imagine how life could be lived without some routines. Accordingly, learning speaking in routines can be a better way to improve the speaking ability even increase the students' confidence in speaking English. Students who always speak foreign language will have better skill than student who just learn the foreign language without

practice it more than one. It can be assumed that practice the foreign language many times will improve speaking ability and increase the confidence.

Mastery of speaking skill in English is probably a priority for most learner of English. Some of them thought it was easy but others thought it was difficult. The English teacher should have the right and appropriate way to make this learning process is fun and enjoyable. The speaking learning process should motivate the English students or improve their confidence to talk in English.

Teaching speaking should be diffficult for English teacher because they have to teach the foreign language. Brown (1983: 25) said, spoken language production, learning to talk in the foreign language, is often considered to be one of the most difficult aspect of language learning for the teacher to help the student with. The fact is teaching speaking related to teaching listening. These two skill related as a productive skill. Students will naturally respond or answer what they listening to. Hence, teacher should talk to the students actively. Nunan (1999) andBurkart & Sheppard (2004) in Torky (2006: 14) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language.

Designing speaking activities or material have to recognize the different goal in speaking perform. Richard (2008: 20) said, in designing speaking activities or instructional materials for secondlanguage or foreign-language teaching, it is also necessary to recognize the very different functions of speaking performs in daily communication and the different purposes for which our students need speaking skills.

Conversation classs becomes a good way to student speaking in English, although conversation classes is common at intermediate and andvanced levels. This conversation class may take different time and place with the formal education. There are few pedagogical research about conversation class. Richard (1990: 67) noted, "the conversation class is something of an enigma in language teaching." Enigma is a confusing condition. Conversation class has many different goals and techniques depend on teacher, student, and the context of the class. Sometimes, students got bored in conversation class because they have to spend almost one hour to learn the conversation. How succesful it is, depend on how the teacher deliver the material.

Pondok pesantren (Boarding School) is the oldest Islamic education institution which becomes fortress, dakwah-centre and muslim-society development in Indonesia. The term of Pondok pesantren had been known in Java, Rangkah in Aceh, and Surau in West Sumatra (Dulay in Nuryah, 2013). Pondok pesantren is an Islamic teaching and education institution. The teachers are Ulama/Ustadz/Kyai who teach Islam to the Santri(student) based on Arabic book written by the older ulama in the middle ages. Students studies and stays in this boarding school.

Indonesian curriculum changed, improved, and developed in years based on society necessity. Based on Nuryah (2013), there are three kind of curriculum in Indonesia; formal, non-formal, and hidden curriculum. Hidden curriculum is unwritten regulations which might be positive or negative. Accordingly, Pondok pesantren had different and wider curriculum than other

education institutions, because all the students' learning process and life experiences happen in Pesantren. The curriculum in education and learning process are not only run in knowledge but also experience and behaviour, they have to relate each other based on society requirements.

Generally, Pesantren has different educational system. It focuses on teaching and strengthening faith in Islam. They have their own regulation to train all students activities day and night. PPIM(Pendidikan Pesantren Islam Al Mukmin) Ngruki as one of the big boarding school in Indonesia has goal to establish generations who can maintain Islam overall. PPIM Ngruki has Khittah as the tools for the educator to run the teaching and learning process. This khittah relate between the knowledge of Islam and the other knowledges such as languages: Arabic and English.

The learning process in PPIM Ngruki comes in two way; formal and informal. The formal education conduct in Saturday until Thursday start from seven o'clock in the morning until one thirty five in the noon. The material in formal education are kepesantrenan such as such asmuthola'ah, insya', nahwu, shorof, imlak, balaghoh, makhfudzot, tarikh islam, syari'ah, tafsir, tajwid, and takhfidzul Qur'an or non-kepesantrenan such as math, science, English, social science , computer and technology and Indonesian language. The informal education in PPIM Ngruki is extracurricular which start at four o'clock until five. Students can choose one of these activities based on what they desire.

One of the supplementary instruction in Pendidikan Pesantren Islam Al Mukmin(PPIM) Ngruki which has good impact in students language ability is Muhawwaroh. Muhawwaroh in Arabic language means conversation. It held

every Tuesday afternoon. The purpose of the program is habituate student in speaking both English and Arabic in their daily activities. PPIM takes language as the basic dicipline which become the primary rules for the whole educations and programs. Accordingly, muhawwaroh becomes the major program to habituate student with English and Arabic especially in taking conversation in their daily activities. Richard said " a marked feature of conversational discourse is the use of fixed expressions or "routines", that often have spesific functions in conversation and give conversational discourse the quality of naturalness (Richard, 2008: 20).

PPIM takes muhawwaroh as weekly activities in Tuesday after Ashar prayer. It is an obligation. It means that student have to participate this activity and there should be punishment when they did not participate for several times without any reason. Muhawwaroh has a good effect for the student especially in language competence both English and Arabic. Students will learn the new way to speak or do some conversation in English and Arabic language every week. After two months, there will be a test to test students ability in English or Arabic conversation.

The research takes place in PPIM Ngruki because this boarding school has many language programs to improve students ability in two languages; English and Arabic. The major language programs are vocabulary program, speech program, broadcasting and muhawwaroh (conversation) program.

Muhawwaroh is an easy program but it has a good effect for students conversation ability in both English and Arabic. The second year until the fourth student get the bigger impact from Muhawwaroh program. They start

study in PPIM with a bit experience about English conversation. Then they attend Muhawwaroh for years. In the next years, they feel the difference, they become more confidence and they have many vocabulary even few models of conversation.

Muhawwaroh provides many conversation models related to student activities in their daily activities. The older students, the fifth grade, have responsibilities to control and conduct the whole program. They become the tutor and prepare the material then share it to the lower grade students. The fifth students have to consult the material to the adviser before the program is running. They can learn how to teach even they were still student. This condition was called the peer learning.

The purpose of this study is to analyze Muhawwaroh as one of the supplementary instruction with peer learning model in PPIM Ngruki in the second until fifth grade students. How Muhawwaroh affect students' speaking ability and how the tutors solve the problem during Muhawwaroh. From this idea, the reseacher decides the titleAn Analysis on Peer Learning Activity in Supplementary Instruction in Teaching and Learning *Speaking in Students of PPIM Ngruki Sukoharjo in Academic Year 2016/201*.

B. Identifications of Problem

Based on the background of the study, there are some problems may occur:

1. What factors influencethe students' speaking ability are.

2. Whether supplementary instruction of Muhawwaroh program influence students' speaking ability or not.

3. What problems occur in supplementary instruction of Muhawwaroh program are.

4. How do the tutors solve the problems.

5. Whethersupplementary instruction of Muhawwaroh program play important rule in students' speaking ability.

6. What the strengths and weaknesses of supplementary instruction of Muhawwaroh program related to teaching and learning speaking are.

C. The Limitation of the Study

The researcher limits the problem on analysis of peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking. The research subject is the students from the second grade until the fourth grade student of PPIM Ngruki in academic year 2016/2017. The researcher uses decriptive qualtitave as the method to know the peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking.

D. Problem Formulation

Based on the background of the research and the limitation of the study, the researcher wants to know the peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking for student of PPIM Ngruki Sukoharjo in academic year 2016/2017. There are some problem statements of this research as follows:

1. How arethe implementation of peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking for students of PPIM Ngruki Sukoharjo in academic year 2016/2017?

2. What are the strengths and weaknesses of the peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking for students of PPIM Ngruki Sukoharjo in academic year 2016/2017?

3. What problems occur during the peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking for students of PPIM Ngruki Sukoharjo in academic year 2016/2017?

4. How do the tutors solve the problems in peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking for students of PPIM Ngruki Sukoharjo in academic year 2016/2017?

5. Objectives of The Study

Based on the research problem, the purpose of the research can be formulated as follows:

1. To find out the implementation of peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking for students of PPIM Ngruki Sukoharjo in academic year 2016/2017?

2. To find out the strengths and weaknesses of the peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking for students of PPIM Ngruki Sukoharjo in academic year 2016/2017?

3. To find out problems occured during the peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking for students of PPIM Ngruki Sukoharjo in academic year 2016/2017?

4. To find out how do the tutors solve the problem occured during the peer learning activity in supplementary instruction of Muhawwaroh in teaching

and learning speaking in students of PPIM Ngruki Sukoharjo for academic year 2016/2017?

F. Benefits of the Study

The reasearcher expects that this research would give several benefits, both theoretically and practically.

1. Theoretical Benefits

It is expected that the result of this study can give good contribution to the development of education. This research gives better comprehension about the peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking in students of PPIM Ngruki Sukoharjo in academic year 2016/2017.

Moreover, it also expected that the result of the research is used as a reference for those who want to conduct a research in the peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking in students of PPIM Ngruki Sukoharjo in academic year 2016/2017.

2. Practical Benefits

For the students, this research expected gives many motivation to improve their fluency in English with the supplementary instruction of Muhawwaroh.

For the tutors, it is expected that the result of this research give information, input, even suggestion for the better Muhawwaroh Program. Thus, it be able motivate tutors to improve their fluency in English language.

G. Definitons of Key Terms

1. Descriptive

Descriptive is one of the purpose of understanding social phenomenon and the description are in the form of words. (Blaxer, 1996: 60)

2. Teaching and learning

Teaching refers to guiding and facilitating learning, enabling the learner to learn (Brown, 1994: 7)

3. Peer Learning

The use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher"(Boud, Cohen, & Sampson, 1999: 413 in Leitjten and Chan; 2012: 7).

4. Supplementary instruction

Supplementary Instruction (SI) is an academic support program geared toward promoting engagement and effective study skills among students in "high-risk" courses (Hurley, Jacobs, & Gilbert, 2006).

5. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997)

6. Conversation

Conversation is informal talk involving a small group of people or only two (Oxford Learner's Pocket Dictionary, 2003: 92)

7. Muhawwaroh program

A language program which be held in Pendidikan Pesantren Islam Al Mukmin(PPIM) every tuesday at afternoon. The purpose of the program is habituate student in speaking both English and Arabic in their daily activities.

PPIM takes language as the basic dicipline which become the major rules for the whole educations and programs.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. **Theoretical Description**

  1. **Peer Learning**

  a. **Definition of Peer Learning**

There are numerous existing theories on teaching and learning strategies for peer learning. One of them is Boud; "the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher"(Boud, Cohen, & Sampson, 1999: 413 in Leitjten and Chan; 2012: 7).

The term 'peer learning', however, remains abstract. The sense in which we use it here suggests a two-way, reciprocal learning activity. Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning (Boud, 1988 in).

Peer teaching commonly involves advanced students in the same class, or those in later years,taking on limited aspects of a teacher's instructional or pedagogic role. The term collaborative learning is also used to refer to peer teaching and learning (Boud, 1999: 413)

From few description about peer learning, the researcher would gives a conclusion about peer learning. It is a teaching and learning strategies which students sharing knowledge, ideas, or experience between them without

immediate intervention from their teacher. Sometimes it is also called collaborative learning.

b. Advantages of Peer Learning

Numerous existing theories are offered on teaching and learning strategies for peer learning. There are few advantages of peer learning.

1) Bouds (2001 in Leitjten, 2012:7) claim that students in peer learning situation will construct their own meaning and understanding of what they need to learn. Essentially, students will be involved in searching, collecting, analyzing, and evaluating, integrating and applying information to complete an assignment or solve a problem. Thus, students will engage themselves intellectually, emotionally and socially in "constructive conversation" and learn by talking and questioning each other" s views and reaching consensus or dissent.

2) Roberts (2008 in Leitjen, 2012:7), states that peer learning can lead to development of self-directed learning skills; critical and creative thinking and problem-solving skills; communication, interpersonal and teamwork skills; learning through self, peer assessment and critical reflection; and increased understanding of concepts, skills and enhancing self-image.

3) Peer learning techniques often result in improved classroom environment, including the development of skills related to collaboration and teamwork; increased responsibility for the learner to engage in reflection and exploration of new possibilities; encouragement for students to articulate their understanding; and improved "learning to learn" strategies (Boud, Cohen

&Sampson, 1999). Peer learning is an established method for promoting student learning (Ning & Downing, 2010)

The conclusion from these theories is peer learning will give students more opportunity to develop their ability. The developmental process in peer learning happens when students collect, analyze, and evaluate the knowledge by themselves. In this process students will lead students to have self-directed learning skill include critical and creative thinking and problem-solving skills; communication, interpersonal and teamwork skills; learning through self, peer assessment and critical reflection; and increased understanding of concepts, skills and enhancing self-image.

2. Supplementary Instruction

a. Definition of Supplementary Instruction

Supplementary Instruction is a voluntary support programme and focuses on assistance in building peer to-peer interaction, motivation and self-efficacy amongst students. It focuses on providing additional support, especially on courses that are considered (Naidoo, 2015:20).

Supplementary Instruction (SI) is an academic support program geared toward promoting engagement and effective study skills among students in "high-risk" courses. Despite knowledge of the positive relationship between SI and student achievement and retention, little is known about how SI relates to other forms of effective educational practices and what type of student populations are more or less likely to engage in SI (Ribera, 2012:2).

Supplementary Instruction (SI) is a cooperative learning model designed to improve student performance in high-risk courses with a history of high failure rates (Etter, Burmeister & Elder, 2000:355 in Moleko, 2014: 1).

Supplementary instruction (SI) is a student academic assistance program that increases academic performance and retention through its use of selected collaborative learning and study strategies (Arendale, 1997: 5). A central responsibility of the SI leader is to integrate study skills with the course content. As someone who has performed well in the course, the SI leader has displayed mastery of the course material. However, it is important for the SI leader to share his/her learning strategies with the other students in the SI sessions (Arendale, 1997: 7).

The researcher get a conclusion about suppemental instruction. It is a academic additional support program which is used to improve student performance in a course wich have high failure. High failure means that students might have low ability or low achievement in some subjects.

b. Benefits of Supplementary Instruction

Literature shows the positive impacts made by SI in terms of improving students' performance, reducing attrition rates and increasing the retention rates (Arendale, 1994:1; Etter et al., 2000:356; Zaritsky & Toce, 2006:23; Zeger, Clarke-Unite & Smith, 2006:66). Students that participated in supplementary instruction experiences had

SI is intended to emphasize new study strategies that encourage students to use higher-order thinking rather than rote or memorization (Hurley, Jacobs, Gilbert, 2006 in Ribera, 2012: 3). One of the key features of SI is peer-

assisted learning in which undergraduate students serve as discussion leaders and help their peers grasp difficult course concepts. Students begin to expand their thinking and approaches to learning when they see their peers as a suitable source of knowledge (Evans, Forney, & Guido-DiBrito, 1998, in Ribera, 2012:3).

A qualitative study from the United Kingdom (Ashwin, 1993 in Arendale, 1997:8) suggested the following benefits to SI leaders from their participation in the program: increased confidence, greater understanding of course material, increased interest by potential employers due to cocurricular nature of SI leader experience. Maloney (1992 in Arendale, 1997:8) reported the use of the SI leader experience as an alternative field experience for secondary education majors prior to student teaching (Arendale, 1997: 8)

From the explanation about benefits of supplementary instruction above, the researcher concludes that supplementary instruction is an effective educational development to increased confidence, great understanding, and increase students' interest. Though this support program was conducted in higher education such as university, this program might be conducted in lower education. Involving the peer learning activity give the great effect.

3. Speaking

a. Definition of Speaking

In Oxford Advanced Dictionary, definition of speaking is to express or communicate opinions, feelings, ideas, etc. By or as talking and it involves the activities in the part of the speaker as psychological, psychological (articulator) and physical (acoustic) stages. Speaking is transferrring

information from speaker to listener and persuading other to do things. "speaking is fundamentally an instrumental act. Speakers talk in order to have some effect on their listener. They assert things to change their state of knowledge. They ask them questions to get them to provide information. They request things to get them to do things for them. and they promise, bet, warn, and exclaim to affect them in still other ways. (Clark, Eve V: 1977: 223-224).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13)

Based on these definitions, speaking is interactive process involves producing, receiving, and processing informations in expressing opinions, feelings, or ideas to other people by using words in order to inform, persuade, and entertain others.

b. Component of Speaking Ability

Syakur (1987: 5) stated, speaking is a complex skill because at least it is concerned with component of pronunciation, grammar, vocabulary, and fluency.

1) Pronunciation

Pronunciation is the students way to have good utterances English . Besides, pronunciation is one of the diffficult language component of grammar made up of the elements or principle to determine how sound vary and pattern in a language.

2) Vocabulary

Vocabulary means appropriate diction which is used in conversation. Without having a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written form. Having limited vocabularies also a barrier that precludes learners from learning a language. Language teachers, therefore, should process considerable knowledge on how to manage an interesting classroom so that the learner can gain great success in their vocabulary learning.

3) Grammar

It concern with how to arrange a correct sentences in conversation. It is in line with explanation given by Lewis and Hill (1997: 82) that it can develop the ability to understand and respond quickly, and the ability to articulate. The utility of grammar is also learn the correct way to gain expertise in a language in oral and written form.

4) Fluency

It can be defined as the ability to speak fluently and accurately suited with proffesional necessity. Basically, being fluent means able to keep the language coming.

These four points; pronunciation, vocabulary, grammar, and fluency are not only focus in sounds of articulation but also in other language skills. Teacher must have a complex and appropriate teaching and learning strategies to teach speaking.

c. Problem in Speaking Activities

Ur (1996:12) stated that "there are some problem faced by the learners in speaking activities. The problem include inhabitation, the lack of theme to be spoken, the low of participation, and the use of mother tongue". These problems are able to be explained as follows:

1) **Inhabitation**

Speaking requires some real time exposure to an audience. Learners are often inhabited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of critism, or shy of the attention that their speech attracts.

2) **Nothing to say**

Some learners get the difficulties in thingking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3) **The low or uneven participation**

In large group, learner only have a little time to talk. This problem is compounded by tendency of some learners to dominate, while other speak very little or not at all.

4) **Mother tongue use**

In a number of classes, the learners share the same mother tongue. They may tend to use it because of some reasons. Firstly, it is easier. Secondly, it feels unnatural to speak to others in a foreign language. If they are talking in small groups, it can be quite difficult to keep using the target language.

Teacher as the facilittator should have an appropriate learning strategies to minimize the speaking problems which are explained above.

d. Types of Classroom Speaking Performance

Brown (2001: 271- 174) classsified the types of performance the speaking class, they are:

1) Imitative

A very limited portion of classroom speaking time may legitimately be spent generating "human tape recorder" speech, where , for example learner practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing on some particular element of language form.

2) Intensive

Intensive speaking goes one step beyond imitate to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intnsive speaking can be self-initiated or it can even form part of some pair work activity, where learners are "going over" certain form of language

3) Responsive

A good deal of students speech in the classroom is responsive, short replies to teachers or students initiated questions or comments. These replies are usually sufficient and do not extend into dialogues. Such speech can be meaningful and authentic.

4) Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging spesific information, is an extended form of responsive language. Conversation have more negotiative nature to them than responsive speech.

T: what is the main idea in this essay?

S: the United Nations should have more authority.

T: more authority than what?

S: than it does right now.

T: what do you mean?

S: well, for example, The UN should have the power to force a country like Iraq to destroy its nuclear weapons.

T: you don't think the UN ha that power right now?

S: obviously not. Iraq is still manufacturing nuclear bombs.

Such conversations could readily be part of group work activity as well.

5) Interpersonal (dialogue)

The other form of conversation is interpersonal dialogue, carried out more purpose of maintaining social relationship than the transmission of fact and information. Learners would need to learn how much feature as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation.

6) Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. The register is more formal and deliberative. These monologues can be planned or impromtu. Brown (2003: 142), extensive oral production task includes speeches, oral presentation, and storry telling, during which the

opportunity for oral interaction from listeners is either highly limited(perhaps to nonverbal responses) or ruled out altogether.

7) Interactive

Brown (2003: 142), the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes mutiple exchanges or multiple multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging spesific information or interpersonal exchange, which has the purpose of maintaining social relationship.

The type of speaking classroom above, starts with the simple and easiest way to learn speaking in English. After finishing a step, students can move into the next type of classroom which have more difficult learrning.

4. Teaching and Learning

a. Teaching

Definition of teaching is "Teaching refers to guiding and facilitating learning, enabling the learner to learn" (Brown, 1994: 7). Hornby said that teaching means giving the instruction to (a person): give a person (knowledge, skill, or information).

Stern in Amelia (2016; 12) also said English language teaching is defined broadly as creating situations that promote second language use and learning. It involves organizing learning environment, language use, and language activities that are intented to facilitate students' language development.

Based on few definition from the expert the researcher would say that teaching is facilitate, organize and give instruction to the students in learning something new to develop their skill.

b. Learning

People need to learn to develop their knowledge, skill and behaviour to interact with others. This point based on some expert explanation about learning process. Suryono and Hariyanto in Amelia (2016; 12) stated that learning process acquire knowledge, develop skills, improve the behaviour and strengthen the personality.

Burton (1952 : 77) formulate the understanding of learning as a change in individuals' behaviour due to the interaction between the individual to other individuals so that they are able to interact with their environment. Kimberly and Garmezy in Brown (1980: 7) stated that learrning is relatively permanent change in behavioral tendency and is the result of reinforced practice.

The researcher would say that learning is a change in human's behavior as the result from the process of knowledge acquirements and skill developments.

5. Teaching Speaking

a. Definition of Teaching Speaking

Teaching speaking is a very important part of foreign language learning. English as a Foreign Language (EFL) program are designed for the students have the ability to master and understand written and spoken sources. They also have an ability to use their target language both written and orally.

Therefore, teaching and learning foreign language require an engagement all the elements of linguistic skills so that students have good understanding. EFL class supposed to enhance learners to communicate and use English. Learning English should be an active process in which the student talk actively use the target language anytime.

Nunan (2003) states that teaching is to teach ESL/EFL learners to:

- Produce the English speech sounds and sound patterns,

- Use word and sentence stress, intonation patterns and the rhythm of the second (i.e., select appropriate words and sentences according to the proper social setting, audience, situation and subject matter),

- Organize their thought in a meaningful and logical sequence

- Use the language quickly and confidently with few unnatural pauses, which are called as fluency

From the definitions and explanation about teaching and speaking, teaching speaking is process where the teacher give guidance and facilitation to students in learning communication skill.

b. The Objective of Teaching Speaking

Learning to speak fluently and accurately is one of greatest challenges for all language learners. The objective of teaching speaking, according to Harmer (1998: 87-88), the reasons for teaching speaking to students of English as foreign language are for rehearsal, feedback, and engagement.

1) Rehearsal

Getting students to have a free discussion and give them a chance to rehearse of having discussion outside the classroom. Having them take part in a

role-play at a spesific place and ask them to rehearse such a real-life event in the safety of the classroom. This is not the same a practice in which more detailed study take place; instead it is a way for students to 'get the feel' of what communicating in the foreign language really feels like.

2) Feedback

Speaking task where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problem they are having; students can also see how wasy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction, and sensitive teacher guidance can encourage them into further study.

3) Engagement

Good speaking activity should be highly motivating. If all of the students are participating fully-and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it. Many speaking tasks (role-playing, discussion, problem solving, etc) are intrinsically enjoyable in themselves.

The goal of teaching speaking is communicative efficiency. It means that the learners should understand their proficiency, avoid in the faulty pronunciation, grammar, or vocabulary, and observe the social and cultural rules that apply in each communication situation.

c. Strategies in teaching speaking

Ur (1996: 121) proposed some suggestions in order to overcome the problems in speaking class. Here are the strategies to solve the problem:

1) **Use the group work**

Using group work will increase the amount of learners to talk going on in limited period of time and also reduce the inhibitons of learners who are unwilling to speak in front of the full class. By using group work, the use of oral practice is more than in the full class set up. It is true that group work means the teacher cannot superviser all learner speech, so that not all utterance will be correct, and learners may occasionally slip into consideration occasional mistakes and mother-tongue use, the amount of time remaining for positive, useful oral practice is still likely to be far more than in the full-class set up.

2) **Base the activity on easy language**

Language should be easily produced by participants, so that they can speak fluently with the minimum of hesitation. It is a good idea to review the essential vocabulary before the activities sets. The level of language needed for a discussion should be easily recalled and produced by the participant, so they can speak fluently with the minimum of hesitation. It is good idea to teach or review essential vocabulary before the activity starts.

3) **Give some instruction or training in discussion skill**

The participants should give the contribution for the discussion; appoint a chairperson to each group who wil regulatee the participants. If the task is based on group discussion then include the instruction about participant

when introducing it. For example, tell learrners to make sure that everyone in the gruop contribute to the discussion

4) Keep students to speak the target language

The best way to keep learners in speaking the target language; (1) try to be the model for them by using the target language; (2) remind them to always use the language. The teacher reminding participants to use the target language. Also, the important thing is about the monitoring activities of the learner.

These four strategies is easy to do. Teachers can apply these strategies in every meeting or technique. The teacher should have a strong motivation so they will stay consistance in these four strategies.

d. Principles for teaching speaking

David Nunan (2003 : 54) explain some principles. These principles is used to give teacher important points in teaching and learning speaking. Therefore, teacher have to understand and apply these priciples, so they can get good achievement. These principles also shows teacher somethings they have not to do in teaching and learning speaking.

1) Be aware of the differences between second language and foreign language learning context

Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

A foreign language context is one where the target language is not the language of communication in the society. Learning speaking skills is very

challenging for students in foreign language context. They have very few opportunities to use the target language outside the classroom. sometimes foreign language learner traveling in coutries where their target languages are spoken to find that they can neither understand native speakers nor be understood.

A second language context is one where the target language is the language communication in the society. Second language learner include refugees, international students, and immigrants. Some second language learners achieve notable speaking skills, but many others progress to a certain proficiency level and then go no further. Their speech seems to stop developing at a point where it still contains noticeable, pattern errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problem that affect the learners' ability to communicate by speaking.

2) Give students practice with bothfluency and accuracy

Accuracy is the extend to which students' speech matches what people actually say when they use the target language. Fluency is the extend to which speakers use the language quickly and confidently, with few hesitations or unnatural pause, false starts, and word searches.

In language lessons-especially at the beginning and intermediate levels- learner must be given opportunities to develop both their fluency andd their accuracy. They cannot develop fluency if teacher is constantly interrupting them to correct their oral errors. Teacher must provide students with fluency-building practice and realize that making mistakes is natural part of learrning new language.

3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of talking in classroom. it is important for us as language teachers to be aware of how much we are talking in class. Teacher should not take up all the time students could be talking.

Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. One further interesting point is that when the teacher is removed from the conversation, the learner take on diverse speaking roles that are normally filled by the teacher(such as posing questions or offering clarifications).

4) Plan speaking tasks that involve negotiation for meaning

Research suggest that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. Thi process is called negotiating for meaning. It involves checking to see if you have , clarifying your understanding, and confirming, understood that someone has understood your meaning.By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at alevel they can learn from and understand.

5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking

When we talk with someone outside the classroom, we usually do so for interactional or transacsional purposes. Interactional speech is

communicating with someone for social purposes. It includes both establishing and maintaining social relationship. Transacctional speech involves communicating to get something done, including the exchange of goods or services.

It can be concluded that principles in teaching speaking determined the purpose of learning the target language, designing classroom activities, and giving opportunity to the students to talk with their own capabilities.

6. Conversation

a. The Process of Conversation

Conversation is joint activity in which two or more participants use linguistic forms and non-verbal signals to communicate interactively. Dialogues are conversations between two participants (although the terms of dialogue and conversation are often used interchangeably)(Kroeker, 2009: 8). Kroeker explanation based on some experts that conversation is a type of speech event that is distinct from lectures, discussion, interviews, and courtroom trials (Hymes in Richard, 1980: 14). Conversation is cooperatively constructed which is based on contributions, assumptions, expectation and interpretations of the participants' utterance (Richards, 1980: 414, Gumperz, 1990: 101 in Kroeker, 2009: 9)

Hugh (2009: 1) explain claude Shannon's model of transmission channel to convey messages between an information source and a destination. While Shannon context was analog telephones with wires highly susceptible to noise. He produced a model that applies to a wide range of situations. In Shannon's model an information, source selects a message from a known set of

possible messages, for example a dot or a dash, a letter of the alphabet, or a word or phrase from a list.

Conversation at its simplest takes place when participants perform these tasks:

1) Open a channel

When participant A sends an initial message, the possibility for conversation opens. For conversation to follow, the message must establish common ground; it must be comprehensible to participant B.

2) Commit to engage

Participant B must pay attention to the message and then commit to engaging with A. Such a commitment may amount to nothing more than continuing to pay attention. For conversation to persist, the commitment must be symmetrical, and either side may break off for any reason, at any time. Put another way, each participant must see value in continuing the conversation, which offsets the personal cost of being engaged: what we call the "bio-cost," or the energy, time, attention, and stress required.

3) Construct Meaning

Conversation enables us to construct (or reconstruct) meaning, including meaning that is new to the destination. Conversation theory has a highly detailed model that we must leave to other descriptions though it is useful even in this skeletal form.Messages are composed with topics or distinctions that are already shared, on the basis of prior conversation or shared contexts, such as common language and social norms. Participant A uses the message channel to convey what these topics are and how they are distinct

from one another (descriptive dynamics), along with a kind of "glue" that explains just how these topics interact to make up the new concept (prescriptive dynamics). Participant B "takes all this in" and "puts it all together" to reproduce A's meaning (or something close enough).This can occur because, first, the descriptive and prescriptive dynamics come together to express an inherent coherence for the concept—they fit together like gears in a watch and only in a limited way or ways. Second, the human nervous system has evolved especially to make sense of the messages that arrive.This "meaning making" (the taking all this in and putting it all together) is a mini AHA moment, every time we "get" what someone is saying.

4) Evolve

Participant A or B (or both) are different after the interaction. Either or both hold new beliefs, make decisions, or develop new relationships, with others, with circumstances or objects, or with themselves. Here we define an "effective conversation" as an interaction in which the changes brought about by conversation have lasting value to the participants.

5) Converge on agreement

Participant B may wish to confirm understanding of A's concept. To do so, B must create and transmit a different formulation of the topic(s) under discussion, one that captures his model of the concept. On receipt, participant A attempts to make sense of B's formulation and compares it with her original intention. This may lead to further exchanges. When both A and B judge that the concepts match sufficiently, they have reached "an agreement over an understanding." Such agreement may involve a fact about the world or merely

shared belief. Sometimes participants agree on the qualities of a song, or that they like each other enough to continue talking.6

6) Act or Transact

Sometimes one or more of the participants agrees to perform an action as a result of, and beyond, the conversation that has taken place. For example, they may agree to play a game together or enter into a relationship. Or they may agree to an exchange, as when money is traded for a product or service.Thus we have a simplified description of conversation.

These wide explanation could be concluded that conversation is a process to transfer

b. Function of Conversation

Conversation is a way to verbally communicate for mostly interpersonal and somewhat transactional purposes(Nunan, 1999: 228 in Kroeker, 2009: 9). Interactional language engages people for social reasons. Transactional language is for service encounters like buying tickets or ordering food. However, these purposes are usually intertwined (Thornbury and Slade, 2006: 20 in Kroeker, 2009: 10) and so the distinction between interactional and transactional language seems to be used for language learning awareness.

Conversation is a way to initiate actions through linguistic meanssuch asspeech acts or functions (apologizing, promising, and inviting) (Dornyei and Thurrell, 1992 in Kroeker, 2009: 10). Functional language is used directly or indirectly in various ways and contextsand therefore functional language is neither exhaustive nor complete (Richards, 1980: 417;

Cook, 1989: 28 in Kroeker, 2009: 10). Conversation is a way to mark relationships, which suspends social distance, status, and power (Richards and Sukwiwat, 1983: 117 in Kroeker, 2009: 10) through linguistic neutrality, equality, sympathy, and antipathy (Cook, 1989: 87 in Kroeker, 2009: 10). So to generate conversation, these functions must be presented practiced a conversation class.

c. Conversation Class as The Supplemetary Instruction

One of the effective supplementary program in teaching and learning language is a conversation class. As the supplementary program, conversation class held in outside the class and informal study. Conversation is a way to verbally communicate for mostly interpesonal and somewhat transactional purposes (Nunan, 1999: 228 in Kroeker, 2009: 9). Interactional language engages people for social reasons. Transactional language is for service encounters like buying tickets or ordering food.

Conversation class provide a way to integrate "what to speak" with "how to speak". Conversation class allow students to develop their speaking ability in fun and enjoyable in outside of the class.

7. Review on Pendidikan Pesantren Islam Al Mukmin (PPIM) Ngruki

a. History of PPIM Ngruki

The social reality after 1965 and many threats which endanger Islam bring out ideas to set up the education of Pondok Pesantren. Based on this perspective and the consideration of history which Pesantren has a role in defending, struggling, and maintaining the Indepedence of Indonesia, the

Mubaligh try to actualize pesantren as soon as possible. They gather and house all the students from Madrasah Diniyah in Gading Kidul street no. 72A Solo under the institution named education of Pondok Pesantren. (Al Mukmin.com, accessed on 03/10/2016 at 15.03pm)

b. Charateristic Education System of PPIM Ngruki

Pondok in Arabic language means hotel or hostel. Pondok pesantren as the islamic education institution has a different system or element of education. The education system in PPIM Ngruki are formal and informal. The forrmal education start at seven o'clock in the morning until one thirty five in the noon from Saturday until Thursday. The students do the formal learning process in nine hours which fourty minutes duration every material; kepesantrenan such as muthola'ah, inysa', nahwu, shorof, imlak, balaghoh, makhfudzot, tarikh islam, syari'ah, tafsir, tajwid, and takhfidzul Qur'an or non-kepesantrenan such as math, science, English, social science , computer and technology and Indonesian language.

The informal education is the extracurricular which start at four o'clock in the afternoon until five fifteen in the evening. The informal education organize the activity outside of the classroom. The goal of informal education are equalize the knowledge and the practice which are the charaterictis of PPIM Ngruki. The students can practice what they learn in formal school. They will get new knowledge and strengthening it. The informal education are students organization (IST), muhawwaroh, muhadloroh, courses, taichi, kaligrafi, and (qiro'atul Qur'an). (Al Mukmin.com, accessed on 03/10/2016 at 14.00pm)

c. The objective of teaching and learning in PPIM Ngruki

Each pesantren have their own curriculum and the objective of teaching and learning process. PPIM Ngruki also has its objective of teaching and learning;

a. The capability to understand and practice the understanding of Islam

b. The ability to understand and utilize the knowledge

c. Realization of inner and outer strength

d. Realization of awareness in practice Islam based on Al Qur'anul Karim and As Sunnah As Shohihah as the real devotion to Allah.

8. Supplementary Instruction in Boarding School

Pendidikan Pesantren Islam Al Mukmin (PPIM) Ngruki as a boarding school has a different way in teaching foreign language such as Arabic and English. It takes the language as one of the major dicipline. It takes behaviourism as the basic way to teach foreign language. Student have to use both Arabic andd English language in their daily activities. PPIM Ngruki do some supplementary instruction in languages to help the student learn the English and Arabic. The boarding school hopes these programs can improve student's language skill and behave the student to use both languages in their daily activities.

PPIM takes language as the basic dicipline which become the major rules for the whole educations and programs. Therefore, there are many language programs which can improve students' English ability such as Muhawwaroh(Conversation) Program, Mufrodat(Vocabulary) Program,

Muhadloroh(Speech in three languages) Progam and Broadcasting Program. Muhawwaroh or conversation program is one of language program in PPIM Ngruki every tuesday after ashar prayer or at four O'clock. The purpose of the program is habituate student in speaking both English and Arabic in their daily activities.

The regulation maker hopes muhawwaroh program infuence students' ability in two languages; Arabic and English, so the students can keep up the progress of time. The evaluation held every two moths where students have to answer some questions based on conversation they have in the previous meeting. Muhawwaroh should be a good program to improve students' speaking ability especially conversations in daily activities.

B. Previous Study

The first comparing research is The Study of English Speaking Teaching by Using English Conversation (A Descrptive Study at Ar- Risalah Islamic International College Of Ponorogo in 2015/2016 Academic Year). It is by Cholida Oktia Pratami, SRN.11.322.1.052. The research used observation, interview, and document to collect the data. The data were analyzed by the researcher; reducing the data, displaying, and verifying the data. The result of the research show that the strategies used by English teacher in English teaching speaking by using English conversation at Ar- Risalah are teaching English use conversation makes the students become to learn, active, and communicative, 2) The problem faced the teacher are students were in tired, inactive, sleepy, unconfident, and anything that they difficult to learn. The solution to solve the problems face by the teacher and student are giving

information, give a chance, ask the material, and good suggest in teaching learning.

The second one is A Study On Teaching Speaking Skill For English Camp Program at Kampung Inggris Solo, Pucangan, Kartasura. It is conducted by Muhammad Syamsuri, SRN. 123 221 20. The research collected the data through observation, interview, and documentation. The data has been analyzed through interactive model proposed by Miles and Hubberman (1992: 20) covering Collecting the data, Collecting the data, Displaying the data and Drawing conclusion. The result of the research shows that there are three techniques used by the teacher; Drill, Presentation, and Role Play. Each technique contains its own problems; and teacher used various solutions to overcome the problems.

The similarities of this research with the two previous ones are the implementation of conversation technique in teaching and learning speaking skill. The differences of this research with the two previous ones are: the conversation techniques used in this research is continously every week at least five years, which will give a better result.

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher use descriptive qualitative method to answer the questions about the implementation of Muhawwaroh program in teaching and learning speaking at PPIM Ngruki in academic year 2016/2017, what are the strengths and weaknesses, and also the problems and its solutions.

Based on the objective that try to describe current or the nature of the situation, this research is classified as descriptive qualitative research. Moleong (2005: 6) states that the descriptive data are collecctedd in the form of word or picture instead of number. Bodgan and Biken (1982: 5) "A qualitative research is a research, procedure, which produces descriptive data in the form of written or oral words from people and their behaviour that are observed."

In other word, the descriptive qualitative research is a research which describe method, process, or data in the form of written text, oral, or picture. According to Rossman and Rallis (1998: 5) they stated "As qualitative research, they become part of the process, continually making choices, testing assumptions, and reshaping their questions. As the inquiry process grows from curiosity or wonder to understanding and knowledge building, the researcher is often transformed. In many cases, the participants are also change. This theory describes that qualitative research involve the researcher to the part of the process and gradually seek the answer to their own question in their mind, assumption and ongoing reshaping their questions.

B. Setting of the Research

1. Place

This research was conducted in PPIM (Pendidikan Pesantren Islam Al Mukmin) Ngruki. It was located in Cemani, Grogol, Sukoharjo, Jawa Tengah, Indonesia. There are four district in this boarding school; Darul Hijroh, Darul Ar Rahmah, Darul Mujahidin, and Darul Ribath. the research will conduct in Darul Hijroh.

2. The Research Schedule

Table 1 Research Schedule

Activity	ug	ept	ct	ov	ec	an	eb	ar
Write the thesis proposal	■	■						
Pre-research a. Observation b. Interview	■	■						
Seminar proposal			■	■				
Research						■	■	■
Analyzing the data								■

C. Subject of the Research

Population is all of the research of subject. The population of this research is all the students of PPIM Ngruki in Darul Hijroh. There are twelve classes; the second until the fifth grade students which are three classes each grade. The second grade students are the participant and the fifth grade is the tutor.The researcher will observe one class in each grade, so there are five classes. The researcher will take three students each class.

D. Research Instrument

Moleong (2014 : 163) states that "Charateristic of qualitative research cannot be separated from the researcher participation in observation. The researcher was the main role in conducting the research. Moleong (2014 : 168) She was the planner, data collector, analyst, data reporter, and the reporter of the research." Therefore, the main intsrument of qualitative research is the researcher herself.The researcher need the observation result based on the observation guide, the interview report from the Muhawwaroh advisor, the tutors and students.

E. Source of Data

Miles and Hubberman (1992: 1) defined that the data of descriptive qualitative method concern with word rather than numbers. Meleong said that the data can be obtained from the written recources or through audio type recording, photographs, or film.. While Suharsini (2000: 116) defines that the data source can be classified into three kinds, those are: person, place, paper. Those data source is used by the researcher in conducting the research is in the form of an English Speaking Activity (Muhawwaroh) conducted at PPIM Al Mukmin Ngruki Surakarta.

1. Events

Sutopo (2002: 53) stated that based on the observation in the event or activity, the reseacher would know about the process how something happens. The event of this research is Muhawwaroh in the PPIM Ngruki. The activity starts at four o'clock in the afternoon and finish at five o'clock in Tuesday. The researcher will observe the activity during Muhawwaroh, start from the tutors

announce students to attend Muhawwaroh until the closing time. The researcher will focus the observation in peer learning process which is happen during Muhawwaroh. How is the interaction between the tutors and students? How tutors deliver their material? What problems occur during the program, and how the tutors solve the problems happen during Muhawwaroh. The researcher will also observe the effect of peer learning in Muhawwaroh whether improve students speaking language activity or not.

2. Informant

Sutopo (2002: 50) stated that informant is an individual that has important role in giving information which is choosen as a subject by the researcher that will be an informant. The researcher took some persons as the informant. They are Muhawwaroh advisor; Mrs. Siti Zulaikha S.Pd; three tutors from the fifth grade student which are the tutor from each classes in each grade and six students from the second grade until the fourth grade which are choosen two students each grade.

3. Document

According to Sutopo (2002: 54) document is the written material which related to certain event or activities. This research collect the documents are materials or the conversation learned by students in six meetings, the photos of the learning process, observations report,and interview reports.

F. Technique of Collecting the Data

This research analyzes the Conversation Program (Muhawwaroh) in learning speaking which is conducted at PPIM Al Mukmin Ngruki Surakarta. This research uses three kinds of method to collect the data. They are

observation interview, and documentation. By doing the methods, the researcher gets some information needed.

1. Observation

Observation is some activities done by the researcher in collect the data and information. These activities are watching, recording, and analyzing, as Balxter, Hughes, and Tight (1996: 1858)

2. Interview

Sutopo (2002: 59) stated that interview in descriptive qualitative research generally is done by giving the open-ended question which purposed to gain the deep information and it is done by using the non-structural formally things in order to get the views of the subject observed about many things that bring advantages for gaining the detailed information.

The researcher carried out formal and informal interviews. The researcher interviewed the students and the tutors formally in spesific time and place in structured questions. The researcher also interviewed the students and tutors informally and in unstructured questions to recognize the situation outside the class. Every student will be asked about their experiences in attending muhawwaroh in two years. Then, every tutors will be asked about their experience in leading and teaching conversation to their lower grade in Muhawwaroh. Muhawwaroh advisor will be asked about the peer learning process in Muhawwaroh whether is have a good result or not.

3. Documentation

The last method of collecting data is documentation. Document is an official or formal paper, form, or book which giving information, evidence, or

recording about something. Hornby (1995: 342) the data is collected from the syllabus, lesson plan, and the material control.

The researcher collected the notes of the lesson and students' result. The documentation of those notes help the researcher get additional data to know the possible strategies or methods used unconsciously.

G. **Technique of Data Analysis**

Lexy J. Moleong (2002: 103) analyzing the data is called a process of organizing andd arranging the data into pattern, category and a set of basic classification to find the theme and formulated the research hypothesis as what the data advised. Other expert said, Sutopo (2002: 95) the process of data analysis in the research are; collecting the data, reducing the data, presenting the data, and drawing conclusion.

1. **Collecting the Data**

It was meant by the process of colletcing the data needed in the research. The data collected by the researcher to complete the research and to be the source of the research.

2. **Reducing the Data**

It is process of choosing, focusing on simplificationing, abstracting, and transforming of hard data in written notes that is found in the field. Reducing the data is type of analysis that made sharpen categorize, direct, eliminate the data, and organize the data to get the conclusion and verification. The researcher select and take the imprtant information then eliminated the unimportan information. Accordingly, reducing the data are select, focuse, and simplify the data.

3. Presenting the Data

The researcher describe the data in the form of description or narration. The description of the data was presented in logic and systematic order to strength the presenting of the data. The researcher arrange or describe the information to get the conclusion.

4. Drawing Conclusion

The fourth activities in analyzing the data id drawing conclusion. The researcher had to make the conclusion based on the observation, interview, data analysis, and the process of analyzing the data.

H. The Validity of the Data

In analyzing the data, the researcher have to analyze the validity of the data sources to get the valid data. it is because the data must be responsible for the point of departure to make the conclusion. The researcher take triangulation as the technique to check the trustworthiness of the data. Moleong (2002: 178) stated that triangulation technique is the technique of examining the trustworthiness of the data which uses the things outside the data in order to examine the data and to be comparer of the data.

Patton in Sutopo (2002: 78) said that there are four types of triangulation, they are data triangulation, investigator triangulation, methodogical triangulation, and theoretical triangulation.

This research take methodological triangulation. This technique collects the same data and check the validity of the source data in different method. Methodological triangulation involve more than one method and may consist of within-method or between-method strategies. It also compare

different data which are obtained from different methods, namely observation,

interview, and students worksheet.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. RESEARCH FINDING

The purpose of the reasearch finding is to describe and answer the research problem in the first chapter. There are four objectives in this research, they are: 1) describing the implementation of peer learning activity in supplemetal instruction of Muhawwaroh 2) describing the problems faced by the tutors in Muhawwaroh 3) describing the tutors' solutions to solve the problem in Muhawwaroh 4) describing the strengths and weaknesses of Muhawwaroh as supplementary instruction in PPIM Ngruki Sukoharjo.

1. The Implementation of Peer Learning Activity in Supplementary Instruction of Muhawwaroh in Teaching and Learning Speaking Studets of PPIM Ngruki Sukoharjo

The first researcher explaination in research finding is about the implementation of peer learning in Muhawwaroh as supplementary instruction in PPIM Ngruki Sukoharjo. These are the steps in doing Muhawwaroh, material, evaluation, and management of classroom.

a) The Course Design

Effective course design begins with understanding who your students are, deciding what you want them to learn; determining how you will measure student learning; and planning activities, assignments and materials that support student learning. (www.washington.edu, accessed at June 24th 2017 at 5:11am)

From these simple explanation about course design, the researcher would explain the course design of Muhawwaroh. There was no original recources about course design of Muhawwaroh because Muhawwaroh is not a formal study. It is a supplementary instruction which use the peer learning as the strategy to reach the goal.

The students of Muhawwaroh is students from the second grade until the fourth grade students. All of these students have an obligation to attend Muhawwaroh. Moreover, there would be punishment for the lawbreaker. Based on the observation in material, students will learn the English and Arabic conversation in Muhawwaroh. They will learn vocabularies and pronunciation in both languages. Based on the interview with the head of Language Division, they usually not measure appropriately students achievements. The tutors have another language activity such as Vocabulary activity and broadcasting to support student leraning.

b) The Learning Process

Based on the observation several times in PPIM Ngruki Sukoharjo when Muhawwaroh was held after *Ashar* prayer, Muhawwaroh used peer learning technique in teaching and learning process. The explanation is the summary of the observation held on January until March because the steps were same in each grade. The explanation and description of peer learning process in Muhawwaroh are;

The **first** step was students gathered in scheduled places. The tutor opened the class by *salam* and *basmallah*. Then she explained about the material or conversation they will learn and practice. In English, the tutor asked

the students to keep silent and pay attention to her, so the activity will done fast and well. After that the tutor would read the conversation loudly. Some students listened and paid attention, but others did not because they still talked to their friend. Sometimes, the tutor would notice them.

Secondly, the tutors asked the students to listen the conversation and write down it into their book. The tutors read the conversation slowly and loudly. She read utterance by utterance and sentence by sentence, so the students will get the point. The tutors also repeated the sentences and utterances.

During this steps, the tutor explained the new vocabularies to students. They tried not to explain the meaning in Bahasa Indonesia. They used gesture, or other related words to deliver the new vocabularies. While all students write the conversation. Some students can write the sentences or utternces well, but others still ask and see her friends to correct theirs.

Third, the tutor would read the whole conversation to correct the students' writing result. The tutor read the text or material a bit faster. So, the students have to pay attention again to check their writing. If they get some error writing, they would talk to the tutor to repeat the utterances or sentences.

Fourth, the tutor divided the class into two line. She asked the students to practice the conversation. The tutors will lead every single sentence and utterance in the first time. Then, she will ask the students to practice by themselves twice.

The conversation usually consist of two or more people in the text. The division would base on the conversation which they learn. If there are two

people in conversation, the tutor would divide students into two line. The students would practice the conversation eternally.

Fifth**,** the tutor checked the students attendance. Then, she asked the students to gather their book. She will check students' writing result after Muhawwaroh. The tutors would check and correct the wrong writing, so the students would know their wrong writing. After one or two days, the tutor will return students' book.

These five steps prove that the peer learning in Muhawwaroh has no intermediate from teacher. Boud and friends said in his book (1999: 413) thatpeer learning is "the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher". Tutors from fifth grade took control from the beginning until the end of Muhawwaroh. They teach and lead students the material without any intermediate from teacher. This fact prove that Muhawwaroh has implemented peer learning as their strategy to reach the aim of Muhawwaroh.

c) **The Material**

The result of the materials in Muhawwaroh program based on the observations with tutors and student are the conversations made by the tutor at least three days before the meeting. It is the application of some conversations in students daily activities at school, masjid, canteen, visiting room, teacher's room, library, bathroom, or diningroom. The activities and communication in those places become the easy material for students.

The first conversation is talking about "Language Court". This class was on Tuesday, January 31th, 2017. The conversation held between four

students. They are; Nicky, Aufa, Azky, and sister. It told about Nicky who broke the law in Department. She has to come to the language court and she got the punishment. In the court, there is a sister who asked her about her violence.

The second conversation is the second part of "Language Court". The title of this material is "Language Division Court". This conversation was different with the previous conversation. This convesation happened between Qifh and Ann. Qiff break the law of Language Division. Ann was her friend who remind and warn Qifn to avoid the violence in Language Division because the punishment will be hard to do.

The third conversation is   "In The Dining Room". This conversation held between Nanda, Qonita, and Nurul which can be happened in everywhere. The conversation talked about three friends heard the announcement about the opening of the dining room. They talk about the menu and have plan to go to dining room together to take the breakfast meal.

The fourth convesation has titled "Fast Asleep". This is the conversation on Tuesday this conversation held between Niki and Farah. The place was in the bedroom. This conversation talk about Niki who prepaed her bed for sleep.

The language department in PPIM Ngruki Sukoharjo make only one material or conversation in Bahasa Indonesia then translated it into both English and Arabic language. All the students the second grade until the fourth grade got the same material. All the conversation mostly talked about students

activity, event, or case happened in their boarding school. This idea is good, so students can practice the conversation in their daily activity.

d) Evaluation

Evaluation is an important step in teaching and learning process. The evaluation measures students' achievements during the program. The researcher observed the assesment or evaluation to find out how the tutors evaluate students achievement in Muhawwaroh. The data of this observation were from the third grade students and the second grade students. These were the explanation of the evaluation held in Muhawwaroh.

The evaluation in Muhawwaroh would not be perfect because the corrector or evaluator is student. According to the observation on Tuesday, January 10th 2017 at 4.00 – 5.00pm in II grade students. The class was held in dining room. Evaluation in this session happened when the students gather their writing result to the tutors and the tutors will correct the wrong writing. The first evaluation is memorize the material in the end of Muhawwaroh or in the closing. The tutor would ask students to memorize the conversation, then they have to practice it.

Second evaluation is checking students writing. It is good and simple evaluation. During Muhawwaroh activity which is held in out door, students did not have any board to write the conversation. Therefore, student have to listen tutor's reading about the conversation. The third evaluation is an examination. This test examine students in vocabulary. The questions for each grade were different. This examination would be held every two months.

The third evaluation happened in the fifth observation on April, 4th 2017. It was happened in the class. Every grade has different question to test their ability in vocabulary. Students have to fill the blank the vocabulary in three languages; Arabic, English, and Bahasa Indonesia. Students also have to translate some phrases.

e) The Classroom Management

In order to know the implementation of peer learning in Muhawwaroh for students in PPIM Ngruki, the researcher would explain the roles of the tutor and student. The researcher interviewed tutors and students. The researcher also observed the learning process to gather the infirmations. Here are the explanation about these roles;

1) Tutors' Roles

(a) Tutor as Facilitator

Based on the obseravtion while Muhawwaroh held, the researcher found that the tutor helped students to explain the conversation in order to make them understood with the material. For example, some students got difficult in pronounce a word in some sentences when they practice the conversation, then the tutors would taught the correct way and the students would repeat it. The tutors should facilitate the students in understanding some new vocabularies or pronounce some words. Sometimes the tutors use gesture to explain the words. The tutor had to be mastery the conversation.

For *example;*

Student: "Queue me up after you" itu apa, kak?

Tutor: antrikan aku.

Students: okay, kak.

(b) Tutor as Monitor

The researcher observed that tutor becomes the monitor in whole Muhawwaroh activity from the beginning until the ending. They do some activities in monitoring Muhawwaroh; checked the attedance every meeting in begining or the end of the program and keep the activity run well. The tutors called the name of students, when some students were not come, the tutors would ask other student about the absence. Tutors keep the students pay attention to them so, the program will run well. They will give notice for students who did not pay good attention.

For example;

Tutor; now, I will check the attendance. Please raise your hand up when I call your name. Fitri.

Students; (no one raise their hand)

Tutor; where is Fitri?

Student; sick.

(c) Tutor as Motivator

According to the observation Speaking always related to the expression of someone's feeling and produce the language. Sometimes students got the difficulties about their confidence to perform the English language. This condition sometimes happened in Muhawwaroh program even in their daily activities. The tutors should motivate the students to apply the material(conversation) they got in Muhawwaroh to their daily activities. the tutor also adviced students in improving the mental and behaviour.

For example;

Tutor; don't forget to use English language in your activities!

Students; okay, kakak.

(d) Tutor as Controller

The tutor had the authority to control the environment, students; behaviour, and all activities in the classroom while the Muhawwaroh Program. The students had to obey the tutor instructions. The tutors asked the student to write the conversation and asked them to do the play role in front of the class.

For example;

Tutor; now, please listen to me and write the conversation. Okay?

Students; yes, Kak.

(e) Tutor as Evaluator

Evaluation use to measure the achievements and the feedbacks from the students. The tutor evaluate the students' writing and check students recitation about the material.

2) Students Roles

(a) Students as Listener

Students also play the role in Muhawwaroh program. Although Muhawwaroh was not a formal study, but there are some regulation which they must obey. Student as the listener is that the students do the listening after their write down the conversation given in the whiteboard. They listened to the tutors who performed the conversation or material.

(b) Students as Performer

Based on the observation, some students must perform the conversation after they listened the tutors' performance in front of the class. These students should motivate others to perform the conversation in front of the class, so all the students can perform the conversation each meeting. It hope can improve students' confidence and their ability in English.

(c) Students as Main Subject of Learning

As the main subject of Muhawwaroh, students must be active during the program. They must paid attention to the tutors so, the program would run well and student could improve their ability in English.

2. The Strengths and The Weaknesses of Muhawwaroh

The researcher would describe the strengths and weaknesses of Muhawwaroh program to measure the influence of Muhawwaroh program in students' language ability. The strength is a good or beneficial quality or attribute of a person or thing. The weakness is a disadvantage or fault (oxford Living dictionaries). Therefore, the researcher would describe the good or beneficial quality of Muhawwaroh in students' speaking English ability and also describe the fault in Muhawwaroh Program.

a. The Strengths of Muhawwaroh

Muhawwaroh is a weekly program. The students have to attend this activity every week. This fact would give many benefits in students language ability. Those are;

1) The technique used in Muhawwaroh is peer learning. The fifth grade students, who has attend Muhawwarroh in two or four years, will lead their younger in Muhawwaroh. The fifth grade must have a good management

in Muhawwaroh, so this activity can run well and the tutors will have a good experience in delivering knowledges.

This fact, based in Boud(2001) claim that students in peer learning situation will construct their own meaning and understanding of what they need to learn. Students in PPIM Ngruki can construct their meaning and understanding of some new conversations based on the situation in their environment.

2) Students would have many new vocabularies, new utterances, and know how to pronounce them. they can practice the new vocabularies and utterances in their daily activity because this boarding school has regulation in language dicipline.

This strength was relevant with the goals of teaching which are guiding and facilitating in learning something new so, students can develop their skill or improve their knowledge in English.

b. The Weaknesses

Muhawwaroh is a non-formal education which has some weaknesses. Although this is good activity to improve students ability, but the management of this activity is not complete. The evaluation of this program was not done completely. Those are some weaknesses of Muhawwaroh;

1) Muhawwaroh is not a formal study. It is just a supplementary instruction, which has no formal report about students achievements. So, the language section in PPIM Ngruki does not focuses in students achievements, but only establish the English or Arabic language as the main language in students' daily activities.

2) The material or conversation learned in Muhawwaroh for the second grade until the fourth grade students was same. The language section did not prepare the material differently. So, what the second grade learn as diificult as with the fourth grade students. Based on the interview, second grade students feel happy and enthusiast in attending Muhawwaroh, they thought that Muhawwaroh can improve their comprehension in English.

3) There are no new idea or inovation to make Muhawwaroh more interesting. The tutors do what the previous tutors did, so Muhawwaroh becomes so bored. This can be seen on the interview which more students feel bored in attending Muhawwaroh even they thought that Muhawwaroh is only spending times.

3. **Problems Occured During The Peer Learning Activity in Supplementary Instruction of Muhawwaroh in Teaching and Learning Speaking in Students of PPIM Ngruki**

Based on the observation and interview with the students from the second grade until the fourth grade as the student and the fifth grade as the tutor, the researcher found some problems occured and faced by the students and tutors.

a. **Tutors' problem**

1) **Unwell preparation**

During the interview that the researcher did, here is a fact about the unwell preparation.

The researcher   : *Permasalahan apa di kegiatan Muhawwaroh yang paling sering terjadi?*

The inteerviewee : *Biasanya pada telat bikin percakapannya, kak.*

The researcher : *Apa penyebab keterlambatannya?*

The inteerviewee : *Kelupaan kak, banyak tugas sekolah, hafalan, tiba-tiba udah hari Selasa dan belum bikin materi percakapan.*

The researcher thought that the lateness in preparing the material is one of the problem in Muhawwaroh. sometimes, they also did not prepare the material well, so the tutor could not deliver the material well. The tutors' problems start with the late in preparing the conversation or material. It might happened because the students were so busy even forget especially in the first time they become tutor. They have to prepare it at least three days before Muhawwaroh held. The tutors should gather the material or conversation text to the advisor few days before Muhawwaroh program. Because the advisor will check and correct the conversation. Sometimes, the tutors forgot to prepare the conversation because their bussiness in formal study.

2) Errors inPronunciation

During the observation that the reseracher did, error pronunciations would be the next tutors' problem. The error pronunciation might happen in the language foreigner student. It also happened in tutors of Muhawwaroh which have an error pronunciation. It happened during Muhawwaroh. If the tutors do the error pronunciation they would automatically teach the error pronunciation to their younger grade too.

Based on the observation on March, 7th 2017, in II grade student which took place in the masjid . The researcher found some error in pronunciation.

3) Less inovation

Based on the observation and interview, the researcher found the last tutors' problems which is the less inovation.

The researcher   : Permasalahan apa yang membuat beberapa murid malas untuk mengikuti kegiatan Muhawwaroh?

The interviewee   : Muhawwarohnya cuma gitu-gitu aja kak, nggak seru, nggak ada inovasi gitu deh,

The tutors were also students which sometimes feel lazy to do repeated activity such as Muhawwaroh. Tutors who feel laziness lead the student fast and they only read and ask students to memorize the material. They were lazy to explain some new vocabularies to the students. Although this case did not happen everytime, but the students can feel bored even hate Muhawwaroh because they thought that Muhawwaroh will only spent their time.

b. Students' Problems

1) Low Confidence

Based on this common interview happened in the observation on Tuesday, 4th April 2017;

The researcher   : Apakah Muhawwaroh membuatmu lebih percaya diri untuk berbicara dengan Bahasa Inggris?

The interviewee   : Tidak, karena kurangnya/tidak adanya orang yang berbahasa Inggris sehingga merasa kurang percaya diri, kadang bahasanya juga masih belepotan.

The researcher would conclude that the low of confident happened almost in all the students. In their new environment, they have to speak in two foreign language; English and Arabic. It was new habit which they must do in every daylife. This is also the boarding school's regulation. If the students did not use these two languages they might be punished.

2) Lack of Vocabulary

The reseracher found the lack of vocabulary during the observation in Muhawwaroh. This problem might happen in first or second grade students. They have to learn so many new vocabularies in Arabic or English. According to Zulfa when interview held, the second grade student, sometimes she and her friends in second grade find some word which they did not know the meaning. Then she use Bahasa Indonesia which is easier. The lack of vocabulary confuse to talk during Muhawwaroh.

The researcher would relate this problems with theory from Ur (1996:12) about problems in speaking activities that some learner Some learners get the difficulties in thingking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be speaking.

3) Errors in Pronunciation

The error pronunciation might happen in every foreign language students. But, the teachers or tutors of English learning have to reduce the error in pronunciation. The reseacher found some problems in pronunciation when observe and do some interviews to some of students and tutors in Muhawwarroh. Both the tutors and students still have some error in pronouce

some words. The cause of an error in pronunciation is that there is no teacher who will correct the error. One example of this error happened in the second meeting, some students said study with pronounce /□studi/ not /□stʌ d·i/.

This problem was related to the speaking problems in Ur (1996:12) learners are often inhabited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of critism, or shy of the attention that their speech attracts.

4) Less Motivation

Motivation is the biggest problem in practicing English coversation based on the observations and interviews. Many students feel lazy to practice english conversation. They prefer use Bahasa Indonesia which is easy to say and understand even though there would get some punishments if they did not use the English or Arabic language.

Students need the motivation to pratice what they have learn in Muhawwaroh. But, many students have low motivation because of the low desire in these languages. Students might be shy to blend Bahasa Indonesia and English or Arabic because they lack in vocabulary or wrong in pronunciation.

4. **Problem Solutions in Peer Learning Activity in Supplementary Instruction of Muhawwaroh in Teaching and Learning Speaking for Students of PPIM Ngruki**

Based on the observation and interview to the tutor and students, this part will explain the solutions to solve some problems expained before. This information will lead us to the fact about the implementation of peer learning

in Muhawwaroh. The solutions comes from students habits and the condition of their environment.

a. Tutors' Problem Solutions

1) The researcher found the solution for the unwell preparation. The leader of Language section will remind her staffs to prepare the material for Muhawwaroh. It was leader's responsibility, because Muhawwaroh is one of the Language section main program. Therefore, the language section leader have the biggest responsibility to remind her staffs. She not only remain her staff but sometimes, she need to help them in constructing the conversation. Therefore, the leader of Language section or Muhawwaroh must be good in languages.

2) The solution for the wrong pronunciation is the tutors have to learn the conversation before deliver it to students. They might ask their friend about some word they did not know. The tutors can learn and prepare the conversation together to reduce some mistakes. This preparation not only create the conversation but also learn the vocab and pronunciation.Usually, the tutors have to gather the text to the advisor before Muhawwaroh, so they can reduce the mistakes.

3) To solve the less inovation, based on the interview to the tutor, they have to find some new idea which fun and enjoy so both they and students are happy to attend Muhawwaroh. This idea could be the language champion which will give students a reward. This idea might give them some motivations.

b. Students' Problem Solutions

1) Solution for Low Confidence

The students and the tutors live in boarding school. They would meet everyday. The regulation oblige students to talk in English or Arabic and minimize Bahasa Indonesia. This regulation affect students to talk in these laguages. However, many students still have a low confidence to talk in English. The problem in low confidence happened almost in each grade students.

The advisor of Muhawwaroh and the fifth grade students especially for the language section have a responsibility to solve this problem. The low confidence could be the continous problem which need a continous solutions. Exemplary behaviour and reward could be good solutions. The confidence and motivation will increase when the environment supported the students.

2) Solution for Lack Of Vocabulary

Vocabulary program could be a good solution for lacking the vocabularies. This activity conduct every morning after shubuh prayer. Students gather in front of their room and the fifth grade students will read some new vocabulary both in English and Arabic. The language section also has some language programs which have goal to improve students' skill in English.

3) Solution for Error in Pronunciation

It may not be easy to solve error pronunciations' problems because there is no teacher or native speaker to correct the error. But, the error can be reduced with reminding each other. The other friend or the tutor should correct the error pronunciation.

4) Solution for Less of Motivation

A reward could be a good motivation for students. It would motivate students to get out from their comfort zone. Students can do something new which they never do before. They will have strong motivation to get the reward. When students found that the new habits they did is a good habit, students will practice it everytime. The tutors sometimes do the events with nice reward. This event can improve students motivation.

B. DISCUSSION

Discussion is the explanation of data analysis based on the research problem of the study. The discussion contains of peer learning activity andthe other aspects that had to be analyzed There were also the problemsoccured during Muhawwaroh and the solution to solve them.

In the discussion, the researcher tried to make a description of the research finding with the relevant references. In discussion, the researcher also try to explain the similiarities and differences with the theory. After describing the data, the researcher needed to analyze the data. It was in line with the answer of the problem statements, they were.

1. The Implementation of Peer Learning Activity in Supplementary Instruction of Muhawwaroh in Teaching and Learning Speaking for Studets of PPIM Ngruki

Supplementary instruction is an assistance school program which offers opportunities for students to improve their ability. Muhawwaroh is a supplementary instruction in PPIM Ngruki which would improve students ability in English speaking. It focused in learning conversation. Muhawwaroh

take the peer learning as the strategy to reach the aim of Muhawwaroh which improve students ability in speaking English. The tutors, the older students, were the fifth grade student of PPIM Ngruki.

a. The Learning Process

The first step is opening. The tutor will explain the tittle and material or conversation they will learn and practice. The tutor do the role as the facilitator. She helps students in introducing the conversation they will learn. The students do the role as the listener. They have to pay attention to the tutor to get the new knowledge.

In opening the tutor also play the role as the controller. She asked the students to keep silent and pay attention to her, so the activity will done fast and well. After that the tutor would read the conversation loudly.

The main activity in learning the conversation. In this step the tutor read the material loudly and slowly. Sometimes, the tutor will explain some new words, this is show that the tutor play the role as the facilitator and the monitor. The tutor facilitate students to get some new information or knowledge and monitor the Tutor will also answer questions from students. Usually they ask the tutor to repeat the new vocabulary. While the tutor read the conversation or explain new vocabularies, the students have to listen and pay attention so, they can get the advantage of Muhawwaroh. The second and third grade students may get the bigger impact in Muhawwaroh. Because they have less vocabulary than the older students.

In closing the activity, the tutor will ask the students to practice the conversation. The tutor divided the class into two line then she asked them to

practice the conversation. This evaluation should have a good effect because the students will have some new memory. Students will have a good comprehension if they practice the conversation. Play roles is good way to develop students' learning.

After practicing the conversation, the tutor will ask the students to gather their notebook. The tutor will check students' writing. This steps is the evaluation. The tutor will check the error writing from students' note book and bring the book back to students.

The research finding explained that Muhawwaroh took peer learning as the strategy to reach the goal. It has three main steps; the opening, the main activity, and the closing. These steps were simple and good for the peer learning. The steps of Muhawwaroh has similiarto the theory of Boud and friends in his book (1999: 413) thatpeer learning is "the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher". There is no immediate intervention during Muhawwaroh. But, the learning process in Muhawwaroh was different from Nunan theory about priciples for teaching speaking; give students practice with both fluency and accuracy (Nunan, 2003 : 55). Students do not have opportunity to talk fluently and accurately, because the tutor does not have enough skill in English.

b. The Material

In finding research, tutors take simple conversation from their experience in daily activities for the material of Muhawwaroh. This is good for both students and tutors, because they can understand simple conversation

easily and they can practice the conversation in their daily activities. There are so many simple conversation in students' daily activities in bedroom, canteen, diningroom. Masjid, classroom, library, or student office.

The type of class of speaking performance in Muhawwaroh based on the relevant theory is interactive class. Brown (2003: 142) states that interaction can take the two forms of transactional language, which has the purpose of exchanging spesific information or interpersonal exchange, which has the purpose of maintaining social relationship. The materials in Muhawwaroh commonly talk about their interaction to their friends, older students, or teacher in daily activities.

The interaction learning sometimes has purpose to exchange spesific information such as the conversation titled "Language Division Court". This conversation told about a student who break the law. Her friend remind her to go to the Language office to get the language court. The first speaker give the information about second's speaker punishment. This simple conversation is easy to understand and easy to practice. Tutors can deliver the material easily and students can understand and practice it in their daily activity.

The next purpose is to maintain social relationship. The conversation titled "in The Dining Room" this conversation showed the interaction between Nanda and Qanita both of them are students in PPIM Ngruki. They want to get lunch and they were planned to take the lunch in dining room together. This conversation intended to maintain social relationship which could be build by go to lunch together. This is students habit in PPIM Ngruki. The material of Muhawwaroh was different from Nunan theory about priciples for teaching

speaking; give students practice with both fluency and accuracy (Nunan, 2003 : 55). The material in Muhawwaroh does not develop because it talk only about daily activities, students do not know how to start talking with the stranger or native.

c. The Classroom Management

Muhawwaroh is a suplemental instruction which has two participants; the students and the tutors. Both of them have their roles to maintain Muhawwaroh well. The explanation about these roles were in the finding research. The researcher tried to discuss about these roles.

The tutors and students have their own roles in Muhawwaroh. the tutors play more roles than the students because they have to manage Muhawwaroh from preparing the material until the end or the evaluation. These roles ease the researcher to analyze the peer learning process in Muhawwaroh.

The first tutors' roles is the facilitator which means that the tutors have to give some facilitations. What facilitations are those? Preparing the material or conversation few days before Muhawwaroh and explaining the conversation, the new vocabularies, the pronunciations. The tutors which have slightly different age with students caused enjoyable learning process. The students did not feel doubt to build some informal communication with the tutors.

The next tutors' play roles are the monitor and motivator. The tutors not only explain the conversation, but they have to prepare the attendances to check the students attending. The tutor play the role as the monitor in

conducting all student activities in Muhawwaroh. They may give some punishments for those who did not attend Muhawwaroh without any permitition. The tutors will open and close Muhawwaroh. This is the roles as the monitor. Moreover, the tutors as the motivator is giving some motivation to students to practice the conversation both in Muhawwaroh or ih their daily activities. The motivation may support to young students; the second or third grade beacuse it is their first time to learn new language in new environment.

The classroom management in Muhawwaroh has similiar to the theory about peer learning. Peer teaching commonly involves advanced students in the same class, or those in later years, taking on limited aspects of a teacher's instructional or pedagogic role. The term collaborative learning is also used to refer to peer teaching and learning (Boud, 1999: 413). All the activities in Muhawwaroh was conducted by the fifth grade students and the younger students become the learner.

The classroom management in Muhawwaroh was different from the theory;A central responsibility of the SI leader is to integrate study skills with the course content. As someone who has performed well in the course, the SI leader has displayed mastery of the course material. However, it is important for the SI leader to share his/her learning strategies with the other students in the SI sessions (Arendale, 1997: 7). The tutor sometimes does not performed well during Muhawwaroh because they have unwell preparation, so their classroom management does not run well.

d. The Evaluation

There are few type of evaluation in Muhawwaroh. The tutors had responsibility to conduct and control all of these evaluation. Muhawwaroh is not formal study which its evaluation is also not formal. The evaluations are memorizing and practicing the conversation, checking students' writing, and examine students' vocabulary.

Memorizing and practicing conversation can be a good evaluation. This evaluation related to Syakur (1987: 5) about fluency, "it can be defined as the ability to speak fluently and accurately suited with proffesional necessity. Basically, being fluent means able to keep the language coming." Practicing the conversation can examine the use of the conversation in apropriate time.

Checking students writing is good and simple evaluation. During Muhawwaroh activity which is held in out door, students did not have any board to write the conversation. Therefore, student have to listen tutor's reading about the conversation. This activity might be good because student will listen and write what they hear about the material. Moreover, student will pay attention well. This activity will train students in writing English and train tutors in pronuncing words.

The third evaluation is examine students vocabulary which held every two months. This type of evaluation quiet good and effective because it will measure students achievement well. This evaluation measure students' vocabulary. Syakur (1987: 5) stated "Without having a sufficient vocabulary, one cannot communicate effectively or express ideas in both oral and written form". This theory can strengthen the third evaluation in Mujawwaroh.

The evaluation in Muhawwaroh is different from the theory about extensive (monologue) Brown (2003: 142) extensive oral production task includes speeches, oral presentation, and storry telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. The evaluation in Muhawwaroh does not give chance for students to develop their monologue speaking skill.

2. The Strengths and Weaknesses of Muhawwaroh

The strengths and weaknesses of Muhawwaroh would measures how strong the peer learning in supplementary instruction of Muhawwaroh affects students ability in English speaking conversation. This effect can be seen in students daily activities. Wether they use English or not. The good effect of Muhawwaroh is the strength and the bad effect is the weakness. Both effect appear after few times doing Muhawwaroh.

1. The Strengths of Muhawwaroh

The strengths of Muhawwaroh is peer learning. The fifth grade students, who has attend Muhawwarroh in two or four years, will lead their younger in Muhawwaroh. The fifth grade must have a good management in Muhawwaroh, so this activity can run well and the tutors will have a good experience in delivering knowledges.

Based on this fact, many experts in education have learned that the peer learning is good way to solve some problems in learning process. It has a good effect to improve students comprehension in few subject. The same

happened in teaching and learning foreign language. The older students which have more experience can share their knowledge to the young learner

The peer learning have more benefits in teaching and learning process. It was related to the theory of peer learning; Roberts (2008 in Leitjen, 2012:7), states that peer learning can lead to development of self-directed learning skills; critical and creative thinking and problem-solving skills; communication, interpersonal and teamwork skills; learning through self, peer assessment and critical reflection; and increased understanding of concepts, skills and enhancing self-image.The students can learn English and Arabic in fun and enjoy. They can express their feeling free. This condition would make the material/conversation easy to understand. Students thought that the older students has a small distance in age and they do more interaction than the teacher.

Students would have many new vocabularies, new utterances, and know how to pronounce them. they can practice the new vocabularies and utterances in their daily activity because this boarding school has regulation in language dicipline.

The strength of Muhawwaroh was different from the theory of peer learning from Boud. One example is Boud (2001 in Leitjten, 2012:7) claim that students in peer learning situation will construct their own meaning and understanding of what they need to learn. Essentially, students will be involved in searching, collecting, analyzing, and evaluating, integrating and applying information to complete an assignment or solve a problem. The learning

process does not include; collecting, analyzing, and evaluating, integrating and applying information.

2. The Weakness of Muhawwaroh

Muhawwaroh is not a formal study. It is just a supplementary instruction, which has no formal report about students achievements. So, the language section in PPIM Ngruki does not focuses in students achievements, but only establish the English or Arabic language as the main language in students' daily activities. This fact cause Muhawwaroh cannot develop. Muhawwaroh did not change years by years. The effect are students being bored and they can not take the advantages of Muhawwaroh.

The material or conversation learned in Muhawwaroh for the second grade until the fourth grade students was same; it is about daily activity interactions. The language section did not prepare the material differently. So, what the second grade learn as diificult as with the fourth grade students. This fact has two effects. The fourh grade student as the older feel bored and lazy to attend Muhawwaroh even they hate it, and the younger students feel difficult to follow the learning process in Muhawwaroh.

There are no new idea or inovation to make Muhawwaroh more interesting. The tutors do what the previous tutors did, so Muhawwaroh becomes bored. This is cause why the students did not like Muhawwaroh even they did not attend Muhawwaroh.

3. Problems in Muhawwaroh

Problems happened in order to reinforce something. Then, problems in peer learning activity in Muhawwaroh would make the tutors found the problem solving and it should reinforce the program to be better than before.

Problems in Muhawwaroh happened both students and the tutors. The students may have more problems than the tutor because they were new foreign language students. The students problems are low confidence, lack of vocabulary, error pronunciation.and less motivation. These problems common happen the foreign language learner.

a. Tutors' Problems During Muhawwaroh

The tutors as the facilitator have to manage the whole program. They also have to prepare the conversation or material before running program. The tutors do discussion in this preparation. They taught, translate and consult the conversation to the advisor to get the permission. The lateness in preparing the material might be happened because the tutor which were students still cannot manage their times well. When they were late to prepare the material, the tutors wil take the conversation from the previous years.

The pronunciation would be the next tutors' problem. Some of tutors still have an error pronunciation. It happened during Muhawwaroh program. The tutors' would automatically teach the error pronunciation to their younger grade. This can be a fatal**.** So, thisis the reason why the tutors have to prepare the material few days and consult it to the advisor. The tutors have to learn the conversation well before teach it to the students.

b. Students' Problems During Muhawwaroh

The researcher would conclude that the low of confident happened almost in all the students. In their new environment, they have to speak in two foreign language; English and Arabic. It was new habit which they must do in every daylife. This is also the boarding school's regulation. If the students did not use these two languages they might be punished.

The low confidence which happen in most foreign language students become the big problem in learning English or other foreign language. This problems occur because students feel afraid or ashame to practice different language in their environment.

The lack of vocabulary might happen in first or second grade. They have to learn so many new vocabularies in Arabic or English. According to Zulfa, the second grade student, sometimes she and her friends in second grade find some word which they did not know the meaning. Then she use Bahasa Indonesia which is easier. The lack vocabulary commonly happen in new foreign language students. They have to learn more vocabulary to ease them in learning new language. Students in PPIM Ngruki learn English in many ways. Vocabulary is an activity in PPIM Ngruki which will improve students' vocabulary. The vocabulary relates to their neighboorhood, so students can practice them well.

The error pronunciation also happen in every foreign language students. But, the teachers or tutors of English learning have to reduce the error in pronunciation. The reseacher found some problems in pronunciation when observe and do some interviews to some of students and tutors in Muhawwarroh. Both the tutors and students still have some error in pronouce

some words. The cause of an error in pronunciation is that there is no teacher who always correct their error.

Motivation is the biggest problem in practicing English coversation based on the observations and interviews. Many students feel lazy to practice English conversation. They prefer use Bahasa Indonesia which is easy to say and understand even though they would get some punishments if they did not use the English or Arabic language.

Students need the motivation to pratice what they have learn in Muhawwaroh. But, many students have low motivation because of the low desire in these languages. Students might be shy to blend Bahasa Indonesia and English or Arabic because they were lack in vocabulary or wrong in pronunciation.

Both students' problems and tutors' problems has similiarity to the theory from Ur (1996:12); Learners are often inhabited about trying to say things in a foreign language in the classroom, such as worried about making mistakes, fearful of critism, or shy of the attention that their speech attracts.

4. **Solutions of Muhawwaroh's Problem**

    a. **The tutors' Solutions of Muhawwaroh's Problem**

Solutions for the unwell preparation is the responsibility of the leader of Muhawwaroh to cotrol her staff in constructing the material or conversation and its preparation. It happen sometimes because the students were forget about this resposibility or they were so busy especially in the first time they become tutor. But, the advisor of Muhawwaroh Mrs. Siti Zulaikha will remind the leader to gather the material. This responsibility is not only for the leader of

Muhawwaroh but also all the member of Language section. Therefore a good team in good teamwork were needed to reach the goal of Muhawwaroh.

The tutors which are students have to learn more about English especially the pronunciation. They will learn the conversation and learn the pronunciation each word. This activity can help the tutors in reducing the error in pronunciation. The other problems was less inovation which cause the less motivation for students. The solution for this problem was prepare some fun and enjoy event to improve students motivation. The tutors would ask the advise from the advisor.

b. Students' Solutions of Muhawwaroh's Problem

There were few solutions for students problem happened in Muhawwaroh. They were habituate students to talk in English, give some rewards, and learning more vocabulary. These solutions were related to learning process in many form and giving some motivations in form of reward. Students would learn language from the basic; learn the vocabularies and how to pronounce them. Students would learn the vocabularies from another Language activity in PPIM Ngruki.

Solutions for the low confidence is establish English as language in daily activities in PPIM Ngruki, students have to talk in English although a word, a phrase, and a sentences a day. This habits can lead students talk in English. The younger will learn much from this environment, although not all students obey the rules.

The solution for problems occured during Muhawwaroh related to the theory from When rewards are given, children don't perceive themselves in

control of learning, they approach and complete tasks differently than when rewards are not given, and their work is judged as less creative (Amabile and Gitomer, 1984; Condry, 1977; Ryan and Grolnick, 1986 in Baranek 1996: 3).

But, it was difference with the theory fromZuckerman and Koestner (1987) holds that intrinsic motivation arises from the need to be self-confident and self-determining. Based on this theory, rewards which make the child feel like he is controlled by others and which in turn make him feel that he may not be competent, will decrease his intrinsic motivation (https://www.ernweb.com/educational-research-articles/rewards-and-student-motivation/accessedOct, 08 2017 at 10.13pm) this theory told that reward is not always good for students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Muhawwaroh is one of the supplementary instruction in PPIM Ngruki sukoharjo. It is a language program which held to improve students language ability both in English or Arabic. The implementation of peer learning activity in Muhawwaroh is a teaching and learning conversation under the leading of, fifth grade, the older students. This teaching and learning process was conducted by the fifth grade students and the participants are the second grade until the fourth grade students. The fifth students conduct all activity in Muhawwaroh; prepare the material, gather the students in certain time and places, lead the material, and evaluate the students result. The peer learning occurs when the fifth grade students explain the material to their younger grade. This peer learning activity gives good contributions in students' language ability, so students can practice the conversation they learn in Muhawwaroh.

The implementation of peer learning activity in supplementary instruction of Muhawwaroh in teaching and learning speaking for students of PPIM Ngruki Sukoharjo was process of learning the conversation which lead by the older students. This activity focused on learning conversation in both English and Arabic languages.

The steps in Muhawwaroh were the opening which the tutors opened the activity with basmallah and explaining what conversation they will learn. The main activity is learning the conversation. Tutors would read and explain

the conversation while students have to pay attention and write what they listen from tutors. The closing were the tutors ask students to memorize and practice the conversation. Tutors also ask students to gather their note book because the tutors would check students' writing.

The material of Muhawwaroh were easy conversations which tell about students daily activities. These conversation has deal with the type of class of speaking performance; exchange spesific information and maintain social relationship. The material in Muhawwaroh were so simple. The tutors take the simple conversation in students' daily activities in the boarding school. The setting times and places were also took from students' daily activities in boarding school. The managements of classroom in Muhawwaroh divided into two: the tutor and the students. The older students as the tutor have more roles in Muhawwaroh; facilitator, motivator, controller, monitor, evaluator. While the young students have roles as the listener, performer and main subject of learning.

There were the strengths and weaknesses in Muhawwaroh. The strengths were improving students' ability in English in fun and enjoy way. Peer learning as the method gives many good effect for students. Students can learn more vocabularies and conversation patterns. The weaknesses of Muhawwaroh were; Muhawwaroh is not formal study which does not have a formal report about it, so the result might be not effective. Then, material or conversation in Muhawwaroh was same for all grade. There was no different material in different grade, so the material could be easy or difficult for each

grade. Then, Muhawwaroh has less inovation which cause boring for students especially the older students.

There are two kinds of problems occured during Muhawwaroh; problem faced by the tutor and problem faced by the students. Tutors' problems were lateness in preparing the material, error pronunciation and less inovation. Then, students' problems were low confidence, lack of vocabulary, wrong pronunciation, and less motivation. Both of them faced same problems; wrong pronunciation. This problems might happen because both of them are students and need more time to learn English.

The solution for Muhawwaroh's problems were; the solution for lateness in preparing material was the leader of Language Section have to remain her member about the material, the solution for the error pronunciation was learning and preparing the material well before deliver it to the students, the solution for less inovation was preparing the fun and enjoy event with nice reward, so students' motivation would improve well. The solution for students' problem mostly was learning English more. Students should attend another Languange activity in their boarding school to improve their ability in English. They also have to practice what have learned in Muhawwaroh or another language event.

B. Suggestion

The researcher has some suggestions for the tutors, students and other researcher. The suggestions are;

1. For the tutors

a. The tutors should be creative to modificate Muhawwarroh to be more interesting and funny, so the students can be happy and easy to applicate the conversation to their daily life

b. The tutors should be mastery in the conversations (materials), so they can teach the conversation well

c. The tutors should be funny and charming to motivate the students to practice the conversation in daily life, so the students would improve their ability in English speaking

2. For the student

a. Attend Muhawwaroh program happily and take it as a fun activities. this point will motivate the self to be more pay attention

b. Memorize some new utterances every Muhawwaroh program

c. Be confident to practice the foreign language everywhere and everytime

d. practice the new utterance after Muhawwaroh in daily activities. the repetition deliver long term memories

3. For the other researcher

This study was about the implementation of Muhawwaroh program in teaching and learning speaking. The researcher expected that this study can be the additional references for the next research.

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APPENDICES

APPENDIX 1: FIELD NOTE

Day/date	Tuesday, January 31Th, 2017
Time	16.00
Topic	Language court
Place	The hall of the Darul Hijroh Al Uula
Participation	2G class

The researcher went to the PPIM Ngruki before Ashar prayer because she had to meet the leader of Language Section before the running program, her name is Husna. The researcher explained her research to her and my purpose to conduct some observation in her class. Fortunately, Husna allowed her to go with her in the second grade students. They took place in the hall of the Darul Hijroh Al Uula.

Then, the researcher went to that place alone because Husna have another job to do before Muhawwaroh, she has to "daur" her youger to attend Muhawwaroh. the researcher saw many female students were happy and some of them look unhappy to attend Muhawwaroh. Mostly,the younger students were look happier than the older. In four ten o'clock Husna came and almost all the students in second grade came in time.

Husna open the Muhawwaroh.

Husna : "assalamualaikum warrahmatullahi wa barakatuhu"

Students: "waalaikumsalam warahmatullahi wa barakaatuhu"

Husna: "okey, good afternoon students, today we attend Muhawwaroh to learn conversation with title "Language Court". Please listen to me and pay attention!"

Then Husna read all the text loudly and slowly so, students could listen to her.

Husna finished the text and she asked the students to write all the text.

Husna : "okey, now please write the text. Listen to me carefully and dont be noisy!"

Husna read the text again. She read them loudly and slowly. The researcher saw many students were listen to the tutor and wrote the text in their note. Some of them were confuse and asked her friend or they asked to Husna to repeat the text. They have a good writing. The word and the sentences almost perfect although they did not see the word in whiteboard. Students were only listen to the tutor.

After that, Husna read and explain the text to students. She explain the text word by word. Almost all students were active to ask and they look enthusiast. Then, Husna ask the tutor to follow her. They read all the text together. After finished, Husna divided the class into few line. She ask them to practice the text.

The first text was talk about "Language Court". This class was on Tuesday, January 31th, 2017. The conversation held between four students. They are; Nicky, Aufa, Azky, and sister. It told about Nicky who broke the law in Department. She has to come to the language court and she got the punishment. In the court, there is a sister who asked her about her violence.

After practicing the text, Husna checked the attendance by calling the name of students in IIG class. Then, she closed the class and asked the students to gather their notebook because she wants to check their writing. The researcher thanked to Husna for her time and asked permitition to go home.

Day/date	Tuesday, February 7th, 2017
Time	16.00
Topic	Language Division court
Place	The yard of the Darul Ma'arif
Participation	3H class

The researcher comes to the PPIM Ngruki before Ashar prayer. She came to the waiting room and put my bag. She did Ashar prayer before went to the Husna's room. Today Husna has to teach Muhawwaroh in the third grade students. The members of Language section rotate schedule in teaching speaking conversation in Muhawwaroh.

Today, Muhawwaroh took place in yard of Darul Maarif. It is a building for school. The yard was so fresh because there are few big trees and green plants. The researcher saw students were enthusiast to come in time. They bring their notebook and pen and sat under the tree to wait Husna as the tutor.

Husna were come and she open Muhawwaroh with *Salam.* As the previous meeting, she open the class and she checked the attendance first before deliver the material. Some students were got sick, so they did not attend Muhawwaroh.

The second conversation is the second part of "Language Court". The title of this material is "Language Division Court". This conversation was different with the previous conversation. This convesation happened between Qifh and Ann. Qiff break the law of Language Division. Ann was her friend who remind and warn Qifn to avoid the violence in Language Division because the punishment will be hard to do.

First, Husna read the text loudly to introduce students. Sometimes, she used gesture to expalain the word so students might guess it. Then she asked students to write down the text. She read the text again loudly and slowly, so students could write down the text correctly. The researcher see the third grade

also have a good ability in English. they could write the text correctly although they might asked Husna to repeat some word.

After wrote the text, Husna explain the text in Bahasa Indonesia. She translated the text, so students would know the meaning and they could practice it in their daily activity. Some students were enthusiats but other did nt pay attention to Husna. They were talk by themselves. Husna have to warn them to pay the attention.

After explaining the material, Husna asked students to practice the text in group. She would take around to check students' practice. In five o'clock Muhawwaroh was end by hamdalah and Husna asked students to gather their note book, so she can check their writing. Husna said that the note book might be return in the next day. The researcher thanked to her very much for her care to me and help her to conduct the observation.

Day/date	Tuesday, February 28th, 2017
Time	16.00
Topic	In the dining room
Place	Dining room
Number of participation	4F class

Today, the day was cloudy, but the Language section have to establish Muhawwaroh. Husna announce the students from her office using loudspeakers which are put in every students' rooms.

Husna : "to all of students in the boarding school, please go to your place to attend Muhawwaroh program. I repeat once more, to all of students in the boarding school, please go to your place to attend Muhawwaroh program"

The researcher was asked Husna about the schedule of the fourth grade students. They took place in the dining room. The researcher wait the students in front of the dining room. Some students were come. They put their sandal outside of the room before entered the room.

Today, The researcher did not follow Husna, because she got the second grade students. She meet Afifah Baraja, Husna's partner in Language Section. She was smile when the researcher meet her and explain my purpose to do some observation in her class. When all the students was come to the dining room, Afifah open Muhawwaroh by *salam and basmallah.* The way she open Muhawwaroh was not different with Husna. It might be a tradition in this boarding school.

The third conversation is "In The Dining Room". This conversation held between Nanda, Qonita, and Nurul which can be happened in everywhere. The conversation talked about three friends heard the announcement about the opening of the dining room. They talk about the menu and have plan to go to dining room together to take the breakfast meal.

The way that Afifah explain Muhawwaroh was almost same with Husna. She use gesture or synonym of the word so students might guess the

meaning of the word. Some students were active to ask or answer her questions. After reading the text, she also asked students to write down the text in the notebook. The fourth grade students have been attend Muhawwaroh for three years, so they might be have better writing then the younger. But some of them look did not enthusiast, they might be bored.

Afifah was done in explaining Muhawwaroh. She asked students to practice it by themselves and practice it twice in front of her. When students done in practicing, Afifah would list the attendance. Students have to practice the text as the evaluation. Some of them look bored but others still tried to do the instruction. At five o'clock, the class was end and the researcher thanked to Afifah then go home.

Day/date	Tuesday, March 7th, 2017
Time	16.00
Topic	Fast asleep
Place	Masjid
Participation	2H class

The researcher came a bit late to the boarding school. The students just gather in their own places. The researcher went to the masjid to observe the second grade students. There are students which were waiting the tutor. The researcher ask a student where is the 2H class is. The researcher went to the 2H class soon and ask permitition to conduct an observation.

The tutor for this meeting was Intan. She was member of Language section. The researcher has been told her that she want to conduct some observation. She allowed her and soon opened the class. The researcher waited in outside of the masjid. Some students came into the dining room, they look happy. After some times, many students came and ready to do Muhawwaroh.

Finally, Intan came and started Muhawwaroh with *salam*. Then, she explain what convesation they will learn today. The fourth convesation has titled "Fast Asleep". This is the conversation on Tuesday this conversation held between Niki and Farah. The place was in the bedroom. This conversation talk about Niki who prepaed her bed for sleep.

The tutor read the material/conversation loudly and slowly. She read the text sentence by sentence. Sometimes, the tutor explain the new vocabulary. They will explain the meaning of the vocabulary by using gesture or use other similiar words both in English or Arabic, then when they did not now both these two ways, the tutor use Bahasa Indonesia. Every students have to read what they heard from their tutor. All of students listen the text carefully and seriously, then they write it ih their book. Some students, who does not understand what the tutors says, look into their friends' writing to correct their own writing.

After the tutor read all the text, the tutor repeat reading the text. She also asked the students to check their writing while she read the conversation. Students wrote better than their younger because students in fourth grade have been attend Muhawwaroh in three years. But, they might not look as enthusiast as the younger. It might because they were bored.

In the last, the tutor asked students to memorize the text and practiced it in partner. This is the evaluation and students did not gather their book. Many students choose their partner and start to memorize. After ten or fifteen minutes some students meet their tutor and started to practice the conversation. Sometimes they were forget the text and open their notebook to remind them. Then, after practicing the text, they can go back to their room. Other students tried to practice the conversation. The tutors end the meeting in the last couple of students. The researcher thanked to Intan and ask permitition to go home.

Day/date	Tuesday, April 04th, 2017
Time	16.00
Topic	Muhawwaroh examination
PLACE	In the class
Number of participation	All the students

Today, the researcher came to the Darul Maarif in PPIM Ngruki, because Muhawwaroh examination hold in the class. All students have to go to their class to do Muhawwaroh examination. The member of Language section was announce to students that Muhawwaroh hold in Darul Ma'arif. The researcher wait in the first floor. There are two floors in Darul Maarif.

In four fifteen all students were sit in their classroom. The tutors were open the class by salam and basmallah. She explained that they would do some small examination in Muhawwaroh. All students were know because the tutor have been announced it week ago.

Then, the tutor give a paper of questions about word, phrase, or sentences in three language; Bahasa Indonesia, Arabic Language, and English. Students have to translate these random words in three language, they have to fill the blank words. The researcher took around and see that the questions were different in every grade. The younger grade got the easy questions and the older, the fourth, grade got more difficult, but if students were always practice the language all the questions were easy.

All students look serious, but others bored. they tried to do the examination honestly, because cheating however is bad. In four fifty, students could gather their answer sheet and they might go to their room.

APPENDIX 2; FORM OF INTERVIEW WITH THE TUTOR

1. Muhawwaroh memberi pengaruh dalam perkembangan bahasa di lingkungan pesantren

2. Kamu merasa memiliki pengetahuan bahasa yang baik sehingga merasa mampu menjadi tutor dalam kegiatan Muhawwaroh

3. Muhawwaroh adalah kegiatan yang baik untuk meningkatkan kemampuanmu dalam berbahasa

4. Muhawwaroh adalah kegiatan yang baik untuk meningkatkan kemampuan santri dalam berbahasa

5. Muhawwaroh membantumu untuk mempelajari bahasa Inggris

6. Kamu merasa lebih menguasai bahasa Inggris setelah beberapa kali menjadi tutor kegiatan Muhawwaroh

7. Membuat materi Muhawwaroh itu sulit

8. Kamu menjadi percaya diri untuk mempraktikkan bahasa Inggris dalam percakapanmu sehari hari setelah menjadi tutor

9. Menjadi tutor dalam kegiatan Muhawwaroh itu menyenangkan

10. Masalah apa yang biasanya muncul ketika kegiatan Muhawwaroh?

11. Solusi apa yang kamu ambil untuk menyelesaikan masalah?

Interview Transcript

Interviewee	Afifah Baraja
Class	5E
Place	in the Language Section room
Date	Tuesday, March 7th, 2017

Researcher: Selamat siang dik, maaf ya mengganggu istirahatmu siang ini, saya mau sedikit melakukan interview tentang Muhawwaroh.

Interviewee; oiya kak, nggak papa

Researcher: jadi gini dek, Muhawwaroh memberi pengaruh dalam perkembangan bahasa di lingkungan pesantren. Setujukah kamu dengan pernyataan ini? Sebutkan alasanmu!

Interviewee: Setuju, karena dengan Muhawwaroh santri tau penggunaan mufrodat (kosakata) yang sudah diberikan dalam kegiatan sehari-hari

Researcher: oh gitu jadi, kamu merasa memiliki pengetahuan bahasa yang baik sehingga merasa mampu menjadi tutor dalam kegiatan Muhawwaroh. Setujukah kamu dengan pernyataan ini? Sebutkan alasanmu!

Interviewee: tidak setuju kak, soalnya pengetahuan bahasa yang kumiliki masih belum baik, tapi aku mencoba menjadi tutor yang baik buat adek kelas.

Researcher: wah hebat! Terus, Muhawwaroh adalah kegiatan yang baik untuk meningkatkan kemampuanmu dalam berbahasa. Apakah kamu setuju?

Interviewee: Sangat setuju, karena dengan Muhawwaroh saya bisa melatih intonasi, lafal, dan gesture tubuh dalam mempraktekkan Muhawwaroh

Researcher: baiklah, Muhawwaroh adalah kegiatan yang baik untuk meningkatkan kemampuan santri dalam berbahasa. Apakah kamu setuju dengan pernyataan ini?

Interviewee: sangat setuju kak, soalnya dengan adanya Muhawwaroh, santri tahu percakapan apa yang bisa digunakan ketika kegiatan sehari-hari.

Mereka juga bisa tahu seperti apa cara penggunaan kaidah-kaidah bahasa dan intonasinya serta pelafalannya.

Researcher: menyenangkan ya? Lalu, Muhawwaroh membantumu untuk mempelajari bahasa Inggris. Setuju?

Interviewee: sangat setuju kak, karena dengan mengikuti Muhawwaroh selain pelafalan kata, kita bisa mempraktekkan intonasi serta gesture tubuh ketika membacakan conversation

Researcher: Apakah kamu merasa lebih menguasai bahasa Inggris setelah beberapa kali menjadi tutor kegiatan Muhawwaroh?

Interviewee: iya kak, karena untuk menguasai Bahasa Inggris tidak hanya intonasi, pelafalan, dan menguasai vocab dan kaidahnya, tapi diperlukan juga kepercayaan diri untuk mempraktikkannya.

Researcher: bicara tentang kaidah, apakah membuat materi Muhawwaroh itu sulit?

Interviewee: iya kak, cukup sulit. Kadang kita kesulitan menentukan tema Muhawwaroh yang akan dipraktikkan, terutama ketika harus menggunakan kaidah bahasa, tapi dengan itu pula kemampuan untuk menggunakan kaidah kita bertambah.

Researcher: Kamu menjadi percaya diri untuk mempraktikkan bahasa Inggris dalam percakapanmu sehari hari setelah menjadi tutor? Benarkah?

Interviewee: iya kak, aku jadi lebih semangat. Supaya adik kelas jadi ikut-ikutan.

Researcher: nah, kamu kan sebagai tutor nih, apakah menjadi tutor dalam kegiatan Muhawwaroh itu menyenangkan?

Interviewee: iya kak, kita jadi latihan menjadi ustadzah/guru. Walaupun kadang susah waktu harus men"daur" (mengajak&mengingatkan adik kelas untuk hadir) a'dho.

Researcher; Masalah apa yang biasanya muncul ketika kegiatan Muhawwaroh?

Interviewee; kadang suka telat kak kalau bikin teks Muhawwaroh, kelupaan.

Researcher; terus gimana caranya menangani masalah telat bikin teks Muhawwaroh itu?

Interviewee; Husna kan ketua bagian Lughoh, dia sering ngingetin kita buat nyiapin teks, kak.

Interviewee	Intan Putri Nur F
Class	5E
Place	in the Language Section room
Date	Tuesday, March 7th, 2017

Researcher: Muhawwaroh memberi pengaruh dalam perkembangan bahasa di lingkungan pesantren. Setujukah kamu dengan pernyataan ini?

Interviewee: setuju kak, karena dengan adanya Muhawwaroh para santri dapat mengetahui percakapan sehari-hari menggunakan bahasa arab atau bahasa inggris.

Researcher: Kamu merasa memiliki pengetahuan bahasa yang baik sehingga merasa mampu menjadi tutor dalam kegiatan Muhawwaroh. Setujukah kamu dengan pernyataan ini? Sebutkan alasanmu!

Interviewee: tidak setuju kak, karena pengetahuan bahasa yang saya miliki masih kurang, dengan menjadi bagian bahasa, saya bisa belajar lebih banyak tentang bahasa.

Researcher: Muhawwaroh adalah kegiatan yang baik untuk meningkatkan kemampuanmu dalam berbahasa. Apakah kamu setuju?

Interviewee: setuju kak, karena saya bisa tahu bagaimana cara berbicara dengan menggunakan bahasa yang baik dan benar.

Researcher: Muhawwaroh adalah kegiatan yang baik untuk meningkatkan kemampuan santri dalam berbahasa. Apakah kamu setuju dengan pernyataan ini?

Interviewee: sangat setuju kak, karena dalam kegiatan Muhawwaroh santri mendapatkan pengetahuan tentang bahasa dan belajar mempraktikkannya atau mengucapkannya.

Researcher: Muhawwaroh membantumu untuk mempelajari bahasa Inggris. Setuju?

Interviewee: setuju banget kak, karena dengan adanya Muhawwaroh, saya bisa lebih tahu banyak kata dalam bahasa inggris dan itu meningkatkan pengetahuanku tentang bahasa inggris.

Researcher: Apakah kamu merasa lebih menguasai bahasa Inggris setelah beberapa kali menjadi tutor kegiatan Muhawwaroh?

Interviewee: iya kak, karena dengan menjadi tutor Muhawwaroh saya bisa punya banyak kosa kata dan aku jadi lebih mudah dalam mempelajari bahasa inggris.

Researcher: Apakah membuat materi Muhawwaroh itu sulit?

Interviewee: iya sulit kak, karena aku belum menguasai bagaimana cara menyusun kata-kata dalam bahasa inggris maupun bahasa arab.

Researcher: Kamu menjadi percaya diri untuk mempraktikkan bahasa Inggris dalam percakapanmu sehari hari setelah menjadi tutor? Benarkah?

Interviewee: setuju kak,

Researcher: Apakah menjadi tutor dalam kegiatan Muhawwaroh itu menyenangkan?

Interviewee: nggak juga kak, karena untuk mempraktikkan bahasa inggris bagiku butuh kepercayaan diri yang tinggi.

Researcher: benar sekali, dek. Trus, masalah apa yang biasanya muncul ketika kegiatan Muhawwaroh?

Interviewee; kurang persiapan aja kak, seringnya. Briefing ke bagian lughoh agak telat, karna sibuk banget kak, tugas sekolah sama hafalan, belum kegiatan yang lain.

Researcher: terus, gimana caramu mengatasi masalah ini?

Interviewee; belajar terus kak, berusaha aja biar nggak terulang, gtu.

Interviewee	Husnayaini Nur'aini
Class	5E
Place	in the Language Section room
Date	Tuesday, March 7th, 2017

Researcher: Muhawwaroh memberi pengaruh dalam perkembangan bahasa di lingkungan pesantren. Setujukah kamu dengan pernyataan ini? Sebutkan alasanmu!

Interviewee: setuju kak, karen di dalam Muhawwaroh diberikan contoh percakapan sehari-hari walaupun tidak semua santriwati sadar untuk mempraktikkannya.

Researcher: Kamu merasa memiliki pengetahuan bahasa yang baik sehingga merasa mampu menjadi tutor dalam kegiatan Muhawwaroh. Setujukah kamu dengan pernyataan ini? Sebutkan alasanmu!

Interviewee: tidak setuju kak, justru karena menjadi bagian bahasa khususnya dari Muhawwaroh ini, saya merasa skill bahasa saya lebih terasah.

Researcher: Muhawwaroh adalah kegiatan yang baik untuk meningkatkan kemampuanmu dalam berbahasa. Apakah kamu setuju?

Interviewee: setuju kak, khususnya untuk bagian bahasa sendiri. Karena kita dilatih bagaimana melafadzkan tiap kalimat, tiap percakapan, baik arab/inggris dengan benar, dan juga saat kita membuat teks tersebut, kita dilatih untuk menyusun tiap percakapan dengan kaidah bahasa yang benar.

Researcher: Muhawwaroh adalah kegiatan yang baik untuk meningkatkan kemampuan santri dalam berbahasa. Apakah kamu setuju dengan pernyataan ini?

Interviewee: setuju kak, jika santriwati sadar akan manfaat dari semua kegiatan bahasa.

Researcher: Muhawwaroh membantumu untuk mempelajari bahasa Inggris. Setuju?

Interviewee: sangat setuju, terlebih lagi saat kita harus mendikte para santriwati dan saat diberi tugas untuk membuat teks Muhawwaroh bahasa inggris.

Researcher: Apakah kamu merasa lebih menguasai bahasa Inggris setelah beberapa kali menjadi tutor kegiatan Muhawwaroh?

Interviewee: sangat setuju kak, karena banyak ilmu baru yang saya dapat dari kegiatan Muhawwaroh

Researcher: Apakah membuat materi Muhawwaroh itu sulit?

Interviewee: nggak setuju kak, karena kita bisa mengambil ide-ide Muhawwaroh dari kegiatan sehari-hari atau justru kita bisa menuangkan ide-ide yang ada di kepala kita.

Researcher: Apakah menjadi tutor dalam kegiatan Muhawwaroh itu menyenangkan?

*Interviewee:*iya kak, karena kita bisa berbagi ilmu yang kita punya ke adik adik kelas kita.

Researcher: wah, bagus, hebat. Semoga sukses ya! Terus ada nggak masalah yang kamu hadapi ketika Muhawwaroh? masalahnya apa?

Interviewee; ya pasti ada masalah kak, biasanya telat dimulai Muhawwaroh-nya, atau kadang tutor nggak siap buat nyampein materi karena persiapan juga kurang, pernah mendadak juga.

Researcher; trus gimana solusi masalah kurang persiapannya?

Interviewee; ya berusaha nggak mengulangi lagi. Kita harus belajar dari kesalahan, persiapan harus lebih awal gitu, kak.

FORM OF INTERVIEW WITH THE STUDENTS

1. Apakah Muhawwaroh memberi pengaruh dalam perkembangan bahasa di lingkungan pesantren?

2. Apakah Muhawwaroh dengan kakak kelas lebih menyenangkan daripada dengan ustadzah?

3. Apakah kamu setuju jika tutor Muhawwaroh adalah ustadzah?

4. Muhawwaroh membantumu untuk mempelajari bahasa Inggris?

5. Kamu merasa lebih menguasai bahasa Inggris setelah beberapa kali mengikuti kegiatan Muhawwaroh?

6. Muhawwaroh adalah kegiatan yang menyenangkan. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

7. Percakapan percakapan yang dipelajari ketika muhawwaroh terasa mudah dipahami dan dipraktekkan. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

8. Dalam kegiatan Muhawwaroh kamu merasa bebas untuk bertanya. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

9. Kamu merasa percaya diri untuk menggunakan bahasa inggris dalam kegiatan sehari-hari setelah mengikuti kegiatan Muhawwaroh. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

10. Muhawwaroh membuatmu kesulitan untuk memahami Bahasa Inggris. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee	Farahah
Class	3H
Place	in the yard of Darul Ma'arif
Date	Tuesday, February 7th, 2017

Researcher: Apakah Muhawwaroh memberi pengaruh dalam perkembangan bahasa di lingkungan pesantren?

Interviewee: Muhawwaroh membawa atau memberi pengaruh dalam perkembangan bahasa di pesantren itu tergantung dari santrinya yang atau enggaknya mengamalkan bahasa.

Researcher: Apakah Muhawwaroh dengan kakak kelas lebih menyenangkan daripada dengan ustadzah?

Interviewee: Muhawwaroh dengan kakak kelas lebih menyenangkan karena jarak antara kita dengan kakak kelas yang membimbing tidak terlampau jauh, jadi kita juga lebih santai sedangkan kalau dengan ustadzah akan jadi formal karena status kita yang berbeda,ustadzah dan murid.

Researcher: Apakah kamu setuju jika tutor Muhawwaroh adalah ustadzah?

Interviewee: Tidak, karena itu muhawwaroh mungkin akan terkesan serius sehingga terasa membosankan

Researcher: Muhawwaroh membantumu untuk mempelajari bahasa Inggris?

Interviewee: Mungkin bisa jika santri memang mengambil manfaat dari kegiatan Muhawwaroh ini

Researcher: Kamu merasa lebih menguasai bahasa Inggris setelah beberapa kali mengikuti kegiatan Muhawwaroh?

Interviewee: Tidak juga karena saya termasuk orang yang tidak suka kegiatan seperti ini, tergantung mood.

Researcher: Muhawwaroh adalah kegiatan yang menyenangkan. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Mungkin jadi menyenangkan jika tuor dan santri bisa berkomunikasi dengan santai

Researcher: Percakapan percakapan yang dipelajari ketika muhawwaroh terasa mudah dipahami dan dipraktekkan. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Tidak juga, karena vocabnya kadang-kadang sudah pernah disampaikan oleh ustadzah, tapi kadang juga ada vocab baru.

Researcher: Dalam kegiatan Muhawwaroh kamu merasa bebas untuk bertanya. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Setuju, soalnya aku merasa bebas bertanya tentang apa yang belum aku tahu.

Researcher: Kamu merasa percaya diri untuk menggunakan bahasa inggris dalam kegiatan sehari-hari setelah mengikuti kegiatan Muhawwaroh. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Tidak juga, karena yang membuat percaya diri itu bukan dari kegiatan, tapi dari diri sendiri

Researcher: Muhawwaroh membuatmu kesulitan untuk memahami Bahasa Inggris. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Tidak juga karena enggak semua vocab kita tau artinya, kan kita lagi belajar, bukan udah jadi ahli.

Interviewee	Nafisah Sama'ah
Class	3H
Place	in the yard of Darul Ma'arif
Date	Tuesday, February 7th, 2017

Researcher: Apakah Muhawwaroh memberi pengaruh dalam perkembangan bahasa di lingkungan pesantren?

Interviewee: Muhawwaroh memberi pengaruh bagi pesantren karena anak pesantren bisa belajar bahasa melalui Muhawwaroh.

Researcher: Apakah Muhawwaroh dengan kakak kelas lebih menyenangkan daripada dengan ustadzah?

Interviewee: Muhawwaroh bersama kakak kelas itu lebih menyenangkan daripada dengan ustadzah, karena kita lebih dekat atau sering bertemu dengan kakak kelas.

Researcher: Apakah kamu setuju jika tutor Muhawwaroh adalah ustadzah?

Interviewee: Tidak setuju jika Muhawwaroh dengan ustadzah karena kita jadi tidak terlalu bebas belajarnya.

Researcher: Kamu merasa lebih menguasai bahasa Inggris setelah beberapa kali mengikuti kegiatan Muhawwaroh?

Interviewee: Ya setuju sih, karena kita dengan Muhawwaroh bisa belajar bahasa dan memperoleh *vocab* yang lumayan berguna, tetapi jika Muhawwaroh diganti/ ditiadakan nggak papa karena kegiatan bahasa yang lainnya sudah banyak.

Researcher: Kamu merasa lebih menguasai bahasa Inggris setelah beberapa kali mengikuti kegiatan Muhawwaroh?

Interviewee: Lumayan bisa lebih menguasai Bahasa Inggris dari sebelumnya.

Researcher: Kamu merasa percaya diri untuk menggunakan bahasa inggris dalam kegiatan sehari-hari setelah mengikuti kegiatan Muhawwaroh. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Saya tidak terlalu suka dengan Muhawwaroh jadi menurut saya Muhawwaroh biasa-biasa saja.

Researcher: Percakapan percakapan yang dipelajari ketika muhawwaroh terasa mudah dipahami dan dipraktekkan. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Iya, karena bahasa yang digunakan sudah biasa digunakan.

Researcher: Dalam kegiatan Muhawwaroh kamu merasa bebas untuk bertanya. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Tidak terlalu, jika kita Muhawwaroh dengan teman-teman seangkatan mungkin kita jadi lebih bebas bertanya.

Researcher: Kamu merasa percaya diri untuk menggunakan bahasa inggris dalam kegiatan sehari-hari setelah mengikuti kegiatan Muhawwaroh. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Tidak merasa percaya diri jika Muhawwaroh disatukan satu ma'had mungkin bagi santri yang sudah terbiasa maju kedepan akan merasa percaya diri.

Researcher: Muhawwaroh membuatmu kesulitan untuk memahami Bahasa Inggris. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Iya, jika bahasa yang digunakan tidak yang biasa digunakan kita-kita dalam belajar ataupun bercakap-cakap dengan teman.

Interviewee	Zulfa Rosyida
Class	2G
Place	in the yard of Darul Hijroh Al Uula
Date	Tuesday, January 31th, 2017

Researcher: Apakah Muhawwaroh dengan kakak kelas lebih menyenangkan daripada dengan ustadzah?

Interviewee: setuju karena dengan kakak kelas terasa lebih tidak formal.

Researcher: Muhawwaroh membantumu untuk mempelajari bahasa Inggris?

Interviewee: setuju, terkadang kegiatan Muhawwaroh dapat memberikan vocab baru /mengajari menata kata secara benar, pengucapan secara benar, tapi terkadang Muhawwaroh tidak berpengaruh apa-apa.

Researcher: Kamu merasa lebih menguasai bahasa Inggris setelah beberapa kali mengikuti kegiatan Muhawwaroh?

Interviewee: kalo aku sendiri *sih* ada peningkatan dalam mempelajari Bahasa Inggris tetapi tidak seperti Bahasa Arab karena Bahasa Inggris tidak terlalu dipraktikkan.

Researcher: Muhawwaroh adalah kegiatan yang menyenangkan. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: sesuai pembimbing yang menyampaikan Muhawwaroh, tapi terkadang terasa membosankan dan tidak ada hal baru dari Muhawwaroh

Interviewee	Afina Aninas
Class	2G
Place	in the yard of Darul Hijroh Al Uula
Date	Tuesday, January 31th, 2017

Researcher: Apakah Muhawwaroh memberi pengaruh dalam perkembangan bahasa di lingkungan pesantren?

Interviewee: Ya, berpengaruh sih, tapi sedikit-sedikit

Researcher: Kamu merasa percaya diri untuk menggunakan bahasa inggris dalam kegiatan sehari-hari setelah mengikuti kegiatan Muhawwaroh. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Menurutku kegiatan Muhawwaroh tidak terlalu berpengaruh

Researcher: Muhawwaroh adalah kegiatan yang menyenangkan. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: tidak setuju, karena menurutku kegiatan Muhawwaroh itu membosankan dan memakan waktu.

Researcher: Percakapan percakapan yang dipelajari ketika muhawwaroh terasa mudah dipahami dan dipraktekkan. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: banyak kata-kata susahnya, jadi enggak begitu mudah dipraktekkan.

Researcher: Oh, begitu ya, jadi itu sulit menurut kamu. Terus, menurut kamu, apakah manfaat dari kegiatan Muhawwaroh bagi dirimu?

Interviewee: Menambah sedikit vocab yang dulu nggak ku tahu.

Interviewee	Fairuz Nur Salsabila
Class	4F
Place	in the dining room
Date	Tuesday, January 31th, 2017

Researcher: Apakah Muhawwaroh memberi pengaruh dalam perkembangan bahasa di lingkungan pesantren?

Interviewee: Jelas muhawwaroh memberi perkembangan dalam bahasa, karena banyak *mufrodat* (kosakata) baru yang kita belum kenal. Tapi, bisa jadi kita hanya sekedar mengenal bukan lagi perkembangan bahasa karena kurangnya praktek.

Researcher: Apakah Muhawwaroh dengan kakak kelas lebih menyenangkan daripada dengan ustadzah?

Interviewee: pasti lebih menyenangkan karena mereka *sepantaran* kalau ustadzah jauh lebih tua pasti lebih tau adab/tata krama.

Researcher: Kamu merasa percaya diri untuk menggunakan bahasa inggris dalam kegiatan sehari-hari setelah mengikuti kegiatan Muhawwaroh. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: ya, karena vocab yang sering digunakan Muhawwaroh lebih condong dalam keseharian, jadi mudah diinget dan dipahami.

Researcher: Dalam kegiatan Muhawwaroh kamu merasa bebas untuk bertanya ke tutor. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: tidak terlalu merasa bebas bertanya karena sosialisasi dan komunikasi dengan kakak kelas tidak terlalu dekat. Jadi, beda dengan kita bertanya dengan ustadzah.

Interviewee	Farrah Chaiya Mas
Class	4F
Place	in the dining room
Date	Tuesday, January 31th, 2017

Researcher: Apakah Muhawwaroh memberi pengaruh dalam perkembangan bahasa di lingkungan pesantren?

Interviewee: Karena dari Muhawwaroh kita bisa menambah vocab dan mempermudah berbicara dengan bahasa resmi dengan *felksibel.*

Researcher: Apakah Muhawwaroh dengan kakak kelas lebih menyenangkan daripada dengan ustadzah?

Interviewee: Tidak setuju kak, karena yang saya rasakan mungkin saking seringnya bertemu jadi ada rasa bosan, Muhawwaroh justru terasa monoton bahkan terkadang hanya sebagai formalitas.

Researcher: Apakah kamu setuju jika tutor Muhawwaroh adalah ustadzah?

Interviewee: Karena mungkin ustadzah lebih berpengalaman dari segi bahasa juga ketrampilan mengajar, jadi kita nggak gampang bosan dan lebih menghargai tutor yang memimpin Muhawwaroh.

Researcher: Muhawwaroh membantumu untuk mempelajari bahasa Inggris?

Interviewee: Lebih mempermudah meskipun tidak maksimal sesuai yang kita harapkan karena bagaimanapun tidak semua santri dapat mengamalkan *vocab* dengan baik.

Researcher: Kamu merasa lebih menguasai bahasa Inggris setelah beberapa kali mengikuti kegiatan Muhawwaroh?

Interviewee: Ya, bukan menguasai tetapi menambah sedikit *vocab*.

Researcher: Muhawwaroh adalah kegiatan yang menyenangkan. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Bosan. Lama-lama kita bosan karena *nggak* ada *inovasi* lain buat bikin Muhawwaroh jadi menyenangkan.

Researcher: Percakapan percakapan yang dipelajari ketika muhawwaroh terasa mudah dipahami dan dipraktekkan. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Karena memang yang diambil percakapan sehari-hari, tapi kalau dipraktekkan *sih,* tergantung orangnya percaya diri atau *nggak*. Kalau aku sih *pede* aja, *coz* aku juga suka mempelajari bahasa asing.

Researcher : Dalam kegiatan Muhawwaroh kamu merasa bebas untuk bertanya. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Nggak setuju. Karena muhawwaroh berjalan singkat, yang penting nulis trus udah ditutup, gtu.

Researcher: Kamu merasa percaya diri untuk menggunakan bahasa inggris dalam kegiatan sehari-hari setelah mengikuti kegiatan Muhawwaroh. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Itu kembali ke individunya, apalagi bahasa disini seperti sudah mati, jadi kalau kita ngomong pake bahasa resmi jadi terlihat asing.

Researcher: Muhawwaroh membuatmu kesulitan untuk memahami Bahasa Inggris. Apa kamu setuju dengan pernyataan ini? Sebutkan alasan kamu!

Interviewee: Menambah sedikit vocab yang dulu nggak kita tahu.

FORM OF INTERVIEW WITH THE ADVISOR

Interviewee	Ustadzah Shofika Isnaini sebagai pembimbing 2 bagian bahasa
Place	in the teacher's room
Date	Wednesday, February 29th, 2017

Researcher: Apakah muhawwaroh memberikan pengaruh positif terhadap perkembangan bahasa di lingkungan pesantren?

Teacher; Kalau memberikan pengaruh atau tudak, ya memberikan pengaruh mbak. Karena itu adalah modal awal santri untuk mempelajari bahasa arab atau inggris. Mungin memang bukan satu satunya yang mempengaruhi perkembangan bahasa, tapi yang pasti Muhawwaroh itu memberi pengaruh yang positif terhadap perkembangan bahasa di pesantren.

Researcher: Dalam segi kemampuan bahasa apa Muhawwaroh memberikan efek kepada santri?

Teacher; Yang jelas *kalam*. Karena program Muhawwaroh itu memfasilitasi anak untuk berbicara bahasa arab atau inggris kemudian juga dengan pembimbingan di jam Muhawwaroh lebih dari harian santri sendiri materinya. Jadi, secara kalam atau perkataan santri punya banyak modal dan contoh yang bisa dipraktekkan dalam kegiatan mereka sehari-hari. Nah, dari kalam itu tadi, kita baru menambahkan materi-materi tentang kaidah bahasa dan kosata kata.

Researcher: Baik ustadzah, lalu pertanyaan selanjutnya, Muhawwaroh adalah kegiatan yang hampir seluruhnya dibebankan kepada murid kelas 5 atau setara dengan kelas 2 SMA, apakah kemampuan mereka sudah cukup untuk menjalankan kegiatan Muhawwaroh?

Teacher; Seiring berjalannya waktu insya allah mereka sudah cukup mampu. Hanya saja mungkin proses adadaptasi diawal kepengurusan mereka sebagai lembaga bahasa yang bertanggung jawab dengan kegiatan Muhawwaroh saja yang kurang baik. Yang jelas sejak pemilihan bagian bahasa kami memiliki kriteria-krieria khusus seperti kepercayaan diri yang baik dan

kemampuan bahasa yang baik juga. Sehingga mereka punya modal untuk menjadi bagian dari lembaga bahasa di pesantren. Sebenarnya mereka juga menerapkan pengetahuan tentang Muhawwaroh yang sudah mereka dapat tahun-tahun sebelumnya.

Researcher: Oh begitu, jika seandainya tutor Muhawwaroh itu diganti dengan ustadzah, apakah pembelajaran menjadi lebih efektif?

Teacher; Jika efektif dari segi pembelajaran memang benar. Karena, yang sudah berjalan bebrapa tahun ini, di kelas 1, yang mengampu Muhawwaroh adalah ustadzah sehingga proses pembelajaran bisa berjalan lebih baik dan ustadzah lebih mampu memonitor perkembangan bahasa santri karena jumlah santrinya memang lebih sedikit. Tapi, jika ustadzah yang menjadi tutor, proses interaksi yang terjadi akan lebih sedikit ketimbang kelas 5 yang menjadi tutor. Karena santri lebih sering berinteraksi dengan kelas 5, di kamar, di jalan, ketika kegiatan bahasa yang lain atau ketika proses persidangan bahasa. Sehingga praktek Muhawwaroh akan lebih efektif jika di tutori oleh murid kelas 5.

Researcher; Permasalahan-permasalahan apa yang biasanya terjadi ketika Muhawwaroh berlangsung?

Teacher; Biasanya santri kelas 5 itu kurang persiapan. Jadi, kalau seumpama tutor kurang persiapan dan tidak menguasai materi, itu akan menurunkan kepercayaan diri mereka, sehingga penyampaian materi pun tidak maksimal. Dan juga kadang mereka itu tidak tepat waktu ketika memulai Muhawwaroh.

Researcher; dengan adanya masalah-masalah tersebut apakah murid kelas 5 mampu menyelesaikan masalahnya sendiri tanpa bantuan dari ustadzah pembimbing bahasa?

Teacher; iya saya rasa mereka mampu menyelesaikan sendiri masalah-masalah yang terjadi.

PICTURES

In the Dining Room

"To All of student in the boarding school. The
dining room has been opened"

Nanda : Listen to the announcement! It's time for us to
have our breakfast.

Qonita : Do you know what is the menu today?

Nanda : On Friday morning, we usually have fried chiken

Qonita : Gee, It's my favourite food!

Nanda : Well, let's go to the dining room then, and don't
forget to bring your plate

Nurul : Qonita, wait!

Qonita : What's up?

Nurul : Queue me up after you, okey?

Qonita : Okey!

and then, Qonita and Nanda go to the dining room
together ^^

ditərəlin ya
dek ^^

One pIece

KIKY
38 H

THE CITY OF LOVE, THE CITY OF LIGHT.

Fast asleep
tidur nyenyak

Niki goes to her room after study in the evening.
Mrs Dina doesn't lock her room's door. She puts her books
on her cupboard and hangs up her shirt neatly. She wants
to go to the bathroom, but the bathroom is being locked.

Niki   : (tok.. tok..) who's inside ?
Farah   : it's farah. why?
N   : are you still long ?
F   : no
N   : who's after you ?
F   : nobody
N   : Call me then if you have (you've) done
F   : okay !

Niki is cleaning her bed when farah finishes with her
bathroom.

F   : Niki, I'm done ! it's your turn !
N   : oh, okay ! wait a minute !

Niki cleans her bad quietly and then goes to the bathroom.
She prepares herself to sleep. After having a wudhu, she goes
to her room for performing witir prayer. After that, she goes
to her bed to sleep.

N   : nice dream everyone !
everyone : nice dream too, NIK !

That night, Niki feels, she has a peaceful sleep and
a peaceful dream.

- In the name of Allah -

- LANGUAGE DIVISION COURT -
Part 2

After Reading the list of the lawbreakers tonight...
daftar.   pelanggar

Qifh : Hey, Ann! your name is mentioned in one division Court, what is it?
disebutkan

Ann : Yeah, I see. It is language division court

Qifh : Language division court? Have you talked without our formal language today?
resmi

Ann : Yes, I think so... as well as you know, I always speak without arabic or english when there is no one from IST organizer, In fact, There are so many spies around me!
mata-mata

Qifh : Oh, I see. and I think... your punishment will be hard, cause, It's your fifth time, right?
hukuman

Ann : Yeah, It's my fifth time in breaking the language rules... but, I hope, I will not repeat it, because the punishment will be worse than before.
melanggar   peraturan

Qifh : Top! you're right! don't repeat our mistakes, and don't break IST rules too, because our obidience to the boarding school rules is one of our dedication to our parents, am I wrong?
lbh buruk
kepatuhan
kewajiban/bakti

Ann : Right sis! and now.. I'll go to the court. I hope the sister will 'treat me well → melayaniku dengan baik.

Qifh : Ok, see you Ann!

LDC - 38H

Language COURT 31/01 '17
part 1

Nicky : We have home work for tomorrow, don't we?

Aufa : Yes, we do. it is English lesson

Nicky : Ok! Let's go to class, we have to do it.

Kring...kring. The bell is ringing
Every students go out from their room to study
in the evening

on the way in the class

Azky : Hi Nicky, your name was called by the
language court. it's fifth time!

Aufa : what..??? it is impossible, she is a prous girl.
she never breaks the law.

Nicky : it's ok, Aufa, (Nicky clap aufa's shoulder)
Nobody is perfect

At language court room

Nicky : Am I wrong sister?

Sister : You have run out of time, Nicky.
the language court has been closed
but, it is ok. Have a sit. please!

Nicky : Thank you, sister

Sister : You spoke Bahasa in dining room at 13.00 pm
right or no?

Nicky : Yes, sister. I did wrong. I am sorry

Sister : it is ok, don't repeat it anymore.
but you will get the punishment

Nicky : I will try. not to speak in Bahasa Again
Insya Allah

4th grade

Left page (top):

مالي الكلام التي شوم اول ①
ان الحسن الذي احنا ؟

[**arabic**]

② biasa aja kali?

③ ketahuan

④ kehujanan

⑤ tenang, semua atau sesuai rencana

⑥ ...

⑦ ...

⑨ ...

⑧ faktalah yang atau bicara

[**english**]

① aku salah, maafkan aku

⑫ ngapain ngungkit ") masa lalu?

Right page:

⑬ aku gx bisa berkata ")

⑯ See, what I told you?

⑩ It's pains me to say so

⑰ I can't take it anymore

⑫ tadinya ya, tapi sekarang enggak

⑭ what just look at me?

⑱ I'm gone to far to love you

⑦ ...

⑮ aku ingin tidur cepat malam ini dan melupakan semua yg telah terjadi padaku

① For a while

⑤ Is that all?

3ʳᵈ grade   KUD 130

وَيْرَج

To flatter — balas dendam
تَبْتَشَّق
Cough — Demam
تَجْفُّف
memikat
mulas
تَحَزَّر — تَبْتَرَّز
Curious
Sakit hati
قُبَاتَ — يُبَاتِ

---

(١٤) to waste
(١٠) يَنْتَشِق — اَلتَّنْشِق
(١٢) Confident
(١١) manja
(٥) يَسْوِج — سِسْوِج — اَلسَّوِج
(١٤) sengaja
(٢) تَبْرِز — هَبْرَز
اَسْلِمَ الْجِحْوَدِنِ هِرَلِلْمِ

(٢) that's mean : يَبْتَشِرُ
(١) often = هَتْقِبْر
(٣) عِنْقَدَ
(٥) هِبَا — ج

املي الذ؟

No.		English	Indonesian / Arabic
1	قوله؟		
2		to fold	
3			Sayur Kentang
③	قطعه		
5			licin
7		flying seat	
7			Manis
⑧	كلصباح~يمين		
9		sleepy	enough
١			
11	طحن		
12		to pass	

No. ____
Date ____

No.	Arabic	English	
١٣	مجريـــر-برزن		
١٤		to take off	
١٥			Barusan
١٧		Matches	
١٧	قدرون~خطيئ		
١٨			Iron
١٩			
٢٠	قوم		Benci
	الكلمه هي خير معلم		
①	كسلان~كايين		
②	مشتهي~كسن		
③		salty	
④		to hate	
⑤		usually	

Never put off till tomorrow what you can do today

Experience is the best teacher