

**A DESCRIPTIVE STUDY OF LEARNING ENGLISH BY
USING ENGLISH TRANSLATION OF AL QUR'AN IN *GNB*
(*GET AND BE*) ENGLISH COURSE**

THESIS

Submitted as a Partial Requirement
For the Undergraduate Degree in English Education



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Thank you for the attention.

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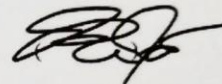
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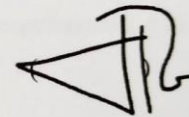
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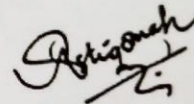
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DEDICATION

This thesis is especially dedicated to:

1. My lovely Allah SWT and prophet Muhammad SAW who always guides and gives strength for me.
2. My beloved mother and father who always support, trust, finance, and encouragement for me.
3. My beloved sister.
4. All of My best friends “Galaxy Class” for motivation, togetherness, and happiness.
5. All of My big family and friends for motivation and support.
6. My Almamater, State Islamic Institute of Surakarta.

MOTTO

“Be yourself and never surrender”

(Anonymous)

Knowledge and awareness are vague, and perhaps better called illusions

(Uchiha Itachi)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “**A DESCRIPTIVE STUDY OF LEARNING ENGLISH BY USING ENGLISH TRANSLATION OF AL QUR’AN IN *GNB (GET AND BE) ENGLISH COURSE***” is my real masterpiece. The things out of masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta, December 2020

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God almighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “A Descriptive Study of Learning English by Using English Translation of Al Qur’an in *GNB (Get and Be) English Course*” Peace be upon to Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

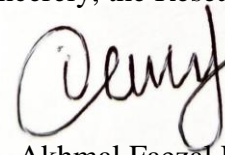
The researcher is sure that this thesis would not be completed without help, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who helped, supported, and suggested her during the process of writing this thesis. This gratitude goes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

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The researcher realizes that this thesis is far from perfect. Therefore, every kind of constructive comment, critic, suggestion, also advices are very much appreciated. Last but not least, the researcher hopes for this thesis to be useful for whoever reading this.

Surakarta, December 2020

Sincerely, the Researcher

A handwritten signature in black ink, appearing to read 'Akhmal', with a long, sweeping horizontal line extending to the right across the page.

Akhmal Faezal Latief

TABLE OF CONTENTS

ADVISOR SHEET	ii
RATIFICATION.....	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENTS.....	ix
ABSTRACT.....	xi
LIST OF TABLES	xii
LIST OF CHART	xiii
CHAPTER I.....	1
INTRODUCTION	1
A. Background of the Study.....	1
B. Identification of Problem	7
C. Limitation of Problem.....	7
D. Statement of Problem.....	8
E. Objective of Study	8
F. Benefit of Study	8
G. Definition of Key Terms	9
CHAPTER II.....	10
REVIEW ON RELATED LITERATURE	10
A. Theoretical Description	10
B. Previous Study	30
CHAPTER III	35
RESEARCH METHODOLOGY	35
A. Research Design.....	35
B. Research Setting.....	36
C. Participants of the Research.....	37

E. Technique of Collecting Data	39
F. Thrustworthiness of the Data	40
G. Technique of Analyzing Data	42
CHAPTER IV	44
RESEARCH FINDINGS AND DISCUSSIONS.....	44
A. Research Findings.....	44
1. How is the learning English by using English translation of Al Qur'an in GNB English course?	45
2. What are the reponses of the students toward the learning English by using English translation of Al Qur'an?	62
B. Discussion.....	70
1. Learning English by using English translation of Al Qur'an in GNB English course	70
2. Students' responses of the students toward the learning English by using English translation of Al Qur'an.....	74
CHAPTER V	76
CONCLUSION AND SUGGESTION	76
A. Conclusion	76
B. Suggestion.....	77
BIBLIOGRAPHY	79

ABSTRACT

Akhmal Faezal Latief 2020. *A Descriptive Study of Learning English by Using English Translation Of Al Qur'an In GNB (Get And Be) English Course*. Thesis. Surakarta: English Language Education of Cultures and Languages Faculty. The State Islamic Institute of Surakarta.

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Keywords : English course, Al Qur'an, Translation in ELT

This research discusses descriptive study of learning English by using English translation of Al Qur'an in GNB English course. The focuses of this study are how learning English using English translation of Al Qur'an and students' responses.

The researcher uses descriptive qualitative research as the research design. The goal of descriptive research is to make the description about the factual phenomena in teaching to get the information. Researcher describes learning English by using English translation of Al Qur'an. Methods of collecting the data were interview and questionnaire. Data were analyzed by data reduction, display data, and drawing conclusion. This research uses method triangulation of source, credibility, and dependability.

The result of this research showed the learning English by using English translation of Al Qur'an that is categorized into 5 basic steps from Jannsen. For the students' responses, researcher used 3 components of attitude from Rosenberg and Hovland.

LIST OF TABLES

Table		Page
2.1	Table Timetable Schedule	37

LIST OF CHART

Chart	Page
4.1 Chart Frequency of course meeting	45
4.2 Frequency of the use of English translation of Al Qur'an	45
4.3 Explaining of verse quotation in the Al-Qur'an in English	46
4.4 Discussing verse in Al Qur'an in English	48
4.5 The way of teacher discusses verse quotation of the Al Qur'an in English	49
4.6 Teacher's action when finding new vocabulary	50
4.7 Learning media	51
4.8 Feedback when using the method	53
4.9 Speaking skill role in using the Al Qur'an method in English	54
4.10 Frequency of using the method	56
4.11 Difficulty of using the method	57
4.12 Frequency of giving assignment	59
4.13 Kind of evaluations	60
4.14 Easier to accept the material	63
4.15 Pay attention to teacher explanation	64
4.16 Students' concentration	65
4.17 Student interest in learning English using the Al Qur'an in English	66
4.18 Students' confidence	68
4.19 Asking for re-explaining	69

CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English is taught since in elementary schools, thus the first foreign language for Indonesian children. English has to be taught in several levels of education, from elementary school to the university. In junior and senior high schools, it becomes one of the compulsory subjects. Moreover, many elementary schools, even kindergartens use English as subject, in order to improve students' English skill. Since English is importance, Indonesian goverment has decided to make English as one of subjects that are examined at the National Examination.

Learning English has become an important thing in this era. As we know, people around the world use English to communicate each other from different nation. Mastering English becomes an important thing for students especially, since English is a need to get more knowledge from other country. Moreover, it also has its own value in Indonesisan education and students who have high value in English will be able have more chance in achieving better future

education in learning English, students feel there are some things supported them such as some reasons. Most students from different background have different reason. Firstly, students want to learn English because they want to get better occupation when they pass their education. Many companies make English as the main test, perhaps there are some test but English is the main test that someone want to pass. Moreover many big companies need people with good English skill to perform the job. Secondly, English gives easiest way to communicate with other people around the world. Thirdly, English is necessary to improve someone's standard and confidence. For example, if a person visits an airport, hospital, palace of president or any vital place, he or she will feel more confidence with him or her English skill. Those reasons will be a motivation that encourage to learn English.

In relation to learning English, Patel and Jain (2009) defines method as process of planning, selection, and grading the material of language, and technique of teaching methods. One of the teaching method is using English translation of Al-Qur'an as media. Al Qur'an is a muslim holy book which contains the words of Allah that Rasullulah is as a miracle. Al Qur'an is revealed with Arabic language and consists of 114 verses. Muslims in the world read and learn about Al Qur'an for proving that they believe to Allah. Translation is the process of transferring a written text from a source language to a target language (Hatim and Munday, 2004). Some experts of English translate Al Qur'an into English that aimed muslim around the world understand the meaning of every verse in the Al Qur'an. According to the

definition, Al Qur'an is translated from Arabic to English in every verse. Al Qur'an has high level of language and English translation of Al Qur'an has high vocabulary and grammar.

The researcher had conducted pre research in English course that applies English translation of Al Qur'an. GNB foreign language centre course is a course that applies English translation of Al Qur'an. The meaning of GNB is G for get skill, N for and, and B for be skillful. The course is located in Petanahan village, Kebumen, Central Java. GNB English course provides some classes, elementary school, junior high school, senior high school, and private. English translation of Al Qur'an is applied start from junior high school, senior high school and private. GNB English course applies English translation of Al Qur'an for some reason. Based on the pre research, first, Al Qur'an in English has high level of vocabulary which is different from daily vocab. Second, grammar in English translation of Al Qur'an has advance level. Based on the reasons, GNB English course applies English translation of Al Qur'an in learning English.

GNB English course has a tutor and also he becomes the owner, his name is MF. Mr. MF was born at 23th September 1961 in Petanahan, Kebumen, Central Java. After entering elementary school age, he lived with his parents and attended SD N 03 Petanahan. He continued his further education at a private Islamic school in the Petanahan district. Madrasah Wathoniyah Islamiyah (MWI) is a private Islamic school which has 2 grades, MTS and MA. MTS or Madrasah Tsanawiyah has similar grade with junior high school,

whereas MA or Madrasah Aliyah has similar grade with senior high school. Mr MF studied junior high school until senior high school in MWI . While he studied in MWI, he was a common student just like others nothing special thing that appeared. He continued his higher education at the University of Indonesia by taking international relations study program. While he studied at an Islamic-based school, he had enough knowledge of Arabic.

In 1992, Mr MF had chosen as one of representative of Indonesia in Non-Aligned Movement (NAM) 10th High Level Conference of Non-Aligned Movement held on September 1, 1992 in Jakarta. Being representative of a nation had minimum 2 international languages, Mr MF had mastered Arabic and English. After finish his business in Jakarta, he come back to his village in kebumen and the carrier started as civil servant. As time went on as a civil servant, he decided to set up an English course based on his experience and interest in English. The course is Get and Be Foreign Language Course (GNB FLC), he gave the name because of inspired from his experience as representative in Non-Aligned Movement (NAM).

In every meeting, tutor of GNB English course share one verse then discuss together from the meaning and the grammar. One verse in Al Qur'an there are some high level vocabulary, then trying to find out the synonym or antonym. First step, tutor gives one verse Al Qur'an and then read the verse overall sentence by sentence fluently and clearly. Second, students follow how the tutor read the verse. Third, tutor gives the translation and explain the meaning of translation. After that they read and translate the verse, they discuss

about grammar and vocabulary. Tutor finds out the grammar in the verse, for example there are subjunctive, passive voice, noun many others. The grammar will be explained in easiest way to understand, because grammar in English translation of Al Qur'an is difficult. Every sentence which contains grammar, the tutor always gives another simple example but related with the grammar. Tutor explains vocabulary and find the synonym and antonym, then students write down into a book of vocabulary. In this course, tutor provides the book that contains vocabulary.

GNB English course uses English translation of Al Qur'an for learning with the purpose, the students not only get knowledge in English but also interest in Al Qur'an as Islam holy book. In delivering the method, GNB English course uses Whatsapp as media in learning. Whatsapp is used as homework, tutor sends the exercises to the students. Answering the exercises, students get four skill writing, reading, speaking and listening. Reading is gotten when students read the exercises. Writing is gotten when students do the exercises, they type in Whatsapp chat. Speaking is gotten when students send voice note to the tutor. Listening is gotten when the tutor gives exercise using voice note.

The researcher finds out, there are some related study which have similarity and difference. The first previous study is Methodology of Teaching and Learning Reading Using English Translation of Holy Quran as an Authentic Material Resource by Sumarsono (2018). The researcher used descriptive qualitative method to collect and analyze the data. The objectives of

this research are to describe the procedure of teaching and learning reading using English translation of Holy Quran as an authentic material resource, to investigate the problem of the implementation of teaching and learning reading using English translation of Holy Quran as an authentic material resource, and to provide the solution of the problems of the implementation of teaching and learning using English translation of Holy Quran as an authentic material resource.

The second related study is *Incorporating Quran Translations Into Teaching English to Muslim Learners* by Azahari (2014). The objectives of this research are to highlight the usefulness of using the translations of the Quran to teach students English Language, and how it can widen their knowledge in Islamic vocabulary, as well as how it can help in developing the four core skills in English.

The third related study is *Translation as a Learning Method in English Language Teaching* by Dagilienè (2012). The objectives of this research is the use of translation in helping learners to acquire, develop and strengthen their knowledge and competence in the English language. Translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a “pedagogical tool”, considering that its purpose is to teach a language.

The fourth related study is *Using Translation Activity to Improve the Students' Vocabulary Mastery of the Eleventh Grade of Social Class at SMAN*

3 Bojonegoro by Iin Lestari and Isma (2019). The objective of this research is to know the process of improving students' vocabulary mastery by using translation activity for Senior High school students at SMAN 3 Bojonegoro.

Based on the explanation above and some previous study which is related, the researcher is interested in carrying out a study on **A Study of Learning English By Using English Translation of Al Qur'an In GNB (*Get And Be*) English Course.**

B. Identification of Problem

Based on the background of the study, the researcher finds a problem that is in learning English by using English translation of Al Qur'an in GNB English course:

1. The use of English translation of Al Qur'an on learning English in GNB English course.
2. The responses of the students toward the learning English by using English translation of Al Qur'an.

C. Limitation of Problem

Dealing with the problems stated on the identification of the problems above, the researcher limits the problem of the research. The limitation of the study is the learning English by using English translation of Al Qur'an in GNB English course.

D. Statement of Problem

Based on the background of the study above, the researcher formulated the question as follows:

1. How is the learning English by using English translation of Al Qur'an in GNB English course?
2. What are the reponses of the students toward the learning English by using English translation of Al Qur'an?

E. Objective of Study

Based on the background of the study above, the objectives of study are:

1. To describe the learning English by using English translation of Al Qur'an in GNB English course.
2. To describe the reponses of the students toward the learning English by using English translation of Al Qur'an.

F. Benefit of Study

This study is expected to bring some benefits especially for researcher, reader or teacher, and the university commonly. The research benefits are:

1. Theoretical Benefit
 - a. Giving description about learning English by using English translation of Al Qur'an in GNB English course.
 - b. Giving a useful description for any further reseacher who wants to study the topic, hopefully this study becomes a helpful source of information and reference.
2. Practical Benefit

a. To the reader

Hopefully, they will get many knowledge about learning by using English translation of Al Qur'an.

b. To the researcher

Hopefully, this research will be able to give valueable information dealing with the usage, the learning English by using English translation of Al Qur'an in GNB English course.

c. To the course

Hopefully, it is expected that the result of the research can increase the quality of the learning English by using English translation of Al Qur'an in GNB English course.

G. Definition of Key Terms

The some of terms which are very important to describe the research related to the title of the research that is a study of learning English by English translation of Al Qur'an in GNB English course.

1. English Course is an informal place to study English outside the formal education (school). It provide the material for the English learners to enrich their knowledge. Tutoring in English course can enhance the learners' learning ability and achievement.
2. Al-Qur'an is the scared of Islam revealed by god to the prophet Muhammad during his life at Mecca and Medina. Al-Qur'an is the words of Allah that is given to Prophet Muhammad and who read it is worship.

3. Hatim and Munday (2004: 6) define translation is as the process of transferring a written text from source language (SL) to target language (TL). In this definition they do not explicitly express that the object being transferred is meaning or message. They emphasis on translation as a process.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Teaching and Learning English

Brumfit (1982:1) states that English as an international language in that it is the most widespread medium of internal communication both because of the number and the geographical spread of its speaker, and because of the large of number of non native speaker who use it for part at least of their international context. Moody (1970:1) states that English is a language, it means that English language is developed technique of communication. Generally, the use of English we say is to facilitate communication, to promote understanding between languages, to enable useful, appropriate and efficient action to take place.

Carol (1980:7) states that English as a language of essential tool for communication and whereas grammatical pattern play a crucial role in communication, the prime need almost learners is not for theoretical or analytical knowledge of the target language, but for an ability for understand an be understood in that language within the context and constraints of peculiar language using circumstance. Brown (1993:7) states that language is a system of arbitrary, vocal symbols that permit all

people in a given culture, or other people who have learned the system of that culture to communicate.

Based on those definitions above we can conclude that English is an International language, which use as a tool of interaction with our society. Learning is the process through various experiences. Hilgard (2001:5) states that learning is an activity originates or is the changed through training procedures (whether in the laboratory or in the natural environment) as distinguishing from changes by factors not attribution able to train. Myer in Seels and Richey (1994:12) add that learning refers to the relatively permanent change in person's knowledge or behavior due to experience. Then Syamsudin (1996:20) states that learning is a process of behavior change or private person based on practices or particular experience.

The same is expressed by Hamalik (1992:56) states that learning is a process of behavior change thanks to the training and experience. The learning process begins with the lack of attention, motivation, and liveliness. Without the attention and motivation of students, students will not learn. (Dimiyati and Mudjiono, 2006:42). students' attention will appear if students feel that learning is a necessity. In constucting the knowledge students need to be active both phisically and psychologically therefore that the activity is directed to process the experience. Dick and Carey (1985:2) states that learning is the instructional is systematic process in which every component is crucial to successful learning.

Another definition of learning presented by Uno (2009:84), learning is planning or design in an effort to encourage students to learn, so that students interact with teacher as a source of learning and interacting with the entire learning resources to achieve the desired learning.

From statements above, it can be concluded that the learning is a systematic process that is planned by teacher in order to help students to achieve and implement learning objectives in a way to interact with all the learning resources. The principles of learning cannot stand alone but interrelated therefore that the process of learning in students going to happen.

Brown (2007:7) states that learning is acquiring or getting of knowledge of a subject or a skill by they study, experience, or instruction.

Based on Brown, there are many concept of learning:

- 1) Learning is retention of information or skill
- 2) Learning is acquisition or getting
- 3) Retention implies storage systems, memory and cognitive organization
- 4) Learning is relatively permanent
- 5) Learning is a change behavior
- 6) Learning involves some form practice, perhaps, reinforced practice
- 7) Learning involves active, conscious focus on and acting upon events outside or inside the organism.

These concepts above, also give way to a number of subfields within discipline of psychology.

According to Smith (1962:260) state that learning is the acquisition of new behavior or strengthening or weakening of old behavior as the result of experience. David (1975:86) state that learning, as the process where by an organism changes it is behavior as a result of experience. Experiences can be gained from learning because students can get knowledge and skill that are very important for students' life.

Based on the definition above, it can be conclude that learning is the acquisition of a new behavior, that occur as the result of relatively permanent changes and the organism' experience or practice.

Teaching is transferring information or knowledge from teacher, lecturer, instructor, or tutor to student or learner (Sadirman, 2014:2). However, Fauziah says that teaching is not only transferring the information but also knowledge and skill using certain method in order to make the knowledge or skill owned. While for Hamalik (1992:8) states that teaching is organizing or ruling environment as good as in order to give chances for students to learn efficiently. He believes that teaching also is guiding students learning activity and organizing environment to support the learning. Excellent teachers uses their voices, gestures, and movements to elicit and maintain attention and to stimulate students' emotions. Like other performers, teacher must convey a strong sense of

presence, of highly focused energy. Davis (1993:8) state that teaching calls for the trained eye to see what is actually happening, and the trained mind to decide what to do next.

Based on the explanation above, it can be concluded that teaching is transferring knowledge to students in order to help students facing problems in the learning process and or problem in daily. In this case, the fact students can learn on their own without their teacher, but students often have difficulty in understanding the material and properly solve their problems. Therefore, the role of the teacher in the learning process is very important.

Nowdays, there are about a billion people in the world learning English as foreign language. Johnson (2001:3) states that in many other context in the world, however, when children start learning English, they are not immersed in an English environment and they are not learning English to make friend or fit into a new school and culture. Pinter (2006:32) states that the process of learning language has a significant effect on how young learners are able to acquire the foreign language. The strategy of learning from mother tongue can be adopted for learning foreign language. Primarily, those who are involved in the children's learning process are their parents, and latter their teachers. So the teachers have the important role in the students' learning foreign language.

Teaching is one of transferring knowledge systems and learning is learning the knowledge which cannot be separated from each other's. Teaching learning process can be defined as knowledge transferring process through giving and asking through interaction between teacher and learner who study about certain subject in the certain place in order to make transferring knowledge directly. The teaching of English as a system needs some components to prepare in order that the processes run well. The elements of teaching components are learning objectives, curriculum, syllabus, and material.

2. Translation

Translation has been defined in many ways by different writers in the field, depending on how they view language and translation. According to Wills in Choliludin (2007: 3), translation is a procedure which leads from a written source language text to an optimally equivalent target language text and requires the syntactic, semantic, stylistic and text pragmatic comprehension by the translator of the original text. Besides, Nida and Taber (1982: 12) say that translating consists in the reproducing in the receptor language the closest natural equivalent of the sourcelanguage message, firstly in terms of meaning and secondly in terms of style. Both definitions above imply that translation involves two languages: the source language (SL) and the target or

receptor language (TL or RL), and that an act of translating is an act of reproducing the meaning of the SL text into that of the TL text.

Catford (1965: 20) states that translation may be defined as the replacement of textual material in one language (SL) by equivalent textual material in another language (TL). Similar definition is also mentioned by Larson (1984: 3) he says that translation consists of translating the meaning of the source language into the receptor language. This is done by going from the form of the first language to the form of a second language by way of semantic structure. It is meaning which is being transferred and must be held constant.

From the notions above it can be concluded that translating includes the act of transferring message from the source text to the target text. The aim of translation is to find the equivalent meaning of the source language expression in the target language. Thus, meaning is important in translation and it must be held constant. Furthermore, translating a literary work into another language is creating a new literary work in another language. A translation novel is a novel that contains different language from the original text but carrying the spirit of the original text. It also arouses the same respond to the readers between the two languages.

Meanwhile, the using translation in English learning teaching, there are some expert theories about translation in EFL. Lan (2008) points out that translation from L1 to L2 presents an opportunity for students to bring into practical use what they have learned before, such as vocabulary

and sentence structure. However, words , phrases, collocations and grammar are communicative instruments for students to express the original meanings of the writer.

Bearing in mind that translation is a process, because there is contact and discussion of a teacher student, it requires listening and speaking skills. Leonardi (2010) states that the role of translation might also include visual translation and realistic interpretation. Dictation will help them pronounce ambitious words and students listening will be able to grasp the flow of words by hearing it first before writing it as a sentence. The tactic can be done as described by Tim Bowen in his article entitled Methodology: using dictation in English language teaching. Dictation uses listening and speaking for the implementation.

In addition to the four other abilities, some researchers such as Ross (2000) consider translation as the fifth ability, because it can be an efficient method to improve and enhance communicative competence.

According Pan and Pan (2012) emphasize that translation helps students avoid the first step of the mother tongue's intervention and then further develop their L2 learning. In particular, at the early stage of learning a second language, students are very dependent on their L1. Widdowson (2003) states that teachers try to keep the two languages apart, keeping the two in contact with the students in their own minds.

Heltai (1989) suggests that when it is an end in itself, translation should be used; when English is a foreign language rather than a second

language; with students at an advanced level of language skills; for adults who prefer conscious learning; when formal correctness is necessary and this formality is actively interested in the students; and when the teacher shares the same L1 as the students.

The key issues in the field of L2 learning are the perceptions towards the use of L1. Cook (2001) states the use of L2 as positive and the use of L1 as negative in the setting where students should be as much as possible exposed to L2. Duff and Polio (1990) also state that the amount of L2 use in the L2 classroom is important for L2 growth, especially when students are unlikely to be exposed to L2 outside the classroom because it is the only time and place for students to be exposed to L2. In addition, several other scholars (e.g., Auerbach, 1993; Ellis, 1985) also argue that in a short period of time, L2 learning requires as much exposure to L2 as possible, so that students can have good opportunities to interact in L2 and begin to think in English (Auerbach, 1993).

According Turnbull (2001) states that in the L2 class environment , teachers should use L2 as much as possible so that students can practice L2 as their main language. Furthermore, Cook (2003) presents "the model of separation" that highlights the idea that each language has its own framework. This model supports the idea that L2 with no trace of L1 should be taught only in L2 so that the students can form their new L2 system.

Nevertheless, according to recent literature and applied linguistics, there are "important and visible signs of a revival of translation in language teaching" (Malmkjaer, 1998). The importance of using translation in foreign language classes is decided upon by many scholars, linguists and teachers. Schaffner (1998), for example, suggests that translation and related activities may be helpful for foreigners learning a language:

1. To improve verbal ability.
2. To expand students' vocabulary in L2.
3. To develop their style.
4. To improve their understanding of how languages work.
5. To consolidate L2 structures for active use.
6. To monitor and improve the comprehension of L2.

Translation is becoming a form of "pedagogical translation" in foreign language classes, which is no longer seen as an ineffective tool in language learning and is evaluated as a way of enriching the skills of the students. To practice reading , writing, vocabulary , grammar, speaking, students taught using pedagogical translation are encouraged to practice. One of the key goals of teaching foreign languages is to improve the capacity of the student to communicate in the target language. Researcher Ross (2000) states that because it facilitates contact and comprehension, translation is regarded as the fifth skill and the most significant social skill. Translation requires contact and collaboration between people as a

means of communication, which makes it a very useful instrument for teaching foreign languages.

In other statement, teaching approach affects learning process, especially in translation in EFL. Butzkamm and Caldwell (2009) state that "the greatest pedagogical advantage" is the use of the native language in the classroom and can strengthen the confidence of students and emphasis on meaning. Ali (2012) also points out that translation allows foreign language students to see L2 via their native language, so L2 students often have a natural inclination to use translation and either consciously or unconsciously compare all languages involved in the learning process of teaching.

Translation brings awareness of languages. Although students are focused on identifying differences in structure and vocabulary when translating, strategies need to be developed to deal with them and leverage the ability of both languages. Compared to grammar, vocabulary, word order and other language points in the target language and the mother tongue of the student, the real utility of translation in foreign language classes is. Students are specifically introduced to the target and native languages in contrasting language systems. Therefore, students should be expected to address common errors and correct them. At this point, it may be fitting to mention Perkins's (1985) observations:

In order to develop in the students a linguistic awareness of contrast between L1 and L2 grammatical structures, and thus counteract

interlingual interference, the teacher can quite legitimately get students to translate L1 sentences designed to pinpoint and clarify structures and patterns the student still has not assimilated.

According to Duff (1994), translation happens everywhere and all the time. The students translate in class for other students, interpret signs and notices in the environment, and translate instructions, letters for friends and relatives. Moreover, they mentally translate ideas from their mother tongue into English.

Translation may provide guided practice in reading. Before starting to translate the text, the text "must be read carefully and analyzed in detail to determine its content in relation to what, how and why it was said" (Leonardi, 2009). Careful text analysis improves students' reading comprehension and promotes vocabulary development. Translation can help students improve their writing skills as it is a transfer of text from one language to another. Leonardi (2010) states that a good translation should flow naturally, re-create the style and context of the original text, and follow the conventions of the target language. Since translation is considered a communicative activity, it involves communication between teachers and students. Students are encouraged to "discuss right and wrong as well as problems related to the translation task" (Leonardi, 2009). On the one hand, students engage in conversation about the topic of translation, which helps them strengthen their speaking skills. On the other hand, students are asked to talk with teachers and other students,

and through listening both lecturers and students improve their listening skills.

According to Leonardi (2011), translation as a pedagogical tool can be used successfully at all proficiency levels, in schools or universities, as a valuable and creative teaching aid to support, integrate and further strengthen four traditional language skills: reading, writing, speaking and listen. One possible way to integrate translation into foreign language classes is through the use of translation activities.

Researchers Nolasco and Arthur (1995) suggest that translation activities should meet the following criteria:

1. Language is used for a purpose.
2. Translation activities create a desire for communication.
3. Translation activities encourage students to be creative and contribute their ideas.
4. Students are focused on what they are saying, rather than how they are saying it.
5. Students work independently of the teacher.
6. Students determine what to say or write.

Moreover, translation activities need not be used in isolation, but should be included in an inherent part of the language learning course.

Essential to highlight some core underlying principles. This is a very fundamental concept that affects all sorts of human activities and there is no exception to learning a foreign language. This is why it is

important to ensure that learning for students is generally a pleasurable experience (Caon, 2006). They are more likely to avoid making attempts if they experience stress rather than pleasure, and the process of learning foreign languages becomes difficult for both learners and teachers, keeping them both from achieving their goals (Horwitz et al., 1986).

This is particularly true when we deal with adults, and especially those with a choice as to whether or not they will pursue their language studies. High stress produces subconscious resistance to learning that can weaken their attempts (e.g. in the form of procrastination, etc.) even for people who do not have much of an option (e.g. pupils, college students) (LeBlanc, 2009; Diamond et al., 1996) and impairs the cognitive ability of the brain (McEwen & Sapolsky, 1995). Besides, one should always bear in mind that, on the contrary, positive emotions make the learning process more effective, for example, if they get satisfaction from learning, students memorize new words much easier (Cho & Krashen, 1994). In this regard, it should be stressed that the proposed solution decreases tension and increases the feelings of satisfaction of students who keep them on track.

Second, it is important for people to be able to measure their progress and actually see their achievements (Chang, 2007; Torres, 2013). In situations where they are learning without the assistance of a qualified teacher, this may be important. The proposed approach has very clear and self-evident criteria for accessing success (eg percentage of words

memorized, percentage of words understood by listening, percentage of words pronounced correctly) that learners understand and can easily be applied on their own. This creates a feeling of success, confidence and motivation to pursue studies. Figuratively speaking, the approach allows students to see the light at the end of the tunnel during the entire learning process.

One more principle must be put forward - lots of repetition. They allow students to learn new words and incorporate them into the flow of speech without cramming (Ellis, 2009). Seeing and hearing the same words over and over again students naturally memorize them as children memorize words from their mother tongue.

Finally, when the focus of their attention is on the foreign language in question, students make progress (Schmidt, 1995). Teachers can focus students' attention on language by providing them with learning experiences, achievement and enjoyment. By experiential learning we mean situations when students become aware of a new experience that will enrich their life in some way and be relevant to them. A feeling of achievement is created when they are successful at something that requires effort and concentration. This feeling makes students proud of themselves and increases their self-esteem. Pleasure experiences occur when students perceive something that gives them positive emotions (e.g. hearing a joke they like, seeing a beautiful picture, etc.) Also, by applying the principle of concentration we want to get rid of everything that is

distracting students from learning and learning. to increase their exposure to the language.

According to Rosenberg and Hovland (1960) as cited in Azwar (2012), there are three components of attitudes that is called tripartite model. The first component is cognitive. This component can be identified by the representation of what does someone beliefs or thought toward something (Azwar, 2012). The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs.

The second component is affective which is defined as emotional feeling toward something. Generally, emotional reaction is affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective.

The last component is conative (behavior). It refers to someone tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behavior.

3. Al Qur'an

Al-Qur'an is the holy Islam revealed by God to the prophet Muhammad. Al-Qur'an is the words of Allah given to the Prophet Muhammad, and it is worship that reads them.

(http://central.com/dictionary/al-qur'an_vocabulary). Al-Qur'an is the greatest Holy One in the world. Al-Qur'an is the world's last saint. Al-Qur'an is a book that was revealed to Muhammad the Prophet. It involves several subjects dealing with life's faith and the responsibility to lead human life, so that they can live happily on earth and hereafter. It does have some functions. With simple terms, Al-Qur'an describes its purposes. It makes people interested in reading it because the language is so beautiful in its structured manner. No one is able to imitate the language there. Al-Qur'an is the world's largest language ever. It can be narrative, negotiation, it is clearly and indirectly specified often. In addition, the other type of language used in Al-Qur'an is figurative language. In Al-Qur'an, there are many kinds of figurative vocabulary used. There are several meanings of figurative words. Its interpretation also deals with the context of interpretation information. That is why the degree of understanding is the foundation of Al-Qur'an.

Not only is the Holy Qur'an exceptional in the way it approaches its subject matter, but it is also exceptional in that it is itself a miracle. We mean the output of a divine or exceptional, by the word "miracle," that which humans can not reproduce. It has been reported that the Arabs were challenged by Prophet Mohammed (P.B.U.H) to create a literary work of a caliber comparable to the Quran, but despite their well-known eloquence and literary forces, they were unable to do so.

In conclusion, Muslims believe that Allah's initial work revealed to Prophet Mohammed (P.B.U.H.) is the Holy Quran. Interestingly, the Holy Quran is neither a copy nor a saying of Mohammed (P.B.U.H.) as a final revelation. The book *The Splendors of Islam* (2004) makes a precise distinction between the Holy Quran and the Prophet's Hadith:

The words of God as revealed exactly to prophet Mohammed. (P.B.U.H) make up the Quran while the saying, advices and explanations of the prophet (on any subject) are contained in the Hadith. The words of these two sources are kept separate to avoid getting them mixed up for the simple reason that the words of the Holy Quran are of divine origin while the words of the prophet reported by his companions.

The Holy Quran is a miracle not only because it is the words of Allah revealed to his prophet Mohammed (P.B.U.H), but also because of the divine language in which it is revealed.

According to Akbar (1988):

The language of the Holy Quran is by turn striking, soaring, vivid, terrible, tender and breathtaking..... It is meaningless to apply adjectives such as "beautiful" or "persuasive" to the Holy Quran, its flashing images and inexorable measures go directly to the brain and intoxicate it.

On his turn, Abdullah (2003) has made a similar observation:

Many scholars (Muslims and non-Muslims) remarked on the beauty and depth of the Quranic language. These scholars' have pointed out that the Holy Quran, in its original Arabic, has profound beauty and grace. In its expression, no words are waste: Its brief sentences are full of meaning. Its lines, which are often rhymed, have an expressive force and crafted language.

Thus, the Quran influenced the historical development of the Arabic language as a result of this artistically planned and constructed use of language in the Holy Quran. The Holy Quran is the primary source of the Arabic language. The same story was listed in the World Book Encyclopedia (1999) as:

Perhaps more than any other language, Arabic has developed from one main source This source for Arabic has been the Quran. The Unifying influence of the Quran has kept Arabic a live, universal language. Without Quran, Arabic dialects would probably have developed into separate language in the way that the Romance language developed from Latin.

In addition to making masterful use of language at the level of terms and phrases, the Holy Quran includes figures of speech, criticism, and irony. The Holy Quran has a rich literary scope of its own. The Holy Quran often employs a number of narrative and dramatic techniques and introduces characters that appear as vibrant figures, despite the scant personal information provided about them. For those who read the Holy Quran in Arabic, all the prevailing rhythm produces a spell-binding effect that is difficult to replicate in many surahs of the Holy Quran, in combination with the continuous use of rhymed prose. (Abdullah 2003).

Over the years, the Holy Quran has been translated into English and into several other languages. This has not been a pleasant assignment. Noting that the Holy Quran is a difficult book for Western people , mainly because of the problematic translation, Amos (2004) says:

Arabic is particularly difficult to translate: even ordinary literature and the mundane utterance of politicians frequently sound stilted and a lien when translated into English, for example, this is doubly true of the Quran, which is written in dense and highly allusive , elliptical speech.

The translation of the Quran, however, has helped interested English readers who are not competent in reading and understanding Quranic Arabic to greatly enrich their understanding of the Glorious Quran's meaning and incomparable beauty and perfection. Beekman (1988) states that it should not be approached lightly to translate sensitive and sacred text.

The special and miraculous existence (i'jazz) of some of the literary aspects of the Holy Quran includes the selection in its perfect sense of specific terms over their synonyms, the special structure of the sentence and syntax not following any pattern, the use of different tensions for the verbs to give a passage a deeper meaning. Perfect composition, abundant design, which is considered to be one of the different phases of the Holy Quran's inimitability, Beekman (1988).

The most ancient and special book in the Arabic language is the Holy Quran. In their acceptance and veneration of its disclosed Arabic text, all schools of Muslim thought for ages have been unanimous. It is the most renowned Arabic language masterpiece and a classic in the world. Islam's Succinct Encyclopedia, (2000).

In the way of special talents or acquired knowledge, the Arabs had very little, but they took great pride in their oratory and literary abilities. In fairs such as that of "ukkadh," in which several lines of speeches and poetry were recited from memory, annual competitions were held.

B. Previous Study

In order to make this research valid, the researcher takes three previous researches to support researcher's study. The first is *Methodology of Teaching and Learning Reading Using English Translation of Holy Quran as an Authentic Material Resource* by Sumarsono (2018). The researcher used descriptive qualitative method to collect and analyze the data. The objectives of this research are to describe the procedure of teaching and learning reading using English translation of Holy Quran as an authentic material resource, to investigate the problem of the implementation of teaching and learning reading using English translation of Holy Quran as an authentic material resource, and to provide the solution of the problems of the implementation of teaching and learning using English translation of Holy Quran as an authentic material resource. The result of this research is the stipulated objectives and executed teaching learning activities related to the use of English translation Version of the Holy Quran as authentic materials have already involved the knowledge and attitudes should students possess. They are possible to develop multiple intelligences; IQ, EQ and SQ and also, the 18 noble characters. It is therefore, the availability of ELT materials is crucial as they could, minimize teacher's workload in preparing the lesson, stimulate students

to produce language, supply immersion-like language exposure, help students to continue studying even they are outside of class time, offer entertainment, thereby engage and motivate the students.

The research conducted by Puji Sumarsono has similarities on descriptive qualitative design and using English translation of Al Qur'an. The difference is the variables of the research, Puji Sumarso uses methodology of teaching and learning reading. While this research uses English learning by using English translation of Al Qu'an without specific focus like reading.

The second related study is *Incorporating Quran Translations Into Teaching English to Muslim Learners* by Azahari (2014). The objectives of this research are to highlight the usefulness of using the translations of the Quran to teach students English Language, and how it can widen their knowledge in Islamic vocabulary, as well as how it can help in developing the four core skills in English. The result of the study, the contention is that Quran translations play a large role within our university which has prompted me to use it as one of my teaching resources for English Language. It is acts as a purpose for learning English in which students can use the language learnt therein as a means of propagation.

The research conducted by Liza Mariah Hj Azahari on descriptive qualitative design. Moreover, both of research use English Translation of Al Qur'an. The difference is the variable of research muslim learners. While this research uses student of GNB English course as the subject, and the students have various religion.

The third related study is *Translation as a Learning Method in English Language Teaching* by Dagilienė (2012). The objectives of this research is the use of translation in helping learners to acquire, develop and strengthen their knowledge and competence in the English language. Translation integrated into the language learning practice along with generally used learning activities, such as reading, listening, writing, and vocabulary development could be defined as a “pedagogical tool”, considering that its purpose is to teach a language. The result of the study, translation in foreign language classes enhances better understanding of structures of the two languages and also strengthens students’ translation skills. It is an effective, valid tool in the foreign language learning and can be used in the university classroom to improve knowledge in English.

The research conducted by Inga Dagilienė on quantitative research design. The differences are this study did not use Al Qu’an as media and this study used quantitative research method, whereas the researcher’s study used descriptive qualitative method. The similarity is both of the research used English translation as media of learning and teaching.

The fourth related study is *Using Translation Activity to Improve the Students’ Vocabulary Mastery of the Eleventh Grade of Social Class at SMAN 3 Bojonegoro* by Iin Lestari and Isma (2019). The objectives of this research is to know the process of improving students’ vocabulary mastery by using translation activity for Senior High school students at SMAN 3 Bojonegoro. This research used classroom action research. The subject of this

research was students of Social Program at 11 B. The result of the study, s that students made good improvements in learning vocabulary. Based on the result of the research, it can be concluded that using translation activity can improve students' vocabulary mastery.

The research conducted by Iin Widya Lestari & Adi Isma. differences are this study did not use Al Qu'an as media and this study used quantitative research method, whereas the researcher's study used descriptive qualitative method. The similarity is both of the research used English translation as media of learning and teaching, but this research focus on vocabulary mastery.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is consisting of research method. Research method is necessary to find the result of the research. Research method is dealing with the ways to conduct this research. It is very helpful for the researcher in solving the problem. In this chapter, the researcher divides the part into six parts. They are research design, data and data source, instrument of the research, unit of analysis, technique of collecting data, and technique of analyzing data.

A. Research Design

In this thesis, the researcher uses descriptive qualitative method. It means this research employs the descriptive and qualitative method of analysis. Brumfit and Mitchell (1995:11) stated descriptive research will aim providing as accurate an account as possible of what current practice is, how learners learn, how teacher teaches, what classroom looks like, at a particular moment in a particular place. This thesis collects the data, analyze them, and draw a conclusion based on the data only.

According to Sugiyono (2010:20) collecting the data in qualitative method research is in form of words or pictures rather than numbers. Qualitative research is a research which is based on descriptive data than use statistical procedure. Qualitative research is based on efforts to build object views that is searched accurately, formed by words, holistic picture and complicated

Beside using descriptive to analyze the data, the researcher takes needs analysis in order to collect the data. Brown (1995:36) stated that needs analysis is collection and systematic analysis of all subjective and objective information needed to define and validate defensible curriculum processes that satisfy the language learning requirements of students within the context of particular institutions that influence the learning and teaching situation. It uses to collect all the data of learning English by using the English translation of Al Qur'an.

In conclusion, the research is descriptive qualitative method research. This research is qualitative research since the data are in the form of words than numbers. The researcher uses descriptive method to analyze the learning English by using the English translation of Al Qur'an in GNB English course and the messages involved behind it.

The main data of the research is the learning English by using English translation of Al Qur'an in GNB English course.

B. Research Setting

1. The Place of the Research

The research is carried out at GNB (Get and Be) English course. The Course is located at Petanahan – Kebumen 54382.

2. The Time of the Research

The research is carried out at GNB (Get and Be) English course on January until June 2020.

The data sources in this research are the learning English by using English translation of Al Qur'an in GNB English course, English translation of Al Qur'an, and software Al Qur'an digital.

Table 2.1 Timetable Schedule

No	Project Activities	Month						
		Jun	Jul	Aug	Sep	Oct	Nov	Des
1.	Do pre-research							
2.	Write proposal							
3.	Guidance and consultation							
4.	Proposal seminar							
5.	Do the research on field							
6.	Collect and analyze data							
7.	Finish writing chapter IV and V							
8.	Consultation and guidance							
9.	Report the research (Munaqosyah)							

C. Participants of the Research

1. The researcher recruited 12 students of GNB English course. The students are senior high school students. They are divided into 2 grades, 11th and 12th grades by tutor.

2. In this research, the researcher would focus on the learning English by using English translation of Al Qur'an.

D. Data Source

In descriptive qualitative study, the researcher deals with data that are in the form of words or pictures rather than numbers and statistics, even though occasionally, some numeric data may be collected (Ary et. al, 2010:424). Managing the large volume of descriptive data generated from interviews, observations, and the collection of documents is an important consideration in qualitative studies.

The source of data in the study are tutor and participants from which the data can be collected for the purpose of research (Arikunto, 2010: 129). In this study, the researcher used a questionnaire guide and interview guide to obtain the data from research subjects. Then, the data sources were categorized as two things below:

1. Informant

Informant is the man that gives about information (Hornby, 1995:150). In this study, the informant referred to the tutor of GNB English course who gave key information to the data source.

2. Documentation

According to Sugiyono (2008:240), documentation can be in the form of written text or pictures that can be used to obtain information. In this study, the researcher used the interview transcript from Voice Note as the documentation to the data source.

E. Technique of Collecting Data

The technique of collecting data which are applied in this research as follows:

1. Interview

One of the most popular technique of obtaining information in a research by asking the correspondent orally is interview. Moleong (2002:13) stated interview is a conversation which done by to sides as the interviewer and Interviewee with certain purposes. In addition, Nazir (2005:195) says that interview is the process of gathering information for research's purposes through talking face to face with the respondents using an instrument called an interview guide.

The researcher makes an interview with the teacher of GNB English course and the students. The interview will be conducted to find out how the process about the learning English by using English translation of Al Qur'an.

2. Questionnaire

According Arikunto (2005:102), stated that questionnaire is a list of question that given to the respondents to get their responses based on the questions. Based on the definition above, it can be concluded that questionnaire is a list of questions that given to the subjects or respondents of the research in order to collect the data information about the respondents through their responses based on the questions. The researcher uses questionnaire to investigate and to collect data information from students. The type of the

questionnaire is closed-type questionnaire. It means that questionnaire given is to get the information from the students' directly without any assistant.

The students' who were chosen as the sample were asked to fill out the questionnaires. The writer determines the score of each statements in questionnaire.

In this research, the researcher will use semi open ended questionnaire. Each item uses options with explanation and short essay. The students are expected to choose one of those choices that they think and feel nearly matched with learning English using English translation of Al Qur'an. Short essay are expected to give explanation from the students about learning English using English translation of Al Qur'an that based on their own perception.

F. Thrustworthiness of the Data

In research, researchers must obtain valid data. This part is from research shows how reliable the data is. To test the validity of the data, researchers used theoretical triangulation, credibility and dependability in this study.

1. Triangulation

Creswell (2009:199) stated that triangulation of data will be collected through multiple sources such as interview, and questionnaire. Sugiyono (2010:372) describes there are three types of triangulation. They are triangulation of method, triangulation of source, and triangulation of time. In this research, the researcher uses triangulation of source. Triangulation of

source is to compare and to recheck the validation of information which is the results and the tool collection is different. In other word, source triangulation is to check the source of data. The sources of this research are result of interview and questionnaire.

2. Credibility

According to Ary, et al (2010: 498), credibility in qualitative research concerns the truthfulness of the inquiry's findings. Credibility or truth value involves how well the researcher has established confidence in the findings based on the research design, participants, and context.

In this case, the researcher used source triangulation because he used more than one source in analyzing data to describe learning English using English translation of Al Qur'an and students' responses toward the method. After that he got the result of data analysis then decided the conclusion whether or not the data suitable with the data source.

3. Dependability

Dependability is a way to make and get consistency of data will be found by the researcher so that the data can be dependable. Qualitative researchers speak of dependability rather than reliability. Recall that reliability in quantitative research has to do with consistency of behavior, or the extent to which data and findings would be similar if the study were replicated. However, unlike quantitative research, in which tight controls enhance

reliability, qualitative studies expect variability because the context of studies changes. Thus, consistency is viewed as the extent to which variation can be tracked or explained. This is referred to as dependability or trustworthiness.

One way to make the dependable data was by applying triangulation. Thus, to get the dependability of data analysis, the writer used sources triangulation. In this study, the researcher distributed questionnaire to the participants and then conducted interview with participants and classified based on theories.

G. Technique of Analyzing Data

According to Sugiyono in Djamal (2015: 138), the data analysis is the process of search and arranges data systematically. Searching and arranging the result of the research such as observation, interview texts, documentation, and other materials that are comprehensively and the result can be share to other people.

1. Data Reduction

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting research, the researcher will get much data. Hence, the researcher must select data that will give valuable information in research. Thus, at first the researcher has to do reduction to analyze the data. Based on the concept of data reduction, reducing the data in this researcher is chosen by identifying vocabulary learning strategy

used, the difficulties in learning vocabulary, and the solutions that are used to solve the difficulties only.

2. Data Display

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. Sugiyono (2008: 249) stated that in qualitative research, the most frequent form of display data is narrative text. Hence, the researcher arranges the data in good sequence of narrative text in order to be easier to understand.

3. Conclusion

The researcher writes down the conclusion based on the data interview, and questionnaire. The researcher also making interpretation of the data pre-observation to make the conclusion. The conclusion is write down based on the data and what the researcher had been observe about, then analyze all make a conclusion.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

In this chapter, the researcher would like to analyze the classified data concerning the problem statement in Chapter I. Therefore the report is divided into two parts. They are research findings and discussion. Research finding reports how the learning English by using English translation of Al Qur'an is and discussion represented from the expert compared with the fact in the field. There are two objectives in this research, namely: (1) the learning English by using English translation of Al Qur'an in GNB English course (2) the responses of the students toward the learning English by using English translation of Al Qur'an.

A. Research Findings

The researcher is going to explain the data that resulted from the questionnaire and interview given from to senior high school students of GNB English course. The researcher would like to ask how the learning English by using English translation of Al Qur'an.

The first technique of collecting data used by the researcher is a questionnaire. The questionnaire refers to a list of questions for senior high school students of GNB English course. In this research, the subject consist of 12 students who represent the senior high school students of GNB English course. There were 21 semi open ended questionnaire.

The second technique of collecting data used by the researcher is an interview. The researcher interviewed to determine the learning English by using English translation of Al Qur'an in GNB English course and the responses of the students toward the learning English by using English translation of Al Qur'an. Interview refers to a dialogue that had been done by the researcher to get information from the respondents. The researcher did it by asking one student from each class based on their answers from the questionnaire. So, there are 6 students from senior high school class that conducted interviews with the researcher.

The researcher showed the data for the study. To make it easier to analyze the knowledge in others the researcher will explain it. By conducting questionnaires and interviews, the following section represented the results of the investigation in order to reinforce the consistency of the report, followed by findings and discussions.

1. How is the learning English by using English translation of Al Qur'an in GNB English course?

Learning English by using English translation of Al Qur'an is one of learning English method in GNB (Get and Be) English course to facilitate the student to receive and understand any material. In this research, the researcher focuses on learning English by using English translation of Al Qur'an in GNB English course. To get the data, the researcher distributed the questionnaire and conducted interview. Data for this first research objective were collected from questionnaire that spread

out to 12 research subject via Google Form, and also interview with 6 out of 12 participants- 3 boys and 3 girls from senior high school class-via Whatsapp voice note. For the questionnaire, the type was semi-open, so the answer choices to the questions were all a combination of varied yet structured options. There were 15 questions that distributed to 12 senior high school students of GNB English course.

The researcher showed the data for the research. The researcher would describe the data in other to make it easy to be analyzed. The following section described the result of the investigation by conducting questionnaires and interviews to become reinforcement for the accuracy of the study which is followed by finding and discussion.

There were 5 basic steps of teaching and learning English: preparation, presentation, media, application, and review and evaluation. The questions were based on Jansen about translation and related activities may be helpful for foreigners learning a language. The result of students' questionnaire was served in the form of pie chart, then followed by supporting data from the interview that can be seen below:

a. Preparation

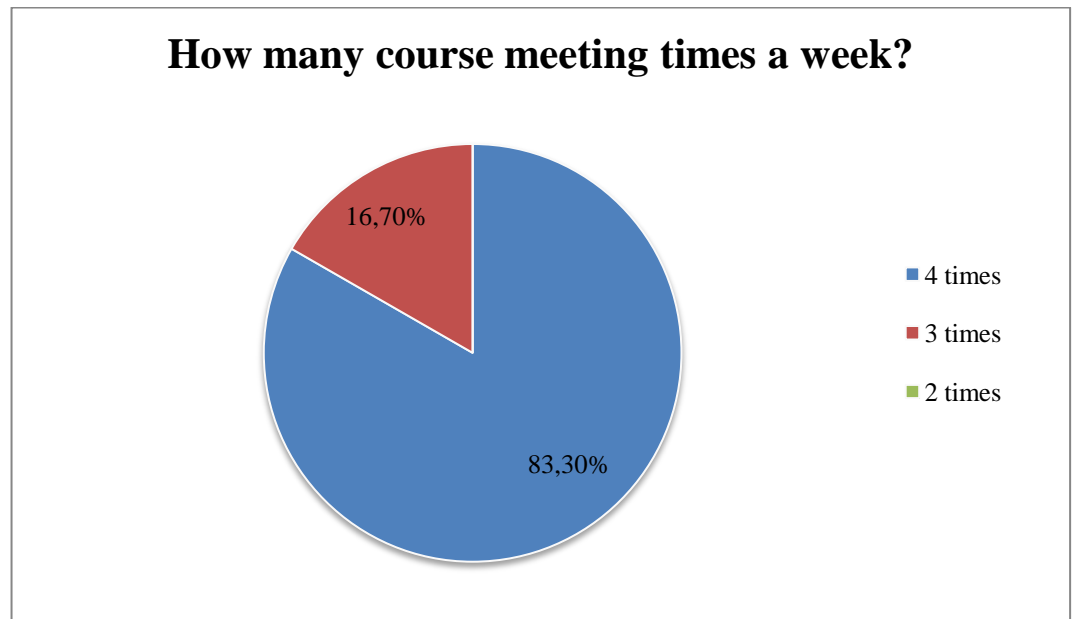


Chart 4.1 Frequency of course meeting

The first question was ‘How many course meeting times a week?’. From 12 respondents, there were two answer; 10 students with 2 times, 2 students with 3 times. The answer got the most number was 2 times, so researcher took that one. From these data, it can be concluded that the GNB English course conducted the meeting 2 times a week.

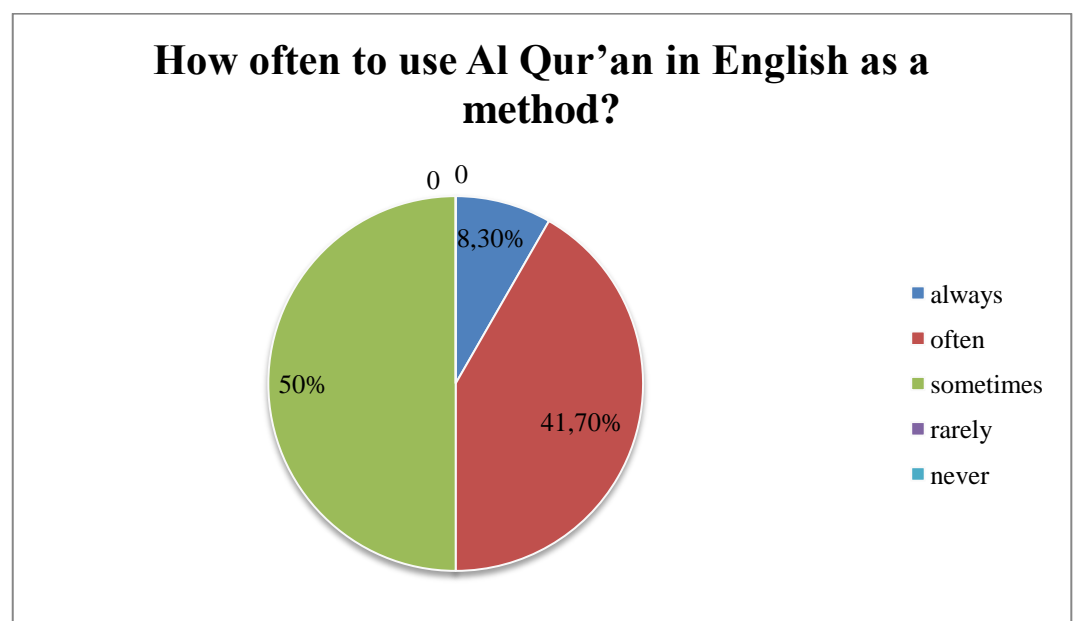


Chart 4.2 Frequency of the use of English translation of Al Qur'an

The second question was 'How often to use Al Qur'an in English as a method?'. From 12 respondents, there were three answers; 6 with sometimes, 5 with often, 1 with always. The most answer was sometimes, so the researcher took that one. From these data, it can be concluded that the GNB English course sometimes used the Al Qur'an in English as a method when learning process.

b. Presentation

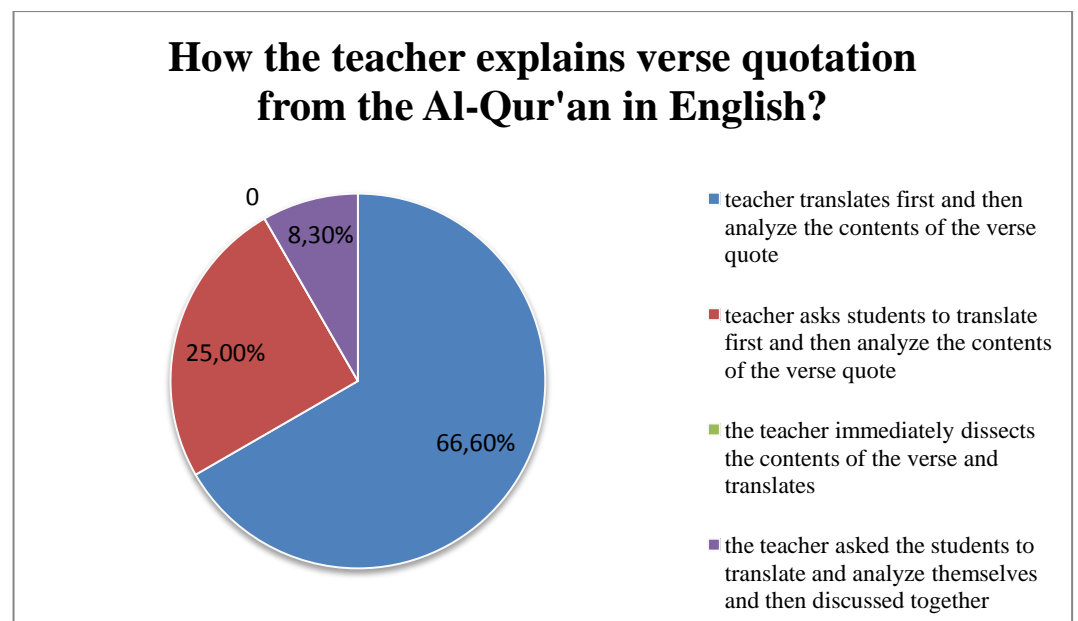


Chart 4.3 Explaining of verse quotation in the Al-Qur'an in English

The third question was 'How the teacher explains verse quotation from the Al-Qur'an in English?'. From 12 respondents, there were three answer; 8 with teacher translates first and then analyze the

contents of the verse quote, 3 with teacher asks students to translate first and then analyze the contents of the verse quote, 1 with the teacher asked the students to translate and analyze themselves and then discussed together. The most answer was teacher translates first and then analyze the contents of the verse quote, so the researcher took that one.

From these data, it can be concluded that the teacher's GNB English course translates first then analyze the verse quote before the teacher explain it to students.

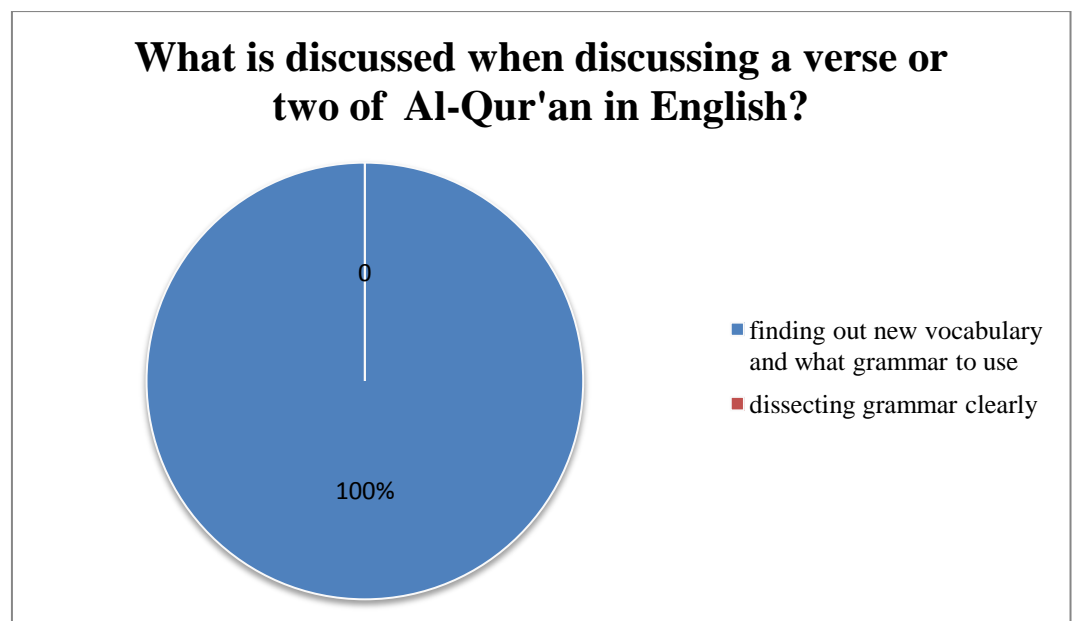


Chart 4.4 Discussing verse in Al Qur'an in English

Fourth question was 'What is discussed when discussing a verse or two of Al-Qur'an in English?'. From 12 respondents there was only one answer; 12 with finding out new vocabulary and what grammar to use. The only answer was finding out new vocabulary and what

grammar to use, so the researcher took that one. From these data, it can be concluded that the learning process in GNB English course would try to find out finding out new vocabulary and what grammar to use.

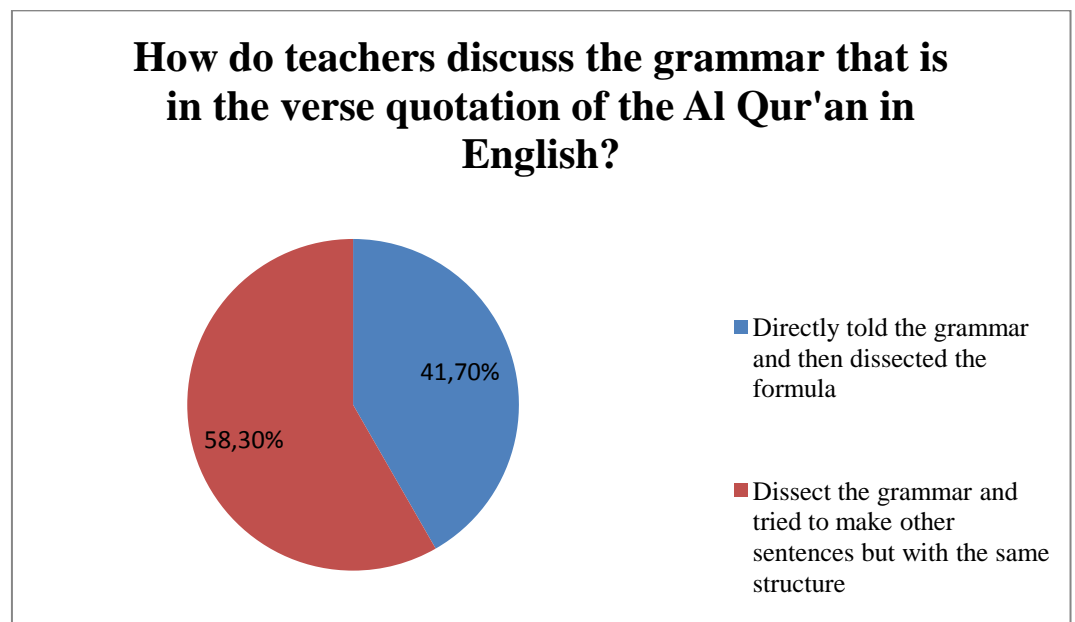


Chart 4.5 The way of teacher discusses verse quotation of the Al Qur'an in English

The fifth question was 'How do teachers discuss the grammar that is in the verse quotation of the Al Qur'an in English?'. From 12 respondents, there were two answers; 7 with Dissect the grammar and tried to make other sentences but with the same structure), and 5 with directly told the grammar and then dissected the formula. The most answers was dissected the grammar and tried to come up with other sentences but with the same structure, so the researcher took that one.

From these data, it can be concluded that the teacher dissects the grammar and try to make other sentences but with the same structure when class discuss grammar in quotation of English translation of Al Qur'an.

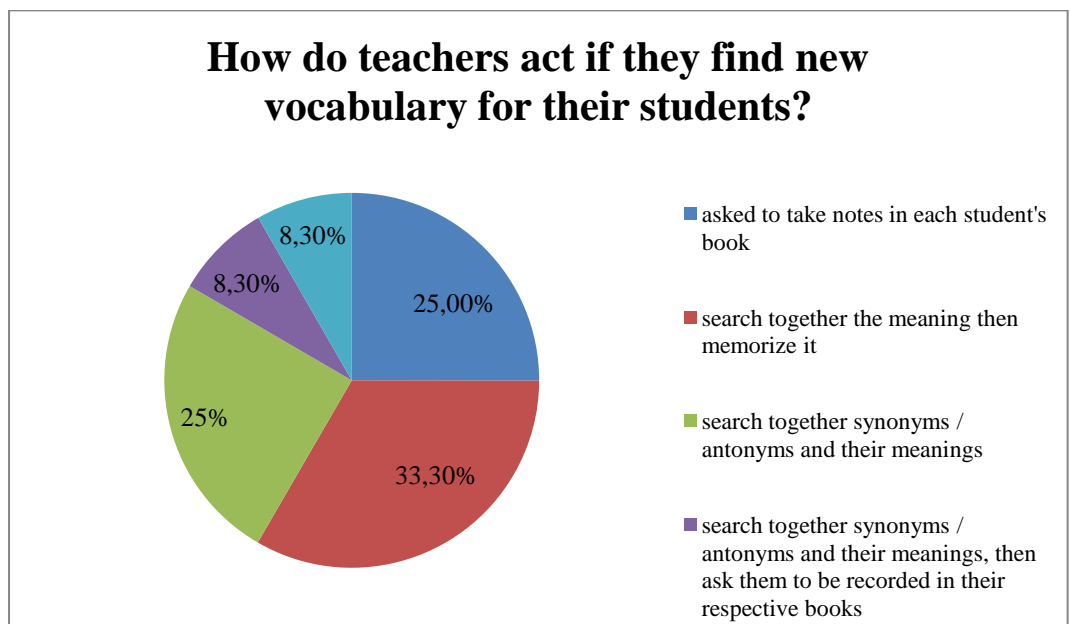


Chart 4.6 Teacher's action when finding new vocabulary

The sixth question was 'How do teachers act if they find new vocabulary for their students?'. From 12 respondents, there were five answers; 4 with search together the meaning then memorize it, 3 with Asked to take notes in each student's book, 3 with search together synonyms / antonyms and their meanings, 1 with search together synonyms / antonyms and their meanings, then ask them to be recorded in their respective books, and 1 with all the points above. The most answer was search together the meaning then memorize it, so the researcher took that one.

From these data, it can be concluded that the teacher will invite student for searching together then memorizing when finding new vocabulary.

c. Media

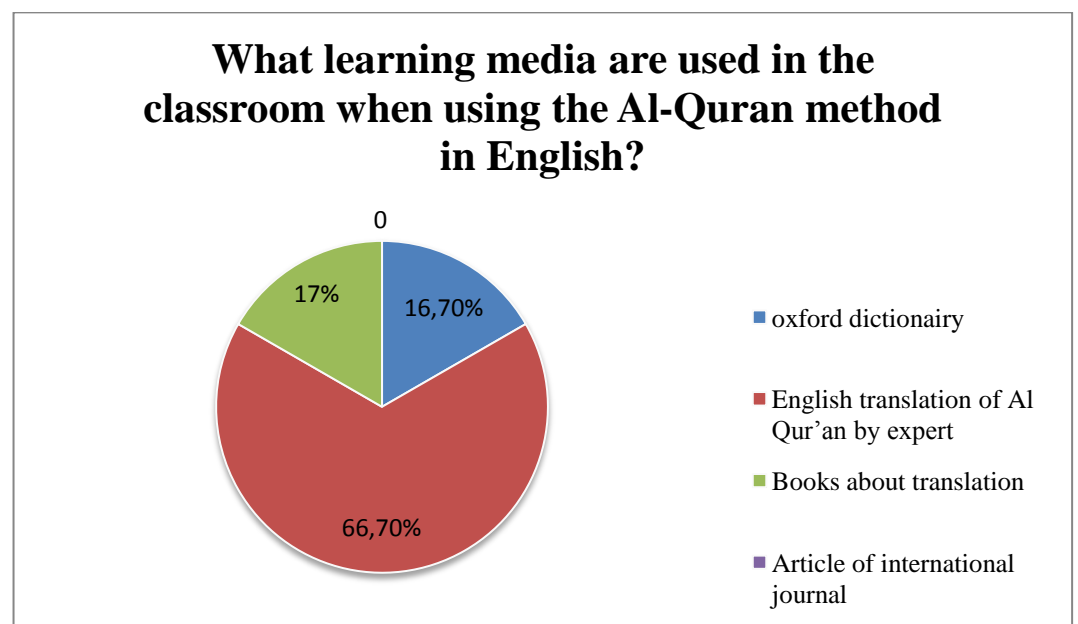


Chart 4.7 Learning media

The seventh question was ‘What learning media are used in the classroom when using the Al-Quran method in English?’. From 12 respondents, there were three answers; 8 with English translation of Al Qur’an by expert, 2 with books about translation, and 2 with oxford dictionary. The most answer was English translation of Al Qur’an by expert, so the researcher took that one. From these data, it can be concluded that learning media that used when using the English translation of Al-Qur’an is English translation of Al Qur’an by expert.

The eighth question was ‘What guidebooks are used as a reference for learning using the Al-Qur'an method in English?’. 12 respondents

give some responses in short answer box. Some responses are “dictionary and grammar book”, “TOEFL”, “TOEFL by Cliffs”, “book of toefl and English translation of Al Qur’an”, and “English translation of Al Qur’an”. The answer was supported with statements from students in the interview.

RN : *Al-quran dan toefl cliff*

PR : *Guru saya menyarankan buku toefl cliff dan Al Qur’an terjemahan bahasa inggris*

SIS : *Buku sifat solat nabi versi bahasa inggris dan toefl cliff*

MI : *Yg saya ingat menggunakan al qur’an terjemahan dan kamus bahasa inggris yang lengkap untuk mempelajari arti2 dari vocab yang baru*

INA : *Seingat saya buku dari tempat kursusnya yaitu Biar pintar bahasa inggris dan toefl cliff*

AF : *kalau tidak salah buku toefl yg disarankan guru dan Al Qur’an terjemahan bahasa inggris.*

From these data, it can be concluded that the teacher in GNB English course suggest English translation of Al Qur’an and TOEFL by Cliff as guidebooks.

d. Application

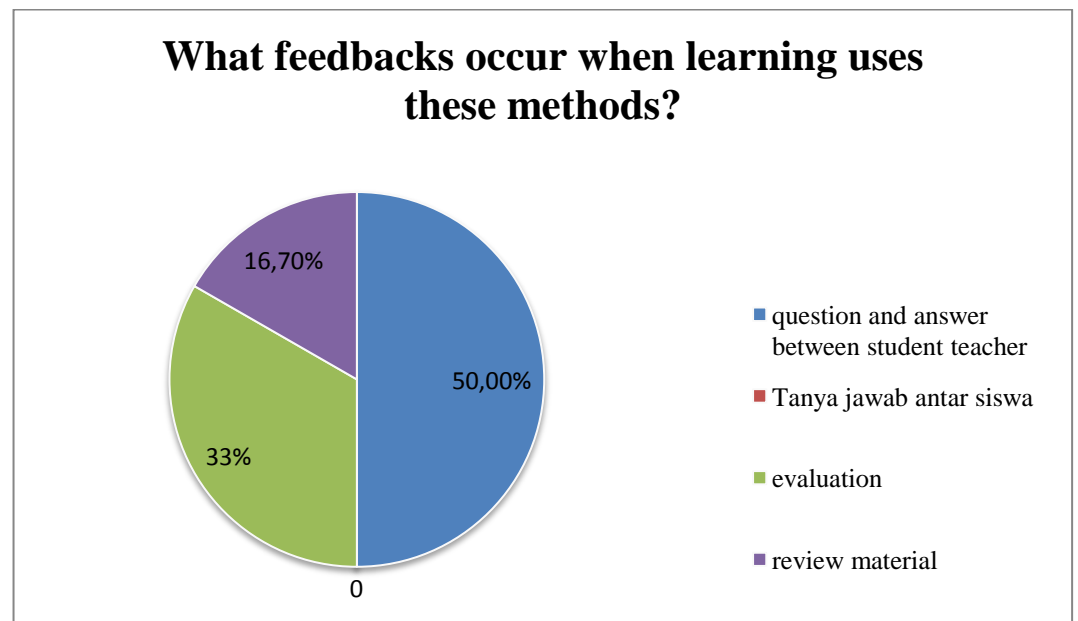


Chart 4.8 Feedback when using the method

The ninth question was ‘What feedbacks occur when learning uses these methods?’. From 12 respondents, there were three answers; 6 with question and answer between student teacher, 4 with evaluation, and 2 with review material. The most answer was question and answer between student teacher, so the researcher took that one. This answer was supported with additional answer from students in questionnaire.

RN : *Ya tanya jawab dalam mencari kalimat lain dengan grammar tersebut.*

PR : *Guru bertanya apa arti setiap kata.*

SN : *Setiap siswa akan ditanya.*

RS : *Tanya jawab tentang grammar.*

DF : *Memberi soal setelah pembelajaran sebagai pengingat.*

MDDK : *Guru bertanya dan siswa menjawab.*

From these data, it can be concluded that the teacher applies question and answer between student teacher when learning English using English translation of Al Qur'an.

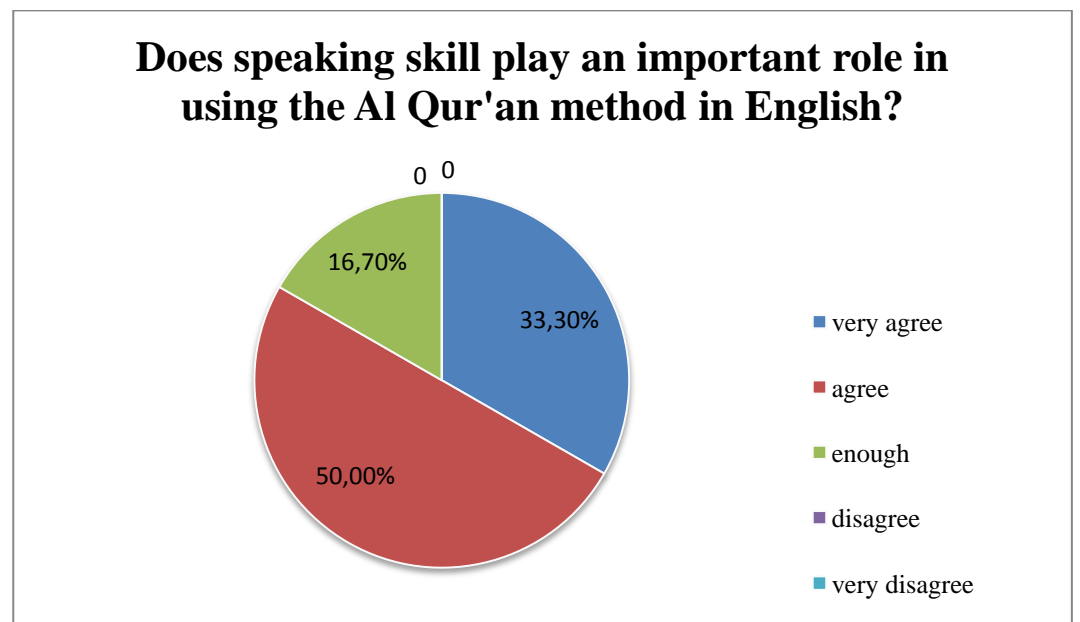


Chart 4.9 Speaking skill role in using the Al Qur'an method in English

The tenth question was 'Does speaking skill play an important role in using the Al Qur'an method in English?'. From 12 respondents, there were three answers; 6 with agree, 4 with very agree, and 2 with enough. The most answer was agree, so the researcher took that one. Then, this answer was supported with statements from students in the interview.

RN : *Tentu saja berperan, karena mempelajari suatu bahasa tidak cukup hanya reading dan listening tanpa adanya speaking*

SIS : *iya berperan penting dalam belajar bahasa inggris krna kita tahu dalam cara pengucapannya*

INA : *Tentu saja penting karena itu berefek dalam kita tahu pengucapan yang benar, tidak melulu keliru ketika pengucapan*

AF : *Lumayan, karna ada beberapa vocab yang susah di ucapkan, dan dalam pembelajaran guru mencoba mempraktikan dana menyuruh siswa untuk mengulangi*

From these data, it can be concluded that speaking skill plays an important role in learning English using English translation of Al Qur'an.

e. Review and Evaluation

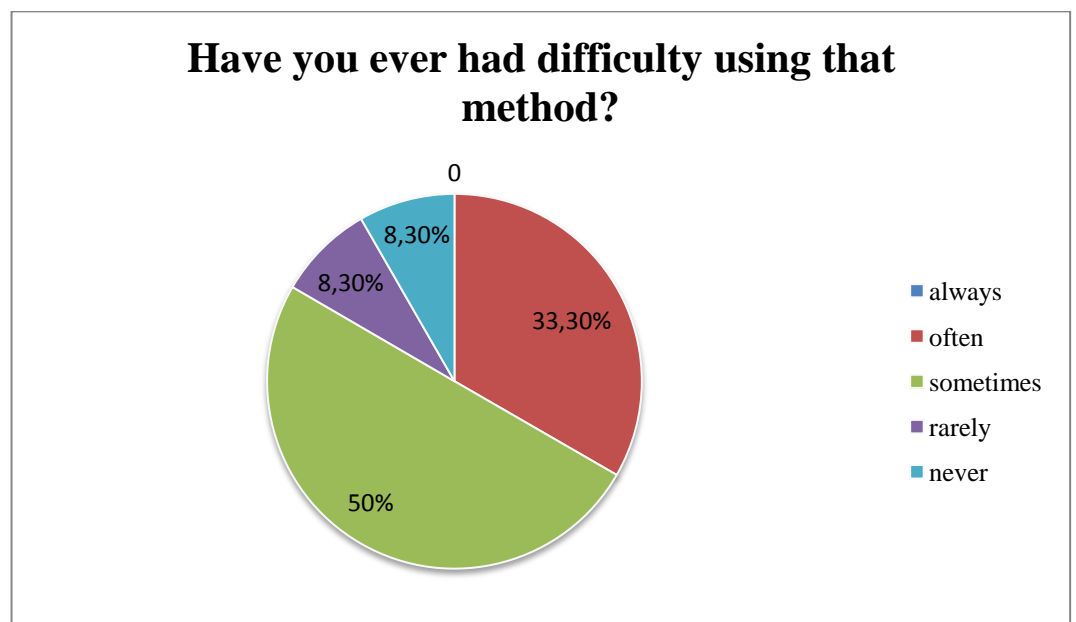


Chart 4.10 Frequency of using the method

The eleventh question was 'Have you ever had difficulty using that method?'. From 12 respondents, there were four answers, 6 with

sometimes, 4 with often, 1 rarely, 1 never. With that result, the researcher reduced it more into only two that got the most number; sometimes, and often. The most answer was sometimes, so the researcher took that one. This answer was supported with additional answer from students in questionnaire.

DF : *Karena keterbatasan pengetahuan dan kurangnya fokus saya.*

MIM : *Bahasa yang dipakai di Al Quran lumayan advance sehingga terjemahan inggrisnya pun kosakatanya agak asing.*

SIS : *Grammar yang terlalu tinggi sehingga sulit untuk memahami yang sedang dibahas.*

SAP : *Banyak vocabulary yang baru ditemukan.*

SN : *Karena bahasa Al-Quran bahasa yang paling sempurna jadi kemungkinan terjadi translate dari Bahasa Inggris ke Bahasa Indonesia biasanya mengalami kebingungan dengan arti terjemahannya.*

AF : *Ada beberapa kata dan grammar yang baru dimana jarang digunakan saat komunikasi, jadi butuh waktu lebih untuk mempelajarinya.*

From these data, it can be concluded that students had their issues, the most issues was the difficulty about structure and vocabulary in English translation of Al Qur'an.

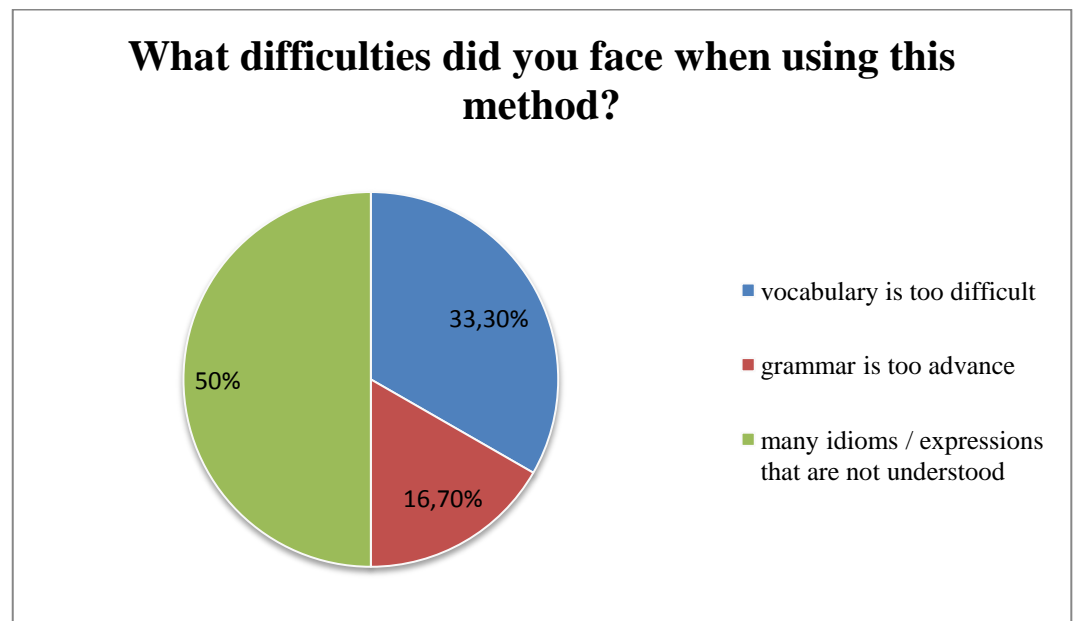


Chart 4.11 Difficulty of using the method

The twelfth question was ‘What difficulties did you face when using this method?’. From 12 respondents three answer; 6 with many idioms / expressions that are not understood, 4 with vocabulary is too difficult, and 2 with grammar is too advance. The most answer was many idioms / expressions that are not understood. Then, the answer was supported with statements from students in the interview.

AF : *vocab, grammar, dan idiom yang jarang digunakan saat komunikasi dan pelajaran bahasa Inggris di sekolah*

PR : *menurut saya halangan dalam pembelajaran dalam model pembelajaran seperti kita terlalu sulit dan asing dengan kata2 yang terdapat dalam al quran karna rata2 kata2 yang ada dalam al qur'an adalah kata2 yang tidak biasa dalam percakapan sehari-hari*

INA : *banyaknya variasi variasi kata ungkapan yang terdapat pada kalimat Alquran menyebabkan banyaknya vocabulary yang dibutuhkan untuk menyesuaikan dengan terjemahan yang sesungguhnya*

From these data, it can be conclude that the students have difficulty more intense in idiom when using English translation of Al Qur'an as a learning English method.

The thirteenth question was 'As you remember, what grammar usually appears in quotations from the Al-Qur'an verses in English? And which one do you think is the most difficult?'. 12 respondents give some responses in short answer box. Some responses are "Tenses dan phrasal verb", "Tenses dan subjunctive", "Past perfect tense", and "Future".

From these data, it can be concluded that the students have grammar difficulty in tenses when using English translation of Al Qur'an as a learning English method.

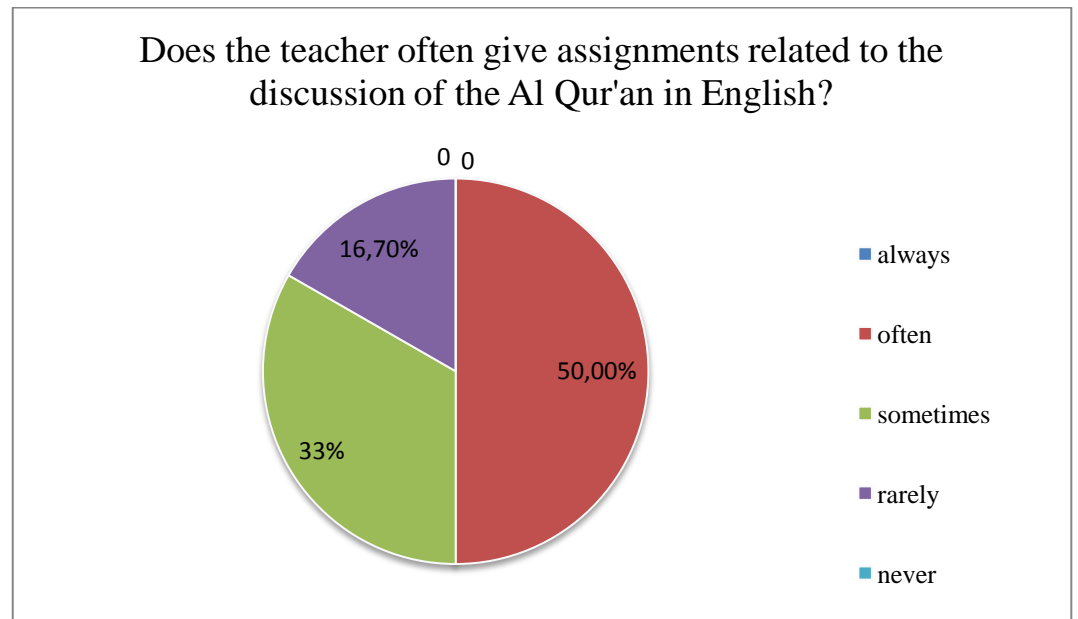


Chart 4.12 Frequency of giving assignment

The fourteenth question was ‘Does the teacher often give assignments related to the discussion of the Al Qur'an in English?’. From 12 respondents, there were three answers; 6 with often, 4 with sometimes, and 2 with rarely. The most answer was often, so the researcher took that one. From these data, it can be concluded that the teacher often give assignments related to the discussion of the Al Qur'an in English.

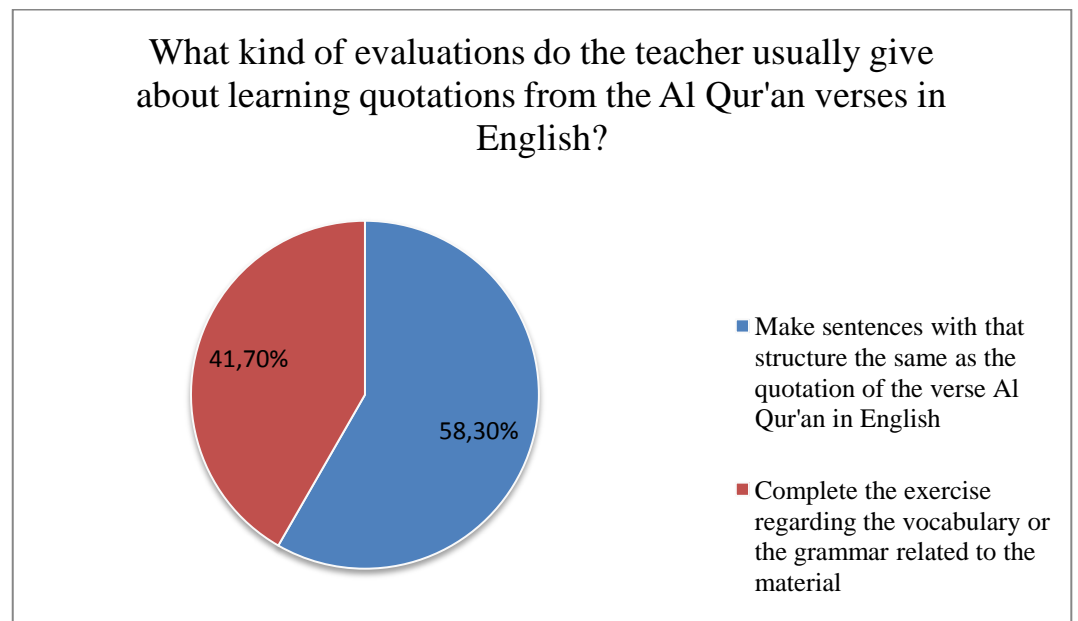


Chart 4.13 Kind of evaluations

The fifteenth question was 'What kind of evaluations do the teacher usually give about learning quotations from the Al Qur'an verses in English?'. From 12 respondents, there were two answers; 7 with Make sentences with that structure the same as the quotation of the verse Al Qur'an in English, 5 with Complete the exercise regarding the vocabulary or the grammar related to the material. The most answer was Make sentences with that structure the same as the quotation of the verse Al Qur'an in English, so the researcher took that one. This answer was supported with statements from students in the interview.

PR : *Berupa menerjemahkan kalimat dari bahasa Indonesia ke Inggris dan sebaliknya serta membuat contoh kalimat menggunakan suatu kata tertentu yang ada pada Al Qur'an.*

AF : *Guru menyuruh kita supaya membuat contoh kalimat yang mirip seperti apa yang telah dibahas dalam beberapa contoh.*

From these data, it can be concluded that the teacher gives evaluation about make sentences with that structure the same as the quotation of the verse Al Qur'an in English.

2. What are the reponses of the students toward the learning English by using English translation of Al Qur'an?

Data for this second research objective were collected from questionnaire that spread out to 12 research subject via Google Form, and also interview with 6 out of 12 participants- 3 boys and 3 girls from senior high school class-via Whatsapp voice note. For the questionnaire, the type was semi-open, so the answer choices to the questions were all a combination of varied yet structured options. There were 5 questions that distributed to 12 senior high school students of GNB English course.

For the interview, it was done to support the data from questionnaire. The researcher took 6 students 3 boys and 3 girls to conduct interviews. After collecting the data, the researcher analyzed the data step by step.

The researcher showed the data for the research. The researcher would describe the data in other to make it easy to be analyzed. The following section described the result of the investigation by conducting questionnaires and interviews to become reinforcement for the accuracy of the study which is followed by finding and discussion.

There were 3 components of attitudes, namely: cognitive, affective, and conative (behavior). The questions were based on Rosenberg and Hovland. The result of students' questionnaire and interview was served in the form of pie chart, then followed by supporting data from the interview that can be seen below:

a. Cognitive

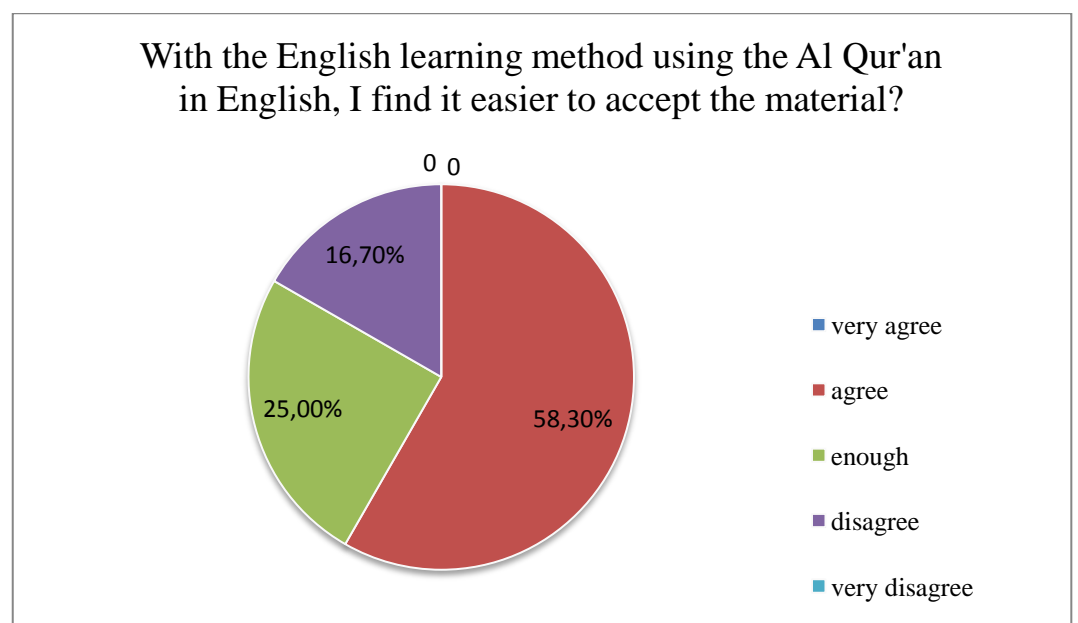


Chart 4.14 Easier to accept the material

The first question was 'With the English learning method using the Al Qur'an in English, I find it easier to accept the material?'. From 12 respondents, there were three answers; 7 with agree, 3 with enough, and 2 with disagree. The most answer was agree, so the researcher took that one. Then, this answer was supported with additional answer from students in questionnaire.

AF : *Karena pembelajaran menjadi tidak monoton hanya terpaku pada materi yang ada di buku.*

RN : *Dapat menemukan vocab dan grammar baru.*

SIS : *Karena saya suka dengan metode Al Qur'an, maka dengan begitu saya akan dengan mudah dalam memahaminya.*

PR : *Otomatis menambah kosa kata.*

RS : *Karena pembelajarannya dibahas dengan detail.*

MIM : *Dengan menambah vocab dan grammar yang baru dalam al Quran skill akan bertambah.*

SN : *Bahasanya tidak terlalu susah.*

From these data, it can be concluded that the students strongly agree with learning English by using English translation of Al Qur'an makes them easier to accept the material.

b. Affective

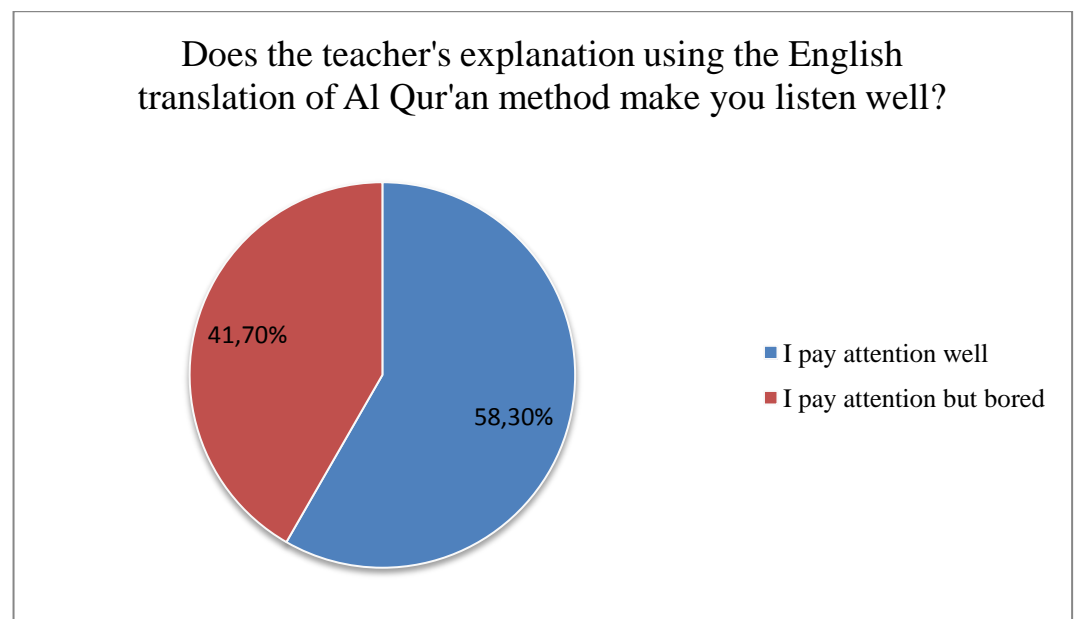


Chart 4.15 Pay attention to teacher explanation

The second question was ‘Does the teacher's explanation using the English translation of Al Qur'an method make you listen well?’. From 12 respondents, there were two answers; 7 with I pay attention well, and 5 with I pay attention but bored. The most answer was I pay attention well, so the researcher took that one. Then, this answer was supported with statements from students in the interview.

RN : *Jika saya tidak memperhatikan dengan baik nanti saya ketinggalan dan pasti itu susah buat mengikutinya lagi, karena di kelas itu bias membahas secara detail.*

SIS : *Penyampainnya yang detail dan kadang diselingi bercanda.*

MIM : *Kadang ada sesi Tanya jawab tentang yang sudah dibahas, makanya saya harus memperhatikan dengan baik.*

INA : *Perlu mencatat agar saya bisa mencatat apa yang saya tidak ketahui.*

From these data, it can be concluded that students pay attention well to teacher's explanation because they think that the explanation is important.

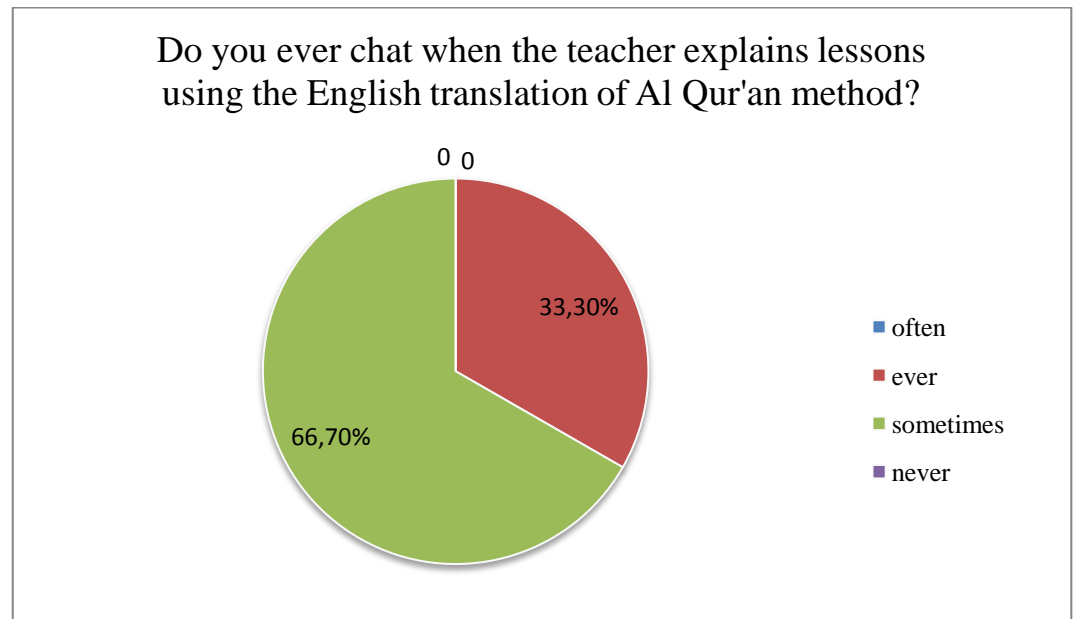


Chart 4.16 students' concentration

The third question was 'Do you ever chat when the teacher explains lessons using the English translation of Al Qur'an method?'. From 12 respondents, there were two answers; 8 with sometimes, and 4 with ever. The most answer was sometimes, so the researcher took that one. From these data, it can be concluded that students sometimes have a talk with friends.

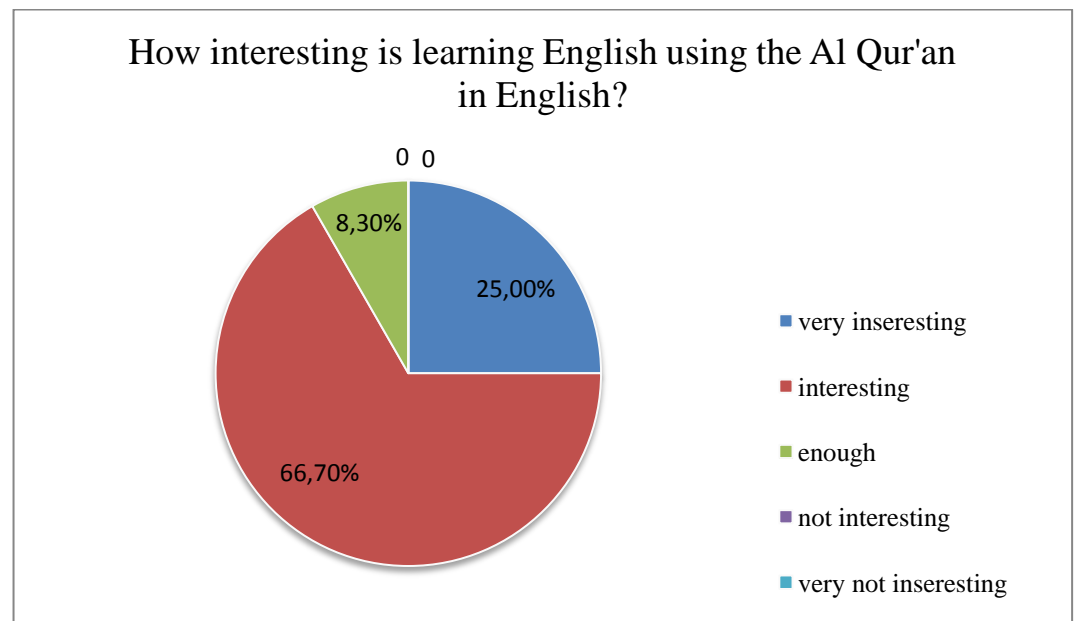


Chart 4.17 student interest in learning English using the Al Qur'an in English

The fourth question was 'How interesting is learning English using the Al Qur'an in English?'. From 12 respondents, there were three answers; 8 with interesting, 3 with very interesting, and 1 with enough. The most answer was interesting, so the researcher took that one. Then, this answer was supported with additional answer from students in questionnaire.

ML : *Karena memberikan banyak vocabulary baru yang masih terdengar asing*

SAP : *Belajar bahasa inggris sekaligus belajar terjemahan Al-Quran*

AF : *Kita menjadi tahu tentang grammar-grammar yang belum pernah dipakai sebelumnya dan mengetahui makna lebih dalam mengenai tiap ayat dalam Al-Qur'an*

RS : *Karena metode tersebut sangat jarang ditemukan dan jarang diterapkan oleh guru guru lain*

MIM : *Karena bisa belajar dua bahasa asing sekaligus*

SN : *Menambah wawasan hubungan kosakata arab dan inggris*

From these data, it can be concluded that students' interest in learning English using English translation of Al Qur'an.

c. Conative (Behavior)

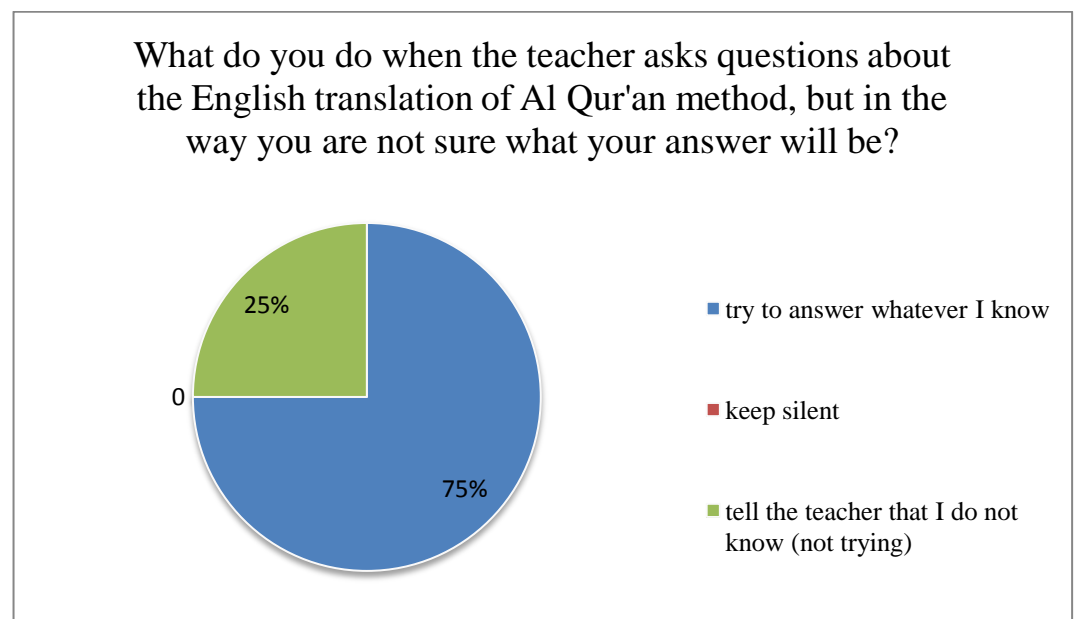


Chart 4.18 Students' confidence

The fifth question was 'What do you do when the teacher asks questions about the English translation of Al Qur'an method, but in the way you are not sure what your answer will be?'. From 12

respondents, there were two answers; 9 with try to answer whatever I know, and 3 with tell the teacher that I do not know (not trying). The most answers was try to answer whatever I know, so the researcher took that one. Then, this answers was supported with statements from students in the interview.

SIS : *Tetap mencoba walau kurang percaya diri sendiri kalau ngomong dikelas.*

RN : *Selain karena saya tidak terlalu pandai, tetapi karena saya kurang pede, tetapi kadang saya memberanikan diri sendiri agar mencoba menjawab.*

MIM : *Karena tidak yakin sama jawaban yang masih 50/50, saya ragu jawaban saya benar atau salah, tapi setidaknya sudah mencoba.*

From these data, it can be concluded that students try their best even though they are not so sure to what they say.

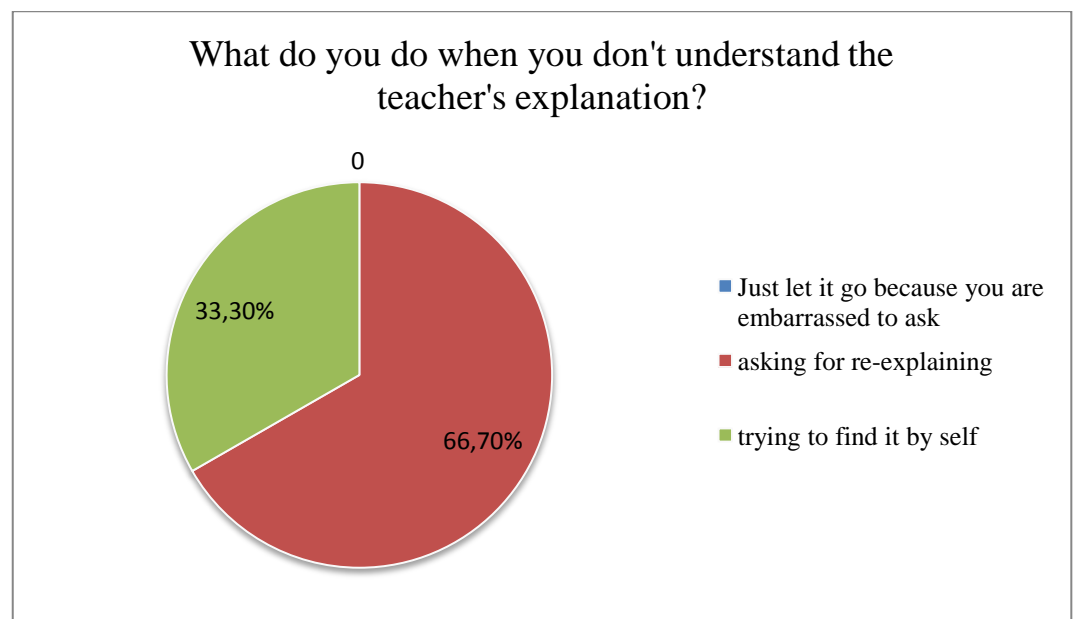


Chart 4.19 Asking for re-explaining

The sixth first question was ‘What do you do when you don't understand the teacher's explanation?’. From 12 respondents, there were two answer; 8 with asking for re-explaining, and 4 with trying to find it by self. The most answer was asking for re-explaining, so the researcher took that one. From these data it can be concluded that most students ask for re-explaining the material.

B. Discussion

After describing the learning English by using English translation of Al Qur'an in GNB English course, researcher find some research findings to answer the research problem. In this sub-chapter, there were discussions about the problem statements of this study: learning English by using English translation of Al Qur'an in GNB English course and the students' responses of the students toward the learning English by using English translation of Al Qur'an. The explanations were presented as follows:

1. Learning English by using English translation of Al Qur'an in GNB English course

Based on the result of research findings, the researcher found that learning English by using English translation of Al Qur'an in GNB English course was conducted. According Janssen (1999) basic steps of teaching and learning English, there are 5 steps namely preparation, presentation, media, application, and review and evaluation. The writer

compares with the others previous finding, it can be acquired the differences or similarities.

The first step is preparation. Based on questionnaire and interview result, they had course meeting twice a week. The students were often enough in using Al Qur'an in English as a method when learning English. Their preparation was by having course meeting a week and using English translation of Al Qur'an often. Whereas according to Sumarsono (2018), in his finding, the researcher divided students into groups of 3 students in which group should read a different chapter of Al Qur'an translation. That was the preparation step from Sumarsono's study, there is no similarity in preparation step.

The second step is presentation. Based on questionnaire and interview result, the teacher's GNB English course translates first then analyze the verse quote before the teacher explain it to students. The students strongly agreed that the teacher look for vocabulary and grammar when discussing English translation of Al Qur'an. And the teacher asked the students for looking for new vocabulary together then memorizing it. Meanwhile, how to the teacher explain grammar is teacher dissects the grammar and try to make other sentences but with same structure.

There is significant different with Sumarsono (2018), in his finding, the researcher used students centered that means the students are planned to be the main actor in teaching and learning. They must present and report their outcomes that they finish reciting and understanding

before 6 p.m. . . The report in then followed by 2 important comments; the lesson they got after understanding the Al Qur'an and the difficult words that they found. Another finding from Azhari (2014), in her finding, the researcher more focused on 4 language skills that the teacher explains how the use of the Quran in the development of the four language skills: reading, writing, listening, and speaking. For Listening, listening to partner's explanation in sharing their knowledge of the vocabulary words after finishing each one's task. Done in listening spokesperson presenting own experience related to a vocabulary words. For speaking, explaining to each other on meaning of vocabulary words and presenting on experiences related to vocabulary word. For reading, reading a set of 2-3 verses individually, reading dictionary meaning of vocabulary words, reading verses for interpretation of verses in student's own words. For writing, done in writing of meaning of vocabulary words from contextual clues, writing definitions of vocabulary words from dictionary and writing and then presenting on an experience related to one vocabulary word. From 3 researchs, each research has different explanation in presentation step.

The third step is media. Based on questionnaire and interview result, the students used 2 guidebook; English translation of Al Qur'an and TOEFL by Cliff. They agreed that the teacher often used English translation of Al Qur'an. From Sumarsono (2018) and Azhari (2014), they used English translation of Al Qur'an from Yusuf Ali. It can be said that GNB English course did not use English translation of Al Qur'an from

specific expert, whereas in Sumarsono and Azhari finding they used translation from Yusuf Ali.

The fourth step is application. Based on questionnaire and interview result, the teacher applied question and answer with the students when learning English using English translation of Al Qur'an. The students strongly agreed that speaking skill plays important role in this method for knowing right pronunciation and also this speaking skill play role when question and answer. Azhari (2014), in finding, there is similarity in application about speaking skill and pronunciation. Azhari uses dictation, dictation will help them pronounce ambitious words and students listening will be able to grasp the flow of words by hearing it first before writing it as a sentence. The tactic can be done as described by Tim Bowen in his article entitled Methodology: using dictation in English language teaching. First of all, you can ask a student or students to dictate the text to the rest of the class. Or you can get students to work in small groups with each person in the group dictating a section of the text to the rest of the group. Whereas in Sumarsono (2018), there is different application step that Sumarsono focus on students' understanding toward various genre of texts from Al Qur'an.

The last step is review and evaluation. Based on questionnaire and interview result, the student sometimes had difficulty in tenses and vocabulary. Meanwhile, they felt difficult more intense in idiom when using English translation of Al Qur'an. The teacher often gave

assignments for evaluation, the evaluation is making sentences with same structure as quotation of the verse Al Qur'an in English. In Sumarsono (2018), the teacher gives feedback after the student present their report in group. Whereas in Azhari (2013), there is no explanation about review or evaluation.

2. Students' responses of the students toward the learning English by using English translation of Al Qur'an

After discussing how learning English by using English translation of Al Qur'an in GNB English course is, now the researcher explained students' responses of the students toward the learning English by using English translation of Al Qur'an. According to Rosenberg and Hovland, there are three components of attitudes (tripartite model), namely: cognitive, affective, and conative (behavior). Then the researcher compared whether the finding in line with tripartite model.

The first category is cognitive response which is related to English translation of Al Qur'an method most of the students stated that the use of the method in teaching and learning English process help them to comprehend the lesson better. That statement was proven by questionnaire and interview result, some of the students' reasons is additional insight into vocabulary and grammar is more complex. And also, they felt that accepting material is getting easier.

The second category is affective. Based on questionnaire and interview result, the students paid attention well when teacher gave explanation

learning English using English translation of Al Qur'an. Some students think why they should pay attention to the teacher's explanation, because the material is important for them and there will be quiz at end of class. Although most students pay attention well, some of them sometimes have a talk when learning process. Most students interested in learning English using English translation of Al Qur'an. The statements are proven that students' affective positive response toward activities presented in the two meetings. All the respondents stated that they paid attention the lesson. The reason behind their positive response toward the teaching and learning activities is discovered in the following question.

The third category is conative (behavior). Based on questionnaire and interview result, most students tried answer the question although they doubt their answer when teacher asked them. And then some student prefer asked the teacher to explain again whereas ignoring their confusion and trying find it by self. The statements are proven that students' behavior response toward the learning activities presented through English translation of Al Qur'an method was reflected through their behavior in the classroom. This could also be seen from the observation when the students showed their answer eventhough they doubted the answer.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion of the study and gives suggestion to the problem statements of a descriptive study of learning English by using English translation of Al Qur'an in GNB (get and be) English course.

A. Conclusion

In this research, the researcher conducted descriptive method in order to describe learning English by using English translation of Al Qur'an in GNB English course.

Based on the data gotten from questionnaire and interview, it could be concluded that GNB English course used English translation of Al Qur'an as a method. Learning English of GNB English course was separated into 5 basic steps of teaching and learning English namely preparation, presentation, media, application, and review and evaluation.

For preparation, the students often used English translation of Al Qur'an when having course meeting twice a week. So, their preparation was by having course meeting a week and using English translation of Al Qur'an often. For presentation, explaining the Al Qur'an in English, the teacher translate first then analyze the verse. the teacher prefferd looking for new vocabulary and grammar then asked for memorizing it. Meanwhile, how to the teacher explains grammar is teacher dissects the grammar and try to make

other sentences but with same structure. For media, the students used English translation of Al Qur'an and TOEFL by Cliff, and teacher often used English translation of Al Qur'an. For application, the teacher applied speaking skill in question and answer and also corrected right pronunciation. For review and evaluation, the student had difficulty in vocabulary and grammar but more intense in idiom. The teacher asked students for making sentences with same structure.

Based on the data gotten from questionnaire and interview, students' responses separated into cognitive, affective, and conative (behavior). For cognitive, most students agreed that learning English by using English translation of Al Qur'an makes them easier to accept the material because of adding new vocabulary, grammar. For affective, most students interest in learning English using English translation of Al Qur'an and think that the learning material is important. So, students pay attention well to teacher's explanation. For conative (behavior), although students doubt when do not understand the answer correctly, they try to answer the teacher. And when students so not understand the teacher explanation, they ask for explain again.

B. Suggestion

Based on the result of the research stated above, the researcher draws some suggestions. The researcher hopes that these suggestions will be useful, especially for for the students, for teacher/tutor, for GNB English course and for the other researcher. They are as follows;

1. For students

The students should motivate themselves when learning English using English translation of Al Qur'an. And it is important for being more active in learning English process.

2. For English teacher/tutor

The teacher should be more creative in teaching using English translation of Al Qur'an, so student will be more interested. Teaching English is not easy, especially using English translation of Al Qur'an.

3. For GNB English course

GNB English course should provide facilities in order to supporting a better learning process. Provide more guidebooks or WI-FI for students can be more improve their knowledge.

4. For the other researcher

It is recommended to the other researcher who are interested in the field to continue and develop this study with a larger population or different group of students.

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APPENDIX

KUISIONER

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?
 - 4 kali
 - 3 kali
 - 2 kali
- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?
 - Selalu
 - Sering
 - Kadang-kadang
 - Jarang
 - Tidak pernah

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?
 - Guru menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut
 - Guru menyuruh siswa menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut
 - Guru langsung membedah isi dari kutipan ayat tersebut lalu menerjemahkan
 - Guru menyuruh siswa untuk menerjemahkan dan membedah sendiri lalu dibahas bersama
- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?
 - Mencari vocabulary baru dan grammar apa yang digunakan
 - Membedah grammar secara secara jelas
- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

- Langsung memberi tahu grammarnya lalu membedah rumusnya
 - Membedah grammarnya dan mencoba untuk membuat kalimat lain tetapi dengan struktur yang sama
- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?
- Menyuruh mencatat ke buku siswa masing-masing
 - Mencari bersama artinya lalu menghafalkannya
 - Mencari bersama sinonim/antonim dan artinya
 - Mencari bersama sinonim/antonim dan artinya, lalu menyuruh untuk dicatat di buku masing-masing
 - Lainnya

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?
- Kamus oxford
 - English translation of Al Qur'an by expert
 - Books about translation
 - Article of international journal
- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?
- Tanya jawab antar guru siswa
 - Tanya jawab antar siswa
 - Evaluasi
 - Review materi
- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?
- Sangat setuju

- Setuju
- Cukup
- Tidak setuju
- Sangat tidak setuju

5. Review and evaluation

- Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?
 - Selalu
 - Sering
 - Kadang-kadang
 - Jarang
 - Tidak pernah
- Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?
 - Vocabulary yang terlalu sulit
 - Grammar yang terlalu tinggi
 - Banyak kata idiom/ungkapan yang terlalu tinggi
- Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?
- Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?
 - Selalu
 - Sering
 - Kadang-kadang
 - Jarang
 - Tidak pernah
- Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?
 - Membuat kalimat dengan struktur yang sama dengan kutipan ayat Al Qur'andalam bahasa Inggris

- Menyelesaikan latihan tentang vocabulary atau grammar yang berhubungan dengan materi

6. Cognitive

a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

- Sangat setuju
- Setuju
- Cukup
- Tidak setuju
- Sangat tidak setuju

7. Affective

a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

- Saya menyimak dengan baik
- Saya menyimak tapi juga saya bosan

b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

- Sering
- Pernah
- Kadang-kadang
- Tidak pernah

c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

- Sangat menarik
- Menarik
- Cukup
- Tidak menarik
- Sangat tidak menarik

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?
- Mencoba menjawab apa saja yang saya tahu
 - Diam saja
 - Bilang kepada guru bahwa saya tidak tahu (tidak berusaha)
- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?
- Membiarkan saja karna kamu malu untuk bertanya
 - Meminta untuk menjelaskan ulang
 - Mencoba mencari sendiri

No.	Code	Gender	Class
1.	MIM	Male	11
2.	INA	Male	12
3.	AF	Male	12
4.	RN	Female	12
5.	SIS	Female	11
6.	ML	Female	11
7.	SAP	Male	12
8.	PR	Female	12
9.	SN	Male	12
10.	RS	Female	12
11.	MDDK	Male	11
12.	DF	Female	11

INTERVIEW TRANSCRIPTS

1. Halangan apa sih yang menurut kamu paling dominan dalam pengaplikasian model pembelajaran bahasa inggris menggunakan Al qur'an terjemahan bahasa inggris?

RN : Kata yang digunakan dari bahasa Indonesia untuk di translate nya terlalu sulit.

PR : Menurut saya halangan dalam pembelajaran dalam model pembelajaran seperti kita terlalu sulit dan asing dengan kata2 yang terdapat dalam al quran karna rata2 kata2 yang ada dalam al qur'an adalah kata2 yang tidak biasa dalam percakapan sehari-hari.

SIS : Grammar yang terlalu tinggi dan beberapa vocabulary.

MIM : Halangan yang saya atau kami rasakan antara lain adalah banyaknya vocab baru yang jarang diketahui serta tentu saja gambarnya juga berbeda dengan percakapan sehari-hari sehingga perlu latihan ekstra untuk mengetahui arti sebenarnya dari ayat-ayat dalam Alquran.

INA : Banyaknya variasi variasi yang terdapat pada kalimat Alquran menyebabkan banyaknya vocabulary yang dibutuhkan untuk menyesuaikan dengan terjemahan yang sesungguhnya.

AF : Vocabulary dan grammar yang jarang digunakan saat komunikasi.

2. Menurut kamu evaluasi apa yang guru/tentor berikan ketikan pembelajaran?

RN : Terbanyak evaluasi bagi tentor untuk muridnya tentang vocabulary yang dipakai dan grammer yang sesuai.

PR : Berupa menerjemahkan kalimat dari bhs indo ke inggris dan sebaliknya serta membuat contoh kalimat menggunakan suatu kata tturu yang ada pada Al Qur'an.

SIS : Menyimpulkan dengan bahasa kita sendiri dan juga diberi pertanyaan mengenai bacaan yg sedang dibahas.

MIM : Evaluasi yang biasa guru atau tentor berikan ketika pelajran adalah mengulangi vocab vocab yang dipelajari setiap harinya karena setiap

pembelajaran bahasa Inggris dengan menggunakan Alquran terjemahan tentu saja akan mendapatkan vocab vocab yang baru sehingga apabila tidak diundang maka tidak akan mudah diingat.

INA : Pengoreksian terhadap kesalahan penulisan serta pengucapan tentang penerjemahan Alquran dalam versi bahasa Inggris.

AF : Guru menyuruh kita supaya membuat contoh kalimat yang mirip seperti apa yang telah dibahas dalam beberapa contoh.

3. Jelaskan secara singkat proses guru mengajar dengan menggunakan model pembelajaran bahasa inggris menggunakan Al qur'an terjemahan bahasa inggris?

RN : Guru memberikan ayat dan kami mencari tahu artinya lalu mentranslate, setelah itu guru mencocokkan nya dan memberikan tatanan dan pemilihan kata yang benar dan sesuai, serta memberikan padanan atau sinonim dan lawan kata atau antonim dari kata2 tersebut.

PR : Guru seingat saya pastinya setiap siswa memegang al qur'an terjemahan kemudian guru halaman mana yg akan dibahas kemudian siswa mencari terjemahannya sebisanya kemudian dibahas bersama guru dan guru memberikan jawaban yg benar atas pembahasan tersebut.

SIS : Pertama guru membaca sampai selesai lalu murid disuruh mengikuti stlh itu diterjemahkan bersama sama.

MIM : Seingat saya proses belajar mengajar bahasa Inggris dengan menggunakan Alquran terjemahan dengan guru dan siswa membuka Alquran terjemahan kemudian guru membacakan setiap kata kemudian menterjemahkannya setelah 1 ayat 1 ayat atau satu kalimat sudah runtut akan diterjemahkan secara penuh kemudian akan diulangi begitu seterusnya.

INA : Tentunya murid-murid akan diberikan waktu untuk menerjemahkan arti dari Al Quran dari yang bahasa Indonesia menuju ke Inggris atau dari Inggris terjemahkan bahasa Indonesia kemudian setelah itu dievaluasi dan bersama-sama dicek cara grammar dan juga vocabulary.

AF : Guru memilih ayat-ayat yang akan dibahas, di bacakan terlebih dahulu lalu diterjemahkan bersama sama lalu di analisis.

4. Referensi apa yang disarankan oleh guru/tentor Kursusan?

RN : Al Qur'an dan TOEFL Cliff.

PR : Guru saya menyarankan buku toefl cliff dan Al Qur'an terjemahan bahasa inggris.

SIS : Buku sifat solat nabi versi bahasa inggris dan toefl cliff.

MIM : Yg saya ingat menggunakan al qur'an terjemahan dan kamus bahasa inggris yang lengkap untuk mempelajari arti2 dari vocab yang baru.

INA : Seingat saya buku dari tempat kursusnya yaitu Biar pintar bahasa inggris dan toefl cliff.

AF : Kalau tidak salah buku toefl yg disarankan guru dan Al Qur'an terjemahan bahasa inggris.

5. Apa yang membuat kamu mau memperhatikan penjelasan guru?

RN : Jika saya tidak memperhatikan dengan baik nanti saya ketinggalan dan pasti itu susah buat mengikutinya lagi, karena di kelas itu biasa membahas secara detail.

PR : Saya tertarik jika ada vocabulary yang terdengar aneh, maka dari itu saya menyimak.

SIS : Penyampainnya yang detail dan kadang diselingi bercanda.

MIM : Kadang ada sesi Tanya jawab tentang yang sudah dibahas, makanya saya harus memperhatikan dengan baik.

INA : Perlu mencatat agar saya bisa mencatat apa yang saya tidak ketahui.

AF : Merasa saya juga ikut memahami arti Al Qur'an.

6. Hal apa yang membuat kamu ragu ketika menjawab pertanyaan dari guru?

RN : Selain karena saya tidak terlalu pandai, tetapi karena saya kurang pede, tetapi kadang saya memberanikan diri sendiri agar mencoba menjawab.

PR : Tidak terlalu menguasai topik yang ditanyakan guru.

SIS : Tetap mencoba walau kurang percaya diri sendiri kalau ngomong dikelas.

MIM : Karena tidak yakin sama jawaban yang masih 50/50, saya ragu jawaban saya benar atau salah, tapi setidaknya sudah mencoba.

INA : Tidak percaya diri dengan apa yang akan saya katakan.

AF : Terlalu takut untuk salah dan malu.

QUESTIONNAIRE TRANSCRIPTS

Name : MIM

Class : 11

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 2 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Kadang-kadang

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membedah grammarnya dan mencoba untuk membuat kalimat lain tetapi dengan struktur yang sama

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Mencari bersama artinya lalu menghafalkannya

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : English translation of Al Qur'an by expert

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Al Quran

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Evaluasi (Siswa mengulang kembali materi pembelajaran)

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Setuju (Dengan semakin banyak vocab yang dikuasai akan meningkatkan skill speaking)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Kadang-kadang (Bahasa yang dipakai di Al Quran lumayan advance sehingga terjemahan inggrisnya pun kosakatanya agak asing)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Banyak kata idiom/ungkapan yang terlalu tinggi

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : Tenses dan subjunctive

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Jarang

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Menyelesaikan latihan tentang vocabulary atau grammar yang berhubungan dengan materi

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Setuju (Dengan menambah vocab dan grammar yang baru dalam al Quran skill akan bertambah)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak dengan baik

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Kadang-kadang

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Menarik

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Mencoba menjawab apa saja yang saya tahu

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Meminta untuk menjelaskan ulang

Name : INA

Class : 12

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 2 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Kadang-kadang

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membedah grammarnya dan mencoba untuk membuat kalimat lain tetapi dengan struktur yang sama

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Mencari bersama artinya lalu menghafalkannya

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : English translation of Al Qur'an by expert

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Kamus dan buku grammar

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Evaluasi (Seperti mengetahui makna yang tepat untuk digunakan)

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Setuju (Karena ketika pronounciationnya salah maka maknanya akan berbeda)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Kadang-kadang (menarik)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Banyak kata idiom/ungkapan yang terlalu tinggi

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : if clause

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Jarang

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Menyelesaikan latihan tentang vocabulary atau grammar yang berhubungan dengan materi

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Tidak setuju (karena banyak vocabulary yang berbeda dalam kata bahasa arab yang sama)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak dengan baik

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Kadang-kadang

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Menarik

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Mencoba menjawab apa saja yang saya tahu

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Meminta untuk menjelaskan ulang

Name : AF

Class : 12

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 2 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Sering

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Langsung memberi tahu grammarnya lalu membedah rumusnya

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Mencari bersama artinya lalu menghafalkannya

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Books about translation

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : TOEFL

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Evaluasi (biasanya guru akan meminta setiap siswa untuk membuat sebuah kalimat menggunakan kata atau grammar baru yang ditemukan lalu akan dibacakan satu persatu)

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Sangat setuju (Dengan berlatih menggunakan kata dan grammar yang baru maka nantinya akan terbiasa sekaligus mengasah kemampuan speaking english jika dilakukan secara berkala)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Kadang-kadang (ada beberapa kata dan grammar yang baru dimana jarang digunakan saat komunikasi, jadi butuh waktu lebih untuk mempelajarinya)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Banyak kata idiom/ungkapan yang terlalu tinggi

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : Tenses dan phrasal verb

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Kadang-kadang

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membuat kalimat dengan struktur yang sama dengan kutipan ayat Al Qur'an dalam bahasa Inggris

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Setuju (karena pembelajaran menjadi tidak monoton hanya terpaku pada materi yang ada di buku)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak tapi juga saya bosan

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Kadang-kadang

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Menarik

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Mencoba menjawab apa saja yang saya tahu

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Mencoba mencari sendiri

Name : RN

Class : 12

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 2 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Selalu

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menyuruh siswa menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membedah grammarnya dan mencoba untuk membuat kalimat lain tetapi dengan struktur yang sama

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Semua poin di atas

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : English translation of Al Qur'an by expert

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Al-quran dan toefl cliff

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Tanya jawab antar guru siswa

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Sangat setuju (Belajar tanpa speaking is nothing)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Sering (Kesulitan untuk menerjemahkan)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Vocabulary yang terlalu sulit

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : Hampir semuanya susah

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Sering

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membuat kalimat dengan struktur yang sama dengan kutipan ayat Al Qur'an dalam bahasa Inggris

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Setuju (Dapat menemukan vocab dan grammar baru yang tingkatnya lebih dari yang dipelajari disekolah)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak dengan baik

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Kadang-kadang

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Sangat menarik

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Mencoba menjawab apa saja yang saya tahu

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Meminta untuk menjelaskan ulang

Name : SIS

Class : 11

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 2 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Sering

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Langsung memberi tahu grammarnya lalu membedah rumusnya

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Mencari bersama sinonim/antonim dan artinya, lalu menyuruh untuk dicatat dibuku masing-masing

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : English translation of Al Qur'an by expert

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Buku sholat Nabi dalam bahasa Inggris dan TOEFL

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Review materi (Ya tanya jawab dalam mencari kalimat lain dengan grammar tersebut)

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Sangat setuju (Karena speaking skill itu meliputi listening, pronunciation, grammar, dan vocabulary. Itu semua merupakan unsur dasar dalam pembelajaran bahasa Inggris yang sangat penting. Kita harus paham dengan itu semua, sehingga kita akan dengan mudah memahaminya. Jadi, speaking skill itu sangat penting dan sangat mempengaruhi pemahaman kita pada metode Al Qur'an dalam bahasa Inggris)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Kadang-kadang (Grammar yang terlalu tinggi sehingga sulit untuk memahami yang sedang dibahas)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Grammar yang terlalu tinggi

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : Tenses dan subjunctive

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Sering

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Menyelesaikan latihan tentang vocabulary atau grammar yang berhubungan dengan materi

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Setuju (Karena saya tertantang dengan metode Al Qur'an, maka dengan begitu saya akan dengan lebih mudah dalam memahaminya karena tertarik)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak tapi juga saya bosan

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Pernah

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Sangat menarik (Karena selain belajar bahasa Inggris, kita juga bisa belajar Al Qur'an dengan bahasa Inggris dan juga mencari makna isi kutipan ayat dari Al Qur'an tersebut)

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Bilang kepada guru bahwa saya tidak tahu (tidak berusaha)

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Mencoba mencari sendiri

Name : ML

Class : 11

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 2 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Kadang-kadang

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menyuruh siswa untuk menerjemahkan dan membedah sendiri lalu dibahas bersama

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Langsung memberi tahu grammarnya lalu membedah rumusnya

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Mencari bersama sinonim/antonim dan artinya, lalu menyuruh untuk dicatat dibuku masing-masing

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Books about translation

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : TOEFL by Cliffs

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Evaluasi (Pemberian pr oleh guru setelah selesai pembelajaran)

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Setuju (Speaking skill berperan penting dalam metode Al Qur'an dalam bahasa Inggris karena melatih kita untuk membaca tulisan dalam bahasa Inggris dengan benar)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Sering (Karena belum memahami vocabulary baru yang ada di terjemahan di bahasa Inggris)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Vocabulary yang terlalu sulit

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : Past perfect tense

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Sering

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membuat kalimat dengan struktur yang sama dengan kutipan ayat Al Qur'an dalam bahasa Inggris

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Cukup (Cukup mudah menerima materi, karena bisa melihat terjemahan ayat langsung dalam bahasa Indonesia)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak dengan baik

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Kadang-kadang

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Menarik (Karena memberikan banyak vocabulary baru yang masih terdengar asing)

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Mencoba menjawab apa saja yang saya tahu

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Meminta untuk menjelaskan ulang

Name : SAP

Class : 12

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 3 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Sering

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membedah grammarnya dan mencoba untuk membuat kalimat lain tetapi dengan struktur yang sama

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Menyuruh mencatat ke buku siswa masing-masing

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Kamus oxford

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Buku grammar

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Review materi (Guru menjelaskan lalu siswa diminta untuk membacanya atau menerjemahkannya)

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Setuju (Karena pengucapan yang benar akan lebih mudah dipahami)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Kadang-kadang (Banyak vocabulary yang baru ditemukan)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Vocabulary yang terlalu sulit

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : Lupa, karna mungkin banyak yang susah buat saya

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Kadang-kadang

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Menyelesaikan latihan tentang vocabulary atau grammar yang berhubungan dengan materi

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Tidak setuju (Bahasa dalam Al-Quran lebih sulit dari bahasa sehari-hari)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak tapi juga saya bosan

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Pernah

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Menarik (Belajar bahasa inggris sekaligus belajar terjemahan Al-Quran)

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Bilang kepada guru bahwa saya tidak tahu (tidak berusaha)

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Mencoba mencari sendiri

Name : PR

Class : 12

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 2 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Sering

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menyuruh siswa menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Langsung memberi tahu grammarnya lalu membedah rumusnya

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Mencari bersama sinonim/antonim dan artinya, lalu menyuruh untuk dicatat dibuku masing-masing

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Kamus oxford

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : buku cetak gnb flc

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Tanya jawab antar guru siswa (guru bertanya apa arti setiap kata)

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Cukup (karena yang lebih berperan adalah pengetahuan tentang beragam kosa kata)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Jarang (karena pembelajaran dengan metode tersebut selalu dibimbing guru jadi tidak kesulitan)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Vocabulary yang terlalu sulit

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : Subjunctive

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Sering

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membuat kalimat dengan struktur yang sama dengan kutipan ayat Al Qur'an dalam bahasa Inggris

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Setuju (otomatis menambah kosa kata)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak tapi juga saya bosan

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Pernah

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Sangat menarik (karena selain menambah kosa kata juga menambah pengetahuan isi Al Quran)

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Bilang kepada guru bahwa saya tidak tahu (tidak berusaha)

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Mencoba mencari sendiri

Name : SN

Class : 12

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 2 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Sering

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membedah grammarnya dan mencoba untuk membuat kalimat lain tetapi dengan struktur yang sama

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Menyuruh mencatat ke buku siswa masing-masing

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : English translation of Al Qur'an by expert

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Al Qur'an terjemahan yang guru beli di Arab

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Tanya jawab antar guru siswa (Setiap siswa akan ditanya)

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Sangat setuju (Iya karna wajib untuk bisa berlatih speaking dengan lancar dan benar)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Kadang-kadang (Karena bahasa Al-Quran bahasa yang paling sempurna jadi kemungkinan terjadi translate dari Bahasa Inggris ke Bahasa Indonesia biasanya mengalami kebingungan dengan arti terjemahannya)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Banyak kata idiom/ungkapan yang terlalu tinggi

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : saya rasa saya bisa semua

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Kadang-kadang

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membuat kalimat dengan struktur yang sama dengan kutipan ayat Al Qur'an dalam bahasa Inggris

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Setuju (Bahasanya susah tapi saya bisa paham)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak tapi juga saya bosan

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Pernah

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Menarik (Menambah wawasan hubungan kosakata arab dan inggris)

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Mencoba menjawab apa saja yang saya tahu

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Meminta untuk menjelaskan ulang

Name : RS

Class : 12

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 2 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Kadang-kadang

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menyuruh siswa menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Langsung memberi tahu grammarnya lalu membedah rumusnya

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Menyuruh mencatat ke buku siswa masing-masing

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : English translation of Al Qur'an by expert

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Buku toefl dan Al quran terjemahan

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Tanya jawab antar guru siswa (Tanya jawab tentang grammar)

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Cukup (Karena metode tersebut lebih berpengaruh pada reading dan writing skill)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Sering (Karena mempelajari bahasa inggris saja sudah sulit, apalagi menggunakan metode yang tidak umum digunakan)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Banyak kata idiom/ungkapan yang terlalu tinggi

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : If clauses

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Sering

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Menyelesaikan latihan tentang vocabulary atau grammar yang berhubungan dengan materi

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Setuju (Karena pembelajarannya dibahas dengan detail)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak dengan baik

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Kadang-kadang

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Menarik (Karena metode tersebut sangat jarang ditemukan dan jarang diterapkan oleh guru guru lain)

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Mencoba menjawab apa saja yang saya tahu

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Meminta untuk menjelaskan ulang

Name : MDDK

Class : 11

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 2 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Kadang-kadang

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membedah grammarnya dan mencoba untuk membuat kalimat lain tetapi dengan struktur yang sama

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer ; Mencari bersama sinonim/antonim dan artinya, lalu menyuruh untuk dicatat dibuku masing-masing

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : English translation of Al Qur'an by expert

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Al Qur'an terjemahan

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Tanya jawab antar guru siswa (Guru bertanya dan siswa menjawab)

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Setuju (Karena penting)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Sering (Vocabulary yg digunakan tidak familiar)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Banyak kata idiom/ungkapan yang terlalu tinggi

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : Future tense

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Sering

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membuat kalimat dengan struktur yang sama dengan kutipan ayat Al Qur'an dalam bahasa Inggris

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Cukup (Bahasa Al Quran terlalu baku jika digunakan untuk pembelajaran)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak dengan baik

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Kadang-kadang

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Menarik (Belajar mendapat pahala juga)

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Mencoba menjawab apa saja yang saya tahu

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Meminta untuk menjelaskan ulang

Nama : DF

Class : 11

1. Preparation

- a. Berapa kali pertemuan tatap muka dalam seminggu ketika les?

Answer : 3 kali

- b. Seberapa sering menggunakan Al Qur'an dalam bahasa Inggris sebagai metode?

Answer : Kadang-kadang

2. Presentation

- a. Bagaimana cara guru menjelaskan kutipan Ayat Al Qur'an dalam bahasa Inggris?

Answer : Guru menerjemahkan terlebih dahulu lalu membedah isi dari kutipan ayat tersebut

- b. Apa saja yang dibahas ketika membahas satu atau dua ayat Al Qur'an dalam bahasa Inggris ?

Answer : Mencari vocabulary baru dan grammar apa yang digunakan

- c. Bagaimana cara guru membahas grammar yang ada di kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membedah grammarnya dan mencoba untuk membuat kalimat lain tetapi dengan struktur yang sama

- d. Bagaimana tindakan guru jika menemukan vocabulary baru untuk siswanya?

Answer : Mencari bersama artinya lalu menghafalkannya

3. Media

- a. Media pembelajaran apa saja yang digunakan di dalam kelas saat menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : English translation of Al Qur'an by expert

- b. Buku panduan apa saja yang menjadi acuan pembelajaran menggunakan metode Al Qur'an dalam bahasa Inggris?

Answer : Buku paket dari sekolah

4. Application

- a. Interaksi timbal balik apa yang terjadi ketika pembelajaran menggunakan metode tersebut?

Answer : Tanya jawab antar guru siswa

- b. Apakah speaking skill berperan penting dalam penggunaan metode Al Qur'an dalam bahasa Inggris?

Answer : Setuju (Penting)

5. Review and evaluation

- a. Apakah kamu pernah mengalami kesulitan saat menggunakan metode tersebut?

Answer : Kadang-kadang (Karena keterbatasan pengetahuan dan kurangnya fokus saya)

- b. Kesulitan apa yang kamu hadapi ketika menggunakan metode tersebut?

Answer : Grammar yang terlalu tinggi

- c. Seingat kamu, grammar apa yang biasanya muncul dalam kutipan ayat Al Qur'an dalam bahasa Inggris? Dan manakah yang menurut kamu paling susah?

Answer : semuanya susah buat saya

- d. Apakah guru sering memberi tugas yang berkaitan dengan pembahasan Al Qur'an dalam bahasa Inggris?

Answer : Kadang-kadang

- e. Evaluasi apa saja yang biasa di berikan guru tentang pembelajaran kutipan ayat Al Qur'an dalam bahasa Inggris ?

Answer : Membuat kalimat dengan struktur yang sama dengan kutipan ayat Al Qur'andalam bahasa Inggris

6. Cognitive

- a. Dengan metode pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris, saya merasa lebih mudah menerima materi?

Answer : Cukup (Kurangnya fokus saya dalam pembelajaran)

7. Affective

- a. Apakah penjelasan guru yang menggunakan metode Al Qur'an terjemahan bahasa Inggris membuat kamu menyimak dengan baik?

Answer : Saya menyimak dengan baik

- b. Apakah kamu pernah mengobrol ketika guru menjelaskan pelajaran menggunakan metode Al Qur'an terjemahan bahasa Inggris?

Answer : Kadang-kadang

- c. Seberapa menarik, pembelajaran bahasa Inggris menggunakan Al Qur'an dalam bahasa Inggris ?

Answer : Cukup (Karna kadang membosankan saat mengajar)

8. Conative (behavior)

- a. Apa yang kamu lakukan ketika guru mengajukan pertanyaan seputar metode Al Qur'an terjemahan bahasa Inggris, tetapi keadaanya kamu ragu-ragu dengan jawaban kamu nantinya?

Answer : Mencoba menjawab apa saja yang saya tahu

- b. Apa yang kamu lakukan ketika tidak paham dengan penjelasan guru?

Answer : Meminta untuk menjelaskan ulang